

Course Syllabus

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COURSE DESCRIPTION

Issues, policies, and methods in teaching secondary students with disabilities in general education classrooms

This is a 2 credit online class. You should expect to spend 6-8 hours each week completing assignments for this course. This is equivalent to the amount of time you would spend attending and completing assignments for a 2 credit face-to-face course. Please set aside this time and plan accordingly to be successful.

PREREQUISITES

- Enrollment in Secondary Education Program
- Sec Ed 276 (may be concurrent enrollment)
- FBI Fingerprint background clearance

COURSE LEARNING OUTCOMES

- Demonstrate sensitivity to individuals with disabilities.
- Describe the effects of cultural, ethnic, and language diversity on the education of individuals with disabilities.
- Describe the steps in the Individual Education Program (IEP) process, including Individualized Transition Plans for students aged 14-22.
- Use research-supported methods for academic instruction of individuals with disabilities including explicit instruction, learning strategies, task analysis, and active participation.
- Describe models and strategies of consultation and collaboration including co-planning and co-teaching.
- Define special education and describe the legal structure of services for individuals with disabilities, including the Individuals with Disabilities Education Act (IDEA).
- Develop a personal philosophy of special education which includes an understanding of the implications of Least Restrictive Environment as defined in IDEA.
- Demonstrate knowledge of basic classroom management theories and an understanding of teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.
- Describe the characteristics and educational implications of students with high and low incidence disabilities.
- Demonstrate ability to identify and prioritize areas of the general curriculum and provide accommodations for individuals with exceptional learning needs.

TEXTBOOK INFORMATION

No textbook is required for this course. All materials are online.

Do not post any content from this course on another website without direct consent from the professor.

ASSIGNMENTS

- **PLC Assignments:** Professional Learning Community Assignments will be completed in your professional learning community groups with peers from your content area. Each PLC assignment is different and will require you to work in different ways. These may include

1. Meeting together in person with your PLC group members
2. Working virtually through the virtual meeting rooms provided on the home page
3. Working together on a Google Doc

Please read directions carefully for each PLC assignment to understand how to work with your group.

- **Participation:** There are several assignment on the first lesson that are considered participation assignments. These assignments will help you get signed up for an organized for taking the course. They will not take a lot of time. There are a few other participation assignments throughout the course.
- **Discussions:** Discussion boards will give you the opportunity to collaborate with other classmates and express your opinions and ideas about the concepts you are learning. Discussion board assignments will require you to post about a topic and return later to the discussion to comment on ideas from your peers. Please watch for due dates for both the initial post and the comments on your peers' posts.
- **Quizzes:** Quizzes will assess your knowledge and completion of the readings for various lessons. A study guide is provided in each lesson to help you prepare for the quiz. Make sure you can answer the study guide questions for each lesson before you begin the quiz. **Quizzes are closed book, closed notes and taken in one sitting.**
- **Disability Characteristic Assignments:** There are a few assignments under disability characteristics that will help you understand more about different types of disabilities.
- **Field Experience:** You will complete 12 hours of field experience during this course. You will gain valuable experience interacting with students with disabilities, observe how students and teachers interact in classrooms and see the benefits and concerns with addressing the needs of students in inclusive settings. During your 12 hours of field experience, you will complete 3 assignments of your choosing. These assignments will be turned in at the end of the semester.

You must complete the 12 hour field experience to pass the course. If you complete 12 hours you will earn the grade you receive in the course. If you complete 9-11 hours, you will lose 5 points off your final grade for each hour you did not complete. If you complete less than 9 hours, you will not earn a passing grade in the course.

Grade Breakdown

PLC Assignments	24%
Discussions	9%

Reading Quizzes	32%
Disability Characteristic Assignments	8%
Field Experience	7%
Final Exam	12%

GRADE SCALE

A	100 - 95%	B	86-83%	C	76-73%	D	66-63%
A-	92-90%	B-	82-80%	C-	72-70%	D-	62-60%
B+	89-87%	C+	79-77%	D+	69-67%	E	59-0%

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

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report

incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu/>).

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.

DELIBERATION GUIDELINES

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation.

(<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines>)



PLAGIARISM




















Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.




















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 Conference, August 24, 2010

Assignments Summary:

Date	Details	
Sun Aug 21, 2016	 Meet with the Instructor - 1 https://byu.instructure.com/appointment_groups/12	6pm to Sep 23 at 7pm
	 Connect Your Google Account to Collaborations https://byu.instructure.com/courses/189/assignments/2118	due by 11:59pm

	 Introduction to My Professional Learning Community (https://byu.instructure.com/courses/189/assignments/2111)	due by 11:59pm
Sat Sep 3, 2016	 Quiz - Introduction to CPSE 402 (https://byu.instructure.com/courses/189/assignments/2104)	due by 11:59pm
	 Sign Up for Field Experience Hours (https://byu.instructure.com/courses/189/assignments/2102)	due by 11:59pm
	 Sign Up to Meet with the Instructor - 1 (https://byu.instructure.com/courses/189/assignments/2132)	due by 11:59pm
Thu Sep 8, 2016	 Quiz - History of Special Education (https://byu.instructure.com/courses/189/assignments/2093)	due by 11:59pm
	 Special Education Law (https://byu.instructure.com/courses/189/assignments/2115)	due by 11:59pm
Sat Sep 10, 2016	 Join GoReact (https://byu.instructure.com/courses/189/assignments/2123)	due by 11:59pm
	 Meet with the Instructor - 1 (https://byu.instructure.com/courses/189/assignments/2124)	due by 11:59pm
Thu Sep 15, 2016	 High Incidence Disabilities (https://byu.instructure.com/courses/189/assignments/2114)	due by 11:59pm
	 Quiz - High Incidence Disabilities (https://byu.instructure.com/courses/189/assignments/2097)	due by 11:59pm
Sat Sep 17, 2016	 Field Experience - School and Teacher Sign Up (https://byu.instructure.com/courses/189/assignments/2121)	due by 11:59pm
Thu Sep 22, 2016	 Quiz - Low Incidence Disabilities (https://byu.instructure.com/courses/189/assignments/2100)	due by 11:59pm
Sat Sep 24, 2016	 Teach a Lesson on One of the 13 Disabilities (https://byu.instructure.com/courses/189/assignments/2135)	due by 11:59pm
Thu Sep 29, 2016	 Individualized Education Plan (https://byu.instructure.com/courses/189/assignments/2113)	due by 11:59pm
	 Quiz - Individualized Education Program (https://byu.instructure.com/courses/189/assignments/2099)	due by 11:59pm
Sat Oct 1, 2016	 IEP Overview with Case Study Student (https://byu.instructure.com/courses/189/assignments/2122)	due by 11:59pm
	 Watch and Comment on Disability Videos (https://byu.instructure.com/courses/189/assignments/2137)	due by 11:59pm
Thu Oct 6, 2016	 Quiz - Response to Intervention (https://byu.instructure.com/courses/189/assignments/2098)	due by 11:59pm
	 Response to Intervention (https://byu.instructure.com/courses/189/assignments/2110)	due by 11:59pm

Sat Oct 8, 2016	 Sign Up to Meet with the Instructor - 2 (https://byu.instructure.com/courses/189/assignments/2133)	due by 11:59pm
Thu Oct 13, 2016	 Quiz - Collaboration (https://byu.instructure.com/courses/189/assignments/2101)	due by 11:59pm
	 Collaboration (https://byu.instructure.com/courses/189/assignments/2112)	due by 11:59pm
Sat Oct 15, 2016	 Meet with the Instructor - 2 (https://byu.instructure.com/courses/189/assignments/2125)	due by 11:59pm
Thu Oct 20, 2016	 Quiz - Accommodations and Modifications (https://byu.instructure.com/courses/189/assignments/2106)	due by 11:59pm
Sat Oct 22, 2016	 Accommodations (https://byu.instructure.com/courses/189/assignments/2116)	due by 11:59pm
Thu Oct 27, 2016	 Quiz - Planning Unit Goals (https://byu.instructure.com/courses/189/assignments/2096)	due by 11:59pm
Sat Oct 29, 2016	 PLC - Plan Unit Learning Goals (https://byu.instructure.com/courses/189/assignments/2129)	due by 11:59pm
Thu Nov 3, 2016	 Quiz - Common Assessments (https://byu.instructure.com/courses/189/assignments/2108)	due by 11:59pm
Sat Nov 5, 2016	 PLC - Common Assessment (https://byu.instructure.com/courses/189/assignments/2126)	due by 11:59pm
	 PLC Participation - Lessons 9 and 10 (https://byu.instructure.com/courses/189/assignments/2095)	due by 11:59pm
Thu Nov 10, 2016	 Quiz - Classroom Management (https://byu.instructure.com/courses/189/assignments/2094)	due by 11:59pm
Sat Nov 12, 2016	 PLC - Positive Behavior Interventions and Supports Plan (https://byu.instructure.com/courses/189/assignments/2130)	due by 11:59pm
	 PLC Participation - Lesson 11 (https://byu.instructure.com/courses/189/assignments/2103)	due by 11:59pm
Thu Nov 17, 2016	 Quiz - Universal Design for Learning (https://byu.instructure.com/courses/189/assignments/2109)	due by 11:59pm
Sat Nov 19, 2016	 UDL Lesson Plan (https://byu.instructure.com/courses/189/assignments/2136)	due by 11:59pm
Thu Nov 24, 2016	 Study Guide (https://byu.instructure.com/courses/189/assignments/2134)	due by 11:59pm
Sat Nov 26, 2016	 PLC - Teaching a Universal Design for Learning Lesson (https://byu.instructure.com/courses/189/assignments/2131)	due by 11:59pm
	 Classroom Data Assignment (https://byu.instructure.com/courses/189/assignments/2117)	due by 11:59pm

	 PLC - Implementing the PLC Process (https://byu.instructure.com/courses/189/assignments/2128)	due by 11:59pm
Sat Dec 3, 2016	 PLC Participation - Lessons 13 and 14 (https://byu.instructure.com/courses/189/assignments/2105)	due by 11:59pm
	 Sign Up to Meet with the Instructor - 3 (https://byu.instructure.com/courses/189/assignments/2179)	due by 11:59pm
	 Watch and Comment on UDL Videos (https://byu.instructure.com/courses/189/assignments/2138)	due by 11:59pm
Sat Dec 10, 2016	 Field Experience Assignments (https://byu.instructure.com/courses/189/assignments/2119)	due by 11:59pm
	 Field Experience Log (https://byu.instructure.com/courses/189/assignments/2120)	due by 11:59pm
Thu Dec 15, 2016	 PLC - Final PLC Report Meeting (https://byu.instructure.com/courses/189/assignments/2127)	due by 11:59pm
