

# CPSE 402 - Educ Stdnts w/Disablts in ScEd

Spring 2016

Section 001: 355 MCKB on M W from 10:00 am - 11:50 am

## Instructor/TA Info

### Instructor Information

**Name:** Ryan Kellems

**Office Location:** 340-B MCKB

**Office Phone:** 801-422-6674

**Email:** rkellems@byu.edu

### TA Information

**Name:** Kalee Simons

**Office Hours:** Only By Appointment

**Email:** soulserver1160@gmail.com

## Course Information

### Description

This course prepares future secondary classroom teachers to understand how students with exceptionalities learn and to use basic strategies for meeting their educational needs. Participants will identify the way individuals differ, the exceptionalities defined in the Individuals with Disabilities Education Act, strategies to instruct students with various learning needs, curricular adaptations and accommodations for students with disabilities, and ways to collaborate with parents and professionals.

### Prerequisites

Admission to Secondary Education program or consent of instructor.

### Grading Scale

Grades	Percent
--------	---------

A	95%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

## **Learning Outcomes**

### **Sensitivity**

Demonstrate sensitivity to individuals with disabilities.

### **Effects of Diversity**

Describe the effects of cultural, ethnic, and language diversity on the education of individuals with disabilities

### **IEP**

Describe the steps in the Individual Education Program (IEP) process, including Individualized Transition Plans for students aged 14-22.

### **Research-supported Methods**

Use research-supported methods for academic instruction of individuals with disabilities including explicit instruction, learning strategies, task analysis, and active participation.

### **Models and Strategies of Consultation**

Describe models and strategies of consultation and collaboration including co-planning and co-teaching.

### **Definitions and Descriptions of Legal Structure**

Define special education and describe the legal structure of services for individuals with disabilities, including the Individuals with Disabilities Education Act (IDEA).

### **Personal Philosophy**

Develop a personal philosophy of special education which includes an understanding of the implications of Least Restrictive Environment as defined in IDEA.

### **Classroom Management Theories**

Demonstrate knowledge of basic classroom management theories and an understanding of teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.

### **High and Low Incidence Disabilities**

Describe the characteristics and educational implications of students with high and low incidence disabilities

### **General Curriculum**

Demonstrate ability to identify and prioritize areas of the general curriculum and provide accommodations for individuals with exceptional learning needs

### **Grading Policy**

Assignments are due at the beginning of class. Late assignments are worth 50% for up to a week. After a week late assignments will not be accepted. Some assignments are completed during class. If you are absent you will not be able to make up the missed work. In the case of university excused absences speak to the professor.

### **Participation Policy**

The class sessions are designed with you in mind. Please plan to attend each of them and to participate actively in the problem solving activities. You will complete several in-class assignments that will count toward your grade. You will work in cooperative teams throughout the semester. Your participation in these teams will be valued. It is important to share your experiences and insights.

## **Attendance Policy**

Students are expected to attend each class. **Attendance will be taken at the beginning of each class. Points are given for being ontime to class and staying until class is over.** *At the discretion of the instructor a students final grade may be lowered if the student has excessive non-university excused absences or tardies.* This will be done on a case by case basis. It is the students responsibility for documenting any university excused absences. University excused absences will not count against a student. Emailing the instructor before class letting them know you will not be in class does not make the absence excused.

## **Assignments**

### **Assignment Description**

#### **Special Ed Law Quiz**

Due: Monday, May 02 at 9:50 am

This is an assessment of your completion of the readings for Special Ed Law.

#### **IRIS Module**

Due: Monday, May 09 at 9:50 am

#### **IRIS Module 1- RTI- Assessment Question**

Go to the IRIS module at the link below and complete all sections.

<http://iris.peabody.vanderbilt.edu/module/rti01-overview/>

Answer questions in assessment section and submit on Learning Suite

#### **Individualized Education Programs Quiz**

Due: Wednesday, May 11 at 9:50 am

This is an assessment of your completion of the readings for Individualized Education Programs.

#### **Co-Teaching and Co-Planning Quiz**

Due: Monday, May 16 at 9:50 am

This is an assessment of your completion of the readings for Co-Planning and Co-Teaching.

**James**

Due: Wednesday, May 18 at 9:50 am

This is an assessment of your completion of the readings for your case study student James.

**Isabel**

Due: Wednesday, May 18 at 9:50 am

This is an assessment of your completion of the readings for your case study student Isabel.

**Brittney**

Due: Wednesday, May 18 at 9:50 am

This is an assessment of your completion of the readings for your case study student Brittney.

**Shawn**

Due: Wednesday, May 18 at 9:50 am

This is an assessment of your readings for your case study student Shawn.

**Co-Teaching Assignment**

Due: Wednesday, May 18 at 2:00 pm

Co-Teaching Assignment .doc [Download](#)

**Communication Disorders Quiz**

Due: Monday, May 23 at 9:50 am

This is an assessment of your completion of the readings for Communication Disorders.

**Learning Goals Assignment**

Due: Monday, May 30 at 11:59 pm

### **Assessment Quiz**

Due: Wednesday, Jun 01 at 9:50 am

This is an assessment of your completion of the readings for Assessment.

### **Classroom Strategies**

Due: Wednesday, Jun 01 at 9:50 pm

Complete three of the six content pages under the tab Classroom Strategies. After you have completed all three content pages, complete the quiz.

### **Universal Design Quiz**

Due: Monday, Jun 06 at 9:50 am

This is an assessment of your completion of the readings for Universal Design.

### **Common Assessment Plan**

Due: Monday, Jun 06 at 9:59 am

### **Supplementary and Intensive Instruction**

Due: Wednesday, Jun 08 at 9:50 am

This is an assessment of your completion of the learning activities content page for Supplementary and Intensive Instruction.

### **Common Management Plan**

Due: Saturday, Jun 11 at 11:59 pm

in class

### **Universal Design for Instruction**

Due: Saturday, Jun 11 at 11:59 pm

This assignment has two parts.

Part 1: Lesson plan. Collaborate with your group in class to develop a cohesive unit.

Part 2: Make a video of yourself teaching your lesson from the unit.

### **Classroom Management**

Due: Monday, Jun 13 at 9:50 am

This is an assessment of your completion of the readings for Classroom Management.

### **Class participation**

Due: Monday, Jun 13 at 11:59 pm

Class attendance is worth 3 pts per day. You must be in class seated on time to get the 3 pts. No pts will be given if you are late or absent.

### **Disability Experiences**

Due: Monday, Jun 13 at 11:59 pm

#### Disability Experiences

Experiences in Working with Students with Disabilities.doc [Download](#)

### **Complete 12 observation hours**

Due: Monday, Jun 13 at 11:59 pm

You will be required to complete 12 hours of observation in the school.

You must complete 8 hours in a secondary education classroom. The classroom must be taught by a general education teacher and must include students without disabilities. It must also include at least one student with a disability.

You have the option to complete 4 hours in a volunteer experience of your choice with a person with a disability. The person can be of any age. You can complete these hours in a special education classroom if you choose, but it is not required.

You must complete 9 hours to pass the course. If you complete 9-11 hours you will lose 2 percentage points of your final course grade for each hour you do not complete.

Please submit a one page single spaced description of your experience and a log that includes, the dates, times, locations and cooperating teacher(s).

## CPSE 402 Final Exam

Due: Wednesday, Jun 15 at 11:59 pm

This is a closed book closed note final exam. Please plan to take the final exam in one sitting. I would strongly advise that you type your answers to the essay questions into a word document and cut and paste them into learning suite. This will resolve any pain that might occur with Learning Suite. Please delete your final exam questions in the word doc once you know your grade has been submitted. Good luck and email me at [rkellems@byu.edu](mailto:rkellems@byu.edu) with any questions you have.

### Schedule

Date	Column 1	Topics/Readings Due	Assignments
T Apr 26 Tuesday	<b>First Day of Spring Term (04/26/2016 - 06/13/2016)</b>		
W Apr 27 Wednesday	What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)	Introduction to Course  What is a disability?	<b>Brittney Opens Isabel Opens James Opens Shawn Opens Special Ed Law Quiz Opens</b>
M May 02 Monday	What are my responsibilities as defined by federal law	Special Education Law	<b>Special Ed Law Quiz Closes Individualized Education Programs Quiz Opens</b>



	including the Individuals with Disabilities Education Act? (UETS Standard #10)	Readings: Special Ed Law and One of the following: Brittney, Shawn, Isabel, or James.	
W May 04 Wednesday	No Class	No reading due. Complete Iris Module	<p><b>IRIS Module</b></p> <p>Go to the IRIS module at the link below and complete all sections.</p> <p><a href="http://iris.peabody.vanderbilt.edu/module/rti/overview/">http://iris.peabody.vanderbilt.edu/module/rti/overview/</a></p> <p>Answer questions in assessment section and submit on Learning Suite</p>
M May 09 Monday	How do I design and implement instruction for individuals and groups of students that address students specific needs? (UETS Standard #6 and #7)	Response to Intervention (RTI)	<p><b>IRIS Module</b></p> <p><b>Co-Teaching and Co-Planning Quiz Opens</b></p>
W May 11 Wednesday	How to I use data to assess the effectiveness of instruction and to make	Individual Education Programs (IEP's)	<p><b>Individualized Education Programs Quiz Closes</b></p>

adjustments in  
planning and  
instruction?  
(UETS Standard  
#5)

Readings:  
Individualized  
Education  
Programs and  
One of the  
following:  
Brittney, Shawn,  
Isabel, or  
James.

Get organized  
into Co-teaching  
groups. Bring  
references to  
class next time.

M May 16  
Monday

Readings: Co-  
Teaching and  
Co-Planning and  
One of the  
following:  
Brittney, Shawn,  
Isabel, or  
James.

**Communication Disorders Quiz Opens**  
**Co-Teaching and Co-Planning Quiz Closes**

Co-Teaching  
and Co-Planning

W May 18  
Wednesday

How do the  
characteristics of  
students with

Co-Teaching  
Assignment-  
You will be

**Isabel Closes**  
**James Closes**  
**Shawn Closes**

	<p>disabilities affect their learning and participation in the classroom environment? (UETS Standard #2)</p>	<p>giving your lesson in class</p> <p>Low Incidence Disabilities</p>	<p><b>Brittney Closes</b></p> <p><b>Co-Teaching Assignment</b></p> <p><b>Classroom Strategies Opens</b></p>
<p>M May 23 Monday</p>	<p>How do the characteristics of students with disabilities affect their learning and participation in the classroom environment? (UETS Standard #2)</p>	<p>Readings: Communication Disorders and One of the following: Brittney, Shawn, Isabel, or James.</p> <p>High Incidence Disabilities: Learning Disabilities, Communication Disorders, and Intellectual Disabilities</p>	<p><b>Communication Disorders Quiz Closes</b></p>
<p>W May 25 Wednesday</p>	<p>How do I participate actively as a part of a learning community to share responsibility for decision-making</p>	<p>Readings: Professional Learning Communities and Professional</p>	<p><b>Assessment Quiz Opens</b></p>

and Learning  
accountability for Communities in  
each student's Secondary  
learning? (UETS Settings  
Standard #9)

Complete the  
*Learning Goals  
Assignment*  
from the  
*Professional  
Learning  
Community  
Assignment* in  
class today.

One of the  
following  
\_Visual  
Strategies  
\_Writing  
Strategies  
\_Reading  
Strategies  
\_Math  
Strategies  
\_Science  
Strategies  
\_Memory  
Strategies  
*You will take a  
quiz on these  
content pages*

*after you have  
completed three.*

M May 30  
Monday

**Memorial Day**

**Universal Design Quiz Opens  
Learning Goals Assignment**

W Jun 01  
Wednesday

How do I adjust learning activities and assessments in order to make appropriate accommodations for students with disabilities who are not meeting learning goals (UETS Standard #5 and #7)

Assessment  
  
Readings:  
Assessment and

**Assessment Quiz Closes  
Classroom Strategies Closes  
Supplementary and Intensive Instruction  
Opens**

How do I design and select preassessments, formative, and summative assessments in a variety of formats that match learning objectives and engage all learners in demonstrating knowledge and skills (UETS

One of the following  
\_Visual Strategies  
\_Writing Strategies  
\_Reading Strategies  
\_Math Strategies  
\_Science Strategies  
\_Memory Strategies  
*You will take a quiz on these content pages after you have completed three.*

Complete the

Standard #5) *Common Assessment Plan Assignment from the Professional Learning Community Assignment in class today.*

M Jun 06  
Monday

How do I adjust learning activities and assessments in order to make appropriate accommodations for students with disabilities who are not meeting learning goals (UETS Standard #5 and #7)

How do I choose appropriate strategies, accommodations, resources, materials, sequencing, technical tools and

Whole Class Instruction Universal Design for Learning Readings: Universal Design for Learning and

Complete the *Universal Design for Instruction Assignment from the Professional Learning Community Assignment in*

**Universal Design Quiz Closes  
Common Assessment Plan**

demonstration of learning that addresses students specific needs? (UETS Standard #6 and #7)

class today.

W Jun 08  
Wednesday

How do I adjust learning activities and assessments in order to make appropriate accommodations for students with disabilities who are not meeting learning goals (UETS Standard #5 and #7)

Making Data Based Decisions for students who need support at Tier II and Tier III as a classroom teacher and in a professional learning community

**Classroom Management Opens  
Supplementary and Intensive Instruction  
Closes**

Complete the *Teacher Instructional Decision-Making Assignment* and the *Professional Learning Community Instructional Decision-Making Assignment* from the *Professional*

*Learning  
Community  
Assignment*  
in class today.

Classroom  
Management

Readings:  
Classroom  
Management  
and Classroom  
Strategies

Readings:  
Supplementary  
and Intensive  
Instruction

Sa Jun 11  
Saturday

**Common Management Plan  
Universal Design for Instruction**

M Jun 13  
Monday

**Last Day of  
Spring Term  
(04/26/2016 -  
06/13/2016)  
Withdraw  
Deadline (Full  
Semester)**  
  
How do I design  
and implement

PLC Meetings-  
You will met as  
PLC groups with  
Dr. Kellems in  
his office.  
Meeting times  
will be  
scheduled in  
class.

**Classroom Management Closes  
Disability Experiences  
Complete 12 obervation hours**



instruction for individuals and groups of students that address students specific needs? (UETS Standard #6 and #7)

How do I use classroom management strategies that allow me to maintain a positive learning environment for all students (UETS Standard #3)

How do I create an environment that maximizes the potential of students with disabilities while maintaining appropriate expectations for all students? (UETS Standard

Final Exam:  
Taken in Learning Suite by June 15th at 11:59pm.

Complete the *Common Classroom Management Assignment* from the *Professional Learning Community Assignment* in class today.

No reading due.

	#2, #3)	
T Jun 14 Tuesday	<b>Spring Exam Preparation</b> (06/14/2016 - 06/14/2016)	Final exam will be taken in Learning Suite. It will be available on June 14th and 15th. You must have the final finished (not started) by midnight on the 15th.
W Jun 15 Wednesday	<b>First Day of Spring Final Exams</b> (06/15/2016 - 06/16/2016)	

## University Policies

### Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

## **Sexual Misconduct**

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

## **Student Disability**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

## **Academic Honesty**

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character.

"President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

### **Inappropriate Use Of Course Materials**

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

### **Plagiarism**

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's

words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.