Syllabus
CPSE 440: Curriculum and Instruction for Secondary Students with Disabilities
Brigham Young University
Department of Counseling Psychology and Special Education
Winter Semester 2018

Credit Hours: 2 semester hours
Location and Time: 355 MCKB Thursday 1:30-3:30
Instructor: Barbara Smith M.Ed.
340R MCKB  422-8396  Barbara_smith@byu.edu
Office Hours: Open door policy and by appointment
Teaching Assistant: Jess Wollenzien   jesswollenzien93@gmail.com
Available for appointments if needed
Course Description: Curriculum and instruction for secondary special needs students in transition.
Prerequisites: Successful completion of fall semester CPSE courses

Course Expectations:
1. Professional behavior is expected for all. Students will adhere to the BYU Honor Code. Each person will conduct his- or herself in accordance with standards of professionalism (PIBS). Students will attend all classes and actively participate in discussions, activities, research, and group work. Late arrivals or early dismissals are unprofessional. Points will be earned through consistent attendance, on-time arrival and participation. Please 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) (which will be addressed on an individual basis). Assignments are due at the beginning of class.

3. Approach this personal opportunity for growth with courage, faith, and a positive attitude. (Worthen, P., 1/5/2016)

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 severe disabilities in academic and employment transition settings.

Methodologies/Teaching Strategies:
Course format may include but is not limited to lecture, group discussion, guest presentation, panel discussion, small group work, group presentations, curriculum based assessment, service learning, and research participation. In addition, online content will be used.

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

2) **Class participation:** Attendance, punctual arrival, remaining for the entire class period and participation in the class activity/discussion are expected. Points are earned by participation.

3) **School Tour with Technology:** You will take a tour of a transition school and interview a school leader. Document your learning through video or photographs.

4) **Disability Transition Project:** You will choose 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:
   - Briefly: a) Define the disability  
     b) Give the rate of occurrence  
     c) List known causes for this disability
   - Detailed:  
     d) Describe (5) teaching strategies for sec. students with this disability  
     e) Explain the transition process for these students  
     f) Use at least 4 credible resources

*NOTE:* The report must be completed in APA format. Please edit all papers before submission. This paper should be 4-5 pages in length. In class, give a well-prepared presentation highlighting the **teaching strategies and the transition process** (approximately 6-8 minutes) about the disability you reported on. It should include a handout or brochure. Grading rubrics are available.

5) **Transportation/Recreation/Leisure Assignment:** You will select a local destination and modes of transportation for individuals with disabilities to report on. You will need to address the following in your write-up: a) How students would access the destination through two types of detailed transportation; 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 and how it helps to foster independence. This report needs to be long enough to cover all of the necessary information.

6) **Individualized Transition/Budget Plan:** This assignment will be completed in-class. 1) An ITP should be written for a student you are currently working with in the practicum using the necessary form. 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 in direct instruction format 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 5-10 quizzes covering the reading during the semester.

9) **IRIS Module:** School Counselors: Facilitating Transitions for Students with Disabilities from High School to Post-School Settings
Point System:

| Professionalism, Attendance, SR, Participation | 30 |
| Study Guide for Leah Lobato Video | 10 |
| Disability Transition Project | 40 |
| School Tour with Technology | 25 |
| ITP/Budget Plan | 10 |
| IRIS Module | 10 |
| Transportation, Recreation and Leisure Assignment | 50 |
| Secondary Lesson Plan | 15 |
| Chapter Quizzes | 50 |
| Final Exam | 50 |

| Total | 275 |

Evaluation:

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<tr>
<th>Grade</th>
<th>Percent Range</th>
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<tr>
<td>A</td>
<td>96-100%</td>
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<td>A-</td>
<td>91-95%</td>
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<td>B+</td>
<td>87-90%</td>
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<td>B-</td>
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Policies and General Information:

Relevant BYU, McKay School of Education, and Special Education Policies
http://education.byu.edu/cpse/documents/general%20syllabi%20department%20information%20%28Repaired%29.pdf

Mission Statement of the BYU Special Education Programs

BYU Honor Code
Plagiarism
Preventing Sexual Harassment
Students with Disabilities
Statement on Diversity

USOE Teacher Candidate Grade and Retention Rule
Candidates must have grades of C or better and a total BYU GPA of 3.0 in all courses required for a teaching major to be recommended for licensure in Utah. Students must meet these requirements to be admitted to and remain in a teaching major and to student teach. If students do not meet the requirements, they may change their major or retake courses until they meet the requirements.

Websites:
www.ode.state.or.us
www.dspd.utah.gov
www.usoe.k12.ut.us/sars/
www.nichey.org
www.teen-aid.org/StateResources/Utah.htm
www.usor.utah.gov
www.uen.org/core/health/downloads/appendix_e.pdf
www.vcu.edu/rrteweb/cyberu/webcast/wehmeyer_webresources.pdf
www.jordandistrict.org
www.graniteschools.org
www.alpineschools.org
www.nebo.edu
www.provo.edu
www.wasatch.edu
Bibliography:


# 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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</table>
|                      | 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  
                      CF2: Demonstrate Academic Excellence  
                      CF3: Model Collaboration  
                      CF4: Act with Social Competence | CEC knowledge and skill base for all entry-level special education teachers of students with exceptionalities in individualized general curriculum | 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 | Classroom professionalism ratings  
Student self-evaluations  
Peer-review of reports |

**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 | 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 | 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**

|                      | CF1, CF4  
CF 1: Embrace and Apply the Moral Dimensions of Teaching | IC3S1, CC6K1 | S3: Diverse Learners | Final, Chapter Quizzes |
<table>
<thead>
<tr>
<th>Topic</th>
<th>CF1, CF2</th>
<th>CF1, CF3, CF4</th>
<th>CF1, CF4</th>
<th>CF2</th>
<th>CF1, CF4</th>
<th>CF1, CF2, CF4</th>
<th>CF1, CF2, CF4</th>
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<tr>
<td>disabilities as adolescents and young adults.</td>
<td>CF1, CF2</td>
<td>CC3K2, IC3S1, CC5K7, IC5S4, IC5S3, IC5S6, CC7S8</td>
<td>CC3K2, IC3K2, CC5K7, CC7S8, CC9K9, IC9S3, CC10S3, CC10S6, CC10S7, CC10S8, CC10S9, IC10K3, IC10S1</td>
<td>CC2K4, CC3K2, IC3S1, IC4K4, CC5K7, CC7S8</td>
<td>CF1, CF2, CF4</td>
<td>CC3K2, IC3K2, CC4S2, CC4S6, CC5S8, CC5S9, CC5S12, CC5S13, IC5S11, IC5S12, CC7S12, CC7S14, IC7S1, IC7S3, IC7S5</td>
<td>Final, Chapter Quizzes, Lesson plan, group reports/presentations</td>
</tr>
<tr>
<td>Specialized materials and instructional approaches for individuals with disabilities at the secondary level.</td>
<td>CF1, CF2</td>
<td>CC3K2, IC3S1, CC5K7, IC5S4, IC5S6, CC7S8</td>
<td>CC3K2, IC3K2, CC5K7, CC7S8, CC9K9, IC9S3, CC10S3, CC10S6, CC10S7, CC10S8, CC10S9, IC10K3, IC10S1</td>
<td>CC2K4, CC3K2, IC3S1, IC4K4, CC5K7, CC7S8</td>
<td>CF1, CF2, CF4</td>
<td>CC3K2, IC3K2, CC4S2, CC4S6, CC5S8, CC5S9, CC5S12, CC5S13, IC5S11, IC5S12, CC7S12, CC7S14, IC7S1, IC7S3, IC7S5</td>
<td>Final, Chapter Quizzes, Lesson plan, group reports/presentations</td>
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<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>CC3K2, CC5K7, CC7S8, CC9K9, IC9S3, CC10S3, CC10S6, CC10S7, CC10S8, CC10S9, IC10K3, IC10S1</td>
<td>CC2K4, CC3K2, IC3S1, IC4K4, CC5K7, CC7S8</td>
<td>CC2K4, CC3K2, IC3S1, IC4K4, CC5K7, CC7S8</td>
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<td>Final, Chapter Quizzes, Lesson plan, group reports/presentations</td>
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<td>Strategies for integrating student initiated learning experiences into ongoing instruction.</td>
<td>CF1, CF3, CF4</td>
<td>CC3K2, IC3S1, IC4K4, CC5K7, CC7S8</td>
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<td>CC3K2, IC3K2, CC4S2, CC4S6, CC5S8, CC5S9, CC5S12, CC5S13, IC5S11, IC5S12, CC7S12, CC7S14, IC7S1, IC7S3, IC7S5</td>
<td>Final, Chapter Quizzes, Lesson plan, group reports/presentations</td>
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<td>Methods for guiding individuals in identifying and organizing critical vocational content.</td>
<td>CF1, CF4</td>
<td>CC2K4, CC3K2, IC3S1, IC4K4, CC5K7, CC7S8</td>
<td>CC2K4, CC3K2, IC3S1, IC4K4, CC5K7, CC7S8</td>
<td>CC2K4, CC3K2, IC3S1, IC4K4, CC5K7, CC7S8</td>
<td>CF1, CF2, CF4</td>
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<td>Final, Chapter Quizzes, Lesson plan, group reports/presentations</td>
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<td>Assessing for transition planning.</td>
<td>CF2</td>
<td>CC2K4, CC3K2, IC3S1, IC4K4, CC5K7, CC7S8</td>
<td>CC2K4, CC3K2, IC3S1, IC4K4, CC5K7, CC7S8</td>
<td>CC2K4, CC3K2, IC3S1, IC4K4, CC5K7, CC7S8</td>
<td>CF1, CF2, CF4</td>
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<tr>
<td>Multicultural competence in transition planning processes</td>
<td>CF1, CF4</td>
<td>CC2K4, CC6K1, CC5K10, CC5S14, CC10K4, CC10K4, CC10K4, CC10K4</td>
<td>CC2K4, CC6K1, CC5K10, CC5S14, CC10K4, CC10K4, CC10K4, CC10K4</td>
<td>CC2K4, CC6K1, CC5K10, CC5S14, CC10K4, CC10K4, CC10K4, CC10K4, CC10K4</td>
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<td>Final, Chapter Quizzes, Lesson plan, group reports/presentations</td>
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<tr>
<td>Use research-supported methods for academic instruction of secondary age individuals with disabilities.</td>
<td>CF1, CF2, CF4</td>
<td>CC3K2, IC4K2, CC4S2, CC4S6, CC5S8, CC5S9, CC5S12, CC5S13, IC5S11, IC5S12, CC7S12, CC7S14, IC7S1, IC7S3, IC7S5</td>
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<td>CF1, CF2, CF4</td>
<td>CC3K2, IC4K2, CC4S2, CC4S6, CC5S8, CC5S9, CC5S12, CC5S13, IC5S11, IC5S12, CC7S12, CC7S14, IC7S1, IC7S3, IC7S5</td>
<td>Final, Chapter Quizzes, Lesson plan, group reports/presentations</td>
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<tr>
<td>Use research-supported methods for non-</td>
<td>CF1, CF2, CF4</td>
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<td>CC3K2, IC4K2, CC4S2, CC4S6, CC5S8, CC5S9, CC5S12, CC5S13, IC5S11, IC5S12, CC7S12, CC7S14, IC7S1, IC7S3, IC7S5</td>
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<td>CF1, CF2, CF4</td>
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<td>Expected Learning Outcomes:</td>
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<td>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:</td>
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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.