

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.

Learning Outcomes

Special education and the Individuals with Disabilities Education Act (IDEA)

1. Define special education and describe the legal structure of services for individuals with disabilities, including the Individuals with Disabilities Education Act (IDEA).

Students with disabilities

2. Describe the academic and behavioral characteristics and educational implications of students with high and low incidence disabilities.

Culture, ethnicity, language diversity, and disability

3. Describe the effects of cultural, ethnic, and language diversity on the education of individuals with disabilities.

Teaching students with disabilities in the general classroom

4. Explain research-supported methods for academic instruction of individuals with disabilities, including explicit instruction, learning strategies, task analysis, active participation, classroom management, and accommodation for the general curriculum.

Models and strategies for collaboration and consultation

5. Describe models and strategies of consultation and collaboration including co-planning and co-teaching.

Grading Scale

Grades	Percent
A	95%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%

D+	67%
D	63%
D-	60%
E	0%

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 Descriptions

Special Ed Law Quiz

Jan
14

Due: Monday, Jan 14 at 3:00 pm

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

IRIS Module

Jan
28

Due: Monday, Jan 28 at 11:55 pm

IRIS Module 1- RTI- Assessment Questions

Individualized Education Programs Quiz

Feb
02

Due: Saturday, Feb 02 at 11:59 pm

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

04

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

Co-Teaching Assignment**Feb****19**

Due: Tuesday, Feb 19 at 1:00 pm

Co-Teaching Assignment.2014.whole class.doc [Download \(plugins/Upload/fileDownload.php?fileId=48fe858e-cgfR-KI0T-5Zbw-jl8abfb3beb1&pubhash=HHkmr7YLsFg1GmFjAgZzkOPIJzrDIH6uN7PSUmALCNws_wV2tEX42vDKsg4CT1h1_YmYLhv_fEJkxYYJLqSwSg=\)](#)

Isabel**Feb****25**

Due: Monday, Feb 25 at 3:00 pm

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

Brittney**Feb****25**

Due: Monday, Feb 25 at 3:00 pm

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

James**Feb****25**

Due: Monday, Feb 25 at 3:00 pm

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

Shawn**Feb****25**

Due: Monday, Feb 25 at 3:00 pm

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

Communication Disorders Quiz**Feb****25**

Due: Monday, Feb 25 at 3:00 pm

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

Learning Goals Assignment**Mar****11**

Due: Monday, Mar 11 at 11:00 am

Professional Learning Community Assignment Fall 2015 .docx [Download \(plugins/Upload/fileDownload.php?fileId=bf1a93a0-JYgr-VTvq-0zrw-Ud2182eca362&pubhash=ISYAHu82V18geRhafpj_mSwqGRnuQXxsUlbpEbHFZIE0Tj8cYYRciXmqoE2ogipTGjB-DrrEzur0dSm7Sfca7A--\)](#)

Mar
11

Due: Monday, Mar 11 at 3:00 pm

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

Common Assessment Plan**Mar**
18

Due: Monday, Mar 18 at 11:00 am

Professional Learning Community Assignment Fall 2015 .docx [Download \(plugins/Upload/fileDownload.php?fileId=bf1a93a0-JYgr-VTvq-0zrw-Ud2182eca362&pubhash=ISYAHu82V18geRhafpj_mSwqGRnuQXxsUlbpEbHFZIE0Tj8cYYRciXmqoE2ogipTGjB-DrrEzwp9dSmzSfgcZA==\)](#)

Classroom Strategies Quiz**Mar**
18

Due: Monday, Mar 18 at 3:00 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.

Universal Design Quiz**Mar**
18

Due: Monday, Mar 18 at 3:00 pm

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

Classroom Management Quiz**Mar**
25

Due: Monday, Mar 25 at 3:00 pm

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

Universal Design for Instruction**Mar**
25

Due: Monday, Mar 25 at 11:55 pm

Professional Learning Community Assignment Fall 2015.docx [Download \(plugins/Upload/fileDownload.php?fileId=20323b91-wtYi-wZgT-IlbH-Rh05568674d5&pubhash=7VGA4FJ9fJZnq58jaqL4cR7yqVd3zuZxGgUTcE0KtjVWnFSQzfMZMkyokIjgdo8tDvKmvWU_pmtDICwklwyXDw==\)](#)

Common Management Plan**Apr**
01

Due: Monday, Apr 01 at 11:00 am

Professional Learning Community Assignment Fall 2015 .docx [Download \(plugins/Upload/fileDownload.php?fileId=35f8ba70-saar-PHFX-0aor-h1771495d030&pubhash=HQzsfMRqTbjZ8QqhOuqb35mPcGZ6RHxnXltew2sFM_vqC6A9mne6wBUZGFwLDk1p1ejPQnTx0_lwO7Kl4rla==\)](#)

Supplementary and Intensive Instruction Quiz

Apr
01

Due: Monday, Apr 01 at 3:00 pm

This is an assessment of your completion of the readings for Supplementary and Intensive Instruction.

Teaching Video

Apr
01

Due: Monday, Apr 01 at 11:59 pm

Professional Learning Community Assignment Fall 2015.docx [Download \(plugins/Upload/fileDownload.php?fileId=20323b91-wtYi-wZgT-llbH-Rh05568674d5&pubhash=7VGA4FJ9fJZnq58jaqL4cR7yqVd3zuZxGgUTcE0KtjVWnFSQzfMZMkyokljgdo8tDvKmvWU_pmtDICwklwyXDw==\)](#)

Professional Learning Community Instruction Decision Making

Apr
08

Due: Monday, Apr 08 at 11:00 am

Professional Learning Community Assignment Fall 2015 .docx [Download \(plugins/Upload/fileDownload.php?fileId=35f8ba70-saar-PHFX-0aor-h1771495d030&pubhash=HQzsfMRqTbjZ8QqhOuqb35mPcGZ6RHxnXltew2sFM_vqC6A9mne6wBUZGFwLDk1p1ejPQnTx0_-lwO7KI4rlg==\)](#)

Pre Assessment is appropriate	3
Formative assessment is appropriate	3
Post assessment is appropriate	3
Brittany's expected performance is described	3
Isabel's expected performance is described	3
Shawn's expected performance is described	3
James's expected performance is described	3
Assignment is submitted on google doc	3
Assignment is neat and free of mechanical errors	3

Total: 27

Complete 12 observation hours

Apr
15

Due: Monday, Apr 15 at 12:00 am

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.

Disability Experiences

Disability Experiences

Experiences in Working with Students with Disabilities.doc [Download \(plugins/Upload/fileDownload.php?fileId=7dd81afe-qK8W-jVMd-qdg1-n2fb30f86961&pubhash=vcJThFTLdzwXHZUSGTyj_z2SjN9f6AkpQH1yzTO5ELxogTG4v1pDDOd9Q7ScRwD-wCEMGYWfFt8vGY972t_FNQ==\)](#)

PLC Meeting

Apr
15

Due: Monday, Apr 15 at 11:59 pm

A method of cooperative learning is described for each member of the group.

3

An example of how the cooperative learning will be used for each member of the group.

3

A description is given of how a flexible schedule will be used to address students who struggle on assessments.

9

A description is given of how you will work with SPED to meet the needs of individual students.

9

Assignment is submitted on google doc. 3

Assignment is neat and free of mechanical errors. 3

Total: 30

Report my hours

Apr
17

Due: Wednesday, Apr 17 at 11:59 pm

Please take this quick survey to report your practicum hours.

CPSE 402 Final Exam

Apr
20

Due: Saturday, Apr 20 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 issues 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.

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

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.

Grading Expectations

Teacher Candidates need to earn a B- or higher in all education courses in order to receive a Utah Teaching License. Teacher candidates should plan to put the time and effort into this course in order to receive a B- and meet that requirement. All teacher candidates in this course will not receive an A grade. A grades are given for exceptional performance. Meeting all requirements, completing all coursework, and participating in all class activities does not directly translate into an A grade in this course. Teacher candidates who are working toward an A grade, should plan to demonstrate performance that is beyond the stated requirements for the course.

Schedule

Date	Course Questions and Standards	Topic	Assignments
Week 1			

M Jan 07 Monday	<p>What are my responsibilities as defined by</p> <p>federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)</p>	<p>Introduction to Course</p> <p>What is a disability?</p>	<p>Special Ed Law Quiz Opens</p> <p>James Opens</p> <p>Isabel Opens</p> <p>Brittney Opens</p> <p>Shawn Opens</p>
Week 2			
M Jan 14 Monday	<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>No class.</p> <p>Special Education Law</p> <p>Response to Intervention (RTI)</p> <p>Reading Due: Special Ed Law and Brittany, Shawn, Isabel, or James</p>	<p>Special Ed Law Quiz Closes</p> <p>IRIS Module</p> <p>Go to the IRIS module at the link below and complete sections.</p> <p>http://iris.peabody.vanderbilt.edu/module/rti01</p> <p>Answer questions in assessment section and Learning Suite</p> <p>Individualized Education Programs Quiz Opens</p> <p>Sign up sheet for classrooms</p> <p>https://docs.google.com/spreadsheets/d/1M7q1cZ6QswY2jWmtVw7bt3Na1EIC5neJ/edit#gid=0</p>
Week 3			
M Jan 21 Monday	Martin Luther King Jr Day		
Week 4			
M Jan 28 Monday	<p>What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)</p>	<p>Response to Intervention (RTI)</p> <p>Individualized Education Programs (IEP's)</p> <p>Reading Due: Individualized Education Programs and Brittany, Shawn, Isabel, or James</p> <p>Get organized into Co-teaching groups. Bring references to class next time.</p>	<p>IRIS Module</p> <p>Co-Teaching and Co-Planning Quiz Opens</p>
Sa Feb 02 Saturday			Individualized Education Programs Quiz Closes
Week 5			

M Feb 04 Monday	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)	Co-Teaching Co-Plan for Co-Teaching Assignment Readings: Co-Teaching and Co-Planning and Brittany, Shawn, Isabel, or James	Co-Teaching and Co-Planning Quiz Closes
Week 6			
M Feb 11 Monday	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 Assignment	
Week 7			
M Feb 18 Monday	Presidents Day		
T Feb 19 Tuesday	Monday Instruction How do the characteristics of students with disabilities affect their learning and participation in the classroom environment? (UETS Standard #2)	High Incidence Disabilities: Intellectual Disabilities High Incidence Disabilities: Learning Disabilities	Co-Teaching Assignment Communication Disorders Quiz Opens
Week 8			

M Feb 25 Monday	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 Low Incidence Disabilities: Autism Readings: Communication Disorders and Brittany, Shawn, Isabel, and James all due today	Communication Disorders Quiz Closes Brittney Closes Isabel Closes James Closes Classroom Strategies Quiz Opens Shawn Closes
Week 9			
M Mar 04 Monday	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 Readings: Read one classroom strategies content page (visual, writing, reading, math, science, memory). You will take the quiz when you have completed three. Complete the <i>Learning Goals Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.	Assessment Quiz Opens
Week 10			
M Mar 11 Monday	How do I design and select preassssments, 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)	Assessment Readings: Assessment Readings: Read one classroom strategies content page (visual, writing, reading, math, science, memory). You will take the quiz when you have completed three. Complete the <i>Common Assessment Plan Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.	Assessment Quiz Closes Universal Design Quiz Opens Learning Goals Assignment
Week 11			

M Mar 18 Monday	<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</p> <p>Creating a Lesson that is Universally Designed.docx Download</p> <p>Brief Lesson Plan Outline.402.docx Download</p> <p>Whole Class Instruction</p> <p>Readings: Read one classroom strategies content page (visual, writing, reading, math, science, memory). Take the quiz. It is due today.</p> <p>Complete the <i>Universal Design for Instruction Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.</p>	<p>Classroom Strategies Quiz Closes</p> <p>Universal Design Quiz Closes</p> <p>Common Assessment Plan</p> <p>Classroom Management Quiz Opens</p>
Week 12			
M Mar 25 Monday	<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 and #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>	<p>Classroom Management Quiz Closes</p> <p>Universal Design for Instruction Supplementary and Intensive Instruction Q</p>
Week 13			

M Apr 01 Monday	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>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</p> <p>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.</p> <p>Readings: Supplementary and Intensive Instruction</p> <p>Sign up for a final PLC meeting</p>	<p>Supplementary and Intensive Instruction Q</p> <p>Common Management Plan</p> <p>Teaching Video</p> <p>https://byu.goreact.com/join/3793bbd6-5394-4b7b2-71ef32d7366e</p>
Week 14			
M Apr 08 Monday		<p>PLC Meetings</p> <p>11:00-11:20 Math</p> <p>11:25-11:45 Spanish</p> <p>11:50-12:10 English</p> <p>12:15-12:35 Social Sciences</p> <p>12:40-1:00 FCS</p>	<p>Professional Learning Community Instruct</p> <p>Making</p> <p>Report my hours Opens</p>
Week 15			
M Apr 15 Monday		<p>PLC Meetings</p> <p>11:00-11:20 Spanish and German</p> <p>11:25-11:45 Technology</p>	<p>Disability Experiences</p> <p>Complete 12 observation hours</p> <p>PLC Meeting</p>
W Apr 17 Wednesday			Report my hours Closes
F Apr 19 Friday	First Day of Winter Final Exams (04/19/2019 - 04/24/2019)		
Sa Apr 20 Saturday	Final Exam: 185 MCKB Open on LS from		CPSE 402 Final Exam