

Instructor/TA Info

Instructor 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.

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%

Learning Outcomes

Special education and the Individuals with Disabilities Education Act (IDEA)

1. Define special education and describe the legal structure of services for individuals with disabilities, including the Individuals with Disabilities Education Act (IDEA).

Students with disabilities

2. Describe the academic and behavioral characteristics and educational implications of students with high and low incidence disabilities.

Culture, ethnicity, language diversity, and disability

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

Teaching students with disabilities in the general classroom

4. Explain research-supported methods for academic instruction of individuals with disabilities, including explicit

instruction, learning strategies, task analysis, active participation, classroom management, and accommodation for the general curriculum.

Models and strategies for collaboration and consultation

5. Describe models and strategies of consultation and collaboration including co-planning and co-teaching.

Grading Policy

Assignments are due at the beginning of class. Late assignments are worth 50% for up to a week. After a week, late assignments will not be accepted.

Some assignments are completed during class. If you are absent you will not be able to make up the missed work.

In the case of university excused absences speak to the professor.

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. You will be graded on your participation in these groups. It is important to share your experiences and insights.

Attendance Policy

Students are expected to attend each class. *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. Emailing the instructor beforehand to tell them you will be absent will not be considered a university excused absence.

Assignments

Assignment Description

Individualized Education Program Quiz

May
05

Due: Thursday, May 05 at 9:00 am

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

Universal Design for Learning Quiz

May
05

Due: Thursday, May 05 at 12:00 pm

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

Special Ed Law Quiz

May
05

Due: Thursday, May 05 at 5:00 pm

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

RTI Module Questions Due

May
10

Due: Tuesday, May 10 at 9:00 am

IRIS Module 1- RTI- Assessment Questions

Co-Teaching and Co-Planning Quiz

May
17

Due: Tuesday, May 17 at 9:00 am

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

Accommodations and Modifications Quiz**May**
19

Due: Thursday, May 19 at 9:00 am

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

Common Assessment Quiz**May**
24

Due: Tuesday, May 24 at 9:00 am

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

Planning Learning Goals Assignment (in class project)**May**
24

Due: Tuesday, May 24 at 11:59 pm

Will be completed in class

Communication Disorders Quiz**May**
26

Due: Thursday, May 26 at 9:00 am

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

Isabel**May**
26

Due: Thursday, May 26 at 9:00 am

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

James**May**
26

Due: Thursday, May 26 at 9:00 am

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

Brittney**May**
26

Due: Thursday, May 26 at 9:00 am

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

Shawn**May**
26

Due: Thursday, May 26 at 9:00 am

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

Common Assessment Plan (in class project)

May
27

Due: Friday, May 27 at 11:59 pm

Common Assessment Plan PLC Assignment

(Work as a Group)

Utah Effective Teaching Standard 5: The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

Purpose: To work collaboratively to develop assessment methods that address your learning goals and meet the needs of your case study students.

On this assignment:

1. Review your PLC-Unit Learning Goals Assignment.

- a. As a PLC, look back over your PLC-Unit Learning Goals assignment to review your unit and learning goals. *You will use the same unit and learning goals to complete this assignment.*

2. Create a new Google Doc. (This is so your group can collaborate on it easily)

- a. Title it "Common Assessment Plan"

3. Discuss how you will measure student performance on the Unit Learning Goals and write your answers to the following questions on your Google Doc.

- a. How you will measure student performance on the unit learning goals?
- b. Do your learning goals already describe a method of assessment? If so, what would that assessment actually look like?
- c. How will you use these assessments to formatively measure your students' progress throughout the unit?
- d. How will you use summative, or end of unit, assessment (unit test, project, written assignment, or portfolio)?

4. Create your assessment(s).

- a. If you are going to include a unit test or a set of quizzes, you should create the actual test questions with instructions.
- b. If you are going to use a project, written assignment, portfolio, or other assessment, then you will need to create the assignment with directions and a rubric for scoring the assignment.
- c. *You can divide the assessments among your group members, but make sure that each group member has a portion to complete.*

5. Determine a passing score for each assessment.

- a. Discuss each assessment and determine a passing score, or the score that would indicate that the student has demonstrated mastery. The score can be written as a fraction, such as $\frac{4}{5}$, or as a percentage, such as 80%.
- b. Base your passing score on the importance of the content demonstrated in the assessment. If the importance is somewhat low (such as how do you feel about the invention of the pencil) than perhaps a 50% or any amount of participation is enough to pass. If the content is extremely important (such as how to use a skill saw correctly), then maybe students should pass with 100%. Your PLC should make these decisions together.
- c. List the passing score below the assessment.

6. Determine assessment accommodations.

- a. As a PLC, discuss each assessment and determine if it will be necessary to offer any accommodations on the assessment.

- the assessments.
- b. Review the IEPs for your case study students to see the accommodations that they should receive.
 - i. What accommodations will they need to demonstrate their understanding of the content on the assessment without being penalized for their limitations of their disabilities?
 - ii. Consider areas such as reading, writing, attention, and physical limitations.
 - c. List the accommodations below the assessment if needed.

7. Submit Common Assessment Plan on Learning Suite. Each member of the group should copy and paste a link to the finished Google Doc on their own Learning Suite profile in the Assignment tab under the Grades tab.

***Here is the link to the rubric as a reference to know what I'm looking for:** PLC Common Assessment Plan Rubric.docx [Download \(https://learningsuite.byu.edu/plugins/Upload/fileDownload.php?fileId=fac3e43c-9g6e-tpMc-dDs5-foaa7f12c07c&pubhash=2ZsLw0XdgZZeRyDUgQpPBu7J0a9oyk7FVe2R_yLttX4rd0spl20XleDjaZ77bGRQTLa2aw-bONx5YtO9Upmrtg==\)](https://learningsuite.byu.edu/plugins/Upload/fileDownload.php?fileId=fac3e43c-9g6e-tpMc-dDs5-foaa7f12c07c&pubhash=2ZsLw0XdgZZeRyDUgQpPBu7J0a9oyk7FVe2R_yLttX4rd0spl20XleDjaZ77bGRQTLa2aw-bONx5YtO9Upmrtg==)

Co-Teaching Presentations (in class)

May
31

Due: Tuesday, May 31 at 10:00 am

Co-Teaching partners will present on their assigned disability category to the class.

Presentation Requirements (8-15 minutes in-class presentation)

1. Visit this [Google Doc \(https://docs.google.com/spreadsheets/d/1TDNQmpmXhRRVoGKZEqAimKqr4llfWuzeTUWc9HhvxTY/edit#gid=0\)](https://docs.google.com/spreadsheets/d/1TDNQmpmXhRRVoGKZEqAimKqr4llfWuzeTUWc9HhvxTY/edit#gid=0) to sign up to present on one of the 13 IDEA disability categories
2. Download and fill out the attached template with your partner: Co-Teaching Template.doc [Download \(plugins/Upload/fileDownload.php?fileId=82bd2804-UmuM-LCdx-Ft1m-0dfcd78e2243&pubhash=LxFlbqop0udv6CQaR4OCUqzNxREleGmV8J4dlaoUma7-fdx4yBdte8YfgyPw7ytpECSz4iwSImQVLz6zdaC9XQ==\)](https://learningsuite.byu.edu/plugins/Upload/fileDownload.php?fileId=82bd2804-UmuM-LCdx-Ft1m-0dfcd78e2243&pubhash=LxFlbqop0udv6CQaR4OCUqzNxREleGmV8J4dlaoUma7-fdx4yBdte8YfgyPw7ytpECSz4iwSImQVLz6zdaC9XQ==)
3. Your 8-15 min. presentation should include:
 - a. Brief information about the disability category as a whole.
 - The content from this section must be drawn from textbooks or off the approved websites: Special Education Websites.doc [Download \(plugins/Upload/fileDownload.php?fileId=e3d1ff37-7VQd-n7VV-kCPF-2L89d40e7a4f&pubhash=FjTBCWwNCE4MTaj3UPL_LPamx0Ke-FgNretywB1jzZY4O5Rwe5cOmJe8ITYAUggmjfEuVz6Fxp2zjBVs5Sksvg==\)](https://learningsuite.byu.edu/plugins/Upload/fileDownload.php?fileId=e3d1ff37-7VQd-n7VV-kCPF-2L89d40e7a4f&pubhash=FjTBCWwNCE4MTaj3UPL_LPamx0Ke-FgNretywB1jzZY4O5Rwe5cOmJe8ITYAUggmjfEuVz6Fxp2zjBVs5Sksvg==)
 - b. If your category covers more than one condition, choose ONE to expand on. Provide specifics about the condition (Ex: causes, stereotypical symptoms/traits, etc).
 - c. Provide suggestions, techniques, and/or accommodations and modifications for teaching students with this condition.
 - d. Demonstrate to the class a specific accommodation that could be used to teach a student with this disability (e.g., multisensory learning, graphic organizer, a mnemonic device, etc.)
4. Create a handout for the class with the above information outlined for quick reference later.
 - You may email the handout to the class via Learning Suite to save on printing costs
5. Involve the class in the presentation (e.g., questions, guided notes, choral responding, brief activity).

The presentations will be graded with the attached rubric: Disability Presentation Grading Rubric.docx [Download \(plugins/Upload/fileDownload.php?fileId=58e22fc4-PfB1-hhkc-gRsK-Pf30865f8e22&\)](https://learningsuite.byu.edu/plugins/Upload/fileDownload.php?fileId=58e22fc4-PfB1-hhkc-gRsK-Pf30865f8e22&)

pubhash=FOmWuoEnLSOBWQvtuQUIY4GUIWqZDTxvCcvoR1UEjPn5X8ItC6Lzv8MaDI5g10OCRW6z5qneLyb1mlggHsqHUQ==)

Supplementary and Intensive Instruction Quiz

Jun
02

Due: Thursday, Jun 02 at 9:00 am

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

Strategies for Learners Quiz

Jun
02

Due: Thursday, Jun 02 at 9:00 am

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

Classroom Management Quiz

Jun
07

Due: Tuesday, Jun 07 at 9:00 am

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

PLC Instructional Decision Making (in class project)

Jun
07

Due: Tuesday, Jun 07 at 11:59 pm

To be completed as a group

Individual UDL Lesson Plan (in class project)

Jun
13

Due: Monday, Jun 13 at 11:59 pm

You will work in teams to complete this lesson plan template in class:

UDL Lesson Plan Template .docx [Download \(plugins/Upload/fileDownload.php?fileId=27b1d1c1-zuvr-l8qX-H4Np-jEac1b8e45bf&pubhash=RPevrSzoZTiHuG7Hz-lbEPRZoNbcW5fc8wP0hImRgPNuE8RwMG0KePs7IBpul-owOR1uKiArs6XMa7rmdKBGTA==\)](#)

Common Management Plan (in class project)

Jun
13

Due: Monday, Jun 13 at 11:59 pm

Group project to be completed in class.

8 Observation Hours

Jun
13

Due: Monday, Jun 13 at 11:59 pm

You will be required to complete 8 hours of observation in the school.

You have the option to complete 3 hours in a volunteer experience of your choice with a person with a disability. The person can be of any age. It is preferred that you complete these hours in a special education classroom, but it is not required.

You must complete 5 hours to pass the course. If you complete 5-7 hours you will lose 5 points of your final course

grade for each hour you do not complete.

You must also complete two Field Experience Assignments (see Content Tab) and a practicum hour log:CSPE 402

Practicum Hour Log.docx [Download \(plugins/Upload/fileDownload.php?fileId=cbc113dd-LqwC-WYzU-Oegr-w301c49e0ae3&pubhash=rC-filZgIMmvlfSt05PGOzqV31TpKSxUOeH2eVs7CzLnHW0ydei9UrJi6EKbnfRU-gJ824SGTotO6w3XIG-kqQ==\)](https://learningsuite.byu.edu/plugins/Upload/fileDownload.php?fileId=cbc113dd-LqwC-WYzU-Oegr-w301c49e0ae3&pubhash=rC-filZgIMmvlfSt05PGOzqV31TpKSxUOeH2eVs7CzLnHW0ydei9UrJi6EKbnfRU-gJ824SGTotO6w3XIG-kqQ==)

Group PLC Teaching UDL Lesson (in class)

Jun
13

Due: Monday, Jun 13 at 11:59 pm

Field Experience Assignments

Jun
13

Due: Monday, Jun 13 at 11:59 pm

Select TWO assignments total to complete during your field experience. **You can choose to do both assignments in the first section, both from the second section or one assignment from each section.**

Some assignments will take more time than others, so choose the assignments that will work best for you during the course. These assignments will relate directly to the 8-hour field experience.

Choose one or two of the following assignments to complete. Any time spent in the classroom or with a teacher can count toward your 8-hour field experience. Any written work does not count toward the 8 hours.

1. Keep a journal as you complete your volunteer and observation hours. Reflect on what you have learned about working with people with disabilities and insights about how this will influence your future teaching. *Submit at least 4 one-page, double-spaced, typed entries.*
2. Interview a classroom teacher who has worked with students with disabilities. Formulate 10 questions to ask the teacher. *Submit your ten questions and a one-page, double-spaced, typed response highlighting what you learned in the interview.*
3. Make an appointment with a special education teacher in the school where you are observing. Discuss the needs of one of the students you have been observing in a general education classroom. If possible, review the IEP for that student. (You will need to complete a confidentiality form to see the IEP.) If appropriate, discuss what you learned with one of the student's general education teachers. *Submit a one-page, double-spaced, typed response highlighting what you learned. Here is a confidentiality form to know about a student with a disability and particularly to look at an IEP.* [ConfAgreement \(2\).pdf Download \(https://learningsuite.byu.edu/plugins/Upload/fileDownload.php?fileId=930011b2-11At-99UG-JVFC-kD7664f59e24&pubhash=sjj3aqpcse3vz3m41Xx_Q2OctrFRZ-1r7RESaLRFdYcZ3ZmBj_hloJF_pPjiiAsSk_RjERfyZhg3AS3qrZSxEg==\)](https://learningsuite.byu.edu/plugins/Upload/fileDownload.php?fileId=930011b2-11At-99UG-JVFC-kD7664f59e24&pubhash=sjj3aqpcse3vz3m41Xx_Q2OctrFRZ-1r7RESaLRFdYcZ3ZmBj_hloJF_pPjiiAsSk_RjERfyZhg3AS3qrZSxEg==)
4. Teach a short (10–15 min) lesson to one student or a small group of students in the class where you are observing. The lesson could include content from the class (ex. a lesson on quadratic equations or science vocabulary) or could teach a strategy for learning (ex. how to take notes or how to study for a quiz). You will need to make arrangements with your cooperating teacher to complete this lesson. *Submit a copy of the lesson plan you used to teach the lesson and a one-page, double-spaced, typed response highlighting what you learned.*
5. Choose one student who is struggling academically in class. Identify two areas of concern that are affecting this student's performance. Suggest two accommodations for each area of concern. If appropriate, work with the classroom teacher to identify these accommodations. *Submit a response that includes the area(s) of concern and the suggested accommodations a one-page, double-spaced, typed response highlighting what you learned.*

Choose one or two of the following assignments to complete. You can add **two hours** to your log for each assignment you complete (no more than 4 hours).

1. Read a novel in adult fiction or young adult fiction or a biography about a person with a disability. *Submit a one-page response highlighting what you learned.* **Here is a book list if you are planning to read a novel or biography** Field Experience Assignment Book List .doc [Download \(https://learningsuite.byu.edu/plugins/Upload/fileDownload.php?fileId=f74b89f9-KUVH-cdWc-mKwJ-ef405e0cd519&pubhash=qiddI3OR9OrF-bEr1UHXiCbNEfJctLa-SA3X8QeivtLXMTT7dcy8k6rv1sbadbfq1MCTJ4IUdUZ8njmA3IsG-Q==\)](https://learningsuite.byu.edu/plugins/Upload/fileDownload.php?fileId=f74b89f9-KUVH-cdWc-mKwJ-ef405e0cd519&pubhash=qiddI3OR9OrF-bEr1UHXiCbNEfJctLa-SA3X8QeivtLXMTT7dcy8k6rv1sbadbfq1MCTJ4IUdUZ8njmA3IsG-Q==)

2. Choose two blogs about parenting a child with a disability. Follow the blog entries for at least one month. *Submit a one-page response about the insights you learned about parents of children with disabilities.*

3. Interview an adolescent or an adult with a disability. Formulate 5-10 questions to discuss with the person. *Submit a copy of your interview questions and a one-page response highlighting what you learned in the interview.*

Within Group Evaluation

Jun
16

Due: Thursday, Jun 16 at 11:59 pm

Use this evaluation to give feedback about your group member's contribution to your PCL.

BLANK PeerEval-GroupWork-form.docx [Download \(plugins/Upload/fileDownload.php?fileId=15e29995-Lxz5-IU4P-5Bpt-Kc1ddb6e1a3d&pubhash=Ti6Nm2ZRAB_M8NETIxPqRIKPKpzcDrTiup-i9vRmNTGydBzZajxibpMxfDQ6ujCTmijRLBqgrsGyhO1_YQ6wqQ==\)](https://learningsuite.byu.edu/plugins/Upload/fileDownload.php?fileId=15e29995-Lxz5-IU4P-5Bpt-Kc1ddb6e1a3d&pubhash=Ti6Nm2ZRAB_M8NETIxPqRIKPKpzcDrTiup-i9vRmNTGydBzZajxibpMxfDQ6ujCTmijRLBqgrsGyhO1_YQ6wqQ==)

Extra Credit!

Jun
16

Due: Thursday, Jun 16 at 11:59 pm

Complete the University student course evaluation. Just write something to indicate that you did it (e.g., done, completed, did it, etc...)

Other Group Feedback

Jun
16

Due: Thursday, Jun 16 at 11:59 pm

Use this form to give feedback about the other groups presentation.

*Note, you will fill out and upload this form for each group, so you should turn in one form for each group that presents.

BLANK Group Presentation Peer Feedback Form.docx [Download \(plugins/Upload/fileDownload.php?fileId=46870cc9-TPZr-2rdN-IGs7-2L18cb0aecfa&pubhash=h1m4qY8jFU9WwblUa936hmd3Ja2PdIVtjB3v0Azno8-jSmoZHZ_cwUFpiPYYSKJfCE-a0H9VpkhnuQ7IY5cWiQ==\)](https://learningsuite.byu.edu/plugins/Upload/fileDownload.php?fileId=46870cc9-TPZr-2rdN-IGs7-2L18cb0aecfa&pubhash=h1m4qY8jFU9WwblUa936hmd3Ja2PdIVtjB3v0Azno8-jSmoZHZ_cwUFpiPYYSKJfCE-a0H9VpkhnuQ7IY5cWiQ==)

CPSE 402 Final Exam

Jun
16

Due: Thursday, Jun 16 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 pain 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 carrie_eichelberger@byu.edu with any questions you have.

Schedule

Date	Today's Lecture Topic:	What's due today before class?	In preparation for next class:
Week 1			
T Apr 26 Tuesday	<p>Introduction to Course</p> <p>What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)</p>		<p>Read for Next Lecture:</p> <p>Special Ed Law</p> <p>Quiz: Special Education Law</p>
W Apr 27 Wednesday			
Th Apr 28 Thursday	<p>Lecture Topic: Special Ed Law</p> <p>What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)</p>	<p>Special Ed Law Quiz Due</p>	<p>Read For Next Lecture:</p> <p>Individualized Education Programs (IEP)</p> <p>And</p> <p>one of the following case studies:</p> <p>Brittney, Shawn, Isabel, or James.</p> <p>Quiz: Individualized Education Programs</p> <p>Quiz: One of the case study students</p>
Week 2			
T May 03 Tuesday	<p>Lecture Topic: Individualized Education Programs (IEP)</p> <p>What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)</p>	<p>Individualized Education Program Quiz Due</p> <p>Quiz on one of the case study students Due</p>	<p>Read for Next Lecture:</p> <p>Universal Design for Learning</p> <p>Quiz: Universal Design for Learning</p>
Th May 05 Thursday	<p>Lecture Topics: PLC: Universal Design for Learning</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>Universal Design for Learning Quiz Due</p>	<p>Read for Next Lecture:</p> <p>IRIS Module on RTI</p> <p>Complete: IRIS questions and submit on LS</p>
Week 3			

T May 10 Tuesday	<p>Lecture Topic: Response to Intervention (RTI)</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>Complete: IRIS TRI questions and submit on LS</p>	<p>Read for Next Lecture:</p> <p>Professional Learning Communities</p> <p>AND</p> <p>One of the following case studies:</p> <p>Brittney, Shawn, Isabel, or James.</p> <p>Quiz: One of the case study students</p>
Th May 12 Thursday	<p>Lecture Topic:</p> <p>Professional Learning Communities in Secondary Settings: Planning Unit Goals</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>Quiz on one of the case study students Due</p>	<p>Read for Next Lecture:</p> <p>Co-Teaching and Co-Planning</p> <p>Quiz: Co-Teaching/Co-Planning</p>
Week 4			
M May 16 Monday			
T May 17 Tuesday	<p>Lecture Topic: 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>Co-Teaching/Co-Planning Quiz Due</p>	<p>Read for Next Lecture:</p> <p>Accommodations and Modifications</p> <p>Quiz: Accommodations and Modifications</p>
Th May 19 Thursday	<p>Lecture Topic:</p> <p>Accommodations and Modifications</p> <p>How to I use data to assess the effectiveness of instruction and to make adjustments in planning and instruction? (UETS Standard #5)</p>	<p>Quiz on Accommodations and Modification Due</p>	<p>Read for Next Lecture:</p> <p>Common Assessment</p> <p>And</p> <p>one of the following case studies:</p> <p>Brittney, Shawn, Isabel, or James.</p> <p>Quiz: Common Assessment</p> <p>Quiz: One of the case study students</p>
Week 5			

T May 24 Tuesday	<p>Lecture Topic: PLC: Planning Common Assessment</p> <p>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)</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>Common Assessment Quiz Due</p> <p>Quiz on one of the case study students Due</p>	<p>Read for Next Lecture: Communication Disorders</p> <p>And</p> <p>one of the following case studies:</p> <p>Brittney, Shawn, Isabel, or James.</p> <p>Quiz: Communication Disorders</p> <p>Quiz: One of the case study students</p>
Th May 26 Thursday	<p>Lecture Topic: 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>Quiz on Communication Disorders Due</p> <p>All Case Study Quizzes Due!</p>	<p>No Readings Today!</p> <p>Use this time to complete other assignments.</p>
Week 6			
M May 30 Monday	Memorial Day		

T May 31 Tuesday	<p>Lecture Topic: High 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>Read for Next Lecture:</p> <p>Supplementary and Intensive Instruction</p> <p>AND</p> <p>Choose to read the content from three of the following topics under Strategies for Learners menu:</p> <ul style="list-style-type: none"> _ Visual Strategies _ Memory Strategies _ Writing Strategies _ Reading Strategies _ Math Strategies _ Science Strategies <p><i>**You will take the Strategies for Learners quiz after you have completed readings for three of the above topics.**</i></p> <p>Quiz: Supplementary and Intensive Instruction</p> <p>Quiz: Strategies for Learners</p>
Th Jun 02 Thursday	<p>Lecture Topic: PLC: Supplementary and Intensive Instruction</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>Strategies for Learners Quiz Due</p> <p>Quiz on Supplementary and Intensive Instruction Due</p>	<p>Quiz: Classroom Management</p> <p>Read for Next Lecture: Classroom Management</p>
Week 7			

T Jun 07 Tuesday	<p>Lecture Topic: PLC: Classroom Management</p> <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>	Classroom Management Quiz Due	Complete any work for final assignments
Th Jun 09 Thursday	<p>Lecture Topic: Teaching UDL Lesson & Final Review</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>		Complete any work for final assignments
Week 8			
M Jun 13 Monday	<p>Final Exam:</p> <p>Taken in Learning Suite by 11:59 pm on Sat. June 18th</p> <p>CLOSED BOOK!</p>		
T Jun 14 Tuesday	Spring Exam Preparation (06/14/2022 - 06/14/2022)		
W Jun 15 Wednesday	First Day of Spring Final Exams (06/15/2022 - 06/16/2022)		
Th Jun 16 Thursday	Extra Credit!		

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

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.

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.