

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.

Materials

Item	Price (new)	Price (used)
 <u>Guide to Writing Quality IEP's 3e WKBK - Required</u> by Gibb, G	59.99	45.00
 <u>What Every Teacher Should Know About Adaptations...</u> - Required by Carter, N	24.99	18.75
 <u>Exceptional Children - Required</u> by Heward, W	99.99	75.00

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

Grade	Percent
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Grades	Percent
A-	91%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Grading Policy

Assignments submitted on or before the due date may earn full points. Assignments submitted after the due date will have a 10% per day deduction. Exceptions to this policy will need to be cleared with the instructor in advance of the due date.

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

Who am I?

Sep
02

Due: Thursday, Sep 02 at 11:59 pm

Who am I? assignment can be found under content.

Connection Journal 2

Sep
09

Due: Thursday, Sep 09 at 9:00 am

Connection Journal 1

Sep
09

Due: Thursday, Sep 09 at 9:00 am

Signed Cooperating Teacher Contract 1

Sep
09

Due: Thursday, Sep 09 at 11:59 pm

Connection Journal 3

Sep

Disability Awareness**Sep**

Due: Thursday, Sep 16 at 9:00 am

Sep

Due: Thursday, Sep 16 at 9:00 am

16

Connection Journal 4**Sep****23**

Due: Thursday, Sep 23 at 9:00 am

IRIS Visual Disability Module**Sep****28**

Due: Tuesday, Sep 28 at 11:59 pm

Complete the IRIS module for Visual Disability and submit your answers to the assessment questions found that the end.

https://learningsuite.byu.edu/plugins/Upload/fileDownload.php?fileId=46d38642-bcl6-DJgh-xLAU-kgca050d55a2&pubhash=Ay835qz_CBA4ixlqBVo2U0qM0BeChp195dnUvszxaf2NJ5OdnZlz5M4wgGf6md4TP_PbDMdpPphQ4tyvvi2Aw==

Connection Journal 5**Sep****30**

Due: Thursday, Sep 30 at 9:00 am

Low Incidence Disabilities Fact Sheets**Oct****07**

Due: Thursday, Oct 07 at 9:30 am

Work with a partner to complete this assignment. In about a page, share facts about your assigned low incidence disability. Include what it is, the causes, treatments, and educational approaches. And any other information you feel would be helpful for the class to know.

Connection Journal 6**Oct****12**

Due: Tuesday, Oct 12 at 9:00 am

Midterm Exam**Oct****14**

Due: Thursday, Oct 14 at 8:00 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.

Professionalism Evaluation 1**Oct****19**

Due: Tuesday, Oct 19 at 11:59 pm

Practicum Reflection Log 1**Oct****19**

Due: Tuesday, Oct 19 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

3. Describe the learning activities during each session and identify any learning difficulties of the students. (4 pts.)
4. Background information that 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.)
5. List an accommodation from the WETSKA text that could address the students' difficulties. (3 pts.)
6. The dates and times you volunteered. (2 pts.)

Signed Hour Log (first half)

Oct
19

Due: Tuesday, Oct 19 at 11:59 pm

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

Connection Journal 7

Oct
21

Due: Thursday, Oct 21 at 9:00 am

Signed Cooperating Teacher Contract 2

Oct
21

Due: Thursday, Oct 21 at 11:59 pm

IEP Workbook Ch 1-3

Oct
28

Due: Thursday, Oct 28 at 9:30 am

IEP Template Gibb and Dyches.pdf [Download \(plugins/Upload/fileDownload.php?fileId=2f8234c8-P4KO-iEce-rwoC-wue55bcb00a2&pubhash=LKvpVaKuD3hG-wXbglkqbssEUmsYhiTMEs_mEIGjsJhwGRHKI9h9nNGVxcx2UQ85CzxORZ9Ua4gC18eMhzjsTA==\)](#)

Bring your IEP workbooks to class with chapters 1-3 complete.

Scripture Assignment

Oct
28

Due: Thursday, Oct 28 at 9:30 am

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.

Continuum of Placements

Oct
28

Due: Thursday, Oct 28 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. This assignment will be done in class.

Connection Journal 8

Nov
02

Due: Tuesday, Nov 02 at 9:00 am

IRIS RTI Module

Nov
04

Due: Thursday, Nov 04 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/>)

Nov
09

IEP Workbook Class, Nov 09 at 10:45 am

Bring your IEP workbooks to class with chapters 4-6 complete.

IRIS Assessment Module

Nov
12

Due: Friday, Nov 12 at 11:59 pm

Tier 2 Intervention Plan

Nov
16

Due: Tuesday, Nov 16 at 11:59 pm

See Tier 2 Plan and Case Study under content.

Connection Journal 9

Nov
18

Due: Thursday, Nov 18 at 9:00 am

Connection Journal 10

Nov
23

Due: Tuesday, Nov 23 at 9:00 am

Practicum Reflection Log 2

Dec
02

Due: Thursday, Dec 02 at 11:59 pm

Same as for log #1.

Professionalism Evaluation 2

Dec
02

Due: Thursday, Dec 02 at 11:59 pm

Signed Hour Log (second half)

Dec
02

Due: Thursday, Dec 02 at 11:59 pm

Class Oral Presentation

Dec
07

Due: Tuesday, Dec 07 at 9:00 am

Final Project

Dec
07

Due: Tuesday, Dec 07 at 9:00 am

See Final Project information under content tab.

Attendance/Participation/Professionalism Points

Dec

Due: Thursday, Dec 09 at 11:59 pm

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 class will help you to learn and earn. A few points will be given for participation in discussions, learning

Dec
09

Due: Thursday, Dec 09 at 11:59 pm

participation in course evaluation

Final Exam

Dec
10

Due: Friday, Dec 10 at 10:00 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 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!

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

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <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. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

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

While COVID 19 conditions persist and until further notice, students and faculty are required to wear face coverings at all times on campus, at all academic events, and in this expectation.

Students who feel sick, including exhibiting symptoms commonly associated with COVID 19 (fever; cough; shortness of breath/difficulty breathing; chills; muscle pain; sore throat; new loss of taste or smell; etc.) should not attend class and should work with their instructor to develop a study plan for the duration of the illness.

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.

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 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, 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

McKay School of Education Policies

McKay School of Education Diversity, Inclusion, and Belonging Statement

The David O. McKay School of Education is committed to fostering an environment that values diversity, promotes equity, and invites belonging for all students, faculty, and staff as we strive to fulfill Brigham Young University’s mission “to assist individuals in their quest for perfection and eternal life.” (1)

We recognize the divine worth of each child of our Heavenly Parents, and we endeavor to accept each other with understanding and respect for our differences. Christ’s example inspires our approach to learning, teaching, and leadership. As educators, we actively seek to overcome biases that limit people’s educational opportunities. As fellow human beings, we consciously seek to embrace all people “regardless of their race, gender, sexual orientation, or other distinguishing feature.” (2)

Recognizing there is work to do, the McKay School of Education invites all students, faculty, and staff to join in our commitment to a culture of love and unity. Together, we must humbly heed our prophet’s admonition “to lead out in abandoning attitudes and actions of prejudice,. . . promote respect for all of God’s children,” and teach others to do so. (3)

Schedule

Date	Column 1	Column 2
Week 1		
M Aug 30 Monday		

T Aug 31 Tuesday	Introductions, Syllabus, three parts, Who Am I?	
Th Sep 02 Thursday	Field Experience Course Schedule and Assignments Disability Awareness Assignment Overview	Who Am I? Who am I?
Week 2		
M Sep 06 Monday	Labor Day	
T Sep 07 Tuesday	Devotional: President Kevin J Worthen and Peggy S. Worthen Overview of Special Ed Law, 504 and IDEA Pre-Referral	Heward Ch. 1 & 2
Th Sep 09 Thursday	Learner Characteristics Overview of six principles High Incidence disabilities	WETSKA Part 1 Signed Cooperating Teacher Contract 1 Connection Journal 1 Connection Journal 2
Week 3		
T Sep 14 Tuesday	Devotional: Dale G. Renlund, Quorum of the Twelve Apostles Intellectual Disabilities	Heward Ch. 4
Th Sep 16 Thursday	Emotional Disturbance	Heward Ch. 6 Connection Journal 3 Disability Awareness
Week 4		
T Sep 21 Tuesday	Devotional: Paul B. Pieper, General Authority Seventy Communication Disorders Educating Peter	Heward Ch. 8
Th Sep 23 Thursday	Learning Disabilities How Difficult Can This Be? Misunderstood Minds	Heward Ch. 5 Connection Journal 4
Week 5		
T Sep 28 Tuesday	Forum: Martin Luther King, III, American Human Rights Activist Low Incidence Disabilities: Visual and Hearing Impairments	Heward Ch. 10, then 9 IRIS Visual Disability Module
Th Sep 30 Thursday	Orthopedic Impairments and Other Health Impairments Autism	Heward Ch. 11 Connection Journal 5

T Oct 05 Tuesday	Autism . Wendy Chung TED	Heward Ch. 7
Week 6		
Th Oct 07 Thursday	Low Incidence Disabilities: Severe and Multiple Disabilities and Traumatic Brain Injury Share Low Incidence Fact Sheets	Heward Ch. 12 Low Incidence Disabilities Fact Sheets
Week 7		
T Oct 12 Tuesday	Devotional: W. Christopher Waddell, First Counselor in the Presiding Bishopric Early Intervention Share Low Incidence Fact Sheets Principles of IDEA-examples from Rachel Gifted and Talented Poverty ELLs, Multicultural students	Heward Ch. 13 Connection Journal 6
Th Oct 14 Thursday	Midterm Exam Opens at 8:00 am and Closes at 8:00 pm No Class Today- Midterm Day Midterm Exam	Reading: A Day in Juan's Life Found on Learning Suite under Content/Miscellaneous documents The Sneetches
Week 8		
T Oct 19 Tuesday	Devotional: Becky Craven, Second Counselor in the Young Women General Presidency Writing Quality Individualized Education Programs	Heward Ch. 14 Bring the IEP workbook Practicum Reflection Log 1 Professionalism Evaluation 1 Signed Hour Log (first half)
Th Oct 21 Thursday	Temple Grandin	(review Heward Ch. 2) Signed Cooperating Teacher Contract 2 Connection Journal 7
Week 9		
T Oct 26 Tuesday	Forum: Rev. Dr. Andrew Teal, Chaplain, Fellow, & Lecturer in Theology, Pembroke College Temple Grandin	Heward Ch. 15
Th Oct 28 Thursday	Find and share a scripture related to our learning in this class. IEP Process and the IEP Team Overview of Referral Process Collaboration in IEP Meetings	IEP Workbook Ch 1-3 Scripture Assignment Continuum of Placements

Week 10		
T Nov 02 Tuesday	<p>Continuum of Placements Devotional: Julie Valentine, Professor of Nursing at BYU</p> <p>Inclusion in Faith-based settings - Teach the Spirits</p> <p>Inclusion Activity</p> <p>Family Impact</p>	<p>Heward Ch. 3</p> <p>Connection Journal 8</p>
Th Nov 04 Thursday	<p>Tier 2 Intervention Plan assignment</p> <p>Front of the Class</p>	IRIS RTI Module
Week 11		
T Nov 09 Tuesday	<p>Devotional: Gilbert W. Fellingham, Professor of Statistics at BYU</p> <p>Front of the Class</p> <p>By Study, by Faith</p>	IEP Workbook Ch 4-6
Th Nov 11 Thursday	<p>By Study, By Faith</p> <p>Assessment and Evaluation</p> <p>Response to Intervention & Positive Behavior Support</p>	WETSKA Part 3
F Nov 12 Friday		IRIS Assessment Module
Week 12		
T Nov 16 Tuesday	<p>Devotional: W. Mark Bassett, General Authority Seventy</p> <p>Field Trip to Oakridge</p>	Tier 2 Intervention Plan
Th Nov 18 Thursday	<p>Differentiated Instruction</p> <p>Final Project Organization</p> <p>Collaboration time</p> <p>Accommodations: Academic and Social/Behavioral</p>	<p>Start getting signatures on field experience documents</p> <p>WETSKA Part 4</p> <p>Connection Journal 9</p>
Week 13		
T Nov 23 Tuesday	<p>Friday Instruction</p> <p>Friday Instruction</p>	<p>WETSKA Part 2</p> <p>Connection Journal 10</p> <p>Be grateful!</p>
Th Nov 25 Thursday	Thanksgiving	

Th Nov 25 Tuesday	Franks, William Barber, II, American Protestant Minister and Social Activist	
Week 14	Accommodations Learning in Practicum Flex time	
Th Dec 02 Thursday	Three Letters from Teddy Exam Review Joshua's Story Partner Collaboration	Practicum Reflection Log 2 Professionalism Evaluation 2 Signed Hour Log (second half)
Week 15		
T Dec 07 Tuesday	Devotional: Neil L. Andersen, Quorum of the Twelve Apostles Share Final Projects	Class Oral Presentation Final Project Final Project written report and presentation
Th Dec 09 Thursday	Last class period All course work due. Share Final Projects	Attendance/Participation/Professionalism Points Student ratings
F Dec 10 Friday	Fall Exam Preparation (12/10/2021 - 12/10/2021) Final Exam	
Sa Dec 11 Saturday		
Week 16		
M Dec 13 Monday	First Day of Fall Final Exams (12/13/2021 - 12/17/2021)	
Week -27		
Th Feb 17 Thursday		
Week -19		
T Apr 12 Tuesday		