

Instructor/TA Info

Instructor Information

Name: Ryan Kellems

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TA Information

Name: Kaitlyn Osborne

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Course Information

USOE Teacher Candidate Grade and Retention Rul

Candidates must have grades of C or better and a total BYU GPA of 3.0 in all courses required for a teaching major to be recommended for licensure in Utah. Students must meet these requirements to be admitted to and remain in a teaching major and to student teach. If students do not meet the requirements, they may change their major or retake courses until they meet the requirements.



Description

This course prepares future special education classroom teachers to understand in depth the characteristics of students with the 13 exceptionalities identified in the Individuals with Disabilities Education Act, as well as students who are gifted and those from culturally/linguistically diverse families. In addition, teacher candidates will learn how students with specific disabilities learn and how to use basic strategies for meeting their educational needs. Teacher candidates will identify: the ways in which individuals differ, the exceptionalities defined in the Individuals with Disabilities Education Act, strategies to instruct students with various learning needs, curricular adaptations and accommodations for students with disabilities, and ways to collaborate with parents and professionals. Teacher candidates will additionally acquire an understanding of the Individualized Education Plan (IEP) process, be able to describe the role of the IEP team, plan for an IEP meeting, and write a sample IEP.

Prerequisites

None

Materials

| Item | Price (new) | Price (used) |
|--|-------------|--------------|
|  <p><u>Guide To Writing Quality IEP's 3E Workbook - Required</u> by Gibb, G</p> | 60.00 | 45.00 |
|  <p><u>EXCEPTIONAL CHILDREN - Required</u> by HEWARD</p> | 139.75 | 104.80 |

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 |
|--------|---------|
| A | 94% |
| A- | 90% |
| B+ | 87% |
| B | 83% |
| B- | 80% |
| C+ | 77% |
| C | 73% |
| C- | 70% |
| D+ | 67% |
| D | 63% |
| D- | 60% |
| E | 0% |

Grading Policy

Assignments due at the beginning of class can only be made up due to a university excused absence.

Assignments submitted online will be due prior to the start of class. Any assignments that are not submitted by the posted due date and time will be considered late. Please do not work on assignments during class.

All late assignments are worth 1/2 credit and will only be accepted for one week after the due date.

In class assignments can only be made up with prior approval from the professor or in the case of a university excused absence.

Participation Policy

All participants are to engage in class discussions, lecture responses, and group activities. Active participation helps each learner mold and solidify learning and understanding.

Attendance Policy

Attendance to all class sessions is expected. There is 1 pt available for each class period. In order to get the point you must be on time, actively participate and stay for the entire class. A class roll will be passed around to take attendance. It is the students responsibility to make sure they sign the attendance roll.

Teaching Philosophy

This is an introductory course to the field of special education. The emphasis will be on the distribution of declarative and procedural knowledge. Students will be given lecture and discussion type activities related to

to a classroom. Students will be assessed relative to the level of skill that they demonstrate on the objectives for this particular course.

Assignments

Assignment Descriptions

Disability Awareness Assignment

Jan
09

Due: Wednesday, Jan 09 at 11:00 am

Disability Awareness Assignment (10 points)

Complete **ONE** of the following:

1. Family history assignment.
2. Personal interaction analysis with an individual with disabilities.

Minimum length is one page single spaced (SS). This length does not include the questions. You must submit a copy on LS and BRING A HARD COPY TO CLASS.

Family History Assignment

Summary of your inquiry

Most families have members who were born with obvious challenges, who were identified by the schools with a disability or disorder, or who became disabled in childhood or adulthood through physical or mental illness, accident, injury or aging. The purpose of this task is for you to learn more about those individuals and the history of your family's response to those persons. Interview your parents, grandparents, and other older relatives to find out as much as you can about these family members.

If you have a good relationship with a family member who has a disability or has a child with a disability, you might choose to interview them about the impact of that disability on their lives, their hopes, their dreams, their nightmares, their challenges. Or you might choose to spend some time with them and reflect on what you learned that ties in with this class.

If you were identified as a student with a disability or were born with a significant physical difference or medical problem, you might choose to have a conversation with your parents about what it was like for them at the time you were identified and how they advocated for you and for themselves.

Provide a concise, clear summary of how you went about your inquiry including dates, times, persons interviewed or interacted with, methods for inquiry, questions asked, and what you learned.

Reflection

Provide a well-developed reflection on your inquiry and analysis of your findings.

1. Describe your emotional, intellectual, and behavioral responses to the exercise. How did the interview make you feel? What did it make you think? What did you want to do after conducting this interview?
2. What has been discussed in class that ties into what you learned in the interview? Make direct reference to how you have integrated new understandings and made connections with class lectures, discussions, readings, and in-class activities.
3. What did you learn about individuals with exceptionalities or cultural/personal responses from completing this exercise?
4. How do others in your family view this person with a disability? What is your perception of disabilities?
5. Your writing should have only minor errors in writing mechanics, including spelling, punctuation, and grammar. Good sentence and paragraph construction should be present. People first language is always used.

Analysis of Personal Interaction with an Individual with Disabilities

Summary of Interaction

Provide a summary of an interaction with an individual with disabilities that you engaged in or observed. This interaction should have occurred within the last year. Provide information about when and where the interaction took place, who was involved in the interaction, and what happened. Describe the person with a disability that

Reflection/analysis of personal interaction

Describe your initial response to the interaction, and then dig deeper. Reflect on your own personal response to the interaction. What assumptions were challenged? What did you learn from the interaction? Consider how this interaction compares and contrasts with what you are learning about individuals with disabilities.

1. Describe your emotional, intellectual, and behavioral responses to the interaction. How did this interaction make you feel? What did it make you think? What did you want to do after this interaction?
2. What has been discussed in class that ties into what you experienced in this interaction and the comments you've made? What was your personal reaction to the interaction or connections you made with what you've experienced or learned?
3. Do you think people would have a more positive attitude about people with exceptionalities if they interacted with this individual? If so, explain why? What negative attitudes or beliefs about people with disabilities do you think might be subtly or not so subtly reinforced?
4. What did you learn about individuals with exceptionalities from this interaction? What is your perception of disabilities?
5. Did you notice other peoples' reactions to this person? What were their perceptions of this person with a disability?
6. Your writing should have only minor errors in writing mechanics, including spelling, punctuation, and grammar. Good sentence and paragraph construction should be present. People first language is always used.

Following is the rubric for this assignment:

Disability Awareness Assignment Rubric.docx [Download \(plugins/Upload/fileDownload.php?fileId=d0343349-uqLQ-Ujxk-Fjcd-Cu380c301423&pubhash=fxcbC5kXU6CQ18L2xN3CfbfMUT08SQEwzgNtynFtbGhhda3LKMQtczu3KNXPIQIZxlp_7IlxMpKOk1g3OKelZQ==\)](https://learningsuite.byu.edu/view/nUGbbxE8iF_v.html#instructorInform.../plugins/Upload/fileDownload.php?fileId=d0343349-uqLQ-Ujxk-Fjcd-Cu380c301423&pubhash=fxcbC5kXU6CQ18L2xN3CfbfMUT08SQEwzgNtynFtbGhhda3LKMQtczu3KNXPIQIZxlp_7IlxMpKOk1g3OKelZQ==)

Signed Cooperating Teacher Contract 1

Jan
16

Due: Wednesday, Jan 16 at 11:59 pm

Get your contract signed by the teacher you will be working with for the first half of the semester. Contract and letter you can send to the teacher are located under the content tab. Agree upon a time that you will come in regularly to help in their classroom. Scan and submit online

Quiz 1 (Ch. 1 & 2)

Jan
21

Due: Monday, Jan 21 at 10:59 am

Chapter 1: The Purpose and Promise of Special Education Chapter 2: Planning and Providing Special Education Services Quizzes are closed: note, book, internet, person, etc. and must be taken in one sitting.

Quiz 2 (Ch. 5)

Jan
28

Due: Monday, Jan 28 at 10:59 am

Chapter 5: Learning Disabilities Quizzes are closed: note, book, internet, person, etc. and must be taken in one sitting.

Quiz 3 (Ch. 4)

Jan

Chapter 4: Intellectual Disabilities Quizzes are closed: note, book, internet, person, etc. and must be taken in one sitting.

Quiz 4 (Ch. 6 & 8)

Feb
04

Due: Monday, Feb 04 at 10:59 am

Chapter 6: Emotional or Behavioral Disorders Chapter 8: Communication Disorders Quizzes are closed: note, book, internet, person, etc. and must be taken in one sitting.

Quiz 5 (Ch. 9 & 10)

Feb
13

Due: Wednesday, Feb 13 at 10:59 am

Chapter 9: Deafness and Hearing Loss Chapter 10: Blindness and Low Vision Quizzes are closed: note, book, internet, person, etc. and must be taken in one sitting.

Topic Selection (for research paper)

Feb
13

Due: Wednesday, Feb 13 at 11:00 am

For this assignment you will select a topic for your research paper. The topic needs to be disability related (i.e. post-secondary opportunities for students with intellectual disabilities, evidence-based practices for students with autism, forced sterilization of individuals with disabilities). You will also provide the reference to at least 3 sources (you will need at least 2 journal articles/books, and no more than 1 website) that you will use in the writing of your paper. References must be cited according to APA. If you have any questions about if your topic is appropriate, please talk to Dr. Kellems.

Following is the rubric for this assignment:

Topic selection (for research paper) Rubric.doc [Download \(plugins/Upload/fileDownload.php?fileId=d03cf738-4v8f-S6Em-QEKA-U8006d7c636b&pubhash=thXdhmvDuzG3EtW_hEtaEdYPYH04PISR-wtQZGYG9C5B95VCYfgFmXDurH6HFVQre6_k5eCjUVL9x1GpxPLymQ==\)](#)

Quiz 6 (Ch. 11)

Feb
19

Due: Tuesday, Feb 19 at 10:59 am

Chapter 11: Physical Disabilities, Health Impairments, and ADHD

Quiz 7 (Ch. 14)

Feb
20

Due: Wednesday, Feb 20 at 10:59 am

Chapter 14: Early Childhood Special Education Quizzes are closed: note, book, internet, person, etc. and must be taken in one sitting.

Signed Hour Log (first half)

Feb
20

Due: Wednesday, Feb 20 at 11:00 am

CPSE 203 Log of Attendance Form (1).doc [Download \(plugins/Upload/fileDownload.php?fileId=10537508-smt9-Ax6W-KOtS-e0169dae227b&pubhash=Ot3swq-bEAjh-Zmxk232HfZ8x2z3Y450TKiPBsezpyyti09ZWHgQZauxZlu4QLnOn_A6vBV1NmsUAF7mAPonyA==\)](#)

Practicum Reflection Log 1

Feb
20

Due: Wednesday, Feb 20 at 11:00 am

Practicum Reflection Log

- A. Identify **two** students with disabilities or at risk at your practicum site. (You will need 2 students at your Mild/Moderate site, and 2 more students for your Severe site.)
- B. Respond to the following writing prompts in essay form for each student. Address **every** part of the prompt. Use complete sentences and proper grammar. Each student write up should be a **full page, single spaced**. You will have a total of 2 pages.

Title your write up with "Reflection Log: (Mild/Moderate or Severe)

Student 1: (You may use a fake name)

1. Briefly Describe the Class
 - a. Demographics, Location, Teacher/Student Ratio
2. Describe the student:
 - a. Student Behavior and How the Student Learns
 - b. Compare student description with the characteristics listed in the text - Use specific examples
 - c. How closely do they align?
3. Describe the Teacher's Involvement:
 - a. What does the teacher do to facilitate learning, assignment completion, and the achievement of other learning objectives for the student?
4. Describe the Curriculum:
 - a. What curriculum is taught in the classroom?
 - b. In what ways does the curriculum in the class seem appropriate for the student?

Student 2: (Use fake name)

Follow the same procedures for Student 2

Following are 4 examples of reflection logs:

Reflection Log Example 1.pdf [Download \(plugins/Upload/fileDownload.php?fileId=9b78ded7-nxWw-qHYL-9HCl-uo51cd3ff85d&pubhash=BkqmLga8T3IGvUNwhnRVIEzRBq7y3C-5svX7mY9NeJhs9fbvRat5yaK4qTGoP7oWvHYddoKN9jh6u1JlLhUBYw==\)](#)

Reflection Log Example 2.pdf [Download \(plugins/Upload/fileDownload.php?fileId=cf39a194-Jt09-QAtL-VJc8-Wg3ec3744597&pubhash=bfqil5jnpMyFISjVn7Nv985t06tD5R01Z_izPSRjckqxX2RgP2jFLhkVv6FrgD-E_tgXBi4OPjPTwD1eEvOmw==\)](#)

Reflection Log Example 3.pdf [Download \(plugins/Upload/fileDownload.php?fileId=8736f38a-3Sdt-159n-TTNM-KI5170709978&pubhash=sucgGLjvzPCQ4Z8PINr1SLxAcHGQB-7v6ccy4A3IE1rmbsov7RJuaf1htgDpyc3c_t5_xlQ9o8RA6KTtnr8DA==\)](#)

Reflection Log Example 4.pdf [Download \(plugins/Upload/fileDownload.php?fileId=e0dbef0f-zRFj-Oubq-KS8C-8f098433bd7a&pubhash=m7F7WQLGieR6KBohLecgj4spNEbAscR12ZV9C8GnK86L4GyeVE21vxGAhXlOnzt8rZaSB4x_MDxHOtuaAQyd8Q=\)](#)

Following is the rubric for this assignment:

Field Experience Reflection Log Rubric.docx [Download \(plugins/Upload/fileDownload.php?fileId=8b9e7c34-AmK3-5NDp-C9nU-9025de0a1ab2&pubhash=yf-1wlqslYEYaVaP66-tS7CRnzakvQS3W8EValic6NKHv87mSy1FfnKnsalrWoF1SLJsSfrBWr0WGPYAN_ymwiw==\)](#)

20

Turn in (in-class) the completed teacher evaluation filled out by your cooperating teacher.

Cooperating Teacher Evaluation.doc [Download \(plugins/Upload/fileDownload.php?fileId=1d485c95-B3ST-Oxs4-MGYd-Nd9bcb7ddaeb&](#)

[pubhash=OzxgkQdlld0SOrPzd0siUb8SOqGVHSNVKniKnrqXW5TPNca3W3DIO1n9I9DNafL_br_gwh3IEI2nSP5GzlaDTQ==\)](#)

Signed Cooperating Teacher Contract 2

**Feb
25**

Due: Monday, Feb 25 at 11:00 am

Get your contract signed by the teacher you will be working with for the second half of the semester. Agree upon a time that you will come in regularly to help in their classroom. Turn this assignment in in-class.

Participation pre-midterm

**Feb
25**

Due: Monday, Feb 25 at 11:59 pm

There is 1 pt available each class period. You must be ontime and stay the entire period to get the point.

Midterm

**Feb
27**

Due: Wednesday, Feb 27 at 11:59 pm

You are not allowed to use any notes or other materials. There is no time limit but the exam MUST be taken in one sitting and must be completed (not started) by the closing date/time. I would suggest you find a place you will not be distracted (library etc) to take the exam.

Quiz 8 (Ch. 7 & 12)

**Mar
04**

Due: Monday, Mar 04 at 10:59 am

Chapter 12: Low-Incidence Disabilities: Severe/Multiple Disabilities, Deaf-Blindness, and Traumatic Brain Injuries. Chapter 7: Autism Spectrum Disorders Quizzes are closed: note, book, internet, person, etc. and must be taken in one sitting.

Quiz 9 (Ch. 13)

**Mar
11**

Due: Monday, Mar 11 at 10:59 am

Chapter 13: Gifted and Talented Quizzes are closed: note, book, internet, person, etc. and must be taken in one sitting.

Quiz 10 (Ch. 3 & 15)

**Mar
18**

Due: Monday, Mar 18 at 10:59 am

Chapter 3: Collaborating with Parents and Families in a Culturally and Linguistically Diverse Society Chapter 15: Transition to Adulthood Quizzes are closed: note, book, internet, person, etc. and must be taken in one

Disability Research Paper

Apr
01

Due: Monday, Apr 01 at 11:00 am

For this assignment, you will write a paper on the topic you have previously selected. Remember, the topic will have to be approved before you can start writing your paper.

The paper needs to be at least 10 pages, but you are welcome to go over 10 pages if you want. The paper should have a clear thesis statement that you will support with the use of at least 10 sources (you will need at least 7 journal articles/books, and no more than 3 websites). The paper will be written in APA, which is double-spaced.

The 10 pages includes abstract, graphs, tables, and references. The graphs and tables should be included in text. This means you place the graph where it is referenced in the text. The graph should occur on a page with additional text and not on it's own page. Please include a title page and abstract but only the abstract will count towards the 10 pages.

Following is a detailed rubric for this assignment:

Research Paper Rubric.docx [Download \(plugins/Upload/fileDownload.php?fileId=f1851f4e-xQxo-ci2w-0v9E-lc8277fb5224&pubhash=dGvKcTB_EXJqAKEppninVwiqz2tNSwGPG_UF-hsiVU_K71MPvkPj8-XOdsRzE6LFbO1kgNyroRqLRy9xOsuTWg==\)](https://learningsuite.byu.edu/view/nUGbbxE8iF_v.html#instructorInform...)

Practicum Reflection Log 2

Apr
03

Due: Wednesday, Apr 03 at 11:00 am

Practicum Reflection Log

- A. Identify **two** students with disabilities or at risk at your practicum site. (You will need 2 students at your Mild/Moderate site, and 2 more students for your Severe site.)
- B. Respond to the following writing prompts in essay form for each student. Address **every** part of the prompt. Use complete sentences and proper grammar. Each student write up should be a **full page, single spaced**. You will have a total of 2 pages.

****Title your write up with "Reflection Log: (Mild/Moderate or Severe)****

Student 1: (You may use a fake name)

1. Briefly Describe the Class
 - a. Demographics, Location, Teacher/Student Ratio
2. Describe the student:
 - a. Student Behavior and How the Student Learns
 - b. Compare student description with the characteristics listed in the text - Use specific examples
 - c. How closely do they align?
3. Describe the Teacher's Involvement:
 - a. What does the teacher do to facilitate learning, assignment completion, and the achievement of other learning objectives for the student?
4. Describe the Curriculum:
 - a. What curriculum is taught in the classroom?
 - b. In what ways does the curriculum in the class seem appropriate for the student?

Student 2: (Use fake name)

****Follow the same procedures for Student 2****

Following are 4 examples of reflection logs:

Reflection Log Example 1.pdf [Download \(plugins/Upload/fileDownload.php?fileId=9b78ded7-nxWw-qHYL-9HCl-uo51cd3ff85d&pubhash=BkqmLga8T3IGvUNwhnRVIEzRBq7y3C-5svX7mY9NeJhs9fbvRat5yaK4qTGoP7oWvHYddoKN9jh6u1JlLhUBYw==\)](https://learningsuite.byu.edu/view/nUGbbxE8iF_v.html#instructorInform...)

Reflection Log Example 2.pdf [Download \(plugins/Upload/fileDownload.php?fileId=cf29a104-1t00-QAt-1V1e8](https://learningsuite.byu.edu/view/nUGbbxE8iF_v.html#instructorInform...)

Reflection Log Example 3.pdf [Download \(plugins/Upload/fileDownload.php?fileId=8736f38a-3Sdt-159n-TTNM-KI5170709978&pubhash=sucgGLjvzPCQ4Z8PINrI1SLxAcHGQB-7v6ccy4A3IE1rmbsov7RJuaf1htgDpyc3c_t5_xlQ9o8RA6KTtnr8DA==\)](#)

Reflection Log Example 4.pdf [Download \(plugins/Upload/fileDownload.php?fileId=e0dbef0f-zRFj-Oubq-KS8C-8f098433bd7a&pubhash=m7F7WQLGieR6KBohLecgj4spNEbAscR12ZV9C8GnK86L4GyeVE21vxGAhXIONzt8rZaSB4x_MDxHOtuaAQyd8Q=\)](#)

Signed Hour Log (second half)

Apr
03

Due: Wednesday, Apr 03 at 11:00 am

As you visit your practicum site, keep track of your observation hours using the attached hour log. When completed, have your cooperating teacher sign it and turn it in in-class.

CPSE 203 Log of Attendance Form (2).docx [Download \(plugins/Upload/fileDownload.php?fileId=f2299a88-VQSF-OJNO-c4A5-qHfa8481e1c5&pubhash=Wy7VSY-QecVGyVXGEQvdh2DN4x-UxKku59A2TuWviZONtTjI-W z siWiEKc9ZF4 kTgCKYJC6V6aouM7J hCw==\)](#)

Completed Cooperating Teacher Evaluation 2

Apr
03

Due: Wednesday, Apr 03 at 11:00 am

Turn in (in-class) the completed teacher evaluation filled out by your cooperating teacher.

Cooperating Teacher Evaluation.doc [Download \(plugins/Upload/fileDownload.php?fileId=1d485c95-B3ST-Oxs4-MGYd-Nd9bcb7ddaeb&pubhash=OzxgkQdld0SOrPzd0siUb8SOqGVHSNVKnIknrqXW5TPNca3W3DIO1n9I9DNafL_br_gwh3IEI2nlSP5GzlaDTQ=\)](#)

IEP Workbook

Apr
08

Due: Monday, Apr 08 at 11:00 am

Read and fill out your IEP workbook:

- Pages 1-14 are an introduction to IEPs
- Pages 15-46 is "Meet the Students." This section will help you learn and understand the parts of an IEP and has plenty of helpful examples for filling out the rest of the book.
- Pages 47-57 Learn about PLAAFP writing
 - WRITE YOUR OWN PAGES 55-56
- Pages 59-64 Learn about MAG writing
 - WRITE YOUR OWN PAGE 65
- Pages 66-71 Learn about writing benchmarks
 - PRACTICE PAGE 71
- Pages 72-73 Learn to write short-term objectives

- Pages 75-79 Learn methods of progress monitoring
 - PRACTICE PAGES 77 & 78
- Pages 81-92 Learn about related services
 - PRACTICE PAGE 90
- Pages 93-96 Learn about determining the extent to which students will participate in general education
 - PRACTICE PAGE 95
- Pages 97-106 Learn about assessment accommodations
 - PRACTICE PAGES 100, 103 & 105
- Pages 107-109 Learn about transition plans
 - PRACTICE PAGE 110

Final Project (Parts 1 and 2)

Apr
10

Due: Wednesday, Apr 10 at 11:00 am

Final Project Description.docx [Download \(plugins/Upload/fileDownload.php?fileId=d82294f9-RAht-HveM-prLw-TE45ad1a5852&](#)

[pubhash=NwH3TrKHRYis6n3WMx9pfiGPUYBtaNoDn2nVZLPZnBulUEMmEqpm3HcYte_wwYNUxD3KWzBIBAYmQfS10boXZ-](#)

Final Project Detailed Rubric.docx [Download \(plugins/Upload/fileDownload.php?fileId=d137bb83-tp9-vJ6f-OTis-cpe002951f10&pubhash=rWBwekBTTEGWsDJ_yweL92BGJmyQTQJECwx3ayldaixLv--vH6ZRrHDytWxfsi3ToQqqzhS9igMWI3oOFMefQ==\)](#)

3 pages single spaced for part 1 - Submit 1 per group

1 page single-spaced for part 2 - Each individual must submit a reflection.

Following are examples for this assignment:

Example 1: Final Part 1 Example 1.docx [Download \(plugins/Upload/fileDownload.php?fileId=150fee0d-t4Og-hdg9-3Qon-4G15e1b9bfff&](#)

[pubhash=YOjtrxEW8IBb4gAhPQLKe9MRpom7WCv3W6mN8xO8cmPe_s2hGoNdZ-Z7k4qC8x_EbvIQsOIkDWkVVXWSZwOuaw==\)](#)

Example 2: Final Part 1 Example 2.docx [Download \(plugins/Upload/fileDownload.php?fileId=1416352b-h4KX-HI7g-YnzR-DX64fd832195&](#)

[pubhash=8no4FIwBGM64s10PLjEflZJQAulUsZ5TreFKB6q9f0Jkl73kgJ1toe98yiN0W8jjkW5jWN3aMKg8rd_xmCUU3w==\)](#)

Oral Presentation

Apr
15

Due: Monday, Apr 15 at 12:59 am

Your group will give an in-class presentation of your final Project Part 1

Following is a rubric for this assignment:

Final Project Oral Presentation Rubric (1).docx [Download \(plugins/Upload/fileDownload.php?fileId=df5cae1c-](#)

Attend Intelligent Lives Screening

Apr
15

Due: Monday, Apr 15 at 11:00 am

Attend the screening of the documentary Intelligent Lives. It is playing for free at the Varsity Theatre on April 10th at 7pm. Write a 1/2 page single spaced reflection on the movie and submit on LS.

Participation midterm to final

Apr
17

Due: Wednesday, Apr 17 at 11:59 pm

Final

Apr
20

Due: Saturday, Apr 20 at 11:59 pm

This is your Final Exam. You are not allowed to use any notes or other materials. There is no time limit but the exam MUST be taken in one sitting and must be completed (not started) by the closing date/time. I would suggest you find a place you will not be distracted (library etc) to take the exam.

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

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 <https://titleix.byu.edu> (<https://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

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.

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

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 Concerns

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>).

Schedule

| Date | Topic | Readings | Assignments |
|--------------------|---|--|---|
| Week 1 | | | |
| M Jan 07 Monday | Introduction and Syllabus | | |
| W Jan 09 Wednesday | Disability Awareness | | Disability Awareness Assignment |
| Week 2 | | | |
| M Jan 14 Monday | Melissa Heath- Recognizing signs of abuse | | |
| W Jan 16 Wednesday | No class- Field experience | | Signed Cooperating Teacher Contract 1 Quiz 1 (Ch. 1 & 2) Opens |
| Su Jan 20 Sunday | FAFSA deadline for scholarship application (required for a scholarship) This is not an assignment for this class just a reminder for those applying for scholarships | | |
| Week 3 | | | |
| M Jan 21 Monday | Martin Luther King Jr Day | | Quiz 1 (Ch. 1 & 2) Closes Quiz 2 (Ch. 5) Opens |
| W Jan 23 Wednesday | Overview of Special Ed Law Placements, 504 and IDEA Pre-Referral | SG #1 Ch1&2 .docx Download Heward Ch. 1 and Ch. 2 | Quiz 3 (Ch. 4) Opens |

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| Week 4 | | | |
| M Jan 28 Monday | Learning Disabilities | Heward Ch. 5 SG #2 Ch 5 .docx Download What Every Teacher Should Know About (WETSKA) Part I WETSKA Part 1.pdf Download | Quiz 2 (Ch. 5) Closes Quiz 4 (Ch. 6 & 8) Opens |
| W Jan 30 Wednesday | Intellectual Disabilities Wonderwood College Bridge Guest Speakers | Heward Ch. 4 SG #3 Ch 4 .docx Download | Quiz 3 (Ch. 4) Closes |
| F Feb 01 Friday | Scholarship Deadline for McKay School of Education Scholarships. Please apply if you are applying to start the program fall 2019 A FAFSA must be completed by January 20th- You must complete a FAFSA to apply for a scholarship. http://education.byu.edu/apply-for-scholarships There are both needs and merit based scholarships | | |
| Week 5 | | | |
| M Feb 04 Monday | Emotional or Behavioral Disorders | Heward Ch. 6 SG #4 Ch 6&8 .docx Download | Quiz 4 (Ch. 6 & 8) Closes |
| W Feb 06 Wednesday | Communication Disorders | Heward Ch. 8 | Quiz 5 (Ch. 9 & 10) Opens |
| Th Feb 07 Thursday | | | |
| Week 6 | | | |

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| M Feb 11 Monday | <p>Lecture by Emily Darowski on library resources and APA</p> <p>The lecture will be in HBLL 2233 during regular class time.</p> <p>Please bring a laptop to work on if you prefer</p> <p>Here is a map of the library to help you find the room: https://floormaps.lib.byu.edu/#2232.</p> | <p>Bring your own computer to class. You will be asked to use it during the lecture.</p> | <p>Quiz 6 (Ch. 11) Opens</p> |
| W Feb 13 Wednesday | <p>Deafness and Hearing Loss & Blindness and Low Vision</p> <p>Deaf Ed</p> <p>Guest Speaker</p> | <p>Heward Ch. 9 & 10</p> <p>SG #5 Ch 9&10 .docx Download</p> | <p>Topic Selection (for research paper)</p> <p>Quiz 7 (Ch. 14) Opens</p> <p>Quiz 5 (Ch. 9 & 10) Closes</p> |
| Week 7 | | | |
| M Feb 18 Monday | Presidents Day | | |
| T Feb 19 Tuesday | <p>Monday Instruction</p> <p>Physical Disabilities, Health Impairments, and ADHD</p> | <p>Heward Ch. 11</p> <p>SG #6 Ch 11 .docx Download</p> | <p>Quiz 6 (Ch. 11) Closes</p> |
| W Feb 20 Wednesday | <p>Early Childhood Special Education</p> | <p>Heward Ch.14</p> <p>SG # 7 Ch 14.docx Download</p> | <p>Completed Cooperating Teacher Evaluation 1</p> <p>Quiz 7 (Ch. 14) Closes</p> <p>Signed Hour Log (first half)</p> <p>Practicum Reflection Log 1</p> |

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| M Feb 25 Monday | Review for Midterm | | Signed Cooperating Teacher Contract 2 Participation pre-midterm Quiz 8 (Ch. 7 & 12) Opens |
| W Feb 27 Wednesday | Midterm-Taken on Learning Suite No Class | | Midterm |
| Week 9 | | | |
| M Mar 04 Monday | Low Incidence Disabilities: Severe/Multiple Disabilities, Deaf-Blindness, and Traumatic Brain Injury | SG # 8 Ch 7&12.docx Download Heward Ch. 12 | Quiz 8 (Ch. 7 & 12) Closes Quiz 9 (Ch. 13) Opens |
| W Mar 06 Wednesday | Autism Spectrum Disorders | Heward Ch. 7 | |
| Week 10 | | | |
| M Mar 11 Monday | Gifted and Talented | Heward Ch. 13 SG # 9 Ch 13 .docx Download | Quiz 9 (Ch. 13) Closes Quiz 10 (Ch. 3 & 15) Opens |
| W Mar 13 Wednesday | Collaborating with Parents and Families in a culturally and Linguistically Diverse Society | Heward Ch. 3 SG #10 Ch 3&15 .docx Download | |
| Week 11 | | | |
| M Mar 18 Monday | Transition to adulthood | Heward Ch. 15 | Quiz 10 (Ch. 3 & 15) Closes |
| W Mar 20 Wednesday | IEP Process and the IEP Team Overview of Referral Process Writing IEPs, PLAAFPS, and goals Review IEP workbook | Gibb & Dyches Text Bring Gibbs & Dyches IEP book to Class. | |
| Week 12 | | | |
| M Mar 25 Monday | Planning IEP Meetings | | |
| W Mar 27 Wednesday | RTI | | |

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| M Apr 01 Monday | Multicultural Issues, Poverty | | Disability Research Paper |
| W Apr 03 Wednesday | Classroom Accommodations: Academic and Social/Behavioral | | Completed Cooperating Teacher Evaluation 2 Signed Hour Log (second half) Practicum Reflection Log 2 |
| Week 14 | | | |
| M Apr 08 Monday | Reporting Student Progress | | IEP Workbook |
| W Apr 10 Wednesday | Final Project Presentations | | Final Project (Parts 1 and 2) |
| Week 15 | | | |
| M Apr 15 Monday | Final Project Presentations Attend Intelligent Lives Screening | | Oral Presentation |
| W Apr 17 Wednesday | Review for Final Last day of class | | Participation midterm to final |
| Th Apr 18 Thursday | Winter Exam Preparation (04/18/2019 - 04/18/2019) | | |
| F Apr 19 Friday | First Day of Winter Final Exams (04/19/2019 - 04/24/2019) | | |
| Sa Apr 20 Saturday | | Final will be taken on Learning Suite and must be completed (not started) by the 20th at midnight | Final |