


EDEX 440 Ethical and Professional Behavior-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
Contact Person*	Becky Knickelbein	Contact Email*	bknick@iup.edu
Proposing Department/Unit*	Comm. Disorder, Spec Ed, & Disability Services	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 update and better reflect the current ethical issues and practices.
(B) University Senate Summary of Rationale*	<i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i> This one credit course on ethical and professional behavior is being updated to reflect changes in the future professional roles of the students participating the course. As the fields related to working with individuals with special needs change and evolve, it is important for this course to keep up with the implications those changes may impose upon professional behavior and questions of an ethical nature. (An example would be the involvement of our students in the area of behavior management.)

(C) Implications of the change on the program, other programs and the Students:*	None
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Current Course Information*	Proposed Changes
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Category A

(D) Cur ren t Pre fix*	EDEX	Prop osed Prefix	
(E) Cur ren t Nu mb er*	440	Prop osed Num ber	
(F) Cur ren t Co urs e Titl e*	Ethical and Professional Behavior	Prop osed Cour se Title	
(G) Pre req uisi te (s)	Departmental permission, successful completion of Step 1 of the 3-Step process	Prop osed Pre re quisit e(s)	none - course will also be taken by students outside of teacher education
(H) Cur ren t Cat alog De scri ption	Emphasizes ethical and professional behavior for student teachers and professional employees. Possibilities for and methods of initiating and profiting from postbaccalaureate study are indicated. Student teachers are required to complete and present a curriculum book regarding each student-teaching experience.	Prop osed Catal og Desc ription	Emphasizes ethical and professional behavior for educational professionals working with individuals with special needs. Focuses on responsible and ethical conduct as it relates to interaction with students and other professionals in direct service, instructional and/or supervisory roles. Also addresses legal implications related to these roles.

If changing Category A, no further action required.

Category B (if no change, leave blank)

(I) Nu mb er of Cre dits	Class Hours:1 Lab Hours:0 Credits:1	Prop osed Num ber of Credi ts	Class Hours: Lab Hours: Credits:
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<p>(J) Current Course</p> <p>(Student Learning)</p> <p>Outcomes</p>	<ol style="list-style-type: none"> 1. Explore the knowledge and understanding of the CEC Ethical Principles and Practice Standards and the CEC Standards for Professional Practice 2. Investigate the importance of day-to-day responsibilities in agencies that lead to efficient program management 3. Demonstrate an understanding of the legal issues and responsibilities as they relate to the CEC standards and their secondary SPA standards 4. Express an awareness and understanding of principles of ethical etiquette 5. Evaluate the variety of agencies where they can student teach/work 6. Analyze perspective sites and review the process to apply for student teaching. 	<p>Proposed Course</p> <p>(Student Learning)</p> <p>Outcomes</p>	<ol style="list-style-type: none"> 1. Explore the knowledge and understanding of the ethical principles and practice standards for professionals working with individuals with special needs. 2. Demonstrate an understanding of legal issues as they relate to ethical responsibilities. 3. Express an awareness and understanding of principles of ethics related to the management of behaviors. 4. Evaluate the professional practices of schools and agencies. 5. Apply ethical and legal standards to future professional roles
<p>(K) Dual Listed Courses Only:</p> <p>List Current Learning Outcomes for the Higher-Level Course</p>		<p>Dual Listed Courses Only:</p> <p>List Proposed Learning Outcomes for the Higher-Level Course</p>	

<p>(L) Brief Course Outline</p> <p><i>(It is acceptable to copy from old syllabus)</i></p>	<p>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.</p>	<p>Brief Course Outline</p> <p>For each outcome, describe how the outcome will be achieved</p> <p><i>(Give sufficient detail to communicate the content to faculty across campus. It is not necessary to include specific readings, calendar or assignments)</i></p>	<p>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.</p>																									
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Distance Education Section

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

<p>If Completing this Section, Check the Box to the Right:</p>	
<p>Course Prefix/Number</p>	
<p>Course Title</p>	
<p>Type of Proposal</p>	<p><i>See CBA, Art. 42.D.1 for Definition</i></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.	
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	

	<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 <p style="text-align: center;">File Modified</p> <hr/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files 
<p>Narrative Description of the Required Content</p>	<p><i>How the proposal relates to the Education Major</i></p> <p>This course is in the sequence for some education majors, but is also taken by students who are not education majors. There is no key assessment for this course that relates to the SPA report.</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>