

CPSE 402 - Educ Stdnts w/Disablts in ScEd

Fall 2014

Section 004: 185 MCKB on W from 5:00 pm - 6:50 pm

Instructor/TA Info

Instructor Information

Name: Darlene Anderson

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Office Hours: Mon, Wed 12:00pm-1:00pm

Or By Appointment

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TA Information

Name: Heidi Betts

Office Hours: Only By Appointment

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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 day.

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

In-Class Assignment - Bring Five Questions

Due: Friday, Sep 05 at 7:00 pm

In Class Quiz

Due: Wednesday, Sep 10 at 12:00 am

RTI and the IEP

Special Ed Law Quiz

Due: Wednesday, Sep 10 at 5:00 pm

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

IRIS Module

Due: Friday, Sep 12 at 10:00 am

IRIS Module 1- RTI- Answer Assessment Questions and submit

Participation Points 1

Due: Wednesday, Sep 17 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.

Co-Teaching Assignment

Due: Friday, Sep 19 at 2:00 pm

Co-Teaching Assignment.2012.doc [Download](#)

Individualized Education Programs Quiz

Due: Wednesday, Sep 24 at 5:00 pm

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

High Incidence Disabilities Participation in Class

Due: Wednesday, Sep 24 at 11:59 pm

Learning Disability Quiz/Discussion Activity in class (High Incidence Disabilities)

Co-Teaching and Co-Planning Quiz

Due: Wednesday, Oct 01 at 5:00 pm

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

UDL Quiz

Due: Friday, Oct 03 at 7:00 pm

Communication Disorders Quiz

Due: Wednesday, Oct 15 at 5:00 pm

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

Participation Points II

Due: Wednesday, Oct 15 at 11:59 pm

Disability Experiences

Due: Wednesday, Oct 15 at 11:59 pm

Disability Experiences

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

Learning Goals Assignment

Due: Wednesday, Oct 22 at 10:00 pm

Brittney

Due: Wednesday, Oct 29 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, Oct 29 at 5:00 pm

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

James

Due: Wednesday, Oct 29 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, Oct 29 at 5:00 pm

This is an assessment of your completion of the learning activities content page for your case study student Isabel
Common Assessment Plan (Group)

Due: Wednesday, Oct 29 at 10:00 pm

Part Two
Assessment

Due: Wednesday, Nov 05 at 5:00 pm

This is an assessment of your completion of the learning activities content page for Assessment.
Universal Design for Learning (Part 1 - Lesson Plan - group)

Due: Wednesday, Nov 05 at 11:59 pm

Common Management Plan (Group)

Due: Wednesday, Nov 12 at 12:00 pm

Universal Design Quiz

Due: Wednesday, Nov 12 at 5:00 pm

This is an assessment of your completion of the learning activities content page for Universal Design.
Universal Design for Instruction (Part 2 - Video - Individual)

Due: Wednesday, Nov 12 at 11:59 pm

Classroom Management

Due: Wednesday, Nov 19 at 5:00 pm

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

Classroom Strategies

Due: Wednesday, Nov 19 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.

Supplementary and Intensive Instruction

Due: Wednesday, Dec 03 at 5:00 pm

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

Teacher Instructional Decision Making Assignment (Individual)

Due: Wednesday, Dec 03 at 11:59 pm

PLC Instructional Decision Making Assignment

Due: Wednesday, Dec 03 at 11:59 pm

Work as a group

CPSE 402 Final Exam

Due: Wednesday, Dec 10 at 11:00 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 darlene_anderson@byu.edu with any questions you have.

Complete 12 Observation Hours

Due: Wednesday, Dec 10 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.

Course Evaluation

Due: Thursday, Dec 11 at 11:59 pm

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

Thank you.

Point Breakdown

Categories	Percent of Grade
Final	20.16%
Content Page Quizzes	26.61%
Professional Learning Community Assignment	35.69%
Disability Experiences	6.05%
Participation	10.48%
Evaluate Course	1.01%

Schedule

Date	UETS Standard	In-Class Topic	Assignments Due
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W Sep 03 Wednesd ay		NO CLASS Please read the Special Ed Law page and take the quiz before next class	Special Ed Law Quiz Opens
W Sep 10 Wednesd ay	What are my responsibilitie s as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10) How do I design and implement instruction for individuals and groups of students that address students specific needs?	Introduction to Course What is a disability? Special Education Law	Complete all the learning activities in the following content pages before class today. Special Ed Law and One of the following -Learn more about Brittney -Learn more about Shawn -Learn more about James -Learn more about Isabel Brittney Opens Individualized Education Programs Quiz Opens Isabel Opens James Opens Shawn Opens Special Ed Law Quiz Closes

(UETS
Standard #6
and #7)

How do the
characteristic
s of students
with
disabilities
affect their
learning and
participation
in the
classroom
environment?

(UETS
Standard #2)

W Sep 17 Wednesd ay	How to I use data to assess the effectiveness of instruction and to make adjustments in planning and instruction? (UETS Standard #5)	Response to Intervention	IRIS Module 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 Co-Teaching and Co-Planning Quiz Opens
W Sep 24	What are my responsibilitie	Individual Education	Complete all the learning activities in the following content pages before

<p>Wednesday</p>	<p>s as defined by federal law including the individuals with Disabilities Education Act? (UETS Standard #10)</p>	<p>Programs (IEP's)</p> <p>Get organized into Co-teaching groups. Bring references to class next time.</p>	<p>class today.</p> <p>Individualized Education Programs and</p> <p>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 <p>Individualized Education Programs Quiz Closes</p>
<p>W Oct 01 Wednesday</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-Teaching and Co-Planning</p>	<p>Complete all the learning activities in the following content pages before class today.</p> <p>Co-planning and Co-teaching and</p> <p>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

			<p>Co-Teaching and Co-Planning Quiz Closes</p> <p>Communication Disorders Quiz Opens</p>
W Oct 08 Wednesd ay	How do the characteristic s of students with disabilities affect their learning and participation in the classroom environment? (UETS Standard #2)	Low Incidence Disabilities Co-Teaching Assignment	<p>Complete all the learning activities in the following content pages before class today.</p> <p>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 Oct 15 Wednesd ay	How do the characteristic s of students with disabilities affect their learning and participation in the classroom environment? (UETS Standard #2)	High Incidence Disabilities: Learning Disabilities, Communica tion Disorders, and Intellectual Disabilities	<p>Complete all the learning activities in the following content pages before class today.</p> <p>Communication Disorders</p> <p>Communication Disorders Quiz Closes</p>
W Oct 22 Wednesd	How do I participate	Professional Learning	Complete all the learning activities in the following content pages before

<p>ay</p>	<p>actively as a part of a learning community to share responsibility for decision-making and accountability for each student's learning? (UETS Standard #9)</p> <p>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</p>	<p>Communitie s in Seconda ry Settings</p> <p>Complete the <i>Learning Goals Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.</p>	<p>class today.</p> <p>Professional Learning Communities- No Quiz</p> <p>and</p> <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>Learning Goals Assignment</p>
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and #7)

W Oct 29 Wednesd ay	How do I adjust learning activities and assessments in order to make appropriate accommodati ons for students with disabilities who are not meeting learning goals (UETS Standard #5 and #7)	Assessment Complete the <i>Common Assessment Plan Assignment</i> from the <i>Professional Learning Community Assignment</i> 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.
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How do I
design and
select
preassessme
nts, formative,
and
summative
assessments
in a variety of
formats that
match
learning

Common Assessment Plan (Group)
Universal Design Quiz Opens
Brittney Closes
Isabel Closes
James Closes
Shawn Closes

objectives
and engage
all learners in
demonstrating
knowledge
and skills
(UETS
Standard #5)

W Nov 05 Wednesd ay	How do I choose appropriate strategies, accommodati ons, resources, materials, sequencing, technical tools and demonstratio n of learning that addresses students specific needs? (UETS Standard #6 and #7)	Whole Class Instruction Universal Design for Learning Complete the <i>Universal Design for Instruction Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.	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. Assessment Closes Classroom Management Opens Classroom Strategies Opens
	How do I design and		

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

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

W Nov 12	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)	Complete the <i>Common Classroom Management Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.	Classroom Management
Wednesd ay			Universal Design Quiz Closes Common Management Plan (Group) Supplementary and Intensive Instruction Opens Universal Design for Instruction (Part 2 - Video - Individual)
	How do I use	Classroom Management	

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

W Nov 19	How do I adjust learning activities and assessments in order to make appropriate accommodations for students with disabilities who are not meeting learning goals	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 Closes Classroom Strategies Closes
Wednesd ay	(UETS Standard #5 and #7)		

T Nov 25	Friday
Tuesday	Instruction

W Nov 26
Wednesday

No Classes

W Dec 03
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)

Supplementary Instruction and Intensive Instruction Complete the *Teacher Instructional Decision-Making Assignment* and the *Professional Learning Community Instructional Decision-Making Assignment* in class today.

(Finish Instructional Decision Making Group and Individual Assignments.) Check Grades, Complete Course Evaluation

PLC Instructional Decision Making Assignment

Supplementary and Intensive Instruction Closes

Teacher Instructional Decision Making Assignment (Individual)

W Dec 10 Wednesd ay	PLC Final Report Meetings	CPSE 402 Final Exam
Th Dec 11 Thursday		Course Evaluation
W Dec 17 Wednesd ay	Final Exam Online in LS Under Exams Tab 6:00 am - 11:55 pm	

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.

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+

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.

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.