

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
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

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. *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

Jan
11

Due: Wednesday, Jan 11 at 7:59 am

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

Individualized Education Program Quiz

Jan
18

Due: Wednesday, Jan 18 at 7:59 am

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

Co-Teaching and Co-Planning Quiz

Jan
23

Due: Monday, Jan 23 at 7:59 am

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

Co-Teaching Presentations (in class)

Jan
30

Due: Monday, Jan 30 at 10:00 am

Co-Teaching partners will present on their assigned disability category to the class.

Presentation Requirements (5 minutes)

1. Briefly provide information about the disabling condition. The content from this section must be drawn from textbooks or off the approved websites. [Special Education Websites.doc Download \(plugins/Upload/fileDownload.php?fileId=e3d1ff37-7VQd-n7VV-kCPF-2L89d40e7a4f&pubhash=FjTBCWwNCE4MTaj3UPL_LPamx0Ke-FgNretywB1jzZY4O5Rwe5cOmJe8lTYAUggmjfEuVz6Fxp2zjBVs5Sksvg==\)](#)
2. Provide general suggestions for teaching students with this condition.
3. Demonstrate a specific accommodation (e.g., multisensory learning, graphic organizer, mnemonic device, etc.)
4. Create a handout for the class.
5. Involve the class in the presentation (e.g., questions, guided notes, choral responding, brief activity).

The presentations will be graded with the attached rubric: Disability Presentation Grading Rubric.docx [Download \(plugins/Upload/fileDownload.php?fileId=5ab240e8-UeD8-oE9S-g84w-vdaff0bc5c42&pubhash=xva8SToCmGjavaNj4BkhUVISxIMAbL6iAR5evgBqQm5-M-AbvfiT5s0mAdlcYUmvXSpZqCdOO9jJbeH2fXylg==\)](#)

Shawn

Feb
01

Due: Wednesday, Feb 01 at 7:59 am

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

James

Feb
01

Due: Wednesday, Feb 01 at 7:59 am

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

Communication Disorders Quiz

Feb
01

Due: Wednesday, Feb 01 at 7:59 am

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

Isabel

Feb
01

Due: Wednesday, Feb 01 at 7:59 am

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

Brittney

Feb
01

Due: Wednesday, Feb 01 at 7:59 am

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

Accommodations and Modifications Quiz

Feb
06

Due: Monday, Feb 06 at 7:59 am

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

Supplementary and Intensive Instruction Quiz

Feb
08

Due: Wednesday, Feb 08 at 5:00 pm

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

Common Assessment Quiz

Feb
13

Due: Monday, Feb 13 at 7:59 am

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

RTI Module Questions Due

Feb
13

Due: Monday, Feb 13 at 8:00 am

IRIS Module 1- RTI- Assessment Questions

Planning Learning Goals Assignment (in class project)

Feb
13

Due: Monday, Feb 13 at 11:59 pm

Will be completed in class

Classroom Management Quiz

Feb
15

Due: Wednesday, Feb 15 at 7:59 am

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

Common Assessment Plan (in class project)

Feb
15

Due: Wednesday, Feb 15 at 7:59 am

Will be completed in class.

Common Management Plan (in class project)

Feb
15

Due: Wednesday, Feb 15 at 10:00 am

Group project to be completed in class.

Universal Design Quiz

Feb
21

Due: Tuesday, Feb 21 at 7:59 am

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

Universal Design for Instruction (in class project)

Feb
21

Due: Tuesday, Feb 21 at 10:00 am

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,

Strategies for Learners Quiz

Feb
22

Due: Wednesday, Feb 22 at 7:59 am

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

PLC Instructional Decision Making (in class project)

Feb
22

Due: Wednesday, Feb 22 at 10:00 am

To be completed as a group

PLC Meeting with Professor (in class)

Feb
27

Due: Monday, Feb 27 at 10:00 am

CPSE 402 Final Exam

Mar
01

Due: Wednesday, Mar 01 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 carrie_eichelberger@byu.edu with any questions you have.

12 Observation Hours Due

Mar

Due: Wednesday, Mar 01 at 11:59 pm

You will be required to complete 12 hours of observation in the school.

You must complete 9 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 3 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 5 points of your final course grade for each hour you do not complete.

Please submit a one page double spaced description of your experience and your practicum hour log: CSPE 402 Practicum Hour Log.docx [Download \(plugins/Upload/fileDownload.php?fileId=cbc113dd-LqwC-WYzU-Oegr-w301c49e0ae3&pubhash=rC-filZqIMmvlFSt05PGOzqV31TpKSxUOeH2eVs7CzLnHW0ydei9UrJi6EKbnfRU-gl824SGTotO6w3XIG-kqQ==\)](#)

Extra Credit: Dr. Carter Lecture Due

Mar
01

Due: Wednesday, Mar 01 at 11:59 pm

EXTRA CREDIT:

Dr. Erik Carter from Vanderbilt University is highly respected in the field of Special Education. Dr. Carter visited BYU earlier this fall and delivered a brilliant lecture on inclusive education for students with Autism and Intellectual Disabilities.

I believe that this lecture will be very interesting to you as future General Education teachers. I strongly encourage you to watch the video of his lecture.

To get credit you must submit a paragraph EACH (single spaced) about what you learned and how this information will inform your practice as a GenEd teacher. You may submit your thoughts on Learning Suite.

Disability Experiences Due

Mar
01

Due: Wednesday, Mar 01 at 11:59 pm

Disability Experiences

Experiences in Working with Students with Disabilities.doc [Download \(plugins/Upload/fileDownload.php?fileId=60f0de61-Y2o0-zxCX-bXC6-Ufb44e42f624&pubhash=mxBrzY1wS9Kpg-byqLq1YC_Qnq4MPihUg4XQQ_0h389y93AeYAFBxDxqEjaYj8zml5RKNoFh_RbHmDaivMIOg==\)](#)

Schedule

Date	Today's Lecture:	Due Today:	Due Next Time:
Week 1			
M Jan 09 Monday	<p>Introduction to Course</p> <p>What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)</p>		<p>Read for Next Lecture:</p> <p>Special Ed Law</p> <p>Quiz: Special Education Law</p>

W Jan 11 Wednesday	<p>Lecture Topic: Special Ed Law</p> <p>What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)</p>	<p>Special Ed Law Quiz Due</p> <p>Bring 1-3 questions about SpEd law to class.</p>	<p>Read For Next Lecture:</p> <p>Individualized Education Programs (IEP)</p> <p>And</p> <p>one of the following case studies:</p> <p>Brittney, Shawn, Isabel, or James.</p> <p>Quiz: Individualized Education Programs</p> <p>Quiz: One of the case study students</p>
Week 2			
M Jan 16 Monday	<p>Martin Luther King Jr Day</p>	<p>No Class!</p>	
W Jan 18 Wednesday	<p>Lecture Topic: Individualized Education Programs (IEP)</p> <p>What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)</p>	<p>Individualized Education Program Quiz Due</p> <p>Quiz on one of the case study students Due</p>	<p>Read for Next Lecture:</p> <p>Co-Teaching and Co-Planning</p> <p>And</p> <p>one of the following case studies:</p> <p>Brittney, Shawn, Isabel, or James.</p> <p>Quiz: Co-Teaching/Co-Planning</p> <p>Quiz: One of the case study students</p>
Week 3			
M Jan 23 Monday	<p>Lecture Topic: Co-Teaching and Co-Planning</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/Co-Planning Quiz Due</p> <p>Quiz on one of the case study students Due</p>	<p>Read for Next Lecture:</p> <p>IRIS Module on RTI</p> <p>Complete: IRIS questions and submit on LS</p>

W Jan 25 Wednesday	<p>Lecture Topic: Response to Intervention (RTI)</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>Read for Next Lecture:</p> <p>One of the following case studies: Brittney, Shawn, Isabel, or James.</p> <p>NO OTHER READINGS DUE!</p> <p>Quiz: One of the case study students</p>
Week 4			
M Jan 30 Monday	<p>Lecture Topic: Low Incidence Disabilities</p> <p>How do the characteristics of students with disabilities affect their learning and participation in the classroom environment? (UETS Standard #2)</p>	<p>Quiz on one of the case study students Due</p> <p>Co-Teaching Presentations (in class)</p>	<p>Read for Next Lecture:</p> <p>Communication Disorders</p> <p>And</p> <p>one of the following case studies: Brittney, Shawn, Isabel, or James.</p> <p>Quiz: Communication Disorders</p> <p>Quiz: One of the case study students</p>
W Feb 01 Wednesday	<p>Lecture Topic: High Incidence Disabilities</p> <p>How do the characteristics of students with disabilities affect their learning and participation in the classroom environment? (UETS Standard #2)</p>	<p>Quiz on Communication Disorders Due</p> <p>All Case Study Quizzes Due!</p> <p>Co-Teaching Presentations (Continued)</p>	<p>Read for Next Lecture:</p> <p>Accommodations and Modifications</p> <p>Quiz: Accommodations and Modifications</p>
Week 5			
M Feb 06 Monday	<p>Lecture Topic: Accommodations and Modifications</p> <p>How to I use data to assess the effectiveness of instruction and to make adjustments in planning and instruction? (UETS Standard #5)</p>	<p>Quiz on Accommodations and Modification Due</p>	<p>Read for Next Lecture:</p> <p>Professional Learning Communities</p> <p>AND</p> <p>Supplementary and Intensive Instruction</p> <p>Quiz: Supplementary and Intensive Instruction</p>

W Feb 08 Wednesday	<p>Lecture Topic: Professional Learning Communities in Secondary Settings: Planning Unit Goals</p> <p>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)</p>	<p>Quiz on Supplementary and Intensive Instruction Due</p>	<p>Read for Next Lecture: Common Assessment</p> <p>Quiz: Common Assessment</p>
Week 6			
M Feb 13 Monday	<p>Lecture Topic: PLC: Planning Common Assessment</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>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>Common Assessment Quiz Due</p> <p>RTI Module Questions Due</p> <p>Planning Learning Goals Assignment (in class project)</p>	<p>Read for Next Lecture: Classroom Management</p> <p>Quiz: Classroom Management</p>
W Feb 15 Wednesday	<p>Lecture Topic: PLC: Classroom Management</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 Quiz Due</p> <p>Common Management Plan (in class project)</p> <p>Common Assessment Plan (in class project)</p>	<p>Read for Next Lecture: Universal Design for Learning</p> <p>Quiz: Universal Design for Learning</p>
Week 7			

M Feb 20 Monday	Presidents Day	No Class!	
T Feb 21 Tuesday	<p>Monday Instruction</p> <p>Lecture Topics: PLC: Universal Design for Learning</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>Universal Design for Learning Quiz Due</p> <p>Universal Design for Instruction (in class project)</p>	<p>Read for Next Lecture: Strategies for Learners</p> <p>Read the content from three of the following topics:</p> <p>_Visual Strategies _Memory Strategies _Writing Strategies _Reading Strategies _Math Strategies _Science Strategies</p> <p><i>**You will take the Strategies for Learners quiz after you have completed readings for three of the above topics.**</i></p> <p>Quiz: Strategies for Learners</p>
W Feb 22 Wednesday	<p>Lecture Topic: PLC: Supplementary and Intensive Instruction</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>Strategies for Learners Quiz Due</p> <p>PLC Instructional Decision Making (in class project)</p>	<p>Complete any work for final assignments</p>
Week 8			
M Feb 27 Monday	<p>Lecture Topic: PLC Meetings & Final Review</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>PLC Meeting with Professor (in class)</p>	<p>CPSE 402 Final Exam Opens</p>

W Mar 01 Wednesday	<p>Final Exam:</p> <p>Taken in Learning Suite by 11:59pm on Wed. March 1st</p> <p>CLOSED BOOK!</p>	<p>Disability Experiences Due 12 Observation Hours Due</p> <p>Extra Credit: Dr. Carter Lecture Due</p>	<p>CPSE 402 Final Exam Closes</p>
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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> (<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> (<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.