

# Instructor/TA Info

## Instructor Information

**Name:** Mary Woodruff

**Email:** mary.woodruff522@gmail.com

## 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 (IDEA), their legal responsibilities under IDEA, strategies to instruct students with various learning needs, curricular adaptations and accommodations for students with disabilities, and ways to collaborate with parents and professionals.

### Materials

No materials

### 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%

### 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 Descriptions

9/2/2019

9/02/19

Due: Thursday, Sep 02 at 6:00 pm

Sep

Due: Thursday, Sep 09 at 6:00 pm

09

(Submit IRIS Module by 6pm)

### Response to Intervention IRIS Module

Sep

Due: Thursday, Sep 16 at 3:55 pm

16

Complete the Response to Intervention (Part 1) IRIS Module. Type your answers to the Assessment section and upload to Learning Suite.

<https://iris.peabody.vanderbilt.edu/module/rti01/> (<https://iris.peabody.vanderbilt.edu/module/rti01/>)

### Perceptions of Disability IRIS Module

Sep

Due: Thursday, Sep 16 at 6:00 pm

16

Complete the What Do You See? Perceptions of Disability IRIS Module. Type your responses to the Assessment questions and upload to Learning Suite.

<https://iris.peabody.vanderbilt.edu/module/da/#content> (<https://iris.peabody.vanderbilt.edu/module/da/#content>)

9/16/2019

Sep

Due: Thursday, Sep 16 at 6:00 pm

16

(Submit IRIS Module by 6:00pm)

9/23/2019

Sep

Due: Thursday, Sep 23 at 11:59 pm

23

9/30/2021

Sep

Due: Thursday, Sep 30 at 11:59 pm

30

### Co-Teaching Assignment

Oct

Due: Thursday, Oct 07 at 6:30 pm

07

Co-Teaching Assignment.2012.doc [Download \(plugins/Upload/fileDownload.php?fileId=9d42be46-cdGl-w4qb-mgMa-XP43377d53b6&pubhash=5wB5zIEcISX-bStrWY8zRAkk3drCbDjjKhrBi1JI7a48tTwi8fh2Me5yLPUVtLkGKomT\\_DJd7SUc89maqUEgmA==\)](#)

10/7/2019

Oct

Due: Thursday, Oct 07 at 11:59 pm

07

10/14/2019

Oct

Due: Thursday, Oct 14 at 11:59 pm

14

Oct

**21**  
10/21/2019

Due: Thursday, Oct 21 at 11:59 pm

10/28/2019

Oct

**28**

Due: Thursday, Oct 28 at 11:59 pm

11/4/2019

Nov

**04**

Due: Thursday, Nov 04 at 11:59 pm

### Classroom Management

Nov

**05**

Due: Friday, Nov 05 at 3:59 pm

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

11/11/2019

Nov

**11**

Due: Thursday, Nov 11 at 11:59 pm

### Universal Design Quiz

Nov

**12**

Due: Friday, Nov 12 at 6:59 pm

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

### Communication Disorders Quiz

Nov

**18**

Due: Thursday, Nov 18 at 3:55 pm

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

### James

Nov

**18**

Due: Thursday, Nov 18 at 3:55 pm

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

### Shawn

Nov

**18**

Due: Thursday, Nov 18 at 3:55 pm

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

### Isabel

Nov

**18**

Due: Thursday, Nov 18 at 3:55 pm

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

### Classroom Strategies

18

Complete three of the six content pages under the tab Classroom Strategies. After you have completed all three content pages, complete the quiz.  
Due: Thursday, Nov 18 at 3:59 pm

### Individualized Education Plans Quiz

Nov  
18

Due: Thursday, Nov 18 at 4:00 pm

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

### Brittney

Nov  
18

Due: Thursday, Nov 18 at 4:00 pm

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

### Co-Teaching and Co-Planning Quiz

Nov  
18

Due: Thursday, Nov 18 at 4:00 pm

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

### Special Ed Law Quiz

Nov  
18

Due: Thursday, Nov 18 at 4:00 pm

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

### Assessment Quiz

Nov  
18

Due: Thursday, Nov 18 at 11:59 pm

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

11/20/2019

Nov  
18

Due: Thursday, Nov 18 at 11:59 pm

### Disability Experiences

Dec  
02

Due: Thursday, Dec 02 at 3:59 pm

#### Disability Experiences

Review the full explanation of the Practicum assignment [here](https://docs.google.com/document/d/1MNA6a6kcZUAdpjxgU6OkL2ht3cfrDG6fPLGlgN-s9Y4/edit) (<https://docs.google.com/document/d/1MNA6a6kcZUAdpjxgU6OkL2ht3cfrDG6fPLGlgN-s9Y4/edit>).

### Supplementary and Intensive Instruction

Dec  
02

Due: Thursday, Dec 02 at 6:59 pm

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

12/2/2019

Dec  
02

Due: Thursday, Dec 02 at 11:59 pm

12/9/2019

Dec  
09

Due: Thursday, Dec 09 at 11:59 pm

## CPSE 402 Final Exam

Dec  
16

Due: Thursday, Dec 16 at 11:55 pm

Please plan to take the final exam in one sitting. You may choose to type your answers to the essay questions into a word processing document and cut and paste them into learning suite. Good luck and email me at [mary.woodruff522@gmail.com](mailto:mary.woodruff522@gmail.com) with any questions you have. Thanks for making this such a great learning opportunity for your classmates and me!

## 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.

### Preventing Sexual Misconduct

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <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. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, [eo\\_manager@byu.edu](mailto:eo_manager@byu.edu), or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

## Schedule

Date	Topic	Course Question(s)	Assignment(s) due BEFORE Class
Week 1			

Th Sep 02 Thursday	Introduction to Course  What is a disability?  <b>Brittney Opens</b> <b>Isabel Opens</b> <b>James Opens</b> <b>Shawn Opens</b>	<b>What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)</b>	
Week 2			
Th Sep 09 Thursday	Special Education Law	<b>What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)</b>	In Class Link: <i>What Do You See? Perceptions of Disability</i>  <a href="https://iris.peabody.vanderbilt.edu/module/da/#content">https://iris.peabody.vanderbilt.edu/module/da/#content</a>
Week 3			
Th Sep 16 Thursday	Response to Intervention (RTI)	<b>How to I use data to assess the effectiveness of instruction and to make adjustments in planning and instruction? (UETS Standard #5)</b>	1. IRIS Module: <i>Response to Intervention</i> Go to the IRIS module at the link below and complete all sections. <a href="http://iris.peabody.vanderbilt.edu/module/rti01-overview/">http://iris.peabody.vanderbilt.edu/module/rti01-overview/</a>  Answer questions in the assessment section of the module in a separate document. Submit that document to Learning Suite in the Grades.
Week 4			
Th Sep 23 Thursday	Individual Education Plans (IEP's)  Get organized into Co-teaching groups. Bring references to class next time.	What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)	1. Reading: Individualized Education Plans  2. Quiz: Individualized Education Plans  3. <u>Pick one</u> of the following case studies: Brittney, Shawn, Isabel, or James.
Week 5			

Th Sep 30 Thursday	<p><b>No Face-to-Face Today.</b></p> <p>Please complete the Nearpod Lesson in place of our class.</p> <p>Co-Teaching and Co-Planning</p> <p>Here is the Nearpod Lesson for today. Attendance credit (3 pts) will be provide as it is completed. I thought I could add voice over to each slide but alas, time got me. Read through each slide and answer the questions. Thanks team!</p> <p><a href="https://share.nearpod.com/wK5Ucvs2Yjb">https://share.nearpod.com/wK5Ucvs2Yjb</a></p> <p>(Copy and paste cite to access Nearpod)</p>	How do I design and implement instruction for individuals and groups of students that address students specific needs? (UETS Standard #6 and #7)	<ol style="list-style-type: none"> <li>1. Reading: Co-Teaching and Co-Planning</li> <li>2. Quiz: Co-Teaching and Co-Planning</li> <li>3. <u>Pick one</u> of the following case studies: Brittney, Shawn, Isabel, or James.</li> <li>4. Finalize your decision for Practicum or the alternate assignments. Send Mary Robles an email or message about what you plan to do.</li> </ol> <p>4A - Practicum, where you will complete hours</p> <p>4B - Alternate Assignments - Which three you will complete</p>
Week 6			
Th Oct 07 Thursday	Co-Teaching Assignment Low Incidence Disabilities	<b>How do the characteristics of students with disabilities affect their learning and participation in the classroom environment? (UETS Standard #2)</b>	<ol style="list-style-type: none"> <li>1. <u>Pick one</u> of the following case studies: Brittney, Shawn, Isabel, or James.</li> <li>2. Co-Teaching Assignment - Prepare for your presentation/lesson in class.</li> </ol>
Week 7			
Th Oct 14 Thursday	High Incidence Disabilities: Learning Disabilities, Communication Disorders, and Intellectual Disabilities  Catch-Up on BIP and Low-Incidence Teaching Strategies	How do the characteristics of students with disabilities affect their learning and participation in the classroom environment? (UETS Standard #2)	<ol style="list-style-type: none"> <li>1. Reading: Communication Disorders</li> <li>2. Quiz: Communication Disorders</li> <li>2. <u>Pick one</u> of the following case studies: Brittney, Shawn, Isabel, or James.</li> </ol>
Week 8			

Th Oct 21 Thursday	Professional Learning Communities in Secondary Settings <b>Classroom Strategies Opens</b>	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)	1. Under the Content tab, go to Classroom Strategy. Pick one you want to learn more about. You will complete one classroom Strategy per week, for 3 weeks. After doing three strategies, you will take the quiz. One of the following _Visual Strategies _Writing Strategies _Reading Strategies _Math Strategies _Science Strategies _Memory Strategies 2. Read the pdf in the Content tab under <i>Professional Learning Community</i> . We will complete the assignment in class.
Week 9			
Th Oct 28 Thursday	Assessment	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) 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)	Readings: Assessment and 1. Under the Content tab, go to Classroom Strategy. Pick one you want to learn more about. You will complete one classroom Strategy per week, for 3 weeks. After doing three strategies, you will take the quiz. One of the following _Visual Strategies _Writing Strategies _Reading Strategies _Math Strategies _Science Strategies _Memory Strategies Complete the <i>Common Assessment Plan Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.
Week 10			



Th Nov 04 Thursday	Classroom Management	<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>Readings: Classroom Management</p> <p>1. Under the Content tab, go to Classroom Strategy. Pick one you want to learn more about. You will complete one classroom Strategy per week, for 3 weeks. After doing three strategies, you will take the quiz.</p> <p>One of the following</p> <ul style="list-style-type: none"> <li>_Visual Strategies</li> <li>_Writing Strategies</li> <li>_Reading Strategies</li> <li>_Math Strategies</li> <li>_Science Strategies</li> <li>_Memory Strategies</li> </ul> <p>Complete the <i>Common Classroom Management Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.</p>
Week 11			
Th Nov 11 Thursday	Whole Class Instruction Universal Design for Learning	<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 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>Complete the <i>Universal Design for Learning Assignment</i> before class which includes ....</p> <p>1. Watch the two Youtube Videos.</p> <p><a href="http://www.youtube.com/watch?v=pGLTJw0GSxk&amp;list=SPDD6870F2D42327F3">http://www.youtube.com/watch?v=pGLTJw0GSxk&amp;list=SPDD6870F2D42327F3</a></p> <p><a href="http://www.youtube.com/watch?v=bDvKnY0g6e4">http://www.youtube.com/watch?v=bDvKnY0g6e4</a></p> <p>2. Complete UDL Quiz BEFORE class.</p>
F Nov 12 Friday			
Week 12			

Th Nov 18 Thursday	<p>No Face-To-Face</p> <p>Here are the slides for today. :)</p> <p>CPSE 402 Week 12 Slides.pdf <a href="#">Download</a></p> <p><b>Isabel Closes</b> <b>Classroom Strategies Closes</b> <b>James Closes</b> <b>Shawn Closes</b> <b>Brittney Closes</b></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>NO FACE-TO-FACE TODAY</p> <p>Read slides for class. You can find them under content.</p>
Week 13			
Th Nov 25 Thursday	<b>Thanksgiving</b>		
Week 14			
Th Dec 02 Thursday	<p>Course Review</p> <p>Prepare for PLC Meetings</p> <p>Supplementary and Intensive Instruction</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 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>Readings: Supplementary and Intensive Instruction</p> <p>Disabilities Experience Due</p> <p>Practicum Assignment Due- Reflection Paper and Hours Log</p>
Week 15			

Th Dec 09 Thursday	<p>PLC Meetings</p> <p>Final Exam:</p> <p>Taken on Learning Suite and submitted no later than 10:00pm on December 18th, 2019.</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>Final Exam: Opens at 7:00am on Saturday, December 14th and closes at 10:00pm Wednesday, December 18th.</p> <p>Taken on Learning Suite and <b>submitted</b> no later than 10:00pm on 12/18/2019.</p> <p>Closed book, note, and neighbor.</p> <p>Final Exam opens at 7:00am.</p>	<p>PLC Meetings held with the Instructor during an assigned time during class.</p>
F Dec 10 Friday	<p><b>Fall Exam Preparation (12/10/2021 - 12/10/2021)</b></p>		
Sa Dec 11 Saturday			
Week 16			
Th Dec 16 Thursday			