


# EDEX/DISB 458 Transition Assessment and Planning for Youth with Disabilities-CrsRvs-2018-09-12

- 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**” (*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*

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<b>Contact Person*</b>	Joseph Domaracki	<b>Contact Email*</b>	jwdomara@iup.edu
<b>Proposing Department/Unit*</b>	Communication Disorders, Special Education & Disability Services	<b>Contact Phone*</b>	X2450

<b>Course Level*</b>	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 course_prefix_number_change	Category B:  <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>

<b>Rationale for Proposed Changes (All Categories)</b>
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<p><b>(A) Why is the course being revised /deleted:*</b></p> <p><i>Please be specific - this should be have more detail than the Summary for the Senate.</i></p>	<p>EDEX 458 Transition Assessment and Planning for Youth with Disabilities is a course utilized by two programs, Special Education and Disability Services. The cross listing is being requested so, when offered, the course prefix reflects the program offering the course. The request is based on feedback from the Disability Services Five-Year review that pointed out the paucity of courses bearing Disability Services program prefix (DISB). There are only five courses listed in the catalog with the DISB prefix and only one of those courses is in the major. The outside reviewer's suggestion was to cross list the EDEX courses currently used by Disability Services to reflect the program's prefix given that no other substantive changes would need to be made in the courses except the addition of the new prefix and associated prerequisite prefix changes.</p>
<p><b>(B) University Senate Summary of Rationale*</b></p>	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>EDEX 458 Transition Assessment and Planning for Youth with Disabilities is a course utilized by two programs, Special Education and Disability Services. The cross listing is being requested so when offered the course prefix reflects the program offering the course. Nothing substantive in the course is changing except the addition of the new prefix and associated prerequisite prefix changes.</p>
<p><b>(C) Implications of the change on the program, other programs and the Students:*</b></p>	<p>There are no implications from this change to the Special Education or Disability Services programs and/or the students.</p>

Current Course Information*	
Category A	
<b>(D) Current Prefix*</b>	EDEX
<b>Proposed Prefix</b>	DISB / EDEX
<b>(E) Current Number*</b>	458
<b>Proposed Number</b>	
<b>(F) Current Course Title*</b>	Transition Assessment and Planning for Youth with Disabilities
<b>Proposed Course Title</b>	

<b>(G) Prereq uisite (s)</b>	None
<b>Pro posed Prereq uisite (s)</b>	
<b>(H) Curren t Catalo g Descri ption</b>	<p><b>EDEX 458 Transition Assessment and Planning for Youth with Disabilities 3c-0l-3cr</b></p> <p>Develops competencies in the skills necessary to help students with dis-abilities make a successful transition from school to adult life. Transition service elements are, at a minimum, post-secondary education and train-ing, employment, and community living. For students with disabilities, successful outcomes require self-determination and other personal-social characteristics that must be identified and supported by the transition team throughout the entire transition planning process.</p>
<b>Pro posed Catalo g Descri ption</b>	<p><b>EDEX 458 Transition Assessment and Planning for Youth with Disabilities 3c-0l-3cr</b></p> <p>Reviews litigation and legislation leading to the legal requirement for the provision of Transition Planning for adolescents with disabilities to include post-secondary education and train-ing, employment, and community living outcomes Develops competencies in the skills necessary to help students with dis-abilities make a successful transition from school to adult life. Addresses the importance self-determination and other personal-social characteristics that must be identified and supported by the transition team throughout the transition planning/implementation process. (Also offered as DISB 458; may not be taken for duplicate credit.)</p> <p><b>DISB 458 Transition Assessment and Planning for Youth with Disabilities 3c-0l-3cr</b></p> <p>Reviews litigation and legislation leading to the legal requirement for the provision of Transition Planning for adolescents with disabilities to include post-secondary education and train-ing, employment, and community living outcomes Develops competencies in the skills necessary to help students with dis-abilities make a successful transition from school to adult life. Addresses the importance self-determination and other personal-social characteristics that must be identified and supported by the transition team throughout the transition planning/implementation process. (Also offered as EDEX 458; may not be taken for duplicate credit.)</p>
<i>If changing Category A, no further action required.</i>	
<b>Category B (if no change, leave blank)</b>	
<b>(I) Repea table Course</b>  This is for a course that can be repea ted  Multipl e times e.g. Interns hip	<p>If YES, please complete the following:</p> <p>Number of Credits that May be Repeated:</p> <p>Maximum Number of Credits Allowed to be Repeated:</p>
<b>Pro posed Repea table Course</b>	<p>If YES, please complete the following:</p> <p>Number of Credits that May be Repeated:</p> <p>Maximum Number of Credits Allowed to be Repeated:</p>
<b>(J) Numb er of Credits</b>	<p>Class Hours per week:</p> <p>Lab Hours:</p> <p>Credits:</p>
<b>Prop osed Numb er of Credits</b>	<p>Class Hours:Lab Hours:Credits:</p>

**(K)  
Current  
Course Student  
Learning  
Outcomes  
(SLOs)**

**(L)  
Proposed  
Course Student  
Learning Outcomes  
(SLOs)**

Note that the text box in the table expands

SLO #	Outcome	How outcome is assessed
1		
2		
3		

For each outcome, describe how the outcome will be achieved

**(M)  
Previous  
Brief  
Course  
Outline**  
  
*(It is acceptable to copy from old syllabus)*

*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><b>(N) Brief Course Outline</b></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><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*

<b>If Completing this Section, Check the Box to the Right:</b>	<b>NOTE: you must check this box if the Course has previously been approved for Distance Education</b>
<b>Course Prefix/Number</b>	
<b>Course Title</b>	
<b>Type of Proposal</b>	<i>See CBA, Art. 42.D.1 for Definition</i>
<b>Brief Course Outline</b>	<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>
<b>Rationale for Proposal (Required Questions from CBA)</b>	
<b>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?</b>	

<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><b>NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies</b></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 EUSLO's</p>	<p><i>Map each course outcome to the appropriate EUSLOs that apply. Fill in the course outcome number</i></p> <p><i>See <a href="https://www.iup.edu/liberal/faculty-and-staff/euslos/">https://www.iup.edu/liberal/faculty-and-staff/euslos/</a> 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"> <li>the ways of modeling the natural, social and technical worlds</li> </ul> </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>The aesthetic facets of human experience</li> </ul> </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>the past and present from historical, philosophical and social perspectives</li> </ul> </td> <td></td> </tr> </tbody> </table>	Informed Learners demonstrate:	Course SLO #	<ul style="list-style-type: none"> <li>the ways of modeling the natural, social and technical worlds</li> </ul>		<ul style="list-style-type: none"> <li>The aesthetic facets of human experience</li> </ul>		<ul style="list-style-type: none"> <li>the past and present from historical, philosophical and social perspectives</li> </ul>	
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<ul style="list-style-type: none"> <li>The aesthetic facets of human experience</li> </ul>									
<ul style="list-style-type: none"> <li>the past and present from historical, philosophical and social perspectives</li> </ul>									

<ul style="list-style-type: none"> <li>• the human imagination, expression and traditions of many cultures</li> </ul>	
<ul style="list-style-type: none"> <li>• the interrelationships within and across cultures &amp; global communities</li> </ul>	
<ul style="list-style-type: none"> <li>• the interrelationships within and across disciplines</li> </ul>	
<b>Empowered Learners demonstrate:</b>	<b>Course SLO #</b>
<ul style="list-style-type: none"> <li>• effective oral and written communication abilities</li> </ul>	
<ul style="list-style-type: none"> <li>• ease with textual, visual and electronically-mediated literacies</li> </ul>	
<ul style="list-style-type: none"> <li>• problem solving skills using a variety of methods and tools</li> </ul>	
<ul style="list-style-type: none"> <li>• information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources</li> </ul>	
<ul style="list-style-type: none"> <li>• the ability to transform information into knowledge and knowledge into judgement and action</li> </ul>	
<ul style="list-style-type: none"> <li>• the ability to work within complex systems and with diverse groups</li> </ul>	
<ul style="list-style-type: none"> <li>• critical thinking skills including analysis, application and evaluation</li> </ul>	
<ul style="list-style-type: none"> <li>• reflective thinking and the ability to synthesize information and ideas</li> </ul>	
<b>Responsible Learners demonstrate:</b>	<b>Course SLO #</b>
<ul style="list-style-type: none"> <li>• intellectual honesty</li> </ul>	
<ul style="list-style-type: none"> <li>• concern for social justice</li> </ul>	
<ul style="list-style-type: none"> <li>• civic engagement</li> </ul>	
<ul style="list-style-type: none"> <li>• an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world</li> </ul>	
<ul style="list-style-type: none"> <li>• an understanding of themselves and a respect for the identities, histories and cultures of others</li> </ul>	

<p><b>How will each outcome be measured</b></p> <p>(note should mirror (L) Student Learning</p> <p><b>Outcomes* (SLO) from the course proposal</b></p>	<i>Narrative on how the course will address the Selected Category Content</i>	
	<b>Course SLO #</b>	<b>Assessment Tool to be used to measure the outcome</b>
	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><b>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.</b></p>	
<p><b>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.</b></p>	

**Teacher Education Section**

*- Complete this section only for a new Teacher Education course or Teacher Education course revision*

<p><b>If Completing this Section,</b></p> <p><b>Check the Box to the Right:</b></p>	<p><b>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</b></p>
<p><b>Course Designations:</b></p>	
<p><b>Key Assessments</b></p>	
	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> <li>• The Overall Program Assessment Matrix</li> <li>• The Key Assessment Guidelines</li> <li>• The Key Assessment Rubric</li> </ul> <p style="text-align: center;"><b>File    Modified</b></p> <hr/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> <li>• Drag and drop to upload or <a href="#">browse for files</a> </li> </ul>
<p><b>Narrative Description of the Required Content</b></p>	<p><i>How the proposal relates to the Education Major</i></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>