

CPSE 402 - Educ Stdnts w/Disablts in ScEd

Winter 2015

Section 005: 185 MCKB on W from 5:00 pm - 6:50 pm

Instructor/TA Info

Instructor Information

Name: Darlene Anderson

Office Location: 237D MCKB

Office Phone: (801)422-7603

Office Hours: Wed 7:00pm-7:45pm

Wed 4:00pm-4:45pm

Or By Appointment

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TA Information

Name: Cassidy Koopmans

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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	84%
B-	80%
C+	77%
C	74%
C-	70%
D+	67%
D	64%
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

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Grading Policy

Late assignments are scored 10% late each week.

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

Come to class every day and be prepared.

Attendance and Participation Policy

This course is a flipped model. The major assignment is the Professional Learning Community (PLC) assignment. The PLC assignment will be completed in class. It is necessary to be in class and to participate with your group to receive full points on the PLC assignment.

Concurrent Field Experience

Each teacher candidate is required to complete 12 service hours. All 12 hours can be completed in a secondary general education classroom that includes at least one student who requires accommodations. There is an option to complete 8 hours in a general education classroom and the remaining 4 service hours working with an individual with a disability. Two points will be deducted off a student's final grade for each service hour not completed. Each student must complete at least 9 service hours to pass the course.

To learn about the three disability assignments associated with the field experience assignment, go to *CONTENT, LEARN MORE ABOUT YOUR ASSIGNMENTS, DISABILITY ASSIGNMENT* in Learning Suite.

Assignments

Assignment Description

Special Ed Law Quiz

Due: Wednesday, Jan 14 at 5:00 pm

This is an assessment of your completion of the learning activities content page for Special Ed Law.

Participation Points 1

Due: Wednesday, Jan 21 at 12:00 pm

Questions will be asked at the beginning of each class period about the content pages assignment. Students names will be chosen randomly. You will be given the opportunity to answer a question 2 times during the semester. Each random question opportunity is worth 5 points. You must be present to earn the points.

IRIS Module

Due: Wednesday, Jan 21 at 5:00 pm

IRIS Module 1- RTI- Answer Assessment Questions and submit
Individualized Education Programs Quiz

Due: Wednesday, Jan 28 at 5:00 pm

This is an assessment of your completion of the learning activities content page for Individualized Education Programs

Individual Education Plan - Participation in Class

Due: Wednesday, Jan 28 at 11:59 pm

IEP Quiz/Discussion/Activity in class
Co-Teaching and Co-Planning Quiz

Due: Wednesday, Feb 04 at 5:00 pm

This is an assessment of your completion of the learning activities content page for Co-Planning and Co-Teaching

Communication Disorders Quiz

Due: Wednesday, Feb 18 at 5:00 pm

This is an assessment of your completion of the learning activities content page for Communication Disorders.

Co-Teaching Assignment

Due: Wednesday, Feb 18 at 5:00 pm

Co-Teaching Assignment.2012.doc Download

Participation Points II

Due: Wednesday, Feb 18 at 11:59 pm

Learning Disabilities "Quiz"

James

Due: Wednesday, Feb 25 at 5:00 pm

This is an assessment of your completion of the learning activities content page for your case study student James

Isabel

Due: Wednesday, Feb 25 at 5:00 pm

This is an assessment of your completion of the learning activities content page for your case study student Isabel

Brittney

Due: Wednesday, Feb 25 at 5:00 pm

This is an assessment of your completion of the learning activities content page for your case study student Brittney

Shawn

Due: Wednesday, Feb 25 at 5:00 pm

This is an assessment of your completion of the learning activities content page for your case study student Shawn

Learning Goals Assignment

Due: Wednesday, Feb 25 at 10:00 pm

In-Class assignment

Assessment

Due: Wednesday, Mar 04 at 5:00 pm

This is an assessment of your completion of the learning activities content page for Assessment.

Assessment Discussion & Questions

Due: Wednesday, Mar 04 at 7:00 pm

Common Assessment Plan (Group)

Due: Wednesday, Mar 04 at 10:00 pm

Part Two

Universal Design for Learning (Part 1 - Lesson Plan for video)

Due: Wednesday, Mar 11 at 5:00 pm

Universal Design Quiz

Due: Wednesday, Mar 11 at 5:00 pm

This is an assessment of your completion of the learning activities content page for Universal Design.

UDL Participation

Due: Wednesday, Mar 11 at 7:00 pm

Common Management Plan (Group)

Due: Wednesday, Mar 18 at 12:00 pm

Classroom Management

Due: Wednesday, Mar 18 at 5:00 pm

This is an assessment of your completion of the learning activities content page for Classroom Management.

Classroom Strategies

Due: Wednesday, Mar 18 at 5:00 pm

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

Universal Design for Instruction (Part 2 - Video - Individual)

Due: Wednesday, Mar 25 at 11:59 pm

Teacher Instructional Decision Making Assignment (Individual)

Due: Wednesday, Mar 25 at 11:59 pm

Supplementary and Intensive Instruction

Due: Wednesday, Apr 01 at 5:00 pm

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

PLC Instructional Decision Making Assignment

Due: Wednesday, Apr 01 at 11:59 pm

Work as a group

Final Report Meeting

Due: Wednesday, Apr 08 at 7:15 pm

Complete 12 Observation Hours

Due: Wednesday, Apr 08 at 11:00 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 points of your final course grade for each hour you do not complete.

Disability Experience I

Due: Wednesday, Apr 08 at 11:59 pm

Disability Experiences

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

Disability Experience II

Due: Wednesday, Apr 08 at 11:59 pm

Disability Experiences

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

Disability Experience III

Due: Wednesday, Apr 08 at 11:59 pm

Disability Experiences

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

Course Evaluation

Due: Tuesday, Apr 14 at 11:59 pm

Go to Student Ratings to complete your evaluation of the course.

Thank you.

CPSE 402 Final Exam

Due: Saturday, Apr 18 at 7:45 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 issues 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 darlene_anderson@byu.edu with any questions you have.

Point Breakdown

Categories	Percent of Grade
Final	18.48%
Content Page Quizzes	24.4%
Professional Learning Community Assignment	41.59%
Disability Experiences	5.55%
Participation	9.06%
Evaluate Course	0.92%

Schedule

Date	UETS Standards	In-Class Topic	Assignments Due
W Jan 07 Wednesd ay	How do the characteristics of students with disabilities affect their learning and participation in the classroom environment? (UETS Standard #2) What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)	Overview What Are Disabilities? For 01/14 complete all learning activities for Special Education Law and one of the following: (See Content Pages in Learning Suite)	Special Ed Law Quiz Opens Brittney Opens James Opens Shawn Opens Isabel Opens

		Learn About Brittany	
		Learn About Shawn	
		Learn About James	
		Learn About Isabel	
W Jan 14 Wednesd ay	<p>What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)</p> <p>How do the characteristics of students with disabilities affect their learning and participation in the classroom environment? (UETS Standard #2)</p>	Special Education Law	<p>Special Ed Law Quiz Closes</p> <p>Complete all the learning activities in the following content pages before class today - Special Education Law and one of the following:</p> <ul style="list-style-type: none"> -Learn more about Brittney -Learn more about Shawn -Learn more about James -Learn more about Isabel
W Jan 21 Wednesd ay	How do I design and implement instruction for individuals and groups of	Response to Intervention (RTI)	<p>IRIS Module</p> <p>Go to the IRIS module at the link below and complete all sections.</p> <p>http://iris.peabody.vanderbilt.edu/module/rti01-overview/</p>

	students that address students specific needs? (UETS Standard #6 and #7)		Answer questions in assessment section (last page of iris module) and submit on Learning Suite
			Individualized Education Programs Quiz Opens
W Jan 28 Wednesd ay	How do I design and implement instruction for individuals and groups of students that address students specific needs? (UETS Standard #6 and #7)	Individualize d Education Programs (IEPs) <i>Models of Collaboratio n: Co- Teaching, Co-Planning, Collaborative Consultation and PLC's (Collaborativ e Problem Solving)</i> Get Organized into Co- Teaching Groups Find references for the Co- Teaching assignment	Complete all the learning activities in the following content pages before class today: Individualized Education Programs and one of the following - -Learn more about Brittney -Learn more about Shawn -Learn more about James -Learn more about Isabel
	What are my responsibilities as defined by federal law including the individuals with Disabilities Education Act? (UETS Standard #10)		Individualized Education Programs Quiz Closes Co-Teaching and Co-Planning Quiz Opens

<p>W Feb 04 Wednesd ay</p>	<p>How do I design and implement instruction for individuals and groups of students that address students specific needs? (UETS Standard #6 and #7)</p>	<p>Co-Planning/Co-Teaching</p> <p>(Co-Planning time in Class)</p>	<p>Complete all the learning activities in the following content pages before class today: Co-Teaching and Co-Planning</p> <p>Classroom Strategies Opens</p> <ul style="list-style-type: none"> -Learn more about Brittney -Learn more about Shawn -Learn more about James -Learn more about Isabel <p>One of the following</p> <ul style="list-style-type: none"> -Visual Strategies -Writing Strategies -Reading Strategies -Math Strategies -Science Strategies -Memory Strategies <p>You will take a quiz on these content pages after you have completed three.</p> <p>Co-Teaching and Co-Planning Quiz Closes</p>
<p>W Feb 11 Wednesd ay</p>	<p>How do the characteristics of students with disabilities affect their learning and participation in the classroom environment? (UETS Standard #2)</p>	<p>No face-to-face class.</p> <p>Although no class will be held this</p>	<p>Complete all the learning activities in the following content pages before class on 02/18: Communication Disorders and one of the following -</p> <ul style="list-style-type: none"> -Learn more about Brittney -Learn more about Shawn -Learn more about James

		week, please complete the assigned online activities, including the <i>Communication Disorders Quiz</i> .	-Learn more about Isabel Communication Disorders Quiz Opens
T Feb 17	Monday		
Tuesday	Instruction		
W Feb 18	How do the characteristics of students with disabilities affect their learning and participation in the classroom environment? (UETS Standard #2)	Low Incidence Disabilities - CO-TEACHING ASSIGNMENT	One of the following -Learn more about Brittney -Learn more about Shawn -Learn more about James -Learn more about Isabel Communication Disorders Quiz Closes
Wednesday		High Incidence Disabilities include: Learning Disabilities, Communication Disorders, and Intellectual Disabilities	
W Feb 25	How do I participate actively as a part of a learning	Professional Learning Communities in Secondary Settings	Brittney Closes James Closes Shawn Closes Complete all the learning activities

community to share responsibility for decision-making and accountability for each student's learning? (UETS Standard #9)

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)

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

in the following content pages before class today.
Professional Learning Communities (No Quiz) and
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.

**Assessment Opens
Isabel Closes**

W Mar 04
Wednesd

How do I design and

Assessment

Universal Design Quiz Opens

ay

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 Standard #5)

How do I adjust learning activities and assessments in order to make appropriate accommodations for students with disabilities who are not

Complete the *Common Assessment Plan Assignment* from the *Professional Learning Community Assignment* in class today.

Complete all the learning activities in the following content pages before class today. **Assessment** and

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.

Assessment Closes

meeting
learning goals
(UETS
Standard #5
and #7)

How do I
design and
implement
instruction for
individuals and
groups of
students that
address
students
specific needs?
(UETS
Standard #6
and #7)

W Mar 11 Wednesd ay	How do I choose appropriate strategies, accommodation s, resources, materials, sequencing, technical tools and demonstration of learning that addresses students specific needs? (UETS Standard #6 and #7)	Whole Class Instruction Universal Design for Learning As a group complete the <i>Universal Design for Instruction Assignment (Part 1- group member's individual lesson</i>	Complete all the learning activities in the following content pages before class today. Universal Design for Learning and 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. Universal Design Quiz Closes
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	<p>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 Standard #5)</p>	<p><i>plan</i>) from the <i>Professional Learning Community Assignment</i> in class today or identify a date to have the lesson plan completed.</p>	<p>Classroom Management Opens</p>
<p>W Mar 18 Wednes day</p>	<p>How do I use classroom management strategies that allow me to maintain a positive learning environment for all students? (UETS</p>	<p>Complete the <i>Common Classroom Management Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.</p>	<p>Classroom Strategies Closes Classroom Management Closes Supplementary and Intensive Instruction Opens</p>

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 #2,
#3)

W Mar 25 Wednesd ay	How do I adjust learning activities and assessments in order to make appropriate accommodati ons for students with disabilities	As an individual complete the <i>Teacher Instructional Decision Making Assignment</i> from the <i>Professional Learning Community</i>	As an individual, complete the Universal Design for Instruction (part 2) video (outside of class) by this date.
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	who are not meeting learning goals (UETS Standard #5 and #7)	<i>Assignment</i> in class today.	
W Apr 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)	As a group complete the <i>Professional Learning Community Instructional Decision Making Assignment</i> in class today.	Complete all learning activities in the following content pages before class today: Supplementary and Intensive Instruction Supplementary and Intensive Instruction Closes
W Apr 08 Wednesday		<i>Professional Learning Community Final Report Meeting</i>	Complete 12 Observation hours Disability Experiences
M Apr 13 Monday			

T Apr 14 Tuesday		Course Evaluation
W Apr 15 Wednesday	Exam Preparation Day	
Sa Apr 18 Saturday	Final Exam: 185 MCKB 5:45pm - 7:45pm	CPSE 402 Final Exam
W Apr 22 Wednesday		

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.

Attendance

This class uses a flipped model making class attendance important. Because the Professional Learning Community assignment is a group project, points received on the assignment are directly linked to class attendance.

Late Work

The course late work policy will be as follows:

Percent Possible	Days late
100%	On Time
90%	1-7
80%	8-14
70%	15-21
0%	22+

Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at <http://www.ethicspoint.com>, or 1-888-238-1062 (24-hours).

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.