New Course Request

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

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

3. Course Number: K538 (must be cleared with University Enrollment Services)
4. Instructor: Staff

5. Course Title: Advanced Instructional Methodology 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 provides candidates with an advanced repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs. Special educators will learn to plan, select, adapt, and use instructional strategies to promote positive learning results for individuals with exceptional learning needs across environments, settings, and life spans.

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 keep up with new 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 12/10/2006

Department Chairman/Division Director

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

Approved by:

_________________________ Date
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
Course Title: Advanced Instructional Methodology for Special Educators
Course Number: K538
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:
The course provides candidates with an advanced repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs. Special educators will learn to plan, select, adapt, and use instructional strategies to promote positive learning results for individuals with exceptional learning needs across environments, settings, and life spans.

COURSE PREREQUISITES: K505 or an equivalent course, Graduate 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/.

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 the Curriculum Project.

**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 includes using assistive technology in the Curriculum Project.

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

1. Demonstrate knowledge of: a) the theories and research that form the basis of curriculum development and instructional practice; b) the scope and sequences of general and special curricula; and, c) the National, state, and local curricula standards (CEC Standards CC7K1; CC7K2; CC7K3).

2. Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs. (CEC Standard CC7S1).

3. Demonstrate knowledge of prevention, intervention strategies, and services for individuals at risk for a disability. (CEC Standards C4K4; GC7K3)

4. Demonstrate use of technology for planning and managing the teaching and learning environment and for incorporating and implementing instructional and assistive technology into the educational program. (CEC Standards CC7K4; CC7S9).

5. Use appropriate methods to teach reading and mathematics to individuals with disabilities, including the use of response and error analysis to guide instructional decisions and provide feedback to learners (CEC Standards GC4S4; GC4S5; GC4S12).

6. Implement systematic instruction to teach accuracy, fluency, and comprehension in the content areas of reading and written language (CEC Standard GC4S16).

7. Use appropriate methods to teach reading and mathematics to individuals with disabilities (CEC Standards GC4S4; GC4S5).

8. Develop long range and daily lesson plans that include the selection, preparation and organization of materials to implement lesson plans. (CEC Standards CC7S10; CC7S11).

9. Select and use specialized instructional strategies appropriate to the abilities and needs of the individuals and demonstrate knowledge of the advantages and limitations of instructional strategies and practices. (CEC Standards GC4K3; GC7S2).

10. Demonstrate the ability to select, adapt, and use instructional strategies and materials according to characteristics of individuals with exceptional learning needs including the ability to appropriately adapt technology for all individuals with disabilities. (CEC Standards GC4S7; CC4S3; GC7S2).

11. Use strategies for integrating student-initiated learning experiences into ongoing instruction including methods for guiding individuals in identifying and organizing critical content, strategies to facilitate integration into various settings, and, strategies to facilitate maintenance and generalization of skills across learning environments. (CEC Standards GC4K5; GC4K7; CC4S1; CC4S4; CC4S1).

12. Use strategies that promote successful transitions for individuals with exceptional learning needs (CEC Standard CC4S6).
13. Demonstrate and ability to teach students learning strategies and study skills to acquire academic content (CEC Standard GC4S3).

14. Integrate academic instruction and behavior management to include planning and implementing individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior (CEC Standards GC7K1; GC7S1).

15. Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences (CEC Standard CC7S8).

**COURSE ASSIGNMENTS:**

1. **Quizzes and Assignments:** Quizzes and class assignments to demonstrate knowledge of curriculum theory, instructional methods, evidence-based practices, and principles of selection for materials and instructional methodologies.

2. **Case Study:** A case study that incorporates reading and math response analysis and individualized planning within general education and/or specialized state curricula, selection of evidence-based practices for instruction, and summative evaluation.

3. **Curricular Project:** A long range curricular planning project that includes formative and summative assessment within a curriculum-based framework, instructional goals, task analysis, lesson plans, instructional methods, transition strategies, an integrated behavior management system, and adaptations and/or accommodations for exceptional learners and for those with specialized needs due to cultural, linguistic, and gender differences.

**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 the 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 website 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: (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 Activities. 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.

Quizzes and class assignments have a grading weight of 40% of for the final grade, the case study has a grading weight of 20% of final grade, and the curricular planning project has a grading weight of 40% of the final grade.

**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>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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<td>Introduction and Overview of Class</td>
<td>Chapter 1: Introduction</td>
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<td></td>
<td>Characteristics of Students with Diverse Learning and Curricular Needs</td>
<td>Chapter 2: Characteristics of Students with Diverse Learning and Curricular Needs</td>
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<td>English Language Learners</td>
<td>Chapter 3: Modulating Instruction for English Language Learners</td>
<td>Examination #1</td>
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<td>Subject</td>
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<td>Teaching Reading</td>
<td>Chapter 4/5: Effective Strategies for Teaching Reading</td>
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<td>Examination #2</td>
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<td>Writing</td>
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<td>Teaching Mathematics</td>
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<td>Teaching Science</td>
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<td>Strategies for Teaching</td>
<td>Chapter 9: Effective Strategies for Teaching Social Studies</td>
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<td>Social Studies</td>
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<td>Development of the Individualized Education Plan and Accommodations</td>
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<td>Accommodations and Lesson Plans</td>
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<td>IEP Case Study</td>
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<td>Final Examination</td>
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**BIBLIOGRAPHY:**


