

UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL

Electronically submit this completed form with attachments in one file to the Chair of the College Curriculum Committee.

COLLEGE (check one):	Arts and Sciences	Business	Education	<input checked="" type="checkbox"/>
Proposal Submitted By: Jennifer Walker	Date Prepared: 11/1/19			
Course Title:	Transition Planning for Students with Disabilities			
Department/discipline and course number*:	EDSE 324			
Prerequisites: EDUC 351A and EDUC 385 or EDUC 388				

*This course number must be approved by the Office of the Registrar before the proposal is submitted.

Number of credits:	3	Will this course meet for at least 700 contact minutes for each credit hour proposed? If no, provide a credit hour justification.	YES	<input checked="" type="checkbox"/>	NO	
Will this be a new, repeatable "special topics" course? (Do you want students to be able to take this new course more than once if the topic changes?)			NO	<input checked="" type="checkbox"/>	YES	

Date of first offering of this new course: FALL SEMESTER, year	Fall semester 2022	
Proposed frequency of offering of the course:	Once per semester	
Proposed enrollment limit for the course:	25	
List the faculty who will likely teach the course:	Jennifer Walker & Melissa Jenkins	
Are ANY new resources required?	NO	<input checked="" type="checkbox"/> YES
<i>Document in attached impact statement</i>		

**The earliest the course may be offered is the fall semester of the academic year FOLLOWING the year in which the course proposal is approved.

This new course will be (check all that apply):					
Required in the major		Required in the minor		General Elective	<input checked="" type="checkbox"/>
Elective in the major		Elective in the minor		General Education**	

**AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.

Catalog Description (suggested length – less than 50 words):	
<p>Prerequisites: EDUC 351A & EDUC 385 or 388. This course prepares students to work with K-12 students with varying disabilities who are transitioning throughout the educational experience. These skills include consultation, case management and collaboration with general educators, service providers and parents. Additional topics include postsecondary education, training, employment, and independent living skills in relationship to technology, community resources, self-advocacy, self-determination, guardianship, and legal requirements.</p>	

COURSE HISTORY:	Was this course taught previously as a topics or experimental course?	YES		NO	<input checked="" type="checkbox"/>
Course Number and Title of Previous Course		Semester Offered	Enrollment		
<p>CHECK HERE if the proposed course is to be equated with the earlier topics or experimental offerings. If equated, students who took the earlier "topics" course will only be able to take the new course as a repeat (C- grade or lower).</p> <p>NOTE: If the proposed course has not been previously offered as a topics or experimental course, explain in the attached rationale statement why the course should be adopted even though it has not been tried out.</p>					

REQUIRED ATTACHMENTS:

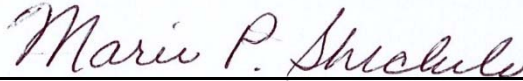
1. **Rationale Statement** – Why is this course needed? What purposes will it serve?
2. **Credit Hour Justification** (if required) – explain how this course will comply with the UMW Credit Hours Policy (D.5.3)
3. **Impact Statement** – Provide details about the Library, space, staffing, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. **Any change that impacts another Department must have a written statement (such as an email) from the Chair(s) agreeing to the change.**
4. **Sample Syllabus**

Department Chair Approval*: _____



Date: 11/23/19

CCC Chair Approval: _____



Date: 11/23/19

***COB and COE proposals approved by the Associate Dean. BEFORE consideration by the UCC, the proposal must be approved the two levels noted above. Approval by the UCC and UFC are noted on the proposal "status history" at the UCC web site.**

Rationale Statement:

In 2018, a change in Virginia state regulations allowed for a Bachelor's degree in education. Additionally, the state has released an updated set of regulations for teacher licensure programs [Elementary](#), [Secondary/PK-12](#), along with content-specific [regs such as 290, 310, etc.](#) While some institutions in Virginia (Longwood is one example) have offered an undergraduate path to licensure--this may have been a major in Interdisciplinary Studies, followed by a full-time internship, but no Master's degree--UMW has most recently offered a Master's in Education that can be completed in five years and that leads to licensure.

A representative group of faculty and administrators from the College of Education met over the summer of 2018 to discuss the feasibility of and potential need for adjusting our programs. We concluded that we would like to propose a path to licensure in four years, and during the course of this academic year (2018-19), we have sought the input and involvement of all COE faculty in this process.

Special Education

UMW once had a four-year program that was similar to the one COE is proposing. Students completed a major in their content area and took COE courses as an undergraduate, and then returned to complete their full-time internship (often referred to as "student teaching") for one semester, which led to licensure. The Master's degree was added as a requirement for new students in 2012-13. A major component of the 5th-year courses has been conducting research on teaching practices. The full-time internship also comprises a large portion of the credits for the Master's degree.

Although it would be permissible under the new state regulations, faculty recognize that recruitment continues to be challenging in the field of special education and enrollment numbers would not support a major at this time. Therefore, students would continue to earn an undergraduate degree with a major in their content area, along with a program in COE (not a Master's) that would lead to licensure.

This course focuses on working with K-12 students with varying disabilities who are transitioning throughout the educational experience. These skills include consultation, case management and collaboration with general educators, service providers and parents. Additional topics include postsecondary education, training, employment, and independent living skills in relationship to technology, community resources, self-advocacy, self-determination, guardianship, and legal requirements. This course will be a required course in a four-year pathway to teacher licensure in Special Education-General Curriculum. The competencies addressed in this course fulfill mandated requirements for professional learning set forth by VaDOE 8VAC20-543-500-Special Education-General Curriculum-K-12. Instructional hours in transitional planning are required and mandate the following topic coverage:

Demonstrate the ability to prepare students and work with families to provide successful student transitions throughout the educational experience to include postsecondary education, training, employment, and independent living that addresses an understanding of long-term planning, transition assessments, career development, life skills, community experiences and resources, self-advocacy, and self-determination, guardianship, and legal considerations. (a) Skills in consultation, case management, and collaboration for students with varying degrees of disability severity; (1) Coordinate service delivery with general educators, related service providers, and other providers; (2) Awareness of community resources agencies and strategies to interface with community agencies when developing and planning IEPs; (3) Knowledge of related services and accommodations that pertain to postsecondary transitions that increase student access to postsecondary education and community resources and; (4) Ability to coordinate and facilitate meetings involving parents, students, outside agencies, and administrators. (b) Understand the difference between entitlement and eligibility for agency services as students move to the adult world including a basic understanding of Social Security Income benefits planning, work incentive, Medicaid, and community independent living. (c) Recognize uses of technology and seek out technology at postsecondary settings that shall aid the student in their education, work, and independent living. (d) Recognize and plan for individual student potential and their capacity to meet high academic, behavioral, and social expectations and the impact of academic and social success on personal development: (1) Knowledge of person-centered planning strategies to promote student involvement in planning; and (2) Knowledge of generic skills that lead to success in

school, work, and community, including time management, preparedness, social interactions, and communication skills. (e) Understand social skill development and the unique social skills deficits and challenges associated with disabilities: (1) Assess social skill strengths and needs; and (2) Plan and use specialized social skills strategies. (f) Knowledge of use and implementation of vocational assessments to encourage and support students' self-advocacy and self-determination skills. (g) Knowledge of graduation requirements, diploma options, and legal issues surrounding age of majority and guardianship.

Impact Statement:

The impact of adding this course will be minimal. Some current courses will no longer be taught when we move to the four-year programs, and we already have faculty teaching this course each semester at the graduate level. No additional requirements are needed in terms of other offices or staff.

EDSE 324: Transition Planning for Students with Disabilities
Semester Year
Class Days/Times
Class Location

Instructor:

Office:

Office Hours:

Email:

Phone:

Mission The University of Mary Washington's College of Education is committed to guiding all candidates through a transformative experience by which they become skilled, reflective and responsive practitioners well prepared to meet 21st century challenges.

The College of Education of the University of Mary Washington prepares educators for the 21st century who are knowledgeable, skilled, collaborative, reflective, and sensitive to diverse learner needs. In upholding the mission of the University, the College of Education is dedicated to providing educational programs to the Commonwealth of Virginia and beyond. To accomplish this, we:

- ✓ are grounded in a strong liberal arts curriculum.
- ✓ emphasize school-based experiences through which candidates solidify their understanding of the nature of the learner and effective teaching and motivational practices.
- ✓ build a diverse community of practice involving strong partnerships among candidates, faculty, local teachers, and administrators.
- ✓ enhance teacher aptitudes for research and critical decision-making and ensure knowledge of learning theories and research-based pedagogy.
- ✓ challenge educators to respond to the changing nature of learning in the 21st century through an emphasis on multi-literacies.

Conceptual Framework The College of Education faculty at the University of Mary Washington continually strives to contribute to and disseminate the most up-to-date knowledge and skills in the field of education. The five components of the framework are emphasized by the faculty in implementing coursework, programs and research. They are strands that are interwoven throughout our programs.



Course Description

Prerequisite: EDUC 351A and EDUC 385 or 388. This course prepares students to work with K-12 students with varying disabilities who are transitioning throughout the educational experience. These skills include consultation, case management and collaboration with general educators, service providers and parents. Additional topics include postsecondary education, training, employment, and independent living skills in relationship to technology, community resources, self-advocacy, self-determination, guardianship, and legal requirements.

Course Objectives

Students will understand:	Students will know:	Students will do:
<p>U1 Strategies and best practice for coordinating service delivery for students with varying disabilities with general educators, related service providers, and other providers.</p> <p>U2 Differences between entitlement and eligibility for agency services as students with disabilities leave the K-12 setting, including understanding Medicaid, Social Security Income benefits, work initiatives, and community independent living.</p> <p>U3 Social skill development, deficits, and challenges faced by students with disabilities.</p> <p>U4 Assessment of students with disabilities' social skill strengths and needs.</p>	<p>K1 How various community resources interact with developing and planning Individual Education Programs for students with varying disabilities.</p> <p>K2 How related services and accommodations increase students with disabilities' access to postsecondary education and community resources.</p> <p>K3 Uses of technology in the education, work, independent living, and postsecondary settings for students with disabilities.</p> <p>K4 Skills that lead to school, work, and community success to include, but not limited to time management, preparedness, social interactions, and</p>	<p>D1 Coordinate and facilitate meetings with parents, students, outside agencies, and administrators to develop Individualized Education Programs for students with varying disabilities.</p> <p>D2 Plan for students with disabilities' academic, behavioral and social development by using person-centering planning and skills that lead to school, work, and community success.</p> <p>D3 Plan for specialized social skill strategies with students with disabilities.</p> <p>D4 Implement vocational assessments to improve students with disabilities' self-advocacy and self-determination skills.</p>

<p>U5 Strategy instruction of social skills for students with disabilities.</p>	<p>communication skills.</p> <p>K5 Vocational assessments as a means to encourage and support students with disabilities' self-advocacy and self-determination skills.</p> <p>K6 Graduation requirements, diploma options, and legal issues for students with disabilities in relationship to age of majority and guardianship.</p>	
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Course Readings and Resources

Wehman, P. (2013). *Life beyond the classroom: Transitions strategies for young people with disabilities (5th Edition)*. Baltimore, MD: Paul H. Brookes Publishing Co.

All other required readings/videos will be posted on Canvas in assigned modules.

Course Policies

Class Attendance and Participation: <insert expectations here>

Assignment Guidelines: <insert expectations here>

Late Assignments: <insert expectations here>

Resubmitting Work: <insert expectations here>

Technology Use: <insert expectations here>

Communication: <insert expectations here>

Assignments

Transition Resource Guide (100 pts.)

You will compile/create transition resources that will help you collaborate with families of youth with disabilities, community agencies, and other community entities (e.g., employers) that work with this population. These resources should help you best collaborate with families and community agencies in your professional role. You may choose to focus your guide on a specific group of students with disabilities (e.g., those with Autism, SLD), or the guide can cut across students with disabilities. Whichever you decide, your work must be related to transitional needs and issues. You should consult your readings, class content, websites, national, state, local agencies, and other entities to gather and create the information and resources included in your guide.

Be prepared to present an overview of your resource guide and sample materials the last day of class. Your resource guide should include the following parts:

1. A description of the particular focus of your resource guide, a rationale for the focus, and what you did to gather the information and materials for the guide.

2. Resources about and for families:

- A list of important things to consider when interacting with family members.
- A list and description of strategies for initiating and maintaining relationships with families.
- Resources that will help you to work with families in your role as a teacher or other professional.
- Resources that can be given to families that can support their participation in transition-related instruction, meetings, or activities within schools (e.g., information about participation in IEP meetings).

3. Resources about Communities:

- A list of important things to consider in collaborating with community-based agencies in your professional role.
 - Identify and list state or community based agencies that can support the transition-related needs of students with disabilities. Describe the agency and the services/supports that each agency provides.
 - Resources that will help you to work with state or community-based agencies in your role as a teacher or other professional.
 - Resources that can be given to students or families that provide clear information about how to access and use various community supports/resources/agencies that can support the transition-related needs of students with disabilities.

Partnered Transition Interview (50 pts.)

You and your assigned partner will each interview one person (interview 2 people total) who works in an area related to helping individuals with disabilities transition into post-secondary life. Possibilities might include:

- ✓ High School Transition Coordinator
- ✓ College Admissions Advisor with experience advising students with disabilities
- ✓ College employee who coordinates services for students with disabilities
- ✓ Department of Rehabilitative Services Case Manager
- ✓ Job Coach
- ✓ Community Services Board Case Manager
- ✓ Group Home Program Manager, etc.

You could also interview a person who has been involved in this process on the consumer level, such as:

- ✓ High school student who has been involved in developing his/her Individual Transition Plan
- ✓ Adult with disabilities who has experienced transition into the workforce or post-secondary education (may have previously been a student in your school or district)
- ✓ Employer who has hired a person with a disability or who has provided placements for a student in a vocational program.

In the interview, describe what you are doing and why. Emphasize that all personal information will be kept confidential. Use follow-up probing questions to gather additional information. Discuss your findings with your partner. Compare your answers to your partner's interview. After you and your partner discuss findings, write 1 paper about what you learned from the experience. This summary should be approximately 6-8 pages (double spaced, APA format) and should include the following:

1. Background information on interviewees and roles in the transition process
2. Descriptions of elements viewed as necessary for successful transition
3. Descriptions of the biggest challenges to successful transition
4. Comparisons of interviewees (similarities, differences)
5. Connections to readings, modules, websites, class information
6. Implications for students with disabilities

Transition Case Study: (50 pts.)

You will be provided a case study to analyze. This assignment takes the place of a transitional planning exam.

Your task is to use course resources to write a thoughtful and detailed description of how a school system could successfully transition a student with a specified disability. You will need to consider collaboration goals, school resources, outside agency resources, teaching skills for success (to include social skills), self-advocacy, and self-determination. Additional information and guidelines on this assignment will be posted on Canvas.

Modules: (50 pts.)

You will complete several online modules about collaboration and transition. Completion of these modules serves as credit for the assignment. Module links will be posted to Canvas. You will submit a certificate of completion as generated from each website.

Reflective and Interactive Canvas Discussions (50 pts.)

Grading

Evaluation will be based upon a point system. The point value for each assignment is as follows:

- Transition Resource Guide = 100 points
- Modules = 50 points
- Reflection and Interactive Discussions = 50 points
- Transition Case Study = 50 points
- Partnered Transition Interview = 50 points
- TOTAL 300 points

Grade Determination:

Grades are determined by dividing total points earned by total possible.

A	95-100 pts.
A-	90-94 pts.
B+	87-89 pts.
B	85-86 pts.
B-	80-84 pts.
C	74-79 pts.
C-	70-73 pts.
D	60-69 pts.
F	59 or less

Resources

The Office of Disability Resources:

The Office of Disability Resources has been designated by the University as the primary office to guide, counsel, and assist students with disabilities. If you receive services through the Office of Disability Resources and require accommodations for this class, make an appointment with me as soon as possible to discuss your approved accommodation needs. Bring your accommodation letter with you to the appointment. I will hold any information you share with me in strictest confidence unless you give me permission to do otherwise. If you have not made contact with the Office of Disability Resources and need accommodations, (note taking assistance, extended time for tests, etc.), I will be happy to refer you. The office will require appropriate documentation of disability. Phone is 540-654-1266.

Title IX Statement

University of Mary Washington faculty are committed to supporting students and upholding the University's *Policy on Sexual and Gender Based Harassment and Other Forms of Interpersonal Violence*. Under Title IX and this Policy, discrimination based upon sex or gender is prohibited. If you experience an incident of sex or gender based discrimination, we encourage you to report it. **While you may talk to me, understand that as a "Responsible Employee" of the University, I MUST report to UMW's Title IX Coordinator what you share.** If you wish to speak to someone confidentially, please contact the below confidential resources. They can connect you with support services and help you explore your options. You may also seek assistance from UMW's Title IX Coordinator. Please visit <http://diversity.umw.edu/title-ix/> to view UMW's *Policy on Sexual and Gender Based Harassment and Other Forms of Interpersonal Violence* and to find further information on support and resources.

Resources

Tiffany W. Oldfield, J.D.
Title IX Coordinator
Office of Title IX
Fairfax House
540-654-5656
toldfiel@umw.edu

Myranda Thomson
Title IX Deputy for Students
Area Coordinator
540-654-1184
mthomson@umw.edu

Confidential Resources

On-Campus

Talley Center for Counseling Services –
Lee Hall 106

Student Health Center
Lee Hall 112

Off-Campus

Empowerhouse
540-373-9373

RCASA
540-371-1666

Policy on Recording Class and Distribution of Course Materials:

Any audio or visual recording by students of class meetings, lectures, discussion, or other class activities is allowed only with the express permission of the instructor or under terms and conditions as approved by UMW's Office of Disability Resources, which will be communicated to the instructor before any recording occurs. The results of a recording may only be used for personal use, unless the instructor authorizes use by other students in the course. Recordings and course materials may not be reproduced or exchanged or distributed. This ban on distribution includes materials provided for online or hybrid courses.

The Writing Center:

All writers benefit from additional feedback on written work. I highly encourage you to make use of The Writing Center's services at least once this semester (either face-to-face or online). The Writing Center offers assistance on all types of writing projects: reports, papers, cover letters and resumes, and research projects.

<http://academics.umw.edu/writing-fredericksburg/>

Plagiarism:

As a condition of taking this course, any assignment that the instructor, in good faith, suspects is in whole or in part plagiarized may be subject to submission electronically for textual similarity review for the detection of plagiarism. **Proper APA citations must be included where appropriate.**

University Emergency Information:

The purpose of the Emergency Information Hotline is to provide information to students, faculty, staff, and others about closings of the university (unplanned) due to weather or other safety hazard.

540/654-2424 (hotline)

<http://www.umw.edu/advisories/default.php>

Course Schedule (Sample)

Date	Topics	Chapters/Readings	Assignments
Week 1	Communication and Collaboration	Chapter 1	
Week 2	The Team Meeting Process	Chapter 2	Module #1 DUE
Week 3	Person-centered planning	Chapter 3	Reflective and Interactive Canvas Discussion DUE
Week 4	Service Delivery Coordination (General Education, Related Service, Community Agencies, Parents, Administrators, Students)	Chapter 4	Module #2 DUE
Week 5	Service Delivery Coordination (General Education, Related Service, Community Agencies, Parents, Administrators, Students)	Chapter 6	
Week 6	Related Services, Accommodations, Community Resources and the Relationship to the IEP	Chapter 8	Module #3 DUE
Week 7	Agency Services (Social Security Income benefits planning, work initiatives, Medicaid, community independent living.	Chapter 9	Reflective and Interactive Canvas Discussion DUE
Week 8	Skills for school, work, and community success (time management, preparedness, social interactions, and communication)	Chapter 10	Module #4 DUE
Week 9	Social skill assessment, strengths and weaknesses	Chapter 10	Partnered Transition Interview DUE
Week 10	Social skill planning and instruction	Chapter 10; Read articles on Canvas	Reflective and Interactive Canvas Discussion DUE
Week 11	Vocational Assessments and Self-Advocacy and Self-Determination	Chapter 7	Module #5 DUE
Week 12	Technology in postsecondary	Chapter 11	

	planning (education, work, and independent living)		
Week 13	Graduation requirements, diploma options, and legal issues. Age of majority and guardianship.	Chapter 13	Transition Resource Guide DUE
Week 14	Designing, Delivering, and Evaluating Instruction for Transition Services	Chapter 12	Reflective and Interactive Canvas Discussion DUE
Week 15	Putting it all together, Skills to improve Transition Collaboration, Current Trends		
Finals Week	Course Wrap Up		Transition Case Study DUE

Content and Pedagogical Knowledge

InTASC Category		Assignment
The Learner and Learning	Learner Development <i>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</i>	Modules Reflective and Interactive Discussions Transition Resource Guide Transition Case Study
	Learning Differences <i>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</i>	Modules Reflective and Interactive Discussions Partnered Transition Interview Transition Resource Guide Transition Case Study
	Learning Environments <i>The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</i>	Reflective and Interactive Discussions Transition Case Study
Content	Content Knowledge <i>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</i>	Modules Reflective and Interactive Discussions Partnered Transition Interview Transition Resource Guide Transition Case Study
	Application of Content <i>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</i>	Modules Reflective and Interactive Discussions Transition Case Study
Instructional Practice	Assessment <i>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</i>	Modules Reflective and Interactive Discussions Transition Case Study
	Planning for Instruction <i>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</i>	Modules Reflective and Interactive Discussions Transition Case Study

	<p>Instructional Strategies</p> <p><i>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</i></p>	<p>Modules</p> <p>Reflective and Interactive Discussions</p> <p>Partnered Transition Interview</p> <p>Transition Case Study</p>
Professional Responsibility	<p>Professional Learning and Ethical Practice</p> <p><i>The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</i></p>	<p>Modules</p> <p>Reflective and Interactive Discussions</p> <p>Partnered Transition Interview</p> <p>Transition Resource Guide</p> <p>Transition Case Study</p>
	<p>Leadership and Collaboration</p> <p><i>The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</i></p>	<p>Modules</p> <p>Reflective and Interactive Discussions</p> <p>Partnered Transition Interview</p> <p>Transition Resource Guide</p> <p>Transition Case Study</p>