New Course Request

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

1. School/Division School of Education
2. Academic Subject Code EDUC
3. Course Number K524 (must be cleared with University Enrollment Services)
4. Instructor Dr. Koh
5. Course Title Integration of Students With Exceptional Learning Needs
   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: This course is designed to provide general and special educators who teach middle and secondary education settings with basic information and methods for integrating students with exceptionalities into general education classrooms, including those who are at-risk for having or who have disabilities, students with limited English proficiency, and those who are gifted and talented. Strategies for working with students in general education settings, for identifying and referring students when they cannot succeed in the general education classroom, and for teaching students self advocacy skills are included.
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 10 percent are expected to be graduate students.
14. Frequency of scheduling: every spring
   Will this course be required for majors? ☐ Yes ☒
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: Dewis Kaneko Date 9/3/04
Department Chairman/Division Director

Approved by:

Date 10/5/04
Dean

Date
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.

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

STATEWIDE CONSULTATION FORM

Check one:

_____ NEW PROGRAM REQUEST

X PROGRAM CHANGE REQUEST

Program: School of Education/Special Education

Date Mailed: ____________________ Response Due: ____________________

Proposed Change: K524

Justification for request: To meet new licensing requirements in special education.

Initiating Campus: IUSB

Contact Person: Denise Skarbek

Phone Number: 574-520-4215

E-mail Address: dskarbek@iusb.edu

FAX: 574-520-4550

The relevant faculty on this campus has reviewed the attached request:

Approval is recommended: Yes _______ No_________ Date: ______________

Signed: _______________________

Position: ______________________

Campus: ______________________

If approval is NOT recommended, please explain (attach additional comments, if needed):

________________________________________________________________________

Please return your approval or comments to the contact person listed above by the due date.
Indiana University South Bend
SCHOOL OF EDUCATION
Special Education Program

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: integration of Students with Exceptional Learning Needs

Course Number: K524    Section:

Instructor:          Phone: 
Office:             Office Hours: (Associate faculty may list contact
information)          LiveText share name:
E-mail:               

Course Description: This course is designed to provide general and special educators who
 teach middle and secondary education settings with basic information and methods for integrating
 students with exceptionality into general education classrooms, including those who are at-risk
 for having or who have disabilities, students with limited English proficiency, and those who are
 gifted and talented. Strategies for working with students in general education settings, for
 identifying and referring students when they cannot succeed in the general education classroom,
 and for teaching students self advocacy skills are included. Credit hours: 3 hours.

Course Prerequisites: K505 or equivalent, Graduate Student Standing,

Special Educator's Guide. MA: Allyn & Bacon. (Note: This is the suggested text, instructors may
choose another text.)

The instructor may assign other readings.

Related Web Resources: APA Web Site — http://www.apa.org/ or (e.g.,
http://owl.english.purdue.edu/handouts/research/r_apn.html).

Note: The statement below is required
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: (instructor may list contact information or office hours).

[Note: The next three statements are required at IU South Bend]

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.

Graduate Assignments and Writing (optional statement): Students are required to use the American Psychological Association (APA) writing style in this course in designated assignments. The most thorough source is the Publication Manual of the American Psychological Association (5th edition, 2001). Many websites explain how to use APA format.

IU South Bend COURSE OBJECTIVES:
These course objectives are linked to the Indiana State Core Standards for Educators of Students with Exceptional Needs as indicated below through notation of Indiana State Professional standards (S) and performances (P). (Instructors may add additional information.)

Course Goals: Students who successfully complete this course will be prepared to:

1. Utilize knowledge of typical and atypical development and learning styles in adolescent and young adults to identify learning problems and to design, and implement differentiated instruction in the general education classroom (IU South Bend Standard 1 (S1); Performance Skill 3 P3, P4; S2 D4, K1 - 4.)

2. Utilize assessment methods and their results to identify learning needs of adolescent and young adult learners for the purpose of educationally planning and documenting appropriate instruction and instructionally relevant education services (IU South Bend S2: P2, P3, P6, P7, & P8; S2 D2, D5, S3 K2, K4, D4).
3. Measure and utilize prior learning of adolescent and young adult students to design instruction, prepare lesson plans, and adapt materials (IU South Bend S4: P2, P3, & P4; S2 D2; S4 K1 – 5, D1 – D4).

4. Utilize Indiana middle and high school curricula to design instruction (IU South Bend S4: P1)

5. Develop and implement record keeping and documentation standards (IU South Bend S2: P10)

6. Utilize developmentally appropriate and multiple instructional strategies to promote integrated learning, problem solving, lifelong learning, positive social interaction, and successful transition (S6: P4, P5, P9, P10, P13, D1-D2; S7: P8, P9; S8: P6, k1-2; S9: P1)

7. Design learning environments and activities for adolescent and young adult learners that are based on relevant research to increase participatory learning, establish trusting relationships, and provides a safe, supportive, and challenging environment (S5 P1, P2, P4, P6, P8, P9; S6: P12; S7: P5; S8: P1; S2 K5; S5 K1, K4; S5 D8; S8 D1)

8. Utilize community and school resources to design instruction (S4, P5)

9. Explain methods to enhance relationships with families that support learning and appropriate expectations of adolescent and young adult learners (S4 P6)

10. Utilize knowledge of diversity to enhance the instructional and social classroom environment (S5: P3; S2 D2; S5 K3, K4, D1, D5)

11. Facilitate student growth through adaptation of curriculum, active engagement in authentic purposeful tasks and related assessment, and student involvement in their own educational planning and instruction. (S5, P5, P10, & P11; S6: P1, P2, P3, P5, & P11, K2, D6, D7; S8 K8)

12. Select technology to facilitate learning and the accomplishment of instructional objectives (S6: P8; S8 K6, K7)

13. Plan for collaboration with colleagues and utilize support personnel for instructional and social integration (S6: P14; S8: P2, P3, P4, & P5; S9: P6; S8 D2, K5; S9 K8)

14. Design and implement appropriate individualized positive support strategies for instructional programming, social integration, generalization, and maintenance (S7: P1 & P2, S7 K1 – K10)

[Instructor's may add additional requirements including assignments, quizzes, tests, presentations, or performance activities]
TENTATIVE CLASS SCHEDULE AND TOPICS
(To be provided by individual instructors. These are suggested.)
Typical and atypical adolescent and young adult development
Indiana middle and high school curricula and state mandated assessments
The Identification, Referral, and Staffing Process
Formal and Informal Assessment methods to identify learning needs
Methods to measure and utilize prior learning to design instruction and adapt materials
Differentiated Instruction and Multiple instructional strategies
Methods for record keeping and documentation
Models of collaboration and consultation in middle and secondary schools
Family Characteristics; Family interaction strategies for teachers of adolescents
Transition and Transition Strategies
Local community and school resources
Problem solving Skills, Self-Determination, Self advocacy, and lifelong learning,
Cultural, Ethnic and Diversity Issues in the Middle and High School Classroom
Self-Determination, Self-advocacy, and Lifelong Learning
Individualized positive support strategies

COURSE PERFORMANCE TASKS:
IU South Bend Requirements: Students are required to use LiveText when submitting the comprehensive curricular management plan.

A comprehensive curricular management plan (required). This plan is to focus on the instruction of select middle or secondary state mandated curricular objectives for exceptional learners. The plan must include multiple instructional strategies and a plan for integrating students into the least restrictive environment. This may be a simulated plan or a plan developed from a field work setting. The student must include descriptions of: 1) A description of the setting and context the plan is being developed and an analysis of the ecological factors of the context; 2) A description of the characteristics of the students for whom the plan is being written; 3) The specific Indiana state curricular objectives to be taught in the plan; 4) An explanation of the teaching methodologies to be utilized; 5) methods for the integration of instruction for related social skills including well defined individualized positive behavioral support mechanisms; 6) A plan for collaboration and consultation between general and special educators complete with proposals for problem solving and conflict resolution methods to include paraprofessionals, general and special education teachers, and families; 7) A list and description of community resources or agencies to enhance the probability of success through non-school agency referral and involvement; 8) A list and description of computer software and/or web sites to enhance the student’s learning and instructor’s teaching; 10) A short synopsis of instructional adaptations for students who are in English as a New Language (ENL) programs; 9) A sample of simulated memos and letters
intended to introduce the plan to family members and other school personnel; and, 10) a proposed data collection, evaluation, and/or assessment methods with example forms. (IU South Bend K524 Course Objectives- 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, & 15). Note: The instructor must attach a rubric that will be used to evaluate this assignment. Instructors are encouraged to devote class to the development of specific components of this assignment. This is the LiveText Assignment.

A Unit Plan for Teaching Students Self Advocacy Skills (required). This series of five lesson plans must teach students to acquire information for facilitating self growth and advocacy skills by helping students recognize their own areas of needed adaptation in curriculum, instruction, and assessment. The plan must also include a plan for teaching students to advocate and become involved in planning for their Individualized Education Plan (IEP). (IU South Bend K524 Course Objectives 6, 11, & 14) Note: The instructor must attach a rubric that will be used to evaluate this assignment. Instructors are encouraged to devote class to the development of specific components of this assignment.

[Instructor's may submit additional requirements including assignments, quizzes, tests, presentations, or performance activities]

STUDENT EVALUATION (developed by instructor)
[Required Statement] Students must attain a grade of “C” or better in all required education courses. Rubrics or evaluation documents are attached that reflect required assignments.

Each instructor must list their evaluation system and criteria here. The evaluation system must include the required assignments listed above. (Note: The instructor may also wish to add policies regarding participation, attendance, and expected dispositional behaviors.)

Indiana University South Bend 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.

✓ 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.