### New Course Request

**School of Education**

#### Course Information

1. **School/Division**: School of Education
2. **Academic Subject Code**: EDUC
3. **Course Number**: K525 (must be cleared with University Enrollment Services)
4. **Instructor**: __________
5. **Course Title**: Survey of Mild Handicaps
   - **Recommended Abbreviation (Optional)**: (Limited to 32 Characters including spaces)
6. **First time this course is to be offered (Semester/Year)**: Spring 2004
7. **Credit Hours**: Fixed at ___ 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**: An advanced survey of the literature relating to mild handicaps, including historical foundations, definitions, and current issues facing workers in the field.

11. **Lecture Contact Hours**: Fixed at 2.5/week or Variable from _________ to _________
12. **Non-Lecture Contact Hours**: Fixed at _________ or Variable from _________ to _________
13. **Estimated enrollment**: 20 - 30 of which 100 percent are expected to be graduate students.
14. **Frequency of scheduling**: Each Spring. Will this course be required for majors? Yes [ ]
15. **Justification for new course**: To meet new INTASC and IPSE standards for teachers of Exceptional Learners - Mild Interventions
16. **Are the necessary reading materials currently available in the appropriate library?**: __________
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:**

K. Clark  
Department Chairman/Division Director  
Date 2/1/03

**Approved by:**

G. Miller  
Dean  
Date 2/1/03

**Dean of Graduate School (when required)**  
Approved: Education Council  
D. K.  
Date 10/31/03

**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.
K525
Survey of Mild Handicaps

Professor: e-mail: 
Office Location: Telephone: 
Office Hours: FAX: 
Class Location: 
Class Times: 

Catalogue Description: Survey of Mild Disabilities (3 cr. hrs.) K505. An advanced survey of the literature relating to mild handicaps, including historical foundations, definitions, and current issues facing workers in the field.

Course Rationale: The material covered in class, in the text, and in the supplemental readings will provide students with knowledge about the field of learning disabilities, mild mental disabilities, and emotional disabilities. More specifically, the course will focus on the definition, characteristics, research, theorists and related issues across these disability categories.

Suggested Text:


Other readings may be assigned.

LiveText is required for this course.

Class Objectives:

1. Participants will demonstrate a knowledge of the history of the field of learning disabilities and other mild disabilities. (INTASC Principle 1, IPSB Teacher of Students with Exceptional Needs Standard 1, 2)

2. Participants will demonstrate knowledge of traditional and current terms and definitions related to learning disabilities and other mild disabilities. (INTASC Principle 1, IPSB Teacher of Students with Exceptional Needs Standard 1, 2)

3. Participants will demonstrate a knowledge of the relevant learning characteristics of students with learning disabilities and other mild disabilities. (INTASC Principle 1, IPSB Teacher of Students with Exceptional Needs Standard 1, 2)
4. Participants will delineate various theories as they relate to learning disabilities and other mild disabilities. (INTASC Principle 1, IPSB Teacher of Students with Exceptional Needs Standard 1, 2)

5. Participants will demonstrate a knowledge of the major contributors in the area of learning disabilities and other mild disabilities. (INTASC Principle 1, IPSB Teacher of Students with Exceptional Needs Standard 1, 2)

6. Participants will demonstrate an understanding of informal and formal assessments as they apply to students with mild disabilities. (INTASC Principle 8, IPSB Teacher of Students with Exceptional Needs Standard 3)

7. Participants will demonstrate a knowledge of appropriate remedial strategies for use with students with learning disabilities and other mild disabilities. (INTASC Principle 3, 4, 5; IPSB Teacher of Students with Exceptional Needs Standards 2, 4, 6, 7)

8. Participants will demonstrate an understanding of social and emotional problems experienced by students with learning disabilities and other mild disabilities. (INTASC Principle 1, IPSB Teacher of Students with Exceptional Needs Standard 1, 2)

9. Participants will understand the impact of learning disabilities and other mild disabilities on the family. (INTASC Principle 10, IPSB Teacher of Students with Exceptional Needs Standard 9)

10. Participants will demonstrate a knowledge of the continuum of services including: inclusion and co-teaching, as well as community resources (INTASC Principle 10, IPSB Teacher of Students with Exceptional Needs Standard 10).

**Relationship to INTASC and IPSB Standards**

The above objectives are related to each appropriate INTASC Principle and IPSB Standard. This class is considered a foundations class and primarily assesses the student's knowledge base and dispositions.

**Class Requirements:**

In an effort to help students attain these objectives, students will be expected to complete the following assignments:

**Class Exams (100 points each):**

Two exams will be given during the semester according to the dates in the syllabus. The exam will cover topics in the text and those discussed during classtime. The purpose of
the exams is to assess students’ knowledge base about students with mild disabilities. Tests will focus on students’ understanding of terminology and definitions, major contributors to the field of mild disabilities, and other concepts covered in class. Tests will be multiple choice, short answer, and short essay.

Class exams will assess the student’s knowledge-base related to INTASC Standard 1 and 2, along with IPSB Standards for Teachers of Students with Exceptional Needs Standards 1, 2, 3, 4, 6, 7, 9, 10.

3 Journal Abstracts (20 points each + 20 points for presentation = 80 pts.)

Each student will be required to submit 3 journal abstracts on one topic of your choice related to the class. For example, if a student is interested in identifying students with learning disabilities, all 3 articles should be about this topic. The students should locate 3 different articles from refereed journals on the selected topic. The journal abstract will consist of the following:

- The correct reference for the article in APA format
- A summary of the article
- A reaction to the article

In addition, students will complete a presentation to the class on their selected topic. The presentation should include: 1) an overview of the topic, 2) at least three questions that will stimulate discussion with the class, 3) a handout.

All abstracts will be compiled for all students at the end of the semester. The purpose of this assignment is to acquaint the student with professional resources for information, to enhance written communication skills, and to encourage the student to reflect on professional readings.

Journal Abstracts will assess the student’s disposition toward and ability to consult professional resources to seek information about research-based practices that will contribute to student learning and positive family and community relationships. Abstracts will provide documentation of a student’s progress related to INTASC Principle 9, and IPSB Standards for Teachers of Students with Exceptional Needs Standard 10)

1 Book Review on Families and Individuals with Disabilities or a current book (other than a textbook) on disabilities (100 points):

Each student may select one book from the following list to read during the course of the semester. The books on the list focus on a family’s experience with a child with a disability. The purpose of the book review is to help students empathize with families and begin to develop an understanding of their experiences with children with disabilities.

Recommended List (other books may be read, but must be approved by the instructor)
1. From the Heart: On Being the Mother of a Child with Special Needs by Jayne D. B. Marsh
2. Something is Wrong with My Child by Harriet Wallace Rose
3. From Behind the Piano: The Building of Judith Snow’s Unique Circle of Friends by J. Pearpoint and J. Snow
4. Changed by a Child: Companion Notes for Parents of a Child with a Disability by Barbara Gill
5. A Difference in the Family: Living with a Disabled Child by Helen Featherstone
6. Uncommon Fathers by Donald Meyer
7. After the Tears: Parents Talk About Raising a Child with a Disability by Robin Simons
8. Nobody’s Perfect: Living and Growing with Children Who Have Special Needs by Nancy B. Miller and J. C. Dieterle

The book review should include the following:

1. An overview of what the book was about
2. A reaction that addresses the following questions:
   
   a. How did the book affect your understanding of families with disabilities?
   
   b. How will the book influence your future interactions with families with disabilities?
   
   c. Any other insights that you have gained as a result of the book.

3. A recommendation – would you recommend this book to special educators or other families?

This assignment assesses the student’s disposition and ability to understand families with disabilities. It measures student progress toward INTASC Principles 9 and 10, and IPSB Standards for Teachers of Students with Exceptional Needs Standards 9 and 10.

You may choose to select another current book from the following list:


If you select one of the books above, you should include the following in your review:

1. An overview of the information in the book

2. A reaction including information that was consistent and contradictory with that presented in class.

3. A recommendation

This book review will meet the following course objective and standards:

Participants will demonstrate a knowledge of the major contributors in the area of learning disabilities and other mild disabilities. (INTASC Principle 1, IPSB Teacher of Students with Exceptional Needs Standard 1, 2)
Related Readings


Perspectives on Issues Affecting Learning Disabilities: Position Papers, Statements, and
Reports (2nd Ed.). Austin, TX: PRO-Ed., Inc.


training in a special education setting. Emotional and Behavioral Disorders, 7(1), 19 – 34.

self-advocacy among college students with learning disabilities. Intervention
on in School and Clinic, 33, 272 – 277.

students with learning disabilities in inclusive and pullout programs. Exceptional

instruction on the academic and behavioral success of middle school students in a self-

Swanson, H. L (1999). Instructional components that predict treatment outcomes
for students with learning disabilities: Support for a combined strategy and direct

students with LD and EBD: A synthesis of observation studies. Journal of Special

M311 General Methods for Kindergarten/Elementary Teachers (3 cr.)

Course Description:
Explores individualized and interdisciplinary learning methods, measurement and evaluation, teaching process and curriculum development, and the organization of the elementary schools.

Text:

Course Objectives:
Upon completion of this course the student will be able to:

- Describe reflective decision-making and why it is important for teachers (INTASC #9).
- Describe key factors in teacher reflection (INTASC #9).
- Describe the role of a caring learning environment (INTASC #5, 10).
- Describe characteristics of students that may influence teaching decisions (INTASC #2, 3, 4).
- Explain how the mind constructs meaning and the implications for teaching (INTASC #2, 3).
- Create curriculum outcomes using content standards (INTASC #7).
- Classify examples of affective, psychomotor, and cognitive goals (INTASC #1, 7).
- Construct concept maps for subjects and interdisciplinary units (INTASC #1, 7).
- Define and write clearly stated objectives (INTASC #1, 7).
- Explain the roles of assessment through the instructional cycle (INTASC #7, 8).
- List common assessment procedures, explain the importance of validity and reliability, and give examples of alternative assessment approaches (INTASC #8).
- Describe elements of constructivist teaching (INTASC #2).
- Describe and practice key components of inductive teaching (INTASC #2, 7).
- Design, teach, implement, assess and reflect upon inductive experiences designed to build concepts, inquiry lessons, problem based learning, role-play and simulation (INTASC #7, 8, 9).
- Describe the levels (Bloom) and effective strategies for questioning and discussion and apply them in lessons (INTASC #2, 4, 7).
- Use appropriate technology to enhance the depth and quality of learning (INTASC #4, 6, 7).
- Plan, implement and assess the effects of group learning experiences, various types of centers and contracts (INTASC #4, 6).
• Continue to develop and refine your own philosophy of classroom management and continue building strategies that develop the classroom learning community (INTASC #5,9).

Course requirements are directly linked to the following:
• Designing and writing lesson plans
• Implementing lessons (with peers in micro-teach sessions and/or with children in field settings)
• Assessing the effectiveness of implemented lessons
• Reflecting and self-assessing after implementing lessons

Additional requirements may include reading, summarizing and reflecting upon professional journal articles. They also may include viewing and reflecting upon professionally prepared videotapes modeling effective teaching strategies.

Course Topics:
Questioning Skills: domains, levels and techniques
Basic Lesson Planning
Long-term and short-term planning
Concept Mapping
Individualized Instruction: modes of learning, learning styles, varied instructional Strategies
Assessment Strategies and Rubrics
Performance Based Assessment
Reflection and Self-analysis of teaching episodes
Evidence of Learning
Standards
Cooperative Learning
Focused Instruction

Some Suggested References:
INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM
(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.

Principle 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Principle 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

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.

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.

Principle 7: The teacher plans instruction based upon knowledge of subject matter, students, community, and curriculum goals.

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.

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.

Principle 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM (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.

Principle 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Principle 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

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.

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.

Principle 7: The teacher plans instruction based upon knowledge of subject matter, students, community, and curriculum goals.

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.

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.

Principle 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
Bulletin 2001-2003

Indiana University

School of Education
Graduate Program

Indiana University is accredited by the North Central Association of Colleges and Schools (NCA) through the Commission on Institutions of Higher Education, 30 N. LaSalle Street, Suite 2400, Chicago, IL 60602-2504; 1-800-621-7540.

While every effort is made to provide accurate and current information, Indiana University reserves the right to change without notice statements in the bulletin series concerning rules, policies, fees, curricula, courses, or other matters.
COURSES 75

from the general area of curriculum and instruction. Areas might include teacher preparation, international perspectives, educational computing, or program assessment. Opportunities provided for participant inquiry from the specialized perspective of students enrolled.

J795 Dissertation Proposal Preparation (1-3 cr.) P: previously or currently taking J705. This course is for the development of a dissertation proposal in curriculum and instruction. Students must have the consent of a dissertation director or prospective director to enroll. Students should be finished or nearly finished with program coursework.

J799 Doctoral Thesis in Curriculum and Instruction (1-12 cr.) Credit may be earned over a period of several semesters. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area.

Special Education

K500 Topical Workshop in Special Education: (variable title) (1-3 cr.) P: consent of instructor. Intensive study of such selected topics as language development for exceptional children, the disadvantaged child, and behavior modification for exceptional children. May be repeated.

K505 Introduction to Special Education for Graduate Students (3 cr.) P: graduate standing or consent of instructor. Basic special education principles for graduate students with no previous course work in special education. Students cannot receive credit for both K205 and K505.

K510 Trends and Issues in Special Education (3 cr.) P: K505. Provides beginning graduate students with an overview of current trends and issues in the field. Major emphasis is on application and implication of principles mandated by PL 94-142 and Section 504 of the Rehabilitation Act of 1973.

K520 Survey of Behavior Disorders (3 cr.) P: K505. An advanced survey of the literature related to behaviorally disordered/emotionally disturbed children including historical information, theoretical approaches, characteristics, and issues.

K521 Survey of Learning Disabilities (3 cr.) P: K505. Advanced survey of the literature related to learning disabled children, including historical information, theoretical approaches, characteristics, and issues.

K522 Survey of Mental Retardation (3 cr.) P: K505. An advanced survey of the literature related to mental retardation, including historical information, theoretical approaches, characteristics, and issues.

K525 Survey of Mild Handicaps (3 cr.) An advanced survey of the literature relating to mild handicaps, including historical foundations, definitions, and current issues facing workers in the field.

K530 Medical and Physical Management of Students with Severe Disabilities (3 cr.) This course addresses medical and physical aspects of severe disabilities and focuses on educational implications of various conditions/disorders. The course incorporates information from various disciplines into classroom programming. The goal is to develop the knowledge of basic vocabulary to communicate effectively with all related service personnel.

K535 Assessment and Remediation of the Mildly Handicapped I (3 cr.) P: K505. Emphasizes the collection and use of formal and informal assessment information for designing the content of individual educational plans for handicapped children in various academic areas such as reading and mathematics.

K536 Assessment and Remediation of the Mildly Handicapped II (3 cr.) P: K535. Focuses on the analysis and selection of instructional materials, the use of assessment information, and the development and implementation of individual educational plans for mildly handicapped children.

K540 Early Education for Children with Disabilities or At-Risk Conditions (3 cr.) History, philosophy, and issues of early childhood special education, to include knowledge of federal and state legislation pertaining to early childhood special education and knowledge of the quantity and range of service delivery among agencies.

K541 Skills Assessment and Remediation for the Special Needs Adult (3 cr.) Provides an overview of basic skills assessment and remediation techniques appropriate for handicapped, disadvantaged, or other adolescents/adults with special needs. Emphasizes instruction in functional academics, daily living, and personal/social skills.

K545 Management of the Severely Emotionally Disturbed (3 cr.) Theoretical and practical issues in the education management of the severely emotionally disturbed. Emphasis will be placed on case analyses.

K548 Foundations of Family-Focused Services (3 cr.) Families and cultural settings, to include knowledge of a family systems approach and impact of intervention on a family system.

K549 Early Childhood Special Education Program Models (3 cr.) Planning and implementing appropriate programs for infants/toddlers and preschoolers with handicaps to include an understanding of consultation and interdisciplinary techniques, integrative programming, and interagency cooperation.