

EDEX 269 Identifying and Understanding Children with Academic and Social Learning Needs from Preschool through Adolescence-CrsRvs-2017-11-07

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

Form Information



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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*	Joseph Domaracki	Proposer Email*	jwdomara@iup.edu
Contact Person*	Joseph Domaracki	Contact Email*	jwdomara@iup.edu
Proposing Department/Unit*	Communication Disorders, Special Education and Disability Services	Contact Phone*	x72450

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:	Category B:
mod_prereq	<p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></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>

Rationale for Proposed Changes (All Categories)
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(A) Why is the course being revised /deleted:*	<p>EDEX 269 is a course in which students are exposed to characteristics of and methods of instruction for persons with emotional /behavioral disorders, learning disabilities or traumatic brain injury and was originally in the second Field Experience block in the ECSP curriculum thus requiring Step I. Over time program faculty came to realize that exposure to the information contained EDEX 269 while in the field was not advantageous for our students. A change was made in 2015 to move EDEX 269 out of the field experience block so students would be better prepared for their field experiences. We did not change the prerequisites for EDEX 269 when we moved the course out of the block in 2015. Since 2015 department personnel have been doing course overrides for EDEX 269 because of the curriculum sequence change. We would like a prerequisite change to facilitate ease of registration for ECSP majors and help decrease the number of overrides written for this course.</p>
(B) University Senate Summary of Rationale*	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>EDEX 269 is a course in which students are exposed to characteristics of and methods of instruction for persons with emotional /behavioral disorders, learning disabilities or traumatic brain injury and was originally in the second Field Experience block in the ECSP curriculum thus requiring Step I. Over time program faculty came to realize that exposure to the information contained EDEX 269 while in the field was not advantageous for our students. A change was made in 2015 to move EDEX 269 out of the field experience block so students would be better prepared for their field experiences. We did not change the prerequisites for EDEX 269 when we moved the course out of the block in 2015. Since 2015 department personnel have been doing course overrides for EDEX 269 because of the curriculum sequence change. We would like a prerequisite change to facilitate ease of registration for ECSP majors and help decrease the number of overrides written for this course.</p>
(C) Implications of the change on the program, other programs and the Students:*	

Current Course Information*	
Category A	
(D) Current Prefix*	EDEX
Proposed Prefix	
(E) Current Number*	269
Proposed Number	
(F) Current Course Title*	Identifying and Understanding Children with Academic and Social Learning Needs from Preschool through Adolescence
Proposed Course Title	
(G) Prerequisite(s)	EDEX 110, early childhood/special education majors only

Proposed Prerequisite(s)	EDEX 110 or 111, early childhood/special education majors or early childhood education majors only
(H) Current Catalog Description	Focuses on evidence-based practices for educating children with special needs for academic instruction and/or social and emotional learning. Reviews literature on characteristics of students with learning and behavior problems and summarizes research on academic interventions, classroom climate, social and emotional learning, and self-regulation strategies. Applies social and behavioral learning theories to management of academic and social instruction. Uses a variety of instructional approaches (e.g., case studies, simulations) to facilitate acquisition of new knowledge and to apply the knowledge to educational settings.
Proposed Catalog Description	
<i>If changing Category A, no further action required.</i>	
Category B (if no change, leave blank)	
(I) Repeatable Course This is for a course that can be repeated Multiple times e.g. Internship	If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
Proposed Repeatable Course	If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
(J) Number of Credits	Class Hours per week: Lab Hours: Credits:
Proposed Number of Credits	Class Hours:Lab Hours:Credits:
(K) Current Course Student Learning Outcomes (SLOs)	

**(L)
Proposed
Course
Student**

Note that the text box in the table expands

SLO #	Outcome	How outcome is assessed
1		
2		
3		

**Learning
Outcomes
(SLOs)**

For each outcome, describe how

the outcome will be achieved

**(M)
Previous
Brief
Course
Outline**

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.

(It is acceptable to copy

from old syllabus)

<p>(N) Brief Course Outline</p> <p><i>(Give sufficient detail to communicate the content to faculty across campuses. 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>
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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:	NOTE: you must check this box if the Course has previously been approved for Distance Education
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?	

<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p>	
<p>How will the instructor-student and student-student interaction take place? (if applicable)</p>	
<p>How will student achievement be evaluated?</p>	
<p>How will academic honesty for tests and assignments be addressed?</p>	

Liberal Studies Section

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

<p>If Completing this Section, Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies</p>
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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>								
<p>Expected Undergraduate Student Learning Outcomes (EUSLOs)</p> <p>Map the Course Outcome to the ESULO's</p>	<p><i>Map each course outcome to as many of the characteristics of the EUSLOs 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"> <thead> <tr> <th>Informed Learners demonstrate:</th> <th>Course SLO #</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> The aesthetic facets of human experience </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> the past and present from historical, philosophical and social perspectives </td> <td></td> </tr> </tbody> </table>	Informed Learners demonstrate:	Course SLO #	<ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds 		<ul style="list-style-type: none"> The aesthetic facets of human experience 		<ul style="list-style-type: none"> the past and present from historical, philosophical and social perspectives 	
Informed Learners demonstrate:	Course SLO #								
<ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds 									
<ul style="list-style-type: none"> The aesthetic facets of human experience 									
<ul style="list-style-type: none"> the past and present from historical, philosophical and social perspectives 									

<ul style="list-style-type: none"> the human imagination, expression and traditions of many cultures 	
<ul style="list-style-type: none"> the interrelationships within and across cultures & global communities 	
<ul style="list-style-type: none"> the interrelationships within and across disciplines 	
Empowered Learners demonstrate:	Course SLO #
<ul style="list-style-type: none"> effective oral and written communication abilities 	
<ul style="list-style-type: none"> ease with textual, visual and electronically-mediated literacies 	
<ul style="list-style-type: none"> problem solving skills using a variety of methods and tools 	
<ul style="list-style-type: none"> information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources 	
<ul style="list-style-type: none"> the ability to transform information into knowledge and knowledge into judgement and action 	
<ul style="list-style-type: none"> the ability to work within complex systems and with diverse groups 	
<ul style="list-style-type: none"> critical thinking skills including analysis, application and evaluation 	
<ul style="list-style-type: none"> reflective thinking and the ability to synthesize information and ideas 	
Responsible Learners demonstrate:	Course SLO #
<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 (L) Student Learning</p> <p>Outcomes* (SLO) from the course proposal</p>	<i>Narrative on how the course will address the Selected Category Content</i>	
	Course SLO #	Assessment Tool to be used to measure the outcome
	1	
	2	

3	
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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>	
<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>	

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>						
<p>Course Designations:</p>							
<p>Key Assessments</p>	<p>The Key Assessment is included with the Unit Assessment System</p>						
	<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" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">File</th> <th style="text-align: center;">Modified</th> </tr> </thead> <tbody> <tr> <td>Microsoft Word Document EDEX 269 Individual Behavior Plan Format and Rubric.docx</td> <td>Nov 07, 2017 by Joseph W. Domaracki</td> </tr> <tr> <td>Microsoft Word Document ECSP Assessment Matrix-1.docx</td> <td>Nov 07, 2017 by Joseph W. Domaracki</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 269 Individual Behavior Plan Format and Rubric.docx	Nov 07, 2017 by Joseph W. Domaracki	Microsoft Word Document ECSP Assessment Matrix-1.docx	Nov 07, 2017 by Joseph W. Domaracki
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Narrative Description of the Required Content	<i>How the proposal relates to the Education Major</i>
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