Independent Study in Special Education
EDU 465
Westminster College

Professor: Amy Camardese, Ph.D.
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Rationale:

The purpose of the course is to develop skills for recognizing and effectively managing behaviors of students with various exceptionalities. Collaboration and inclusion are emphasized. The course will investigate a curriculum based on intervention and counseling for students with severe emotional disturbance.

Objectives:

Course objectives:

The student will:

- Identify students with behavior problems
- Plan behavioral interventions for students
- Measure student progress
- Select and evaluate interventions
- Create behavior management plans
- Identify and explain disruptive behaviors
- Describe school survival and social skills

Disability Policy

Students who desire some form of accommodation for a diagnosed learning disability or physical problem must inform their instructors at the beginning of each semester (within two weeks) as to the nature of the disability and type of accommodation requested. If the disability or physical problem is diagnosed during the semester, students should inform their instructors immediately of the problem and accommodations needed. Student with disabilities should also inform the Disabilities Coordinator in the Office of Student Affairs, who is available to assist in evaluating the disability and to facilitate communication between the College and the student in considering special accommodations. The type of accommodation provided will depend on the needs of the student, the circumstances of the student’s classes, and the resources of the College. Because of limited resources, final determination of whether an accommodation can be provided will be at the discretion of the College.

Expectations

1. **Professionalsm** – Be on time, call **before class** if you cannot attend or expect to be late, dress appropriately when in schools (all of these things reflect on your commitment to become a teacher).
2. **Integrity in your assignments** – All written assignments are expected to demonstrate college level work with the correct use of grammar, writing mechanics, spelling and proper format. All assignments are due at the beginning of class and considered late thereafter. Late assignments will lose 10% the first week and 20% the second week. No late assignments will be accepted after two weeks. Tests that are missed may be made up if the instructor has been notified in advance and documentation of the reason has been submitted. The student and the instructor will make these up at the earliest possible date as determined. It will be the student’s responsibility to contact the instructor to make arrangements.

Plagiarism or turning in others’ work as your own will result in meeting with the department of education to determine your status as an education student.

Students are expected to adhere to the highest standards of academic integrity. Plagiarism, cheating and class disruptiveness is not permitted. Students should be intimately familiar with Westminster College’s Academic Integrity Policy. The Westminster Policy provides a detailed description of those behaviors which are not permitted, the procedures that will be followed in every case of violation of the Pennsylvania Code for Professional Practice and Conduct. Failure to access and to become familiar with either code are not justifiable excuses.

Cheating on exams or assignments, plagiarism, or class disruptiveness may result in penalties ranging from an “F” on an assignment or the course to expulsion, depending on the seriousness of the offense. Unless specifically described, all assignments are to be done individually and not in groups.

- **Note:** The contents and requirements of this syllabus are Subject to change at the professor’s discretion.

**Course Requirements:**

1. 22 hours of practicum with Ms. Dana Kibler, Emotional Support Teacher, Liberty Schools
2. Data collection for one student during the spring 2019 semester
3. Creation of a report (FBA) on the student identified by Ms. Kibler

**Course Schedule**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction and welcome</th>
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<tr>
<td>January 14</td>
<td>Review of syllabus</td>
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**Pa. Competencies:** II D, II E

**Week 2**

<table>
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<tr>
<th>January 21</th>
<th>Visit Practicum</th>
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| Week 3 | January 28 | Practicum  
| | | Collect Data  
| | | Report/discussion with Dr. Camardese  
| Pa. Competencies: | II F 2 |

| Week 4 | February 4 | Practicum  
| | | Collect Data  
| | | Report/discussion with Dr. Camardese  
| Pa. Competencies: | II D |

| Week 5 | February 11 | Practicum  
| | | Collect Data  
| | | Report/discussion with Dr. Camardese  
| Pa. Competencies: | II C1, II C2 |

| Week 6 | February 18 | Practicum  
| | | Collect Data  
| | | Report/discussion with Dr. Camardese  
| Pa. Competencies: | II G 5 |

| Week 7 | February 25 | Practicum  
| | | Collect Data  
| | | Report/discussion with Dr. Camardese  
| Pa. Competencies | II G 7 |
Week 8
March 4  Practicum
Collect Data
Report/discussion with Dr. Camardese
Pa. Competencies:  II G 8, II G 5

Week 9
March 11  Spring Break
Pa. Competencies:  II D

Week 10
March 18  Practicum
Collect Data
Report/discussion with Dr. Camardese
Pa. Competencies:  II D

Week 11
March 25  Practicum
Collect Data
Report/discussion with Dr. Camardese
Pa. Competencies:  II D

Week 12
April 1  Practicum
Collect Data
Report/discussion with Dr. Camardese
Pa. Competencies:  II D

Week 13
April 8  Practicum
Collect Data
Report/discussion with Dr. Camardese
Pa. Competencies: IID

Week 14

April 15  Practicum
          Collect Data
          Report/discussion with Dr. Camardese

Pa. Competencies: IID

Week 15

April 22  Easter Break

Pa. Competencies: IID

Week 16

April 29  Practicum
          Collect Data
          Report/discussion with Dr. Camardese

Final Due: Monday, May 6