

EDEX 569 Education of Persons with Emotional/Behavioral Disorders, Learning Disabilities, or Brain Injury-CR-2017-11-28

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information



The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title*

Second Step: Click “**SAVE**” on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS*
- Please be sure to remove the Brackets while renaming the page*

Third Step: Make sure the word *DRAFT* is in yellow at the top of the proposal

Fourth Step: Click on “**EDIT CONTENTS**” (*not EDIT*) and start completing the template. When exiting or when done, click “**SAVE**” (*not Save Draft*) on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

**Indicates a required field*

Proposer*	Mariha Shields	Proposer Email*	m.k.shields@iup.edu
Contact Person*	Mariha Shields	Contact Email*	m.k.shields@iup.edu
Proposing Department/Unit*	Communication Disorders, Special Education, and Disability Services	Contact Phone*	724-357-5686

(A) Course Prefix*	EDEX
(B) Course Number*	<i>See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323</i> 569
(C) Course Title*	Education of Persons with Emotional/Behavioral Disorders, Learning Disabilities, or Brain Injury
(D) Course Level*	graduate-level

<p>(E) Cross Listed*</p> <p>Dual Listed courses must use the</p> <p>Dual Listed form</p> <p>Note: both courses to be dual-listed</p> <p>must be approved through Senate</p> <p>PRIOR to requesting Dual Listing</p> <p><i>Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc.</i></p>	<p><i>Cross Listed = Course has more than one prefix such as GEOG/RGPL 233</i></p> <p>NO</p> <p>If YES, with:</p>
<p>(F) Variable Credit*</p>	<p>NO</p> <p>If YES, enter the number of credits:</p>
<p>(G) Variable Title*</p>	<p>NO</p> <p>If YES, enter the title(s):</p>
<p>(H) Number of Credits*</p>	<p>Class Hours per Week:3</p> <p>Lab Hours:0</p> <p>Credits:3</p>
<p>(I) Repeatable Course*</p> <p>This is for courses that can be</p> <p>Repeated multiple times e. g. Internship</p>	<p>NO</p> <p>If YES, please complete the following:</p> <p style="padding-left: 40px;">Number of Credits that May be Repeated:</p> <p style="padding-left: 40px;">Maximum Number of Credits Allowed to be Repeated:</p>
<p>(J) Prerequisite(s)</p>	<p>Proposed: We're proposing there be No Prerequisites for this course.</p> <p>Current: Certification or EDEX 650 or EDEX 111 or EDEX 300. This course is designed to meet teacher certification requirements.</p>
<p>(K) Co-requisite(s)</p>	<p><i>This means that another course must be taken in the same semester as the proposed course</i></p>

<p>(L) Additional Information</p>	<p><i>Check all that apply. Note: Additional documentation will be required</i></p> <p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p> <p>teacher-education</p> <p><i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i></p> <p><i>* Distance Education: Please complete the Distance Education section of this form (below)</i></p>
<p>(M) Recommended Class Size</p>	<p>Number (Enter Zero if No):</p> <p>If YES: (Check one of the following reasons and provide a narrative explanation)</p> <p>Explain (required):</p>
<p>(N) Catalog Description*</p>	<p><i>Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.</i></p> <p>Focuses on major theoretical positions regarding etiology of emotional/behavioral disorders, learning disabilities, and brain injury; definition and identification of the populations; and educational approaches. The course will review research in the field, including current issues, trends, educational practices, and services. Throughout the course, a variety of instructional approaches (e.g., cooperative learning, simulations, role-playing) will be used to facilitate acquisition of new knowledge and skills. Students are expected to develop presentations using Internet resources and PowerPoint format.</p>

(O) Student Learning Outcomes* (SLO)

For Each Outcome Describe

How the Outcome Will

Be Measured

These should be measurable, appropriate to the course level, and phrased in terms of student achievement, not instructional or content outcomes

*If dual listed, indicate additional learning objectives for the higher level course. **Hit Tab** to add additional lines*

Course Objective	COE-ET	INTASC	NAEYC CEC	Course Assessment Measuring Objective
1	Scholarship	2	NAEYC: 1,4b,4d CEC: 1	Exams Discussion forum
2	Scholarship	1	NAEYC: 4b,4c,4e CEC: 6	Exams Discussion forum
3	Scholarship	2 & 3	NAEYC: 1,2,4b,4d CEC: 1	Topical Paper In-service Presentation Plan* Exams Study guides Internship report
4	Scholarship	1	NAEYC: 1,2,4b CEC: 1,5	Topical Paper In-service Presentation Plan* Exams Discussion forum
5	Scholarship	5 & 7	NAEYC: 1,2,3,4,4b,4d CEC: 2,4,7	Exams Discussion forum
6	Practice	5	NAEYC: 3 CEC: 6	Exams Website research chart
7	Scholarship	1 & 7	NAEYC: 1,2,3,4a,4b,4d CEC: 1,7	Exams Discussion forum
8	Practice	4, 5 & 7	NAEYC: 1,2,3,4a,4b,4d CEC: 5	Topical Paper In-service Presentation Plan* Exams Venn diagram activity
9	Scholarship	5 & 7	NAEYC: 1,2,3,4a,4b,4d CEC: 5	Exams Lesson plan activity
10	Scholarship Practice	5 & 7	NAEYC:1,2,3,4a,4b,4d CEC: 4,5	Topical Paper In-service Presentation Plan* Exams

Course Objective	COE-ET	INTASC	NAEYC CEC	Course Assessment Measuring Objective
				Website study guide
11	Practice	4	NAEYC: 4a,4d CEC: 7	Exams Assessment Review* IEP Evaluation activity
12	Practice	4	NAEYC: 1,3,4b,4d CEC: 5	Exams Lesson plan activity Discussion forum
13	Practice	4, 5	NAEYC: 1,3,4b,4d CEC: 5	Exams Discussion forum
14	Practice	4, 5 & 7	NAEYC: 1,2,3,4a,4b,4d CEC: 5	Exams Study guide
15	Scholarship Practice Reflection	6, 7, 9 & 10	NAEYC: 1,2,3,4a,4b,4d,5 CEC: 7	Exams Discussion forum
16	Scholarship Practice Reflection	1, 7 & 8	NAEYC: 1,2,3,4a,4b,4c,4d CEC: 4	Exams Assessment Review* CBM activity Discussion forum
17	Practice	4	NAEYC: 4b,4d CEC: 3,5	Exams Study guide
18	Practice	4	NAEYC: 4b,4d CEC: 5	Exams Discussion forum

* denotes the course Key Assessments.

(P) Brief Course Outline*

Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments

As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or

direct faculty instruction, there should be a minimum of two hours of out of class student work.

Modules	Assignments and Due Dates
Introduction Week 1	Introduction 1. Introduction yourself/Classroom Forum due Aug 28 th @ 11:59pm 2. Upload a profile picture/your photo due Aug 28 th @ 11:59pm 3. The Business Application due Aug 28 th @ 11:59pm
Unit 1 Learning Objectives Week 3-5	Characteristics and Assessment for Identification of Students with LD, SLD 1. SLD - Classroom Forum due Feb 8 th @ 11:59 pm 2. Topical Paper Topic Selection due Feb 8 th @ 11:59 pm Characteristics and Assessment for Identification of Students with LD, P.A.T. Cit 1. Quiz Chapter 1 due Feb 11 th @ 11:59pm 4. Quiz Chapter 2 due Feb 18 th @ 11:59pm Content and Language Characteristics of Students with LD, Response Modifiers 1. Progress Monitoring Classroom Forum due Feb 26 th @ 11:59 pm 6. Quiz Chapter 3 due Feb 26 th @ 11:59pm Research and Social Characteristics of Students with LD, Social Features of Learning 1. Social and Emotional Classroom Forum due Feb 26 th @ 11:59 pm
Unit 11 Educational Objectives Week 6-10	Characteristics of Students with Specific Learning Difficulties, Components of Services 1. Classroom all Section Classroom Forum due Mar 26 th @ 11:59 pm 2. Assessment Review/Quiz due Mar 26 th @ 11:59pm Characteristics of Students with Specific Learning Difficulties, Their Identification 3. SLD-1 and SLD-2 Worksheet due Mar 26 th @ 11:59pm Students with Communication/Specific Learning Diff 1. CDD Classroom Forum due Apr 2 nd @ 11:59 pm Assess/Assessing 2. Assess Classroom Forum due Apr 9 th @ 11:59 pm 6. Topical Paper due April 9 th @ 11:59pm
Unit 111 Educational Objectives Week 11-15	Characteristics of Students with Specific Learning Difficulties (SLD) 1. TBI Classroom Forum due Apr 16 th @ 11:59 pm Characteristics of Students with Specific Learning Difficulties (SLD) cont. 2. SLD-1/2 Classroom Forum due Apr 16 th @ 11:59 pm 3. Quiz Chapter 12 due April 16 th @ 11:59pm Content and Language Characteristics of Students with TBI 4. Address Evaluation Classroom Forum due April 23 rd @ 11:59pm 5. TBI Coping and Language Assignment due April 23 rd @ 11:59pm Research Characteristics of Students with TBI, Research/SLD 7. TBI Social Skills Classroom Forum due April 30 th @ 11:59pm 7. Research/SLD Summary Assignment due April 30 th @ 11:59pm 8. In Service Presentation Plan due May 7 th @ 11:59pm SLD/SLD 9. Content Reflection Classroom due May 13 th @ 11:59pm 10. Interviewing Journal or Special Paper due May 13 th @ 11:59pm 11. Content Reflection Classroom due May 13 th @ 11:59pm

Rationale for Proposal

(Q) Why is this Course Being Proposed?*

Only a course revision of the prerequisite. Proposing that prerequisites be removed from the course.

(R) University Senate Summary of Rationale

Please enter a single paragraph summary/rationale of changes or proposal for University Senate.

We are seeking to eliminating the prerequisite for this course as graduate students taking this course, for their major, have already completed the prerequisite courses during their undergraduate program at other universities. This is verified during the acceptance process by the program coordinator. The prerequisite is no longer needed for this course.

(S) How Does it Fit into the Departmental Curriculum?*

Check all that apply

Major Requirement

If Other, please explain:

(T) Is a Similar Class Offered in Other Departments?*

NO

Please Provide Comment:

(U) Does it Serve the College /University Above and

NO

Beyond the Role it Serves in the Department?*

Please Provide Comment:

(V) Who is the Target Audience for the Course?*	<p>Course Designed for Majors</p> <p>If Other, please explain:</p>												
(W) Implications for Other Departments*	<p>A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs)</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?</p>												
(X) Attach Supporting Documents for Implications, if Necessary	<table border="1"> <thead> <tr> <th data-bbox="342 747 786 779">File</th> <th data-bbox="786 747 1109 779">Modified</th> </tr> </thead> <tbody> <tr> <td data-bbox="342 804 786 835">PNG File image2017-11-28_15-35-49.png</td> <td data-bbox="786 804 1109 835">Nov 28, 2017 by Mariha K. Shields</td> </tr> <tr> <td data-bbox="342 846 786 877">PNG File image2017-11-28_15-36-4.png</td> <td data-bbox="786 846 1109 877">Nov 28, 2017 by Mariha K. Shields</td> </tr> <tr> <td data-bbox="342 888 786 919">PNG File image2017-11-28_15-36-53.png</td> <td data-bbox="786 888 1109 919">Nov 28, 2017 by Mariha K. Shields</td> </tr> <tr> <td data-bbox="342 930 786 961">PNG File image2017-11-28_15-38-29.png</td> <td data-bbox="786 930 1109 961">Nov 28, 2017 by Mariha K. Shields</td> </tr> <tr> <td data-bbox="342 972 786 1003">PNG File image2017-11-28_15-45-48.png</td> <td data-bbox="786 972 1109 1003">Nov 28, 2017 by Mariha K. Shields</td> </tr> </tbody> </table> <p>Download All</p>	File	Modified	PNG File image2017-11-28_15-35-49.png	Nov 28, 2017 by Mariha K. Shields	PNG File image2017-11-28_15-36-4.png	Nov 28, 2017 by Mariha K. Shields	PNG File image2017-11-28_15-36-53.png	Nov 28, 2017 by Mariha K. Shields	PNG File image2017-11-28_15-38-29.png	Nov 28, 2017 by Mariha K. Shields	PNG File image2017-11-28_15-45-48.png	Nov 28, 2017 by Mariha K. Shields
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(Y) Are the Resources Adequate?*	<p><i>(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)</i></p> <p>YES</p> <p>Please Provide Comment:</p>												

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

If Completing this Section, Check the Box to the Right:	<p>NOTE: you must check this box if the Course has previously been approved for Distance Education</p> <p>distance-education</p>
Course Prefix/Number	<p>569</p>
Course Title	<p>Education of Persons with Emotional/Behavioral Disorders, Learning Disabilities, or Brain Injury</p>
Type of Proposal	<p><i>See CBA, Art. 42.D.1 for Definition</i></p> <p>online</p>

Brief Course Outline	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p>								
Rationale for Proposal (Required Questions from CBA)									
How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?									
For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Course SLO #</th> <th>How outcome is assessed using Distance Education Technologies</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td></td> </tr> <tr> <td style="text-align: center;">2</td> <td></td> </tr> <tr> <td style="text-align: center;">3</td> <td></td> </tr> </tbody> </table>	Course SLO #	How outcome is assessed using Distance Education Technologies	1		2		3	
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1									
2									
3									
How will the instructor-student and student-student interaction take place? (if applicable)									
How will student achievement be evaluated?									
How will academic honesty for tests and assignments be addressed?									

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

If Completing this Section, Check the Box to the Right:	NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies
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Liberal Studies Course Designations (Check all that apply)	
Section 1	
Learning Skills:	
Knowledge Area:	

Liberal Studies Elective	<i>Please mark the competencies(s) that apply - must meet at least one</i>																																			
How does this course fit into the designation you indicated above?																																				
Expected Undergraduate Student Learning Outcomes (EUSLOs) Map the Course Outcome to the ESULO's	<p><i>Map each course outcome to as many of the characteristics of the EUSLO's that apply. Fill in the course outcome number.</i></p> <p><i>See https://www.iup.edu/liberal/faculty-and-staff/euslos/ for additional information regarding mapping EUSLOs</i></p> <table border="1" data-bbox="521 493 1414 1948"> <thead> <tr> <th data-bbox="521 493 1242 548">Informed Learners demonstrate:</th> <th data-bbox="1242 493 1414 548">Course SLO #</th> </tr> </thead> <tbody> <tr> <td data-bbox="521 548 1242 636"> <ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds </td> <td data-bbox="1242 548 1414 636"></td> </tr> <tr> <td data-bbox="521 636 1242 724"> <ul style="list-style-type: none"> The aesthetic facets of human experience </td> <td data-bbox="1242 636 1414 724"></td> </tr> <tr> <td data-bbox="521 724 1242 812"> <ul style="list-style-type: none"> the past and present from historical, philosophical and social perspectives </td> <td data-bbox="1242 724 1414 812"></td> </tr> <tr> <td data-bbox="521 812 1242 900"> <ul style="list-style-type: 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	<ul style="list-style-type: none"> • intellectual honesty 	
	<ul style="list-style-type: none"> • concern for social justice 	
	<ul style="list-style-type: none"> • civic engagement 	
	<ul style="list-style-type: none"> • an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world 	
	<ul style="list-style-type: none"> • an understanding of themselves and a respect for the identities, histories and cultures of others 	

<p>How will each outcome be measured</p> <p>(note should mirror (O) Student Learning</p> <p>Outcomes* (SLO) from the course proposal</p>	<table border="1"> <thead> <tr> <th>Course SLO #</th> <th>Assessment Tool to be used to measure the outcome</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>2</td> <td></td> </tr> <tr> <td>3</td> <td></td> </tr> </tbody> </table>		Course SLO #	Assessment Tool to be used to measure the outcome	1		2		3	
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	2									
	3									

All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.

Please answer the following questions.

<p>Liberal Studies courses must include</p> <p>the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.</p>	
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<p>Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.</p>	
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Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

<p>If Completing this Section,</p> <p>Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</p> <p>teacher-education</p>
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