

CPSE 402 - Section 004

Fall 2016

Section 004: 160 MCKB on W from 5:00 pm - 6:50 pm

Instructor/TA Info

Instructor Information

Name: Carrie Eichelberger

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Office Hours: Mon, Wed, Fri 1:00pm-3:30pm

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TA Information

Name: McKenzi Davis

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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	96%
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 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. You will be graded on your participation in these groups. 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. Emailing the instructor beforehand to tell them you will be absent will not be considered a university excused absence.

Assignments

Assignment Description

Special Ed Law Quiz

Due: Wednesday, Sep 07 at 5:00 pm

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

IRIS Module Due

Due: Wednesday, Sep 14 at 7:00 pm

IRIS Module 1- RTI- Assessment Questions

Individualized Education Program Quiz

Due: Wednesday, Sep 21 at 5:00 pm

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

Work on Co-Teaching Assignment

Due: Wednesday, Sep 21 at 7:00 pm

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

Extra Credit: Dr. Carter Lecture

Due: Wednesday, Sep 21 at 11:59 pm

Extra Credit- Attend lecture by Dr. Erik Carter on inclusive education for students with Autism and Intellectual Disability. It will be Wednesday September 21st, in Rm 3223 in the Wilkinson Center from 1:00 pm – 2:30pm. To get extra credit you need to write a paragraph or two (single space) about what you learned and how this information will inform/affect your practice as a GenEd teacher.

Co-Teaching and Co-Planning Quiz

Due: Wednesday, Sep 28 at 5:00 pm

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

Continue work on Co-Teaching Assignment

Due: Wednesday, Sep 28 at 7:00 pm

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

Co-Teaching Assignment Due

Due: Wednesday, Oct 05 at 7:00 pm

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

Communication Disorders Quiz

Due: Wednesday, Oct 12 at 5:00 pm

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

Shawn

Due: Wednesday, Oct 12 at 5:00 pm

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

Isabel

Due: Wednesday, Oct 12 at 5:00 pm

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

Brittney

Due: Wednesday, Oct 12 at 5:00 pm

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

James

Due: Wednesday, Oct 12 at 5:00 pm

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

Learning Goals Assignment Due

Due: Wednesday, Oct 19 at 7:00 pm

Will be completed in class

Assessment Quiz

Due: Wednesday, Oct 26 at 5:00 pm

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

Common Assessment Plan Due

Due: Wednesday, Oct 26 at 7:00 pm

Will be completed in class.

Classroom Strategies Quiz

Due: Wednesday, Nov 02 at 5:00 pm

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

Universal Design Quiz

Due: Wednesday, Nov 02 at 5:00 pm

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

Universal Design for Instruction Project

Due: Wednesday, Nov 02 at 7:00 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, **Classroom Management Quiz**

Due: Wednesday, Nov 09 at 5:00 pm

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

Common Management Plan Due

Due: Wednesday, Nov 09 at 7:00 pm

Group project to be completed in class.

Supplementary and Intensive Instruction Quiz

Due: Wednesday, Nov 16 at 5:00 pm

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

Teaching Instructional Decision Making (individual)

Due: Wednesday, Nov 16 at 7:00 pm

To be completed as an individual
PLC Instructional Decision Making

Due: Wednesday, Nov 30 at 7:00 pm

To be completed as a group
Complete 12 observation hours

Due: Wednesday, Dec 07 at 7:00 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.

Please submit a one page single spaced description of your experience and your practicum hour log:CSPE 402 Practicum Hour Log.docx [Download](#)

Complete Disability Experiences

Due: Wednesday, Dec 07 at 7:00 pm

Disability Experiences

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

CPSE 402 Final Exam

Due: Saturday, Dec 10 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	Learning Standard	Today's Topic & Next Readings	Assignments/Quizzes
W Aug 31	What are my	Introduction to	Brittney Opens

Wednesday	responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)	Course What is a disability? Readings: Special Ed Law and one of the following: Brittney, Shawn, Isabel, or James.	Shawn Opens Isabel Opens James Opens Special Ed Law Quiz Opens
T Sep 06 Tuesday	Add/Drop Deadline (Full Semester & 1st Term)		
W Sep 07 Wednesday	What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)	Lecture Topic: Special Education Law Lecture Topic: What is a disability? Read for next week: IRIS Module on RTI	Special Ed Law Quiz Closes IRIS Module Begins Go to the IRIS module at the link below and complete all sections. http://iris.peabody.vanderbilt.edu/module/overview/ Answer questions in assessment section submit on Learning Suite
W Sep 14 Wednesday	How to I use data to assess the effectiveness of instruction and to make	Lecture Topic: Response to Intervention (RTI)	IRIS Module Due Individualized Education Program Quiz C

	<p>adjustments in planning and instruction? (UETS Standard #5)</p>	<p>Read for next week: Individualized Education Programs and one of the following: Brittney, Shawn, Isabel, or James.</p>	
<p>W Sep 21 Wednesday</p>	<p>What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)</p>	<p>Lecture Topic: Individual Education Programs (IEP's)</p> <p>Get organized into Co-teaching groups. Bring references to class next time.</p> <p>Read for next week: Co-Teaching and Co-Planning and one of the following: Brittney, Shawn, Isabel, or James.</p>	<p>Extra Credit: Dr. Carter Lecture Individualized Education Program Quiz Closes Work on Co-Teaching Assignment Co-Teaching and Co-Planning Quiz Open</p>
<p>W Sep 28 Wednesday</p>	<p>How do I design and implement instruction for individuals and groups of</p>	<p>Lecture Topic: Co-Teaching and Co-Planning</p>	<p>Co-Teaching and Co-Planning Quiz Closes Continue work on Co-Teaching Assignment</p>

students that address students specific needs? (UETS Standard #6 and #7)

Finish Co-Teaching Assignment- You will be giving your lesson next class

Finish readings & assignments for Brittney, Shawn Isabel and James.
NO OTHER READINGS DUE!

W Oct 05 Wednesday	How do the characteristics of students with disabilities affect their learning and participation in the classroom environment? (UETS Standard #2)	Lecture Topic: Low Incidence Disabilities Presentations from Co-Teaching Assignment Read for next week: Communication Disorders and one of the following: Brittney, Shawn, Isabel, or James.	Co-Teaching Assignment Due Communication Disorders Quiz Opens
W Oct 12 Wednesday	How do the characteristics of	Lecture Topic: High	Communication Disorders Quiz Closes Isabel Closes

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

Incidence Disabilities: Learning Disabilities, Communication Disorders, and Intellectual Disabilities

Brittney Closes

Shawn Closes

James Closes

Classroom Strategies Quiz Opens

Read for next week: Professional Learning Communities and it's adjoining quiz AND read one of the following:

_Visual Strategies

_Writing Strategies

_Reading

Strategies

_Math Strategies

_Science

Strategies

_Memory

Strategies

***You will take the*

Classroom

Strategies quiz

after you have

completed

readings for three

of the above

*topics. ***

W Oct 19 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)	Lecture Topic: Professional Learning Communities in Secondary Settings Complete the <i>Learning Goals Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today. Read for next week: Assessment and it's adjoining quiz AND read one of the following: _Visual Strategies _Writing Strategies _Reading Strategies _Math Strategies _Science Strategies _Memory	Learning Goals Assignment Due Assessment Quiz Opens
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Strategies
You will take a quiz on learning strategies content after you have completed three.

W Oct 26 Wednesday	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) How do I adjust learning activities and assessments in order to make appropriate accommodations for students with disabilities who	Lecture Topic: Assessment Complete the <i>Common Assessment Plan Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today. Read for next week: Universal Design for Learning and it's adjoining quiz AND read one of the following: _Visual Strategies _Writing Strategies _Reading Strategies	Assessment Quiz Closes Common Assessment Plan Due Universal Design Quiz Opens
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are not meeting learning goals (UETS Standard #5 and #7)

_Math Strategies
_Science Strategies
_Memory Strategies

***You will take the Classroom Strategies quiz after you have completed readings for three of the above topics. ***

W Nov 02 Wednesday	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)	Lecture Topics: 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. Read for next week: Classroom	Classroom Strategies Quiz Closes Universal Design Quiz Closes Universal Design for Instruction Project Classroom Management Quiz Opens
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		Management and Classroom Strategies	
W Nov 09 Wednesday	How do I use classroom management strategies that allow me to maintain a positive learning environment for all students (UETS 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)	Lecture Topic: Classroom Management Complete the <i>Common Classroom Management Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today. Read for next week: Supplementary and Intensive Instruction	Classroom Management Quiz Closes Common Management Plan Due Supplementary and Intensive Instruction Opens
W Nov 16 Wednesday	How do I design and implement instruction for individuals and groups of	Lecture Topic: Making Data Based Decisions for students who need	Supplementary and Intensive Instruction Closes Teaching Instructional Decision Making (individual)

students that address students specific needs? (UETS Standard #6 and #7)

support at Tier II and Tier III as a classroom teacher and in a professional learning community

Complete the *Teacher Instructional Decision-Making Assignment* from the *Professional Learning Community Assignment* in class today.

T Nov 22 **Friday Instruction**
Tuesday

W Nov 23 **No Classes**
Wednesday

Th Nov 24 **Thanksgiving**
Thursday **Holiday**

W Nov 30 Wednesday	How do I design and implement instruction for individuals and groups of students that address students specific needs?	Lecture Topic: Making Data Based Decisions for students who need support at Tier II and Tier III as a classroom teacher	PLC Instructional Decision Making
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	(UETS Standard #6 and #7)	and in a professional learning community	
		Complete the <i>Professional Learning Community Instructional Decision-Making Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.	
W Dec 07 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)	Lecture Topic: PLC Meetings & Final Review Final Exam: Taken in Learning Suite by Sat. Dec. 10th. CLOSED BOOK!	Complete 12 observation hours Complete Disability Experiences CPSE 402 Final Exam Opens
F Dec 09 Friday	Fall Exam Preparation (12/09/2016 - 12/09/2016)		

Sa Dec 10	First Day of Fall
Saturday	Final Exams (12/10/2016 - 12/15/2016)

CPSE 402 Final Exam Closes

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

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX 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 any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at

t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

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.