

Emeriti

- Ashton, Alan C. (1972) BA, PhD, U. of Utah, 1966, 1970.
 Beus, H. Lynn (1971) BA, Brigham Young U., 1961; MS, Case Inst. of Technology, 1964; PhD, Case Western Reserve U., 1967.
 Burton, Robert C. (1964) BS, Brigham Young U., 1956; PhD, U. of North Carolina, 1963.
 Christensen, Larry C. (1983) BA, Brigham Young U., 1963; MA, Central Michigan U., 1968; EdD, Brigham Young U., 1981.
 Cornell, Aurel (1980) MS, PhD, Polytechnic Inst. of Timisoara, Rumania, 1960, 1971.
 Dean, C. Edwin (1949) BS, MS, Brigham Young U., 1948, 1952; MS, U. of Michigan, 1955.
 Hays, Bill (1970) BS, East Texas State U., 1963; MS, U. of Iowa, 1967; PhD, Northwestern U., 1970.
 Ivie, Evan Leon (1979) BS, BES, Brigham Young U., 1956, 1956; MS, Stanford U., 1957; PhD, Massachusetts Inst. of Technology, 1966.
 McClurg, Lynn E. (1972) BGE, U. of Nebraska, 1966; MS, U. of Southern California, 1972; EdD, Brigham Young U., 1978.
 Norman, Theodore A. (1970) BS, U. of Utah, 1962; MS, PhD, Washington State U., 1968, 1970.
 Robison, Parley P. (1967) BS, U. of Utah, 1958.
 Stokes, Gordon E. (1969) BS, Brigham Young U., 1961; MS, U. of Idaho, 1969; EdD, Brigham Young U., 1981.
 Wright, Norman Edward (1963) BS, Brigham Young U., 1951.

Computers and the Humanities

See Linguistics and English Language section of this catalog.

Construction Management

See School of Technology.

Counseling Psychology and Special Education

Mary Anne Prater, Chair
 340 MCKB, (801) 422-3857

David O. McKay School of Education Advisement and Certification Office
 120 MCKB, (801) 422-3426

Admission to Degree Program

Students must apply to the Counseling Psychology and Special Education Department for admission to the special education undergraduate degree and post-baccalaureate licensing programs. Applications may be obtained from the department office in 340 MCKB or on the department Web site at <http://education.byu.edu/cpse>. See additional information below.

Graduation Requirements

To receive a BYU bachelor's degree a student must complete, in addition to all requirements for a specific major, the following university requirements:

- The university core, consisting of requirements in general and religious education (See the University Core section of this catalog for details. For a complete listing of courses that meet university core requirements, see the current class schedule.)
- A minimum of 30 credit hours in residence
- A minimum of 120 credit hours
- A cumulative GPA of at least 2.0

Undergraduate Programs and Degrees

BS Special Education
 Emphases
 Mild/Moderate Disabilities
 Severe Disabilities

Students should see their college advisement center for help or information concerning the undergraduate programs.

Graduate Programs and Degrees

MS Special Education
 EdS School Psychology
 PhD Counseling Psychology

For more information see the BYU 2007–2008 Graduate Catalog.

General Information

Post-Baccalaureate Special Education Licensing

Individuals who have already completed a bachelor's degree who apply and are admitted to the special education licensing program may be licensed in special education upon completion of the required licensing course work. No degree designation is given for this option.

Admission to BS Programs

Among other factors, the application review process involves consideration of the following:

1. Significant experience working with individuals who have disabilities (see Special Education Exploratory Experience Log and Summary Report in application packet on Web site).
2. A university cumulative GPA of 2.85 or higher.
3. A fingerprinting and FBI background check. See Education Advisement and Certification Office (120 MCKB) for instructions.
4. Successful completion of technology skills assessment.

Counseling Psychology and Special Education

Additional Licensing Requirements

It is the student's responsibility to be sure that the Praxis Test has been taken and that BYU has received the test scores, that the student's fingerprint background clearance is current, and that state licensing fees have been paid prior to graduation. Students will also be responsible for any additional requirements imposed by the state prior to their graduation. To confirm the status of these requirements contact the Education Advisement and Certification Center, 120 MCKB, (801) 422-3426. Graduation and Utah licensure cannot be processed until these requirements have been completed.

BS Special Education: Mild/Moderate Disabilities Emphasis (55–56 hours)

This is a limited-enrollment program requiring departmental admissions approval. Please see the Education Advisement and Certification Office for information regarding requirements for admission to this program.

Major Requirements

1. Complete the following with at least a B– grade prior to beginning the program:
CPSE 400.
2. Complete the following core courses:
CPSE 410, 420, 430, 440, 470, 480.
IP&T 287, 515R.
3. Complete the following emphasis courses:
CPSE 442, 446R, 452, 462, 466R, 490.
4. Complete 12 hours of the following student teaching or internship experience:
CPSE 486R, 496R.
5. Complete 5–6 hours from the following:
ASL 101, 102, 301.
ComD 330.
El Ed 340.
ELang 223.
~~ExSc 379.~~
Ling 230, 440, 460, 472, 476, 477.
MFHD 210, 324.
Psych 220, 320, 321.
Rel C 472.

BS Special Education: Severe Disabilities Emphasis (55–56 hours)

This is a limited-enrollment program requiring departmental admissions approval. Please see the Education Advisement and Certification Office for information regarding requirements for admission to this program.

Major Requirements

1. Complete the following with at least a B– grade prior to beginning the program:
CPSE 400.
2. Complete the following core courses:
CPSE 410, 420, 430, 440, 470, 480.
IP&T 287, 515R.
3. Complete the following emphasis courses:
CPSE 443, 447R, 453, 463, 467R, 490.
4. Complete 12 hours of the following student teaching or internship experience:
CPSE 487R, 496R.

5. Complete 5–6 hours from the following:
ASL 101, 102, 301.
ComD 330.
El Ed 340.
ELang 223.
~~ExSc 379.~~
Ling 230, 440, 460, 472, 476, 477.
MFHD 210, 324.
Psych 220, 320, 321.
Rel C 472.

Counseling Psychology and Special Education (CPSE)

Undergraduate Courses

400. Exceptional Students: Principles of Collaboration. (2:1:Arr.) F, W Sp

Basic principles and legislative issues in effectively communicating and collaborating with professionals, parents, and other service providers to meet needs of individuals with disabilities in inclusive educational environments. Lab.

401R. Practicum in Educational Partnerships. (1:0:1 ea.) F, W, Sp, Su Prerequisite: admission to elementary, secondary, or special education program.

Collaborating with parents, professionals, and others to meet needs of individuals with disabilities in inclusive or special education environments.

402. Educating Students with Disabilities in Secondary Classrooms. (2:2:0) F, W, Sp, Su Prerequisite: Sc Ed 350 or concurrent enrollment; Sc Ed 276R or comparable major course.

Issues, policies, and methods in teaching secondary students with disabilities in general education classrooms. Lab.

410. Applied Behavior Analysis in Education. (3:3:2) F

Prerequisite: admission to special education program.
Strategies for educating individuals with at-risk disabilities. Prevention, early intervention, and treatment strategies.

420. Assessment and Evaluation of Students with Exceptional Needs. (3:2:1) F Prerequisite: admission to special education program.

Determining present levels of performance, classifying students for special education services, and writing goals and objectives for IEP development.

430. Teaching Reading/Language Arts to Students with Disabilities. (3:3:0) W Prerequisite: admission to special education program; CPSE 400 or equivalent.

Research-based methods for teaching language arts to students with disabilities.

440. Curriculum and Instruction for Secondary Students with Disabilities. (1–3:Arr.:Arr.) W Prerequisite: admission to special education program; CPSE 400 or equivalent; concurrent enrollment in CPSE 446R or 447R.

Selecting and adapting curriculum accommodations, transition planning, and postsecondary preparation.

442. Social and Behavioral Strategies for Students with Mild/Moderate Disabilities. (3:2:1) W Prerequisite: admission to special education program; CPSE 400, 410.

Principles, procedures, and strategies for classroom behavior management, social competence, and individual and schoolwide intervention plans.

443. Social and Behavioral Strategies for Students with Severe Disabilities. (3:3:0) W Prerequisite: admission to special education program; CPSE 400, 410.

Principles, procedures, and strategies for creating positive educational environments, including functional assessment, behavior intervention plans, and developing social competence.

446R. Practicum in Secondary Education: Mild/Moderate Disabilities. (1:0:Arr. ea.) W Prerequisite: admission to special education program; CPSE 400 or equivalent; concurrent enrollment in CPSE 440 (secondary).

Teaching students with mild/moderate disabilities in secondary settings.

447R. Practicum in Secondary Education: Severe Disabilities. (1:0:Arr. ea.) W Prerequisite: admission to special education program; CPSE 400 or equivalent; concurrent enrollment in CPSE 440 (secondary).

Teaching students with severe disabilities in secondary settings.

452. Effective Teaching Strategies for Students with Mild/Moderate Disabilities. (3:3:0) F Prerequisite: admission to special education program; CPSE 400, 410.

IEP-based lesson planning and teacher-directed, student-mediated instructional strategies.

453. Curriculum and Instruction: Severe Disabilities. (3:3:0) Sp Prerequisite: admission to special education program or instructor's consent.

Strategies for designing and implementing educational programs, curricula, and teaching methods for students with severe disabilities.

462. Teaching Math to Students with Disabilities. (3:3:0) Sp Prerequisite: CPSE 400 or equivalent; admission to special education program.

Research-based methods.

463. Assistive Technology for Students with Disabilities. (3:3:0) F Prerequisite: admission to special education program or instructor's consent.

Using assistive technology to improve communication skills and education of students with disabilities.

466R. Practicum: Teaching Students with Mild/Moderate Disabilities. (1-4:0:Arr. ea.) Sp, Su Prerequisite: admission to special education licensure program; CPSE 400 or equivalent.

Effective teaching cycle for students with mild/moderate disabilities.

467R. Practicum: Teaching Students with Severe Disabilities. (1-4:0:Arr. ea.) Sp, Su Prerequisite: admission to special education licensure program; CPSE 400 or equivalent.

Effective teaching cycle for students with severe disabilities.

470. Legal Issues Influencing Collaboration in Special Education. (3:3:0) Su Prerequisite: CPSE 400 or equivalent; admission to special education program.

Laws and issues influencing special education and educators' roles in collaborating with families and professionals.

480. Educational and Multicultural Issues in Special Education. (3:Arr.:Arr.) F

Special education issues: multicultural, historical, and legal foundations.

486R. Student Teaching: Students with Mild/Moderate Disabilities. (1-12:Arr.:Arr. ea.) F, W, Sp Prerequisite: successful completion of all core courses and practica in special education.

Culminating experience teaching students with mild/moderate disabilities in school settings. Fee.

487R. Student Teaching: Students with Severe Disabilities. (1-12:Arr.:Arr. ea.) F, W, Sp Prerequisite: successful completion of all core courses and practica in special education.

Culminating experience teaching students with severe disabilities in school settings. Fee.

490. Capstone Seminar: Students with Disabilities. (1:1:0) F, W Prerequisite: successful completion of all special education courses and concurrent enrollment with student teaching/internship.

Synthesizing knowledge and skills in special education; developing professional ethics and commitment to professional development.

493R. Readings. (1-2:Arr.:Arr. ea.) F, W, Sp, Su

496R. Academic Internship: Special Education. (1-12:Arr.:Arr. ea.) F, W, Sp Prerequisite: departmental approval of application; placement one semester in advance of registration.

Culminating experience in the licensure program teaching students with disabilities in a school setting full-time for one academic year. Fee.

500-Level Graduate Courses (available to advanced undergraduates)

503. Education of Individuals with Disabilities. (3:3:0) Prerequisite: concurrent enrollment in student teaching or internship.

Developing, implementing, and evaluating programs for individuals with disabilities.

514R, 515R. Special Topics in Educational Psychology. (1-3:3:1 ea.) F, W, Sp, Su Independent Study also. Prerequisite: instructor's consent.

Note: No graduate credit is given for CPSE 514. CPSE 515R credit may count toward a graduate degree if prior approval is obtained.

- Assessing Learning and Behavior
- Changing Role of the Counselor
- Classroom Behavior Management
- Current Topics in Counseling
- Current Topics in Educational Psychology
- Current Topics in Special Education
- Curriculum for Exceptional Children
- Effective Teaching
- Emotionally Handicapped
- Evaluating Student Learning
- Exceptional Children in the Regular Classroom
- Gifted and Talented
- Intellectually Handicapped
- Learning Disabled
- Microcomputers in Schools
- Motivation
- Program Evaluation
- Self-Concept
- Teaching Exceptional Children
- Understanding Exceptional Children

518. Introduction to Gifted/Talented Education. (2:2:1) F, W, Su Independent Study also.

Various approaches to educating the gifted and talented.

525. Education of Students with Learning Disabilities. (3:3:3) Prerequisite: instructor's consent.

533R. Practicum in Assessment: Mild/Moderate Disabilities. (1-3:0:Arr. ea.)

Assessing, diagnosing, and evaluating individuals with disabilities.

545. Gifted: Creativity and Thinking Strategies. (2:2:0) W, Su Nature of creativity and approaches to nurturing it.

560. Leadership in Student Services. (3:3:0) On dem.

Applying leadership and administrative theory and methods to student services in school and related educational settings. Helping skills for counselors, school psychologists, principals, teachers, and others interested in the learning and emotional climate of the school.

580R. Directed Observation in the Schools. (1-3:0:8 ea.) F, W, Sp, Su Prerequisite: instructor's consent.

582R. Practicum: Individuals with Emotional and Behavioral Disabilities. (1-8:0:8 ea.) Prerequisite: instructor's consent, CPSE 511, and prior application. Fee.

584R. Practicum: Individuals with Learning Disabilities. (2-8:0:8 ea.) Prerequisite: CPSE 526; departmental approval of application and placement one semester in advance of registration. Fee.

Counseling Psychology and Special Education

586R. Student Teaching: Students with Mild/Moderate Disabilities. (4–12:0:Arr. ea.) Prerequisite: Successful completion of all core courses and practica in the special education program. Culminating experience in the program: teaching students with mild/moderate disabilities in school settings. Fee.

587R. Student Teaching: Students with Severe Disabilities. (4–12:0:Arr. ea.) Prerequisite: successful completion of all core courses and practica in the special education program. Culminating experience in the program: teaching students with severe disabilities in school settings. Fee.

599R. Academic Internship: Special Education. (12:Arr.:Arr. ea.) Prerequisite: successful completion of all core courses and practica in the special education program. Culminating experience in the licensure program teaching students with disabilities in a school setting full-time for one academic school year. Fee.

Graduate Courses

For 600- and 700-level courses, see the BYU 2007–2008 Graduate Catalog.

Counseling Psychology and Special Education Faculty

Professors

Heaps, Richard A. (1970) BS, Brigham Young U., 1966; MA, PhD, U. of Utah, 1968, 1970.
Kramer, Gary L. (1982) BS, MA, Brigham Young U., 1970, 1971; PhD, Oregon State U., 1977.
Prater, Mary Anne (2001) BM, MS, U. of Utah, 1975, 1982; PhD, Utah State U., 1987.
Richards, P. Scott (1990) BS, MS, Brigham Young U., 1981, 1983; PhD, U. of Minnesota, 1988.
Ward, Robert G. (1981) BS, MS, Utah State U., 1959, 1961; PhD, Michigan State U., 1965.
Young, K. Richard (1998) BS, MS, PhD, U. of Utah, 1969, 1971, 1973.

Associate Professors

Ashbaker, Betty Y. (1998) BS, MS, Utah State U., 1972, 1974; PhD, Brigham Young U., 1981.
Dyches, Tina Taylor (1995) BS, Brigham Young U., 1986; MS, Utah State U., 1990; EdD, Illinois State U., 1995.
Fischer, Lane (1994) BS, MA, Brigham Young U., 1979, 1982; PhD, U. of Minnesota, 1991.
Gibb, Gordon S. (1996) BS, Eastern Montana Coll., 1976; MEd, Brigham Young U., 1988; PhD, U. of Utah, 1994.
Heath, Melissa A. (1999) BS, Brigham Young U., 1975; PhD, Texas A&M U., 1996.
Jackson, Aaron P. (1998) BS, MA, Brigham Young U., 1985, 1989; PhD, U. of Missouri, Columbia, 1993.
Smith, Timothy B. (1999) BS, Brigham Young U., 1991; MA, MS, PhD, Utah State U., 1993, 1996, 1997.
Wilder, Lynn K. (1999) BS, MA, EdD, Ball State U., 1975, 1978, 1999.

Assistant Professors

Crook-Lyon, Rachel E. (2002) BS, Brigham Young U., 1996; MA, PhD, U. of Maryland, College Park, 2000, 2002.
Marchant, Michelle (2001) BS, MS, PhD, Utah State U., 1991, 1996, 2000.
Young, Ellie L. (2001) BS, MEd, SPC, Brigham Young U., 1986, 1987, 1988; PhD, U. of South Florida, 2001.

Associate Clinical Professor

Scharman, Janet S. (1992) BA, MS, PhD, U. of Utah, 1970, 1990, 1992.

Assistant Clinical Professors

Abraham, Heidi (2004) BS, MS, Brigham Young U., 1995, 2004.
Sampson, Katie E. (2003) BS, MS, Brigham Young U., 2000, 2004.
Smith, Barbara A. (2003) BS, MEd, Brigham Young U., 1978, 1982.

Adjunct Instructors

Munk, JoAnn (2002) BS, MS, Brigham Young U., 1999, 1999.
Peery, Karolyn (2004) BS, MS, Brigham Young U., 1981, 2005.
Reier, Shelly (2004) BS, MS, Utah State U., 1992, 1998.
Solomon, Carol (2005) BA, Brigham Young U., 1968; MS, Western Oregon State U., 1992.

Adjunct Assistant Professor

Anderson, Darlene H. (2002) BA, Brigham Young U., 1965; MS, U. of Utah, 1992; PhD, Utah State U., 2002.

Emeriti

Bingham, Ronald D. (1971) BS, Utah State U., 1961; MEd, PhD, Pennsylvania State U., 1965, 1970.
Crandell, John M. (1970) BA, MA, Arizona State U., 1951, 1957; PhD, U. of Texas, Austin, 1966.
Gale, Darwin F. (1969) BS, MS, Utah State U., 1958, 1960; EdD, Brigham Young U., 1967.
Harris, James M. (1955) BS, MS, Utah State U., 1952, 1953; PhD, Cornell U., 1955.
Merrell, Betty D. Harrison (1961) BS, MS, PhD, Brigham Young U., 1959, 1960, 1965.
Walton, Wilbur T. (1971) BA, Brigham Young U., 1957; MS, PhD, U. of Utah, 1965, 1969.
Wootton, Richard R. (1961) BS, MS, Brigham Young U., 1956, 1961; EdD, Utah State U., 1969.
Young, James R. (1971) BA, MEd, Brigham Young U., 1965, 1966; PhD, George Peabody Coll. of Vanderbilt U., 1970.

Croatian

See Center for Language Studies.

Czech

See Germanic and Slavic Languages.