# 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 Course: DIS 552: Transition in the middle years** | | | | |  |
| A.2. [Proposal type](#type) | **Course creation** | | | | |  |
| A.3. [Originator](#Originator) | **Paul LaCava/Sue Dell** | | [Home department](#home_dept) | Special Education  (SPED and DIS course acronyms are part of this department) | | |
| A.4. [Rationale](#Rationale)/Context | DIS 552 provides an in-depth exploration of the systems, practices, laws, principles, roles, responsibilities, assessments and services that support the intermediate stages in the transition from school to adult life for youth ages 17- 18 with exceptionalities.  Federal law mandates that students receive special education services if they have one of 13 federally recognized disabilities and require an individualized education program (IEP) to meet their needs. Moreover, transition services are mandated for students who have IEPs once they reach age 14, to meet their needs to facilitate movement to life after high school. There are three domains addressed by the transition process: independent living, employment and post-secondary education. When individualized transition supports are aligned with established best practices, better outcomes are achieved for youth with exceptionalities.  DIS 552 will provide an in-depth examination of appropriate, effective transition services and supports for students ages 17-18 with exceptionalities. Areas of focus include eligibility for transition services, how services vary by exceptionality type and severity, assessment, person centered planning, academic, life skills and employment supports and experiences. Of particular emphasis is how transition services and supports provided at ages 17-18 relate to those provided from ages 14-16, and how they guide the student’s future transition services and supports.  DIS 552 will show how the alignment of academic supports, employment experiences, and appropriate assessment guide transition services, and the transition IEP for students ages 17-18 with exceptionalities. Given that the foundation for effective transition for students of all ages is self-determination (Field et al., 1998b), DIS 552 will include an in-depth examination of ways to foster and increase self-determination for 17-18 year olds. The practices and services, supports and timelines that maximize self-determination in this population will be explored.  Content for DIS 552 (and all courses in the proposed CGS in Transition for Youth with Exceptionalities program) will be aligned to the Advanced Standards for Transition Specialists developed by the Specialized Professional Association for Special Education: The Council for Exceptional Children (CEC), and with the Advanced Competencies as defined by the Feinstein School of Education and Human Development.  The content in DIS 552 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.  DIS 552 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 552 will not negatively impact existing programs. 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 Special Education faculty and/or specialists in transition currently employed by the Sherlock Center on Disabilities. | | | | |
|  | [*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) | **Fall 2020** | 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 552** | |
| B.2. Cross listing number |  | |
| B.3. [Course title](#title) | Transition in the Middle Years | |
| B.4. [Course description](#description) | Students will identify the systems, supports, services and practices in transition for students ages 17-18 with exceptionalities; Self-determination, person-centered planning, transition assessment will be examined. | |
| B.5. [Prerequisite(s)](#prereqs) | DIS 551 or consent of department chair | |
| B.6. [Offered](#Offered) | fall semester | |
| B.7. [Contact hours](#contacthours) | 4 | |
| 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, fieldwork, group work | |
| B.12.[Categories](#required) | Required for proposed CGS in Transition for Youth with Exceptionalities program; elective for others 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) | 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 17-18, and how these differ by disability type and severity | 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 | Quiz |
| Demonstrate an understanding of self-determination and the practices that facilitate self-determination in youth ages 17-18 with disabilities. Demonstrate an understanding of the role that students, families and school personnel have in fostering self-determination. Particular emphasis will be on ways to support self-determination as it relates to each area of transition: employment, independent living and post-secondary education for these students. | 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 | Administration, scoring and written report of a Self Determination Assessment: such as the Self Determined Learning Model of Instruction, (SDLMI), and the ARC Self-Determination Scale, (ARC-SDS) with a student aged 16-18 with a summary plan |
| 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 17-18 with an exceptionality. Understand how variability in disability awareness and expectations impact participation in this planning process | FSEHD:  Knowledge: Domain-Specific Knowledge, Contextual Perspective  Practice: Professional Identity Development  CEC:  SETRS.5.K1, SETRS.6.K1, SETRS.7.S1, SETRS.7.K2 | In-class Group Activities |
| Demonstrate an understanding of how to modify or adjust transition content (e.g. sexual health, healthcare options, health literacy, safety in the community, legal rights) for a student aged 17-18 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 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 17-18 with exceptionalities. | FSEHD:  Knowledge: Domain Specific Knowledge, Information Literacy  Practice:  Evidence-based Decision Making; Diversity of Practice  CEC:  SETRS:1.K1, SETRS:1.S1, SETRS:2.S6, SETRS.4.K1 | Update an existing “RI Transition Assessment Tool Matrix” for a student aged 17-18 |
| Demonstrate an understanding of the variety of widely used, evidence based transition assessments designed for students aged 17-18. Discuss larger assessment issues and concerns and how to choose the appropriate level of assessment and tool for a student based on individual student need, aptitude and disability type and intensity. Demonstrate the ability to utilize the “RI Transition Assessment Tool Matrix” for a student this age given the “RI Transition Assessment Tool Matrix” for a student aged 17-18. | FSEHD:  Knowledge: Domain Specific Knowledge  Practice: Evidence-based Decision Making  CEC:  SETRS.1.K1, SETRS.1.S1,  SETRS.4.S2, SETRS.5.S6 | Update an existing “RI Transition Assessment Tool Matrix” for a student aged 17-18 |
| Demonstrate an understanding of how the results of transition assessment are used to draft specific, individualized, age appropriate measurable post-school transition goals in the three mandated areas of transition: post-secondary education, employment and independent living for students aged 17-18 with exceptionalities. Demonstrate an understanding of how these transition goals are related to, and develop from, transition goals from a student’s initial transition Individual Education Plan, (IEP for a student aged 14-16). Demonstrate an understanding of the role self-determination and disability awareness play in drafting these goals | FSEHD:  Knowledge: Domain Specific Knowledge, Information Literacy  Practice:  Evidence-based Decision Making, Diversity of Practice  CEC:  SETRS1.K1, SETRS.1.S1, SETRS.3.S1, SETRS3.S3, SETRS.4.S3, SERTS.7.S1 | IEP for a student aged 17-18 |
| Demonstrate an understanding of the ongoing process of combining transition, academic and vocational assessment data with academic and vocational data to determine Present Levels of Academic and Functional Performance, (PLAFP), for students aged 17-18 with a moderate level of exceptionality. | FSEHD:  Knowledge: Domain-Specific Knowledge, Information Literacy  Practice: Evidence-based Decision Making, Diversity of Practice  CEC:  SETRS.1.S4, SETRS.1.S5, SETRS.2.S8, SETRS.3.K7, SETRS.3S1, SETRS.3.S6, SETRS.4.K1, SETRS.4.S3 | IEP for a student aged 17-18 |
| Demonstrate an understanding of how to aggregate assessment data, Person Centered Planning information and Present Levels of Academic and Functional Performance, (PLAFP), to draft appropriate, individualized, measurable, annual Transition Goals for students aged 17-18 with a moderate level of exceptionality.  in each of the areas addressed by transition: employment, independent living and post-secondary education | 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, SETRS. | IEP for a student aged 17-18 |
| Demonstrate an understanding of how to develop an individualized, person-centered Transition Service based on annual transition goals for students aged 17-18 with a moderate level of exceptionality. Appropriate transition services in each of the three areas of transition, post-secondary education, employment and independent living will be explored | FSEHD:  Knowledge: Domain-specific Knowledge, Professional Awareness  Practice:  Evidence-based Decision Making, Diversity of Practice  CEC:  SETRS.2.K1, SETRS.2.S6, SETRS.2.S8, SETRS.3.K6, SETRS.4.K1, SETRS.4.S3, SETRS.5.S6 | IEP for a student aged 17-18 |
| Demonstrate an understanding of the purpose, use, ongoing development and evaluation of a student’s individualized Career Development Plan, (CDP). Demonstrate an understanding of how the CDP relates to a student’s Individual Education Plan, (IEP). Demonstrate an understanding of how self-determination plays a role in the 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 | Career Development Plan |
| Demonstrate an understanding of the process of evaluating 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, | In class activities |
| Demonstrate an understanding of how to modify or adjust, for a student aged 17-18 with a moderate level of exceptionality, age/stage appropriate transition supports 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.3.S5, SETRS.5.S6 | In class activities |
| Demonstrate an understanding of the process for referring and connecting students and families to appropriate adult services addressing the three areas of transition: employment, post-secondary education and independent living. | FSEHD:  Knowledge: Domain-Specific Knowledge, Information Literacy  Practice:  Evidence-based Decision Making  CEC:  SETRS.2.S8, SETRS.6.K1, SETRS.6.S2, SETRS.7.K1, SETRS.7.S7 | Quiz |
| Demonstrate an understanding of how to incorporate referrals to appropriate adult supports and agencies per established timelines, into the IEP and transition process. | FSEHD:  Knowledge: Domain-Specific Knowledge  Practice:  Evidence-based Decision Making, Diversity of Practice  CEC:  SETRS.2.S8, SETRS.3.K3, SETRS.3.S1, SETRS.7.S7 | In-class Activities |
| Demonstrate the ability to develop an appropriate, individualized longitudinal transition plan for a fictitious student aged 17-18 with a moderate level of exceptionality.  All students in the class will use the same fictitious student.  Post-secondary outcomes in all three areas of transition, employment, post-secondary education and independent living 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, SETRS1.K1, SETRS.4.S3, SETRS7.S1, SETRS.7.S10 | Transition Plan Project |
| Students will identify evidence based practices as observed at a transition IEP meeting for a student aged 17-18 OR attend a regional transition fair | FSEHD:  Knowledge: Domain-specific knowledge; Professional Awareness  Practice: Professional Identify Development  CEC:  SETRS.6.K1, SETRS.6.K2, SETRS.6.S2  SETRS.7.K1 | Transition IEP Reflection Paper |
| Students will identify critical resources or evidence-based practices observed at a regional Transition Advisory Committee, (TAC) meeting, a Supports Intensity Scale meeting or a Person Centered Planning meeting for a person with a Transition IEP. | FSEHD:  Knowledge:  Domain-Specific Knowledge, Professional Awareness  Practice:  Professional Identify Development  CEC:  SETRS.2.K1, SETRS.4.K1, SETRS.6.K1, SETRS.6.K2, SETRS.7.K1, SETRS.7.S5 | Transition Meeting Reflection Paper |

| B.17. [**Topical outline**](#outline)**: Do NOT insert a full syllabus, only the topical outline** |
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| Topic 1: Best practices in transition for youth aged 17-18 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. Disability law 2. Mandated transition services and timelines, (focus on students aged 17-18). 3. Assessment 4. Academic, employment and functional supports and services    1. How type and severity of disability impacts these supports and services   Topic 2: Self-determination and the development of transition plans and services for youth aged 17-18 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 17-18   1. Domains covered: education (health content, community safety, legal rights), employment, community participation, health care, independent living, finances and family and intimate relationships    1. How these domains are impacted by type and severity of exceptionality   Topic 4: Roles and responsibilities   1. Student, family, special and general educators, paraprofessionals, school administrators and community youth and adult service agencies 2. How disability awareness impacts the planning process   Topic 5: The IEP process and transition services for youth aged 17-18 with exceptionalities   1. Role of the transition plan in defining supports and services in the Individual Education Plan, (IEP) for this group of students   Topic 6: Assessment and transition for youth aged 17-18 with exceptionalities   1. Evidence based assessments in all domains: post-secondary education, employment and independent living 2. Administration, scoring and interpretation 3. Methods for progress monitoring and modification and assessing fidelity of implementation   Topic 8: Integrating assessment, academic and transition data with present levels of performance to define transition services and goals   1. Impact on academic goals and services 2. Impact on vocational goals and services 3. Impact on transition goals and services 4. The Career Development Plan   Topic 9: 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 |

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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](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 |
| --- | --- | --- | --- |
| Dr. Ying Hui-Michael | Chair of Special Education |  |  |
| Dr. Paul LaCava | Proposed Program Director of the CGS in Transition for Students with Exceptionalities |  |  |
| 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 Special Education  Severe Intellectual Disabilities |  |  |