New Course Request

Indiana University

South Bend Campus

Check Appropriate Boxes: Undergraduate credit X Graduate credit □ Professional credit □

1. School/Division School of Education 2. Academic Subject Code EDUC

3. Course Number K306 (must be cleared with University Enrollment Services) 4. Instructor

5. Course Title Teaching students with Special Needs in Secondary Classrooms

   Recommended Abbreviation (Optional) (Limited to 32 Characters including spaces)

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

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

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

9. Is variable title approval being requested? Yes ___ No _X_

10. Course description (not to exceed 50 words) for Bulletin publication: This course includes an overview of the skills and knowledge necessary for effective instruction of students with disabilities in inclusive secondary programs.

11. Lecture Contact Hours: Fixed at 2.5 or Variable from _______ to _______

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

13. Estimated enrollment: 25 - 30 of which 50% percent are expected to be graduate students.

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

15. Justification for new course: To better prepare Secondary 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:

Kasey Clark Department Chairman/Division Director Date 3/11/04

Approved by:

Date 3/11/04

Dean

Date

Dean of Graduate School (when required)

Chancellor/Vice-President

Date

University Enrollment Services

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 Chancellor or Vice-President.

UPS 724 University Enrollment Services Fund—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White
Reimers, Christina Reba

From: Clark, Karen B.
Sent: Thursday, May 06, 2004 9:34 AM
To: Cress, Susan W.; Reimers, Christina Reba
Subject: FW: K306 course approval

I received this e-mail from Dave Kinman yesterday. I hope this will due until the paperwork makes its way to IUSB.

Let me know if you need something else.

Karen B. Clark
Assistant Professor of Special Education
574-237-4350
kbclark@iusb.edu

"The very essence of leadership is that you have a vision." Theodore Hesburgh

-----Original Message-----
From: Kinman, David
Sent: Wednesday, May 05, 2004 5:28 PM
To: Clark, Karen B.
Cc: Kinman, David; Hanson, Maria J
Subject: RE: K306 course approval

Karen, the course was approved on the April course remonstrance list. The original paperwork will be returned to Dean Freitas for subsequent processing by your Registrar's Office. My secretary has been ill this week and we have been delayed in distributing the signed copies of the approval. I think she will be back tomorrow.

Dave Kinman
Syllabus: K306

Teaching the Students with Special Needs in Secondary Classrooms
Special Education Program / Indiana University South Bend

Instructor: 
Office Address: 
e-mail: 
Office Phone: 
FAX: 
Office Hours: 

ISBN 0 205 33070 3

Note: This was the book that was used in K205.

LiveText: A LiveText subscription is available from LiveText.com or from the University Bookstore. It will be a requirement to submit specific assignments via LiveText.

Credit hours: 3
Course Prerequisite: K205

Course Purpose: This course is designed to provide secondary education majors with the knowledge and skills for teaching students with exceptional needs.

Description: This will prepare undergraduates teacher education majors to plan and implement culturally sensitive educational programs for adolescents and adults with disabilities. Opportunities for the comprehensive study of characteristics, programs, assessment techniques and strategies essential to meet the needs of adolescents and adults with learning problems are provided. Special and unique problems of teenagers and young adults, curriculum models, materials, teaching strategies, and transition requirements for students with disabilities will be addressed. Evaluation for career and vocational planning will also be covered. This course is required for the undergraduate degree programs in special education with licensure at the middle and secondary level.

Course Format: This course will use various forms of instructional presentation: included will be lecture, activity-based learning, collaborative learning, modeling, and individualized self-instruction.

Please notify the instructor within the first week of class if a reasonable accommodation for a disability is needed for this course. Additional resource information is available from the Undergraduate Handbook. The instructor will require a letter from the Office of Disabled Student Services. For more information call 237-4479 in ADM 147.
Indiana University South Bend, INTASC, and
Indiana State Professional Board Integrated Learning goals:

The course will assist pre-service secondary teachers with:

1) Understanding central concepts of discipline and creating learning experiences that make these concepts meaningful. (INTASC Principle #1; IPSB Standard #2)

2) Understanding how students learn and develop and provide learning opportunities that support their development. (INTASC Principle #2; IPSB Standard #1)
   Objective: Students will develop knowledge of the historical progression of educational programming for adolescents and adults with disabilities (IPSB Standard #1).

3) Understanding how students differ in their approaches to learning and creating instructional opportunities for diverse learners. (INTASC Principle #3)
   Objective: Students will develop knowledge of the unique educational and psychological characteristics and needs of adolescents and adults with disabilities.

4) Understanding a variety of instructional strategies to encourage student’s development of thinking, problem solving and performance (INTASC Principle #4)
   Objective: Students will think critically about the curricula needs of adolescents and adults with disabilities and develop skills for implementing differentiated curriculum including social and life skills.
   Objective: Students will develop skills to identify, select and use age and level appropriate materials, learning strategies, and remedial approached for adolescents with disabilities.

5) Understanding of individual and group motivation and creating an environment that encourages social interaction, active engagement, and self motivation (INTASC Principle #5).
   Objective: Students will develop the knowledge to plan and implement culturally sensitive educational programs and instructional strategies for adolescents and adults with disabilities (IPSB Standard #5 and #7).

6) Using effective communication techniques (INTASC Principle #6).

7) Planning instruction based on knowledge of subject matter, students, the community, and curriculum goals. (INTASC Principle #7; IPSB Standard #4 and #10).
   Objective: Student will develop instructional strategies based on models for differentiated instruction and/or accommodation and modification of state curriculum.
   Objective: Students will develop reflective skills for evaluating instructional approaches for adolescents with disabilities.

8) Understanding and using formal and informal assessment strategies (INTASC Principle #8; IPSB Standard #3)
   Objective: Students will identify, select and interpret assessment data for instructional and career planning that are sensitive to cultural, linguistic and gender differences (IPSB Standard #3).
Learning goals continued . . .

9) Being a Reflective Practitioner (INTASC Principle #9; IPSB Standard #8)

10) Fostering relationships with colleagues, parents, and agencies. (INTASC Principle #9; IPSB Standard #6)

Suggested assignments / evaluation strategies
The following assignments may be used to evaluate student achievement of course goals and objectives:

- Quizzes and/or two semester tests focusing on knowledge and comprehension of factual material.
- Journals entries that are topically based and related to course readings and discussions
- An analysis of one or more teaching cases
- A simulated IEP/ITP planning activity that includes assessment data, lesson plans, evaluation strategies, and community referenced instruction.
- Evaluation of written assignments related to course readings and discussions.
- Descriptions of local middle school or high school settings with emphasis on special education delivery systems.
- Concept papers: See attached topics
- An analysis of local community resources and community instructional references.
INTASC Principles

**Principle #1:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
**Linked Evaluation /Documentation Strategy:** Quizzes, Journal Entries, Concept Papers

**Principle #2:** The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
**Linked Evaluation /Documentation Strategy:** Quizzes, Journal Entries
**Linked Evaluation /Documentation Strategy:** Quizzes, Teaching case analysis, IEP/ITP Simulation, Community Analysis

**Principle #3:** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
**Linked Evaluation /Documentation Strategy:** Quizzes, IEP/ITP Simulation,

**Principle #4:** The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
**Linked Evaluation /Documentation Strategy:** Quizzes, IEP/ITP Simulation, Class activities

**Principle #5:** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
**Linked Evaluation /Documentation Strategy:** Quizzes, Class activities, Teaching cases

**Principle #6:** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
**Linked Evaluation /Documentation Strategy:** Quizzes, Class activities, Teaching cases

**Principle #7:** The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
**Linked Evaluation /Documentation Strategy:** Quizzes, Class activities, IEP/ITP Simulations

**Principle #8:** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
**Linked Evaluation /Documentation Strategy:** Quizzes, IEP/ITP Simulations

**Principle #9:** The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
**Linked Evaluation /Documentation Strategy:** Quizzes, Journals, Concept papers

**Principle #10:** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
**Linked Evaluation /Documentation Strategy:** Quizzes, Journals, Concept papers, IEP/ITP Simulation
Addendum: Outcome objectives:

1) The student will be able to identify major contributors to the development of programs for adolescents and adults with disabilities.

2) Students will use knowledge of the cultural characteristics of the local population to enhance instruction through knowledge of the characteristics of the diverse populations in the secondary schools and predominant cultural values.

3) The student will be able to identify major legislation influencing programs and services for adolescents and adults with disabilities.

4) The student will use knowledge of the cultural characteristics of Indiana’s population to enhance instruction.

5) The student will locate and acquire relevant resources in ESOL methodologies.

6) The student will identify model career, vocational and transition programs for individuals with disabilities.

7) The student will develop knowledge of the impact of social skills on the lives of individuals with disabilities and use that knowledge to plan instructionally.

8) The student will develop skills for teaching various test-taking strategies.

9) The student will be able to identify alternatives for teaching skills and strategies for adolescents with different kinds of abilities.

10) The student will evaluate, select, develop, and adopt curriculum materials and technology appropriate for adolescents with disabilities.

11) The student will use skills to enhance thinking processes for adolescents with disabilities.

12) The student will use effective instructional strategies to assist adolescents with disabilities to detect and correct errors in oral and written language.

13) The student will develop skills for providing community referenced instruction.

14) The student will design and implement an instructional program that addresses concepts related to independent living skills, vocational skills, self-determination and advocacy, and career education for students with physical and health disabilities emphasizing positive self-concepts and realistic goals.

15) The student will design, implement and evaluate instructional programs that enhance an individual's social participation in family, school, and community activities.

16) The student will identify sources of unique services, networks, and organizations for individuals with disabilities, including career, vocational, and transition support.

17) The student will develop skills in collaboration with parents and other professionals, in planning for transition to post-school settings with maximum opportunities for decision-making and full participation in the community.
### Addendum: Possible Concept Paper Topics

| Cultural diversity factors in transition planning | Collaboration with families |
| Case management for vocational preparation       | Section 504 Modifications |
| Collaboration with teachers doing mainstreaming  | Occupational Assessment and Counseling |
| Team teaching with general educators             | Career Awareness and Education |
| Americans with Disabilities Act and Employment   | Learning Strategies Approaches |
| Post-School Outcomes                             | Quality of Life             |
| Modifications for Adults and University Students| Career Counseling          |
| Vocational Assessment                            | Self Determination          |
| Life Skills Curricula                            | Transition with gifted students |
| Transition Planning with female adolescents      | Transition with students with autism |
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Undergraduate Course Catalog

K306: Teaching Students with Special Needs in Secondary Classrooms

Credit hours: 3
Program area: Teacher Education: Special Education
Catalog description: This course includes an overview of the skills and knowledge necessary for effective instruction of students with disabilities in inclusive secondary programs.

Campus: Bloomington

Instructors: Click here to modify information below.

Instructor     Link(s)     Notes

For class schedules, see insite course offerings.

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INDIANA UNIVERSITY
School of Education
201 North Rose Ave.
Bloomington, IN 47405-1006
(812) 856-8500

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