CPSE 402 - Educ Stdnts w/Disablts in ScEd

Winter 2015

Section 005: 185 MCKB on W from 5:00 pm - 6:50 pm

Instructor/TA Info

Instructor Information

Name: Darlene Anderson
Office Location: 237D MCKB
Office Phone: (801)422-7603
Office Hours: Wed 7:00pm-7:45pm
Wed 4:00pm-4:45pm
Or By Appointment
Email: darlene_anderson@byu.edu

TA Information

Name: Cassidy Koopmans
Email: cchronis93@hotmail.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, 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.
Grading Scale

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<thead>
<tr>
<th>Grades</th>
<th>Percent</th>
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<tr>
<td>A</td>
<td>95%</td>
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<td>A-</td>
<td>90%</td>
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<td>B+</td>
<td>87%</td>
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<td>B</td>
<td>84%</td>
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<td>B-</td>
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<td>C+</td>
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<td>C</td>
<td>74%</td>
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<td>C-</td>
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<td>D+</td>
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<td>D-</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

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

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Demonstrate knowledge of basic classroom management theories and an understanding of teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.

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Describe the characteristics and educational implications of students with high and low incidence disabilities

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Demonstrate ability to identify and prioritize areas of the general curriculum and provide accommodations for individuals with exceptional learning needs

**Grading Policy**

Late assignments are scored 10% late each 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 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.

**Attendance and Participation Policy**

This course is a flipped model. The major assignment is the Professional Learning Community (PLC) assignment. The PLC assignment will be completed in class. It is necessary to be in class and to participate with your group to receive full points on the PLC assignment.

**Concurrent Field Experience**

Each teacher candidate is required to complete 12 service hours. All 12 hours can be completed in a secondary general education classroom that includes at least one student who requires accommodations. There is an option to complete 8 hours in a general education classroom and the remaining 4 service hours working with an individual with a disability. Two points will be deducted off a student's final grade for each service hour not completed. Each student must complete at least 9 service hours to pass the course.

To learn about the three disability assignments associated with the field experience assignment, go to **CONTENT, LEARN MORE ABOUT YOUR ASSIGNMENTS, DISABILITY ASSIGNMENT** in Learning Suite.

**Assignments**

**Assignment Description**

**Special Ed Law Quiz**

Due: Wednesday, Jan 14 at 5:00 pm

This is an assessment of your completion of the learning activities content page for Special Ed Law.

**Participation Points 1**
Questions will be asked at the beginning of each class period about the content pages assignment. Students' names will be chosen randomly. You will be given the opportunity to answer a question 2 times during the semester. Each random question opportunity is worth 5 points. You must be present to earn the points.

IRIS Module

Due: Wednesday, Jan 21 at 5:00 pm

IRIS Module 1- RTI- Answer Assessment Questions and submit

Individualized Education Programs Quiz

Due: Wednesday, Jan 28 at 5:00 pm

This is an assessment of your completion of the learning activities content page for Individualized Education Programs

Individual Education Plan - Participation in Class

Due: Wednesday, Jan 28 at 11:59 pm

IEP Quiz/Discussion/Activity in class

Co-Teaching and Co-Planning Quiz

Due: Wednesday, Feb 04 at 5:00 pm

This is an assessment of your completion of the learning activities content page for Co-Planning and Co-Teaching

Communication Disorders Quiz

Due: Wednesday, Feb 18 at 5:00 pm

This is an assessment of your completion of the learning activities content page for Communication Disorders.

Co-Teaching Assignment

Due: Wednesday, Feb 18 at 5:00 pm
Participation Points II
Due: Wednesday, Feb 18 at 11:59 pm

Learning Disabilities "Quiz"
James
Due: Wednesday, Feb 25 at 5:00 pm

This is an assessment of your completion of the learning activities content page for your case study student James

Isabel
Due: Wednesday, Feb 25 at 5:00 pm

This is an assessment of your completion of the learning activities content page for your case study student Isabel

Britney
Due: Wednesday, Feb 25 at 5:00 pm

This is an assessment of your completion of the learning activities content page for your case study student Brittney

Shawn
Due: Wednesday, Feb 25 at 5:00 pm

This is an assessment of your completion of the learning activities content page for your case study student Shawn

Learning Goals Assignment

Due: Wednesday, Feb 25 at 10:00 pm

In-Class assignment
Assessment

Due: Wednesday, Mar 04 at 5:00 pm
This is an assessment of your completion of the learning activities content page for Assessment.

**Assessment Discussion & Questions**

Due: Wednesday, Mar 04 at 7:00 pm

**Common Assessment Plan (Group)**

Due: Wednesday, Mar 04 at 10:00 pm

**Part Two**

**Universal Design for Learning (Part 1 - Lesson Plan for video)**

Due: Wednesday, Mar 11 at 5:00 pm

**Universal Design Quiz**

Due: Wednesday, Mar 11 at 5:00 pm

This is an assessment of your completion of the learning activities content page for Universal Design.

**UDL Participation**

Due: Wednesday, Mar 11 at 7:00 pm

**Common Management Plan (Group)**

Due: Wednesday, Mar 18 at 12:00 pm

**Classroom Management**

Due: Wednesday, Mar 18 at 5:00 pm

This is an assessment of your completion of the learning activities content page for Classroom Management.

**Classroom Strategies**

Due: Wednesday, Mar 18 at 5:00 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 for Instruction (Part 2 - Video - Individual)**

Due: Wednesday, Mar 25 at 11:59 pm

**Teacher Instructional Decision Making Assignment (Individual)**

Due: Wednesday, Mar 25 at 11:59 pm

**Supplementary and Intensive Instruction**

Due: Wednesday, Apr 01 at 5:00 pm

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

**PLC Instructional Decision Making Assignment**

Due: Wednesday, Apr 01 at 11:59 pm

Work as a group

**Final Report Meeting**

Due: Wednesday, Apr 08 at 7:15 pm

**Complete 12 Observation Hours**

Due: Wednesday, Apr 08 at 11:00 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 2 points of your final course grade for each hour you do not complete.

Disability Experience I

Due: Wednesday, Apr 08 at 11:59 pm

Disability Experiences
Experiences in Working with Students with Disabilities.doc  Download

Disability Experience II

Due: Wednesday, Apr 08 at 11:59 pm

Disability Experiences
Experiences in Working with Students with Disabilities.doc  Download

Disability Experience III

Due: Wednesday, Apr 08 at 11:59 pm

Disability Experiences
Experiences in Working with Students with Disabilities.doc  Download

Course Evaluation

Due: Tuesday, Apr 14 at 11:59 pm

Go to Student Ratings to complete your evaluation of the course.
Thank you.

CPSE 402 Final Exam

Due: Saturday, Apr 18 at 7:45 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.

Point Breakdown
### Categories and Percent of Grade

<table>
<thead>
<tr>
<th>Categories</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final</td>
<td>18.48%</td>
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<tr>
<td>Content Page Quizzes</td>
<td>24.4%</td>
</tr>
<tr>
<td>Professional Learning Community Assignment</td>
<td>41.59%</td>
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<tr>
<td>Disability Experiences</td>
<td>5.55%</td>
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<tr>
<td>Participation</td>
<td>9.06%</td>
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<tr>
<td>Evaluate Course</td>
<td>0.92%</td>
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</table>

### Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>UETS Standards</th>
<th>In-Class Topic</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>W Jan 07</td>
<td>Overview</td>
<td>Special Ed Law Quiz Opens</td>
<td>Special Ed Law Quiz Opens</td>
</tr>
<tr>
<td>Wednesday</td>
<td>What Are Disabilities?</td>
<td>Brittney Opens</td>
<td>Brittney Opens</td>
</tr>
<tr>
<td></td>
<td>For 01/14</td>
<td>James Opens</td>
<td>James Opens</td>
</tr>
<tr>
<td></td>
<td>complete all learning activities for</td>
<td>Shawn Opens</td>
<td>Shawn Opens</td>
</tr>
<tr>
<td></td>
<td>Special Education</td>
<td>Isabel Opens</td>
<td>Isabel Opens</td>
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<tr>
<td></td>
<td>Law and one of the following:</td>
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<tr>
<td>W Jan 07</td>
<td>(See Content Pages in Learning Suite)</td>
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<tr>
<td>Date</td>
<td>Special Education Law</td>
<td>Special Ed Law Quiz Closes</td>
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<tr>
<td>Jan 14</td>
<td>What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)</td>
<td>Complete all the learning activities in the following content pages before class today - Special Education Law and one of the following:</td>
<td></td>
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<tr>
<td></td>
<td>How do the characteristics of students with disabilities affect their learning and participation in the classroom environment? (UETS Standard #2)</td>
<td>-Learn more about Brittney</td>
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<td></td>
<td>IRIS Module</td>
<td>-Learn more about Shawn</td>
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<td></td>
<td>Go to the IRIS module at the link below and complete all sections.</td>
<td>-Learn more about James</td>
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<td><a href="http://iris.peabody.vanderbilt.edu/modul">http://iris.peabody.vanderbilt.edu/modul</a> e/rti01-overview/</td>
<td>-Learn more about Isabel</td>
<td></td>
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<tr>
<td>Jan 21</td>
<td>How do I design and implement instruction for individuals and groups of</td>
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<tr>
<td>W Jan 28 Wednesday</td>
<td>How do I design and implement instruction for individuals and groups of students that address students specific needs? (UETS Standard #6 and #7)</td>
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<td></td>
<td>Answer questions in assessment section (last page of iris module) and submit on Learning Suite</td>
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<td></td>
<td><strong>Individualized Education Programs</strong></td>
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<td><strong>Quiz Opens</strong></td>
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<td></td>
<td>Complete all the learning activities in the following content pages before class today: Individualized Education Programs and one of the following -</td>
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<td></td>
<td>- Learn more about Brittney</td>
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<td></td>
<td>- Learn more about Shawn</td>
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<td>- Learn more about James</td>
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<td></td>
<td>- Learn more about Isabel</td>
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<td></td>
<td><strong>Individualized Education Programs</strong></td>
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<td><strong>Quiz Closes</strong></td>
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<td><strong>Co-Teaching and Co-Planning Quiz Opens</strong></td>
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<td>Find references for the Co-Teaching assignment</td>
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<tr>
<td>Date</td>
<td>Day</td>
<td>Question</td>
<td>Activity</td>
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<tr>
<td>W Feb 04</td>
<td>Wednesday</td>
<td>How do I design and implement instruction for individuals and groups of students that address students specific needs? (UETS Standard #6 and #7)</td>
<td>Co-Planning/Co-Teaching (Co-Planning time in Class) Complete all the learning activities in the following content pages before class today: Co-Teaching and Co-Planning</td>
</tr>
<tr>
<td>W Feb 11</td>
<td>Wednesday</td>
<td>How do the characteristics of students with disabilities affect their learning and participation in the classroom environment? (UETS Standard #2)</td>
<td>No face-to-face class. Complete all the learning activities in the following content pages before class on 02/18: Communication Disorders and one of the following -</td>
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<td>Although no class will be held this</td>
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<td></td>
<td></td>
<td></td>
<td>-Learn more about Brittney</td>
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<td></td>
<td></td>
<td>-Learn more about Shawn</td>
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<tr>
<td></td>
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<td></td>
<td>-Learn more about James</td>
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</tbody>
</table>

Note: Classroom Strategies Opens - Learn more about Brittney, Shawn, James, Isabel.

No face-to-face class. Although no class will be held this.

Co-Teaching and Co-Planning Quiz Closes
week, please complete the assigned online activities, including the *Communication Disorders Quiz*.

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Activity</th>
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<tr>
<td>T Feb 17</td>
<td>Monday</td>
<td>Instruction</td>
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<tr>
<td>W Feb 18</td>
<td>Wednesday</td>
<td>How do the characteristics of students with disabilities affect their learning and participation in the classroom environment? (UETS Standard #2)</td>
</tr>
<tr>
<td>W Feb 25</td>
<td>Wednesday</td>
<td>How do I participate actively as a part of a learning community in secondary settings</td>
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</table>

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

- Learn more about Isabel
- Learn more about Brittney
- Learn more about Shawn
- Learn more about James
- Learn more about Isabel

*Communication Disorders Quiz* Opens

*Communication Disorders Quiz* Closes

Brittney Closes
James Closes
Shawn Closes

Complete all the learning activities
community to share responsibility for decision-making and accountability for each student's learning? (UETS Standard #9)

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)

Complete the Learning Goals Assignment from the Professional Learning Community Assignment in class today.

in the following content pages before class today.

Professional Learning Communities (No Quiz) and

One of the following
- Visual Strategies
- Writing Strategies
- Reading Strategies
- Math Strategies
- Science Strategies
- Memory Strategies

You will take a quiz on these content pages after you have completed three.

Assessment Opens
Isabel Closes
Complete all the learning activities in the following content pages before class today. **Assessment Plan**

How do I adjust learning activities and assessments in order to make appropriate accommodations for students with disabilities who are not complete the Common Assessment Plan Assignment from the Professional Learning Community Assignment in class today.

One of the following
- Visual Strategies
- Writing Strategies
- Reading Strategies
- Math Strategies
- Science Strategies
- Memory Strategies

You will take a quiz on these content pages after you have completed three.

**Assessment Closes**
How do I design and implement instruction for individuals and groups of students that address students specific needs? (UETS Standard #5 and #7)

<table>
<thead>
<tr>
<th>W Mar 11 Wednesday</th>
<th>Whole Class Instruction Universal Design for Learning</th>
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<tbody>
<tr>
<td></td>
<td>As a group complete the Universal Design for Instruction Assignment (Part 1-group member's individual lesson) Complete all the learning activities in the following content pages before class today. Universal Design for Learning and One of the following -Visual Strategies -Writing Strategies -Reading Strategies -Math Strategies -Science Strategies -Memory Strategies You will take a quiz on these content pages after you have completed three.</td>
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</table>

Universal Design Quiz Closes
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)

Classroom Management Opens

Complete the Common Classroom Management Assignment from the Professional Learning Community Assignment in class today or identify a date to have the lesson plan completed.

Classroom Management Closes

How do I use classroom management strategies that allow me to maintain a positive learning environment for all students? (UETS Standard #5)

Classroom Strategies Closes

Supplementary and Intensive Instruction Opens
Standard #3)

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)

<table>
<thead>
<tr>
<th>W Mar 25 Wednesday</th>
<th>How do I adjust learning activities and assessments in order to make appropriate accommodations for students with disabilities?</th>
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<tbody>
<tr>
<td></td>
<td>As an individual, complete the Universal Design for Instruction (part 2) video (outside of class) by this date.</td>
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<td></td>
<td>As an individual, complete the Teacher Instructional Decision Making Assignment from the Professional Learning Community.</td>
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<tr>
<td>Date</td>
<td>Activity Details</td>
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<tr>
<td>W Apr 01</td>
<td><strong>Assignments in class today.</strong> 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)</td>
</tr>
<tr>
<td>W Apr 08</td>
<td><strong>Professional Learning Community Meeting</strong> Complete 12 Observation hours <strong>Disability Experiences</strong></td>
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<tr>
<td>M Apr 13</td>
<td></td>
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<tr>
<td>Date</td>
<td>Day</td>
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<td>T Apr 14</td>
<td>Tuesday</td>
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<td>W Apr 15</td>
<td>Wednesday</td>
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<tr>
<td>Sa Apr 18</td>
<td>Saturday</td>
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<tr>
<td>W Apr 22</td>
<td>Wednesday</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 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.

**Attendance**

This class uses a flipped model making class attendance important. Because the Professional Learning Community assignment is a group project, points received on the assignment are directly linked to class attendance.

**Late Work**
The course late work policy will be as follows:

<table>
<thead>
<tr>
<th>Percent Possible</th>
<th>Days late</th>
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<tbody>
<tr>
<td>100% On Time</td>
<td></td>
</tr>
<tr>
<td>90%</td>
<td>1-7</td>
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<tr>
<td>80%</td>
<td>8-14</td>
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<tr>
<td>70%</td>
<td>15-21</td>
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<tr>
<td>0%</td>
<td>22+</td>
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</tbody>
</table>

**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.

**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.