

Instructor/TA Info

Instructor Information

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TA Information

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Course Information

Description

CPSE 403 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.

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%

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

Connection Journal 1

Sep
13

Due: Wednesday, Sep 13 at 3:00 pm

Connection Journal 2

Sep
18

Due: Monday, Sep 18 at 3:00 pm

Signed Cooperating Teacher Contract 1

Sep
18

Due: Monday, Sep 18 at 11:59 pm

Disability Awareness

Sep
25

Due: Monday, Sep 25 at 3:00 pm

Connection Journal 3

Sep
25

Due: Monday, Sep 25 at 3:00 pm

Connection Journal 4

Oct
02

Due: Monday, Oct 02 at 3:00 pm

IRIS Visual Disability Module

Oct
04

Due: Wednesday, Oct 04 at 11:59 pm

Connection Journal 5

Oct
09

Due: Monday, Oct 09 at 3:00 pm

Practicum Reflection Log 1

Oct
11

Due: Wednesday, Oct 11 at 3:00 pm

Professionalism Evaluation 1

Oct
11

Due: Wednesday, Oct 11 at 11:59 pm

Signed Cooperating Teacher Contract 2

Oct
16

Due: Monday, Oct 16 at 11:59 pm

Connection Journal 6

Oct
18

Due: Wednesday, Oct 18 at 3:00 pm

Connection Journal 7

Oct
25

Due: Wednesday, Oct 25 at 3:00 pm

Continuum of Placements

Oct
25

Due: Wednesday, Oct 25 at 11:00 pm

Midterm Evaluation

Oct
26

Due: Thursday, Oct 26 at 11:59 pm

Midterm Reflection

Oct
26

Due: Thursday, Oct 26 at 11:59 pm

Midterm Reflection - Submit a typed 2-4 page 1.5 spaced summary of what you have learned in this course that is most important to you. Focus on insights, feelings and information. Due date is around Oct. 19th. Upload this to Learning Suite.

IRIS RTI Module

Nov
08

Due: Wednesday, Nov 08 at 3:00 pm

IEP Workbook

Nov
13

Due: Monday, Nov 13 at 3:00 pm

IEP Template Gibb and Dyches.pdf [Download \(plugins/Upload/fileDownload.php?fileId=2f8234c8-P4KO-iEce-rwoC-wue55bcb00a2&pubhash=LKvpVaKuD3hG-wXbglkqbssEUmsYhiTMEs_mEIGjsJhwGRHKI9h9nNGVXcx2UQ85CzxORZ9Ua4gC18eMhzjsTA==\)](https://www.coursehero.com/file/28234c8-P4KO-iEce-rwoC-wue55bcb00a2&pubhash=LKvpVaKuD3hG-wXbglkqbssEUmsYhiTMEs_mEIGjsJhwGRHKI9h9nNGVXcx2UQ85CzxORZ9Ua4gC18eMhzjsTA==)

Connection Journal 8

Nov
13

Due: Monday, Nov 13 at 3:00 pm

IRIS Assessment Module

Nov
15

Due: Wednesday, Nov 15 at 4:15 pm

Tier 2 Intervention Plan

Nov
27

Due: Monday, Nov 27 at 3:00 pm

Connection Journal 9

Nov
29

Due: Wednesday, Nov 29 at 3:00 pm

Professionalism Evaluation 2

Dec
06

Due: Wednesday, Dec 06 at 12:59 am

Signed Hour Log (first half)

Dec
06

Due: Wednesday, Dec 06 at 12:59 am

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

Signed Hour Log (second half)

Dec
06

Due: Wednesday, Dec 06 at 12:59 am

Practicum Reflection Log 2

Dec
06

Due: Wednesday, Dec 06 at 3:00 pm

Connection Journal 10

Dec
06

Due: Wednesday, Dec 06 at 3:00 pm

Class Oral Presentation

Dec
11

Due: Monday, Dec 11 at 12:59 am

Final Project

Dec
11

Due: Monday, Dec 11 at 3:00 pm

Attendance/Participation/Professionalism Points

Dec
13

Due: Wednesday, Dec 13 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

Dec
13

Due: Wednesday, Dec 13 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

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 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. 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.

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.

Schedule

Date	Column 1	Column 2
Week 1		
W Sep 06 Wednesday	Introductions, Syllabus, three parts, Who Am I?	
Week 2		
M Sep 11 Monday	Field Experience Course Schedule and Assignments Disability Awareness Assignment	Who Am I?
W Sep 13 Wednesday	Overview of Special Ed Law, 504 and IDEA Pre-Referral	Heward Ch. 1 & 2 Connection Journal #1
Week 3		
M Sep 18 Monday	Learner Characteristics Overview of six principles High Incidence disabilities	WETSKA Part 1 Connection Journal #2 Signed Cooperating Teacher Contract 1
W Sep 20 Wednesday	Intellectual Disabilities	Heward Ch. 4
Week 4		
M Sep 25 Monday	Emotional Disturbance	Heward Ch. 6 Connection Journal #3 Disability Awareness
W Sep 27 Wednesday	Communication Disorders Learning Disabilities	Heward Ch. 5 Heward Ch. 8
Week 5		
M Oct 02 Monday	Learning Disabilities simulation Room change 26 MCKB basement	Connection Journal #4

W Oct 04 Wednesday	Communication Disorders How Difficult Can This Be? Low Incidence Disabilities: Visual and Hearing Impairments	Heward Ch. 9 & 10 IRIS Visual Disability Module
Week 6		
M Oct 09 Monday	Orthopedic Impairments and Other Health Impairments Visual and Hearing Impairments	Heward Ch. 11 Connection Journal #5
W Oct 11 Wednesday	Low Incidence Disabilities: Severe and Multiple Disabilities and Traumatic Brain Injury	Heward Ch. 12 Professionalism Evaluation 1 Practicum Reflection Log 1
Week 7		
M Oct 16 Monday	Autism	Heward Ch. 7 Signed Cooperating Teacher Contract 2
W Oct 18 Wednesday	Gifted and Talented	Heward Ch. 13 Connection Journal #6
Week 8		
M Oct 23 Monday	Multicultural Issues, Poverty Midterm Opens	Reading: A Day in Juan's Life
W Oct 25 Wednesday	Early Intervention	Heward Ch. 14 Connection Journal #7 Continuum of Placements
Th Oct 26 Thursday	Midterm Closes	Last Day to Complete Mid-Course Evaluation
Week 9		
M Oct 30 Monday	IEP Process and the IEP Team Overview of Referral Process Collaboration	Collaborative creation (Heward Ch. 2)
W Nov 01 Wednesday	Writing IEPs IEP Meetings	IEP workbook
Week 10		

M Nov 06 Monday	Professional work and writing Goalview, IEP Pro	IEP workbook
W Nov 08 Wednesday	RTI & PBS By Study, By Faith	IRIS RTI Module
Week 11		
M Nov 13 Monday	Family Impact LDS Inclusion Tier 2 Intervention Plan Front of the CLass	Heward Ch. 3 Connection Journal #8 IEP Workbook Final Due Date
W Nov 15 Wednesday	Do the assigned IRIS module on-line. Plan Final Project with partner.	IRIS Assessment Module
Week 12		
M Nov 20 Monday		
T Nov 21 Tuesday	Friday Instruction	
W Nov 22 Wednesday	No Classes	
Week 13		
M Nov 27 Monday	Final Project Organization Assessment and evaluation	WETSKA Part 3 Tier 2 Intervention Plan
W Nov 29 Wednesday	Classroom Accomodations: Academic and Social/Behavioral	WETSKA Part 4 Connection Journal #9
Week 14		
M Dec 04 Monday		
W Dec 06 Wednesday	Differentiated Instruction, Classroom Approaches	WETSKA Part 2 Connection Journal #10 Signed Hour Log (First half) Signed Hour Log (Second half) Professionalism Evaluation 2 Practicum Reflection Log 2
Week 15		

M Dec 11 Monday	Course Summary All course work due Share Final Projects	Final Project written report
W Dec 13 Wednesday	Joshua's story Last class period Share Final Projects	Participation/Professionalism Attendance Student Ratings
Week 16		
Th Dec 21 Thursday	Final Exam: 160 MCKB 3:00pm - 6:00pm	