# 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) | **CGS In transition for youth with exceptionalities** |  |
| [Replacing](#Ifapplicable)  | **New program** |  |
| A.2. [Proposal type](#type) | **Program**[**: creation**](#creation) **|**  |  |
| A.3. [Originator](#Originator) | **Susan Dell** | [Home department](#home_dept)  | Special Education |
| A.4. [Rationale](#Rationale)/Context | Focus of Proposal: Create a New Certificate of Graduate Study in Transition for Youth with ExceptionalitiesPurpose: The purpose of this new program is to educate a cohort of professionals to implement effective, research-based transition practices to improve transition outcomes for Rhode Island youth with exceptionalities. Transition services are provided for students with exceptionalities to facilitate movement from school to life after high school. These services are designed to meet individual needs across several domains including independent living, employment and post-secondary education. When transition supports are aligned with established best practices, better outcomes are achieved.Rationale/Need:Consent Decree Documented Need: Rhode Island has been identified by the Department of Justice (DOJ) to be in need of improving transition practices for “youth in transition”. This need is documented in the Consent Decree (United States District Court, District of Rhode Island. United States of America vs. State of Rhode Island. Case No. CA14-175). As a result of this DOJ ruling, stakeholders across RI have identified multiple areas where transition services are not producing appropriate, individualized student outcomes in each domain. Rhode Island Department of Education mandates that an Individual Education Plan for students ages 14 and above includes transition services. The specific services are dictated by Special Education law, both federal and state. Districts in Rhode Island vary in the application and implementation of these laws, creating variability across districts. There are no other programs state-wide that address individualized transition services in depth. RI Directors of Special Education Need: In October 2019 Rhode Island Directors of Special Education were surveyed to collect their input on the status and efficacy of Transition Services in their district and the need for a CGS such as the one proposed. When asked if a CGS in Transition would better support their district’s transition outcomes, 88% said “Yes”. Directors noted difficulties providing all the mandated transition supports required, citing Employment Trials, Assessment, Completing the Career Development Plan an Increasing Family Involvement. These are areas addressed by the proposed CGS. Directors noted that they strive to provide the mandated transition services, but lack the resources, internal expertise and effective program structure are barriers to accomplishing successful outcomes for all students with IEPs. Only half of respondents indicated satisfaction with current transition outcomes for students in their districts. Program Goals/Prospective Program Participants: The primary goal of the proposed CGS is to increase knowledge and implementation of best practices by transition team members: teachers, administrators, and adult service providers. One of the goals is to establish strong transition teams, and to increase the application of high-quality transition practices for students as they progress from age 14 - 22. Graduates of the proposed program will demonstrate their knowledge, skills and dispositions to effectively support students (and their families) as they move through their school years, preparing students for adult life.Proposed CGS Program Courses:The following four new courses comprise the CGS in Transition for Students with Exceptionalities. [See course proposal forms for specific outcomes for each class] 1. DIS 451: Introduction to Transition to Adult Life (3 credits)2. DIS 551: Starting the Transition Journey (4 credits)3. DIS 552: Transition in the Middle Years (4 credits)4. DIS 553: Completing the Transition Journey (4 credits) Total credits in proposed CGS: **15**The first course (DIS 451) provides an overview of transition (past and present) and provides a common understanding of terms and expectations for transition. The remaining courses reflect the skills and practices at different stages of transition. |
| A.5. [Student impact](#student_impact) | The proposed program, will offer classes at a time that is conducive to current working professional.  |
| A.6. Impact on other programs | Courses within the proposed program offer options for non-CGS program students, such as students in Secondary Education who are in their final semesters of their program. Courses 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.)*:  | Existing Special Education. Full Time and Part Time faculty will teach CGS In Transition for Youth with Exceptionalities coursework. It is expected that RI leaders in Transition will be involved in teaching some of the coursework.  |
|  | [*Library*:](#library) | **N/A** |
|  | [*Technology*](#technology) | **N/A** |
|  | [*Facilities*](#facilities): | **N/A** |
|  | Promotion/ Marketing needs  | Announcements of this new CGS program will include the Sherlock Center on Disabilities e-blasts, newsletters/email notices. Program announcements will target Special Education directors in RI who can assist in identifying professionals in their districts who would benefit from this program. |
| A.8. [Semester effective](#Semester_effective) | **Fall 2020** | A.9. Rationale if sooner than next fall |  |

### C. [Program Proposals](#program_proposals)

|  | New |
| --- | --- |
| C.1. [Enrollments](#enrollments) | 10 – 12 students annually |
| C.2. [Admission requirements](#admissions) | Admission Requirements 1. A completed application form accompanied by a $50 nonrefundable application fee. 2. Official transcripts of all undergraduate and graduate records.3. Bachelor’s degree from an accredited college with a 3.0 GPA.4. Professional references from persons acquainted with the academic aptitude of the applicant5. Performance-based evaluation6. Professional Goals Essay7. Resume |
| C.3. [Retention requirements](#retention) | **Maintain a 3.0 GPA, successfully complete practicum**  |
| C.4. [Course requirements](#course_reqs) for each program option | Only one program option that includes the following:1. DIS 451: Introduction to Transition to Adult Life (3 credits)2. DIS 551: Starting the Transition Journey (4 credits)3. DIS 552: Transition in the Middle Years (4 credits)4. DIS 553: Completing the Transition Journey (4 credits)  |
| C.5. [Credit count](#credit_count) for each program option | **15** |
| C.6. Requirement for thesis, project, or comprehensive exam  | Portfolio to be completed and submitted at the end of the program |
| C.7. Other changes if any |  |

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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 |  |  |