

CPSE 402 - Section 004

Winter 2016

Section 004: 160 MCKB on M W from 8:00 am - 9:50 am

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

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 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%

Grading Policy

Assignments are due at the beginning of class. Late assignments are worth 50% of the total points earned for up to a week after the due date. Assignments submitted later than one week after the due date will not be accepted.

Please remember teacher candidates must have grades of C or better and a total BYU GPA of 3.0 in all courses required for a teaching major to be recommended for licensure in Utah. Students must meet these requirements to be admitted to and retained in a teaching major and to student teach. If students do not meet the requirements, they may change their major or retake courses until they meet the requirements.

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.

Assignments

Assignment Descriptions

1/4

Due: Monday, Jan 04 at 8:00 am

1/6

Due: Wednesday, Jan 06 at 8:00 am

Special Ed Law Quiz

Due: Saturday, Jan 09 at 5:00 pm

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

1/11

Due: Monday, Jan 11 at 8:00 am

IRIS Module

Due: Monday, Jan 11 at 8:00 am

IRIS Module 1- RTI- Assessment Questions

Answer questions in the initial thoughts/wrap up and assessment sections and submit on Learning Suite.

1/13

Due: Wednesday, Jan 13 at 8:00 am

Individualized Education Programs Quiz

Due: Wednesday, Jan 13 at 8:00 am

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

1/20

Due: Wednesday, Jan 20 at 8:00 am

1/25

Due: Monday, Jan 25 at 8:00 am

Communication Disorders Quiz

Due: Monday, Jan 25 at 8:00 am

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

Co-Teaching and Co-Planning Quiz

Due: Monday, Jan 25 at 5:00 pm

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

1/27

Due: Wednesday, Jan 27 at 8:00 am

Isabel

Due: Wednesday, Jan 27 at 5:00 pm

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

Brittney

Due: Wednesday, Jan 27 at 5:00 pm

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

Shawn

Due: Wednesday, Jan 27 at 5:00 pm

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

James

Due: Wednesday, Jan 27 at 5:00 pm

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

Co-Teaching Assignment

Due: Wednesday, Jan 27 at 5:00 pm

Co-Teaching Assignment.2014.whole class.doc Download

2/1

Due: Monday, Feb 01 at 8:00 am

Learning Goals Assignment

Due: Monday, Feb 01 at 11:59 pm

The goals align with the Utah Core Curriculum Standards	3
Goals are appropriate for age and grade level of students	3
Goals are written in a SWBAT format	3
3-4 goals	3
Assignment is submitted on Learning Suite	3
Assignment is neat and free of mechanical errors	3

Total: 18

Assessment Quiz

Due: Wednesday, Feb 03 at 8:00 am

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

2/3

Due: Wednesday, Feb 03 at 8:00 am

Common Assessment Plan

Due: Wednesday, Feb 03 at 5:00 pm

Common assessment will be used by all group members	3
Common Assessment addresses learning goals	3
Common assessment is appropriate for age and grade level of students	3
Performance criteria is described appropriately	3
Adaptations are described appropriately	3
Pre and post information is appropriate for unit of instruction	3
Assignment is submitted on Learning Suite	3
Assignment is neat and free of mechanical errors	3
	Total: 24

2/8

Due: Monday, Feb 08 at 8:00 am

Classroom Management Quiz

Due: Monday, Feb 08 at 8:00 am

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

Common Management Plan

Due: Monday, Feb 08 at 11:59 pm

Common management plan will be used by all group members -	3
Common management plan is appropriate for the classroom -	3
Common management plan is appropriate for age and grade level of students -	3
Rules are described -	3
Negative consequences are described -	3
Positive consequences are described -	3
Individual interventiosn for Brittney are described -	3
Individual interventions for other case study students are described if needed	

Interventions address function
Interventions come from LRBI manual
Assignment is submitted on google docs
Assignment is neat and free of mechanical errors

Universal Design Quiz

Due: Wednesday, Feb 10 at 8:00 am

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

2/10

Due: Wednesday, Feb 10 at 8:00 am

2/16

Due: Tuesday, Feb 16 at 8:00 am

Classroom Strategies Quiz

Due: Tuesday, Feb 16 at 8:00 am

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.

Teacher Instructional Decision Making

Due: Tuesday, Feb 16 at 5:00 pm

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

Supplementary and Intensive Instruction Quiz

Due: Wednesday, Feb 17 at 8:00 am

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

2/17

Due: Wednesday, Feb 17 at 8:00 am

Universal Design for Instruction

Due: Wednesday, Feb 17 at 5:00 pm

Lesson is a part of the unit of study. Lesson is unique but related to group members. 3

Learning goal is written in SWBAT format 3

Instructional strategies are appropriate 3

Universal Designs for Learning are appropriate 3

Necessary accommodations or modifications are described 3

Link to teaching video posted on google doc 3

Appropriate permissions if needed 3

Lesson is 12-16 minutes in length 3

Lesson is visible 3

Lesson is delivered clearly 3

Instructional strategies are used appropriately in lesson video 3

Universal Designs for Learning are used appropriately in lesson video

3

Assignment is posted on google doc 3

Assignment is neat and free of mechanical errors 3

Total: 42

2/22

Due: Monday, Feb 22 at 8:00 am

PLC Meeting

Due: Monday, Feb 22 at 5:00 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

Disability Experiences

Due: Monday, Feb 22 at 11:59 pm

Disability Experiences

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

Complete 12 observation hours

Due: Monday, Feb 22 at 11:59 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 5 points of your final course grade for each hour you do not complete.

Please submit a log of the hours you completed including the date, time, and location where you completed your hours. In addition, write a brief summary 1-2 paragraphs describing how this experience has impacted your perception of disability.

CPSE 402 Final Exam

Due: Wednesday, Feb 24 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 cade_charlton@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

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-concern> 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.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law.

Intentional Plagiarism- Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote.

Inadvertent Plagiarism- Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: **Direct Plagiarism-**The verbatim copying of an original source without acknowledging the source. **Paraphrased Plagiarism-**The paraphrasing, without acknowledgement, of ideas from another

that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Schedule

Date	Topics and Critical Questions	Assignments
M Jan 04 Monday	First Day of Winter Semester (01/04/2016 - 04/12/2016) Introductions What is a disability?	1/4 Special Ed Law Quiz Opens Isabel Opens James Opens Brittney Opens Shawn Opens
W Jan 06 Wednesday	Special Education Law What are my responsibilities as defined by federal law including the Individuals with Disabilities	1/6

Education Act? --
UETS Standard
#10

Readings:
Special Ed Law
One of the
following: Learn
more about
Brittney, Learn
more about
Shawn, Learn
more about
James, or Learn
more about
Isabel

Sa Jan 09
Saturday

Special Ed Law Quiz Closes

M Jan 11
Monday

**Add/Drop
Deadline (Full
Semester & 1st
Term)**

**1/11
Individualized Education Programs Quiz
Opens
IRIS Module**

Response to
Intervention
(RTI)

IRIS Module
Go to the IRIS module at the link below and
complete all sections.

How do I use
data to assess
the effectiveness
of instruction and

<http://iris.peabody.vanderbilt.edu/module/rti01-overview/>

Answer questions in the initial thoughts/wrap
up and assessment sections and submit on

to make
adjustments in
planning and
instruction? --
UETS Standard
#5

Learning Suite

Readings: RTI
One of the
following: Learn
more about
Brittney, Learn
more about
Shawn, Learn
more about
James, or Learn
more about
Isabel

W Jan 13
Wednesday

Individualized
Education
Programs (IEP's)

**Co-Teaching and Co-Planning Quiz Opens
1/13
Individualized Education Programs Quiz
Closes**

Readings:
Individual
Education
Programs
One of the
following: Learn
more about
Brittney, Learn
more about

Shawn, Learn
more about
James, or Learn
more about
Isabel

Get organized
into Co-Teaching
groups.

M Jan 18
Monday

**Martin Luther
King Jr Day**

Communication Disorders Quiz Opens

No Class

W Jan 20
Wednesday

Co-Teaching and
Co-Planning

1/20

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

Readings: Co-Teaching and Co-Planning
One of the following: Learn more about Brittney, Learn more about Shawn, Learn more about James, or Learn more about Isabel

M Jan 25
Monday

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

Complete all the learning activities and readings in the following content pages before class today.

Co-Teaching and Co-Planning Quiz Closes 1/25

Communication Disorders Quiz Closes

How do the characteristics of students with disabilities affect their learning and participation in the classroom environment? --

UETS Standard
#2

Readings:
Communication
Disorders

Bring references
for co-teaching
presentation to
class.

W Jan 27 Low Incidence Co-Teaching Assignment
Wednesday Disabilities

How do the
characteristics of
students with
disabilities affect
their learning and
participation in
the classroom
environment? --
UETS Standard
#2

Brittany, Isabel, James, and Shawn quizzes
all due before class.

1/27
Co-Teaching Assignment
Assessment Quiz Opens
Isabel Closes
James Closes
Brittney Closes
Shawn Closes

Readings: One of
the following:
Learn more
about Brittney,
Learn more

about Shawn,
Learn more
about James, or
Learn more
about Isabel

**Meet in 185
MCKB in the
TEC Lab!**

Please be on
time.

M Feb 01
Monday

Professional
Learning
Communities in
Secondary
Settings

Complete the *Learning Goals Assignment
(PLC)* in class today.

2/1

**Learning Goals Assignment
Classroom Management Quiz Opens**

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

Readings:
Professional
Learning
Communities

W Feb 03 Wednesday	How do I design and select preassessment, 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	Complete the <i>Common Assessment Plan Assignment (PLC)</i> in class today. 2/3 Universal Design Quiz Opens Common Assessment Plan Assessment Quiz Closes
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Readings:
Assessment

Assessment

M Feb 08 Monday	Classroom Management	Complete the <i>Common Management Plan (PLC)</i> in class today.
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Readings: **2/8**

Classroom
Management

**Common Management Plan
Classroom Management Quiz Closes**

How do I use
classroom
management
strategies that
allow me to
maintain a
positive learning
environment for
all students? --
UETS Standard
#3

T Feb 09
Tuesday

Classroom Strategies Quiz Opens

W Feb 10
Wednesday

Whole class
instruction -
Universal Design
for Learning

Begin the *Universal Design for Instruction
Assignment (Individual PLC)* in class today.

2/10

Universal Design Quiz Closes

How do I create
environments
that maximize the
potential of
students with
disabilities while
maintaining
appropriate
expectations for
all students? --

**Supplementary and Intensive Instruction Quiz
Opens**

UETS Standards
#2 and #3

Readings:
Universal Design
for Learning

M Feb 15 **Presidents Day**
Monday

T Feb 16 **Monday** Complete the *Teacher Instructional Decision*
Tuesday **Instruction** *Making* (Individual PLC) assignment

Readings:
Classroom
Strategies

2/16
Teacher Instructional Decision Making
Classroom Strategies Quiz Closes

How do I adjust
learning activities
and assessments
to make
appropriate
accommodations
for students with
disabilities who
are not meeting
learning goals? --
UETS Standards
#5 and #7

W Feb 17 How do I design Complete the *Professional Learning*
Wednesday and implement *Community Instructional Decision-making*
instruction for *Assignments (PLC)* in class today.
individuals and

groups of
students that
address students
specific needs? --
UETS Standards
#6 and #7

2/17

**Universal Design for Instruction
Supplementary and Intensive Instruction Quiz
Closes**

Readings:
Supplementary
and Intensive
Instruction

M Feb 22
Monday

2/22

**CPSE 402 Final Exam Opens
PLC Meeting
Complete 12 observation hours
Disability Experiences**

W Feb 24
Wednesday
Final Exam:
160 MCKB
7:00am -
10:00am

CPSE 402 - Final Exam

CPSE 402 Final Exam Closes