

**Syllabus**  
**CPSE 447R: Secondary Practicum Severe**

Brigham Young University  
Department of Counseling Psychology and Special Education  
Winter Semester 2016

- Credit Hours:** 1 semester hour  
**Location and Time:** On site in local public schools
- Instructor:** Barbara Smith M.Ed. [barbara\\_smith@byu.edu](mailto:barbara_smith@byu.edu)  
Office: 340R MCKB 422-8396, hours are by appointment
- Teaching Assistant:** Eliza Cortes (elizarcortes@gmail.com)
- Course Description:** This course provides an opportunity for teacher candidates to work with students with severe disabilities in secondary settings with an emphasis on transition and secondary life skills.
- Prerequisites:** Successful completion of fall semester CPSE courses

**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:**

The practicum is directly related to your CPSE 440 course work. It is an opportunity to apply the knowledge you gain from the course. Course format may include but not be limited to lecture, online group discussion, panel discussion, small group work, service learning, research participation and online components.

**Syllabus Elements:** Below are the outcomes expected of teacher-candidates in the course. These outcomes match the Conceptual Framework Aims & INTASC Evaluation Standards. Please read and review these to assure you have gained the necessary knowledge and skills.

<b>Core Course Outcomes</b>
<b>Knowledge-Based Objectives</b>
Continuum of placement and services available for individuals with disabilities at the secondary level.
Psychological and social-emotional characteristics of individuals with disabilities as adolescents and young adults.
Specialized materials and instructional approaches for individuals with disabilities at the secondary level.
Advantages and limitations of instructional strategies and practices for teaching individuals with disabilities at this level.
Strategies for integrating student initiated learning experiences into ongoing instruction.
Methods for guiding individuals in identifying and organizing critical vocational content.
Assessing for transition planning.
Multicultural competence in transition planning processes
<b>Skill-Based Objectives</b>
Use resources and techniques for transitioning individuals with disabilities into and out of school and post-school environments
Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals
Create a safe, equitable positive and supportive learning environment in which diversities are valued
Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences
Use research-supported methods for academic instruction of secondary age individuals with disabilities
Use research-supported methods for non-academic instruction of secondary age individuals with disabilities.
Use appropriate adaptations and technology for all individuals with disabilities.
Identify and teach essential concepts, vocabulary, and content across the general curriculum.

**Course Expectations:**

1. You are representing yourself, Special education, and BYU, therefore you are expected to adhere to the BYU Honor Code.
2. Students will attend a minimum of **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. 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 at least 15 hours total 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 no later than **February 3rd**.
- 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 **February 24th**.
- 4) **Practicum Reflections:** You will answer 10 questions (see attached) regarding your practicum experience. Each of the five logs (addressing two questions) should be 1-2 typed pages (double spaced) of reflection. These reflections are to be submitted at the beginning of class on the dates listed on the **CPSE 440 Class Schedule**.
- 5) **Professionalism:** You will be evaluated in your practicum for your professionalism by yourself, your on-site mentor teacher, and 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 **March 9<sup>th</sup>**.

Secondary Practicum Contract Sheet	10
Cooperating Teacher Evaluations (2)	10
Employment Interest Survey	10
Practicum Reflections	50
Practicum Hours Completed	40
Assessment using Brigance Transition Skills Inventory	20
Professionalism, participation, Student Ratings	<u>10</u>
	<b>150</b>

**Evaluation:**

A	96-100%	A-	90-95%	B+	87-89%	B	84-86%
B-	80-83%	C+	77-79%	C	73-76%	C-	70-72%
D+	67-69%	D	63-66%	D-	60-62%	E	60%-

**Policies and general information**

<http://education.byu.edu/cpse/documents/general%20syllabi%20department%20information%20%28Repaired%29.pdf>

**Mission Statement of the BYU Special Education Programs**

**Students with Disabilities**

**Statement on Diversity**

**Preventing Sexual Harassment**

**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 submitted online before class starts beginning **February 10, 2016** with the last one being due on **April 6, 2016**. Entries should be clearly labeled with the reflection **number, 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.

**Secondary Practicum Contract Sheet**  
**CPSE 447R Winter 2016**  
(Due: 2/3/2016)

Name: \_\_\_\_\_ Instructor: \_\_\_\_\_

Transition Practicum Site:      SOUTH VALLEY                      WASATCH HIGH  
   EAST BAY POST HIGH                      BRIDGES  
   ATEC                      OTHER \_\_\_\_\_  
   (circle one)

Academic Practicum Site:      OREM HIGH                      LEHI HIGH  
   LONE PEAK HIGH                      TIMPVIEW HIGH  
   OTHER \_\_\_\_\_  
   (circle one)

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

First date of practicum: 01/13/16                      Last date of practicum: 04/6/16

Day and time frame you will attend- TRANSITION SITE: \_\_\_\_\_

Day and time frame you will attend- ACADEMIC SITE: \_\_\_\_\_

\*\*\***NOTE:** Needs to total at least 15 hours. Missed time must be made-up. Please notify the teacher in advance if you need to miss because of illness or emergency.

Comments/Questions/Concerns:

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of TRANSITION Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of ACADEMIC Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_