

# CPSE 403 - Intro to Special Education

Fall 2015

Section 001: 355 MCKB on M W from 3:00 pm - 4:15 pm

## Instructor/TA Info

### Instructor Information

Name: Barbara Smith

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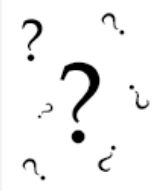
### TA Information

Name: Kayla Hope

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## Course Information

### Materials

	Item	Price (new)	Price (used)
	EXCEPTIONAL CHILDREN 10E PKG (3 BOOKS) <i>Required</i> by HEWARD, W	191.40	

### Learning Outcomes

Learning characteristics and special learning needs

1. Describe the ways in which people differ, learning characteristics and special learning needs.

**Legal structure of services**

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

**Issues related to the identification of disabilities**

3. Articulate issues related to the identification of students with disabilities, referral and placement and the need to provide differing levels of support.

**Issues related to collaboration**

4. Articulate issues related to collaboration in special education. Identify the skills for effective collaboration.

**Policies and programs for young children**

5. Describe policies and programs for young children; define elements of the Child Find system.

**Steps in IEP**

6. Describe the steps in the Individualized Education Program (IEP) process.

**Characteristics, prevalence, and educational implications**

7. Describe the characteristics, prevalence, and educational implications for students with specific learning disabilities, speech or language impairment, mental retardation, and emotional disturbance.

**Characteristics, prevalence, and education implications**

8. Describe the characteristics, prevalence, and educational implications for students with other health impairments, orthopedic impairment, visual impairments, autism, traumatic brain injury, deaf/blindness, and developmental delay.

**Effects of cultural, ethnic, and language diversity**

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

## Strategies

10. Identify strategies for accommodating to meet individual student needs.

## Assessment results

10. Demonstrate the ability to use assessment results to make instructional decisions.

## 12-hour field experience

11. Complete a 12-hour field experience involving volunteer service with four students with disabilities (2 at each site) and submit assignments regarding the experience.

## Grading Scale

Grades	Percent
A	95%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

## Grading Policy

For every one day that an assignment is turned in late, 10% will be deducted from the assignment each day.

## Assignments

### Assignment Descriptions

#### Connection Journal 1

Due: Wednesday, Sep 09 at 11:59 pm

**Signed Cooperating Teacher Contract 1**

Due: Wednesday, Sep 09 at 11:59 pm

**Connection Journal 2**

Due: Wednesday, Sep 16 at 3:00 pm

**Disability Awareness**

Due: Monday, Sep 21 at 3:00 pm

**Connection Journal 3**

Due: Wednesday, Sep 23 at 3:00 pm

**Connection Journal 4**

Due: Wednesday, Sep 30 at 3:00 pm

**IRIS Visual Disability Module**

Due: Monday, Oct 05 at 3:00 pm

**Connection Journal 5**

Due: Wednesday, Oct 07 at 3:00 pm

**Practicum Reflection Log 1**

Due: Monday, Oct 12 at 3:00 pm

**Professionalism Evaluation 1**

Due: Monday, Oct 12 at 11:59 pm

**Signed Cooperating Teacher Contract 2**

Due: Wednesday, Oct 14 at 11:59 pm

**Continuum of Placements**

Due: Wednesday, Oct 21 at 3:00 pm

**Connection Journal 7**

Due: Wednesday, Oct 21 at 3:00 pm

**Connection Journal 6**

Due: Wednesday, Oct 21 at 3:00 pm

**Connection Journal 8**

Due: Wednesday, Nov 04 at 3:00 pm

**IRIS RTI Module**

Due: Monday, Nov 09 at 3:00 pm

**IEP Workbook**

Due: Wednesday, Nov 11 at 3:00 pm

**Tier 2 Intervention Plan**

Due: Wednesday, Nov 18 at 3:00 pm

**Connection Journal 9**

Due: Wednesday, Nov 18 at 3:00 pm

**IRIS Assessment Module**

Due: Monday, Nov 23 at 4:15 pm

**Signed Hour Log (first half)**

Due: Wednesday, Dec 02 at 12:59 am

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

**Professionalism Evaluation 2**

Due: Wednesday, Dec 02 at 12:59 am

**Signed Hour Log (second half)**

Due: Wednesday, Dec 02 at 12:59 am

**Practicum Reflection Log 2**

Due: Wednesday, Dec 02 at 3:00 pm

**Connection Journal 10**

Due: Wednesday, Dec 02 at 3:00 pm

**CLass Oral Presentation**

Due: Monday, Dec 07 at 12:59 am

**Final Project**

Due: Monday, Dec 07 at 3:00 pm

**Participation/Professionalism Points**

Due: Wednesday, Dec 09 at 11:59 pm

A few points will be given for participation in quizzes and learning activities in class. Attendance will be required to earn these points. Individual professionalism will be evaluated by the instructor and the student.

**Attendance**

Due: Wednesday, Dec 09 at 11:59 pm

**Attendance**

Arriving on-time and staying for the full class period

**student ratings**

Due: Thursday, Dec 10 at 11:59 pm

participation in course evaluation

**Point Breakdown**

Categories	Percent of Grade
Connection Journal	11.63%
Field Experience Assignments	23.26%
Course Assignments	39.53%
Final Project	25.58%

## 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](mailto:t9coordinator@byu.edu) or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> 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>.

### **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.

### **Schedule**

Date	Column 1	Column 2
M Aug 31 Monday	Introduction and Syllabus	
W Sep 02 Wednesday	Disability Awareness Course Schedule	Who Am I?
M Sep 07 Monday	<b>Labor Day Holiday</b>	



W Sep 09 Wednesday	Overview of Special Ed Law Placements, 504 and IDEA Pre-Referral	Heward Ch. 1 & 2  Connection Journal #1  Signed Cooperating Teacher Contract 1
M Sep 14 Monday	Learner Characteristics	WETSKA Part 1
W Sep 16 Wednesday	Learner Characteristics High Incidence Disabilities	Heward Ch. 5  Connection Journal #2
M Sep 21 Monday	High Incidence Disabilities: Intellectual Disabilities	Heward Ch. 4  Disability Awareness
W Sep 23 Wednesday	Emotional Disturbance	Heward Ch. 6  Connection Journal #3
M Sep 28 Monday	Learning Disabilities simulation	Heward Ch. 8
W Sep 30 Wednesday	High Incidence Disabilities Communication Disorders	Heward Ch. 8  Connection Journal #4
M Oct 05 Monday	Low Incidence Disabilities: Visual and Hearing Impairments	Heward Ch. 9 & 10  IRIS Visual Disability Module
W Oct 07 Wednesday	Orthopedic Impairments and Other Health Impairments	Heward Ch. 11

		Connection Journal #5
M Oct 12 Monday	Low Incidence Disabilities: Severe and Multiple Disabilities and Traumatic Brain Injury	Heward Ch. 12  Professionalism Evaluation 1 Practicum Reflection Log 1
W Oct 14 Wednesday	Autism	Heward Ch. 7 Signed Cooperating Teacher Contract 2
M Oct 19 Monday	Gifted and Talented	Heward Ch. 13
W Oct 21 Wednesday	Multicultural Issues, Poverty	TBA A Day in Juan's Life  Connection Journal #6  Connection Journal #7  Continuum of Placements
M Oct 26 Monday	Early Intervention	Heward Ch. 14
W Oct 28 Wednesday	IEP Process and the IEP Team Overview of Referral Process	(Heward Ch. 2)
M Nov 02 Monday	Collaboration Tina Dyches Writing IEPs IEP Meetings	

W Nov 04 Wednesday	RTI & PBS	reading TBA Connection Journal #8
M Nov 09 Monday	<b>Withdraw Deadline (Full Semester)</b>  Sources of inspiration	IRIS RTI Module
W Nov 11 Wednesday	Final Project Instructions  Family Impact	Heward Ch. 3  IEP Workbook
M Nov 16 Monday	Guest presenter J. S. Teaching in Special Education Goalview	Tier 2 Intervention Plan
W Nov 18 Wednesday	Assessment and evaluation  LDS inclusion	WETSKA Part 3  Connection Journal #9  Tier 2 Intervention Plan
M Nov 23 Monday	<b>No class meeting.</b> Do the assigned IRIS module on-line. Plan Final Project with partner.	IRIS Module  IRIS Assessment Module
T Nov 24 Tuesday	<b>Friday Instruction</b>	
W Nov 25 Wednesday	<b>No Classes</b>	

	Be Thankful! (and safe!)	
M Nov 30 Monday	Classroom Accomodations: Academic and Social/Behavioral	WETSKA Part 4
W Dec 02 Wednesday	Differentiated Instruction, Classroom Approaches	Connection Journal #10  Signed Hour Log (First half) Signed Hour Log (Second half) Professionalism Evaluation 2 Practicum Reflection Log 2  WETSKA Part 2
M Dec 07 Monday	Share Final Projects	Final Project written report
W Dec 09 Wednesday	Christmas story Share Final Projects	Participation/Professionalism Attendance
Th Dec 10 Thursday	<b>Last Day of Fall Semester (08/31/2015 - 12/10/2015)</b>  Final Exam: 355 MCKB 11:00am - 2:00pm	Student Ratings
F Dec 11 Friday	<b>First Day of Fall Exam Preparation (12/11/2015 - 12/12/2015)</b>	
M Dec 14 Monday	<b>First Day of Fall Final Exams (12/14/2015 - 12/18/2015)</b>	

W Dec 16

Wednesday

F Dec 18      Final Exam:

Friday        355 MCKB

3:00pm - 6:00pm