

CPSE 402 - Section 002

Fall 2014

Section 002: 168 MCKB on M W from 11:00 am - 11:50 am

Instructor/TA Info

Instructor Information

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TA Information

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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
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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

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.

Concurrent Field Experience

Work a minimum of 8 hours with a student with disabilities in a general education secondary school classroom

Work a minimum of 4 hours in a service opportunity that involves persons with disabilities.

You must complete 9 hours of the field experience to pass the course. Complete all 12 hours to avoid losing points on your final grade.

Service opportunities can be found by contacting the Center for Service at 422-8686 or visiting them online at centerforservice.byu.edu

Assignments

Assignment Description

Special Ed Law Quiz

Due: Monday, Sep 08 at 11:00 am

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

IRIS Module

Due: Wednesday, Sep 17 at 11:00 am

IRIS Module 1- RTI- Assessment Questions

Individualized Education Programs Quiz

Due: Monday, Sep 22 at 11:00 am

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

Co-Teaching and Co-Planning Quiz

Due: Monday, Sep 29 at 11:00 am

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

Co-Teaching Assignment

Due: Wednesday, Oct 08 at 11:00 am

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

Communication Disorders Quiz

Due: Wednesday, Oct 15 at 11:00 am

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

Isabel

Due: Monday, Oct 20 at 11:00 am

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

Brittney

Due: Monday, Oct 20 at 11:00 am

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

James

Due: Monday, Oct 20 at 11:00 am

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

Shawn

Due: Monday, Oct 20 at 11:00 am

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

Assessment

Due: Wednesday, Oct 29 at 11:00 am

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

Universal Design Quiz

Due: Wednesday, Nov 05 at 11:00 am

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

Classroom Strategies

Due: Monday, Nov 10 at 11:00 am

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.

Classroom Management

Due: Wednesday, Nov 12 at 11:00 am

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

Supplementary and Intensive Instruction

Due: Wednesday, Nov 19 at 11:00 am

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

Disability Experiences

Due: Wednesday, Dec 10 at 11:59 pm

Disability Experiences

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

Complete 12 observation hours

Due: Wednesday, Dec 10 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 points of your final course grade for each hour you do not complete.

Professional Learning Community Assignment

Due: Wednesday, Dec 10 at 11:59 pm

You will work both individually and in a assigned group to complete this assignment. The majority of this assignment will be completed in class. Due dates for various sections are indicated on the assignment and on the Learning Suite Schedule.

Professional Learning Community Assignment Fall 2013(4).docx [Download](#)
CPSE 402 Final Exam

Due: Friday, Dec 19 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 heidi_abraham@byu.edu with any questions you have.

Point Breakdown

Categories	Percent of Grade
Content Page Quizzes	0%

Final	21.32%
Content Page Quizzes	28.14%
Professional Learning Community Assignment	37.74%
Disability Experiences	6.4%
Participation	6.4%

Schedule

Date	UETS Standard Covered	Topics	Assignments
W Sep 03 Wednesday	What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)	Introduction to Course	Brittney Opens Isabel Opens James Opens Shawn Opens Special Ed Law Quiz Opens Individualized Education Programs Quiz Opens Co-Teaching and Co-Planning Quiz Opens Communication Disorders Quiz Opens
M Sep 08 Monday	What are my responsibilities as defined by federal law	Special Education Law	Complete all the learning activities in the following content pages before class today. Special Ed Law

including
the
Individuals
with
Disabilities
Education
Act? (UETS
Standard
#10)

Special Ed Law Quiz Closes

W Sep 10 Wednes day	What are my responsibiliti es as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)	Special Education Law	Complete one of the following content pages on your case study students. _Learn more about Brittney _Learn more about Shawn _Learn more about James _Learn more about Isabel
M Sep 15 Monday	How to I use data to assess the effectivenes s of instruction and to make adjustments	Response to Intervention (RTI) No class.	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

	in planning and instruction? (UETS Standard #5)		section and submit on Learning Suite
W Sep 17 Wednesday	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
M Sep 22 Monday	How do I choose appropriate strategies, accommodations, resources, materials, sequencing, technical tools and demonstrati	Individual Education Programs (IEP's)	Complete all the learning activities in the following content pages before class today. Individualized Education Programs Individualized Education Programs Quiz Closes

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

<p>W Sep 24 Wednes day</p>	<p>How do I choose appropriate strategies, accommoda tions, resources, materials, sequencing, technical tools and demonstrati on of learning that addresses students specific needs? (UETS Standard #6 and #7)</p>	<p>Individual Education Programs (IEP's)</p>	<p>Complete one of the following content pages on your case study students. _Learn more about Brittney _Learn more about Shawn _Learn more about James _Learn more about Isabel</p>
<p>M Sep 29</p>	<p>How do I design and</p>	<p>Co-Teaching</p>	<p>Complete all the learning activities in the following content</p>

Monday	implement instruction for individuals and groups of students that address students specific needs? (UETS Standard #6 and #7)	Get organized into Co-teaching groups. Bring references to class next time.	pages before class today. Co-planning and Co-teaching Co-Teaching and Co-Planning Quiz Closes
W Oct 01 Wednes day	How do I design and implement instruction for individuals and groups of students that address students specific needs? (UETS Standard #6 and #7)	Co-Plan for Co-Teaching Assignment	Complete one of the following content pages on your case study students. _Learn more about Brittney _Learn more about Shawn _Learn more about James _Learn more about Isabel
M Oct 06 Monday	How do I design and implement instruction	Co-Teaching Assignment	

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

<p>W Oct 08 Wednes day</p>	<p>How do the characteristics of students with disabilities affect their learning and participation in the classroom environment ? (UETS Standard #2)</p>	<p>Low Incidence Disabilities</p>	<p>Complete one of the following content pages on your case study students. _Learn more about Brittney _Learn more about Shawn _Learn more about James _Learn more about Isabel</p> <p>Co-Teaching Assignment</p>
<p>M Oct 13 Monday</p>	<p>How do the characteristics of students with disabilities</p>	<p>High Incidence Disabilities: Learning Disabilities</p>	<p>Complete one of the following content pages on your case study students. _Learn more about Brittney _Learn more about Shawn _Learn more about James</p>

affect their learning and participation in the classroom environment ? (UETS Standard #2)

[_Learn more about Isabel](#)

W Oct
15
Wednes
day

How do the characteristics of students with disabilities affect their learning and participation in the classroom environment ? (UETS Standard #2)

High Incidence Disabilities: Communication Disorders

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

Communication Disorders

Communication Disorders Quiz Closes

M Oct
20
Monday

How do the characteristics of students with disabilities affect their learning and

High Incidence: Intellectual Disabilities

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

participation
in the
classroom
environment
? (UETS
Standard
#2)

W Oct 22 Wednes day	How do I participate actively as a part of a learning community to share responsibilit y for decision- making and accountabilit y for each student's learning? (UETS Standard #9)	Professional Learning Communities in Secondary Settings Complete the <i>Learning Goals 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. Professional Learning Communities-No Quiz
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M Oct 27 Monday	How do I participate actively as a part of a learning community to share	Professional Learning Communities in Secondary Settings Complete the	Choose one of the following strategies and complete the content page. You will take a quiz on these content pages in a few weeks after you have completed three strategies pages.
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responsibility for decision-making and accountability for each student's learning? (UETS Standard #9)

Learning Goals

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

_Visual Strategies
_Writing Strategies
_Reading Strategies
_Math Strategies
_Science Strategies
_Memory Strategies

Universal Design Quiz Opens
Assessment Opens
Classroom Management Opens
Supplementary and Intensive Instruction Opens

W Oct 29 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

Assessment

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

Assessment Closes

(UETS
Standard #5
and #7)

How do I
design and
select
preassessm
ents,
formative,
and
summative
assessment
s in a
variety of
formats that
match
learning
objectives
and engage
all learners
in
demonstrati
ng
knowledge
and skills
(UETS
Standard
#5)

M Nov
03
Monday

How do I
adjust
learning

Assessment

Choose one of the following
strategies and complete the
content page. You will take a

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

quiz on these content pages in a few weeks after you have completed three strategies pages.

- _Visual Strategies
- _Writing Strategies
- _Reading Strategies
- _Math Strategies
- _Science Strategies
- _Memory Strategies

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>W Nov 05 Wednes day</p>	<p>How do I choose appropriate strategies, accommodations, resources, materials, sequencing, technical tools and demonstration of learning that addresses students specific needs? (UETS Standard #6</p>	<p>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.</p>	<p>Complete all the learning activities in the following content pages before class today. Universal Design for Learning Universal Design Quiz Closes Classroom Strategies Opens</p>
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and #7)

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

M Nov
10
Monday

How do I
choose
appropriate
strategies,
accommoda
tions,
resources,
materials,
sequencing,

Whole Class
Instruction
Universal Design
for Learning

No Class. Work
on Videos.

Choose one of the following
strategies and complete the
content page. You should now
take the quiz on these content
pages because you have
completed the pages for three
strategies.

_Visual Strategies

technical
tools and
demonstrati
on of
learning that
addresses
students
specific
needs?
(UETS
Standard #6
and #7)

How do I
adjust
learning
activities
and
assessment
s in order to
make
appropriate
accommoda
tions for
students
with
disabilities
who are not
meeting
learning
goals
(UETS

_Writing Strategies
_Reading Strategies
_Math Strategies
_Science Strategies
_Memory Strategies

Classroom Strategies Closes

Standard #5
and #7)

W Nov
12
Wednes
day

How do I
create an
environment
that
maximizes
the potential
of students
with
disabilities
while
maintaining
appropriate
expectation
s for all
students?
(UETS
Standard
#2, #3)

Classroom
Management

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

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

Classroom Management

Classroom Management Closes

How do I
use
classroom
managemen
t strategies
that allow
me to
maintain a
positive
learning
environment

for all
students
(UETS
Standard
#3)

M Nov
17
Monday

How do I
create an
environment
that
maximizes
the potential
of students
with
disabilities
while
maintaining
appropriate
expectation
s for all
students?
(UETS
Standard
#2, #3)

How do I
use
classroom
managemen
t strategies
that allow
me to
maintain a

Classroom
Management

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

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

positive
learning
environment
for all
students
(UETS
Standard
#3)

W Nov 19 Wednes day	How do I design and implement instruction for individuals and groups of students that address students specific needs? (UETS Standard #6 and #7)	Complete the <i>Teacher Instructional Decision-Making Assignment</i> and the <i>Professional Learning Community Instructional Decision-Making 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. Supplementary Instruction and Intensive Instruction Supplementary and Intensive Instruction Closes
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M Nov 24 Monday	How do I design and implement instruction for individuals and groups of students	Making Data Based Decisions for students who need support at Tier II and Tier III as a classroom teacher and in a professional
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that address learning community students specific needs? (UETS Standard #6 and #7)

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.

T Nov 25
Friday Instruction
 Tuesda
 y

W Nov 26
No Classes
 Wednes
 day

M Dec 01
Monday
 How do I adjust learning activities and PLC Meetings

assessment
s in order to
make
appropriate
accommoda
tions for
students
with
disabilities
who are not
meeting
learning
goals
(UETS
Standard #5
and #7)

W Dec 03 Wednes day	How do I adjust learning activities and assessment s in order to make appropriate accommoda tions for students with disabilities who are not meeting	PLC Meetings
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learning
goals
(UETS
Standard #5
and #7)

M Dec
08
Monday

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

PLC Meetings

W Dec
10
Wednes
day

How do I
adjust
learning
activities
and
assessment

PLC Meetings

Disability Experiences
Complete 12 observation hours
Professional Learning
Community Assignment

s in order to
make
appropriate
accommoda
tions for
students
with
disabilities
who are not
meeting
learning
goals
(UETS
Standard #5
and #7)

F Dec **Exam**
12 **Preparation**
Friday **Day**

M Dec
15
Monday

W Dec
17
Wednes
day

Th Dec Final Exam:
18 168 MCKB
Thursda 11:00am -
y 2:00pm

F Dec
19

Friday

Th Dec

25

Thursda

y

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 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.