

Instructor/TA Info

Instructor Information

Name: Barbara Smith

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TA Information

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Course Information

Description

CPSE 203 is the introductory course for BYU students who are considering Special Education as a major. It is comprised of regular on-campus classes and a field experience of at least 12 hours in the local schools of the the BYU Public School Partnership.

Materials

Item	Price (new)	Price (used)
 <u>What Every Teacher Should Know About Adaptations...</u> - <i>Required</i> by Carter, N	24.99	18.75
 <u>Exceptional Children</u> - <i>Required</i> by Heward, W	99.99	75.00
 <u>Guide to Writing Quality IEPs 4e WKBK</u> - <i>Required</i> by Gibb, G	46.60	35.00

Learning Outcomes

Human exceptionality and special education

1. Describe human exceptionality, special education law, and school services for students with disabilities.

Cultural, ethnic, and language diversity

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

Characteristics, prevalence, and educational implications

3. Describe the characteristics, prevalence, and educational implications of disabilities.

Services and strategies for students with disabilities

4. Define and describe assessment, collaboration, and accommodation for students with disabilities.

12-hour field experience

5. Complete a 12-hour field experience involving volunteer service with students with disabilities.

Grading Scale

Grades	Percent
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Grades	Percent
A	95%
A-	91%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Grading Policy

Assignments submitted on or before the due date may earn full points. Assignments submitted after the due date will have a 10% per day deduction. Exceptions to this policy will need to be cleared with the instructor in advance of the due date.

Participation Policy

This course is designed to be an exploration of teaching in special education. It is comprised of many learning activities and assignments, which help to facilitate knowledge and skill development for class members. Points are earned by being in each class and participating in the activities and discussions along with classmates. It is important that we create a respectful and congenial atmosphere so that all feel safe and comfortable.

Attendance Policy

Successful students attend all classes. They arrive on time and stay until class is dismissed. Points are earned by being in each class and participating in the activities and discussions. If you need to miss a class please notify the instructor. Assignments due that day should still be submitted before class begins in order to be eligible to earn maximum points.

Assignments

Assignment Descriptions

Who am I?

Jan
06

Due: Thursday, Jan 06 at 8:00 am

Who am I? assignment can be found under content.

Connection Journal 1

Jan
13

Due: Thursday, Jan 13 at 9:00 am

Connection Journal 2

Jan
13

Due: Thursday, Jan 13 at 9:00 am

Signed Cooperating Teacher Contract 1

Jan
13

Due: Thursday, Jan 13 at 11:59 pm

Learner Characteristic Assignment

Jan

Jan
13

Due: Thursday, Jan 13 at 11:59 pm

Connection Journal 3

Jan
20

Due: Thursday, Jan 20 at 9:00 am

Disability Awareness

Jan
20

Due: Thursday, Jan 20 at 9:00 am

Connection Journal 4

Jan
27

Due: Thursday, Jan 27 at 9:00 am

IRIS Visual Disability Module

Feb
01

Due: Tuesday, Feb 01 at 11:59 pm

Complete the IRIS module for Visual Disability and submit your answers to the assessment questions found that the end.

https://learningsuite.byu.edu/plugins/Upload/fileDownload.php?fileId=46d38642-bcl6-DJgh-xLAU-kgca050d55a2&pubhash=Ay835qz_CBA4ixlqBVo2U0qM0BeChp195dnUvszxlaf2NJ5OdnZlz5M4wgGf6md4TP_PbDMdpPphQ4tyvvi2Aw==

Connection Journal 5

Feb
03

Due: Thursday, Feb 03 at 9:00 am

Low Incidence Disabilities Fact Sheets

Feb
10

Due: Thursday, Feb 10 at 9:30 am

Work with a partner to complete this assignment. In about a page, share facts about your assigned low incidence disability. Include what it is, the causes, treatments, and educational approaches. And any other information you feel would be helpful for the class to know.

Connection Journal 6

Feb
15

Due: Tuesday, Feb 15 at 9:00 am

Practicum Reflection Log 1

Feb
17

Due: Thursday, Feb 17 at 11:59 pm

The following information should be included in the log. You may choose to do the assignment in narrative format or in a table.

1. Background Information. This should include the school and teacher's name, the class or subject taught, a general description of students, general learning objective, and any other relevant information. (2 pts.)
2. The dates and times you volunteered. (2 pts.)
3. Describe the learning activities during each session and identify any learning difficulties of the students. (4 pts.)
4. Explain what you did to address these student needs. (4 pts.)
5. List an accommodation from the WETSKA text that could address the students' difficulties. (3 pts.)

Midterm Exam

Feb

24

This exam is to be taken without using your textbook, the internet, or any other outside source. Have integrity and do your best. The exam should take less than 50 minutes and will be over the material covered in class and in the readings.

Professionalism Evaluation 1

Feb

24

Due: Thursday, Feb 24 at 11:59 pm

Signed Hour Log (first half)

Feb

24

Due: Thursday, Feb 24 at 11:59 pm

This assignment is just being split into 2 grades (one for each site) for my own convenience.

Connection Journal 7

Mar

01

Due: Tuesday, Mar 01 at 9:00 am

Signed Cooperating Teacher Contract 2

Mar

01

Due: Tuesday, Mar 01 at 11:59 pm

IEP Workbook Ch 1-3

Mar

08

Due: Tuesday, Mar 08 at 9:30 am

IEP Template Gibb and Dyches.pdf [Download \(plugins/Upload/fileDownload.php?fileId=2f8234c8-P4KO-iEce-rwoC-wue55bcb00a2&pubhash=LKvpVaKuD3hG-wXbglkqbssEUmsYhiTMEs_mEIGjsJhwGRHKI9h9nNGVxcx2UQ85CzxORZ9Ua4gC18eMhzjsTA==\)](#)

Bring your IEP workbooks to class with chapters 1-3 complete.

Scripture Assignment

Mar

08

Due: Tuesday, Mar 08 at 9:30 am

Scripture related to people with special needs or other ideas we have discussed in class. Please share a scripture that is meaningful to you, with our class about exceptional students. List the reference and the scripture quote. A brief comment is acceptable.

Continuum of Placements

Mar

08

Due: Tuesday, Mar 08 at 11:59 pm

Fill out the Continuum of Placements worksheet (in the content tab) and turn it in on Learning Suite or in class. This assignment will be done in class.

Connection Journal 8

Mar

10

Due: Thursday, Mar 10 at 9:00 am

IRIS RTI Module

Mar

15

Complete the IRIS RTI Part 1 Module and submit on LS.

Due: Tuesday, Mar 15 at 11:59 pm
<https://iris.peabody.vanderbilt.edu/module/rti01/> (<https://iris.peabody.vanderbilt.edu/module/rti01/>)

IEP Workbook Ch 4-6

Mar

17

Due: Thursday, Mar 17 at 10:45 am

Bring your IEP workbooks to class with chapters 4-6 complete.

IRIS Assessment Module

Mar

18

Due: Friday, Mar 18 at 11:59 pm

Tier 2 Intervention Plan

Mar

24

Due: Thursday, Mar 24 at 11:59 pm

See Tier 2 Plan and Case Study under content.

Connection Journal 9

Mar

29

Due: Tuesday, Mar 29 at 9:00 am

Connection Journal 10

Mar

29

Due: Tuesday, Mar 29 at 9:00 am

Practicum Reflection Log 2

Apr

05

Due: Tuesday, Apr 05 at 11:59 pm

Same as for log #1.

Professionalism Evaluation 2

Apr

05

Due: Tuesday, Apr 05 at 11:59 pm

Signed Hour Log (second half)

Apr

05

Due: Tuesday, Apr 05 at 11:59 pm

Class Oral Presentation

Apr

07

Due: Thursday, Apr 07 at 9:00 am

Final Project

Apr

07

Due: Thursday, Apr 07 at 9:00 am

See Final Project information under content tab.

Final Exam

Apr
12

Due: Tuesday, Apr 12 at 10:00 pm

This exam is to be taken without notes, your textbook, the internet, or any other outside source. Have integrity and do your best. The exam should take less than 2 hours, but you have three hours if you need it. This will cover material from class, the field experience and the readings. Good luck!

Attendance/Participation/Professionalism Points

Apr
12

Due: Tuesday, Apr 12 at 11:59 pm

Being at every class will help you to learn and earn. A few points will be given for participation in discussions, learning activities and quizzes in class. Attendance will be required to earn these points. Individual professionalism will be evaluated by the instructor and the student.

Student ratings

Apr
12

Due: Tuesday, Apr 12 at 11:59 pm

participation in course evaluation

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

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 instruction of the Honor Code is the call to "be honest." Students come to the university and seek to improve their

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.

Covid 19 Statement

While COVID 19 conditions persist and until further notice, students and faculty are required to wear face coverings at all times during class; faculty are not at liberty to waive this expectation.

Students who feel sick, including exhibiting symptoms commonly associated with COVID 19 (fever; cough; shortness of breath/difficulty breathing; chills; muscle pain; sore throat; new loss of taste or smell; etc.) should not attend class and should work with their instructor to develop a study plan for the duration of the illness.

Devotional Attendance

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

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

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>).

McKay School of Education Policies

McKay School of Education Diversity, Inclusion, and Belonging Statement

The David O. McKay School of Education is committed to fostering an environment that values diversity, promotes equity, and invites belonging for all students, faculty, and staff as we strive to fulfill Brigham Young University's mission "to assist individuals in their quest for perfection and eternal life." (1)

We recognize the divine worth of each child of our Heavenly Parents, and we endeavor to accept each other with understanding and respect for our differences. Christ's example inspires our approach to learning, teaching, and leadership. As educators, we actively seek to overcome biases that limit people's educational opportunities. As fellow human beings, we consciously seek to embrace all people "regardless of their race, gender, sexual orientation, or other distinguishing feature." (2)

Recognizing there is work to do, the McKay School of Education invites all students, faculty, and staff to join in our commitment to a culture of love and unity. Together, we must humbly heed our prophet’s admonition “to lead out in abandoning attitudes and actions of prejudice,. . . promote respect for all of God’s children,” and teach others to do so. (3)

Schedule

Date	Column 1	Column 2
Week 1		
M Jan 03 Monday		
T Jan 04 Tuesday	President Kevin J Worthen and Peggy S. Worthen Introductions, Syllabus, three parts, Who Am I?	
Th Jan 06 Thursday	Field Experience Course Schedule and Assignments Disability Awareness Assignment Overview	Who am I? Who Am I?
Week 2		
T Jan 11 Tuesday	Sister Camille N. Johnson Overview of Special Ed Law, 504 and IDEA Pre-Referral	Heward Ch. 1 & 2
Th Jan 13 Thursday	Learner Characteristics Overview of six principles High Incidence disabilities	WETSKA Part 1 Signed Cooperating Teacher Contract 1 Connection Journal 1 Connection Journal 2 Learner Characteristic Assignment
Week 3		
M Jan 17 Monday	Martin Luther King Jr Day	
T Jan 18 Tuesday	Devotional: Elder Jeffrey R. Holland Intellectual Disabilities	Heward Ch. 4
Th Jan 20 Thursday	Emotional Disturbance	Heward Ch. 6 Connection Journal 3 Disability Awareness
Week 4		
T Jan 25 Tuesday	Forum: Shankar Vedantam Communication Disorders Educating Peter	Heward Ch. 8
Th Jan 27 Thursday	Learning Disabilities How Difficult Can This Be? Misunderstood Minds	Heward Ch. 5 Connection Journal 4
Week 5		

T Feb 01 Tuesday	Devotional: Justin Collings Low Incidence Disabilities: Visual and Hearing Impairments	Heward Ch. 10, then 9 IRIS Visual Disability Module
Th Feb 03 Thursday	Hearing Impairment, Orthopedic Impairments and Other Health Impairments	Heward Ch. 11 Connection Journal 5
Week 6		
T Feb 08 Tuesday	Devotional: Elder Clark G. Gilbert Autism . Wendy Chung TED Principles of IDEA-examples from Rachel	Heward Ch. 7
Th Feb 10 Thursday	Low Incidence Disabilities: Severe and Multiple Disabilities and Traumatic Brain Injury Share Low Incidence Fact Sheets	Heward Ch. 12 Low Incidence Disabilities Fact Sheets
Week 7		
T Feb 15 Tuesday	Forum: James and Deborah Fallows Gifted and Talented Poverty ELLs, Multicultural students, The Sneetches	Reading: A Day in Juan's Life Found on Learning Suite under Content/Miscellaneous documents Heward Ch. 13 Connection Journal 6
Th Feb 17 Thursday	Early Intervention Writing Quality Individualized Education Programs No class on Tuesday, February 22 - Monday Instruction	Heward Ch. 14 Bring the IEP workbook Practicum Reflection Log 1
Week 8		
T Feb 22 Tuesday	Monday Instruction	
Th Feb 24 Thursday	Midterm Exam Opens at 8:00 am and Closes at 8:00 pm	Midterm Exam Professionalism Evaluation 1 Signed Hour Log (first half)
Week 9		
T Mar 01 Tuesday	Devotional: Elder Vern P. Stanfill Temple Grandin	(review Heward Ch. 2) Signed Cooperating Teacher Contract 2 Connection Journal 7
Th Mar 03 Thursday	Temple Grandin Transition	Heward Ch. 15
Week 10		

T Mar 08 Tuesday	<p>Devotional: Megan Sanborn Jones</p> <p>Find and share a scripture related to our learning in this class.</p> <p>IEP Process and the IEP Team</p> <p>Overview of Referral Process</p> <p>Collaboration in IEP Meetings</p> <p>Continuum of Placements</p>	<p>IEP Workbook Ch 1-3</p> <p>Scripture Assignment</p> <p>Continuum of Placements</p>
Th Mar 10 Thursday	<p>Inclusion in Faith-based settings - Teach the Spirits</p> <p>Inclusion Activity</p> <p>Family Impact</p>	<p>Heward Ch. 3</p> <p>Connection Journal 8</p>
Week 11		
T Mar 15 Tuesday	<p>Devotional: Elder Kelly R. Johnson</p> <p>Tier 2 Intervention Plan assignment</p> <p>Front of the Class</p>	<p>IRIS RTI Module</p>
Th Mar 17 Thursday	<p>Front of the Class</p> <p>By Study, by Faith</p>	<p>IEP Workbook Ch 4-6</p>
F Mar 18 Friday	<p>No Classes</p>	<p>IRIS Assessment Module</p>
Week 12		
T Mar 22 Tuesday	<p>Devotional: Elder D. Todd Christofferson</p> <p>By Study, By Faith</p> <p>Assessment and Evaluation</p> <p>Response to Intervention & Positive Behavior Support</p>	<p>WETSKA Part 3</p>
Th Mar 24 Thursday	<p>Field Trip to Oakridge</p>	<p>Tier 2 Intervention Plan</p>
Week 13		
T Mar 29 Tuesday	<p>Forum: Amy Chua</p> <p>Differentiated Instruction</p> <p>Final Project Organization</p> <p>Collaboration time</p> <p>Accommodations: Academic and Social/Behavioral</p>	<p>WETSKA Part 2</p> <p>Start getting signatures on field experience documents</p> <p>WETSKA Part 4</p> <p>Connection Journal 10</p> <p>Connection Journal 9</p> <p>Be grateful!</p>

	Friday Instruction	
Th Mar 31 Thursday	Accommodations Learning in Practicum Flex time	
Week 14		
T Apr 05 Tuesday	Devotional: Anthony Sweat Three Letters from Teddy Exam Review Joshua's Story Partner Collaboration	Practicum Reflection Log 2 Professionalism Evaluation 2 Signed Hour Log (second half)
Th Apr 07 Thursday	Share Final Projects	Class Oral Presentation Final Project Final Project written report and presentation
Week 15		
T Apr 12 Tuesday	Last class period All course work due. Share Final Projects	Attendance/Participation/Professionalism Points Student ratings Final Exam
Th Apr 14 Thursday	Winter Exam Preparation (04/14/2022 - 04/14/2022)	