CPSE 402 - Educ Stdnts w/Disablts in ScEd

Winter 2013

Section 005: 341 MCKB on  W from 5:00 pm - 6:50 pm

Instructor/TA Info

Instructor Information

Name: Gary Lacock
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Office Phone: 801-360-7135
Office Hours: Only By Appointment
Email: garyla@provo.edu

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.

Materials

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<tr>
<th>Image</th>
<th>Item</th>
<th>Vendor</th>
<th>Price (new)</th>
<th>Price (used)</th>
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<tr>
<td></td>
<td>Inclusive Classroom BYU Custom Package</td>
<td>BYU Bookstore</td>
<td>108.60</td>
<td>81.45</td>
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<td></td>
<td>(Third Custom Edition for Brigham Young University) Required by Mastropieri Pearson; (1372731000) ISBN: 9781256421788</td>
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Grading Scale

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<tr>
<th>Grades</th>
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<tr>
<td>A</td>
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<tr>
<td>A-</td>
<td>91%</td>
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<tr>
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<td>86%</td>
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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**

1. *Late Work.* Unless preapproved late work is marked off 5% for each day it is late.

2. *Preparation.* Students are expected to monitor their learning by following a schedule for completing their assignments, readings, quizzes, and the final exam.

3. *Participation.* Students are expected to actively participate in discussions and other activities.

4. * Written Work.* Written reports are expected to be professional in their appearance. Hand written work is allowed on Study Guides, Quizzes and when doing drafts of other assignments before they are finalized. Hand written assignments are expected to be legible. Proof read your report for spelling, grammatical, and typographical errors prior to submitting it.

5. *Assignments.* All assignments are due when called for during the class on the due date. It is expected that all written work reflect the efforts of the individual student (with the exception of cooperative learning group projects). With the exception noted, identical work submitted by two or more students will be regarded as plagiarism.

6. *Out of Class Work.* Students are expected to spend approximately 4-6 hours per week studying and preparing (this includes time spent completing the field experience) for this 2 Semester hour course. Please inform the instructor if your out of class time exceeds 4-6 hours per week.

**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 individual and in cooperative teams throughout the semester. Your participation in the teams will be very important to you and the others in your team. It is important to participate individually and to share your experiences and insights in your teams.

**Attendance Policy**

Come to every class period and be prepared to contribute to our class. There will be 16 classes. Participation is worth 5 points each class for a total of 80 points.

**The Interstate New Teachers Assessment and Support Consortium (INTASC)**

The INTASC standards center on five major propositions:
(1) Teachers committed to students and their learning.

(2) Teachers know the subjects they teach and how to teach those subjects to diverse learners.

(3) Teachers are responsible for managing and monitoring student learning.

(4) Teachers think systematically about their practice and learn from experience.

(5) Teachers are members of learning communities.

Concurrent Field Experience

Field Experience Assignment. Each student is required to complete 12 hours of observation/service. Each hour is worth 10 points for a total of 120 points. Complete 6 hours in a general education classroom that includes at least one student who requires special education services. For the remaining 6 hours work with an individual with a disability in other settings. 10 points will be deducted off of a student’s final grade for each hour not completed. Each student must complete at least 6 observation/service hours.

Course Assignments

Study Guides. There will be 8 study guides over the course of the semester. They are based on information found in the reading assignments. They are worth 10 points each for a total of 80 points toward your final grade.

Quizzes. There will be 3 Unit quizzes over the course of the semester. They will be used to evaluate your learning over the three broad areas of emphasis for this course. They will be worth 20 points each for a total of 60 points toward your final grade.

Disability Experiences. The Field Experience assignment will provide you with the background to complete this assignment. You will choose 3 experiences to complete that involve working with students with disabilities. You will select your experiences from a list of choices. Your completed experiences can be turned in throughout the Semester. Each experience is worth 20 points for a total of 60 points toward your final grade.

Disabilities Charts. You will complete 2 disabilities charts, combined they will help you understand the characteristics, accommodations, etc. of high and low incidence disabilities. The charts will be worth 10 points each for a total of 20 points toward your final grade.

Co-Teaching Assignment. You will work with another student in the class to prepare and present a lesson on one of the disability categories as defined by IDEA. You will submit a lesson plan, a reference page, and a peer-evaluation. This assignment is worth 20 points toward your final grade.

Course Planning Assignment. The course planning assignment will provide opportunities to apply the information learned in the course. Most of the assignments will be worked on in class. It will consist of seven components worth 15 points each for a total of 105 points toward your final grade.
**Professionalism.** Professional standards of behavior and coursework are expected. Promptness, responsibility, completion of all assignments, problem-solving skills, and appropriate relations with teacher, peers, and students in the schools are qualities of exemplary educators. If there are professionalism concerns during the semester the instructor will complete a PIBS evaluation and conference with the student individually. The two evaluations will be worth 10 points each for a total of 20 points toward your final grade.

**Final Exam.** There will be a comprehensive final. It will consist of short answer and essay questions. It will be worth 100 points toward your final grade.

**Box Location**

Box will be at 340 MCKB

**Assignments**

**Assignment Description**

**Study Guide 1**

Read Ch. 1 "The History of Special Education Law" and complete Study Guide 1

**Study Guide 2**

Read Ch. 2 and complete Ch. 2 Study Guide .doc

**Unit 1 Quiz**

The Unit 1 Quiz Study Guide.doc will help you prepare for the quiz. It will not be turned in or used while taking the quiz.

**Disability Chart 1**

Read Ch. 3 Mastropieri & Scruggs and complete the High Incidence Disabilities Chart-1.doc

**Disability Chart 2**

Read Ch. 4 Mastropieri & Scruggs and complete Chart Low Incidence Disabilities Chart-2.doc

**Unit 2 Quiz**

Unit 2 Quiz Study Guide.doc will help you prepare for the quiz. It will not be turned in or used while taking the quiz.

**Study Guide 5**

Read Ch. 5 and complete the Ch. 5 Study Guide.doc
Study Guide 7

Please read Ch. 7 and complete the Ch. 7 Study Guide.doc

Study Guide 6

Please read and complete the Ch. 6 Study Guide.doc

Carter, Prater, and Dyches Part 2 (p. 41-52) Study Guide

Please read and complete the Carter, Prater, and Dyches Part 2 (p. 41-52) Study Guide.doc

Carter, Prater, and Dyches Part 2 (p. 81-97) Study Guide

Please read and complete the Carter, Prater, and Dyches Part 2 (p.81-97) Study Guide.doc

Co-Teaching Assignment

Co-Teaching Assignment

Study Guide 12

Please read Ch. 12 and complete the Ch. 12 Study Guide.doc

Unit 3 Quiz

The attached Unit 3 Quiz Study Guide.doc will help you prepare for the quiz. It will not be turned in or used while taking the quiz.

Field Experience hours

Participation

Disabilities Experiences Assignment.zip - Disabilities Assignment information.

Professionalism

Final Exam

Final Comprehensive Exam

Course Planning Assignment

Schedule

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<td>Field Experience hours Final Exam Participation Disabilities Experiences Professionalism Course Planning Assignment</td>
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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 my own 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 Harassment**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at http://www.ethicspoint.com, or 1-888-238-1062 (24-hours).

**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.

**McKay School of Education Mission Statement**

The mission of the David O. McKay School of Education is to improve learning and teaching in the school, home, church, and community worldwide.

**Course Expectations**

Late Work. Late work is marked off 5% for each day it is late.

Preparation. Students are expected to monitor their learning by following a schedule for completing their assignments, readings, quizzes, and the final exam.

Participation. Students are expected to actively participate in discussions and other activities as directed by the professor.

Written Work. Written reports are expected to be professional. Proof read your report for spelling, grammatical, and typographical errors prior to submitting it.

Assignments. All assignments are to be completed by at the beginning of class on the day assigned. It is expected that all written work reflect the efforts of the individual student (with the exception of cooperative learning group projects). Other identical work submitted by two or more students will be regarded as plagiarism.

Out of Class Work. Students are expected to spend approximately 4-6 hours per week studying and preparing (this includes time spent completing the practicum) for this 2 semester hour course. Please inform the instructor if your out of class time exceeds 4-6 hours per week.
Statement on Diversity

The McKay School of Education and Brigham Young University are committed to preparing students to serve effectively in a diverse society. In this course students will learn methods and material that may be adapted to various settings and contexts. Students are expected to demonstrate the knowledge, skills, and dispositions to effectively apply the course content when working with individuals and groups with varying abilities and backgrounds.

BYU Special Education Program Mission Statement

We maximize the potential of diverse learners with individualized educational needs to elevate their quality of life. We accomplish this by supporting the mission and aims of a BYU education as we integrate teaching, research, and service. We specifically:
Prepare competent and moral educators who select, implement, and evaluate research-based effective teaching practices and appropriate curriculum for learners with special needs.
Prepare master special educators who provide collaborative leadership to foster the moral development and improve learning and social competence of exceptional children with challenging behaviors.
Add to the knowledge base of special education and related disciplines through research.
Serve and advocate for learners with individualized educational needs and others who support them.