

EDEX 469 Education of Persons with Emotional/Behavioral Disorders, Learning Disabilities or Brain Injury-CrsRvs-2016-03-31

- 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**" 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*	Becky Knickelbein	Proposer Email*	bknick@iup.edu
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Proposing Department/Unit*	Comm. Disord., Spec. Ed., & Disabil. Serv.	Contact Phone*	724.357.5678

Course Level*	undergraduate-level
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Course Revisions	
(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only complete Category A)	
Category A: catalog_desc_change mod_prereq	Category B: course_revision <i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i> <i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i> <i>* Distance Education: Please complete the Distance Education section of this form (below)</i>

Rationale for Proposed Changes (All Categories)	
(A) Why is the course being revised/deleted:*	To better reflect current practices and provide greater focus on behavior management topics. These revisions will also meet all of the requirements for inclusion in the coursework needed to allow students to sit for the examination to become Board Certified Assistant Behaviors Analyst (BCaBA).

(B) University Senate Summary of Rationale*	<i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i> This course is being revised to reflect the latest best practices regarding the exceptional categories covered. Additional focus will be placed up the behavioral influences on learning and methods used to address these concerns to facilitate student success.
(C) Implications of the change on the program, other programs and the Students:*	None

Current Course Information*		Proposed Changes	
Category A			
(D) C u r r e n t P r e f i x*	EDEX	Pro p o s e d P r e f i x	
(E) C u r r e n t N u m b e r*	469	Pro p o s e d N u m b e r	
(F) C u r r e n t C o u r s e T i t l e*	Education of Persons with Emotional/Behavioral Disorders, Learning Disabilities or Brain Injury	Pro p o s e d C o u r s e T i t l e	
(G) P r e r e q u i s i t e (s)	Successful completion of Step 1 of the Three Step Process, and a dual major in Disability Services/Sociology or a minor in special education	Pro p o s e d P r e r e q u i s i t e (s)	None
(H) C u r r e n t C a t a l o g D e s c r i p t i o n	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 electronic format	Pro p o s e d C a t a l o g D e s c r i p t i o n	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. Reviews research in the field, including current issues, trends, educational practices, and services including the development of behavior plans. Uses a variety of instructional approaches (e.g., cooperative learning, simulations, role-playing) to facilitate acquisition of new knowledge and skills. Students are expected to develop presentations using internet resources and electronic format.

If changing Category A, no further action required.

Category B (if no change, leave blank)

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Class Hours:3
Lab Hours:0
Credits:3

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Class Hours:
Lab Hours:
Credits:

<p>(J)) C u r r e n t C o u r s e (S t u d e n t L e a r n i n g) O u t c o m e s</p>	<p>Students will demonstrate through verbal discussion and in writing that they possess:</p> <ol style="list-style-type: none"> 1. knowledge and understanding of definitions, terminology, and the identification process PDE: I.A, II. C; CEC: Standard 2 2. knowledge and understanding of federal and state legislation related to service delivery and program development, including PL 94-142, Section 504, PL 99-457, PL 101-476 (IDEA), PL 101-336 (ADA) PDE: I. A, III D, L, M, Q, S, V. A, VI. A, C, D, E; CEC: Standard 1 3. knowledge and understanding of characteristics of children, adolescents, and adults (grades Pre K – 8 & grades 7-12) with emotional /behavior disorders, learning disabilities and traumatic brain injury: educational and emotional needs, motivational and learning characteristics, and vocational and career development needs PDE: I. B, C, II. A, B, C, IV. A; CEC: Standard 2 & 3 4. knowledge and understanding of research and theoretical orientations regarding etiologies pedagogy and specially designed instruction; PDE: I. A, B, C, II. A, C; CEC: Standard 3 5. knowledge and understanding of current issues and trends as it relates to: LRE, specially designed and standards/anchors based instruction; PDE: I. C, V. A, B, C; CEC: Standard 5 & 7 6. knowledge and understanding of the various professional organizations for professionals, advocates, and parents who interact with and teach students with emotional/behavior disorders, learning disabilities, and traumatic brain injury PDE: VI. D, VII. B, G; CEC: Standard 9 7. knowledge and understanding of the relevance of multicultural and linguistic diversity in identification and service delivery PDE: I. B, II. C, III. I, IV. C, E; CEC: Standard 5 & 7 8. knowledge and understanding of appropriate standards/anchor based educational programming in the LRE in the following service delivery models: instructional support, itinerant, resource, and self-contained, including transition models PDE: I. A, C, II. A, B, C, III. A, B, K, N, R, IV. A, B, C, E; CEC: Standard 4, 6 & 7 9. knowledge and understanding of cognitive and learning strategies approaches grades Pre K – 8 & grades 7-12 PDE: II. A, B, C, IV. A, B, E ; CEC: Standard 5 & 7 10. knowledge and understanding of designing individual and classroom behavior management plans PDE: I. A,C, II. C, III. F, K, I, IV. A, B, C, E, VII. D; CEC: Standard 5 & 7 11. knowledge of an individual education plan and the various roles of participants in an IEP meeting PDE: I.A, II.A, IV. B, E, V. A, C, VI. A, C, VII D, G; CEC: Standard 4 12. skill in writing a daily and weekly standards/anchor based lesson plan PDE: IV. A, E, V. B; CEC: Standard 4, 5 & 7 13. the ability to use task analysis and scope and sequence procedures PDE: III. A, F, G, IV. A, E; CEC: Standard 4, 5 & 7 14. knowledge of the concepts of: levels of presentation and model/prompt /check PDE: IV. A, E, V. B; CEC: Standard 4, 5 & 7 15. knowledge and understanding of collaborative consultation with professionals and parents PDE: III. P, T, VII. A, D, E, F, G, H, S; CEC: Standard 6, 7, 9 & 10 16. skill in applying formal and informal assessment data to guide instructional decision making including PA Statewide Assessments PDE: I.A, II. A, B, C, III. A, G, H, N, O, R; CEC: Standard 1, 7 & 8 17. knowledge and skill in using computer software, assistive technology, and current technology to enhance learning outcomes PDE: I.A, C, III. S, IV. A, B, C, E; CEC: Standard 4 	<p>Proposed Course (Student Learning)</p> <p>Outcomes</p> <ol style="list-style-type: none"> 1. demonstrate knowledge and understanding of definitions, terminology, and the identification process PDE: I.A, II. C; CEC: Standard 2 2. demonstrate knowledge and understanding of federal and state legislation related to service delivery and program development, including PL 94-142, Section 504, PL 99-457, PL 101-476 (IDEA), PL 101-336 (ADA) PDE: I. A, III D, L, M, Q, S, V. A, VI. A, C, D, E; CEC: Standard 1 3. demonstrate knowledge and understanding of characteristics of children, adolescents, and adults (grades Pre K – 8 & grades 7-12) with emotional /behavior disorders, learning disabilities and traumatic brain injury: educational and emotional needs, motivational and learning characteristics, and vocational and career development needs PDE: I. B, C, II. A, B, C, IV. A; CEC: Standard 2 & 3 4. apply the understanding of research and theoretical orientations regarding etiologies pedagogy and specially designed instruction; PDE: I. A, B, C, II. A, C; CEC: Standard 5. understand and explain current issues and trends as it relates to: LRE, specially designed and standards/anchors based instruction; PDE: I. C, V. A, B, C; CEC: Standard 5 & 7 6. demonstrate knowledge and understanding of cognitive and learning strategies and approaches grades Pre K 8 & grades 7-12 PDE: II. A, B, C, IV. A, B, E ; CEC: Standard 5 & 7 7. design individual and classroom behavior management plans using specific behavior-change procedures(such as stimulus-response-consequence; contingency contracting; group contingencies; Premack principle; and errorless learning). PDE: I. A, C, II. C, III. F, K, I, IV. A, B, C, E, VII. D; CEC: Standard 5 & 7 8. describe the implementation of an individual education plan and understand the various roles of participants in an IEP meeting PDE: I.A, II. A, IV. B, E, V. A, C, VI. A, C, VII D, G; CEC: Standard 4 9. demonstrate the ability to use task analysis and scope and sequence procedures PDE: III. A, F, G, IV. A, E; CEC: Standard 4, 5 & 7 10. apply levels of presentation and model/prompt/check PDE: IV. A, E, V. B; CEC: Standard 4, 5 & 7 11. apply formal and informal assessment data and performance monitoring to guide instructional decision making including PA Statewide Assessments PDE: I.A, II. A, B, C, III. A, G, H, N, O, R; CEC: Standard 1, 7 & 8
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<p>(K) D u a l L i s t e d C o u r s e s O n l y:</p> <p>L i s t C u r r e n t L e a r n i n g</p> <p>O u t c o m e s f o r t h e</p> <p>H i g h e r - L e v e l C o u r s e</p>		<p>D u a l L i s t e d C o u r s e s O n l y:</p> <p>L i s t P r o p o s e d L e a r n i n g</p> <p>O u t c o m e s f o r t h e</p> <p>H i g h e r - L e v e l C o u r s e</p>	
<p>(L) B r i e f C o u r s e O u t l i n e</p> <p>(I t i s a c c e p t e d t o p y</p>	<p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration</i></p> <p><i>regarding student work - For every one hour of classroom or direct faculty instruction,</i></p> <p><i>there should be a minimum of two hours of out of class student work.</i></p> <p>Assessment of learning problems</p> <ul style="list-style-type: none"> - use formal and informal assessments - use of state assessment data <p>Assessment of behavioral issues</p> <p>Differentiated/Specially Designed Instruction for difficulties with oral language</p> <p>Differentiated/ Specially Designed Instruction for difficulties with reading: word identification literacy</p> <p>Differentiated/ Specially Designed Instruction for difficulties with reading: comprehension literacy</p> <p>Differentiated/ Specially Designed Instruction for difficulties with written expression literacy</p> <p>Differentiated/ Specially Designed Instruction for difficulties with content areas</p>	<p>B r i e f C o u r s e O u t l i n e</p> <p>F o r e a c h o u t c o m e, d e s c r i b e h o w</p> <p>t h e o u t c o m e w i l l b e a c h i e v e d</p>	<p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration</i></p> <p><i>regarding student work - For every one hour of classroom or direct faculty instruction,</i></p> <p><i>there should be a minimum of two hours of out of class student work.</i></p> <p>COURSE OUTLINE</p> <p>Assessment of learning problems</p> <ul style="list-style-type: none"> - use formal and informal assessments - use of state assessment data <p>Assessment of behavioral issues</p> <p>Differentiated/Specially Designed Instruction for difficulties with oral language</p> <p>Differentiated/ Specially Designed Instruction for difficulties with reading: word identification literacy</p> <p>Differentiated/ Specially Designed Instruction for difficulties with reading: comprehension literacy</p> <p>Differentiated/ Specially Designed Instruction for difficulties with written expression literacy</p>

<i>fr o m o f d is t r i b u t i o n</i>	Differentiated/ Specially Designed Instruction for difficulties with mathematics	<i>(G i v e s u f f i c i e n t d e t a i l t o c o m m u n i c a t e t h e c o n t e n t t o f a c u l t y a c r o s s c a m p u s. I t i s n o t n e c e s s a r y t o i n c l u d e s p e c i f i c r e a d i n g s, c a l e n d a r o r a s s i g n m e n t</i>	Differentiated/ Specially Designed Instruction for difficulties with content areas
	Differentiated/ Specially Designed Instruction for difficulties with social skills		Differentiated/ Specially Designed Instruction for difficulties with mathematics
	Best practices for students with LD, TBI, and ED		Differentiated/ Specially Designed Instruction for difficulties with social skills
	Best practices for classroom management		Best practices for students with LD, TBI, and ED
	Best practices for behavior management		Differentiated/Specially Designed Instruction for behavioral difficulties
	Transition planning		-behavior-change procedures
	Collaborating with colleagues/families		-performance monitoring
			Transition planning
			Collaborating with colleagues/families/behavior change agents

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:	
Course Prefix/Number	
Course Title	
Type of Proposal	<i>See CBA, Art. 42.D.1 for Definition</i>

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.	
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:	<input type="checkbox"/>
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Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	

Liberal Studies Elective	<i>Please mark the designation(s) that apply - must meet at least one</i>
Expected Undergraduate Student Learning Outcomes (EUSLOs)	<i>Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners</i> <i>See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694</i>
Description of the Required Content for this Category	<i>Narrative on how the course will address the Selected Category Content</i>

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

Please answer the following questions.

Liberal Studies courses must include 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.	
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.	

Teacher Education Section

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

If Completing this Section, Check the Box to the Right:	teacher-education
Course Designations:	This course is a professional education sequence course
Key Assessments	The Key Assessment is included with the Unit Assessment System

	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <table border="1" data-bbox="391 273 1498 451"> <thead> <tr> <th data-bbox="391 273 1201 315">File</th> <th data-bbox="1201 273 1498 315">Modified</th> </tr> </thead> <tbody> <tr> <td data-bbox="391 315 1201 388">Microsoft Word Document EDEX 469 Individual BehaviorPlan Format and Rubric.docx</td> <td data-bbox="1201 315 1498 388">Oct 24, 2017 by Gail S. Sechrist</td> </tr> <tr> <td data-bbox="391 388 1201 451">Microsoft Word Document EDEX 469 Course Assessment Matrix.docx</td> <td data-bbox="1201 388 1498 451">Oct 24, 2017 by Gail S. Sechrist</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files  Download All 	File	Modified	Microsoft Word Document EDEX 469 Individual BehaviorPlan Format and Rubric.docx	Oct 24, 2017 by Gail S. Sechrist	Microsoft Word Document EDEX 469 Course Assessment Matrix.docx	Oct 24, 2017 by Gail S. Sechrist
File	Modified						
Microsoft Word Document EDEX 469 Individual BehaviorPlan Format and Rubric.docx	Oct 24, 2017 by Gail S. Sechrist						
Microsoft Word Document EDEX 469 Course Assessment Matrix.docx	Oct 24, 2017 by Gail S. Sechrist						
<p>Narrative Description of the Required Content</p>	<p><i>How the proposal relates to the Education Major</i></p>						

For Deans Review
<p>Are Resources Available/Sufficient for this Course?</p>
<p>Is the Proposal Congruent with the College Mission?</p>
<p>Has the Proposer Attempted to Resolve Potential Conflicts with Other Academic Units?</p>
<p>Comments:</p>

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions <http://ihelp.iup.edu>