New Course Request

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

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

3. Course Number: K503 (must be cleared with University Enrollment Services)

4. Instructor: Staff

5. Course Title: Advanced Classroom Management Techniques for Special Educators
   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: The course focuses on in-depth application of behavioral and instructional interventions for exceptional learners from diverse backgrounds. Included are techniques in positive behavioral support, problem solving, crisis intervention, social skills development, self-advocacy, classroom management, and group and individual behavior management. Integration in general education environments is emphasized.

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 □ No □

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: Date 12/10/09

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

Approved by: 

Dean Date 

Chancellor/Vice-President Date 

University Enrollment Services Date 

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: Advanced Classroom Management Techniques for Special Educators
Course Number: K503
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: Phone:
Office: Office Hours:
E-mail:

COURSE DESCRIPTION:
The course focuses on in-depth application of behavioral and instructional interventions for exceptional learners from diverse backgrounds. Included are techniques in positive behavioral support, problem solving, crisis intervention, social skills development, self-advocacy, classroom management, and group and individual behavior management. Integration in general education environments is emphasized.

COURSE PREREQUISITES: K505 or an equivalent course

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/.

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 example from this class is to develop the Behavioral
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 posting the Management Plan on the web.

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

1. Practice within the Professional Code of Ethics and other standards of the profession and uphold high standards of competence and integrity and exercise sound judgment that insure legal and ethical practices. (CEC Standards CC9S1; CC9S2: CC9S3; CC9S4; GC9K2).
2. Demonstrate knowledge of the demands of learning environments, basic classroom management theories and strategies, strategies for problem solving, conflict resolution, rapport building, crisis prevention and intervention, to effectively manage teaching and learning to create a safe, positive, and supportive learning environment in which diversities are valued and active participation is encouraged. (CEC Standards CC5S10; CC5K1; CC5K2; CC5K3; CC5S1; CC5S4; CC5K6; CC5S7).
3. Design, implement, and evaluate instructional and social skill programs that enhance academic and social participation across environments (CEC Standard GC7S8).
4. Create a learning environment that encourages self-advocacy and increased independence (CEC Standard CC5S9).
5. Structure, direct, and support the activities of paraeducators, volunteers, and tutors (CEC Standard CC5S16).
6. Plan and implement individualized reinforcement systems and environmental modifications, including adaptation of the physical environment, at skill levels for varying intensities of behavior (CEC Standards GC5K2; GC7S1).
7. Use functional assessments, tasks analysis, problem solving strategies, and knowledge of reinforcement theory to develop intervention plans to plan instruction in a variety of educational settings (CEC Standards GC1K9; CC7S4; CC7S5; GC5S3; GC5S5).
8. Use performance data and information to make or suggest modifications in learning environments, behavioral intervention, and social skill instructions. (CEC Standards C5S6; CC5K5).
9. Establish a consistent classroom routine (CEC Standard GC5S6).
10. Plan strategies for integrating student-initiated learning experiences into ongoing instruction and use of strategies to facilitate integration into various settings (CEC Standards GC4K5; CC4S1).
11. Effects an exceptional condition(s) can have on an individual’s life and their family systems and the role of the families in the educational process (CEC Standards CC1K7; CC3K1).
12. Demonstrate knowledge of the definitions of disability labels and identification, assessment, eligibility, and placement issues within a continuum of services and the related levels of support to meet the needs of the individual (CEC Standards CC1K5; GC1K1; CC1K6; GC1K5; GC3S1).
13. Explore and demonstrate knowledge of the historical, legislative, and educational system issues pertaining to variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling (CEC Standards CC3K3; CC3K4; CC1K8; GC1K3).

14. Explore and demonstrate knowledge of the impact of dominant culture on schools, factors that influence overrepresentation and the cultural differences between home and school and utilize such knowledge to demonstrate the ability to design culturally responsive learning environments and positive intracultural and intercultural experiences (CEC Standards CC1K9; GC1K7; CC1K10; CC5K8; CC5S14).

**COURSE ASSIGNMENTS:**
Some courses have a required course artifact (assignment) that must be completed by students. Program coordinators will have this information. These performance tasks are non-negotiable and must be completed in designated courses as specified. Individual professors may add additional performance tasks.

1. **A comprehensive classroom management plan posted on a web page.** This includes a narrative of the classroom setting, classroom routines, policies and/or rules, a positive consequential system, a social skills development plan, a narrative of methods used to incorporate practices that promote cultural tolerance and acceptance, a plan for self-determination and advocacy training, a plan for social skills development, and a comprehensive data based evaluation system to measure effectiveness of the plan and it’s implementation. (Grading weight 50%).

2. **A Functional Behavior Analysis and Behavior Intervention Plan.** (Grading weight 25%).

3. **Quizzes, tests, and class assignments.** (Grading weight 25%).

**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](http://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/](http://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 student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
- 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: (required statement)
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 Calendar of 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.

The comprehensive classroom management plan posted on a web page has a grading weight of 50%; the Functional Behavior Analysis and Behavior intervention Plan has a grading weight 25%, and; quizzes, tests, and class assignments have a grading weight of 25%.

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:

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<th>Date</th>
<th>Topic</th>
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<td></td>
<td>Positive Behavior Support</td>
<td>Chapter 2: School and Classroom-Wide Positive Behavior Support</td>
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<td>Interventions and Strategies</td>
<td>Chapter 3: Principles of Intervention Planning</td>
<td>Examination #1</td>
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<td>Basic Counseling Techniques for Teachers</td>
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<td>Behavioral Analysis</td>
<td>Chapter 4: Assessment-Based Intervention Planning</td>
<td>Examination #2</td>
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<td>Implementing and Evaluating Interventions</td>
<td>Chapter 5/6: Monitoring Student Progress/Evaluating Intervention Effects</td>
<td>Comprehensive Behavioral Plan</td>
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<td>Basic Classroom Management Techniques</td>
<td>Chapter 7: Addressing Disruptive Behavior</td>
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<td>Selected Social Skills Program</td>
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<td>Positive Behavior Support</td>
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<td>Implementing Functional Behavioral Assessments/Developing Behavioral Intervention Plans</td>
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<td>Emotional Difficulties School-Based Mental Health Programs</td>
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**BIBLIOGRAPHY:**


