# 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)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **New Course:** **DIS 551: Starting the Transition Journey** | | | | |  |
| 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 551 provides an in-depth exploration of transition for youth with exceptionalities who are ages 14-16. DIS 551 will focus on eligibility for transition services, how services vary by disability type and severity, assessment, person centered planning, academic, life skills and employment supports. Academic supports, self-determination, employment experiences, and appropriate assessments used to guide the IEP and transition services for students ages 14-16 with exceptionalities.  Content for DIS 551 (and all courses in the proposed CGS in Transition for Youth with Exceptionalities) are aligned to the Council for Exceptional Children (CEC) Advanced Standards for Transition Specialists.  This content is not addressed in an organized or significant way by other RIC courses. There are no other courses state-wide that provide an in-depth study of individualized transition services for youth with exceptionalities ages 14-16.  DIS 551 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) | DIS 551 will not negatively impact existing programs. Graduate students from other programs will be permitted to incorporate this course as an elective, as appropriate to their program. | | | | | |
| A.6. Impact on other programs | This course may 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.)*: | Courses will be taught by current faculty in Special Education and/or adjunct faculty who are specialists in transition | | | | |
|  | [*Library*:](#library) | N/A | | | | |
|  | [*Technology*](#technology) | N/A | | | | |
|  | [*Facilities*](#facilities): | N/A | | | | |
|  | Promotion/ Marketing needs | Announcements of this new course will be helpful both from the graduate program e-blasts and the Sherlock Center on Disabilities newsletters/email notices. | | | | |
| A.8. [Semester effective](#Semester_effective) | **Spring semester** | A.9. Rationale if sooner than next fall | | |  | |

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

|  | New | |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) | **DIS 551** | |
| B.2. Cross listing number if any |  | |
| B.3. [Course title](#title) | Starting the Transition Journey | |
| B.4. [Course description](#description) | Students explore self-determination, person-centered planning, transition assessment and the development of appropriate academic, employment and independent living goals and services for students with exceptionalities ages 14 – 16. | |
| B.5. [Prerequisite(s)](#prereqs) | DIS 451, Admission to the CGS in Transition to Adult life or Consent of Department Chair | |
| B.6. [Offered](#Offered) | Spring semester | |
| B.7. [Contact hours](#contacthours) | 4 hours | |
| B.8. [Credit hours](#credits) | 4 | |
| B.9. [Justify differences if any](#differences) |
| B.10. [Grading system](#grading) | Graded: A-F | |
| B.11. [Instructional methods](#instr_methods) | Lecture, field work, group work | |
| B.12.[Categories](#required) | Required for proposed CGS in Transition for Youth with Exceptionalities; elective for graduate students from related disciplines | |
| B.13. [How will student performance be evaluated?](#performance) | Attendance | Class participation | Exams | Class Work | Fieldwork |  Projects | | |
| B.14. [Redundancy with, existing courses](#competing) | An in-depth examination of the transition process for this population of students does not duplicate existing coursework.  Some general, less in depth content is covered in existing SPED classes | |
| B. 15. Other changes, if any |  |

| B.16**.** [**Course learning outcomes**](#outcomes)**:** | [**Professional organization standard(s)**](#standards)**,** | [**How will the outcome be measured?**](#measured) |
| --- | --- | --- |
| Demonstrate an understanding of the Rhode Island Department of Education, (RIDE), Transition Timeline for supports and services for students aged 14-16, and how these differ by disability type and intensity | FSEHD:  Knowledge: Domain-Specific Knowledge, Contextual Perspective  Practice: Evidence Based Decision Making  CEC: SETRS.4.K1, SETRS.4.K2, SETRS.5.K1, SETRS.7.S6 | Exam |
| Demonstrate an understanding of self-determination and the practices that facilitate self-determination in youth ages 14-16 with exceptionalities. Demonstrate an understanding of the role that students, families, school and community personnel have in fostering self-determination at this stage of education. | FSEHD:  Knowledge: Domain-Specific Knowledge, Contextual Perspective  Practice: Evidence Based Decision Making, Diversity of Practice  CEC: SETRS.2.S3, SETRS.4.K1, SETRS.5.S5; SETRS.7.S1 | Self Determination Assessment with a student with exceptionality, aged 14-16  Exam |
| Demonstrate an understanding of the different roles and responsibilities the student, family, special and general education teachers, paraprofessionals, school administrators and employment and community agencies have in facilitating a successful transition for a student aged 14-16 with a disability. Understand how variability in disability awareness and expectations impact participation in this planning process | FSEHD:  Knowledge: Domain-Specific Knowledge, Contextual Perspective  Practice: Diversity of Practice, Professional Identity Development  CEC:  SETRS.5.K1, SETRS.6.K1, SETRS.7.S1, SETRS.7.K2 | Response paper |
| Demonstrate an understanding of the purpose of age/stage appropriate transition assessment and how assessment results drive the ongoing development and implementation of a comprehensive transition plan for students aged 14-16 with exceptionalities. | FSEHD:  Knowledge: Domain Specific Knowledge  Practice: Evidence-based Decision Making  CEC: SETRS.1.K1, SETRS.1.S1, SETRS.4.S2, SETRS.5.S6 | Course Projects: Transition Assessment Review, Transition Plan |
| Demonstrate an understanding of appropriate evidence-based transition assessments for students aged 14-16 that align with individual student need and aptitude. | FSEHD:  Knowledge: Domain Specific Knowledge, Information Literacy  Practice: Evidence-based Decision Making  CEC: SETRS.1.K1, SETRS.1.S1, SETRS.1.S2, | Course Projects:  Transition Assessment Review |
| Demonstrate an understanding of how the results of initial transition assessment are used to draft specific, individualized, age-appropriate, measurable post-school goals in the three mandated areas of transition: post-secondary education, employment and independent living for students aged 14-16 with exceptionalities. Demonstrate an understanding of the role of self-determination and disability awareness play in drafting these goals. | FSEHD:  Knowledge: Domain Specific Knowledge, Contextual Perspective  Practice:  Evidence-based Decision Making, Technology Use  CEC:  SETRS1.K1, SETRS.1.S1, SETRS.3.S1, SETRS.3.S3, SETRS.4.S3 | Course Project:  Transition IEP |
| Demonstrate an understanding of the process for determining Present Levels of Academic and Functional Performance, (PLAFP); using transition assessment results, individualized, measurable post-secondary goals, academic progress, academic evaluations and present levels of academic performance for students aged 14-16 with exceptionalities. | FSEHD:  Knowledge: Domain-Specific Knowledge, Information Literacy  Practice: Evidence-based Decision Making, Diversity of Practice  CEC: SETRS.1.S3, SETRS.1.S4, SETRS:2.S8, SETRS:S.K3, SETRS.3.K7, SETRS.3S1, SETRS.3.S6, SETRS.4.K1, SETRS.4.S3 | Course Project:  Transition IEP |
| Demonstrate an understanding the difference between formal transition goals and transition services, and the decision-making process to determine which is appropriate for an individual student aged 14-16 with a disability | FSEHD:  Knowledge: Domain-Specific Knowledge, Information Literacy  Practice:  Evidence-based Decision Making, Technology Use  CEC: SETRS.4.K1, SETRS.4.S3, SETRS.2.S8 | In-class Group Activities |
| Demonstrate an understanding of how to aggregate transition assessment data, Person Centered Planning information and levels of academic and functional performance to draft an appropriate, individualized Transition Goals for students aged 14-16 with exceptionalities. | FSEHD:  Knowledge: Domain-Specific Knowledge  Practice:  Evidence-based Decision Making, Diversity of Practice  CEC: SETRS.3.K1, SETRS.3.K3, SETRS.3.S2, SETRS.3.S6, SETRS.5.S5 | Course Projects: Transition Plan |
| Demonstrate an understanding of how to develop an individualized, person-centered Transition Service addressing all three areas of transition: post-secondary education, employment and independent living for students aged 14-16 with exceptionalities | FSEHD:  Knowledge: Domain-specific Knowledge, Professional Awareness  Practice:  Evidence-based Decision Making, Diversity of Practice  CEC: SETRS.2.K1, SETRS.2.S6, ETRS.2.S8, SETRS.3.K6, SETRS.4.K1, SETRS.4.S3, SETRS.5.S6 | Course Projects: Transition Plan |
| Demonstrate an understanding of the purpose, use, ongoing development and evaluation of the Career Development Plan, (CDP), how the CDP relates to a student’s Individual Education Plan, (IEP) and informs the need for future adult supports. Demonstrate an understanding of how self-determination plays a role in the initial and ongoing development of the CDP. | FSEHD:  Knowledge: Domain-Specific Knowledge, Information Literacy  Practice: Evidence-based Decision Making, Diversity of Practice  CEC:  SETRS.2.K1, SETRS.2.S6, SETRS.3.K1, SETRS.5.S7, SERTS.7.S1 | In-class Group Activities |
| Demonstrate an understanding of how to evaluate the implementation, efficacy and age/stage appropriateness of a student’s transition Individual Education Plan, (IEP), and Career Development Plan, (CDP), per schedule | FSEHD:  Knowledge:  Domain-Specific Knowledge, Information Literacy  Practice:  Evidence-based Decision Making, Technology Use  CEC: SETRS.2.K1, SETRS.2.S7, SETRS.3.S5, SETRS.5.S6 | In-class Group Activities |
| Demonstrate an understanding of how to modify or adjust transition content (e.g. sexual health, healthcare options, health literacy, interaction with law enforcement) for a student aged 14-16 with exceptionalities, and services based on a cycle of continuous assessment and improvement | FSEHD:  Knowledge:  Information Literacy  Practice:  Evidence-based Decision Making  CEC: SETRS.1.S3, SETRS.2.S6, SETRS.5.S6, SETRS.7.S1 | In-class Group Activities |
| Demonstrate the ability to develop an appropriate, individualized longitudinal transition plan for a fictitious student aged 14 – 16 with a mild exceptionality and minimal adult support need, addressing  transition, employment, post-secondary education and independent living. | 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: Transition Plan |
|  |  |  |

| B.17. [**Topical outline**](#outline)**: Do NOT insert a full syllabus, only the topical outline** |
| --- |
| Topic 1: Best practices in transition for youth aged 14-16 with exceptionalities and how these practices relate to successful transition to adult life in the areas of post-secondary education, employment and independent living.   1. Mandated transition services and timelines, (focus on students aged 14-16). 2. Assessment appropriate for students ages 14-16 3. Academic, employment and functional supports and services 4. Curriculum infusing transition for students ages 14-16   Topic 2: Self-determination and the development of transition plans and services for youth aged 14-16 with exceptionalities.   1. Practices and supports to facilitate successful, self-determined outcomes 2. Person Centered Planning models and practices 3. Role of students, families and school personnel in fostering self determination   Topic 3: How disability impacts the transition process for youth aged 14-16 with exceptionalities   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 at this level of education   Topic 4: Roles and responsibilities   1. Growing role of the student in the transition process 2. Role of student in advocacy in all decisions 3. Role of the family, special and general educators, paraprofessionals, school administrators and community agencies 4. How disability awareness impacts the planning process   Topic 5: The IEP process and transition services for youth aged 14-16 with exceptionalities   1. Role of the transition plan in defining supports and services in the IEP for this group of students   Topic 6: Assessment and transition planning for youth aged 14-16 with exceptionalities   1. Evidence based assessments in all domains: post-secondary education, employment and independent living that address needs of youth at this age. 2. Administration, scoring and interpretation 3. Methods for progress monitoring and modification and assessing fidelity of implementation   Topic 7: Integrating assessment, academic and transition data with present levels of performance to define transition services and goals for youth aged 14-16 with exceptionalities   1. Impact on academic goals and services 2. Impact on vocational goals and services 3. Impact on transition goals and services 4. Implementing The Career Development Plan for a student at this age range   Topic 8: The Longitudinal Transition Plan   1. Develop post-secondary outcomes in all three areas of transition: post-secondary education, employment and independent living 2. Referral to appropriate youth and adult service agencies |

|  |
| --- |
| **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](mailto: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 Coordinator  M.Ed. in Special Education: Exceptional Learning Needs |  |  |
| Dr. Susan Dell | Program Coordinator  M.Ed. in Severe Intellectual Disabilities |  |  |