

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

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	95%
A-	91%
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
11

Due: Wednesday, Sep 11 at 3:00 pm

Connection Journal 2

Sep
16

Due: Monday, Sep 16 at 9:00 am

Signed Cooperating Teacher Contract 1

Sep
16

Due: Monday, Sep 16 at 11:59 pm

Disability Awareness

Sep
23

Due: Monday, Sep 23 at 9:00 am

Connection Journal 3

Sep
23

Due: Monday, Sep 23 at 9:00 am

Connection Journal 4

Sep
30

Due: Monday, Sep 30 at 9:00 am

IRIS Visual Disability Module

Oct
02

Due: Wednesday, Oct 02 at 11:59 pm

Connection Journal 5

Oct
07

Due: Monday, Oct 07 at 9:00 am

Low Incidence Disabilities Fact Sheets

Oct
14

Due: Monday, Oct 14 at 11:59 pm

Signed Cooperating Teacher Contract 2

Oct
14

Due: Monday, Oct 14 at 11:59 pm

Connection Journal 6

Oct
16

Due: Wednesday, Oct 16 at 9:00 am

Professionalism Evaluation 1

Oct
16

Due: Wednesday, Oct 16 at 11:59 pm

Practicum Reflection Log 1

Oct
16

Due: Wednesday, Oct 16 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.)

Connection Journal 7

Oct

Due: Wednesday, Oct 23 at 9:00 am

Midterm Exam

Oct
28

Due: Monday, Oct 28 at 9:00 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 50 minutes and will be over the material covered in class and in the readings.

Continuum of Placements

Nov
04

Due: Monday, Nov 04 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.

Scripture Assignment

Nov
04

Due: Monday, Nov 04 at 11:59 pm

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.

IRIS RTI Module

Nov
06

Due: Wednesday, Nov 06 at 11:59 pm

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

<https://iris.peabody.vanderbilt.edu/module/rti01/> (<https://iris.peabody.vanderbilt.edu/module/rti01/>).

Connection Journal 8

Nov
11

Due: Monday, Nov 11 at 9:00 am

IEP Workbook

Nov
13

Due: Wednesday, Nov 13 at 1:00 pm

IEP Template Gibb and Dyches.pdf [Download \(plugins/Upload/fileDownload.php?fileId=2f8234c8-P4KO-iEce-rwoC-wue55bcb00a2&pubhash=LKvpVaKuD3hG-wXbglkqbssEUmsYhiTMEs_mEIGjsJhwGRHKI9h9nNGVXcx2UQ85CzxORZ9Ua4gC18eMhzjsTA==\)](https://iris.peabody.vanderbilt.edu/module/rti01/)

Tier 2 Intervention Plan

Nov

Due: Wednesday, Nov 20 at 1:00 pm

20

Optional

IRIS Assessment Module

Nov
20

Due: Wednesday, Nov 20 at 11:59 pm

Connection Journal 9

Nov
25

Due: Monday, Nov 25 at 9:00 am

Professionalism Evaluation 2

Dec
04

Due: Wednesday, Dec 04 at 12:59 am

Signed Hour Log (first half)

Dec
04

Due: Wednesday, Dec 04 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
04

Due: Wednesday, Dec 04 at 12:59 am

Connection Journal 10

Dec
04

Due: Wednesday, Dec 04 at 9:00 am

Practicum Reflection Log 2

Dec
04

Due: Wednesday, Dec 04 at 1:00 pm

Same as for log #1.

Class Oral Presentation

Dec
09

Due: Monday, Dec 09 at 1:00 pm

Final Project

Dec

Final Exam

Dec
11Due: Wednesday, Dec 11 at 12:00 am

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!

student ratings

Dec
11Due: Wednesday, Dec 11 at 11:59 pm

participation in course evaluation

Attendance/Participation/Professionalism Points

Dec
11Due: Wednesday, Dec 11 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.

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 04 Wednesday	Introductions, Syllabus, three parts, Who Am I?	
Week 2		

M Sep 09 Monday	Field Experience Course Schedule and Assignments Disability Awareness Assignment Overview	Who Am I?
W Sep 11 Wednesday	Overview of Special Ed Law, 504 and IDEA Pre-Referral	Heward Ch. 1 & 2 Connection Journal #1
Week 3		
M Sep 16 Monday	Learner Characteristics Overview of six principles High Incidence disabilities	WETSKA Part 1 Connection Journal #2 Signed Cooperating Teacher Contract 1
W Sep 18 Wednesday	Intellectual Disabilities	Heward Ch. 4
Week 4		
M Sep 23 Monday	Emotional Disturbance	Heward Ch. 6 Connection Journal #3 Disability Awareness
W Sep 25 Wednesday	Communication Disorders Educating Peter	Heward Ch. 8
Week 5		
M Sep 30 Monday	Learning Disabilities Misunderstood Minds	Heward Ch. 5 Connection Journal #4
W Oct 02 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 07 Monday	Orthopedic Impairments and Other Health Impairments Autism	Heward Ch. 11 Connection Journal #5

W Oct 09 Wednesday	Autism . Wendy Chung TED Low Incidence Disabilities: Severe and Multiple Disabilities and Traumatic Brain Injury	Heward Ch. 7
Th Oct 10 Thursday		
Week 7		
M Oct 14 Monday	Learning Disabilities simulation	Signed Cooperating Teacher Contract 2 Heward Ch. 12
W Oct 16 Wednesday	Principles of IDEA-examples from Rachel Gifted and Talented Poverty ELLs, Multicultural students Final Exam Closes	Heward Ch. 13 Professionalism Evaluation 1 Practicum Reflection Log 1 Connection Journal #6
Week 8		
M Oct 21 Monday	Study and discussion groups Early Intervention Explain the IEP workbook	Reading: A Day in Juan's Life Found on Learning Suite under Content/Miscellaneous documents The Sneetches
T Oct 22 Tuesday	Midterm Exam Opens	
W Oct 23 Wednesday	Temple Grandin	Heward Ch. 14 Connection Journal #7
F Oct 25 Friday	Midterm Closes	Last Day to Complete Midterm Exam
Week 9		
M Oct 28 Monday	Writing Quality Individualized Education Programs GG	(review Heward Ch. 2) Bring the IEP workbook
W Oct 30 Wednesday	IEP Process and the IEP Team Overview of Referral Process Collaboration IEP Meetings Continuum of Placements	Continuum of Placements (in class assignment)
Week 10		

M Nov 04 Monday	Continuum of Placements Professional work and Research, By Study, By Faith	Find and share a scripture related to our learning in this class.
W Nov 06 Wednesday	Inclusion in Faith-based settings - Teach the Spirits Inclusion Activity	IRIS RTI Module
Week 11		
M Nov 11 Monday	Tier 2 Intervention Plan assignment Front of the Class	Heward Ch. 3 Connection Journal #8
W Nov 13 Wednesday	Front of the Class Family Impact	IEP Workbook Final Due Date
Week 12		
M Nov 18 Monday	Writing IEPs Smith RTI & PBS	IRIS Assessment Module
W Nov 20 Wednesday	Assessment and evaluation Project Organization by Aubrie Collaboration time	WETSKA Part 3 Tier 2 Intervention Plan
Week 13		
M Nov 25 Monday	Classroom Accommodations: Academic and Social/Behavioral Guest Presenter Shurtleff	WETSKA Part 4 Connection Journal #9 Be grateful!
W Nov 27 Wednesday	No Classes	
Week 14		

M Dec 02 Monday	Joshua's story Final Project preparation	Get signatures on field experience documents
W Dec 04 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 09 Monday	Course Summary All course work due Share Final Projects	Final Project written report
W Dec 11 Wednesday	Last class period Share Final Projects	Student Ratings Participation/Professionalism Attendance
Th Dec 12 Thursday	Final Exam Opens (Available on LS)	
Week 16		
M Dec 16 Monday	Final Exam: 380 BRMB 7:00am - 10:00am	