

14-149d.
 Provost App-3/18/15
 UWUCC AP-3/24/15
 Senate Info-4/28/15

Distance Education Course Proposal Template

Steps to the approval process:

1. Complete the applicable template(s) and email them to the departmental or program curriculum committee chair. (If this is a new course that will include DE, complete Templates A and E. If adding DE to an existing course that is otherwise unchanged, complete Template E only. If revising a course and adding DE, complete Templates A and E.)
2. The curriculum chair emails the proposal to the curriculum committee, then to the department/program faculty for a vote and finally to the department/program chair.
3. The department/program chair emails the proposal to curriculum-approval@iup.edu; this email will also serve as an electronic signature.
4. Curriculum committee staff will log the proposal, forward it to the appropriate dean's office(s) for review within 14 days and post it on the X Drive for review by all IUP faculty and administrators. Following the dean's review the proposal goes to the UWUCC/UWGC and the Senate.
5. Questions? Email curriculum-approval@iup.edu.

Contact Person:	Daniel Wissinger & Joann Migyanka	Email Address:	dwissinger@iup.edu ; migyanka@iup.edu .
Proposing Depart/Unit:	Special Education and Clinical Services	Phone:	724-357-3948; 724-357-5679

Course Prefix/Number	EDEX458
Course Title	Transition Assessment & Planning for Youth with Disabilities
Adding DE to an Already Approved Course	<input checked="" type="checkbox"/> Yes – <i>Template E only required</i> <input type="checkbox"/> No – <i>Template A and E both required</i>
Type of Proposal	(<i>See CBA, Art. 42.D.1 for definition</i>) <input checked="" type="checkbox"/> Online <input type="checkbox"/> ITV
Brief Course Outline – if adding DE to an approved course <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>	I. A Framework for Positive Outcomes II. Transition Legislation & Models III. Multicultural & Collaborative Competencies for Working with Families IV. Career Development Theories for Transition Planning V. Transition Assessment VI. Developing Appropriate Postsecondary Goals VII. Identifying & Defining Courses of Study VIII. Collaborative Transition Services IX. Developing & Teaching the Transition IEP X. Coordinating Transition Services XI. Transition to Postsecondary Education

Template E

	<p>XII. Transition to Employment, Independent Living & Community Participation.</p>
<p>Rationale for Proposal (Required Questions from CBA)</p>	
<p>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?</p>	<p>Dr. Wissinger and Migyanka have extensive classroom experience in public education and have facilitated the development of transition plans and coordinating activities for multiple learners from grades 7 through 12. More recently, Dr. Wissinger and Migyanka have developed and taught several courses in the Early Childhood/Special Education dual certification program (i.e., EDEX103; EDEX301; EDEX558, EDEX231) online. Dr. Migyanka developed a 12 credit autism endorsement program which is taught solely online. She completed a three-week training through Regis University on the development and pedagogy of online teaching. She has participated in Moodle and D2L trainings offered at IUP and a Workshop on online teaching offered at IUP.</p>
<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p>	<p>1. Develop knowledge about adolescent development, the legislative history of transition from school to adult life, and the impact of disability on the career development process, vocational decision making, and community living of students with disabilities, and their families;</p> <p>*Objective will be addressed through: (a) chapter readings, and (b) online reading checks (D2L).</p> <p>2. Summarize the fundamental issues addressed in the "Normalization" model and offer examples of its incorporation vs. failures to practice the philosophy;</p> <p>*Objective will be addressed through: (a) chapter readings, and (b) online reading checks (D2L).</p> <p>3. Research and synthesize the available governmental and community agency services that support individuals with exceptionalities and their families;</p> <p>*Objective will be addressed through: (a) the Transition Planning Project, and (b) online discussion boards (D2L).</p> <p>4. Compare major elements of transition models and plans;</p> <p>*Objective will be addressed through: (a) chapter readings, and (b) online reading checks (D2L).</p> <p>5. Define important instructional strategies in delivering transitional goals;</p> <p>*Objective will be addressed through: (a) the Transition Planning Project, and (b) online reading checks (D2L).</p> <p>6. Analyze essential elements of supporting persons with disabilities in various employment situations;</p> <p>*Objective will be addressed through: (a) the Transition Planning Project, and (b) online reading checks, and (c) the final exam (D2L).</p> <p>Skills & Performance</p> <p>7. Use formal and informal assessments of career-based skills and interests, and job</p>

Template E

	<p>shadowing and work experiences that build upon the abilities and preferences of students with specific disabilities to construct a written plan with a prioritized set of goals to be included in a transition plan;</p> <p>*Objective will be addressed through: (a) My Transition Plan, (b) the Transition Planning Project, and (c) online reading checks, and (d) the final exam (D2L).</p> <p>8. Identify specific attributes, particularly self-determination and other personal-social characteristics, needed for students' successful transition from school to adult life;</p> <p>*Objective will be addressed through: (a) the Transition Planning Project, and (b) online reading checks (D2L).</p> <p>9. Construct a detailed plan of action for progress monitoring and advancement toward each of the three annual goals;</p> <p>*Objective will be addressed through: (a) My Transition Plan, (b) the Transition Planning Project, and (c) online reading checks, and (d) the final exam (D2L).</p> <p>Dispositions & Professionalism</p> <p>10. Justify the importance of a broad-based career education training model as it applies to various levels of persons with disabilities;</p> <p>*Objective will be addressed through: (a) the Transition Planning Project</p> <p>11. Explore best practices in the field of transition, document the evidence, and design applications.</p> <p>*Objective will be addressed through: (a) the Transition Planning Project</p>
<p>How will instructor-student and student-student, if applicable, interaction take place?</p>	<p>Teacher student interactions will occur through multiple outlets including:</p> <ol style="list-style-type: none"> 1. Course announcements (news page on D2L) 2. Discussion boards 3. Narrated lectures and PowerPoints (screencast-o-matic) 4. Chat rooms 5. Email & phone
<p>How will student achievement be evaluated?</p>	<p>Student achievement will be evaluated through the following mechanisms:</p> <ol style="list-style-type: none"> 1. Formal assessments including: (a) weekly reading checks (online quizzes), and (b) exams. 2. Discussion board postings, responses, and interactions with the instructor and peers. 3. Self-assessments, and 4. Transition Planning Project (Part I: Transition Assessment; Part II: the Transition Plan, and Part III: Summary of Performance.
<p>How will academic honesty for tests and assignments be addressed?</p>	<p>Course instructors will utilize several measures to reduce and/or eliminate as much as possible academic dishonesty. These measures will include:</p> <ol style="list-style-type: none"> 1. Monitoring the authenticity of essays, written compositions, and project components with Turn It In (i.e., Turnitin.com). 2. Set explicit time-limits for students to complete online quizzes and exams. 3. Monitor time of submission/s, and consistency of correct and incorrect responses across students for online quizzes and exams.