New Course Request

Indiana University
South Bend Campus

Check Appropriate Boxes: Undergraduate credit □ Graduate credit [ ] Professional credit □

1. School/Division [ ] Education [ ] [ ] [ ]
2. Academic Subject Code [ ] EDUC

3. Course Number [K502] (must be cleared with University Enrollment Services)
4. Instructor [ ] Staff

5. Course Title [Communication and Children with Exceptional Needs]
Recommended Abbreviation (Optional) ________________________________
    (Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall 2009

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 focuses on language and communication development, language disorders, and intervention of language of public school children. The relationship of language acquisition, developmental disabilities, and assessment will be emphasized through lecture and literature review.

11. Lecture Contact Hours: Fixed at __45__ or Variable from _______ to _______

12. Non-Lecture Contact Hours: Fixed at __n/a__ or Variable from _______ to _______

13. Estimated enrollment: [20] of which [100] percent are expected to be graduate students.

14. Frequency of scheduling: [1/yr.] Will this course be required for majors?

15. Justification for new course: [This course is necessary to stay current with developments in the field.]

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 12/10/08

Department Chairman/Division Director

[Signature]
Date 3/5/09
Dean of Graduate School (when required)

Approved by:

[Signature]
Date __________

Dean

[Signature]
Date __________

Chancellor/Vice-President

[Signature]
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 Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White.
Course Title: Communication and Children with Exceptional Needs  
Course Number: K502  
Section: (required each semester)  
Credit Hours: 3 Semester Hours

SCHOOL OF EDUCATION MISSION STATEMENT:  
The School of Education prepares professionals to be leaders in and beyond P-12 classrooms. In our initial programs, future teachers become classroom leaders who are competent, ethical, reflective, and ready to promote learning for a diverse student population. In our advanced programs, teachers, counselors, and principals build on these classroom leadership responsibilities to become advocates, decision-makers, researchers, and partners in school and community settings.

Instructor:  
Office:  
E-mail:  

Phone:  
Office Hours:

COURSE DESCRIPTION:
This course focuses on language and communication development, language disorders, and intervention of language of public school children. The relationship of language acquisition, developmental disabilities, and assessment will be emphasized through lecture and literature review.

COURSE PREREQUISITES: K 505 or equivalent, Graduate Student Standing.

COURSE TEXT:

If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Please notify the instructor within the first week of class if a reasonable accommodation for a disability is needed for this course. The instructor will require a letter from the Office of Disabled Student Services.

Commitment to Professionalism  
All students in the School of Education are expected to maintain the highest professional and ethical standards. It is your responsibility to familiarize yourself with our Code of Ethics at [http://www.dsa.indiana.edu/Code/](http://www.dsa.indiana.edu/Code/).

Commitment to Diversity  
The School of Education at IUSB is committed to preparing pre-service teachers, school leaders, and school counselors to support learning for all students. Each class and learning experience helps candidates develop the knowledge, dispositions, and performances needed to meet the needs of students in today's diverse classrooms. One
Commitment to Technology
The School of Education at IUSB is committed to preparing pre-service teachers, school leaders, and school counselors who have the knowledge, dispositions, and performances needed to effectively use technology to help all students learn. Candidates are expected to incorporate technology throughout their course work and clinical experiences. One example from this class is the Case Study PowerPoint presentations.

COURSE OBJECTIVES (CEC Standards)
By the completion of the course, students should be able to:

1. Demonstrate knowledge of typical and atypical language development (CEC Standards CC2K1; Standard 6).
2. Demonstrate knowledge on the effects an exceptional condition can have on an individual’s life (CEC Standard CC3K1).
3. Select, adapt, and use instructional strategies and materials according to characteristics of individual with exceptional learning needs (CEC Standard CC4S3).
4. Use systematic instruction to teach accuracy, fluency, and comprehension in content are reading and written language (CEC Standard GC4S12).
5. Demonstrate knowledge of the impact of language development on academic and nonacademic learning of individuals with disabilities (Standard GC6K1)
6. Use strategies to support and enhance communication skills of individuals with exceptional learning needs (CEC Standard CC6S1)
7. Use communication strategies and resources to facilitate understanding of subject matter for English language learners (CEC Standard CC6S2)
8. Use procedures for early identification of young children who may be at risk for disabilities (CEC Standard GC8K4).

COURSE ASSIGNMENTS:
1. Participation: Students are expected to be active participants throughout the semester. This course is designed to be highly interactive and students’ contributions are critical to its success. To make the class interesting and enriching, students are expected to share their knowledge and experience with the class. Students are expected to attend every scheduled class meeting. The University defines certain types of absences as "excused" such as: confining illness, serious illness or death in the family. Any student who persists in being absent from class without satisfactory explanation will be suspended from class after the fourth absence.

2. Case Studies: Students will be provided case studies of individuals with communication impairments/disorders. In a cooperative learning group, students will write an analysis that considers the students’ atypical language development, the impact the impairment/disorder may have on the individual’s academic and functional performance, and select and adapt instructional strategies that meet the
needs of the individuals. The Case Studies should include a cover page, 5 pages of text, and a reference page. Students should follow APA (5th edition) format.

3. **Case Study Presentation**: The cooperative learning group will present a PowerPoint presentation of their case study analysis.

4. **Term Paper**: As graduate students, a term paper will be required for this class. Using APA format (5th edition), the student will compose a term paper focusing on any issue relating to communication impairments/disorders or English language learners. The student is required to have a cover page, abstract, eight pages of text, and a reference page of ten sources. The size of the font is 12 points (either Courier, Palatino, or Times). These papers must follow APA format (5th edition). These are formal papers; do not include your opinions. Term Papers will be posted on OnCourse.

5. **Examinations**: A total of two exams, one mid-term, and one final will be required for the class.

All assigned work must be completed and submitted by due dates. Please note: assignments and class work will be accepted **up to one week** after the designated due date but a 10% penalty will be applied. In cases of illness or death in the family exceptions may be made at the discretion of the instructor.

Attendance at classes is expected.

**UNIVERSITY AND SCHOOL OF EDUCATION POLICIES:**

**Electronic Mail**: Electronic mail (email) is the official means of communication with students at Indiana University South Bend.

*For this course, that e-mail should be routed through Oncourse. All assignments, sent as attachments, questions and requests must be sent via Oncourse.*

A student’s failure to receive or read official university communications sent to the student’s official email address does not absolve the student from knowing and complying with the content of the official communication. It is recommended that students check email messages at least once daily. The university provides a simple mechanism for students to forward email from the official university email address to another email address of the student’s choice. However, students who choose to have email forwarded to another email address do so at their own risk.

**Accommodations for Religious Observances Statement**: If any student will require academic accommodations for a religious observance, please provide me with a written request to consider a reasonable modification for that observance by the end of the second week of the course. Contact me after class, during my office hours, or by individual appointment to discuss the issue. If after discussion we reach no consensus, either party or both should seek the advice of the Department Head or the Dean, and if no consensus is reached, then the advice of the Vice Chancellor of Academic Affairs ("VCAA"). Either the instructor or the student may appeal the VCAA’s decision to the Office of Affirmative Action within ten business days of the determination.
Disability Statement: If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Disabled Student Services (Administration Building, room 149, telephone number 574-520-4832), as soon as possible to work out the details. Once the Director has provided you with a letter attesting to your needs for modification, bring the letter to me. For more information, please visit the web site for Office of Disabled Student Services www.iusb.edu/~sbdss/services.shtml

Academic Honesty Statement: It is the responsibility of the student to know of the prohibited actions such as cheating, fabrication, plagiarism, academic, and personal misconduct, and thus, to avoid them. All students are held to the standards outlined in the code. Please reference the entire code for a complete listing (www.dsa.indiana.edu/Code/). Any violation may result in serious academic penalty, ranging from receiving a warning, to failing the assignment, to failing the course, to expulsion from the University.

Plagiarism
Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course.

a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.

b. A student must give credit to the originality of others and acknowledge indebtedness whenever:
   1) directly quoting another person’s actual words, whether oral or written;
   2) using another person’s ideas, opinions, or theories;
   3) paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
   4) borrowing facts, statistics, or illustrative material; or
   5) offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to $100,000 and imprisonment.

Field Experience Note: You may be required to provide a criminal history check to school districts before participating in field placements and/or student teaching. School districts may deny a field placement or student teaching assignment based on a misdemeanor or felony conviction. The application process for a teaching license in
Indiana requires a current criminal history check. Convicted felons may not hold a teaching license in Indiana.

Please Note: Students in the School of Education are required to post select artifacts as required by the Unit Assessment System. The instructor will notify you if you are required to post assignments.

STUDENT EVALUATION: Students must attain a grade of C or better in all required education courses.

Assignments are due when indicated on the Class Schedule. Late assignments will not be accepted. All assignments are due on OnCourse by 10:00 pm of the due date. If a student is going to be absent on the day an assignment is due, it is their responsibility to turn in the assignment prior to the due date.

Please note that students who do not participate in a professional manner (e.g., coming to class on-time, being courteous to others, turning in assignments on-time, etc.) may receive a letter of concern.

<table>
<thead>
<tr>
<th>Participation</th>
<th>10 Points</th>
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<tbody>
<tr>
<td>Term Paper</td>
<td>15 Points</td>
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<tr>
<td>Case Study</td>
<td>15 Points</td>
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<tr>
<td>Case Study Presentation</td>
<td>10 Points</td>
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<tr>
<td>2 Exams</td>
<td>20 Points</td>
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<td>Mid-Term</td>
<td>15 Points</td>
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<tr>
<td>Final Exam</td>
<td>15 Points</td>
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<td><strong>Total:</strong></td>
<td><strong>100 Points</strong></td>
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Grading Scale:

- 94 - 100/A
- 90 - 93/A-
- 87 - 89/B+
- 84 - 86/B
- 80 - 83/B-
- 77 - 79/C+
- 74 - 76/C

TENTATIVE CLASS SCHEDULE:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td></td>
<td>Introduction and Overview of Class</td>
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<tr>
<td></td>
<td>Language Development Communication Development</td>
<td>Chapter 1: The Nature of Language and Language Development</td>
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<tr>
<td>Topic</td>
<td>Chapter</td>
<td>Assignment</td>
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<td>Communication Development Communication Disorders</td>
<td>Chapter 2: Language and Communication Disorders</td>
<td>Web Page Assignment #1</td>
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<td>Early Identification Communication Disorders in Young Children</td>
<td>Chapter 3: Early Communication Disorders</td>
<td>Exam #1</td>
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<td>Fine Motor Skills Developmental Stages Assessment Technology</td>
<td>Chapter 4: Specific Language Impairment and Language Disorders in Pre-Schoolers</td>
<td>Case Analysis #1</td>
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<td>Learning Disabilities Affect on Language and Communications</td>
<td>Chapter 5: Language &amp; Learning Disabilities in School Age Children</td>
<td>Webpage Assignment #2</td>
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<tr>
<td>Mental Retardation Affect on Language and Communication</td>
<td>Chapter 6: Mental Retardation: Difference or Delay</td>
<td>Exam #2</td>
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<td>Communication Interventions</td>
<td>Chapter 7: ASD: Learning to Communicate</td>
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<tr>
<td>Affect of Hearing Impairment on Language and Communication</td>
<td>Chapter 8: Consideration and Implications for Habilitation of HI Children</td>
<td>Case Analysis #2</td>
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<td>Intervention Strategies for Young Children</td>
<td>Chapter 10: Planning Language Intervention for Young Children</td>
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<td>Assessment Intervention Strategies for Children and Adolescents</td>
<td>Chapter 11: Assessment and Intervention Guidelines for</td>
<td>Web Page Assignment #3</td>
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<td>English Language Learners</td>
<td>Chapter 12: Language Disorders in Culturally &amp; Linguistically Diverse Children</td>
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**BIBLIOGRAPHY:**


