Check Appropriate Boxes:  Undergraduate credit ☑  Graduate credit ☐  Professional credit ☐

1. School/Division: School of Education
2. Academic Subject Code: EDUC
3. Course Number: K305 (must be cleared with University Enrollment Services)
4. Instructor: 

5. Course Title: Teaching the Exceptional Learner in the Elementary School
   Recommended Abbreviation (Optional): 
   (Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall 2003 or Fall 2004

7. Credit Hours: Fixed at 3 or Variable from ___ to ___

8. Is this course to be graded S-F (only)? Yes ☐ No ☒

9. Is variable title approval being requested? Yes ☐ No ☒

10. Course description (not to exceed 50 words) for Bulletin publication: Knowledge, attitudes, and skills basic to the education of exceptional learners (students with disabilities as well as gifted and talented) in the regular elementary classroom. Topics include historical and international perspectives, the law and public policy, profiling the exceptional learner, a responsive curriculum, teaching and management strategies, teachers as persons and professionals.

11. Lecture Contact Hours: Fixed at 2.5 per week or Variable from ___ to ___

12. Non-Lecture Contact Hours: Fixed at ___ or Variable from ___ to ___

13. Estimated enrollment: 25 - 30 of which 0 percent are expected to be graduate students.

14. Frequency of scheduling: each semester
   Will this course be required for majors? Yes ☑

15. Justification for new course: To better prepare elementary & special educators with inclusive strategies.

16. Are the necessary reading materials currently available in the appropriate library? Yes ☑

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: [Signature] Date __________
Department Chairman/Division Director

Approved: Education Council
David W. Kimman, 10/31/03

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Registrar or Vice-President.

University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White

Linda Chen 11/20/04
K305 - Teaching the Exceptional Learner in the Elementary School

Instructor:
Office Hours/Location:
Class times/Location:
Phone/e-mail:

Recommended Texts:

Other readings will be assigned by the instructor.

Bulletin Description: K305 Teaching the Exceptional Learner in the Elementary School (3 cr.) Knowledge, attitudes, and skills basic to the education of exceptional learners (students with disabilities as well as gifted and talented) in the regular elementary classroom. Topics include historical and international perspectives, the law and public policy, profiling the exceptional learner, a responsive curriculum, teaching and management strategies, teachers as persons and professionals.

Course Overview: K305 is a course designed to prepare general and special educators for inclusive classrooms. The course addresses the need to adapt general education classrooms and to help schools respond to the needs of all diverse learners. Diverse learners may include students with a formal label of exceptionality (e.g. Mental disability, emotional disability, autism, learning disability, gifted & talented) or informal labels (e.g. At-risk learner, slow learner, difficult to teach student).

Purpose of the course: This course provides an introduction for future elementary teachers on issues related to the education and lives of students with diverse instructional and behavioral needs. Specific methods and procedures will be explored for meeting the needs of a diverse range of students in general education classrooms.
Course objectives: (EC = Early Childhood, MC = Middle Childhood, TEN = Teachers of Exceptional Needs)

1. Students will explain the role of the general education teacher during the prereferral, referral, identification and IEP development stage. (INTASC 10; IPSB EC 5,6,7; IPSB MC 5,7, IPSB TEN 9)

2. Students will learn methods of planning to meet the needs of a diverse group of learners. (INTASC 7; IPSB EC 4,8; IPSB MC 2,3; IPSB TEN 10)

3. Students will learn specific strategies to enhance learning for diverse learners. (INTASC 2,4; IPSB EC 4; IPSB MC 3,6; IPSB TEN 6)

4. Students will learn methods for motivating and promoting positive behavior for diverse students. (INTASC 5; IPSB EC 8; IPSB MC 3,6; IPSB TEN 5, 7)

5. Students will learn about different instructional arrangements that enhance learning for diverse learners. (INTASC 3; IPSB EC 8; IPSB MC 3,6; IPSB TEN 5,6)

6. Students will learn how to adapt curricular materials to enhance learning for diverse learners. (INTASC 3, 6; IPSB EC 4; IPSB MC 2, 6; IPSB TEN 4, 6)

7. Students will learn about the use of technology to enhance learning for diverse learners. (INTASC 6; IPSB EC 8; IPSB MC 3,6; IPSB TEN 6)

Suggested class requirements

1. Class attendance is expected for each scheduled class session. Professional teaching behaviors include regular attendance, promptness, class participation, and other behaviors that give some indication that the student possesses the professional dispositions expected of classroom teachers. Students should be aware that frequent absences, frequent tardiness, late assignments, an unwillingness to contribute to class discussions, disrespect for others, and other behaviors could result in a letter of concern being added to your advising file documenting concerns about your professional dispositions. (INTASC 9)
2. Two exams will be given. The exams will be multiple-choice, short answer, and essay format. The exams will be designed to assess your knowledge-base consistent with the objectives of the course. (INTASC 2 - 7, 10; IPSB EC 4 - 8; IPSB MC 2, 3, 5, 6, 7; IPSB TEN 4 - 7, 9, 10)

3. Additional assignments completed by all students:
   - One unit of instruction with appropriate accommodations/adaptations for diverse students (Course objectives 2, 3, 5, 6, 7)
   - One IEP developed for a student with disabilities. This will also include a section on appropriate accommodations and modifications. (Course objectives 2, 3, 5, 6, 7)
   - One classroom management plan (Course objective 3)
   - One individualized behavior support plan (Course objective 3)
Related Readings


SITY

1.

ities. ©

Bulletin 2002–2004

Indiana University

School of Education
Undergraduate Program

Indiana University, a member of the North Central Association (NCA), is accredited by the Higher Learning Commission, www.ncahigherlearningcommission.org; (312) 263-0456.

While every effort is made to provide accurate and current information, Indiana University reserves the right to change without notice statements in the bulletin series concerning rules, policies, fees, curricula, courses, or other matters.

- Indiana University
- internationally
- of its
- of the nation's
- with eight
- also
- Columbus,

- Indiana University
- Fort Wayne
- Albany)
historical, philosophical, and sociological perspective.

**H341 American Culture and Education**
(1-4 cr.) B-I An opportunity to participate in a cooperative learning venture, as students investigate the sociological, psychological, historical, and philosophical foundations of American education, relating findings, observations, and experiences at Professional Development School sites with current practices and the future of education.

**H380 Latino Education across the Americas**
(3 cr.) B An overview of important patterns and issues in Latino education. Includes study of major Latin American educational trends and traditions, focus on the cultural contexts of Latino education; challenges faced by Latinos in contemporary U.S. schools, and strategies for improving Latino educational achievement.

**H427 Education through Travel**
(2-6 cr.) B

**Special Education**

**K201 Schools, Society, and Exceptionality**
(1-3 cr.) B This course is designed to provide an overview of the many complex issues related to special education policy and practice in the United States. Content will include an introduction to the definitions and characteristics of various exceptionals; an exploration of the options available for instructing exceptional children in public school settings; and discussions of the many important topics and issues related to planning and implementing special education in American public schools.

**K205 Introduction to Exceptional Children**
(3 cr.) B-I An overview of the characteristics and the identification of exceptional children. The course presents the issues in serving exceptional children as they participate in the educational, recreational, and social aspects of their lives.

**K206 Teaching Methods for Students with Special Needs**
(1-3 cr.) B-I This course will focus on curriculum and instructional methods for teaching students with diverse abilities and disabilities. Specifically, students will learn about the historical and legal precedents in special education, student-centered assessment and planning strategies, learning styles, curricular adaptations, individualized instruction, teaming strategies, building classroom communities, and planning for transitions, career exploration, and adult outcomes.

**K305 Teaching the Exceptional Learner in the Elementary School**
(3 cr.) B Knowledge, attitudes, and skills basic to the education of exceptional learners (students who are handicapped as well as gifted and talented) in the regular elementary classroom. Topics include historical and international perspectives, the law and public policy, profiling the exceptional learner, a responsive curriculum, teaching and management strategies, teachers as persons and professionals. (Sem. I and II)

**K306 Teaching Students with Special Needs in Secondary Classrooms**
(3 cr.) B This course includes an overview of the skills and knowledge necessary for effective instruction of students with disabilities in inclusive secondary programs.

**K307 Methods for Teaching Students with Special Needs**
(3 cr.) I This course prepares future teachers to work with students with diverse abilities in inclusive settings. Participants learn to use learning modalities, varied rates, and complexity of instruction, and making use of individual interests and preferences. Additionally, differentiating and/or individualizing instruction for all learners and developing classroom management skills are emphasized.

**K343 Education of the Socially and Emotionally Disturbed I**
(3 cr.) B P: K205 or consent of instructor. A basic survey of the field of emotional disturbance and social maladjustment. Definitions, classifications, characteristics, and diagnostic and treatment procedures are discussed from a psychoeducational point of view.

**K344 Education of the Socially and Emotionally Disturbed II**
(3 cr.) B P: K343 or consent of instructor. A survey of educational curricula, procedures, and materials for socially and emotionally disturbed children. Development of teaching skills is emphasized.

**K350 Introduction to Mental Retardation**
(3 cr.) B P: K205 or consent of instructor. A basic survey of the field of mental retardation. Definitions, classifications, diagnosis, and treatment are discussed from medical, psychological, sociological, and educational points of view.

**K351 Vocational Assessment and Instruction for Special Needs Secondary Students**
(3 cr.) B Emphasizes an awareness of issues and available options related to programming for the special needs adolescent adult. The concept of career education—including preparation in daily-living, personal, social, and occupational skills—is used as the basic framework for the course.

**K352 Education of Children with Learning Problems**
(1D or MlMH) (3 cr.) B Educational programs for optimum growth and development of educable mentally retarded and learning disabled children. Study and observation of curriculum content, organization of special schools and classes, and teaching methods and materials.