COUNSELING PSYCHOLOGY AND SPECIAL EDUCATION 490
WINTER SEMESTER 2008
COURSE DESCRIPTION AND EXPECTATIONS

Course & Title: Educating Individuals with Disabilities

Credit: 1.0 credit hour

Room and Time: 26 MCKB
4:00-4:50 pm Tuesday

Texts: Student Teacher/Intern Handbook, Brigham Young University
Department of Counseling, Psychology and Special Education

Instructor: JoAnn Munk, M.S.
Email: JoAnn_Munk@byu.edu
Office: 237-E McKay
Phone: 422-9133

Course/Description: A seminar class that coincides with student teaching and internship experiences.

Prerequisites: Completion of special education program.

Course Objectives:
CPSE 490 is a companion course to your student teaching and intern experience. The Student Teaching/Intern Handbook outlines the goals and objectives for the student teaching/intern courses (CPSE 487R or 496R).

Additional objectives for this course:
1. Participation in class discussion
2. Blackboard/discussion board weekly reflection journals
3. Read articles from professional publications relevant to the needs of special educators and students with disabilities
4. Research and make a professional presentation on a current topic in the field
5. Establish a continuum of lifelong professional development
6. Complete PIBS, FED, CDS, complete exit interview with CPSE secretary (Robyn Chatterly)

Course Expectations:
• Adhere to the BYU Honor Code on and off campus.
• Attend all class sessions
• Actively participate in all learning activities and discussions
• Be prepared for each class by completing all assignments
• Join a professional organization
• Be professional in typed written assignments: proof-read prior to submission. Reports should be free of spelling, grammatical, and typographical errors.
• Hand in all assignments ON TIME.
Course Content (TBA after first class period)

- Diversity—
  - different approaches to learning creating instructional opportunities adapted to diverse learners
- Instructional Strategies—
  - Inclusion/Co-Teaching Practices
  - Learning and teaching strategies
  - Selecting and using appropriate curriculum
  - Adapting Curriculum Strategies
- Management—
  - Create a learning environment that encourages positive social interaction
  - Active engagement in learning and self motivation
  - Behavioral/Emotional Disabilities—interventions, reinforcement procedures, monitoring, generalization plans
- Planning—
  - The IEP process, pre-referrals, accommodations in the general class
  - IEP development
  - Special Education Law
  - Scheduling and Organizing a Classroom
- Assessment to Instruction—
  - Formal
  - CBA, CBM (DIBELS)
  - Behavior observations
- Interpersonal Relationships—
  - Working with Para-educators
  - Family Issues and Working with Parents
  - Personal reflection techniques on interactions with students, parents, colleagues
- Communication—
  - Collaboration verbal and non-verbal techniques
  - Collaborating with general education and support personnel

Methods/Teaching Strategies: The instructor and individual student presenters will use a variety of teaching approaches including discussion, recitation, small group problem solving, and out of class application and activities in practicum settings.
## Syllabus Elements: Mapping Core Course Outcomes to the Conceptual Framework Aims & INTASC Evaluation Standards

<table>
<thead>
<tr>
<th>Core Course Outcomes</th>
<th>CEC Standard</th>
<th>Conceptual Framework Aims</th>
<th>INTASC Evaluation Standards</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| Models, theories, and philosophies that form the basis for special education practice. | CC1K1, CC1K3, IC1K2, CC4S1, CC4S4, CC4S5, IC4K3, IC4S1, IC4S4, IC4S5, IC4S6, CC5K3, CC7K1, CC7K2, CC7S5 | CF1: Embrace and Apply the Moral Dimensions of Teaching  
  - Practicing nurturing pedagogy  
  - Providing access to knowledge  
  - Enculturating for democracy  
- Ensuring responsible stewardship of the schools  
CF2: Demonstrate Academic Excellence  
CF3: Model Collaboration  
CF4: Act with Social Competence | S1: Subject Matter  
S2: Student Learning  
S3: Diverse Learners  
S4: Instructional Strategies  
S5: Learning Environments  
S6: Communication  
S7: Planning Instruction  
S8: Assessment  
S9: Reflection and Professional Development  
S10: Collaboration, Ethics, & Relationships | Class Participation, Reflection Journals, Questions |
<p>| Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs. | CC1K4, CC1K7, CC7K5, IC8K2, IC8K3 | CF1, CF2, CF3, CF4 | S2, S3, S6, S10 | Class Participation, Reflection Journals |
| Articulate personal philosophy of special education. | CC1S1, CC9S5 | CF2 | S9 | Class Participation, Reflection Journals, Professional Presentation |
| Specialized materials for individuals with disabilities. | IC4K1, CC5K1, IC5K2, IC5K3 | CF1 | S5, S6 | Class Participation, Reflection Journals |
| Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with disabilities. | IC4S3, CC5K2 | CF1, CF4 | S5 | Class Participation, Reflection Journals |
| Teacher attitudes and behaviors that | CC5K5, IC5K4, CC7S7 | CF1, CF3 | | Collaboration Class Participation, Reflection |</p>
<table>
<thead>
<tr>
<th>Influence behavior of individuals with exceptional learning needs. Social skills needed for educational and other environments.</th>
<th>CC7K3, CC7S1</th>
<th>CF1, CF4</th>
<th>S9, S10</th>
<th>Journals, Professionalism Evaluation</th>
</tr>
</thead>
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<tr>
<td>National, state or provincial, and local curricula standards.</td>
<td>CC7S10, CC7S11, CC7S13</td>
<td>CF1, CF2</td>
<td>S2, S4, S7, S9</td>
<td>Class Participation, Organization &amp; Scheduling Assignment, Reflection Journals</td>
</tr>
<tr>
<td>Prepare and organize materials to implement daily lesson plans.</td>
<td>CC8K1, CC8K2, CC8S4, CC8S5, CC8S9, IC8K1</td>
<td>CF1, CF2, CF4</td>
<td>S8</td>
<td>Class Participation, Reflection Journals, Article Reflections</td>
</tr>
<tr>
<td>Develop or modify individualized assessment strategies.</td>
<td>CC9K1, CC9K2, CC9S1, CC10S10</td>
<td>CF1, CF4</td>
<td>S3</td>
<td>Class Participation, Reflection Journals, Personal IEP</td>
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<tr>
<td>Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.</td>
<td>CC9K3, CC9S1, CC9S10, IC9K1, IC9K2, CC10K1, IC10K3</td>
<td>CF1, CF3, CF4</td>
<td>S9</td>
<td>Class Participation, Reflection Journals, Professionalism Involvement, Personal IEP</td>
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ASSIGNMENTS AND GRADING

1. **Class Participation**: The material and discussions that we have in class will impact your ability to succeed in your student teaching/intern placement. Therefore, participation during CPSE 490 is critical. During each class you will participate in group discussions. In each weekly class you will rate yourself on your preparation (readings), participation and attendance (including staying for the full duration of class and coming on time) using a scale of one to 6. If you are absent you will lose the participation points for that class period. (Total 48 points)

2. **Questions from Student Teaching Handbook**: You will read through the Special Education Student Teaching Handbook and prepare two questions or concerns that you have to assist in our classroom discussion. (Total 10 points)

3. **Practicum Survey**: You will complete the two practicum surveys. (Total 2 points)

4. **Weekly Reflection Journal**: At the conclusion of each teaching week I want to know how you are doing. This will be accomplished through a weekly message to BLACKBOARD under COMMUNICATION/DISCUSSION BOARD. It is to be conducted as a reflection journal on what you have learned based on the weekly class topic, questions you may have, comments on the readings, methods you want to implement in your classroom and so forth. This is not a journal about your personal life. You are required to submit your journals to me each Friday by 11:00 PM. Each reflection is worth 10 points, and it should be one half to one typed page in length. Your journal will be scored on the 4 criteria listed in the rubric at the end of the syllabus. (Total 50 points)

5. **Reflection of Article Reading**: You will type a reflection of 1 journal article, one page based on the following criteria:
   - Reflection on article presented at district meeting(s) you attended
   This reflection will be handed at the beginning of class along with the article you read. The article is to be highlighted and annotated. This is to be a reflection versus a summary. In your write-up consider how you will apply the content of the article to your teaching situation. This will take the place of one weekly reflection. (Total 15 points)

6. **Topic Selection and Task Analysis**: You will select a research topic from the provided list. You will write a behavioral objective for your topic presentation and task analyze the steps you will follow to meet your stated objective. (Total 20 points).

7. **Research and Presentation on a Current Topic**: You will research and make a professional presentation on a current topic in the field of Special Education. **One week prior to your presentation date you will submit a complete topic outline, time outline, and ideas for handouts, etc to the instructor for final approval.** (These will be approved by the instructor by the next school day.) You will be graded according the rubric at the end of the syllabus. (Total 150 points).

8. **Annual IEP meetings Schedule of for the year**: You will bring to class a copy of you IEP schedule for the year that contains student initials, IEP date and whether it is a new IEP, an annual IEP or a 3yr evaluation and IEP. (Total 20 points)

9. **Weekly Teaching/Meeting Schedule**: You will bring to class your weekly teaching schedule for you and your para (if you have one) that includes, collaboration with regular education teachers, student contact (groups and individual) IEP and assessment times. (Total 40 points)

10. **Personal IEP**: You will write an IEP on yourself in the areas of academic, physical, and spiritual. The goals must be met within the semester for you to receive full credit. A raw data sheet and graph with your collected
data will be turned in at the end of the semester. **THIS WILL CONTINUE UNTIL THE END OF THE SEMESTER.** (Total 60 points)

11. **Professional Involvement:** You will need to join a professional organization (CEC, DDD, UEA, SCEC, etc.) of your choosing. Write one-half page single space description of your experience with this organization. (Total 20 points)

12. **Live Text Surveys:** You will fill out and turn in the form at the end of the syllabus stating that you completed the PIBS, FED, CDS and attended your exit interview with the CPSE secretary. (Total 10 points)

**Absence and Assignment Policy:**
Absence and Tardies affect your class participation points—Two points are possible if you are actively participating during class, one point for arriving on time, two points for completing all assignments **BEFORE** class and one point for staying until the end of class (no partial points will be awarded). Assignments are to be handed in at the **beginning** of class on the due date designated by the instructor. This applies in case of absences as well. **No assignments will be accepted after the last day of class.**

**Late Work:**
Late assignments will be accepted only if circumstances arise that make it impossible for you to turn in an assignment on time, and must be cleared with the instructor **prior** to the due date. On a case by case basis you may be permitted to hand in an assignment after the required date with a 10% per day loss of points towards the final score.

**Evaluation:**
- Participation (6 pts. each week) 48 pts
- Reflection Journals (10 pts. each week) 50 pts
- Questions (2) from Student Teaching Handbook 10 pts
- Practicum Survey (complete on-line) 2 pts
- Professional Article Reading 15 pts
- Topic selection & task analysis 20 pts
- Research & Presentation 150 pts
- Personal IEP (10 weeks) 60 pts
- Annual IEP Schedule 20 pts
- Weekly Teaching/Meeting Schedule 40 pts
- Professional Involvement 20 pts
- Live Text Surveys 10 pts

**TOTAL** 445 pts

**Grading Criteria**

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<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tr>
<td>95-100%</td>
<td>A</td>
<td>78-79</td>
<td>C+</td>
<td>60-64</td>
<td>D-</td>
</tr>
<tr>
<td>90-94</td>
<td>A-</td>
<td>75-77</td>
<td>C</td>
<td>Below 60%</td>
<td>E</td>
</tr>
<tr>
<td>88-89</td>
<td>B+</td>
<td>70-74</td>
<td>C-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>85-87</td>
<td>B</td>
<td>68-69</td>
<td>D+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>80-84</td>
<td>B-</td>
<td>65-67</td>
<td>D</td>
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**Grading:** Grading your performance is a complex process. As your teacher, I consider myself a mentor, but as your evaluator I must be as impartial and objective as possible. Your grades will reflect both effort and achievement.

**Please turn off all cell phones during class time. Make sure your email is updated on the university system. Special announcements regarding this class will be sent via email to you and you will be responsible for their content.**
Honor Code Standards: 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 my own 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 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 University Accessibility Center (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 University Accessibility Center. 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 individuals and groups with varying abilities and background.

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.