# 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 553: Completing the Transition Journey** |  |
| 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 553 provides an in-depth exploration of the systems, practices, laws, principles, roles, responsibilities, assessments and services that support the final stages in the transition from school to adult life for youth ages 19-22 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 in 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 553 will provide an in-depth examination of appropriate, effective transition services and supports for students ages 19-22 with exceptionalities. Of particular emphasis is how transition services and supports provided at ages 19-22 relate to those provided from ages 14-18, and how they guide the student’s future transition services and supports. DIS 553 will show how the alignment of academic supports, employment experiences, and appropriate assessment guide transition services, and the transition IEP for students ages 19-22 with exceptionalities. DIS 553 will include an in-depth examination of ways to foster and increase self-determination for 19-22 year-olds. The practices and services, supports and timelines that maximize self-determination in this population will be explored.  Content for DIS 553 (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 553 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 553 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 553 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 faculty Special Education 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) | **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 553** |
| B.2. Cross listing number  |  |
| B.3. [Course title](#title)  | Completing the Transition Journey |
| B.4. [Course description](#description)  | Preparing young adults with exceptionalities (ages 19-22) to access adult supports will include a comprehensive review of the timelines and support agency involvement.  |
| B.5. [Prerequisite(s)](#prereqs) | DIS 552 or consent of department chair |
| B.6. [Offered](#Offered) | Spring 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, group work, and field 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 19-22, and how these differ by disability type and severity | FSEHD: Knowledge: Domain-Specific Knowledge, Contextual PerspectivePractice: Evidence Based Decision MakingCEC: 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 19-22 with exceptionalities. 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 PerspectivePractice: Evidence Based Decision Making, Diversity of PracticeCEC: SETRS.2.S3, SETRS.4.K1, SETRS.5.S5SETRS.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 19-22.  |
| Demonstrate an understanding of the different roles and responsibilities the student, family, special and general education teachers, paraprofessionals, school administrators and employment, community and adult service agencies have in facilitating a successful transition for a student aged 19-22 with an exceptionality. Understand how variability in disability awareness and expectations impact participation in this planning process | FSEHD:Knowledge: Domain-Specific Knowledge, Contextual PerspectivePractice: Professional Identity DevelopmentCEC: SETRS.5.K1, SETRS.6.K1, SETRS.7.S1, SETRS.7.K2 | 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 19-22 with exceptionalities.  | FSEHD: Knowledge: Domain Specific Knowledge, Information LiteracyPractice: Evidence-based Decision Making; Diversity of PracticeCEC: SETRS:1.K1, SETRS:1.S1, SETRS:2.S6, SETRS.4.K1 | Update an existing “RI Transition Assessment Tool Matrix” for a student aged 19-22 |
| Demonstrate an understanding of the variety of widely used, evidence based transition assessments designed for students aged 19-22. 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 14-18.  | FSEHD: Knowledge: Domain Specific KnowledgePractice: Evidence-based Decision MakingCEC: SETRS.1.K1, SETRS.1.S1, SETRS.4.S2, SETRS.5.S6 | Update an existing “RI Transition Assessment Tool Matrix” for a student aged 19-22  |
| 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 19-22 with exceptionalities. Demonstrate an understanding of how these transition goals are related to, and develop from, transition goals from a student’s previous transition IEP for a student aged 14-18). 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 | Transition IEP for a 19-21 year old student |
| 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 19-22 with exceptionalities.  | FSEHD: Knowledge: Domain-Specific Knowledge, Information LiteracyPractice: Evidence-based Decision Making, Diversity of PracticeCEC: SETRS.1.S4, SETRS.1.S5, SETRS.2.S8, SETRS.3.K7, SETRS.3S1, SETRS.3.S6, SETRS.4.K1, SETRS.4.S3 | Transition IEP for a 19-21 year old student |
| Demonstrate an understanding of how to aggregate assessment data, Person Centered Planning information and Present Levels of Academic and Functional Performance, (PLAFP), to draft age/stage appropriate, individualized, measurable, annual Transition Goals for students aged 19-22 with exceptionalities in each of the areas addressed by transition: employment, independent living and post-secondary education | FSEHD: Knowledge: Domain-Specific KnowledgePractice: Evidence-based Decision Making, Diversity of PracticeCEC: SETRS.3.K1, SETRS.3.K3, SETRS.3.S2, SETRS.3.S6, SETRS.5.S5, SETRS. | Transition IEP for a 19-21 year old student |
| Demonstrate an understanding of how to develop an individualized, person-centered Transition Service based on annual transition goals for students aged 19-22 with exceptionalities. Appropriate transition services in each of the three areas of transition will be explored: post-secondary education, employment and independent living  | FSEHD: Knowledge: Domain-specific Knowledge, Professional AwarenessPractice: Evidence-based Decision Making, Diversity of PracticeCEC: SETRS.2.K1, SETRS.2.S6, SETRS.2.S8, SETRS.3.K6, SETRS.4.K1, SETRS.4.S3, SETRS.5.S6 | Exam |
| 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 IEP. Demonstrate an understanding of how self-determination plays a role in the ongoing development of the CDP for a student aged 19-22 with exceptionalities | FSEHD: Knowledge: Domain-Specific Knowledge, Information LiteracyPractice: Evidence-based Decision Making, Diversity of PracticeCEC: SETRS.2.K1, SETRS.2.S6, SETRS.3.K1, SETRS.5.S7, SERTS.7.S1 | Exam |
| 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, LiteracyPractice: Evidence-based Decision Making, Technology UseCEC: SETRS.2.K1, SETRS.2.S7, SETRS.3.S5,  | In-class group work |
| Demonstrate an understanding of how to modify or adjust critical content (e.g. sexual health, healthcare options, health literacy, safety in the community, legal rights, adult rights and responsibilities), for a student aged 19-22 with exceptionalities, age/stage appropriate transition supports and services based on a cycle of continuous assessment and improvement. | FSEHD: Knowledge: Information LiteracyPractice: Evidence-based Decision MakingCEC: SETRS.1.S3, SETRS.2.S6, SETRS.3.S5, SETRS.5.S6 | In-class group work |
| 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 LiteracyPractice: Evidence-based Decision MakingCEC: SETRS.2.S8, SETRS.6.K1, SETRS.6.S2, SETRS.7.K1, SETRS.7.S7 | In-class group work |
| Demonstrate an understanding of the range of adult services and supports available to students with exceptionalities after age 22, and the referral, eligibility and application process for each.  | FSEHD: Knowledge: Domain-Specific Knowledge, Information LiteracyPractice: Evidence-based Decision MakingCEC: SETRS.3.K6, SETRS.7.K2, SETRS.7.S1, SETRS.7.S4, SETRS.7.S7 | QuizIn-class discussion |
| Demonstrate an understanding of the roles and responsibilities students, families, school personnel and adult service providers and agencies have in facilitating the transition to adult supports and the role self-determination and disability awareness plays in this process | FSEHD: Knowledge: Domain-Specific Knowledge, Professional AwarenessPractice: Evidence-based Decision MakingCEC: SETRS.1.S5, SETRS.2.S8, SETRS.5.S5, SETRS.6.K1, SETRS.7.K2 | Small Group work |
| 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 KnowledgePractice: Evidence-based Decision Making, Diversity of PracticeCEC: SETRS.2.S8, SETRS.3.K3, SETRS.3.S1, SETRS.7.S7 | Transition IEP for a 19-21 year old student |
| Demonstrate the ability to develop an appropriate, individualized longitudinal transition plan for a fictitious student aged 19-22 with a complex, high-need exceptionalityAll 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 PerspectivePractice: Evidence-based Decision Making, Technology Use, Professional Identity DevelopmentCEC:SETRS.1.S1, SETRS1.K1, SETRS.4.S3, SETRS7.S1, SETRS.7.S10 | Transition Plan for a student 19-22 with complex high-need exceptionality. |
| Students will identify critical resources or evidence-based practices observed at a individually designed, employment related activity, (i.e. Work/internship site visit) attend an Office of Rehabilitation Services, (ORS), assessment tool administration, or other student focused activity | FSEHD:Knowledge: Domain-specific knowledge; Professional AwarenessPractice: Professional Identify DevelopmentCEC: SETRS.6.K1, SETRS.6.K2, SETRS.6.S2SETRS.7.K1 | Observation Reflection Paper |
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| Students will identify critical resources or evidence-based practices observed at a community , employment-focused activity such as a Teachers of Life Skill, (TLS), meeting, attend a meeting of a regional Transition Advisory Committee, (TAC), or other community focused employment related activity. | FSEHD:Knowledge: Domain-Specific Knowledge, Professional AwarenessPractice: Professional Identify DevelopmentCEC: SETRS.2.K1, SETRS.4.K1, SETRS.6.K1, SETRS.6.K2, SETRS.7.K1, SETRS.7.S5 | Community or Employment-focused 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 19-22 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 19-22).
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 19-22 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 19-221. Domains covered: education, employment, community participation, health care, independent living, finances and family and intimate relationships
	1. How these domains are impacted by type and severity of disability

Topic 4: Roles and responsibilities1. 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 19-22 with exceptionalities1. Role of the transition plan in defining supports and services in the Individualized Education Program, (IEP) for this group of students

Topic 6: Assessment and transition for youth aged 19-22 with exceptionalities1. 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 goals1. Impact on academic goals and services
2. Impact on vocational goals and services
3. Impact on transition goals and services
4. The ongoing development and updating of the Career Development Plan

Topic 9: The Longitudinal Transition Plan1. Develop post-secondary outcomes in all three areas of transition: post-secondary education, employment and independent living

Topic 10: Monitor referral to appropriate youth and adult service agencies/self-directed supports 1. Roles, responsibilities and timelines
2. Monitor the status of the student’s initial Individual Service Plan, (ISP), development
3. Facilitate transmission of student data and documents to adult service providers and transition to new providers
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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 |
| --- | --- | --- | --- |
| Dr. Ying Hui-Michaels | 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 CoordinatorM.Ed. in Special Education: Exceptional Learning Needs |  |  |
| Dr. Susan Dell | Program CoordinatorM.Ed. in Special Education:Severe Intellectual Disabilities |  |  |