# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pnggraduate COMMITTEE curriculum PROPOSAL FORM

## Cover page Scroll over blue text to see further [instructions](#instructions)

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| A.1. [Course or program](#Proposal) | **New CourseDIS 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. [Rationale](#Rationale)/Context | 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.DIS 451 is the first course in the proposed CGS in Transition for Youth with Exceptionalities. DIS 451 will increase the knowledge and implementation of best practices by teachers, administrators and district and adult service providers. The proposed course will prepare students for the three other proposed courses DIS 551, DIS 552, and DIS 553 by providing the historical, contextual, practical and theoretical framework for effective transition goals and services. Transition impacts students with identified needs from ages 14-22. SPED 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, and act as the introductory course in the proposed CGS in Transition for Youth with Exceptionalities.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.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 | This course will have a positive impact as an elective for undergraduate students, graduate 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. This course may also be embedded into existing programs (i.e. M. Ed. In Exceptional Learning Needs in the Specialized study in an area of professional interest, or the M.Ed. in Severe Intellectual Disabilities as elective coursework). |
| A.7. [Resource impact](#Resource) | *[Faculty PT & FT](#faculty" \o "Need to hire new full-time or part-time faculty? This is where you indicate if this proposal will be affecting FLH in your department/program.)*:  | **Existing SPED FT faculty and adjunct faculty will teach CGS coursework**  |
|  | [*Library*:](#library) | **N/A** |
|  | [*Technology*](#technology) | **N/A** |
|  | [*Facilities*](#facilities): | **N/A** |
|  | Promotion/ Marketing needs  | **This course (and the proposed CGS in Transition for Students with Exceptionalities) 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 |  |

B. [NEW OR REVISED COURSES](#delete_if):

|  | New |
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| 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 will be reviewed.** |
| B.5. [Prerequisite(s)](#prereqs) | **Admission to the Feinstein School of Education and Human Development, Senior status (90 credit hours successfully completed), graduate status, or consent of department chair.** |
| B.6. [Offered](#Offered) | **Annually, fall semester** |
| B.7. [Contact hours](#contacthours)  | **45 contact hours** |
| 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) | **Required for proposed CGS in Transition for Youth with Exceptionalities;** **Elective for students from related disciplines**  |
| B.13. [How will student performance be evaluated?](#performance) | **Attendance | Class participation | Exams | Presentations | Papers |** **Class Work | Fieldwork | Quizzes |****Projects |**  |
| B.14. [Redundancy with, existing courses](#competing) | **Does not duplicate, but some portions of the content are introduced in existing SPED classes** |
| B. 15. Other changes, if any |

| B.16**.** [**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) |
| --- | --- | --- |
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| 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 PerspectivePractice: Professional Identity Development, Diversity of PracticeCEC: 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 PerspectivePractice: Evidence Based Decision Making, Professional Identity Development, Diversity of PracticeCEC: 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 PerspectivePractice: Professional Identity Development, Diversity of PracticeCEC: 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 PerspectivePractice: Evidence Based Decision Making, Diversity of PracticeCEC: 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 PerspectivePractice: Professional Identity DevelopmentCEC: SETRS.7.K2 | AttendanceClass participationPaper 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 MakingCEC: SETRS.4.S3; SETRS.3.K1; SETRS.7.S10 | AttendanceClass participation QuizComprehensive 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 UseCEC: SETRS.1.S1; SETRS.1.K1; SETRS.2.K1; SETRS.3.K1; SETRS.4.S3; SETRS.7.S10 | AttendanceClass participation ClassworkPresentation 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 LiteracyPractice: Evidence-based Decision Making; Diversity of PracticeCEC: SETRS.1.S4; SETRS.3.K3 | AttendanceClass participation ProjectComprehensive 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 PerspectivePractice: Evidence-based Decision Making, Technology Use, Professional Identity DevelopmentCEC: SETRS.1.S1; SETRS.1.K1;SETRS.4.S3; SETRS.7.S1; SETRS.7.S10 | AttendanceClass participation Presentation and final project: Course artifactComprehensive Exam |
| Fieldwork: Students will be required to attend one TAC meeting during the course of the semester OR attend one district-based Transition Fair during the semester | FSEHD:Knowledge: Domain-specific knowledge; Professional AwarenessPractice: Professional Identify DevelopmentCEC: SETRS.6.K1; SETRS.6.K2; SETRS.6.S2; SETRS.7.K1 | AttendancePaperComprehensive Exam |

| B.17. [**Topical outline**](#outline)**: Do NOT insert a full syllabus, only the topical outline** |
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| 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 exceptionalities1. 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 responsibilities1. 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 services1. 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 performance1. Impact on academic goals and services
2. Impact on transition goals and services

Topic 9: The Longitudinal Transition Plan1. Develop post-secondary outcomes in all three areas of transition: post-secondary education, employment and independent living
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| **INSTRUCTIONS FOR PREPARING THE CATALOG COPY**: The proposal must include all relevant pages from the college catalog, and must show how the catalog will be revised. (1) Go to the “Forms and Information” page on the Graduate Committee 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.  |

## D. Signatures

* 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).
* 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 graduatecommittee@ric.edu and a printed or electronic signature copy of this form to the current Chair of Graduate Committee. Check Graduate Committee 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 |
| --- | --- | --- | --- |
| Paul LaCava | Proposed Program Director of the CGS in Transition for Students with Exceptionalities  |  |  |
| Ying Hui-Michael | Chair of Special Education |  |  |
| Jeannine E. Dingus-Eason | Dean of FSEHD |  |  |
|  |  |  |  |

##### 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. List all other programs and departments affected by this proposal. Signatures from these departments are required in the signature section. CONCERNS SHOULD BE BROUGHT TO THE GRADUATE COMMITTEE MEETING FOR DISCUSSION.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
| Dr. Paul LaCava | Program CoordinatorM.Ed. in Special Education: Exceptional Learning Needs |  |  |
| Dr. Susan Dell | Program CoordinatorM.Ed. in Severe Intellectual Disabilities |  |  |