

Instructor/TA Info

Instructor 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.

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
12

Due: Wednesday, Sep 12 at 3:00 pm

Connection Journal 2

Sep
17

Due: Monday, Sep 17 at 3:00 pm

Signed Cooperating Teacher Contract 1

Sep
17

Due: Monday, Sep 17 at 11:59 pm

Connection Journal 3

Sep

24

Due: Monday, Sep 24 at 3:00 pm

Disability Awareness

Sep
24

Due: Monday, Sep 24 at 3:00 pm

Connection Journal 4

Oct
01

Due: Monday, Oct 01 at 3:00 pm

IRIS Visual Disability Module

Oct
03

Due: Wednesday, Oct 03 at 11:59 pm

Connection Journal 5

Oct
08

Due: Monday, Oct 08 at 3:00 pm

Practicum Reflection Log 1

Oct
10

Due: Wednesday, Oct 10 at 3:00 pm

Professionalism Evaluation 1

Oct
10

Due: Wednesday, Oct 10 at 11:59 pm

Signed Cooperating Teacher Contract 2

Oct
15

Due: Monday, Oct 15 at 11:59 pm

Connection Journal 6

Oct
17

Due: Wednesday, Oct 17 at 3:00 pm

Connection Journal 7

Oct
24

Due: Wednesday, Oct 24 at 3:00 pm

Midterm Evaluation

Oct

25 Due: Thursday, Oct 25 at 11:59 pm

Midterm Exam

Oct 25 Due: Thursday, Oct 25 at 11:59 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 30 minutes and will be over the material covered in class and in the readings.

Continuum of Placements

Oct 29 Due: Monday, Oct 29 at 11:59 pm

IRIS RTI Module

Nov 07 Due: Wednesday, Nov 07 at 3:00 pm

Complete the IRIS RTI Module and submit on LS. Directions can be found under the content tab.

IEP Workbook

Nov 12 Due: Monday, Nov 12 at 3:00 pm

IEP Template Gibb and Dyches.pdf [Download \(plugins/Upload/fileDownload.php?fileId=2f8234c8-P4KO-iEce-rwoC-wue55bcb00a2&pubhash=LKvpVaKuD3hG-wXbglkqbssEUmsYhiTMEs_mEIGjsJhwGRHKI9h9nNGVXcx2UQ85CzxORZ9Ua4gC18eMhzjsTA==\)](#)

Connection Journal 8

Nov 12 Due: Monday, Nov 12 at 3:00 pm

IRIS Assessment Module

Nov 21 Due: Wednesday, Nov 21 at 11:59 pm

Tier 2 Intervention Plan

Nov 26 Due: Monday, Nov 26 at 3:00 pm

Connection Journal 9

Nov 28 Due: Wednesday, Nov 28 at 3:00 pm

Signed Hour Log (first half)

Dec
05

Due: Wednesday, Dec 05 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
05

Due: Wednesday, Dec 05 at 12:59 am

Professionalism Evaluation 2

Dec
05

Due: Wednesday, Dec 05 at 12:59 am

Connection Journal 10

Dec
05

Due: Wednesday, Dec 05 at 3:00 pm

Practicum Reflection Log 2

Dec
05

Due: Wednesday, Dec 05 at 3:00 pm

Class Oral Presentation

Dec
10

Due: Monday, Dec 10 at 3:00 pm

Final Project

Dec
10

Due: Monday, Dec 10 at 3:00 pm

Final Exam

Dec
12

Due: Wednesday, Dec 12 at 11:59 pm

Attendance/Participation/Professionalism Points

Dec
12

Due: Wednesday, Dec 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

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 05 Wednesday	Introductions, Syllabus, three parts, Who Am I?	
Week 2		
M Sep 10 Monday	Field Experience Course Schedule and Assignments Disability Awareness Assignment	Who Am I?
W Sep 12 Wednesday	Overview of Special Ed Law, 504 and IDEA Pre-Referral	Heward Ch. 1 & 2 Connection Journal #1
Week 3		
M Sep 17 Monday	Learner Characteristics Overview of six principles High Incidence disabilities	WETSKA Part 1 Connection Journal #2 Signed Cooperating Teacher Contract 1
W Sep 19 Wednesday	Intellectual Disabilities	Heward Ch. 4
Week 4		
M Sep 24 Monday	Emotional Disturbance	Heward Ch. 6 Connection Journal #3 Disability Awareness
W Sep 26 Wednesday	Communication Disorders Learning Disabilities introduction Educating Peter	Heward Ch. 5
Week 5		

M Oct 01 Monday	Learning Disabilities simulation Room change 270 MCKB	Heward Ch. 8 Connection Journal #4
W Oct 03 Wednesday	How Difficult Can This Be? Low Incidence Disabilities: Visual and Hearing Impairments	Heward Ch. 10, then 9 IRIS Visual Disability Module
Week 6		
M Oct 08 Monday	Orthopedic Impairments and Other Health Impairments	Heward Ch. 11 Connection Journal #5
W Oct 10 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 15 Monday	Autism	Heward Ch. 7 Signed Cooperating Teacher Contract 2
W Oct 17 Wednesday	Gifted and Talented	Heward Ch. 13 Connection Journal #6
Week 8		
M Oct 22 Monday	Multicultural Issues, Poverty Midterm Exam Opens	Reading: A Day in Juan's Life which is found on Learning Suite under Content/Miscellaneous documents
W Oct 24 Wednesday	Early Intervention By Study, By Faith	Heward Ch. 14 Connection Journal #7
Th Oct 25 Thursday	Midterm Closes	Last Day to Complete Midterm Exam
Week 9		
M Oct 29 Monday	IEP Process and the IEP Team Overview of Referral Process Collaboration	Collaborative creation (review Heward Ch. 2) Continuum of Placements

W Oct 31 Wednesday	Collaboration Writing IEPs IEP Meetings	IEP workbook
Week 10		
M Nov 05 Monday	Professional work and writing By Study, By Faith	IEP workbook
W Nov 07 Wednesday	LDS Inclusion Christensen Goalview, IEP Pro	IRIS RTI Module
Week 11		
M Nov 12 Monday	Family Impact Tier 2 Intervention Plan RTI & PBS Bennett	Heward Ch. 3 Connection Journal #8 IEP Workbook Final Due Date
W Nov 14 Wednesday	Discuss the LDS Inclusion Activity Front of the CLass	
Week 12		
M Nov 19 Monday	Front of the Class IRIS module on-line. Plan Final Project with partner.	IRIS Assessment Module This may be submitted anytime before Thanksgiving.
T Nov 20 Tuesday	Friday Instruction	
W Nov 21 Wednesday	No Classes	Be grateful!
Week 13		
M Nov 26 Monday	Final Project Organization by Haley Collaboration time Assessment and evaluation	WETSKA Part 3 Tier 2 Intervention Plan
W Nov 28 Wednesday	Classroom Accomodations: Academic and Social/Behavioral	WETSKA Part 4 Connection Journal #9
Week 14		
M Dec 03 Monday	Final Project preparation Guest presenter	Get signatures on field experience documents

W Dec 05 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 10 Monday	Course Summary All course work due Share Final Projects	Final Project written report
W Dec 12 Wednesday	Joshua's story Last class period Share Final Projects Final Exam Opens (Available on LS)	Student Ratings Participation/Professionalism Attendance
Th Dec 13 Thursday	Final Exam Closes	
Week 16		
T Dec 18 Tuesday	Final Exam: 160 MCKB 2:30pm - 5:30pm	