Syllabus
CPSE 447R: Secondary Practicum Severe

Brigham Young University
Department of Counseling Psychology and Special Education
Winter Semester 2010

Credit Hours: 1 semester hour
Location and Time: On Site

Instructor: Barbara Smith M.Ed.

Office Hours: M: 3-4pm and by appointment and open door policy

Contact Information: Office: 422-8396, barbara_smith@byu.edu 340R MCKB

Required Text: None

Course Description: This course is designed to allow for a practicum experience in secondary settings with an emphasis on Transition.

Prerequisites: Successful completion of fall semester CPSE courses or approval

Mission Statement of the BYU Special Education Programs:
We maximize the potential of diverse learners with individualized educational needs to elevate their quality of life. We accomplish this by supporting the mission and aims of a BYU education as we integrate teaching, research, and service. We specifically:

- Prepare competent and moral educators who select, implement, and evaluate research-based effective teaching practices and appropriate curriculum for learners with special needs.
- Prepare master special educators who provide collaborative leadership to foster the moral development and improve learning and social competence of exceptional children with challenging behaviors.
- Add to the knowledge base of special education and related disciplines through research.
- Serve and advocate for learners with individualized educational needs and others who support them.

Course Content:
This course is designed to prepare special educators to understand the challenges of adolescence and to effectively assess, teach, and make adaptations for secondary level students with disabilities in transition.

Methodologies/Teaching Strategies:
Course format may include but not be limited to lecture, group discussion, panel discussion, small group work, service learning, and research participation.
## Course Objectives:

**Syllabus Elements: Mapping Core Course Outcomes to the Conceptual Framework Aims & INTASC Evaluation Standards**

<table>
<thead>
<tr>
<th>Core Course Outcomes</th>
<th>Conceptual Framework Aims</th>
<th>INTASC Evaluation Standards</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>Continuum of placement and services available for individuals with disabilities at the secondary level.</td>
<td>CF1, CF3, CF4</td>
<td>S1: Subject Matter</td>
<td>Practicum Learning Log</td>
</tr>
<tr>
<td>Psychological and social-emotional characteristics of individuals with disabilities as adolescents and young adults.</td>
<td>CF1, CF4</td>
<td>S3: Diverse Learners</td>
<td>Practicum Learning Log</td>
</tr>
<tr>
<td>Specialized materials and instructional approaches for individuals with disabilities at the secondary level.</td>
<td>CF1, CF2</td>
<td>S2: Student Learning</td>
<td>Practicum Learning Log</td>
</tr>
<tr>
<td>Advantages and limitations of instructional strategies and practices for teaching individuals with disabilities at this level.</td>
<td>CF1, CF3, CF4</td>
<td>S2: Student Learning</td>
<td>Practicum Learning Log</td>
</tr>
<tr>
<td>Strategies for integrating student initiated learning experiences into ongoing instruction.</td>
<td>CF1, CF3, CF4</td>
<td>S2: Student Learning</td>
<td>Practicum Learning Log</td>
</tr>
<tr>
<td>Methods for guiding individuals in identifying and organizing critical vocational content.</td>
<td>CF1, CF4</td>
<td>S2: Student Learning</td>
<td>Vocational Assessment</td>
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<tr>
<td>Assessing for transition planning.</td>
<td>CF2</td>
<td>S8: Assessment</td>
<td>Vocational Assessment</td>
</tr>
<tr>
<td>Multicultural competence in transition planning processes</td>
<td>CF1, CF4</td>
<td>S3: Diverse Learners</td>
<td>Demographics Survey</td>
</tr>
<tr>
<td>Use resources and techniques for transitioning individuals with disabilities into and out of school and post-school environments.</td>
<td>CF3</td>
<td>S1: Subject Matter</td>
<td>Practicum Learning Log</td>
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Course Expectations:
1. Students will adhere to the BYU Honor Code.
2. Students will attend 15-20 practicum hours through the course of the semester. The mentor on-site teacher needs to be informed of your absence or reason for tardiness at least one hour BEFORE the appointment for it to be considered excused. Each hour missed that is not made-up, EXCUSED OR UNEXCUSED, will result in ONE GRADE LEVEL DROP (e.g. an A= an A-).
3. Students will complete all assignments on time. Late assignments will not be accepted without prior instructor approval. Assignments are due at the beginning of class.

Assignments:
1) Class participation: You must attend a total of 15-20 hours at TWO approved secondary practicum sites. One site will emphasize transitional goals while the other will emphasize academic goals. (See Secondary Practicum Contract Sheet for more information).
2) Secondary Practicum Contract Sheet: You will submit a contract signed by you and your practicum supervisor (see attached). This form is to be submitted to Barbara Smith no later than February 1, 2010.
3) Employment Interest Survey: You will learn and administer an employment interest survey. You will be given two weeks to complete the survey with a secondary student. This will be due on Feb. 16th.
4) Practicum Reflections: You will answer 10 questions (see attached) regarding your practicum experience. Each log (addressing two questions) should be 1-2 typed pages (double spaced) of reflection. These reflections are to be submitted at the beginning of every other class period beginning February 8th-April 5th (8th, 22nd, 8th, 22nd, 5th).
5) Professionalism: You will be evaluated in your practicum for your professionalism by yourself, your on-site mentor teacher, or your professor at both the mid-term and final.
6) Transition Assessment: You will administer and report on an appropriate assessment for a secondary student in the practicum. The due date will be ________________.
7) Livetext Demographic Survey: You will complete a Field Experience Demographic (FED) survey for your practicum site on Livetext.

Secondary Practicum Contract Sheet 10
Cooperating Teacher Evaluations 20
Employment Interest Survey 20
Practicum Reflections 100
Practicum Hours Completed 40
Transition Assessment 30
Livetext Demographic Survey/Student Ratings 10
Professionalism Evaluations (PIBS) 20

250

Evaluation:

<table>
<thead>
<tr>
<th>A</th>
<th>96-100%</th>
<th>A-</th>
<th>90-95%</th>
<th>B+</th>
<th>87-89%</th>
<th>B</th>
<th>84-86%</th>
</tr>
</thead>
<tbody>
<tr>
<td>B-</td>
<td>80-83%</td>
<td>C+</td>
<td>77-79%</td>
<td>C</td>
<td>73-76%</td>
<td>C-</td>
<td>70-72%</td>
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<tr>
<td>D+</td>
<td>67-69%</td>
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<td>63-66%</td>
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**Preventing Sexual Harassment:**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

**Students with Disabilities:**

Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD Office. 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. You should contact the Equal Employment Office at 422-5895, D-282 ASB.

**Statement on Diversity:**

The McKay School of Education and Brigham Young University are committed to preparing students to serve effectively in a diverse society. In this course students will learn methods and material that may be adapted to various settings and contexts. Students are expected to demonstrate the knowledge, skills, and dispositions to effectively apply the course content when working with individuals and groups with varying abilities and backgrounds.

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**Secondary Practicum Reflection Journal Questions**

**CPSE 447**

**Directions:** Each journal entry is meant to be a reflection of your practicum experience. Entries should be 1-2 pages typed and double-spaced. Reflections are due at the beginning of class beginning February 8, 2010 with the last one being due on April 5, 2010. Entries should be clearly labeled with the number and the question, your name, and the setting. Choose ten of the following questions that match your student’s needs (two each due date).

1. Share your thoughts in choosing this site and what you hope to learn here. Give a brief background on the experience/training of your mentor teacher and what you must do to be “highly qualified” to teach in a similar class.

2. Describe the students served at your site (disability categories, SES, ethnic backgrounds, etc.) and tell how the students qualified for the program they are in.
3. Work with your mentor teacher to choose one student with whom to work. Discuss with the student his/her goals for the future. Discuss the identified goals in relation to the transition planning and assessment.

4. What did you learn from giving the assessment? Consider: setting, duration, communication, results, and future goals. In what ways was this experience beneficial to you as a prospective special educator? How might it have been improved?

5. Identify strengths and weaknesses of a student you are working with, and what recommendations you would make in guiding the student’s choices for employment. Remember their interests and dreams.

6. Describe 3-4 pro-active strategies you could implement in the classroom to minimize social and sexual problems. Provide a rationale for their selection.

7. What types of assistive technology are being used at your setting? What additional resources could be helpful? Give three ideas for appropriate use of technology that you would recommend to the school team.

8. Using a Teacher’s Planning Calendar format, design appropriate leisure, recreation and transportation activities for students in your classroom for one month.

9. Examine your attitudes toward students who are diverse with respect to culture, language, religion, gender, disability, socio-economic status and sexual orientation. Self-evaluate your behavior as you relate to students of diversity by considering your body language, eye contact, voice tone, proximity, positive versus negative comments, and diverse students’ responses to your behavior.

10. Explain something that has been a challenge for you personally with this experience. What did you do to make the situation better? Identify something that was particularly rewarding. What could you do to build on this idea if you were continuing as the classroom teacher?

11. Imagine that you are working with your student’s parents in an IEP Mtg. What information could you share with them that would help them plan for the student’s future? Consider the parents’ level of training, experience, needs, resources, etc. Possible ideas include guardianship, financial planning, insurance, outside agencies, and independent living.

12. Think of the students with whom you worked. What are your hopes for the future of the student(s)? Identify a critical skill which could be taught now that would facilitate reaching a goal.

13. Look at the curriculum your practicum student is working on. Go to the USOE core curriculum and identify the next step in the scope and sequence of the content. What can you do to prepare your student for this next step? Identify the steps.

14. Write you own question based on your experience in the practicum setting.
Approved Practicum Sites: (Severe)

**Jordan:**
- **South Valley**
  - South Valley
  - Cindy Mitchell
  - 565-7592
  - M-T before 9:30
  - 10:30-12:00
  - 8400 S 1700 W
  - West Jordan, UT
- **Stepphi Call**
  - speter3@hotmail.com

**Nebo:**
- **Mt. Nebo Jr. High**
  - Wendy Stoker
  - 465-6040
  - 7:50-2:30
  - 851 W 450 S
  - Payson, UT
- **Mapleton Jr. High**
  - JoEdan Parker
  - 489-2892
  - 8:00-2:35
  - 362 East 1200 North
  - Mapleton, UT
- **Stephani Call**
  - speter3@hotmail.com

**Provo:**
- **East Bay Post-High**
  - Staci Yamada
  - 616-2777
  - 8:30-2:30 MTWF
  - 1170 South 350 East
  - staci yamada@yahoo.com

**Alpine:**
- **Lehi High School**
  - Michelle Holbrook
  - 768-7000
  - 9-2
  - 180 N 500 E
  - Lehi, UT
  - mhholbrook@alpine.k12.ut.us
  - ext. 102
- **Orem High School**
  - Ashley Dilworth
  - 227-8765
  - T-F 9-12, 12:45-2:15
  - 175 S 400 E
  - Orem, UT
  - walsa745@alpine.k12.ut.us
  - ext. 126
  - m 8:45-1:15
- **Timpanogos High**
  - Jake Figueira
  - 223-3120
  - 7:45-2:15
  - 1450 N 200 E
  - Orem, UT
  - figuj786@alpine.k12.ut.us
- **Lone Peak High**
  - Tim Pead
  - 717-4568
  - 2 hr. classes
  - 10189 N 4800 W
  - Highland, UT
  - tpead@alpine.k12.ut.us
  - ext. 118
  - 7:45, 11, 12:45

**Wasatch:**
- **Wasatch High School**
  - Sami Graham
  - 435-654-0640
  - 1:00-2:30
  - 64 E 600 S
  - Heber, UT
  - sami.clyde@wasatch.edu
  - Anna White
  - 435-657-3100
  - anna.white@wasatch.edu
  - ext. 3739
Secondary Practicum Contract Sheet
CPSE 447R  Winter 2010
(Due: 2/01/10)

Name: ____________________________  Instructor: ____________________________

Transition Practicum Site:  SOUTH VALLEY  WASATCH HIGH
EAST BAY POST HIGH  OREM HIGH
ALPINE TRANSITION & EMPLOYMENT CENTER
OTHER ____________________________ (circle one)

Academic Practicum Site:  MT. NEBO JR. HIGH  OREM HIGH
MAPLETON JR. HIGH  PAYSON HIGH
TIMPANOGOS HIGH  LONE PEAK HIGH
OTHER ____________________________ (circle one)

***NOTE: You must have 2 sites circled; one from each category (transition and academic.)***

First date of practicum:  02/01/10  Last date of practicum:  04/05/10

Day and time frame you will be coming - TRANSITION SITE: ____________________________

Day and time frame you will be coming - ACADEMIC SITE: ____________________________

***NOTE: Students who are doing two full days of practicum work may also need to complete an individual practicum project. (Needs to total 15-20 hours. Missed time must be made-up).***

Comments/Questions/Concerns:

Signature of Student: ____________________________ Date: __________________

Signature of TRANSITION Supervisor: ____________________________ Date: ___________

Signature of ACADEMIC Supervisor: ____________________________ Date: ___________