New Course Request  

Indiana University  

Check Appropriate Boxes:  Undergraduate credit  Graduate credit  Professional credit  

1. School/Division: School of Education  
2. Academic Subject Code: EDUC  
3. Course Number: K523  
4. Instructor:  
5. Course Title: Inclusive Strategies for Exceptional Students in the Elementary Classroom  
   Recommended Abbreviation (Optional):  
   (Limited to 32 Characters including spaces)  
6. First time this course is to be offered (Semester/Year): Fall 2005  
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: An introduction to inclusive strategies to ensure the success of students with exceptionalities in the elementary setting. Knowledge of the educational system, teaching strategies, and the emotional needs and skills of students with disabilities.  
11. Lecture Contact Hours: Fixed at 3 or Variable from ______ to ______  
12. Non-Lecture Contact Hours: Fixed at ______ or Variable from ______ to ______  
13. Estimated enrollment: 30  
   of which 100 percent are expected to be graduate students.  
14. Frequency of scheduling: Every sem.  Will this course be required for majors?  
15. Justification for new course: To meet new licensing requirements in special education.  
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:  
Denise Skarbek  
Department Chairman/Division Director  
Date: 8/20/04  

Approved by:  
[Signature]  
Date: 9/3/04  

Dean  
Date  

Chancellor/Vice-President  
Date  

University Enrollment Services  
Date  

C&S approved 8/25/04  
SGE approved 8/26/04  

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.  

University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White
We prepare teachers and professionals in related fields to be competent, ethical, and reflective practitioners who have the knowledge, skills, and dispositions to address the needs of diverse individuals and prepare them for the complexities of a rapidly changing world.

Course Title: Inclusive Strategies for Exceptional Students in the Elementary Classroom
Course Number: K523

Instructor:
Phone:
Office:
Office Hours:
e-mail:
LiveText share name:

COURSE DESCRIPTION: An introduction to inclusive strategies to insure the success of exceptional students in the elementary school setting. Knowledge, attitudes, and skills basic to the education of exceptional learners (students with disabilities as well as gifted and talented) in the general elementary classroom. Topics include assessing exceptional learners, differentiating instruction, inclusive strategies, adaptations and accommodations, and specialized methods and materials.

COURSE PREREQUISITES: P.K505, P519, K525


SPECIAL STATEMENTS: Students taking this class should be completing licensure requirements under Rules 2002. This class is not a requirement for students under Rules 46-47. Be sure to check with the advising office to be sure this course is part of your approved program.
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://campuslife.indiana.edu/Code.

Commitment to Diversity
The School of Education at IUSB is committed to preparing preservice 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.

Commitment to Technology
The School of Education at IUSB is committed to preparing preservice 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.

The IUSB course objectives are linked to the Indiana State Core Standards for Educators Of Students With Exceptional Needs and as indicated below through notation of Indiana standard (SS) performances (P), skills (S), dispositions (D), and knowledge (K). (Instructors may add additional information)

COURSE OBJECTIVES:
1. Students will explain the role of the general education teacher during the prereferral, referral, identification and IEP development and implementation. (IUSB Teachers for Exceptional Needs SS7, K1-K10, P1 – P10).

2. Students will learn methods of planning to meet the needs of a diverse group of learners. (IUSB Teachers for Exceptional Needs SS2, P1-P3, D2 – D4; SS4 P3, SS8, P1, P2).

3. Students will learn specific strategies to enhance learning for diverse learners and use a variety of assessments to measure the effectiveness of these strategies. (IUSB Teachers for Exceptional Needs SS3, D4, P2, P3, P6, P7, P8; SS4, K1, K2, K4, D1 – D4, P3; SS6; P1 – P13; SS 8 K1, K2, K3, K5, K6, K7, K8, P3, P4, P6, P7).

4. Students will learn methods for motivating and promoting positive behavior for diverse students. (IUSB Teachers for Exceptional Needs SS3, D4; SS5, K1 – K5, D1, 4, 5, 6, 7, 8, P1 – 11; SS7, P10).

5. Students will learn about different instructional arrangements that enhance learning for diverse learners. (IUSB Teachers for Exceptional Needs SS5, P1, P2, P9; SS6, K1 – K9, D1-2, P5).

6. Students will learn how to adapt curricular materials to enhance learning for diverse
learners. (IUSB Teachers for Exceptional Needs SS4, P1, 2, 4; SS9, P6)

7. Students will learn about the use of technology to enhance learning for diverse learners. (IUSB Teachers of Exceptional Needs SS6, P8, SS10, P1-2)

8. Students will learn to analyze research for the purpose of selecting research-based practices. (IUSB Teachers of Exceptional Needs SS6, K 1-5, P2-3)

9. Students will engage in ongoing reflection for the purpose of identifying effective strategies that optimize learning. (IUSB Teachers of Exceptional Needs SS8, K1-2, K5-8, D 1,2, P1 – 7).

COURSE PERFORMANCE TASKS:
Assignment 1: One unit of instruction including five lesson plans utilizing the IUSB LiveText Template. The unit and lessons must include appropriate accommodations/adaptations for diverse students. Beyond accommodations and adaptations unit should include evidence of variable tasks, materials, assessments, flexible groupings, and use of technology. Finally, research citations and brief abstracts from 3 articles that support the selected accommodations, tasks, materials, and strategies must be included.
This is the designated artifact for the portfolio.
(Course Objectives: 2, 3, 5, 6, 7,8)

Assignment 2: Given a case study, students will collaboratively develop one IEP developed for a student with a disability. Must include appropriate accommodations and modifications in the IEP. (Course objective: 1)

Assignment 3: Students will develop one classroom management plan with an accompanying diagram of classroom physical space. Students will submit this along with a one-page statement reflecting their philosophy of classroom management and a brief overview of the theoretical perspective that underlies their philosophy.
(Course objective: 4)

Assignment 4: Given a case study, students will collaboratively develop one individualized behavior support plan. The plan must be in compliance with state and federal mandates and include environmental strategies, positive programming strategies, and reaction strategies appropriate for the student described in the case study.
(Course objective: 4)

Assignment 5: Students will role play a collaborative meeting with other professionals in the school setting at the pre-referral stage. After completing the role play, students will submit individual reflections addressing the collaborative process.
(Course objective: 1)

Assignment 6: A reflective journal must be maintained throughout the semester. One entry must be made each week. The entry must include:
• A description of a significant reading or discussion that took place related to the class.

• A reflective statement about the connection between the reading or discussion and the standards for your content area or developmental level.

• An additional more elaborate reflection that explains why the incident or event was considered significant or critical and how it will impact your future view of working with individuals with disabilities. In this reflection students should refer to methods or theories that relate to individuals with disabilities.

(Course objective: 9)

Grading Scale
Students must earn a grade of C or better in this course.

TENTATIVE CLASS SCHEDULE AND DUE DATES
(Provided by individual instructors)

UNIVERSITY POLICIES

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

☐ If you need adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated please make an appointment with me as soon as possible.” My office hours are ....

☑ 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.
STUDENT EVALUATION
93% to 100% of possible points = A
90% to 92% of possible points = A-
88% to 89% of possible points = B+
85% to 87% of possible points = B
80% to 84% of possible points = B-
78% to 79% of possible points = C+
75% to 77% of possible points = C
70% to 74% of possible points = C-
65% to 69% of possible points = D
below 65% of possible points = F

Students must earn a grade of C or better to be recommended for licensure in mild interventions.