# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#instructions): please read.

**N.B. DO NOT USE HIGHLIGHT, please DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **DIS 451: Introduction to Transition to Adult Life** | | |  |
| A.2. [Proposal type](#type) | **Course: creation** | | |
| A.3. [Originator](#Originator) | **Paul LaCava/Sue Dell** | [Home department](#home_dept) Special Education | | |
| A.4. [Context and Rationale](#Rationale) | DIS 451 provides an overview of the laws, principles, roles, responsibilities and practices, current and historical, which impact the transition of youth with exceptionalities.  Transition services are mandated for students with identified needs to facilitate movement to life after high school: independent living, employment and post-secondary education. When transition supports are consistent with established evidence-based- practices, better outcomes are achieved for transitioning individuals.  Transition impacts students with identified needs from ages 14-22. DIS 451 will provide participants (i.e. teachers, transition coordinators, administrators, families and adult service agency personnel) a holistic understanding of transition practices and services that support optimal outcomes for students with special needs. Self-determination, alignment of academic supports and employment experiences, and transition assessment guide the IEP and transition services for students with an identified disability. Understanding the federal and state laws and timelines for practices that guide transition is of benefit to students, families and school districts. Collectively, this content aligns with knowledge, skills and dispositions outlined by the Council for Exceptional Children advanced standards for transition specialists.  This content is not addressed in an organized or significant way by other RIC courses. This course is a 400-level course to enable undergraduates to receive this introductory coursework as an elective in their undergraduate program.  DIS 451 has been developed in partnership with the Sherlock Center on Disabilities at RIC. The Sherlock Center is the Rhode Island leader in changing transition practices at both the school and adult life level.  A class size of 11-20 has been requested as this course is designed with hands-on learning (interaction with transition materials), student-led and small group discussion of critical transition topics | | | |
| A.5. [Student impact](#student_impact) | **This course will offer content not currently available to RIC students. Some information is included in other courses, but the focus is on education only. This course provides a depth and breadth from multiple transition perspectives that is not available in other courses.** | | | |
| A.6. [Impact on other programs](#impact) | **This course will have a positive impact as an elective for undergraduate students in all special education and related service programs with elective coursework, by providing an understanding of transition as it relates to students aged 14-22 with exceptionalities.** | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | **Existing SPED FT faculty and adjunct faculty will teach** | | |
| [*Library*:](#library) | **none** | | |
| [*Technology*](#technology) | **none** | | |
| [*Facilities*](#facilities): | **none** | | |
|  | Promotion/ Marketing needs | **This course will be promoted to special education directors in RI who oversee school teams who serve students of transition age.** | | |
| A.8. [Semester effective](#Semester_effective) | **Fall 2020** | A.9. [Rationale if sooner than next Fall](#Semester_effective) |  | |
| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the “Forms and Information” page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form. | | | | |

B. [NEW OR REVISED COURSES](#delete_if)  **DO NOT use highlight. Delete this whole page if the proposal does not include a new or revised course.**

|  | New Examples are provided for guidance, delete the ones that do not apply |
| --- | --- |
| B.1. [Course prefix and number](#cours_title) | **DIS 451** |
| B.2. Cross listing number if any |  |
| B.3. [Course title](#title) | **Introduction to Transition to Adult Life** |
| B.4. [Course description](#description) | **Students will gain knowledge of the historical and contextual factors that impact transition for youth with exceptionalities. State and federal transition laws and roles of all stakeholders are reviewed.** |
| B.5. [Prerequisite(s)](#prereqs) | **Admission to the Feinstein School of Education and Human Development, Senior status (90 credit hours successfully completed), or consent of department chair.** |
| B.6. [Offered](#Offered) | **Fall** |
| B.7. [Contact hours](#contacthours) | **3** |
| B.8. [Credit hours](#credits) | **3** |
| B.9. [Justify differences if any](#differences) |
| B.10. [Grading system](#grading) | **Letter grades** |
| B.11. [Instructional methods](#instr_methods) | **Lecture and field work** |
| B.12.[Categories](#required) | **Elective for students from related disciplines** |
| B.13. Is this an Honors course? | **NO** |
| B.14. [General Education](#ge)  N.B. Connections must include at least 50% Standard Classroom instruction. | **NO** |
| B.15. [How will student performance be evaluated?](#performance) | **Attendance | Class participation | Exams | Presentations | Papers |**  **Class Work | Fieldwork | Quizzes |**  **Projects |** |
| B.16 [Recommended class-size](#class_size" \o "Check appendix XVIII in the UCC Manual for Best Practices) | **11-20** |
| B.17. [Redundancy statement](#competing) | **Does not duplicate, but some portions of the content are introduced in existing SPED classes** |
| B. 18. Other changes, if any |

| B.19**.** [**Course learning outcomes**](#outcomes)**: List each outcome in a separate row** | [**Professional organization standard(s)**](#standards)**, if relevant**  **CEC and FSEHD Outcomes alignment** | [**How will the outcome be measured?**](#measured) |
| --- | --- | --- |
|  |  |  |
| Demonstrate an understanding of how the theories, practices and beliefs about individuals with exceptionalities have changed over time, and how these changes impact self-determination, education, employment and inclusion across the life span | FSEHD: Knowledge: Domain-Specific Knowledge, Contextual Perspective  Practice: Professional Identity Development, Diversity of Practice  CEC: SETRS.5.K1; SETRS.7.S1 | Exam |
| Demonstrate an understanding of self-determination, including the practices and supports that facilitate self-determination in individuals with exceptionalities across contexts, and the role that students, families and school personnel have in fostering self-determination | FSEHD:  Knowledge: Domain-Specific Knowledge, Contextual Perspective  Practice: Evidence Based Decision Making, Professional Identity Development, Diversity of Practice  CEC: SETRS.7.K3, SETRS.7.K2,  SETRS.7.S1 | Self Determination Assessment, Exam |
| Demonstrate an understanding of the different ways disability impacts the lives of individuals across all domains including education, employment, community participation, health care, independent living, finances and family and intimate relationship, and how type of disability and severity impacts these domains | FSEHD:  Knowledge: Domain-Specific Knowledge, Contextual Perspective  Practice: Professional Identity Development, Diversity of Practice  CEC: SETRS.7.K3 | Interview of a Transition-Aged Student with an Exceptionality  Comprehensive Exam |
| Demonstrate an understanding of current laws and initiatives that support individuals with disabilities from Early Intervention through transition to adult services and how disability, (for example, severity, multiple support needs, sensory impairments) impacts the supports and services required | FSEHD:  Knowledge: Domain-Specific Knowledge, Contextual Perspective  Practice: Evidence Based Decision Making, Diversity of Practice  CEC: SETRS.4.K2; SETRS.5.K1  SETRS.7.K2; SETRS.7.S6 | Exam |
| Demonstrate an understanding of the different roles and responsibilities the student, family, special and general education teachers, paraprofessionals, school administrators and community agencies have in facilitating a successful transition for a student with a disability. Discuss how variability in disability awareness impacts participation in this planning process | FSEHD:  Knowledge: Domain-Specific Knowledge, Contextual Perspective  Practice: Professional Identity Development  CEC: SETRS.7.K2 | Attendance  Class participation  Paper  Comprehensive Exam |
| Demonstrate an understanding of the IEP process including an understanding of transition services for students with exceptionalities over the age of 14. Recognize the role of the transition plan in defining the supports and services in the IEP | FSEHD: Knowledge: Domain-Specific Knowledge, Informational Literacy  Practice: Evidence-based Decision Making  CEC: SETRS.4.S3; SETRS.3.K1; SETRS.7.S10 | Attendance  Class participation  Quiz  Comprehensive Exam |
| Demonstrate an understanding of the various evidence-based assessments used to evaluate individual students’ transition goals, needs and supports in the areas of education, employment and independent living and leisure. Demonstrate the ability to administer, score and interpret appropriate transition-related assessments. Demonstrate an understanding of progress monitoring – both formal and informal | FSEHD:  Knowledge: Domain-Specific Knowledge, Informational Literacy  Practice: Evidence-based Decision Making, Technology Use  CEC: SETRS.1.S1; SETRS.1.K1; SETRS.2.K1; SETRS.3.K1; SETRS.4.S3; SETRS.7.S10 | Attendance  Class participation  Classwork  Presentation  Comprehensive Exam |
| Demonstrate an understanding of the process of integrating academic outcome data and present levels of performance (PLAFP), with transition data to inform academic and transition goals and services | FSEHD: Knowledge: Domain-specific knowledge: Information Literacy  Practice: Evidence-based Decision Making; Diversity of Practice  CEC: SETRS.1.S4; SETRS.3.K3 | Attendance  Class participation  Project  Comprehensive Exam |
| Demonstrate the ability to develop an appropriate, individualized longitudinal transition plan for a fictitious student aged 14 or over with a disability. All students in the class will use the same fictitious student. Post-secondary outcomes in all three areas of transition are to be addressed. | FSEHD: Knowledge: Domain-Specific Knowledge, Informational Literacy, Contextual Perspective  Practice: Evidence-based Decision Making, Technology Use, Professional Identity Development  CEC: SETRS.1.S1; SETRS.1.K1;  SETRS.4.S3; SETRS.7.S1; SETRS.7.S10 | Attendance  Class participation  Presentation and final project: Course artifact  Comprehensive Exam |
|  |  |  |

| B.20. [**Topical outline**](#outline)**:** |
| --- |
| Topic 1: Evolution of theories, practices and beliefs about individuals with exceptionalities has changed over time and how they impact the following across the lifespan:   * 1. Self determination   2. Education   3. Employment   4. Inclusion   Topic 2: Self-determination in individuals with exceptionalities   1. Practices and supports to facilitate 2. Role of students, families and school personnel in fostering self determination   Topic 3: How disability impacts the lives of individuals:   1. Domains covered: education, employment, community participation, health care, independent living, finances and family and intimate relationships 2. How these domains impact individuals by type and severity of disability   Topic 4: Laws an initiatives that guide special education services from early intervention through transition   1. How type and severity of disability impacts the services   Topic 5: Roles and responsibilities   1. Student, family, special and general educators, paraprofessionals, school administrators and community agencies 2. How disability awareness impacts the planning process   Topic 6: The IEP process and transition services   1. Role of the transition plan in defining supports and services in the IEP   Topic 7: Assessment and transition   1. Evidence based assessments in all domains: post-secondary education, employment and independent living 2. Administration, scoring and interpretation 3. Methods for progress monitoring   Topic 8: Integrating academic and transition data combined with present levels of performance   1. Impact on academic goals and services 2. Impact on transition goals and services   Topic 9: The Longitudinal Transition Plan   1. Develop post-secondary outcomes in all three areas of transition: post-secondary education, employment and independent living |

## D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to [curriculum@ric.edu](mailto:curriculum@ric.edu) and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Ying Hui-Michael | Chair of Special Education | Ying Hui-Michael |  |
| Jeannine E. Dingus-Eason | Dean of FSEHD | Jeannine E. Dingus-Eason |  |
|  |  |  |  |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |