

Instructor/TA Info

Instructor Information

Name: Carrie Eichelberger

Office Location: 340-C MCKB

Office Phone: 801-422-1690

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Course Information

Description

CPSE 440 Curriculum and instruction for secondary special needs students including adaptations, accommodations, and transition-related planning and instruction.

Prerequisites

Passing grades in all Fall semester CPSE courses

Materials

Item	Price (new)	Price (used)
 <p><u>Your Complete Guide to Transition Planning and Services - Required</u> by Morningstar, M</p>	29.95	22.50

Learning Outcomes

History and foundations of secondary school special education

1. Describe the historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice of transition/secondary special education.

Services and strategies for secondary school special education

2. Describe evidence-based and culturally sensitive services, instructional strategies, learning experiences, and learning materials for secondary students with disabilities.

Assessment and technology for secondary school special education

3. Use appropriate assessment, adaptations and technology for individuals with disabilities.

Transition for secondary students with disabilities

4. Use evidence-based and culturally sensitive resources and techniques for transitioning individuals with disabilities into and out of school and post-school environments.

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%

Grading Policy

Assignments are due prior to the start of class. Any assignments turned in after are considered late. Assignments can be turned in late for 1 week for 1/2 credit. After a week, assignments will not be accepted.

Participation Policy

Attendance is a professional expectation. Regular attendance will be taken. An unexcused absence will count against your grade; an excused absence will not. Students are expected to be on time and prepared.

Students will not be penalized for university excused absences. Simply letting the professor know you will not be in class is not a university excused absence. If there is a question if an absence is university excused or not please talk to the professor.

Attendance Policy

Methodologies/Teaching Strategies:

Course format will include lecture, group discussion, panel discussion, small group work, service learning, and research participation.

Class Activities and percentage of class time used for each:

- Large group discussion (25%)
- Student presentations to class (10%)
- Application-a limited percentage of time will be spent on the application of principles, case studies, or unique situations that involve analysis and problem solving. (15%)
- A minimal portion of class time will be dedicated to written quizzes and reflection (5%)
- Discussion, reflection and simulation activities in Small groups (20%)

Assignments

Assignment Descriptions

Co-Teaching: Module

Jan

18

I will be gone on Wed Jan 18th. You will complete the Co-Teaching Module (in the Content tab) instead of class. Make sure you complete the thought questions on a word document and submit them here in Learning Suite. You will also use the Digital Dialogue to talk to teach other. Each of you must make at least one post AND make at least one comment on one of your classmate's post.

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Chapter 1 Study Guide

Jan

25

Due: Wednesday, Jan 25 at 3:00 pm

For each study guide, write 1 page of notes (can be bullet points) on the chapter and a reflection answering one of the following questions:

1. What did you read that you had prior knowledge about?
2. What is something that you still have questions about?
3. Did you read about anything that you have seen in a classroom or in practicum? Describe.
4. Then write and answer one question that describes one of the main takeaways from the chapter.

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Study guide consists of at least one page of notes, one reflection and one question with an answer		5

Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Chapter 2 Study Guide

Jan

30

Due: Monday, Jan 30 at 3:00 pm

For each study guide, write 1 page of notes (can be bullet points) on the chapter and a reflection answering one of the following questions:

1. What did you read that you had prior knowledge about?
2. What is something that you still have questions about?
3. Did you read about anything that you have seen in a classroom or in practicum? Describe.
4. Then write and answer one question that describes one of the main takeaways from the chapter.

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Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Chapter 3 Study Guide

Feb

06

Due: Monday, Feb 06 at 3:00 pm

For each study guide, write 1 page of notes (can be bullet points) on the chapter and a reflection answering one of the following questions:

1. What did you read that you had prior knowledge about?

2. What is something that you still have questions about?
3. Did you read about anything that you have seen in a classroom or in practicum? Describe.
4. Then write and answer one question that describes one of the main takeaways from the chapter.

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Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Chapter 4 Study Guide

Feb
13

Due: Monday, Feb 13 at 3:00 pm

For each study guide, write 1 page of notes (can be bullet points) on the chapter and a reflection answering one of the following questions:

1. What did you read that you had prior knowledge about?
2. What is something that you still have questions about?
3. Did you read about anything that you have seen in a classroom or in practicum? Describe.
4. Then write and answer one question that describes one of the main takeaways from the chapter.

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1

Study guides reflects the entire chapter		1
TOTAL		10

Chapter 6 Study Guide

Feb

21

Due: Tuesday, Feb 21 at 3:00 pm

For each study guide, write 1 page of notes (can be bullet points) on the chapter and a reflection answering one of the following questions:

1. What did you read that you had prior knowledge about?
2. What is something that you still have questions about?
3. Did you read about anything that you have seen in a classroom or in practicum? Describe.
4. Then write and answer one question that describes one of the main takeaways from the chapter.

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Chapter 5 Study Guide

Feb

27

Due: Monday, Feb 27 at 11:59 pm

For each study guide, write 1 page of notes (can be bullet points) on the chapter and a reflection answering one of the following questions:

1. What did you read that you had prior knowledge about?
2. What is something that you still have questions about?
3. Did you read about anything that you have seen in a classroom or in practicum? Describe.

4. Then write and answer one question that describes one of the main takeaways from the chapter.

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Chapter 10 Study Guide

Mar
06

Due: Monday, Mar 06 at 11:59 pm

For each study guide, write 1 page of notes (can be bullet points) on the chapter and a reflection answering one of the following questions:

1. What did you read that you had prior knowledge about?
2. What is something that you still have questions about?
3. Did you read about anything that you have seen in a classroom or in practicum? Describe.
4. Then write and answer one question that describes one of the main takeaways from the chapter.

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1

TOTAL		10

Post Secondary Project (Midterm)

Mar
11

Due: Saturday, Mar 11 at 11:59 pm

Download and complete this document to complete the assignment.

Midterm Out of Class Assignment.docx [Download \(plugins/Upload/fileDownload.php?fileId=14dfd1ff-naYc-0R1e-ID38-ike991de1993&pubhash=DIQc19LotwD1aYHcfNxFdGOhzLluhFEJPY-hXioXtt4b6u_1rNgAEc9JdG_xDzGlgBtzaJwtcJDD_sDDaHe5HA==\)](https://learningsuite.byu.edu/view/p2CEFOe7u1xJ.html#instructorInfor...)

Choose ONE of the following options to complete this project:

Option 1: Read about three local colleges/programs (see the downloaded assignment description for programs) that are options for students with M/M disabilities and write a 1 page summary (double-spaced) of each program then write another 1 page (double-spaced) comparing them (pros/cons etc...). You should have a total of 4 pages (double-spaced).

Criteria	Points Earned	Points Possible
Project has been typed and is free from grammatical errors		4
Project consists of at least four pages of notes (one page for each school, & one page reflection		8
Summaries and reflection present good thought and depth		8
Reflection page compares pros/cons of each institution		5
TOTAL		25

Option 2: Go on a college tour of one of the local colleges/programs in the assignment description. Write a 2 page summary reflection of your experience think about how your experience could inform your teaching in your secondary practicum settings.

Criteria	Points Possible
Reflection has been typed and is free from grammatical errors	3
Project consists of at least two-page reflection	4
Reflection presents good thought and depth about how the experience could inform your teaching or help your students	10
Project gives some form of proof that the student attended the college tour (e.g., signature from the tour guide).	8
TOTAL	25

Option 3: Research the options available for students with MM disabilities in your practicum district by doing one or

more of the following: a) interview a teacher who is passionate about transition services/post-secondary outcomes specifically for students with M/M disabilities (e.g., concurrent enrollment classes, etc...), b) Meet with the school

counselor to discuss post-secondary/vo-tech options available through the district, c) Interview another professional with expertise in transition services for individuals with M/M disabilities. Write a 1-page summary (double spaced) of the interview including the individual's name, their role in the school system, and their connection to transition, as well as a basic outline of what you discussed. Then write a 1-page reflection about what you learned and how it could help you in your practice as a secondary special education teacher. You should have at least 2 double-spaced pages.

Criteria	Points Possible
Project has been typed and is free from grammatical errors	2
Project consists of at least two-pages (one page summary or interview, one page reflection)	3
Summary provides good thought and depth about the interviewee and what was discussed	10
Reflection provides good thought and depth about how the experience could inform your teaching or help your students.	10
TOTAL	25

Chapter 9 Study Guide

Mar
13

Due: Monday, Mar 13 at 3:00 pm

For each study guide, write 1 page of notes (can be bullet points) on the chapter and a reflection answering one of the following questions:

1. What did you read that you had prior knowledge about?
2. What is something that you still have questions about?
3. Did you read about anything that you have seen in a classroom or in practicum? Describe.
4. Then write and answer one question that describes one of the main takeaways from the chapter.

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1

TOTAL		10

Midterm Course Feedback

Mar

15

Due: Wednesday, Mar 15 at 11:59 pm

Group Contingency:

If 90% of the class completes the mid-term evaluation, everyone in the class earns 10 extra credit points.

Just write "done" or "complete" in the comments in this assignment in Learning Suite after you finish the evaluation.

Complete the survey by clicking [this link \(https://forms.gle/c9CQm53DQ3Sf3kut6\)](https://forms.gle/c9CQm53DQ3Sf3kut6).

Chapter 7 Study Guide

Mar

20

Due: Monday, Mar 20 at 3:00 pm

For each study guide, write 1 page of notes (can be bullet points) on the chapter and a reflection answering one of the following questions:

1. What did you read that you had prior knowledge about?
2. What is something that you still have questions about?
3. Did you read about anything that you have seen in a classroom or in practicum? Describe.
4. Then write and answer one question that describes one of the main takeaways from the chapter.

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Transition Assessment

Mar

22

Step 1:

You must administer TWO transition assessments (1 informal and 1 formal) to a student in your Practicum setting (preferably a student whose IEP is coming up soon, but it is not required). **You can use any transition assessment that the school/district prefers, but you must administer one informal AND one formal transition assessment.**

- Informal assessments can include but are not limited to:
 - personal interview of student
 - classroom or school-created assessments
 - color personality tests
 - other online assessments

- Formal assessments include but are not limited to:
 - Transition Planning Inventory (TPI)
 - Brigance Transition Assessment
 - O*NET (online)

If your school/district do not have a preferred formal assessment, you can choose to use the Transition Planning Inventory (TPI) or the Brigance Transition Assessment. You can check out the Brigance Transition Assessment from the student secretaries. If you use the TPI, you should administer all of the following:

- [StudentRatingForm.pdf Download \(plugins/Upload/fileDownload.php?fileId=3545374d-AC1w-NcCz-tdOZ-dTad0c0b2d32&pubhash=EFVseUI_kK6NfDxiAuRKqEWX6c3WIFKX-KX7uQGeZ89-ZXWIQYUOdNpOwV97bV0iYbdtq3Acc3ejbSp_0dUDaw==\)](#)
- [SchoolRatingForm.pdf Download \(plugins/Upload/fileDownload.php?fileId=70d9f495-zmac-0FmG-4hxR-shb2685a8133&pubhash=IQ3TsTSzVYHU7pde2ctwSuT0Pw1XdrpD8E7rlivEs85mxJS7-bvl6XGx2bU6G_kjnVUnIT7E7JOMPBWTKgB8fA==\)](#)
- [TPI-Student Prefereces-InterestForm_Basic.pdf Download \(plugins/Upload/fileDownload.php?fileId=9d8efac2-uVvw-Kn1K-uqA4-KV0d0ce054e9&pubhash=8O3Ffn4AzA20c4hn8FWt7K8MrDc1myTjK2c3bF6Apf08ItE3e0h3O1kjC4NOU1PSDTvj\)](#)
- *If applicable the Home Rating Form (OPTIONAL)* [HomeRatingForm.pdf Download \(plugins/Upload/fileDownload.php?fileId=386261e7-8FHC-5vO3-hb47-DC42abfa09b8&pubhash=LOtSy1MMvhSTEzKT_u_EZY23jmJs5L1yjqv2yfD15L-cVoGGE8WMO-ATMIC-oEvG_Fvh-ng-msXC7vBIYYSfEQ==\)](#)

Step 2:

Score the transition assessment as appropriate. You can score the TPI using the following:

- [ProfileandFurtherAssessmentRecommendationsForm \(score sheet\).pdf Download \(plugins/Upload/fileDownload.php?fileId=03ccb809-CB3u-0n4q-wR2E-cM1a85e53cb4&pubhash=8Bii8AA1MGFwc2jeR-ON-.IhPRRKRtfnXsa8F1ekcl nhC.onRandFNnHKik673knxWDVll ll akC:ixRO7vhwaPw==\)](#)

U3

For each study guide, write 1 page of notes (can be bullet points) on the chapter and a reflection answering one of the following questions:

1. What did you read that you had prior knowledge about?
2. What is something that you still have questions about?
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4. Then write and answer one question that describes one of the main takeaways from the chapter.

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Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Chapter 11 Study Guide

Apr**10**

Due: Monday, Apr 10 at 3:00 pm

For each study guide, write 1 page of notes (can be bullet points) on the chapter and a reflection answering one of the following questions:

1. What did you read that you had prior knowledge about?
2. What is something that you still have questions about?
3. Did you read about anything that you have seen in a classroom or in practicum? Describe.
4. Then write and answer one question that describes one of the main takeaways from the chapter.

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5

one question with an answer		
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Final Presentation

Apr

17

Due: Monday, Apr 17 at 11:59 pm

*Use the data from your Transition Assessment Assignment to complete the Final Project.

Step 1:

Write a report with the following information and submit in Learning Suite:

- Scores/data from the formal assessment
- Filled out informal inventory
- Filled out gathering form
- Background information about the student (pseudonym, age, grade, gender, basic family/home life situation, etc...)
- Any pertinent information about the administration of the assessments (the date(s), how long it took, student's affect, etc...)
- Write a PLAAFP with the following information gleaned from the assessment data:
 - At least one area of interest the student showed in education/training
 - At least one area of interest for the student showed in future employment
 - At least 2 areas of strengths and 2 areas the student needs to work on in either education & employment
- Write at least 2 MAGs for the participant (year-long goals). One for each of the IDEA required areas of:
 1. Education/Training
 2. Employment
 3. Independent Living (*****optional, if applicable to the student's needs*****)
- 1-page (double-spaced) Reflection--What did you learn from this process? Did any results from the assessment surprise you or the participant? What questions or issues do you want to learn more about?

*Remember, a well-written PLAAFP statement must contain information that:

- Describes the student's needs in an academic and/or functional skill area

- States the impact of the student's disability on her involvement in the general education curriculum
- Documents the student's current levels of performance, which will serve as baseline data to measure her subsequent progress
- Informs the annual goals and the appropriate special education services and supports required to meet those goals.

*Remember, a high-quality measurable annual goals should:

- Address academic and/or functional needs identified in a PLAAFP statement
- Be guided by grade-level content standards and therefore tied to participation in the general education curriculum
- Include benchmarks or short-term objectives (for students taking alternate assessments aligned to alternate achievement standards)
- Help IEP team members determine whether a student is making educational progress and whether the special education program is providing meaningful educational benefit
- Lead to a corresponding special education service

Step 2:

Prepare to present a summary of all the information in your written report in class (5-8 min):

- Background information about the student
- Data from your Transition Assessment including:
 - Names of Assessments
 - Any pertinent information about the administration of the assessments (the date(s), how long it took, student's affect, etc...)
- PLAAFP with the following information gleaned from the assessment data:
 - At least one area of interest the student showed in education/training
 - At least one area of interest for the student showed in future employment
 - At least 2 areas of strengths and 2 areas the student needs to work on
- 2 MAGs for the participant (year-long goals). One for each of the IDEA required areas of:
 1. Education/Training
 2. Employment
 3. Independent Living (*****optional, if applicable to the student's needs*****)
- Briefly reflect on what you learned (about the student and/or the Transition planning process)

***Check** CPSE 440 Transition Planning Final Rubric.docx [Download \(plugins/Upload/fileDownload.php?fileId=f57da05d-pKvh-XTCA-WwtW-EC5c65d10c97&pubhash=S2rSf_WgN0L6-QMUaQVhw_hEw4ynMPhZ_3A_PDkf7e7RXSqZ2NPI59_WHAZw4YLDA5ftvRFhwg4kaXPQA7aIDQ=](#)
for clear expectations about scoring*

Teacher Rating (Extra Credit)

Apr

Due: Wednesday, Apr 19 at 11:59 pm

19

Due: Wednesday, Apr 19 at 11:59 pm

Just write "done" or "complete" in the comments in this assignment in Learning Suite after you finish the evaluation. I cannot see your feedback until after grades have been submitted.

Attendance/Participation

Apr**19**

Due: Wednesday, Apr 19 at 11:59 pm

Everyone automatically has full points for attendance and participation. I will subtract points for missed days and/or missed exit tickets.

Chapter Summary Presentation

Apr**19**

Due: Wednesday, Apr 19 at 11:59 pm

Create and upload your 5 minute powerpoint chapter summary (including the 2-3 questions asked to the class)

When it is your turn to present on your chapter, you do not need to complete the study guide, just upload your presentation (every member in the group needs to upload the presentation to their Learning Suite Account)

Sign up for chapter on the [Google Doc here \(https://docs.google.com/spreadsheets/d/1Tb0auhL2L47hOAF9JqRhKrWrKliFA_XyMKUke4gmXQ/edit?usp=sharing\)](https://docs.google.com/spreadsheets/d/1Tb0auhL2L47hOAF9JqRhKrWrKliFA_XyMKUke4gmXQ/edit?usp=sharing).

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of the 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.

Diversity and Inclusion in the Classroom

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspective and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

Mental Health

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University

consultation with the Council of the Prophets. Vice President John C. Tanner, Annual University Conference, August 24, 2010

Schedule

Date	Class Topic	To E
Week 1		
M Jan 09 Monday	Introduction and Syllabus	
W Jan 11 Wednesday	Explicit Instruction and Review	
Week 2		
M Jan 16 Monday	Martin Luther King Jr Day NO CLASS!	
W Jan 18 Wednesday	Carrie at CEC Conference-- NO CLASS! Use class time to complete Co-Teaching Module	
Week 3		
M Jan 23 Monday	Chapter 1: Transition Planning Intro: "How?!"	
W Jan 25 Wednesday	Tansition Planning Guest Speaker: Rachel Ferguson (Severe teacher at ATEC) Creating Transition Plans	Rea • Do: •
Week 4		
M Jan 30 Monday	Chapter 2: Transition Planning overview	Rea • Do: •
W Feb 01 Wednesday	Gest Speaker: Lisa Wade (Employment, Planning & Inclusion Team @ Utah DSPD)	
Week 5		

M Feb 06 Monday	Chapter 3: Self-Determination	Rea • Do: •
W Feb 08 Wednesday	Self-Determination Guest Speaker: Audryn Damron (MM Teacher at Cottonwood High School)	
Week 6		
M Feb 13 Monday	Chapter 4: Family Involvement (Person Centered Planning)	Rea • Do: •
W Feb 15 Wednesday	Family Centered Planning Guest Speaker: Emily Ensign (parent at Timpview High School)	
Week 7		
M Feb 20 Monday	Presidents Day No Class!	
T Feb 21 Tuesday	Monday Instruction Chapter 6: School Engagement	Rea • Do: •

W Feb 22 Wednesday	School Engagement Guest Speaker: Dr. Sean Edwards (Principal at Canyon Crest Elementary and former Assistant Principal at Timpview High School)	Rea Zare Eng Reb and /el/a eng;
Week 8		
M Feb 27 Monday	Chapter 5: Transition Assessment (Brigance: TPI/TAGG)	Rea • Do: •
W Mar 01 Wednesday	Digital Data Collection Guest Speaker: Jake Hunsaker (Severe teacher at ATEC)	
Week 9		
M Mar 06 Monday	Chapter 10: Independent Living (Budgeting/Finances etc...)	Rea • Do: •
W Mar 08 Wednesday	Guest Speaker: Alyssa Larsen (High School and Post High School Specialist for Nebo School District)	
Sa Mar 11 Saturday		
Week 10		

M Mar 13 Monday	Chapter 9: Postsecondary Education	Rea <ul style="list-style-type: none"> • Do: <ul style="list-style-type: none"> •
W Mar 15 Wednesday	Postsecondary Planning Guest Speaker: Phil Sudweeks (school counselor at Independence High School)	
Week 11		
M Mar 20 Monday	Chapter 7: Inclusion (UDL)	Rea <ul style="list-style-type: none"> • Do: <ul style="list-style-type: none"> •
W Mar 22 Wednesday	Inclusion Guest Speaker: Aaron Martin, graduate from Provo High School	
Week 12		
M Mar 27 Monday	Chapter 8: Employment and Career Development	Rea <ul style="list-style-type: none"> • Do: <ul style="list-style-type: none"> •
W Mar 29 Wednesday	Employment and Career Development Guest Speaker: Aimee Langone (Coordinator at UT Vocational Rehabilitation) and Lavinia Gripentrog (LEA)	
Week 13		

M Apr 03 Monday	<p>Chapter 12: Interagency Collaboration</p> <p>Group activity link: https://docs.google.com/presentation/d/1hV_OQ_A2H_7EKMWcmv3NYC7wZqtmoNCGRnO9PeYAPI0/edit?usp=sharing</p>	<p>Rea</p> <ul style="list-style-type: none"> • <p>Do:</p> <ul style="list-style-type: none"> •
W Apr 05 Wednesday	<p>Interagency & School Collaboration</p> <p>Guest Speaker: Brenda Cruz (Transition Specialist, Jordan School District)</p>	<p>Final</p> <p>http://d/1t/edit</p>
Week 14		
M Apr 10 Monday	<p>Chapter 11: Interpersonal Engagement (Social/Emotional and Leisure/Recreation, Self-Management, Sexual Safety/Health)</p>	<p>Rea</p> <ul style="list-style-type: none"> • <p>Do:</p> <ul style="list-style-type: none"> •
W Apr 12 Wednesday	<p>Kathy Self (Utah Independent Living Center, Youth Transition Program Director)</p> <p>kself@uilc.org</p>	
Week 15		
M Apr 17 Monday	<p>Wrapping It All Up--Review</p> <p>Final Presentations (First Half)</p>	
W Apr 19 Wednesday	<p>Last Day of Class</p> <p>Final Presentations (Second Half)</p>	
Week 16		
M Apr 24 Monday	<p>Final Exam Day</p>	