

## Instructor/TA Info

### Instructor Information

**Name:** Megan Langford

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**Office Hours:** Only By Appointment

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## Course Information

### Description

This course prepares future secondary classroom teachers to understand how students with exceptionalities learn and to use basic strategies for meeting their educational needs. Participants will identify the way individuals differ, the exceptionalities defined in the Individuals with Disabilities Education Act (IDEA), their legal responsibilities under IDEA, strategies to instruct students with various learning needs, curricular adaptations and accommodations for students with disabilities, and ways to collaborate with parents and professionals.

### Prerequisites

Admission to Secondary Education Program or consent of Instructor. ScEd 350 or concurrent enrollment; ScEd 276 or comparable major course; FBIY fingerprint background clearance.

### 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%

### Materials

No materials

### Grading Policy

Most 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. PLC Assignments which are intended to be completed in class must be submitted by 11:59pm.

Some assignments are completed during class. If you are absent you will not be able to make up the missed work with the exception of Professional Learning Community Assignments. If you miss class when a PLC assignment is completed, you can complete an individual version of the assignment for a maximum of 80% credit. In the case of university excused absences, please speak to the professor.

Note that a 12 hour practicum is required as part of this course. These 12 hours must be spent with individuals with disabilities. At least 8 of the 12 hours must be completed in a classroom setting. A maximum of 4 hours can be spent in a volunteer experience working with one or more individuals with a disability. **You must complete 9 hours to pass the course. If you complete 9-11 hours, you will lose 2 percentage points of your final course grade for each hour you do not complete.**

### Participation Policy

Class sessions are designed with you in mind. Please plan to attend each class 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 and is critical. It is important to share your experiences and insights. You will be given a participation grade each class session.

### Attendance Policy

Students are expected to attend each class. **Attendance will be taken at the beginning of each class. Points are given for being on time to class and staying until class is over.** At the discretion of the instructor a student's final grade may be lowered if the student has excessive non-university excused absences or tardies. This will be done on a case by case basis. It is the student's responsibility for documenting any university excused absences. University excused absences will not count against a student. Please note that emailing the instructor before class letting them know you will not be in class does not make the absence excused.

# Assignments

## Assignment Descriptions

### Class 1

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Jan  
08

Due: Wednesday, Jan 08 at 11:59 pm

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### Special Ed Law Quiz

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Jan  
15

Due: Wednesday, Jan 15 at 4:30 pm

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

### Class 2

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Jan  
15

Due: Wednesday, Jan 15 at 11:59 pm

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### Individualized Education Plans Quiz

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Jan  
22

Due: Wednesday, Jan 22 at 4:30 pm

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

### Response to Intervention IRIS Module

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Jan  
22

Due: Wednesday, Jan 22 at 6:00 pm

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IRIS Module 1- RTI- Assessment Questions

Complete the Response to Intervention Iris Module. Type and submit your responses the the Assessment questions at the end of the module.

### Class 3

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Jan  
22

Due: Wednesday, Jan 22 at 11:59 pm

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### Class 4

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Jan  
29

Due: Wednesday, Jan 29 at 11:59 pm

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### Co-Teaching and Co-Planning Quiz

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Feb  
05

Due: Wednesday, Feb 05 at 4:30 pm

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

### Class 5

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Feb  
05

Due: Wednesday, Feb 05 at 11:59 pm

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### Co-Teaching Assignment

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Feb  
12

Due: Wednesday, Feb 12 at 3:59 pm

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Co-Teaching Assignment.2012.doc [Download \(plugins/Upload/fileDownload.php?fileId=772d286a-ND23-NQlw-B2Ap-eA7cc1208cab&pubhash=BpODN6lkekDZUDnpfjZ4g3sl73YN-GkjGw9Cw2XxIPv78l2rD6tnavOMRXvXGFIEKPQFLk1ktUfX-0NWvQpDWg==\)](#)

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### Class 6

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Feb  
12

Due: Wednesday, Feb 12 at 11:59 pm

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Isabel

Feb  
19

Due: Wednesday, Feb 19 at 4:30 pm

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

### Communication Disorders Quiz

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Feb  
19

Due: Wednesday, Feb 19 at 4:30 pm

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

### Shawn

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Feb  
19

Due: Wednesday, Feb 19 at 4:30 pm

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

### Brittney

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Feb  
19

Due: Wednesday, Feb 19 at 4:30 pm

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

### James

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Feb  
19

Due: Wednesday, Feb 19 at 4:30 pm

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

### Class 7

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Feb  
19

Due: Wednesday, Feb 19 at 11:59 pm

### Class 8

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Feb  
26

Due: Wednesday, Feb 26 at 11:59 pm

### Assessment Quiz

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Mar  
04

Due: Wednesday, Mar 04 at 4:30 pm

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

### Class 9

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Mar  
04

Due: Wednesday, Mar 04 at 11:59 pm

### Learning Goals Assignment

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Mar  
04

Due: Wednesday, Mar 04 at 11:59 pm

### Common Assessment Plan

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Mar  
04

Due: Wednesday, Mar 04 at 11:59 pm

### Classroom Strategies

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Mar  
11

Due: Wednesday, Mar 11 at 4:30 pm

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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

Mar

11

Due: Wednesday, Mar 11 at 4:30 pm

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

### Common Management Plan

Mar

11

Due: Wednesday, Mar 11 at 11:59 pm

in class

### Class 10

Mar

11

Due: Wednesday, Mar 11 at 11:59 pm

### Universal Design Quiz

Mar

18

Due: Wednesday, Mar 18 at 4:30 pm

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

### Universal Design for Learning

Mar

18

Due: Wednesday, Mar 18 at 11:59 pm

This assignment has two parts.

Part 1: Lesson plan. Collaborate with your group in class to develop a cohesive unit but you will write an individual lesson for one concept during the unit. Each group member will design and submit their own lesson plan.

Part 2: Make a video of yourself teaching your lesson from the unit. Lesson must be 15 minutes in length.. Due, November 15th before class.

### Class 11

Mar

18

Due: Wednesday, Mar 18 at 11:59 pm

### Teaching Instructional Decision Making (individual)

Mar

25

Due: Wednesday, Mar 25 at 4:30 pm

To be completed as an individual

### Video of Universal Design for Learning Lesson

Mar

25

Due: Wednesday, Mar 25 at 4:30 pm

You will make a video of you teaching a 15 minute segment of the lesson you designed for the Universal Design for Learning Individual assignment. Upload your video to YouTube or Vimeo and submit the link via LS. If students are in your video please obtain the necessary permission and upload your video to a password protected site.

### Class 12

Mar

25

Due: Wednesday, Mar 25 at 11:59 pm

### Supplementary and Intensive Instruction

Apr

01

Due: Wednesday, Apr 01 at 4:30 pm

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

### Class 13

Apr

01

Due: Wednesday, Apr 01 at 11:59 pm

### PLC Instructional decision making (group)

Apr  
01

Due: Wednesday, Apr 01 at 11:59 pm

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To be completed as a group

### Reflection and Log of 12 Observation Hours

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Apr  
08

Due: Wednesday, Apr 08 at 4:30 pm

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You will be required to complete 12 hours of observation in the school.

You must complete at least 8 of the 12 hours in a secondary education classroom. The classroom must be taught by a general education teacher and must include students without disabilities and it must also include at least one student with a disability. You may complete all 12 hours in the classroom if desired.

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.

**Please submit a one page single spaced description of your experience and a log that includes, the dates, times, locations and name of the cooperating teacher(s).**

### Disability Experiences

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Apr  
08

Due: Wednesday, Apr 08 at 4:30 pm

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Disability Experiences

Review the full explanation of the Practicum assignment [here](#)

(<https://docs.google.com/document/d/1MNA6a6kcZUAdpjxgU6OkL2ht3cfrDG6fPLGlgN-s9Y4/edit>).

### Class 14

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Apr  
08

Due: Wednesday, Apr 08 at 11:59 pm

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### Final PLC Meeting

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Apr  
15

Due: Wednesday, Apr 15 at 6:00 pm

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Purpose: To demonstrate skills of working together to plan and implement instruction and to use data to respond to the needs of individual students who are struggling with learning goals.

On this assignment:

- As a group, schedule a 20 minute meeting with the professor
- Attend the meeting
- Discuss the unit of instruction
- Discuss the common assessment for the unit
- Discuss the performance of and accommodations provided to each of the case study students (each group member should choose one case study student to discuss)
- Discuss how small group instruction is used in each classroom to support students who struggle with lesson outcomes
- Discuss how small group instruction is used with a flexible schedule to support students to do not perform well on the common assessment
- Discuss how collaboration with special education will occur to meet the needs of students with disabilities who need individualized instruction

**This assignment will be given an individual score.**

### Class 15

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Apr  
15

Due: Wednesday, Apr 15 at 11:59 pm

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### CPSE 402 Final Exam

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Apr  
18

Due: Saturday, Apr 18 at 10:00 am

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This is a closed book closed note final exam. Please plan to take the final exam in one sitting. You may choose to type your answers to the essay questions into a word processing document and cut and paste them into learning suite. Please delete your final exam questions in the word doc once you know your grade has been submitted. Good luck and email me at [megan.langford@nebo.edu](mailto:megan.langford@nebo.edu) with any questions you have.

## University Policies

## Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

## Preventing Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university 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 all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <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 Employment Office at 801-422-5895, D-285 ASB for help.

## Schedule

Date	Topic	Course Question	Assignment due BEFORE Class
Week 1			
W Jan 08 Wednesday	Introduction to Course What is a disability?	What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)	
Week 2			
W Jan 15 Wednesday	Special Education Law	What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)	Content page: Special Ed Law (including the quiz)
Week 3			
W Jan 22 Wednesday	Response to Intervention (RTI) Individual Education Plans (IEP's) Get organized into Co-teaching groups. Bring references to class next time.	How to I use data to assess the effectiveness of instruction and to make adjustments in planning and instruction? (UETS Standard #5)  What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)	Content Page: Response to Intervention  Content Page: Individualized Education Plans  Finalize your arrangement for the Practicum by signing up on the spreadsheet found <a href="#">here</a> .
Week 4			
W Jan 29 Wednesday	Co-Teaching and Co-Planning	How do I design and implement instruction for individuals and groups of students that address students specific needs? (UETS Standard #6 and #7)	Content Page: Co-Teaching and Co-Planning and  One of the following: Brittney, Shawn, Isabel, or James.  Bring references to class on for Co-Teaching assignment

Week 5			
W Feb 05 Wednesday	Co-Teaching Assignment Low Incidence Disabilities	How do the characteristics of students with disabilities affect their learning and participation in the classroom environment? (UETS Standard #2)	One of the following: Brittney, Shawn, Isabel, or James.  Co-Teaching Assignment- You will be teaching your lesson in class
Week 6			
W Feb 12 Wednesday	Case Study Students  **No class today- just finish all Case Study Student Quizzes		***Class will not meet in person today. Please just complete the assignments listed below.  One of the following: Brittney, Shawn, Isabel, or James.
Week 7			
T Feb 18 Tuesday	<b>Monday Instruction</b>		
W Feb 19 Wednesday	High Incidence Disabilities: Learning Disabilities, Communication Disorders, and Intellectual Disabilities	How do the characteristics of students with disabilities affect their learning and participation in the classroom environment? (UETS Standard #2)	Readings: Communication Disorders and  One of the following: Brittney, Shawn, Isabel, or James.
Week 8			
W Feb 26 Wednesday	Professional Learning Communities in Secondary Settings	How do I participate actively as a part of a learning community to share responsibility for decision-making and accountability for each student's learning? (UETS Standard #9)	Readings: Professional Learning Communities and  One of the following _ Visual Strategies _ Writing Strategies _ Reading Strategies _ Math Strategies _ Science Strategies _ Memory Strategies  <i>You will take a quiz on these content pages after you have completed three.</i>  Complete the <i>Learning Goals Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.
Week 9			
W Mar 04 Wednesday	Assessment	How do I adjust learning activities and assessments in order to make appropriate accommodations for students with disabilities who are not meeting learning goals (UETS Standard #5 and #7)  How do I design and select preassessments, formative, and summative assessments in a variety of formats that match learning objectives and engage all learners in demonstrating knowledge and skills (UETS Standard #5)	Readings: Assessment and  One of the following _ Visual Strategies _ Writing Strategies _ Reading Strategies _ Math Strategies _ Science Strategies _ Memory Strategies  <i>You will take a quiz on these content pages after you have completed three.</i>  Complete the <i>Common Assessment Plan Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.
Week 10			

W Mar 11 Wednesday	Classroom Management	<p>How do I use classroom management strategies that allow me to maintain a positive learning environment for all students (UETS Standard #3)</p> <p>How do I create an environment that maximizes the potential of students with disabilities while maintaining appropriate expectations for all students? (UETS Standard #2, #3)</p>	<p>Readings: Classroom Management</p> <p>One of the following</p> <ul style="list-style-type: none"> <li>_ Visual Strategies</li> <li>_ Writing Strategies</li> <li>_ Reading Strategies</li> <li>_ Math Strategies</li> <li>_ Science Strategies</li> <li>_ Memory Strategies</li> </ul> <p><b>***This is the third week for these strategies so the Quiz must be taken before class TODAY.</b></p> <p>Complete the <i>Common Classroom Management Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.</p>
Week 11			
W Mar 18 Wednesday	Whole Class Instruction Universal Design for Learning	<p>How do I adjust learning activities and assessments in order to make appropriate accommodations for students with disabilities who are not meeting learning goals (UETS Standard #5 and #7)</p> <p>How do I choose appropriate strategies, accommodations, resources, materials, sequencing, technical tools and demonstration of learning that addresses students specific needs? (UETS Standard #6 and #7)</p>	<p>Readings: Universal Design for Learning and</p> <p>Complete the <i>Universal Design for Learning Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.</p>
Week 12			
W Mar 25 Wednesday	Making Data Based Decisions for students who need support at Tier II and Tier III as a classroom teacher and in a professional learning community	<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>No reading due.</p> <p>Upload the link to your video of you teaching your Universal Design for Learning Lesson BEFORE class today.</p> <p>Complete the <i>Teacher Instructional Decision-Making (individual) Assignment</i> BEFORE CLASS</p> <p>Start the <i>Professional Learning Community Instructional (PLC) Decision-Making (group) Assignment</i> from the <i>Professional Learning Community Assignment</i> IN CLASS today.</p>
Th Mar 26 Thursday	<b>Instructor Ratings Open</b>		
Week 13			
W Apr 01 Wednesday	Supplementary and Intensive Instruction	<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>Readings: Supplementary and Intensive Instruction</p> <p>Complete the <i>Professional Learning Community Instructional (PLC) Decision-Making (group) Assignment</i> from the <i>Professional Learning Community Assignment</i> IN CLASS today.</p>
Week 14			



W Apr 08 Wednesday	Prepare for PLC Meetings Course Review	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)	Disabilities Experience Due Practicum Assignment Due- Reflection Paper and Hours Log
Week 15			
W Apr 15 Wednesday	PLC Meetings	How do I participate actively as a part of a learning community to share responsibility for decision-making and accountability for each student's learning? (UETS Standard #9)	PLC Meetings held with the Instructor during an assigned time during class.  Final Exam Opens at 5:00pm
F Apr 17 Friday	<b>First Day of Winter Final Exams (04/17/2020 - 04/22/2020)</b>		
Sa Apr 18 Saturday	Final Exam: Taken on Learning Suite and submitted no later than 10:00am  Final Exam: 355 MCKB 7:00am - 10:00am		Final Exam: Taken on Learning Suite and submitted no later than 10:00am on 4/18/2020.  Closed book, note, and neighbor.