



**College of Education and Human Development
Division of Special Education and disAbility Research**

Spring 2017

EDSE 531 626: Transition and Community-Based Instruction

CRN: 21070, 3 – Credits

Instructor: Dr. Grace Francis	Meeting Dates: 01/09/17 – 03/20/17
Phone: 703-993-6064	Meeting Day(s): Monday
E-Mail: gfranci4@gmu.edu	Meeting Time(s): 5:00 pm - 9:30 pm
Office Hours: By appointment	Meeting Location: Fairfax HS, room D118
Office Location: 216 Finley	Other Phone: N/A

Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Course Description

Addresses issues in transition for youth with severe disabilities. Covers self-determination, development, and implementation of a transition plan, post-secondary opportunities including education and community-based instruction, and vocational environments.

Schedule Type: LEC

Hours of Lecture or Seminar per week: 3

Hours of Lab or Studio per week: 0

Prerequisite(s): None

Co-requisite(s): None

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip

Do you need to apply for internship? Students completing special education teacher licensure programs apply ahead of time for internships so supervisors, and sites if needed, can be arranged. Check your program plan or talk with your advisor if you are unsure when you should be applying for internship.

Course Delivery Method

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes

Upon completion of this course, teacher candidates/students will be able to

1. Demonstrate the ability to prepare teacher candidates/students and work with families to provide successful
2. student transitions throughout the educational experience to include postsecondary training, employment, and independent living that addresses an understanding of long-term planning, career development, life skills, community experiences and resources, self-advocacy, and self-determination, guardianship and legal considerations.
3. Coordinate service delivery with general educators, related service providers, and other providers.
4. Coordinate and facilitate meetings involving parents, teacher candidates/students, outside agencies, and administrators.
5. Identify community resources agencies and strategies to interface with community agencies when developing and planning IEPs.
6. Understand the difference between entitlement and eligibility for agency services as teacher candidates/students move to the adult world including a basic understanding of Social Security Income benefits planning, work incentive, Medicaid, and community independent living.
7. Identify related services and accommodations, including technology, pertaining to postsecondary transitions that increase student access to post secondary education and community resources.
8. 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.
9. Implement person-centered planning strategies to promote student involvement in planning.
10. Identify generic skills that lead to success in school, work and community, including time
11. management, preparedness, social interactions, and communication skills.
12. Demonstrate knowledge of social skills development including the unique social skills

13. deficits associated with disability.
14. Assess social skills strengths and needs implement specialized social skills strategies. • Demonstrate knowledge of use and implementation of transition assessments (including
15. vocational assessments) to encourage and support teacher candidates/students' self-advocacy and self-
16. determination skills.
17. Discuss legal issues surrounding age of majority and guardianship.

Course Relationship to Program Goals and Professional Organizations

This course is part of The Virginia Consortium for Teacher Preparation in Special Education Adapted Curriculum, a grant from the Virginia Department of Education that includes George Mason University, Virginia Commonwealth University, Radford University, Norfolk State University, Old Dominion University, and James Madison University. Through the completion of the Adapted Curriculum Consortium program, students are eligible for teacher licensure in the Commonwealth of Virginia in the area of Special Education – Adapted Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 1: Learner development and individual learning differences (InTASC 1,2); CEC Standard 3: Curricular content knowledge (InTASC 4,5); CEC Standard 4: Assessment (InTASC 6) & CEC Standard 5: Instructional planning and strategies (InTASC 7,8).

Required Textbooks

Required readings on Blackboard site.

Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Flexer, R. W., Baer, R. M., Luft, P., & Simmons, T. J. (2014). *Transition planning for secondary students with disabilities* (4th ed.). Upper Saddle River, NJ: Pearson.

Additional Readings

Additional readings on Blackboard site.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20

(regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 531, the required PBA is Transition Individualized Education Program. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments

Performance-based Assessment (Tk20 submission required)

Assignment	Description	Points	Due date
Transition IEP	An IEP for a transition-age secondary student with a severe disability	100	Mar 20

College Wide Common Assessment (Tk20 submission required)

N/A

Performance-based Common Assignments (No Tk20 submission required.)

Assignment	Description	Points	Due date
Interview with an Expert	An online, in-person, or phone interview with an expert who works with adults or students in transition	75	Feb 13
Taxonomy of Community Resources	A list and short description of 5 community resources	20	Feb 27
Transition Padlet	A total 3 transition resources or strategies	25	Mar 13

TOTAL 220

Course Policies and Expectations

Attendance/Participation

Students are expected to attend and participate in all scheduled classes.

Late Work

There will be a 10% deduction in grade per day for work submitted late. Students may submit work early if they would like to receive instructor feedback. At the instructor's

discretion, students may be given the opportunity to resubmit an assignment, assuming the assignment is submitted on time. Resubmitted assignments are not eligible for full credit.

Grading Scale

Grade	Percentile
A	100.-90.
B+	89.99-88.
B	87.99-80.
C	79.99-70.
F	69.99- and below

Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.**” Work submitted must be your own or with proper citations (see <http://oai.gmu.edu/the-mason-honor-code/>).

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://courseessupport.gmu.edu/>.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Week/Date	Topics Covered¹	Assignments Due
1 Jan 9	Intro, domains of adulthood, expectations	
Jan 16	No class	
2 Jan 23	Transition plans, assessment	
3 Jan 30	Government resources	
4 Feb 6	Employment	
5 Feb 13	Independent living	Interview with an Expert
Feb 20	No class	
6 Feb 27	Sexuality and relationships	Taxonomy of Community Resources
7 Mar 6	***ONLINE*** Post-secondary education	
8 Mar 13	Family partnership and support	Transition Padlets
9 Mar 20	Wrap-up	Transition IEP

1All course materials (including required readings) are included in each weekly folder on Blackboard.

Assessment Rubric(s)

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>Present Levels of Performance</p> <p>CEC/IIC Standard 4</p> <p>Candidate uses multiple methods of assessment and data sources in making educational decisions.</p>	<p>Candidate writes present levels of performance that lack consistent links to assessment.</p>	<p>Candidate uses assessment data to write an adequate present level of performance.</p>	<p>Candidate uses multiple assessments to write a thorough present levels of performance.</p>
<p>Present Levels of Performance</p> <p>CEC/ICC Standard 1</p> <p>Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities</p>	<p>Candidate writes a present level of performance in which they fail to demonstrate an understanding of how the educational implications of language, culture and family background influence individuals with exceptionalities.</p>	<p>Candidate writes a present level of performance in which they demonstrate an understanding of the educational implications of how language, culture and family background influence the learning of individuals with exceptionalities.</p>	<p>Candidate writes a present level of performance that demonstrate an understanding of the educational implications of how language, culture and family background influences by specifically and respectfully addressing these through examples.</p>

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>Transition Present level of Performance</p> <p>CEC /IIC Standard 5</p> <p>Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p>	<p>Candidate writes an incomplete present level of performance in which may not include a clear description of the learner’s interests and career goal and/or may lack a consistent link to assessment and/or fail to demonstrate an understanding of the learner’s moderate to severe exceptionalities and cultural background.</p>	<p>Candidate writes a present level of performance which includes a clear description of the learner’s interests and career goal, which demonstrate an understanding of the educational implications of the characteristics of various moderate to severe exceptionalities, sensory impairments, and variations in beliefs, traditions, and values across and within cultures.</p>	<p>Candidate writes a present level of performance which includes a clear description of the learner’s interests and career goal with a clear link to assessment and potential career paths, which demonstrate an understanding of the educational implications of the characteristics of various moderate to severe exceptionalities, sensory impairments, and variations in beliefs, traditions, and values across and within cultures.</p>
<p>Measurable Annual and Post-Secondary Goals</p> <p>CEC/IIC Standard 3</p> <p>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>	<p>Candidate fails to demonstrate understanding concepts, structures of the discipline and tools of inquiry specific to transition by writing annual and postsecondary goals which are not measurable, age appropriate, and responsive to cultural, linguistic, and gender differences.</p>	<p>Candidate demonstrates understanding of central concepts, structures of the discipline and tools of inquiry specific to transition by writing annual and postsecondary goals which are measurable, age appropriate, and responsive to cultural, linguistic, and gender differences.</p>	<p>Candidate demonstrates understanding central concepts, structures of the discipline and tools of inquiry specific to transition by writing annual and postsecondary goals which are measurable, age appropriate, and reflect cross-disciplinary skills.</p>

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>Measurable Annual and Post-Secondary Goals</p> <p>CEC/IIC Standard 5</p> <p>Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p>	<p>Candidate writes goals which fail to reflect the learner's present levels of performance.</p>	<p>Candidate writes goals which integrates evidence-based instructional strategies that reflect the learner's present levels of performance</p>	<p>Candidate integrates evidence-based instructional strategies that reflect the learner's present levels of performance and show positive growth towards what the learner wants to achieve after high school in an effort to facilitate the learner's integration into a variety of settings after high school.</p>

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>Short-Term and Transition Objectives / Benchmarks</p> <p>CEC/IIC Standards 5</p> <p>Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p>	<p>Candidate fails to sequence age and ability appropriate individualized transition objectives and directly relate objectives to the postsecondary goals.</p>	<p>Candidate sequences age and ability appropriate individualized transition objectives that respond to cultural, linguistic and gender differences, address independent living and career education, enhance social participation across all environments, and relates all benchmarks directly to postsecondary goals.</p>	<p>Candidate sequences age and ability appropriate individualized transition objectives that respond to cultural, linguistic and gender differences, address independent living and career education, enhance social participation across all environments, and relates all benchmarks directly to postsecondary goals. In addition, candidate incorporates strategies for increasing the learner's self-determination and uses task analysis to allow learners with moderate to severe exceptional learning needs to meet their transition goals and objectives.</p>

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>Services/Least Restrictive Environment / Placement</p> <p>CEC/IIC Standard 2</p> <p>Candidate creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.</p>	<p>Candidate provides an incomplete description of appropriate special education and related services including assistive technology to support learners within academic and non-academic settings based on the legal, judicial and educational systems to which they are entitled, as well as the student's physical, sensory, and/or medical needs.</p>	<p>Candidate identifies appropriate special education and related services including assistive technology to support learners within academic and non-academic settings based on the legal, judicial and educational systems to which they are entitled, as well as the student's physical, sensory, and/or medical needs.</p>	<p>Candidate identifies appropriate special education and related services including assistive technology to support learners within academic and non-academic settings. In addition, candidate provides a thorough and comprehensive description which includes a range of specific supports and services available to the target learner based on the legal, judicial and educational systems to which they are entitled, as well as the student's physical, sensory, and/or medical needs.</p>

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>Participation in State Assessments</p> <p>CEC/IIC Standard 4</p> <p>Candidate uses multiple methods of assessment and data sources in making educational decisions.</p>	<p>Candidate fails to consider issues, assurance, and due process rights related to assessment and selects inappropriate levels of learner participation in state assessments based on present levels of performance and learner's exceptional condition(s).</p>	<p>Candidate considers issues, assurance, and due process rights related to assessment as they select appropriate levels of learner participation in state assessments based on present levels of performance and learner's exceptional condition(s).</p>	<p>Candidate considers issues, assurance, and due process rights related to assessment as they select appropriate levels of learner participation in state assessments based on present levels of performance and learner's exceptional condition(s). In addition, candidate selects participation levels which reflect the impact an exceptional condition(s) can have on an individual's testing abilities including auditory and information processing skills.</p>
<p>Accommodations / Modifications</p> <p>CEC/IIC Standard 5</p> <p>Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p>	<p>Candidate identifies inappropriate accommodations/modifications which are not based on present levels of performance and therefore, do not specifically provide access to nonacademic and extracurricular activities and educationally related settings and are appropriate to the needs of the individual learner with moderate to severe exceptionalities.</p>	<p>Candidate identifies and prioritizes appropriate accommodations/modifications (including frequency, location, setting, and duration) based on present levels of performance, which provide access to nonacademic and extracurricular activities and educationally related settings and are appropriate to the needs of the individual learner with moderate to severe exceptionalities.</p>	<p>Candidate identifies and prioritizes a range of appropriate accommodations/modifications (including frequency, location, setting, and duration) based on present levels of performance, which provide access to nonacademic and extracurricular activities and educationally related settings and are appropriate to the needs of the individual learner with moderate to severe exceptionalities.</p>

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>Accommodations / Modifications</p> <p>CEC/IIC Standard 5</p> <p>Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p>	<p>Candidate fails to describe the accommodations/modifications which provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with moderate to severe learning needs and fail to include appropriate technologies (as needed), explicit modeling or efficient guided practice.</p>	<p>Candidate describes the accommodations/modifications which provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with moderate to severe learning needs including appropriate technologies (as needed), explicit modeling and efficient guided practice.</p>	<p>Candidate describes the accommodations/modifications which provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with moderate to severe learning needs including appropriate technologies (as needed), explicit modeling and efficient guided practice. In addition, candidate selects accommodations/modifications that are based on assessment data and reflect the candidate's understanding of the impact disabilities may have on auditory and information processing skills, test taking abilities and cultural, linguistic and gender differences.</p>

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>School and Post-Secondary Services</p> <p>CEC/IIC Standard 2</p> <p>Candidate creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.</p>	<p>Candidate lists inappropriate program and services and supports that do not align with areas of need based on present level of performance. Candidate fails to provide a clear plan for evaluating instruction and monitoring progress of the learner with moderate to severe exceptionalities.</p>	<p>Candidate identifies appropriate program and primary services which demonstrate an understanding of the continuum of placement and services available for individuals with moderate to severe exceptional learning needs, and the concept of the least restrictive environment within the framework of transition planning. Candidate aligns services and supports with areas of need based on present levels of performance.</p>	<p>Candidate identifies appropriate program and primary services which demonstrate an understanding of the continuum of placement and services available for individuals with moderate to severe exceptional learning needs, and the concept of the least restrictive environment within the framework of transition planning. Candidate aligns services and supports with areas of need based on present levels of performance and evidence-based practices.</p>