LSC Use Only No: LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
	06-37e	App - 4/17/07	App - 4/22/08

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit **Education of Exceptional Persons Program** **Dept. of Special Education and Clinical Services**	Phone X72450

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)

_____New Course   _____Course Prefix Change   _____Course Deletion

__XX___Course Revision   __XX___Course Number and/or Title Change   _____Catalog Description Change

EX 651 Vocational Preparation and Transition for Youth with Disabilities	EDEX 458/ Transition for Youth with Disabilities
Current Course prefix, number and full title	*Proposed* course prefix, number and full title, if changing

2. Additional Course Designations: check if appropriate

_____ This course is also proposed as a Liberal Studies Course.   __x___ Other: (e.g., Women's Studies,
_____ This course is also proposed as an Honors College Course.   Pan-African) **Dual Level**

3. Program Proposals   _____Catalog Description Change   _____Program Revision

_____New Degree Program   _____Program Title Change   _____Other

_____New Minor Program   _____New Track

Current program name	*Proposed* program name, if changing

4. Approvals		Date
Department Curriculum Committee Chair(s)	Joseph Domaracki	1-15-07
Department Chair(s)	Joseph Domaracki	1-15-07
College Curriculum Committee Chair	Joseph Domaracki	2-5-07
College Dean	Mary Ann Rafoth	2-5-07
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	Gail Sechrist	4-17-07

Received
APR 05 2007
Liberal Studies

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FEB - 8 2007

* where applicable

Liberal Studies

Part II. Description of Curriculum Change

1. New Syllabi of Record

EDEX 458 TRANSITION FOR YOUTH WITH DISABILITES   3c-0l-3cr

I. CATALOG DESCRIPTION

Develops competencies in the skills necessary to help students with disabilities make a successful transition from school to adult life. Transition service elements are, at a minimum, postsecondary education and training, employment, and community living. For students with disabilities, successful outcomes require self-determination and other personal-social characteristics that must be identified and supported by the transition team throughout the entire transition planning process.

II. COURSE OBJECTIVES

Course Objective	INTASC Standard	Assessment Techniques *Key Assessment for Course
1. develop knowledge about adolescent development, the legislative history of transition from school to adult life, and the impact of disability on the career development process, vocational decision making, and community living of students with disabilities, and their families	I. Foundation and Content	**Transition planning guide**
2. promote skills in facilitating person-centered planning with families, interagency personnel and students with disabilities	5. Environmental and Social Interaction 6. Communication	***Transition Plan Interview Summary**
3. create an understanding of critical vocational behavior (skills and attitudes) and resources and strategies for their development	2. Development and Characteristics 3. Learning Differences 4. Instructional Strategies	***Transition Plan Transition team meeting**
4. develop skills in vocational planning including formal and informal assessments of career-based skills and interests, and job shadowing and work experiences that build upon the abilities and preferences of students with specific disabilities	8. Assessment 7. Instructional Planning	***Transition Plan**
5. demonstrate an understanding of specific attributes, particularly self-determination and other personal-social characteristics, needed for students' successful transition from school to adult life	1. Foundation and Content	**midterm**
6. promote awareness of local transition planning councils, statewide transition initiatives, and other community-based, transition-related activities that support effective transition planning with an eye toward quality of life for students with	10. Collaborative relationships	**Transition meeting reflection**

		*Transition Plan
disabilities 8. advance skills in best practices for transition services planning as a function of annual individualized education plans as mandated by IDEA	9. Ethics	
9. identify resources for facilitating the vocational development of students with disabilities, and develop knowledge of the roles various agencies play in the career education, healthy lifestyles, community living, transition and job placement process of students with disabilities	10. Collaborative relationships	Transition meeting reflection
10. develop an understanding of various models of employment for persons with disabilities	1. Foundations and Content	Transition Planning Guide Midterm

III. COURSE OUTLINE

Weeks 1 & 2 – Readings – FSB, Chapter 1; www.pattan.k12.pa.us
- A.   The context of transition
  - 1. Adolescence and transition to adulthood
  - 2. IDEA
  - 3. Legislative and policy aspects of transition and transition planning services

Weeks 3 & 4 – Readings – FSB, Chapter 2 and 3, handouts
- B.   Transition Models, Career Development and Promising Practices
  - 1. Will's Bridges Model
  - 2. Halpern Community Adjustment Model
  - 3. Work Preparation Models
  - 4. Kohler's Transition Education Models
  - 5. Career Pathways Models
  - 6. Promising practices including self-determination and person-centered planning
  - 7. Career development theories and practices for students with disabilities

Weeks 5 & 6 – Readings – FSB, Chapter 4, handouts
- C.   Creating a Transition Perspective of Education
  - 1. Transition domains and vocational assessment
  - 2. Transition and standards-based education
  - 3. Universal design in transition education
  - 4. Instructional and technology strategies in transition settings
  - 5. Collaboration in transition education

Week 7 – Midterm

Week 8 – Readings – FSB, Chapter 5, handouts
- D.   Participatory Decision Making in Transition Planning
  - 1. Self-determination and other personal-social variables
  - 2. Teaching and creating opportunities for *students choosing goals*
  - 3. Teaching and creating opportunities for students leading IEP meetings
  - 4. Teaching and creating opportunities for students attaining goals

Weeks 9 & 10 – Readings – FSB, Chapter 7; www.pattan.k12.pa.us

E.   Individualized Transition Planning
    1. Methods in determining student needs, interests, and preferences
    2. Defining professional, parent, student roles/responsibilities
    3. Multicultural issues in transition planning
    4. Strategies for flexible roles and team building

Weeks 11-14 – Readings – FSB, Chapters 9-12; handouts
    F.   Achieving Quality Outcomes in Transition
        1. Transition to employment
            a. Emerging employment options for individuals with disabilities
        2. Post-secondary education and career path
            a. Preparing for postsecondary education
            b. Enhancing postsecondary education
        3. Community living and healthy lifestyle choices
            a. history of residential approaches for people with disabilities
            b. transition to interdependent living
            c. resources for independent living
        4. Recreation and leisure in the community
            a. community participation
            b. movement from school to post-school activities
            c. leisure program options

IV COURSE REQUIREMENTS

Students will demonstrate mastery of course objectives through successful completion of the following course requirements, which will be used in determining the final grade:

1. Film reflection for transition planning – 10%

Students will view the film, "Rory O'Shea Was Here." Students will then complete a transition plan "planning guide." This guide addresses the following areas:
    A. Transition to employment
        a. employment options for Michael
    B. Post-secondary education and career path
        a. possible post-secondary education
    C. Community living and healthy lifestyle choices
        a. residential options for Michael
        interdependent living; or, independent living
    D. Recreation and leisure in the community
        a. community participation
        b. movement from school to post-school activities
        c. leisure program options
Students will list Michael's strengths and needs related to each of these areas.

2. Literature-based transition plan – 20%

Students will read the book, *A Curious Incident of the Dog in the Nightime,* and create a transition plan for the main character. Students will use the IEP document available on the PaTTAN website (www.pattan.k12.pa.us)

3. Interview summary – 20%

Students will conduct an interview with a family of a student with a disability who is currently in the transition process or who has already transitioned from high school into adult life. Students **must have**

their interview protocols approved by the instructor. Students may also interview an employer who has hired an individual with a disability, or an agency that provides transition-related services or employment to individuals with disabilities (e.g., Community Guidance Center, Indiana County Workshop) or assists individuals with disabilities with employment in the community (e.g., ARIN's Work Experience/Transition Coordinator). The interview will be summarized, analyzed.

4. Exam – 25%

A Mid-Term exam will include objective and essay-type questions. Some questions may be take-home to be completed prior to the objective part of the exam.

5. Transition team meeting role play – 10%

Students will role-play a transition team meeting, taking roles of family members and school/agency team members. Students will write a personal reaction as a personal and/or professional evaluation of the success of the team processes. Students will be expected to do research on their role, for example, the role of a vocational specialist or work experience coordinator.

6. Reaction to an actual transition-related meeting – 10%

Students will attend a meeting of a local task force, an agency that focuses on transition, (e.g., the Arc's Parent Transition Group meeting), a school-based meeting, a transition-related workshop offered by PaTTAN, and other opportunities that arise. Students will take **careful field notes of issues discussed, problems solved, and/or plans developed.** Your instructor will provide any necessary documentation about this course assignment that may be required for your attendance. Students will describe how this activity relates to their overall understandings of the transition process, transition services, and family-school collaboration involved in transition.

7. Participation points – 5%

Students will self-evaluate their course participation. Some of the points will result from written reactions to class speakers.

V.   EVALUATION METHODS

    The course grade will be interpreted from the total accumulated points and weighted according to the following scale:
A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = below 60%

VI. REQUIRED TEXT

Flexer, R. W., Simmons, T. J., Luft, P., Baer, R. M. (2005). Transition Planning for Secondary Students with Disabilities. Pearson Education Inc.: New Jersey.

VII. RECOMMENDED TEXT

Glor-Scheib, S.J. (2007). Building Electronic Portfolios. Attainment Co, Inc.; Wisconsin

VIII. ADDITIONAL RESOURCES

Carter, E. W., et. al., (2005). Moving From elementary to middle school: Supporting a smooth transition for students with severe disabilities. *Teaching Exceptional Children* v. 37(3), 8-14.

Chambers, C. R., et. al., (2004). Parent and sibling perspectives on the transition to adulthood. *Education and Training in Developmental Disabilities* v. 39(2), 79-94.

Eckes, S. & Ochoa, T. (2005). Students with disabilities: Transitioning from high school to higher education. *American Secondary Education,* 33, 6-20.

Hoppe, S. E. (2004). Improving transition behavior in students with disabilities Using a multimedia personal development program: Check and Connect. *TechTrends* v. 48 (6), 43-46.

Kato, M., Nulty, B., Olszweski, B., Doolittle, J., & Flannery, B. (2006). Postsecondary academies: Helping students with disabilities transition to college. *Teaching Exceptional Children,* 39, 18-23.

Katsiyannis, A., et. al., (2005). Transition supports to students with mental retardation: An examination of data from the National Longitudinal Transition Study 2. *Education and Training in Developmental Disabilities* v. 40 (2), 109-16.

Kinney, P. (2006). Meeting special challenges in transitions. *Principal Leadership (Middle School Ed.)* v. 6 (9), 28-30.

Lane, K. L., ed, et. al., (2006). Supporting transition-age youth with and at risk for emotional and behavioral disorders at the secondary level. *Journal of Emotional and Behavioral Disorders* v. 14 (2), 66-117.

Levinson, E. M., et. al., (2005), Preparing students with disabilities for school-to-work transition and postschool life. *Principal Leadership (High School Ed.)* v. 5 (8), 11-15.

Luftig, R. L., et. al., (2005), Patterns of employment and independent living of adult graduates with learning disabilities and mental retardation of an inclusionary high school vocational program. *Research in Developmental Disabilities* v. 26 (4), 317-325.

Milsom, A., et. al., (2005). Assisting students with learning disabilities transitioning to college: What school counselors should know. *Professional School Counseling* v. 8 (5). 436- 441.

Peck, S. (2004). Communication made easier: facilitating transitions for students with multiple disabilities. *Teaching Exceptional Children* v. 36 (5), 60-63.

Riffel, L. A., et. al., (2005). Promoting independent performance of transition-related tasks using a Palmtop PC-based self-directed visual and auditory prompting system. *Journal of Special Education Technology* v. 20 (2), 5-14.

Savage, R. C. (2005). The great leap forward: Transitioning into the adult world. *Preventing School Failure* v. 49 (4), 43-52.

Sitlington, P. L., et. al., (2004). Preparing youths with emotional or behavioral disorders for transition to adult life: Can it be done within the standards-based reform movement?. *Behavioral Disorders* v. 29 (3). 279-288.

Thoma, C. A., et. al., (2005). Self-determination is what it's all about: What post-secondary students with disabilities tell us are important considerations for success. *Education and Training in Developmental Disabilities* v. 40 (3) 234-242.

2. Summary of Changes

EDEX 751 is being designated dual level (EDEX 458/558) and added to the undergraduate Special Education Program curriculum sequence (see associated Course Revision proposal).

3. Justification/Rationale for the Revision

EDEX 751 is being designated dual level (EDEX 458/ 558) and added to the undergraduate Special Education Program curriculum sequence. This change is being made to address potential Pennsylvania Department of Education changes in the Special Education Certification Regulations which would split the current K-12 certification into a two certifications, K-6 and 7-12. Adding EDEX 458 Vocational Preparation & Transition for Youth with Disabilities would provide needed content for the 7-12 certification option. The three (3) credits necessary to add this course to the curriculum sequence would come from the five (5) free electives available in the current curriculum sequence.

4. Old Syllabus of Record

COURSE SYLLABUS

EX 651 VOCATIONAL PREPARATION AND TRANSITION FOR YOUTH WITH DISABILITES
3 s.h.

I. CATALOG DESCRIPTION

Designed to develop competencies in the skills necessary to help students with disabilities make a successful transition from school to eventual employment.

II. COURSE OBJECTIVES

This course is designed to develop:

A.	an understanding of the impact of disability upon the career development process and vocational needs of students with mental retardation, emotional disorders, specific learning disabilities and/or physical disabilities;

B.	skills in facilitating work personalities of students with specific disabilities;

C.	skill in the development of vocational planning abilities of students with specific disabilities;

D.	an understanding of critical vocational behavior and resources and strategies for their development;

E.	understanding of skills needed for successful transition from school to work life;

F.	an understanding of the development of local transition planning councils;

G.	skills in the development of individualized transition plans;

H.	an understanding of the role of various agencies in the vocational preparation, transition and job placement process of students with disabilities;

I.	skills in identifying resources for facilitating the vocational development of students with disabilities;

J.	an understanding of various models of employment for persons with disabilities.

III. COURSE OUTLINE

A.	Policies and Professional Roles of Vocational Education
1.	Legislative and policy aspects of vocational special education
2.	Career education for students with handicaps
3.	Professional roles and practices in the provision of vocational education for students with disabilities

B.	Vocational Assessment and Preparation
1.	Vocational assessment in school and rehabilitation programs
2.	Instructional programming in vocational education
3.	Secondary vocational training

C. Type of Disability and Vocational Education
1. Vocational education for students with mild disabilities
2. Vocational education for students with severe disabilities
3. Vocational education for students with physical disabilities
4. Vocational education for students with sensory disabilities

D. Transition From School to Work
1. Federal initiatives and legislative mandates
2. Definition of transition
3. Interagency cooperation
4. Elements of the transition process

E. Transition Models
1. Will Model
2. Halpern Model
3. Supported Living Model

F. Individualized Transition Planning
1. Implementing an individualized transition planning procedure
2. Defining professional and parent roles/responsibilities
3. Relationships to the IEP
4. Strategies for changing roles and team building

G. Post-Transition Issues
1. Follow-up surveys
2. Conducting follow-up surveys

H. Traditional Adult Service Program Options
1. Therapeutic activity centers
2. Work activity centers
3. Sheltered workshops
4. Post-secondary vocational education

I. Competitive Employment Options
1. Supported Employment models
2. Supportive Employment options
3. Transitional Employment

IV. COURSE REQUIREMENTS

Students will demonstrate mastery of course objectives through successful completion of the following course requirements, which will be used in determining the final grade:

Completion of assigned reading in text and selected journals.

Participation in class discussion and/or activities.

Research Paper. Requires an in depth examination on vocational interventions used or (needed for use) with students who have either mental retardation, physical disabilities, emotional disabilities or specific learning disabilities. The minimum length is 10 pages and the paper will require a thorough review of recent empirical and theoretical literature. 100 points.

Term Project. Builds upon the base of knowledge gained through completion of the research paper and requires the design of a curriculum, detailed program, or service delivery system for use in implementing

the vocational intervention addressed in the research paper.

Exams. Two exams (included Mid-Term and final) consisting of short and long answer essay items. 100 points each.

V.   EVALUATION METHODS

The course grade will be interpreted from the total accumulated points and weighted according to the following scale:

A = 93-100%	Exams	50%
B = 85-92%	Research Paper	25%
C = 84-77%	Term Project	25%
F = below 77%*		

*No "D" grade is recognized in IUP graduate work.

VI. REQUIRED TEXT

Gaylord-Ross, R. (1988). <u>Vocational education for personswith handicaps</u>. Mountainview, CA: Mayfield Publishing.

VII. REFERENCES

Beane, A. L., & Zachmanoglou, M. A. (1978). Career education for the handicapped. <u>Vocational Guidance Quarterly, 28</u>, 44-47.

Bellamy, G. T., Rhodes, L. E., Mank, D. E., & Albun, J. M. (1988). <u>Supported employment: A Community implementation guide</u>. Baltimore, MD: Paul H. Brookes Publishing Co.

Brolin, D. E. (1983). Career Education: Where do we go from here? <u>Career Development for Exceptional Individuals,8</u>, 2-14.

Clark, G. M. (1985). A national study of high school programs for handicapped youth in transition. Grant No. g008530217. Office of Special Education and Rehabilitation Services, U.S. Department of Education, Washington, DC.

Everson, J. M., Barcus, M., Moon, S. M., & Morton, M. V. (1987). <u>Achieving outcomes: A guide to interagency training in transition and supported employment</u>.Richmond, VA: Project Transition into Employment, Rehabilitation Research and Training Center, VirginiaCommonwealth University.

Gardner, J. F., Chapman, M. S., Donaldson, G., & Jacobson, S. G. (1988). <u>Toward supported employment: A processguide for planned change</u>. Baltimore, MD: Paul H.Brookes. Co.

Kiernan, W. E., & Stark, J. A. (1986). <u>Pathways to employment for adults with developmental disabilities</u>.Baltimore, MD: Paul H. Brookes Publishing Co.

Ludlow, B. L., Turnbull, A. P., & Luckasson, R. (1988). <u>Transition to adult life for people with mentalretardation: Principles and practices</u>. Balimore, MD: Paul H. Brookes.

McDonnell, J., & Hardman, M. (1985). Planning the transition of severely handicapped youth from school to adult services: A framework for life school programs. <u>Education and Training of the Mentally Retarded</u>, 275-286.

McLoughlin, C. S., Garner, J. B., & Callahan, M. (1987). <u>Getting employed, staying employed: Job development and training for persons with severe handicaps</u>. Baltimore, MD: Paul H. Brookes Publishing Co.

Moon, M. S., Inge, K. J., Wehman, P., Brooke, V., & Barcus, J. M. (1990). Helping persons with severe mental retardation get and keep employment: Supportedemployment issues and strategies. Baltimore, MD: PaulH. Brookes Publishing Co.

Moon, S. M., Goodall, P., & Wehman, P. (1985). Critical issues related to supported employment. Richmond, VA: Rehabilitation Research and Training Center, Virginia Commonwealth University.

Rusch, F. R. (1986). Competitive employment issues and strategies. Baltimore, MD: Paul H. Brookes Publishing.

Sowers, J. A., & Powers, L. (1991). Vocational preparationand employment of students with physical and multipledisabilities. Baltimore, MD: Paul H. Brookes.

Stodden, R. A., & Boone, R. (1987). Assessing transition services for handicapped youth: A cooperative interagency approach. Exceptional Children, 53, 537-545.

Wehman, P., & Moon, M. S. (1988). Vocational rehabilitation and supported employment. Baltimore, MD: Paul H.Brookes.

Wehman, P., Wood, W., Everson, J. M., Goodwin, R., & Conley, S. (1988). Vocational education for multi-handicapped youth with cerebral palsy. Baltimore, MD: Paul H. Brookes.

Wehman, P., Moon, M, Everson, J. M., Wood, W. & Barcus, M. (1988). Transition from school to work, Baltimore, MD: Brookes.

Wehman, P., & Hill, J. W. (1985). Competitive employment for persons with mental retardation: From practice toresearch. Richmond, VA: Rehabilitation Research andTraining Center, Virginia Commonwealth University.

Will, M. (1984). OSERS programming for transition of youth with disabilities: Bridges for school to working life. Office of Special Education and Rehabilitation Services (OSERS), U.S. Department of Education, Washington, DC.

Trainor, A. A. (2005). Self-Determination perceptions and behaviors of diverse students with LD during the transition planning process. *Journal of Learning Disabilities* v. 38 (3), 233-249.

Valenzano, J., et. al., (2004). The transitioning battle. *The Exceptional Parent* v. 34 (8), 40-43.

Wagner, M., et. al., (2006) How are we preparing students with emotional disturbances for the transition to young adulthood? Findings from the National Longitudinal Transition Study-2. *Journal of Emotional and Behavioral Disorders* v. 14 (2), 86-98.

Wehmeyer, M. L., et. al., (2006). Infusing Self-Determination into 18-21 services for students with intellectual or developmental disabilities: A Multi-stage, multiple component model. *Education and Training in Developmental Disabilities* v. 41 (1), 3-13.

Zigmond, N. (2006). Twenty-Four months after high school: Paths taken by youth diagnosed with severe emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders* v. 14 (2), 99-107.

Zhang, D., et. al., (2006). Enhancing Self-Determination of culturally diverse students with disabilities: Current status and future directions. *Focus on Exceptional Children* v. 38 (9). 1-12.