Syllabus
CPSE 440: Curriculum and Instruction for Secondary Students with Disabilities
Brigham Young University
Department of Counseling Psychology and Special Education
Winter Semester 2010

Credit Hours: 2 semester hours
Location and Time: MCKB 341 Monday 4-5:50 pm
Instructor: Barbara Smith M.Ed.
Contact Information: 340R MCKB 422-8396, Barbara_smith@byu.edu
Office Hours: M: 3-4pm and by appointment and open door policy
Course Description: Curriculum and instruction for secondary special needs students including adaptations, accommodations, transition and behavior intervention plans
Prerequisites: Successful completion of fall semester CPSE courses

Supplemental Materials: to be supplied by instructor or on-line

Course Expectations:
1. Students will adhere to the BYU Honor Code. Each person will conduct self in accordance with standards of professionalism. Students will attend all classes and actively participate in discussions, activities, research, and group work. Late arrivals or early dismissals are inappropriate. Five participation points will be deducted for each class missed, and two points for every unexcused tardy or early dismissal. Inform the instructor of your absence or tardiness at least ½ hour BEFORE class.

2. Complete all assignments on time. Written reports must be typed, proof-read, spell-checked and written in American Psychological Association (APA) style. No late assignments are accepted- except in rare extenuating circumstances such as extreme illness or death in the family (addressed on an individual basis). Assignments are due at the beginning of class.

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 is not limited to lecture, group discussion, panel discussion, small group work, service learning, and research participation.

Assignments:
1) Professionalism: You evaluate yourself on in-class professionalism. The instructor will also evaluate you. Discrepancies in evaluations will be discussed with students individually in a meeting with the instructor. Respect and consideration are expected.

Class participation: Attendance and participation in the class activity/discussion are expected, not working on personal business. Please monitor your own behavior.

2) Tour Summary Sheet: You will fill out a form as you take the tour of South Valley (see attached).

3) In-depth report/handout-disability category in transition: You will be assigned a disability to research and give a detailed report regarding transition for students with that type of disability. In your report address the specifics of this disability:
   a) Define the disability
   b) Give the rate of occurrence
   c) List known causes for this disability
   d) Teach strategies for secondary students with this disability [give at least 5]
   e) Explain the transition process for these students
   f) Use at least 4 credible resources

   *NOTE*: The report may be completed in APA format. It should include a handout or brochure. Please spell check all papers before you submit the paper! You can expect this paper to be 3-4 pages!

4) Oral presentation: In class, give a well-prepared presentation (approximately 8 minutes) about the disability you wrote your report on. Grading rubrics will be available.

5) Transportation/Recreation/Leisure Assignment: You will be assigned a local area and mode of transportation for individuals with disabilities to write a report on. You will need to address the following in your write-up: a) How students would access the area through the transportation you have been assigned; be sure to note the reliability and convenience of this transportation b) define the purpose of the organization c) explain what population the service is designed to support d) explain how the service is funded e) give a brief summary of activities provided f) explain the pros and cons you noticed g) explain the ease of use of this facility for those with disabilities; does it help to breed independence? This report needs to be long enough to cover all of the necessary information.

6) Individualized Transition/Budget Plan: 1) An ITP should be written for a student you are currently working with in the practicum using the necessary forms. Include any assistive technology that they will need. Or, 2) complete a monthly budget for a student according to the requirements listed on the budget rubric.

7) Secondary Lesson Plan: You will write a lesson plan using the concept of direct instruction model and teach the lesson to one or more students at your practicum site. Write a page discussing your experience teaching this lesson plan. Include the information about how age-appropriate this lesson plan was and how effective you were in meeting the lesson objective. Include what you would do differently if you were to teach the lesson again.

8) Chapter quizzes: There will be approximately 10 quizzes covering the reading during the semester.
Point System:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism</td>
<td>20</td>
</tr>
<tr>
<td>Attendance</td>
<td>20</td>
</tr>
<tr>
<td>Tour Summary Sheet</td>
<td>20</td>
</tr>
<tr>
<td>In-depth Report disability category in transition</td>
<td>40</td>
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<tr>
<td>Present Disability report</td>
<td>10</td>
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<tr>
<td>Disability Report Handout</td>
<td>10</td>
</tr>
<tr>
<td>ITP/Budget</td>
<td>25</td>
</tr>
<tr>
<td>Transportation/Recreation/Leisure Assignment</td>
<td>50</td>
</tr>
<tr>
<td>Secondary Lesson Plan</td>
<td>25</td>
</tr>
<tr>
<td>Chapter Quizzes</td>
<td>50</td>
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<tr>
<td>Course evaluation</td>
<td>5</td>
</tr>
<tr>
<td>Final</td>
<td>50</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>325</strong></td>
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Evaluation:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-94%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>83-86%</td>
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<tr>
<td>C+</td>
<td>77-79%</td>
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<tr>
<td>C</td>
<td>73-76%</td>
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<tr>
<td>C-</td>
<td>70-72%</td>
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<tr>
<td>D+</td>
<td>67-69%</td>
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<td>D</td>
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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.

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.
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.

Bibliography:


www.dspd.utah.gov
www.usoe.k12.ut.us/sars/
www.nichey.org
www.teen-aid.org/State Resources/Utah.htm
www.usor.utah.gov
www.uen.org/core/health/downloads/appendix e.pdf
www.vcu.edu/rrteweb/cyberu/webcast/wehmeyer_webresources.pdf

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**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>Council for Exceptional Children</th>
<th>INTASC Evaluation Standards</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>CF 1: Embrace and Apply the Moral Dimensions of Teaching</td>
<td>CEC knowledge and skill base for all entry-level special education teachers of students with exceptionalities in individualized general curriculum</td>
<td>S1: Subject Matter S2: Student Learning S3: Diverse Learners S4: Instructional Strategies S5: Learning Environments S6:</td>
<td>Classroom professionalism ratings Student self-evaluations Peer-review of reports</td>
<td></td>
</tr>
</tbody>
</table>
| Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice of transition/secondary special education. | CF 1: Embrace and Apply the Moral Dimensions of Teaching  
- Practicing nurturing pedagogy  
- Providing access to knowledge  
- Enculturating for democracy  
- Ensuring responsible stewardship of the schools  
CF4 | CC1K10, CC10S1  
S1: Subject Matter  
S10: Collaboration, Ethics, & Relationships | Final, Chapter Quizzes |
| Continuum of placement and services available for individuals with disabilities at the secondary level. | CF1, CF3, CF4  
CF 1: Embrace and Apply the Moral Dimensions of Teaching  
- Practicing nurturing pedagogy  
- Providing access to knowledge  
- Enculturating for democracy  
- Ensuring responsible stewardship of the schools  
CC2K4, IC3S1, IC4K4, CC5S2, CC5K7, CC7S8, | S1: Subject Matter  
S10: Collaboration, Ethics, & Relationships | Final, Chapter Quizzes, IEP paperwork |
| Psychological and social-emotional characteristics of individuals with disabilities as adolescents and young adults. | CF1, CF4  
CF 1: Embrace and Apply the Moral Dimensions of Teaching  
- Practicing nurturing pedagogy  
- Providing access to knowledge  
- Enculturating for democracy  
- Ensuring responsible stewardship of the schools  
IC3S1, CC6K1 | S3: Diverse Learners | Final, Chapter Quizzes |
| Specialized materials and | CF1, CF2 | CC3K2, IC3S1, | S2: Student | Final, Chapter |
| Communicatio  
S7: Planning Instruction  
S8: Assessment  
S9: Reflection and Professional Development  
S10: Collaboration, Ethics, & Relationships |
<table>
<thead>
<tr>
<th>Instructional Approaches for Individuals with Disabilities at the Secondary Level.</th>
<th>CC5K7, IC5S4, IC5S3, IC5S6, CC7S8</th>
<th>Learning S3: Diverse Learners S4: Instructional Strategies S5: Learning Environments</th>
<th>Quizzes, Lesson plans, group reports/presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advantages and Limitations of Instructional Strategies and Practices for Teaching Individuals with Disabilities at This Level.</td>
<td>CC3K2, CC5K7, CC7S8, CC9K9, IC9S3, CC10S3, CC10S6, CC10S7, CC10S8, CC10S9, IC10K3, IC10S1</td>
<td>S2: Student Learning S3: Diverse Learners S4: Instructional Strategies S5: Learning Environments</td>
<td>Final, Chapter Quizzes</td>
</tr>
<tr>
<td>Strategies for Integrating Student Initiated Learning Experiences into Ongoing Instruction.</td>
<td>CC2K4, CC3K2, CC5K7, CC5S8, CC5S9, CC7S8, CC10K4, IC10S1, IC10S2, IC10S3, IC10S4, IC10S5</td>
<td>S2: Student Learning</td>
<td>Lesson Plans</td>
</tr>
<tr>
<td>Methods for Guiding Individuals in Identifying and Organizing Critical Vocational Content.</td>
<td>CC2K4, CC3K2, IC3S1, IC4K4, CC5K7, CC7S8</td>
<td>S2: Student Learning</td>
<td>Final, Chapter Quizzes, IEP paperwork</td>
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<tr>
<td>Assessing for Transition Planning.</td>
<td>CC2K4, CC3K2, IC4K4, CC5S2, CC5S8, CC5S9, CC7S6</td>
<td>S8: Assessment</td>
<td>Administration of Assessment</td>
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<tr>
<td>Multicultural Competence in Transition Planning Processes.</td>
<td>CC2K4, CC6K1, CC5K10, CC5S14, CC10K4,</td>
<td>S3: Diverse Learners</td>
<td>Chapter Quizzes</td>
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<tr>
<td>Use Research-Supported Methods for Academic Instruction of Secondary Age Individuals with Disabilities.</td>
<td>CC3K2, IC4K2, CC4S2, CC4S6, CC5S8, CC5S9, CC5S12, CC5S13, IC5S11, IC5S12, CC7S12, CC7S14, IC7S1, IC7S3, IC7S4, IC7S6, IC7S7, CC10K4</td>
<td>S1: Subject Matter S2: Student Learning S7: Planning Instruction</td>
<td>Final, Chapter Quizzes, Lesson plans, group reports/presentations</td>
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<tr>
<td>Use Research-Supported Methods for Non-Academic Instruction of Secondary Age Individuals with Disabilities.</td>
<td>CC3K2, IC4K2, CC4S2, CC4S6, CC5S8, CC5S9, CC5S12, CC5S13, IC5S1, IC5S7, IC5S8, IC5S9, IC5S11, IC5S12, CC7S12, CC7S14, IC7S1, IC7S3, IC7S4, IC7S6,</td>
<td>S1: Subject Matter S2: Student Learning S7: Planning Instruction</td>
<td>Final, Chapter Quizzes, Lesson plans, group reports/presentations</td>
</tr>
<tr>
<td>Use appropriate adaptations and technology for all individuals with disabilities</td>
<td>CF1, CF2</td>
<td>CC3K2, IC4K2, IC4S6, CC5S8, CC5S9, CC5S12, CC5S13, IC5S2, IC5S11, IC5S12, CC7S12, CC7S14, IC7S1, IC7S3, IC7S4, IC7S6, IC7S7, CC10K4</td>
<td>S6: Communication</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>CC3K2, IC4K2, CC4S2, CC4S6, CC5S8, CC5S9, CC5S12, CC5S13, CC5S14, IC5S2, IC5S11, IC5S12, CC7S12, CC7S14, IC7S1, IC7S3, IC7S4, IC7S6, IC7S7, CC10K4</td>
<td>S1: Subject Matter S2: Student Learning S7: Planning Instruction</td>
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**Expected Learning Outcomes:**
Upon completion of the Special Education Severe Disabilities Undergraduate Program, teacher candidates meet the needs of students with disabilities through competencies related to the Interstate New Teacher Assessment and Support Consortium and the Council for Exceptional Children (Common Core and Individualized Independence Curriculum). The six primary learning outcomes of this program include:

1. **Assessment:** Candidates select, administer, and interpret appropriate tests to determine if students are eligible for special education, to plan and adjust daily instruction, and to monitor student progress toward Individualized Education Plan (IEP) goals.

2. **Teaching:** Candidates use effective teaching practices and assistive technologies to help students with severe disabilities master their IEP goals in areas such as functional living skills, communication skills, reading, and mathematics.

3. **Behavior:** Candidates use effective behavior improvement strategies to help students increase appropriate social behavior and to prevent and reduce inappropriate behaviors.

4. **Collaboration:** Candidates work effectively with parents, professionals, paraprofessionals, and others in the school and community to help students with disabilities achieve their IEP goals.

5. **Interpersonal Relations:** Candidates work with students, parents, professionals, paraprofessionals, and others in the school and community with kindness and respect regardless of their diverse backgrounds.

6. **Professional Practice:** Candidates fulfill all duties and assignments, comply with all education laws and policies, and continue to improve professional practice.