

Instructor/TA Info

Instructor Information

Name: Mary Woodruff

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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 (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

Week 1

Jan

06Due: Thursday, Jan 06 at 6:00 pm

Week 2

**Jan
13**Due: Thursday, Jan 13 at 6:00 pm

Week 3 Response to Intervention IRIS Module

**Jan
20**Due: Thursday, Jan 20 at 3:55 pm

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/>)

Week 3

**Jan
20**Due: Thursday, Jan 20 at 6:00 pm

Week 5

**Jan
27**Due: Thursday, Jan 27 at 11:59 pm

Week 4

**Feb
03**Due: Thursday, Feb 03 at 11:59 pm

Belonging

**Feb
05**Due: Saturday, Feb 05 at 12:00 am

Read the Erik Carter (2016) article and complete the quiz.

Co-Teaching and Co-Planning Quiz

**Feb
05**Due: Saturday, Feb 05 at 12:00 am

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

Individualized Education Plans Quiz

**Feb
05**Due: Saturday, Feb 05 at 12:00 am

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

Special Ed Law Quiz

**Feb
05**Due: Saturday, Feb 05 at 12:00 am

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

Week 6

**Feb
10**

Due: Thursday, Feb 10 at 11:59 pm

Week 7**Feb
17**

Due: Thursday, Feb 17 at 11:59 pm

Brittney**Feb
24**

Due: Thursday, Feb 24 at 4:00 pm

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

James**Feb
24**

Due: Thursday, Feb 24 at 4:00 pm

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

Isabel**Feb
24**

Due: Thursday, Feb 24 at 4:00 pm

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

Shawn**Feb
24**

Due: Thursday, Feb 24 at 4:00 pm

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

Week 8**Feb
24**

Due: Thursday, Feb 24 at 11:59 pm

Week 9**Mar
03**

Due: Thursday, Mar 03 at 11:59 pm

Week 10**Mar
10**

Due: Thursday, Mar 10 at 11:59 pm

Week 11**Mar
17**

Due: Thursday, Mar 17 at 11:59 pm

Classroom Management**Mar
18**

Due: Friday, Mar 18 at 3:59 pm

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

Communication Disorders Quiz**Mar**

mar
24

Due: Thursday, Mar 24 at 3:55 pm

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

Classroom Strategies

Mar
24

Due: Thursday, Mar 24 at 3:59 pm

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

Assessment Quiz

Mar
24

Due: Thursday, Mar 24 at 11:59 pm

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

Week 12

Mar
24

Due: Thursday, Mar 24 at 11:59 pm

Universal Design Quiz

Mar
25

Due: Friday, Mar 25 at 6:59 pm

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

Disability Experiences

Mar
31

Due: Thursday, Mar 31 at 3:59 pm

Disability Experiences

Review the full explanation of the Practicum assignment [here](https://docs.google.com/document/d/1MNA6a6kcZUAdpjpgU6OkL2ht3cfrDG6fPLGlgN-s9Y4/edit) (<https://docs.google.com/document/d/1MNA6a6kcZUAdpjpgU6OkL2ht3cfrDG6fPLGlgN-s9Y4/edit>).

Supplementary and Intensive Instruction

Mar
31

Due: Thursday, Mar 31 at 6:59 pm

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

Week 13

Mar
31

Due: Thursday, Mar 31 at 11:59 pm

Week 14

Apr
07

Due: Thursday, Apr 07 at 11:59 pm

CPSE 402 Final Exam

Apr
12

Due: Tuesday, Apr 12 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 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 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, 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 Jan 06 Thursday	Introduction to Course	What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)	
Week 2			
Th Jan 13 Thursday	What is a disability? Special Education Law	What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)	1. Read A Place of Belonging: Research at the Intersection of Faith and Disability, Carter (2016) 2. Belonging Quiz

Week 3			
Th Jan 20 Thursday	<p>No Face-To-Face Instruction Today</p> <p>Response to Intervention (RTI)</p>	<p>What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)</p>	<p>1. IRIS Module: <i>Response to Intervention</i> Go to the IRIS module at the link below and complete all sections. http://iris.peabody.vanderbilt.edu/module/rti01-overview/</p> <p>Answer questions in the assessment section of the module in a separate document. Submit that document to Learning Suite in the Grades.</p>
Week 4			
Th Jan 27 Thursday	<p>Individual Education Plans (IEP's)</p>	<p>How do I use data to assess the effectiveness of instruction and to make adjustments in planning and instruction? (UETS Standard #5)</p>	<p>1. Reading: Individualized Education Plans</p> <p>2. Quiz: Individualized Education Plans</p> <p>3. <u>Pick one</u> of the following case studies: Brittney, Shawn, Isabel, or James.</p>
Week 5			
Th Feb 03 Thursday	<p>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>1. Reading: Co-Teaching and Co-Planning</p> <p>2. Quiz: Co-Teaching and Co-Planning</p> <p>3. <u>Pick one</u> of the following case studies: Brittney, Shawn, Isabel, or James.</p>
F Feb 04 Friday			
Sa Feb 05 Saturday			
Week 6			
Th Feb 10 Thursday	<p>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>1. <u>Pick one</u> of the following case studies: Brittney, Shawn, Isabel, or James.</p>
Week 7			

Th Feb 17 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)	1. Reading: Communication Disorders 2. Quiz: Communication Disorders 2. <u>Pick one</u> of the following case studies: Brittney, Shawn, Isabel, or James.
Week 8			
Th Feb 24 Thursday	Professional Learning Communities in Secondary Settings	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)	2. Read the pdf in the Content tab under <i>Professional Learning Community</i> . We will complete the assignment in class. 3. <u>Pick one</u> of the following case studies: Brittney, Shawn, Isabel, or James.
Week 9			
Th Mar 03 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 Mar 10 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"> _Visual Strategies _Writing Strategies _Reading Strategies _Math Strategies _Science Strategies _Memory Strategies <p>Complete the <i>Common Classroom Management Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.</p>
Week 11			
Th Mar 17 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>http://www.youtube.com/watch?v=pGLTJw0GSxk&list=SPDD6870F2D42327F3</p> <p>http://www.youtube.com/watch?v=bDvKnY0g6e4</p> <p>2. Complete UDL Quiz BEFORE class.</p>
Week 12			
Th Mar 24 Thursday	No Face-To-Face Here are the slides for today. :) CPSE 402 Week 12 Slides.pdf Download	How do I design and implement instruction for individuals and groups of students that address students specific needs? (UETS Standard #6 and #7)	NO FACE-TO-FACE TODAY Read slides for class. You can find them under content.
Week 13			

Th Mar 31 Thursday	Course Review Prepare for PLC Meetings Supplementary and Intensive Instruction	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 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: Supplementary and Intensive Instruction Disabilities Experience Due Practicum Assignment Due- Reflection Paper and Hours Log
Week 14			
Th Apr 07 Thursday	PLC Meetings	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) Final Exam: Opens at 7:00am on Saturday, December 14th and closes at 10:00pm Wednesday, December 18th. Taken on Learning Suite and submitted no later than 10:00pm on 12/18/2019. Closed book, note, and neighbor. Final Exam opens at 7:00am.	PLC Meetings held with the Instructor during an assigned time during class.
Week 15			
T Apr 12 Tuesday			
Th Apr 14 Thursday	Winter Exam Preparation (04/14/2022 - 04/14/2022)		