B.S.--Disability Services-PrgRsv-2016-04-04

- 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: **Bachelors in Criminology Pre-Law-PrgRsv-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*	Annah L. Hill	**Proposer Email***	a.l.hill@iup.edu
Contact Person*	Annah L. Hill	**Contact Email***	a.l.hill@iup.edu
Proposing Department/Unit*	Communication Disorders, Special Education, and Disability Services	**Contact Phone***	724-357-2450

Program Revision Options (Check all that apply)
Catalog Description Change
*Teacher Education: Please complete the Teacher Education section of this form (below)
*Liberal Studies: Please complete the Liberal Studies section of this form (below)

Course Level:*	undergraduate-level

Rationale for Proposed Changes	
(A) Why is the program being revised?*	The DISB program has taken over the EDEX 493 course. A course revision is being completed so that EDEX 493 becomes DISB 493. We also need this to be reflected in the undergraduate catalog description.

| (B) Identify the **Program** Student Learning Outcomes (SLO). Mark any SLOs that are changing as a part of the Program Revision.* | It was requested by UWUCC that we add the following:

Disability Services - EUSLOs and Measures

INFORMED LEARNERS

Informed learners understand nature and society through forms of inquiry fundamental to sciences, the humanities, and the arts. Learners are informed by knowledge and ways of knowing that extend beyond core concepts enabling them to link theory and practice.

• Provide internship experience as culmination of four-year college program
• Provide college coursework to prepare for internship experiences.
• Facilitate internships in urban and rural communities

Empowered Learners

Empowered learners are critical thinkers who demonstrate intellectual agility and creativity and the ability to manage or create change. They are able to derive meaning from experience and observation. They communicate and collaborate well in diverse settings and employ various strategies to solve problems. They are empowered through mastery of intellectual and practical skills.

• Integrate instructional and assistive technologies within course pedagogy and encourage students to do so, as well.
• Utilize reading, writing, speaking, and listening skill development throughout all course content.
• Transform knowledge of content and pedagogy into appropriate community-based interventions.
• Review data and reflect on intervention effectiveness.

Responsible Learners

Responsible learners are engaged citizens of a diverse democratic society who have a deep sense of social responsibility and ethical judgment. They are responsible for their personal action and civic values.

• Complete course requirements including multiple self-reflections.
• Engage in volunteerism and positive interactions in the community.
• Behave professionally according to school community agency policies and procedures and professional organizational guidelines.
• Provide equitable experiences for individuals with diverse learning needs.
• Expect students to credit appropriate authorship. |
| **(C) Implications of the change on the program, other programs and the Students:*** | |

Current Program Information		Proposed Changes	
(D) Current Program Title*	Disability Services	**Proposed Program Title** *(if changing)*	

| (E) Current Narrative

Catalog Description

If copying pasting from current

catalog entry, please paste into

Word or Notepad first to

eliminate potential issues with

formatting or special characters

in the text. | UG Course Catalog: http://www.iup.edu/registrar/catalog/

Grad Course Catalog:http://www.iup.edu/graduatestudies/catalog/

CURRENT:

Completion of this multidisciplinary curriculum in educational, social, and

natural sciences prepares graduates to work as professionals serving individuals

with disabilities in a wide array of public and private sector agencies

and service providers, including adult mental health/mental retardation

(MH/MR) programs. Students who complete the program will earn a bachelor

of science degree and will be prepared for employment as instructional

assistants in public or private schools, as therapeutic staff support personnel,

or in a wide variety of capacities in MH/MR programs, community based

employment/living programs, early intervention programs, residential

treatment programs, preschool/day care programs, and other agency service

providers for individuals with disabilities. Disability services majors must

achieve and maintain a 2.75 overall GPA. | **Proposed Narrative**

Catalog Description

(if changing) | REVISION:

The current catalog description with changes is listed below. The only changes that are needed are as follows:

EDEX 493 Internship/Field Training (12 cr) needs to be changed to **DISB 493 Internship/Field Training (12cr)**

Also, Mental Retardation and MR need to be removed from the narrative as shown below, and changing

COMM 103 to ACE 103.

Completion of this multidisciplinary curriculum in educational, social, and

natural sciences prepares graduates to work as professionals serving individuals

with disabilities in a wide array of public and private sector agencies

and service providers, including adult **mental health (MH)** programs. Students who complete the program will earn a bachelor

of science degree and will be prepared for employment as instructional

assistants in public or private schools, as therapeutic staff support personnel,

or in a wide variety of capacities in **MH programs**, community based

employment/living programs, early intervention programs, residential

treatment programs, preschool/day care programs, and other agency service

providers for individuals with disabilities. Disability Services majors must

achieve and maintain a 2.75 overall GPA. |
| (F) Current Program

Requirements | **Bachelor of Science—Disability Services**

Liberal Studies: As outlined in Liberal Studies section with the 43-44

following specifications:

Mathematics: 3cr

Social Science: PSYC 101, SOC 151

Liberal Studies Electives: 3cr, CDFR 224

Major: 49

Required Courses:

CDFR 218 Child Development 3cr

CDFR 310 Childhood Observation and Assessment 3cr

CDFR 315 Introduction to Early Intervention 3cr

DISB 440 Ethical and Professional Behaviors 1cr

EDEX 111 Introduction to Exceptional Persons 3cr

EDEX 340 Introduction to Behavior Management

 in Special Education 3cr

EDEX 415 Preschool Education for Children with | **Proposed Program**

Requirements

(if changing, please highlight

in RED what is being changed) | **Bachelor of Science—Disability Services**

Liberal Studies: As outlined in Liberal Studies section with the 43-44

following specifications:

Mathematics: 3cr

Social Science: PSYC 101, SOC 151

Liberal Studies Electives: 3cr, CDFR 224

Major: 49

Required Courses:

CDFR 218 Child Development 3cr

CDFR 310 Childhood Observation and Assessment 3cr

CDFR 315 Introduction to Early Intervention 3cr

DISB 440 Ethical and Professional Behaviors 1cr

DISB 493 Internship/Field Training 12cr

EDEX 111 Introduction to Exceptional Persons 3cr

EDEX 340 Introduction to Behavior Management

 in Special Education 3cr

EDEX 415 Preschool Education for Children with

Disabilities 3cr

EDEX 458 Transition for Youth with Disabilities 3cr |

Disabilities 3cr EDEX 458 Transition for Youth with Disabilities 3cr EDEX 460 Family Perspectives on Disability 3cr EDEX 469 Education of Persons with Emotional/ Behavioral Disorders, Learning Disabilities, or Brain Injury 3cr EDEX 478 Education of Persons with Mental Retardation/Developmental Disabilities and Physical/Multiple Disabilities 3cr EDEX 493 Internship/Field Training 12cr EDHL 114 Introduction to Deaf and Hard-of-Hearing Persons 3cr EDHL 115 Introduction to American Sign Language 3cr **Other Requirements:** 6 **Professional Sequence:** EDEX 103 Special Education Technology *or* *or* COMM 103 Digital Instructional Technology 3cr EDSP 102 Educational Psychology 3cr **Free Electives:** (1) 21-22 Students may use these 18cr toward study of a minor discipline and/or as free electives. **Total Degree Requirements:** 120 (1) It is recommended that students pursue minor studies in one of the following minor tracks: Child Development and Family Relations (18cr), Educational Psychology (15cr), Psychology (18cr), or Sociology/Disability Services or Human Services (18cr).	EDEX 460 Family Perspectives on Disability 3cr EDEX 469 Education of Persons with Emotional/ Behavioral Disorders, Learning Disabilities, or Brain Injury 3cr EDEX 478 Education of Persons with Mental Retardation/Developmental Disabilities and Physical/Multiple Disabilities 3cr EDHL 114 Introduction to Deaf and Hard-of-Hearing Persons 3cr EDHL 115 Introduction to American Sign Language 3cr **Other Requirements:** 6 **Professional Sequence:** EDEX 103 Special Education Technology *or* *or* COMM 103 Digital Instructional Technology 3cr EDSP 102 Educational Psychology 3cr **Free Electives:** (1) 21-22 Students may use these 18cr toward study of a minor discipline and/or as free electives. **Total Degree Requirements:** 120 (1) It is recommended that students pursue minor studies in one of the following minor tracks: Child Development and Family Relations (18cr), Educational Psychology (15cr), Psychology (18cr), or Sociology/Disability Services or Human Services (18cr).

(G) Supporting Documents*	Are you making a major change? NO If making a major change, please attach a document with a summary of any/all changes. **File Modified**

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:	

Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	*Please mark the designation(s) that apply - must meet at least one*
Expected Undergraduate Student **Learning Outcomes** **(EUSLOs)**	*Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners* *See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694*
Description of the Required **Content for this Category**	*Narrative on how the course will address the Selected Category Content*
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:	
Course Designations:	
Key Assessments	
	For both new and revised courses, please attach (see the program education coordinator): • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric **File** **Modified** No files shared here yet. • Drag and drop to upload or browse for files
Narrative Description of the Required Content	*How the proposal relates to the Education Major*

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

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