

**KEENE STATE COLLEGE
2008-2009 COURSE PROPOSAL FORM**

DATE OF SUBMISSION: 9/22/08

SPONSORING PROGRAM AND CHAIR:

Education Department, Dottie Bauer, Chair, 8-2864, dbauer@keene.edu

PROPOSAL SPONSOR:

Steve Bigaj, 8-2872, sbigaj@keene.edu

PROPOSED ACTION: Underline or boldface proposed changes.

Course Addition	Number Change	Title Change	Credit
Change			
Description Change	Prerequisite Change	Course Deletion	
Course Replacement	Other:		

CURRENT COURSE NUMBER, TITLE and DESCRIPTION:

EDUCSP 525 Transition Planning and Programming

3 credits

Examination of the transition from secondary school environments to post-school activities for youth with disabilities relative to career development and self-determination. Critical components include legal foundations; functional assessment; access to career and technical education, employment, postsecondary training, and independent living. Corequisite EDUCSP 565 or permission of instructor; Spring

PROPOSED COURSE NUMBER and/or TITLE:

Abbreviated Course Title, if necessary:

EDUCSP 605 Transition Planning and Programming

Short Title: Transition Planning

3 credits

PROPOSED COURSE DESCRIPTION:

Examination of the transition from secondary school environments to post-school activities for youth with disabilities relative to career development and self-determination. Critical components include legal foundations; functional assessment; access to career and technical education, employment, postsecondary training, and independent living. Prerequisites: EDUCSP 601 and 602 or permission of instructor; Spring

LEARNING OUTCOMES:

1. Discuss the major transition planning components and address each of them in an Individualized Education Plan for a student with a disability at the secondary level.
2. Define transition and self-determination as a K-12 approach.
3. Develop an awareness of legal mandates that impact transition planning.
4. Discuss the significance of post school follow-up outcomes of former special education students.
5. Develop a model individual transition plan for a student that could be used in the development of the IEP.
6. Describe the role of the family in transition planning.
7. Identify life skills and social skills necessary to support a career.
8. Identify the characteristics and major components of career education and school-to-work programs.
9. Develop an awareness of transition planning needs in the areas of postsecondary education, independent living, and recreation and leisure.
10. Develop an awareness of strategies and curriculum used in the transition planning process both in special education and regular/vocational education.
11. Identify high school programs that interface with secondary special education to support the transition planning process.
12. Describe measurement tools and methods for informal assessment including vocational/functional assessment and person-centered approaches.
13. Demonstrate an understanding of the transition components on an IEP.
14. Identify ways to promote interagency collaboration in transition planning.
15. Articulate the various rules and regulations that transition related agencies frame their support.
16. Develop a comprehensive awareness and understanding of best practices in transition planning and programming.
17. Develop skills as a reflective practitioner through written reflections on transition issues.

RATIONALE:

This course update reflects the new course numbering system for the M.Ed. Special Education certification program. The course was previously at the 500 level for use in the Post-Baccalaureate Special Education (PB SPED) program. The PB SPED program will be deleted and this course will be utilized in the certification component in the new M.Ed. Special Education certification program. The 600 level course numbering system is used for all graduate level courses.

RESOURCES:

No additional resources required, currently taught by program faculty or adjunct faculty.

ADVISORY OPINIONS:

Secondary Education Programs: