New Course  BL EDUC-K 308
Course Request Key Fields

1. Requesting Campus: BL-Bloomington
2. Matching Course: No
3. School: EDUC-School of Education
4. Subject: EDUC-Education
5 a. Course Number: K-308
     b. Has course number been reserved with usssrct@indiana.edu, University Student Services and Systems?: No
6. Credit Type: Undergraduate
7. Is this a Purdue Course?: No
8 a. Course Title: Teaching Infants/Toddlers and Young Children with Special Needs
     b. Recommended Abbreviation (30 characters including spaces): Teach Young Child w Spec Needs

Course Catalog Attributes

9. Academic Career: Undergraduate
10. Effective Term (anticipated): Fall 2013
11. Credit Hours: Fixed at 3
12. Contact Hours: Fixed at 3
13. Is S-F grading approval being requested?: No
14. Is variable title approval being requested?: No
15. Prerequisites/Corequisites (Information Only): P 248
16. Course Description: Prepares future teachers to plan and implement programs for infants/toddlers and preschoolers with special needs. Preservice teachers learn the principles of differentiated, adaptive, and individualized instruction. Preservice teachers also develop an understanding of consultation and interdisciplinary techniques, integrative programming, and interagency cooperation.

Course Attributes for Scheduling

17. Equivalent Courses:
18 a. Repeatable for Credit?: No
     b. Total Career Credit Hours Allowed:
     c. Total Career Completions Allowed:
     d. Allow multiple enrollments in term?:
19 a. Type of Instructional Experience (Select primary component): Methods Course
| b. Additional component(s) that apply: | Discussion  
| | Field Trip  
| | Lecture  
| | Readings  
| 20. Instruction Mode (select all that apply): | Face-To-Face  
| 21. Instructor Name: | Melissa Keller  
| 22. Estimated Enrollment: | 20  
| 23. Estimated Enrollment Percent Expected to be Graduate Students: | 0  
| 24. Frequency of Schedule: | Once Per Year  
| 25. Course Typically Offered: | Spring Term  
| 26. Will this course be required for majors? | Yes  

### Additional Course Information

| 27. Justification for New Course: | Currently there is no undergraduate course focusing on early intervention with infants/toddlers and young children.  
| 28 a. Does this course overlap with existing courses? | No  
| b. Please explain: |  
| c. Have you contacted the appropriate department, school, etc. affected by the overlap? |  
| 29. Are the necessary reading materials currently available in the appropriate library? | Yes  
| 30. Do you anticipate this course will require a special fee? (Information Only) | No  

### Essential Syllabus Information

| ESI 1. Course Content: | Prepares future teachers to plan and implement programs for infants/toddlers and preschoolers with special needs. Preservice teachers learn the principles of differentiated, adaptive, and individualized instruction. Preservice teachers also develop an understanding of consultation and interdisciplinary techniques, integrative programming, and interagency cooperation.  
| ESI 3. Teaching and Learning Methods: | Discussion, lecture, demonstration.  
| ESI 4. Learning Outcome/Objectives: | Preservice students will be able to: Differentiate and adapt curriculum and teaching practices using Universal Design for Learning (UDL). Recognize individual learning, social, and emotional needs. Respond to individual needs with multi-tiered instruction using a response to intervention (RtI) model. Read and understand the basic sections of an Individualized Education Plan (IEP). Read and understand the basic sections of a Behavior Intervention Plan (BIP). Understand the importance of using Positive Behavior Supports (PBS). Apply different strategies to increase collaboration with other professionals and families of students with special needs. Understand the different formats for co-teaching in the inclusive classroom. Apply co-teaching strategies to the development of a lesson plan. Critically reflect on their own teaching skills.  
| ESI 5. Learning Assessment: | Evaluation of lessons plans, 30%; exams, 40%; individual and group projects, 20%; participation, 10%  

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