Exit data taken from graduating seniors at the completion of their program during 2007 and 2008 school years indicates a need to better prepare students in Special Education for their role in planning, writing and implementing Individual Education Plans (IEPs). Federal and state laws require that each K-12 student identified as in need of special education and related services must have an IEP based upon non-discriminatory assessment data.

The concepts and skills needed to assess a student, plan and write their IEP, and implement the IEP have been taught in several special education classes, including SPED 201 Field Experience with Exceptional Students. It is proposed that these several different teaching units and their accompanying projects be put together in one course. SPED 387 IEP Development: Assessment to Implementation (2 cr.) will focus on the IEP process as a whole (see attached syllabus).

In order to add SPED 387 IEP Development: Assessment to Implementation (2 cr.) and maintain the Special Education Program at the same number of credit hours SPED 201 Field Experience with Exceptional Students (2 cr.) will be made an faculty determined elective. Students currently earn 16 credit hours of field experience in SPED 491 Observation and Practicum (4 cr.) and SPED 492 Student Teaching (12 cr.).

Faculty will offer SPED 201 Field Experience with Exceptional Students (2 cr.) to a very limited number of students who need additional field experience observing Special Education classrooms. SPED 201 is a course that provides the student with an opportunity to observe classrooms in operation in a variety of Special Education settings. It is anticipated that no more than one or two students per semester will need that additional experience. Thus the impact on faculty load will be minimal.

As indicated in the attached related web pages from the on-line catalog both the B.S. Special Education program (56 hours) and the B.S. Elementary Education and Special Education (Dual Licensing) (78 hours) programs are being adjusted. The total credit hours of both programs remain the same.

Since there is no overall credit change there is no need for a change or adjustments in faculty positions. The current faculty has the skills and knowledge to teach the new course as proposed. The faculty time needed to supervise SPED 201 students can be handled by any number of faculty members in the Department of Education.
BYU Hawai‘i Curriculum Proposal
Section 2 (A)

Catalog Detail (for each affected course)

Requested Effective Date (MMM DD YY): May 22 2009

NATURE OF THE CHANGE: Put an X before the appropriate selections below.

[ ] New Course (attach course outline) [ ] New Course Number (specify old number below)
[ ] Grading to/from P/NP
[ ] New Course Title [ ] Credit Hours
[ ] Prerequisite
[ ] New Course Description [ ] Class Fees
[ X ] Other – Drop SPED 201 as a required course in the Pre-Professional Area

Department: Education – Special education
Course Number: SPED 201
Credit Hours: ( Lecture + 2 Lab)

Full Course Title: (for the catalog) Field Experience with Exceptional Students
Abbreviated Course Title: (for transcripts, maximum of 16 characters)

New Course Description: (for the catalog, maximum of 25 Words)

Semester(s) Offered: Fall X Winter X Spring Summer First
Years Offered: Every Year X Even Years Odd Years
Class Size: Optimum Minimum Maximum

If this is a new course number, what was the old number, and should the old and new courses be treated as identical for purposes of retakes and graduation requirements?

Note: New courses should be given course numbers that have not been used for three years. This rule also applies to the renumbering of courses.

Attach copies of each of the related web pages from the on-line catalog and indicate where changes should be made.
Catalog Detail (for each affected course)

Requested Effective Date (MMM DD YY): May 22 2009

NATURE OF THE CHANGE: Put an X before the appropriate selections below.

[ X ] New Course – in the Academic Support Area (see program description below) and (see attachment of course outline)

[ ] New Course Title
[ ] New Course Number (specify old number below)
[ ] Grading to/from P/NP

[ ] Credit Hours
[ ] Prerequisite

[ ] New Course Description
[ ] Class Fees

[ X ] Other –

Department: Education – Special education Course Number: SPED 387

Credit Hours: (1 Lecture + 1 Lab)

Full Course Title: (for the catalog) Individualized Education Program (IEP) Development; assessment to Implementation

Abbreviated Course Title: (for transcripts, maximum of 16 characters)

New Course Description: (for the catalog, maximum of 25 Words)

Students will learn how to utilize evaluation data to plan, write and implement IEPs as required by federal and Hawaii state law. They will practice putting together quality IEPs utilizing a case study approach. Because IEPs are written by a team of professionals’ students will also learn team building and leadership skills.

Semester(s) Offered: Fall _X_ Winter _X_ Spring _ Summer _ First _

Years Offered: Every Year _X_ Even Years _ Odd Years _

Class Size: Optimum _20 to 25 Minimum _10 Maximum _30

If this is a new course number, what was the old number, and should the old and new courses be treated as identical for purposes of retakes and graduation requirements?

Note: New courses should be given course numbers that have not been used for three years. This rule also applies to the renumbering of courses.

Attach copies of each of the related web pages from the on-line catalog and indicate where changes should be made.
BYU Hawai‘i Curriculum Proposal  
Section 3

Approvals

Name of Proposal: Special Education Program Curriculum Adjustment

Submitted by: Ray H. Thompson

Date: 5/22/09

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<tr>
<th>Procedure</th>
<th>Date</th>
<th>Recommendation/Signature</th>
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<td>1. Approved by faculty in the department. (signed by Department Chair)</td>
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<tr>
<td></td>
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<td>Type name: Barry Mitchell</td>
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<td>2. Approved by College or School (signed by all affected Deans)</td>
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<td>attached), new program, or when additional resources are requested.</td>
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<td>Type name: Douglas Bates</td>
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<td>4. Approved by General Education and Honors Committee (when appropriate)</td>
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<tr>
<td>(signed by the GEH Committee Chair)</td>
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<td>Type name: Beth Haynes</td>
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<td>5. Approved by CC (signed by CC chair)</td>
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<td>6. Approved by APC (signed by Academic Vice President)</td>
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<td>Type name: Max Checketts</td>
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<td>7. For new programs--Approved by the President's Council (signed by the</td>
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<tr>
<td>President)</td>
<td></td>
<td>Type name: Steven Wheelwright</td>
</tr>
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</table>
From the on-line Catalog

Special Education

http://soe.byuh.edu/soespecialeducation.htm

Ray H. Thompson, Chair (rthomps@byuh.edu)
SOE Building 123, (808) 675-3889, Fax (808) 675-3988

Marilee Ching, Academic Advisor (chingm@byuh.edu)
SOE 119, (808) 675-3891

Faculty

Professor


To be added:


Emeritus Faculty

- Barnes, Donald (2001-2006)
Admission to All Programs

Requirements and procedures for admission to an undergraduate teacher education program in the School of Education section.

The Discipline

The special education program is designed to help students understand the variety of disabilities that exist, the laws that govern education in the United States, and the current educational methodologies for working effectively with individuals with disabilities. All courses are aligned with the performance standards established by the Hawaii Teacher Standards Board (HTSB). Many of the courses in the major are taken with other education majors to create a broader understanding of the full scope of education and provide opportunities to learn collaborative skills since so much of special education includes collaboration with regular education. Field experiences are attached to most of the courses and students complete their degree with over 900 hours in the classroom.

Career Opportunities

A degree in special education and a license to teach qualifies the individual to teach individuals with mild and moderate disabilities of all types, with the exception of visual and hearing impairments, in both elementary and secondary school settings. With this degree and experience, pathways to other career opportunities are opened. These include speech therapy, music therapy, special education law, and a number of special education administrative and specialist positions at the school, district, and state level. With experience and additional training, individuals may also pursue careers at the higher education level.

Programs and Degrees

- B.S. Special Education (licensure track)
- B.S. Special Education (non-licensure track)
- B.S. Elementary and Special Education (licensure track only)

Program Outcomes

Upon completing a major in Special Education, students will:
1. Demonstrate literacy in basic principles and knowledge of content in the specialty area.
2. Understand and apply basic learning theories and models in the classroom.
3. Use student input and information from diagnosis of student learning needs to develop
   learning outcomes.
4. Evaluate teaching and curriculum resources for effective use in the instructional process.
5. Plan lessons which use authentic situations, previous learning and integration across
   subjects.
6. Provide learning experiences which actively engage students as individuals and as members
   of collaborative groups.
7. Create a communication-rich environment that supports and encourages language
   development and use.
8. Use a variety of instructional strategies to meet the needs of diverse learners, including
   students of diverse cultural backgrounds.
9. Use current curriculum standards to construct assessments, identify performance indicators,
   and create lessons needed to prepare for the assessments.
10. Use effective classroom management techniques that foster positive interpersonal
    relationships, self-control, self-discipline, and responsibility.
11. Use community and parent resources as an integral part of the teaching process to promote
    student learning.
12. Demonstrate competency in the use of technologies available in the school setting.
13. Work collaboratively with other professionals.
14. Demonstrate positive dispositions (attitudes, actions, ethics, and good work habits) in line
    with those required for the profession.

**Major and Minor Requirements**

The Special Education Program is an undergraduate program that leads to initial basic licensing for
majors who wish to teach students who have either mild or moderate disabilities. In Hawaii, the
special education license qualifies the recipient to teach kindergarten through twelfth grade. The
Dual Licensing program is an undergraduate program that leads to initial basic licensing in
Elementary Education and Special Education. The degree of Bachelor of Science (B.S.) is
conferred upon completion of all requirements as outlined in the student's MAP.

**B.S. Special Education (56 hours)**

**Pre-Professional Area (45-13 hours)**

- EDUC 212 Foundations of Education/Lab (2)
- SPED 200 Education of Exceptional Students (3)
- **SPED 201 Field Experience with Exceptional Students (2)**
- HIS 101 Introduction to Hawaiian Studies (3) [fulfills G.E. requirement]
- PSYC 111 General Psychology (3) [fulfills G.E. requirement]
- SPED 325 Legal Foundations of Special Education (2)

**Academic Support Area (47 19 hours)**

- EDUC 300 Human Growth and Learning (2)
• EDUC 305 Computer and Technology Assisted Instruction (1)
• EDUC 306 Assistive Technology in Special Education (1)
• EDUC 312 Effective Pedagogy (3)
• EDUC 340 Multiculturalism & Culturally Responsive Teaching through Sheltered Instruction (2)
• EDUC 386 Education Assessment in the Special Education Classroom (3)

To be added:

• SPED 387 IEP Development: Assessment to Implementation
• ELED 320 Language Arts Methods for the Elementary Teacher (2)
• SPED 309 Theory and Practice with Students with Mild/Moderate Disabilities (3)

Professional Year (26 hours)

• ELED 321 Reading Methods for the Elementary Teacher (3)
• SPED 330 Classroom Management (2)
• ELED 351 Mathematics Methods for the Elementary Teacher (3)
• SPED 370 Teaching Life Management Skills to Students with Mild and Moderate Disabilities (2)
• SPED 491 Observation and Practicum (4)
• SPED 492 Student Teaching (12)

*Note: Students must apply for the professional year at the same time they register for winter semester preceding the professional year.

B.S. Special Education (non-licensure track)
Please see the Academic Advisor about this option.

B.S. Elementary Education and Special Education (Dual Licensing) (78 hours)
Cumulative GPA requirement of 3.0 or above.

Pre-Professional Area (15 13 hours)

• EDUC 212 Foundations of Education (2)
• SPED 200 Education of Exceptional Students (3)
• SPED 201 Field Experience with Exceptional Students (2)
• HIS 101 Introduction to Hawaiian Studies (3) [fulfills G.E. requirement]
• PSYC 111 General Psychology (3) [fulfills G.E. requirement]
• SPED 325 Legal Foundations of Special Education (2)

Academic Support Area (33 35 hours)
• ART 336 Art Methods for Elementary Teachers (2)
• EDUC 300 Human Growth and Learning (2)
• EDUC 305 Computer and Technology Assisted Instruction (1)
• EDUC 306 Assistive Technology in Special Education (1)
• EDUC 312 Effective Pedagogy (3)
• EDUC 340 Multiculturalism & Culturally Responsive Teaching through Sheltered Instruction (2)
• EDUC 386 Education Assessment in the Special Education Classroom (2)

**SPED 387 IEP Planning, Development and Implementation (2)**

• ELED 320 Language Arts Methods for the Elementary Teacher (3)
• ELED 360 Science Methods for the Elementary Teacher (3)
• ELED 380 Multicultural Education, the Constitution and Social Studies Methods for the Elementary Teacher (3)
• ELED 378 Music for Elementary Teachers (2)
• HLTH 361 Health for the Elementary Teacher (2)
• EXS 375 Elementary School Physical Education (2)
• SPED 309 Theory and Practice with Students with Mild/Moderate Disabilities (3)
• EDUC 491A Observation and Practicum (2)

*Professional Year (32 hours)*

• SPED 330 Classroom Management (2)
• ELED 321 Reading Methods for the Elementary Teacher (3)
• ELED 351 Mathematics Methods for the Elementary Teacher (3)
• SPED 370 Teaching Life Management Skills to Students with Mild and Moderate Disabilities(2)
• EDUC 491B Observation and Practicum (4)
• EDUC 492 Student Teaching (12)
• EDUC 493 Student Teaching (6)

**Note:** Students must apply for the professional year at the same time they register for winter semester preceding the professional year.
### SPECIAL EDUCATION PROGRAM CHECKLIST (02/09)

#### Pre-Professional Area

<table>
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<tr>
<th>Course #</th>
<th>Description</th>
<th>Cr.</th>
<th>Prerequisites</th>
<th>Offered</th>
<th>Taken</th>
<th>Grade</th>
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<td>Edu 212</td>
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**Recommended Elective:**

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<th>Description</th>
<th>Cr.</th>
<th>Prerequisites</th>
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<tr>
<td>His 101</td>
<td>Intro. to Hawaiian Studies</td>
<td>3</td>
<td>(requirement for Hawaii Teacher Licensure)</td>
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### APPLY TO SCHOOL OF EDUCATION

(Pass PRAXIS I Exam, Complete SOE Admissions Packet, Interview)

Due Feb 1  | Due Apr 1  | Due Oct 1 |

#### Academic Support Area

<table>
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<tr>
<th>Course #</th>
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<th>Prerequisites</th>
<th>Offered</th>
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<td>Psy 111, Pre-Prof.Area, Adm SOE</td>
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#### Professional Year

Two tracks – Fall, Winter-Spring or Winter, First Term-Fall

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<th>Description</th>
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**Total**

| 53 |

NO GRADE BELOW “C-” ACCEPTED

Academic Advisor/Date  Chair/Date
**Pre-Professional Area**

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**Academic Support Area**

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<td>Sped 309</td>
<td>Theory &amp; Practice w/ Stud. w/ Disabil.</td>
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**Professional Year**

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<th>Course #</th>
<th>Description</th>
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<th>Prerequisites</th>
<th>Offered</th>
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**Total** 75

**NO GRADE BELOW “C.” ACCEPTED**

Academic Advisor/Date  Chair/Date