

Course Revision/Deletion Template

Steps to the approval process:

1. Complete the applicable template(s) and email them to the departmental or program curriculum committee chair.
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 Revisions *(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only need to complete Category A information; if Category B need information in both A and B; For Category C, complete entire form):*

Category A: Course Prefix/Number Change Course Title Change Course Deletion

Category B: Catalog Description Change Modify Prerequisite(s)

Category C: Add Dual Level Add Liberal Studies *(Complete Template C)* Change in Class/Lab Hours

Add Distance Education *(Complete Template E)* Add/Revise TECC *(Complete Template D)* Course Revision

Credit Hour Change Other - Click here to enter text.

Current Course Information		Proposed Changes	
Category A <i>(if not changed leave blank)</i>			
Current Prefix	EDEX	Proposed Prefix	Click here to enter text.
Current Number	458	Proposed Number	Click here to enter text.
Current Course Title	Transition Assessment & Planning for Youth with Disabilities	Proposed Course Title	Click here to enter text.
Prerequisite(s)	Click here to enter text.	Proposed Prerequisite(s)	Click here to enter text.
Category B <i>(if not changed leave blank)</i>			

Template B

Current Catalog Description	Click here to enter text.	Proposed Catalog Description	Click here to enter text.
Category C <i>(if not changed leave blank)</i>			
<p>Current Course (Student Learning) Outcomes</p>	<ol style="list-style-type: none"> 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; 2. Promote skills in facilitating person-centered planning with families, interagency personnel and students with disabilities; 3. Create an understanding of critical vocational behavior and resources and strategies for their development; 4. Develop skills in vocational planning including formal and informal assessments of career-based skills and interests, and job shadowing and work experiences that build upon the abilities and preferences of students with disabilities; 5. Demonstrate an understanding of specific attributes, particularly self-determination and other personal-social characteristics needed for students successful transition from school to adult life; 6. Promote awareness of local transition planning councils, statewide transition initiatives, and other community-based 	<p>Proposed Course (Student Learning) Outcomes</p>	<p>Knowledge & Content</p> <ol style="list-style-type: none"> 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; 2. Summarize the fundamental issues addressed in the "Normalization" model and offer examples of its incorporation vs. failures to practice the philosophy; 3. Research and synthesize the available governmental and community agency services that support individuals with exceptionalities and their families; 4. Compare major elements of transition models and plans; 5. Define important instructional strategies in delivering transitional goals; 6. Analyze essential elements of supporting persons with disabilities in various employment situations; <p>Skills & Performance</p>

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	<p>transition-related activities that support effective transition planning;</p> <p>7. Advance skills in best practices for transition service planning as a function of annual individualized education plans;</p> <p>8. Identify resources for facilitating the vocational development of students with disabilities and develop knowledge of the roles various agencies play in the career education, health, lifestyles, community living, transition and job placement process of students with disabilities;</p> <p>9. Develop an understanding of various models of employment for persons with disabilities.</p>		<p>7. Use formal and informal assessments of career-based skills and interests, and job 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>8. Identify specific attributes, particularly self-determination and other personal-social characteristics, needed for students' successful transition from school to adult life;</p> <p>9. Construct a detailed plan of action for progress monitoring and advancement toward each of the three annual goals;</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>11. Explore best practices in the field of transition, document the evidence, and design applications.</p>
<p>Brief Course Outline <i>(it is acceptable to copy this from the old syllabus)</i></p>	<p>I. The Context of Transition</p> <p>II. Transition Models, Career Development, & Promising Practices</p> <p>III. Crating a Transition Perspective of Education</p> <p>IV. Participatory Decision Making in Transition Planning</p>	<p>Brief Course Outline <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>I. A Framework for Positive Outcomes</p> <p>II. Transition Legislation & Models</p> <p>III. Multicultural & Collaborative Competencies for Working with Families</p> <p>IV. Career Development Theories for Transition Planning</p>

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	<p>V. Individualized Transition Planning</p> <p>VI. Achieving Quality Outcomes in Transition</p>		<p>V. Transition Assessment</p> <p>VI. Developing Appropriate Postsecondary Goals</p> <p>VII. Identifying & Defining Courses of Study</p> <p>VIII. Collaborative Transition Services</p> <p>IX. Developing & Teaching the Transition IEP</p> <p>X. Coordinating Transition Services</p> <p>XI. Transition to Postsecondary Education</p> <p>XII. Transition to Employment, Independent Living & Community Participation.</p>
Rationale for Proposed Changes (All Categories)			
<p>Why is the course being revised/deleted:</p>	<p>Course revisions were made for several reasons. First, although many of the concepts and frameworks used for transition have remained the same, some of the language has changed. The proposed revisions reflect these changes. Secondly, the workforce and demands to prepare students with disabilities for college and career life have changed rapidly over the past two decades. Revisions to EDEX 458 align with what is highlighted in the literature and attempt to inform pre-service teachers and other majors about expectations in the 21st century.</p> <p>In addition, EDEX 458 will no longer be dual listed.</p>		
<p>Implication of the Change on:</p> <ul style="list-style-type: none"> - Program - Other programs - Students 	<p>Given that the course was an existing part of the program, the proposed modifications will have a minimal impact on the overall program.</p>		
<p>For Dual Listed Courses</p>	<p><i>List additional learning objectives for the higher-level course</i> Click here to enter text.</p>		
For Dean's Review			
<ul style="list-style-type: none"> • Are resources available/sufficient for this course? Yes <input type="checkbox"/> No <input type="checkbox"/> NA • Is the proposal congruent with college mission? Yes <input type="checkbox"/> No <input type="checkbox"/> NA 			

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- Has the proposer attempted to resolve potential conflicts with other academic units? Yes No NA

Comments: [Click here to enter text.](#)