

Instructor Information

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
A	93%
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 please 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 on time to class and staying until class is over. *At the discretion of the instructor a student's 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 student's responsibility for documenting any university excused absences. University excused absences will not count against a student. Please note that emailing the instructor before class letting them know you will not be in class does not make the absence excused.

Assignments

Assignment Description

9/6/2017

Sep
06

Due: Wednesday, Sep 06 at 11:59 pm

9/13/2017

Sep
13

Due: Wednesday, Sep 13 at 11:59 pm

Special Ed Law Quiz

Sep
20

Due: Wednesday, Sep 20 at 4:59 pm

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

IRIS Module

Sep
20

Due: Wednesday, Sep 20 at 4:59 pm

IRIS Module 1- RTI- Assessment Questions

9/20/2017

Sep
20

Due: Wednesday, Sep 20 at 11:59 pm

Individualized Education Programs Quiz

Sep
27

Due: Wednesday, Sep 27 at 4:59 pm

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

9/27/2017

Sep
27

Due: Wednesday, Sep 27 at 11:59 pm

10/4/2017

Oct
04

Due: Wednesday, Oct 04 at 11:59 pm

Co-Teaching and Co-Planning Quiz

Oct
11

Due: Wednesday, Oct 11 at 4:59 pm

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

Co-Teaching Assignment

Oct
11

Due: Wednesday, Oct 11 at 4:59 pm

Co-Teaching Assignment.2012.doc [Download \(plugins/Upload/fileDownload.php?fileId=772d286a-ND23-NQlw-B2Ap-eA7cc1208cab&pubhash=BpODN6lkekDZUDnpfjZ4g3sl73YN-GkjGw9Cw2XxlPv78l2rD6tnavOMRXvXGFiEKPQFLk1ktUfX-0NWvQpDWg==\)](http://plugins/Upload/fileDownload.php?fileId=772d286a-ND23-NQlw-B2Ap-eA7cc1208cab&pubhash=BpODN6lkekDZUDnpfjZ4g3sl73YN-GkjGw9Cw2XxlPv78l2rD6tnavOMRXvXGFiEKPQFLk1ktUfX-0NWvQpDWg==)

10/11/2017

Oct

11 Due: Wednesday, Oct 11 at 11:59 pm

Shawn

Oct 18 Due: Wednesday, Oct 18 at 4:59 pm

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

Brittney

Oct 18 Due: Wednesday, Oct 18 at 4:59 pm

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

Isabel

Oct 18 Due: Wednesday, Oct 18 at 4:59 pm

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

James

Oct 18 Due: Wednesday, Oct 18 at 4:59 pm

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

Communication Disorders Quiz

Oct 18 Due: Wednesday, Oct 18 at 4:59 pm

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

10/18/2017

Oct 18 Due: Wednesday, Oct 18 at 11:59 pm

10/25/2017

Oct 25 Due: Wednesday, Oct 25 at 11:59 pm

Learning Goals Assignment

Oct 25 Due: Wednesday, Oct 25 at 11:59 pm

Assessment Quiz

Nov Due: Wednesday, Nov 01 at 4:59 pm

01

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

11/1/2017

Nov
01

Due: Wednesday, Nov 01 at 11:59 pm

Common Assessment Plan

Nov
01

Due: Wednesday, Nov 01 at 11:59 pm

Universal Design Quiz

Nov
08

Due: Wednesday, Nov 08 at 4:59 pm

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

Classroom Strategies

Nov
08

Due: Wednesday, Nov 08 at 4:59 pm

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

11/8/2017

Nov
08

Due: Wednesday, Nov 08 at 11:59 pm

Universal Design for Instruction

Nov
08

Due: Wednesday, Nov 08 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. Due, OCTOBER 15TH

Classroom Management

Nov
15

Due: Wednesday, Nov 15 at 4:59 pm

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

11/15/2017

Nov
15

Due: Wednesday, Nov 15 at 11:59 pm

Common Management Plan

Nov
15

Due: Wednesday, Nov 15 at 11:59 pm

in class

Teaching Instructional Decision Making (individual)

Nov
29

Due: Wednesday, Nov 29 at 4:59 pm

To be completed as an individual

PLC Instructional decision making (group)

Nov
29

Due: Wednesday, Nov 29 at 11:59 pm

To be completed as a group

11/29/2017

Nov
29

Due: Wednesday, Nov 29 at 11:59 pm

Disability Experiences

Dec
06

Due: Wednesday, Dec 06 at 4:59 pm

Disability Experiences

Experiences in Working with Students with Disabilities.doc [Download \(plugins/Upload/fileDownload.php?fileId=a0a4b626-VgrV-dfUV-WQ5a-](#)

[OO0df9dcf304&pubhash=UAoMOgd8tU4bSc300Rnea33aQhLCM8E2ZNdVVSdpzX5PKdeqL9yxC4G2C560Qt0C-J2TBJ3tTTqtCj5KI7Zyhg==\)](#)

Complete 12 observation hours

Dec
06

Due: Wednesday, Dec 06 at 4:59 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.

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

Supplementary and Intensive Instruction

Dec

06 Due: Wednesday, Dec 06 at 4:59 pm

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

12/6/2017

Dec 06 Due: Wednesday, Dec 06 at 11:59 pm

12/13/2017

Dec 13 Due: Wednesday, Dec 13 at 11:59 pm

CPSE 402 Final Exam

Dec 16 Due: Saturday, Dec 16 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 with any questions you have.

Schedule

Date	Course Question	Topic	Assignment due before class
Week 1			
W Sep 06 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?	
Week 2			
W Sep 13 Wednesday	What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)	Special Education Law	Readings and Assignments #1-5 from on Special Ed Law from Content Pages

Week 3			
W Sep 20 Wednesday	How do I use data to assess the effectiveness of instruction and to make adjustments in planning and instruction? (UETS Standard #5)	Response to Intervention (RTI)	Readings: Special Ed Law and One of the following: Brittney, Shawn, Isabel, or James. 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
Week 4			
W Sep 27 Wednesday	What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)	Individual Education Programs (IEP's) Get organized into Co-teaching groups. Bring references to class next time.	Readings: Individualized Education Programs and One of the following: Brittney, Shawn, Isabel, or James. Finalize your arrangement for the Practicum on the google doc: https://docs.google.com/spreadsheets/d/1M7q1cZ6QswY2jWmtVw7bt3Na1EIC5neJrKUZRah8Jps/edit#gid=0
Week 5			
W Oct 04 Wednesday	How do I design and implement instruction for individuals and groups of students that address students specific needs? (UETS Standard #6 and #7)	Co-Teaching and Co-Planning	Readings: Co-Teaching and Co-Planning and One of the following: Brittney, Shawn, Isabel, or James.
Week 6			
W Oct 11 Wednesday	How do the characteristics of students with disabilities affect their learning and participation in the classroom environment? (UETS Standard #2)	Co-Teaching Assignment Low Incidence Disabilities	Co-Teaching Assignment- You will be giving your lesson in class No reading due.
Week 7			

W Oct 18 Wednesday	How do the characteristics of students with disabilities affect their learning and participation in the classroom environment? (UETS Standard #2)	High Incidence Disabilities: Learning Disabilities, Communication Disorders, and Intellectual Disabilities	Readings: Communication Disorders and One of the following: Brittney, Shawn, Isabel, or James.
Week 8			
W Oct 25 Wednesday	How do I participate actively as a part of a learning community to share responsibility for decision-making and accountability for each student's learning? (UETS Standard #9)	Professional Learning Communities in Secondary Settings	Readings: Professional Learning Communities and One of the following _Visual Strategies _Writing Strategies _Reading Strategies _Math Strategies _Science Strategies _Memory Strategies <i>You will take a quiz on these content pages after you have completed three.</i> Complete the <i>Learning Goals Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.
Week 9			

<p>W Nov 01 Wednesday</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 and #7)</p> <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>Assessment</p>	<p>Complete the <i>Common Assessment Plan Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.</p> <p>Readings: Assessment 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><i>You will take a quiz on these content pages after you have completed three.</i></p>
<p>Week 10</p>			

<p>W Nov 08 Wednesday</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 and #7)</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 and #7)</p>	<p>Whole Class Instruction</p> <p>Universal Design for Learning</p>	<p>Readings: Universal Design for Learning 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><i>You will take the Classroom strategies quiz on these content pages after you have completed three.</i></p> <p>Complete the <i>Universal Design for Instruction Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.</p>
<p>Week 11</p>			
<p>W Nov 15 Wednesday</p>	<p>How do I use classroom management strategies that allow me to maintain a positive learning environment for all students (UETS Standard #3)</p> <p>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)</p>	<p>Classroom Management</p>	<p>Readings: Classroom Management and Classroom Strategies</p> <p>Complete the <i>Common Classroom Management Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.</p>

Week 12			
T Nov 21 Tuesday	Friday Instruction		
W Nov 22 Wednesday	No Classes		
Week 13			
W Nov 29 Wednesday	How do I design and implement instruction for individuals and groups of students that address students specific needs? (UETS Standard #6 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	No reading due. Complete the <i>Teacher Instructional Decision-Making (individual) Assignment</i> BEFORE CLASS and Complete the <i>Professional Learning Community Instructional (PLC) Decision-Making (group) Assignment</i> from the <i>Professional Learning Community Assignment</i> IN CLASS today.
Week 14			
W Dec 06 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)	Prepare for PLC Meetings Course Review	Disabilities Experience Due Readings: Supplementary and Intensive Instruction
Week 15			
W Dec 13 Wednesday	How do I participate actively as a part of a learning community to share responsibility for decision-making and accountability for each student's learning? (UETS Standard #9)	PLC Meetings	
F Dec 15 Friday	Fall Exam Preparation (12/15/2017 - 12/15/2017)		

Sa Dec 16 Saturday	First Day of Fall Final Exams (12/16/2017 - 12/21/2017) Final Exam: 160 MCKB 5:45pm - 7:45pm	Final Exam: Taken in Learning Suite by 12/16/2017 at 11:59pm.
Week 16		
W Dec 20 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.

Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university 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 all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

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.