

SPED 200 Syllabus

Instructor: Jackie Lynn Rama, M.A. Ed.

No Prerequisites

Office Hours: After class and by appointment
Office is SOE 106

Class Days: T -Th

Fall Semester, 2014
a.m.

9:20-10:50

Phone: (562) 841-2877

Meeting Room: SOE 117

E-mail Instructor via Canvas

Mission Statement: Recognizing the unique religious base of Brigham Young University-Hawaii Campus, the mission of the School of Education is to prepare quality teachers to meet the needs of all students in today's diverse and changing society by (1) instilling a love of life-long learning and developing problem-solving abilities; (2) teaching and modeling the best current educational practices, balanced with gospel principles; and (3) developing caring, compassionate, and collaborative individuals who are actively serving others at home, school, church and community, both locally and internationally.

Course Description: This course introduces the basic concepts and development of inclusionary special education including causes, identification, characteristics, and interventions of various exceptionalities.

Textbook: Lewis R. and Doorlag, D. *Teaching Students with Special Needs in General Education Classrooms*. 8th Edition (2011) Pearson Boston, MA. ISBN-978-0-13-501490-5. **NOTE:** Textbooks are purchased to complement course lectures and discussions, and to become a permanent resource in the emerging professional library of the serious-minded pre-service teacher. You should familiarize yourself with the information covered in the book prior to the class where the content will be covered. Pre-reading is an especially good idea if you need repetition in your learning.

The first chapters of the book may be found on Canvas by accessing the Files tab. Open the Textbook Chapters folder and select needed chapter.

Course Goals: The overarching objective of the course is to educate students on the fundamentals of Special Education. Pertaining to students with special needs, schools are increasingly moving towards inclusive models. All teachers need to be aware of the laws and options related to Special Education.

Course Outcomes (knowledge, skills, dispositions to be obtained from this course):
Prior to the successful completion of this course and the student will be able to:

1. **Identify by cause** (etiology), **characteristic** (description and indicators), and incidence (overall %) **various exceptional students** (those at risk for failure) **in inclusionary classrooms** (disabled-SPED, gifted and talented-GT, English language learners-ELL).
2. Have explored, implemented and reflected on a variety of research based **differentiation and accommodation strategies** and how they are utilized in accordance with the unique learning styles of various exceptional students **at risk for failure** (SPED, ELL, GT, etc.) in an inclusionary classroom.
3. Have explored, implemented and reflected on the **Response to Intervention (RTI) model/program** and RTI's relationship with the identification and intervention practices for supporting students experiencing academic difficulties in inclusionary classrooms.
4. Have explored, implemented and reflected on the **Universal Design for Learning (UDL)** lesson planning process and its role in supporting exceptional students in an inclusionary classroom.
5. Identify **Key Provisions of Federal and State Laws** including the requirements to utilize **Assistive Technology, maintain standards-based curriculum** for all students, **monitor progress**, and **participate in the IEP process** as these laws apply to educating at risk students in inclusionary classrooms.
6. **Participate** and **contribute** to a **community of engaged learners** as individuals and as members of various size groups.

Instructional Methods:

Teaching techniques range from lectures, small group discussions, games, classroom activities, reflections, applicable video clips, and guest speakers.

INTASC Principles may be found at:

<https://www.earlham.edu/media/434327/intasc-principles-standards.pdf>

	DISCUSSION TOPIC	DUE	INTASC Principles	CEC Standards
Sep 9	Introduction to Course	About Me sheet		
Sep 11	Success for All Students in the General Education Classroom	Ch. 1 Study Guide	10	1
Sep 16	Collaboration and the Team Approach Special Education Law	Ch. 2 Study Guide Study for Special Ed Law Exam	10	1
Sep 18	Special Ed Law Exam		10	1
Sep 23	Students with Disabilities and Other Types of Special Needs (FAT CITY presentation) (Coordinate pairs for poster presentations)	Ch. 3 Study Guide	3, 8, 10	1, 2, 7
Sep 25	Diversity in Today's Classrooms	Ch. 4 Study Guide Fat City reaction paper	3, 8, 10	1, 2, 7
Sep 30	Adapting Instruction Poster sessions begin	Ch. 5 Study Guide Cultural Diversity Assignment	3, 4, 5, 7	1, 3
Oct 2	Encouraging Positive Classroom Behavior Promoting Social Acceptance	Ch. 6 Study Guide Ch. 7 Study Guide	9	10
Oct 7	Coordinating the Classroom Learning Environment	Ch. 8 Study Guide	3, 4, 5, 8, 9	4, 5, 7
Oct 9	Assistive Technology (Prepare for AT presentations)	Ch. 9 Study Guide	10	1
Oct 14	The IEP Process	(Prepare for AT presentation)	9	10
Oct 16	Assistive Technology Presentations	Presentations	10	1
Oct 21	Teaching Students with Learning Disabilities and Attention Deficit	Ch. 10 Study Guide	3	1, 7, 8, 10

	Hyperactivity Disorders			
Oct 23	Teaching Students with Intellectual Disabilities	Ch. 11 Study Guide	3	1, 7, 8, 10
Oct 28	Teaching Students with Behavioral Disorders	Ch. 12 Study Guide	3	1, 7, 8, 10
Oct 30	Teaching Students with Communication Disorders	Ch. 13 Study Guide	3	1, 7, 8, 10
Oct 31- Nov. 1	Mid-Term available on Canvas from 8 a.m. Oct. 31st until midnight on November 1 st .	(Students who do not take the quiz may not make it up.)		
Nov 4	Teaching Students with Autism Spectrum Disorder	Ch. 14 Study Guide	3	1, 7, 8, 10
Nov 6	Teaching Students with Physical and Health Impairments	Ch. 15 Study Guide	3	1, 7, 8, 10
Nov 11	Teaching Students with Vision and Hearing Impairments	Ch. 16 Study Guide	3	1, 7, 8, 10
Nov 13	Teaching Students who are Gifted and Talented	Ch. 17 Study Guide	3	1, 7, 8, 10
Nov 18	Teaching English Learners	Ch. 18 Study Guide	3	1, 7, 8, 10
Nov 20	Toolbox Preparation	Presentations	3	1, 7, 8, 10
Nov 25	Toolbox Preparation	Presentations	3	1, 7, 8, 10
Nov 27	HAPPY THANKSGIVING	Nothing		
Dec 2	Toolbox Preparation	Presentations		
Dec 4	Catch Up Day			
Dec 9	Course Wrap-Up and Evaluation	Turn in Final (Strategy Toolbox)	3, 4, 5, 7	1, 3

Course Assignments Tentative (assignments may be added or dropped dependent upon class needs and responses):

1. Cooperative Learning Group Activities (Poster presentation, Assistive Technology presentation, and Final teaching presentation)
2. CEC Smart Brief Report
3. Fat City Reaction Paper
4. Chapter Study Guides

5. Classroom Assignments
6. Special Education Law Exam
7. Quizzes (includes pop quizzes and quizzes on guest speakers)

All written assignments (e.g. study guides, F.A.T. City reaction paper, CEC brief, Strategy Toolbox) should be submitted to the instructor on Canvas prior to the beginning of class on the due date. **Additionally, a hard copy of your should be printed for that day's class discussion.** No copy should be submitted via e-mail. Any assignment not submitted on Canvas by the beginning of class time (and one minute after the beginning of class is late) will lose points following the department policy (i.e., 50% loss when 1-24 hours late, 100% loss over 24 hours late). The points awarded for each course assignment will be posted on Canvas following the assignment's due date.

Evaluations will be conducted both formally and informally. Periodic quizzes, exams, class activities, written reflections, presentations, and study guides will be used as assessment tools.

Academic Honesty

Cheating is a form of dishonesty where a student attempts to give the appearance of a level of knowledge or skill that the student has not obtained. Examples include: (a) copying from another person's work during an examination or while completing an assignment, (b) allowing someone to copy from you during an examination or while completing an assignment, (c) using unauthorized materials during an examination or while completing an assignment, (d) collaborating on an examination or assignment without authorization, and (3) taking an examination or completing an assignment for another, or permitting another to take an examination or to complete an assignment for you.

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, while not a direct 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 one's 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 ignorant failure to follow established

rules for documenting sources or from simply being insufficiently 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.

Plagiarism may occur with respect to unpublished as well as published material. Acts of copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Per BYU-H policy statement instructors should take actions that are fair and equitable under the circumstances and should attempt to reach an understanding with the affected student on the imposition of an appropriate action. In some cases, the department, the college, or the university may also take actions independent of the instructor. Examples of possible actions include, but are not limited to the following: reprimanding the student orally or in writing; requiring work affected by the academic dishonesty to be redone; administering a lower or failing grade on the affected assignment, test, or course; removing the student from the course and/or recommending probation, suspension, or dismissal.

Children in Class

While we appreciate the challenges faced in babysitting when both parents are students, this situation has posed challenges for instructors and other students in classes. In the case of emergencies, please consult your instructor if there is a need to make an exception to this policy on basically a one-time only basis. This one-time exception should not be cause for any disruption to the regular conduct/teaching of the class.

Dress Code

As you are in a professional program, faculty and staff in the School of Education expect that you will follow the BYU-H dress standards. Dealing with these issues is uncomfortable, at best, for all parties involved. The current dress code has been clearly interpreted in an address by Sister Wheelwright, wife to the President of BYU-H. Clothing should be loose fitting as opposed to form fitting. Honoring the dress code also includes raising the quality of the clothing worn to a standard that is reflective of a professional e.g., cut-offs, P.E. clothing, faded/tattered look. Men are expected to follow the published standards for grooming, e.g., hairstyle/length, facial hair, general grooming appearance.

Final Examination Policy

BYU-Hawaii policy is that final exams are offered on the specific day and time as determined by the official university final exam schedule. Students must plan travel, family visits, etc., in a way that will not interfere with their final exams. Less expensive air fares, more convenient travel arrangements, family events or

activities, and any other non-emergency reasons are not considered justification for early or late final exams.

Grading Policy:

A	95%+	D+	67%-69.9%
A-	90%-94.9%	D	64%-66.9%
B+	87%-89.9%	D-	60%-63.9%
B	84%-86.9%	F	59.9% and below
B-	80%-83.9%		
C+	77%-79.9%		
C	74%-76.9%		
C-	70%-73.9%		

Cell Phones

Simply stated, cell phones are not to be used in the classroom. This includes taking incoming calls, placing calls, sending text messages, etc. If there is an emergency that requires you to have your cell phone on during the time of class, please notify your instructor ahead of time of the nature of the emergency. Also, set your pager or cell phone to the vibrate setting as opposed to the ring setting. Again, this exception is only for absolute emergencies. Otherwise, if class is interrupted with a pager or cell phone, the owner of that device will provide the class with cookies and drinks at the next meeting.

Personal Computers in Class

While we encourage the use of computers in the classroom, such use is intended to complement, not detract from, class content. It should go without saying that any use of computers during class time that is not related to the class is not appropriate. This would include, but is not limited to checking e-mail, sending e-mail, doing homework for another class, Facebooking, etc.

Professional Dispositions

Evidence of the development of students' professional dispositions is a required accreditation assessment for the School of Education. We gather this evidence through the use of the School of Education Professional Dispositions sheet (blue), and this becomes a set of conduct standards for every student and member of the School of Education.

Students will complete a self-assessment at the beginning and the end of each course throughout the teacher education program. The professor will countersign each self-assessment at the end of each course. The countersignature will constitute agreement with the student's self-assessment and indicate having me the

requirement for these standards. Any concern regarding disposition standards will be addressed on an individual basis with the professor, program chair and dean. No student can complete the teacher education program who does not meet each and every professional disposition consistently.

Sexual Harassment

Title IX of the U.S. Education Amendments of 1972 prohibits sex discrimination against any participant in an education program or activity that receives federal funds, including Federal loans and grants. Title IX also covers student-to-student sexual harassment. If you encounter unlawful sexual harassment or gender-based discrimination, please contact the Human Resource Services at 808-780-8875 (24 hours).

Students with Disabilities

BYU-Hawaii is committed to providing a working and learning atmosphere, which reasonably accommodates qualified person with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the Students with Special Needs Counselor, Leilani Auna, at 675-3999 or 675-3518. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. 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. You may also contact the Human Resource Services at 780-8875 (24 hours).

Services for Students with Special Needs

McKay 181

Phone: [808]675-3518 or [808]-675-3999

Email address: aunal@byuh.edu)

*The Coordinator for Students with Special Needs is Leilani Auna.

Students with disabilities who are registered with the Special Needs Services should schedule an appointment with the instructor to discuss accommodations. If the student does not initiate this meeting, it is assumed no accommodations or modifications will be necessary to meet the requirements of this course. After registering with Services for Students with Special Needs, Letters of accommodation will be sent to instructors with the permission of the student.

Syllabus

The syllabus represents the instructor's best efforts to provide a map for the course. It, however, is not to be construed as an iron-clad contract between instructor and students. The professor retains the right to adjust the course syllabus based on reasonable professional concerns. Any adjustments by the professor will be fully disclosed and discussed with the class.

Tardiness, Absences, and Late Assignments

Your attendance in class is vital not only for your own learning and development, but also for the growth and insight of those around you. I allow two absences with no questions asked. After two absences, I deduct 5 points from your overall grade for your absence. You will not be allowed to make up any quizzes or assignments that were completed during class. University policy states that 7 absences for any reason results in a failing grade for the course.
Be on time. Excessive tardies count as absences