



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

Summer 2019

EDSE 531: Transition and Community-Based Instruction

Section: D01 CRN: 40700

Section: 6U1 CRN: 43370

3 – Credits

<b>Instructor:</b> Dr. Kristin Joannou Lyon	<b>Meeting Dates:</b> 5/22/2019 – 7/10/2019
<b>Phone:</b> 785-760-5806	<b>Meeting Day(s):</b> Wednesday with additional online Blackboard work
<b>E-Mail:</b> klyon5@gmu.edu	<b>Meeting Time(s):</b> 4:30 pm – 7:10 pm
<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> Online
<b>Office Location:</b> WebEx	<b>Other Phone:</b> 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.

**Prerequisite(s):** None

**Co-requisite(s):** None

**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. Offered by Graduate School of Education. May not be repeated for credit.

**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.

**Course Instructional Method**

EDAT 531 is an asynchronous online course. Using Blackboard, students are expected to complete assignments weekly and be engaged in course activities throughout the semester.

## 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

This course will be delivered online (76% or more) using synchronous format via WebEx to connect live as well as additional work via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on May 22, 2019.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

## Course Requirements

### Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)
- To get a list of supported operation systems on different devices see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)
- Students must maintain consistent and reliable access to Webex, their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Webex web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player:  
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

## Expectations

- **Course Week-** Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- **Log-in Frequency-** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- **Participation-** Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence-** Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues-** Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload-** Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support-** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette-** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations-** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

## Specific Expectations for Students Participating Using Web Conferencing (WebEx):

- **WebEx Access:** Links for synchronous class sessions will be provided on the course Blackboard site. Students do not need a WebEx login to participate.
- **Web conferencing requirements:**
  - **You must have a working web camera and headset/microphone combination.**
  - Use your real name to sign in—no aliases, please.
  - Mute your microphone when not speaking.

- Your camera output must remain live in order to document your attendance during class. Please don't freeze your camera.
- **Web conferencing decorum:** Remember that while you are participating in the class via web conferencing, you are visible to the entire class and must maintain an appropriate professional demeanor. This includes preventing auditory and visual interruptions from your site, dressing professionally, and managing the area from which you broadcast, including setting up an appropriate neutral backdrop and adequate lighting.
- **Technical problems:** Avoid problems: Test your system several days before the first class. **WebEx requires a high bandwidth connection.** Students attending at home should advise others in the home they may not use the Internet for online games, movies, etc. during class time. Avoid public Wi-Fi; the bandwidth is shared and you may experience dropout or shutdown. Test your system before the first class.
  - The professor cannot help you with the technical side of web conferencing--signing on, problems with the interface, etc. You should have become familiar with WebEx before class begins and tested your system. As a web conferencing participant, you alone are responsible for the equipment that you use to join the class.
  - Students who experience technical problems with their courses must contact the [CEHD Office of Technology Support at \(703\) 993-5654 or cehdtech@gmu.edu](mailto:cehdtech@gmu.edu). Contact Tech Support as soon as you have determined you cannot correct your connection problem.
  - If you have problems with your home computer that prevent you from web conferencing, it is your responsibility to locate another computer or temporarily join the class at the site nearest you as quickly as possible to avoid missing classes and losing points.
- **Attendance:** If you are registered into a web conferencing section, please be make sure that you check in with the professor at the beginning of each class period and check out at the end to be credited for attendance in this class. Web conferencing in the special education program requires synchronous attendance (you must be viewing the class at the time it is meeting). If you can't attend synchronously, please drop the class. Participant login frequency and duration is tracked in WebEx.
- **Asking questions:** Ask your questions verbally rather than using the hand raise icon or typing your comments. The professor will answer as many questions in class as possible. All students should email the professor with any questions that cannot be answered in class or are private in nature.

### Learner Outcomes

Upon completion of this course, students will be able to:

1. Review existing workplace accommodation tools and ergonomic assessments.
2. Locate resources and assistive technologies in the area of workplace accommodations
3. Identify potential job accommodations within a given workplace environment
4. Conduct a customized training of how to use a workplace accommodation for an individual with a disability, their family, employer, or other professional who works with individuals.

### **Professional Standards**

This course is part of the George Mason University, Graduate School of Education (GSE), Assistive Technology Program. The Assistive Technology Program has developed program specific standards in accordance with NCATE requirements. The Assistive Technology Program Standards incorporate several elements within the professional standards from the Council for Exceptional Children (CEC), while also expanding upon them to meet the specific needs related to assistive technology. The primary AT Program standards that will be addressed in this class include the following: Standard 2: Knowledge and Skills and Standard 4: Practical Experience. \*NOTE: NCATE Assessments (in many but not all courses) may address additional AT Program standards.

### **Required Textbooks**

Morningstar, M., & Clavenna-Deane, B. (2018). *Your complete guide to transition planning and services*. Paul H. Brookes Publishing Company.

### **Recommended Textbooks**

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

### **Additional Readings**

Additional readings will be posted on Blackboard

### **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.

The performance-based assessment for this course is the Transition Individualized Education Program.

## Assignments

### Attendance and Participation

You are expected to prepare for seminars by thoughtfully reading all assigned readings and reviewing prior class notes. This portion of your grade will be evaluated in multiple ways, including attendance, in-class activities, and group activities.

### Reading Reflection

By the Tuesday evening before each class session, you will need to complete the reading and submit a Reading Reflection Form on Blackboard.

### Former Student Interview

Each student will complete a face-to-face interview with an individual with a severe disability who exited a special education program within the last five years. The results of the interview should be compiled into a 4-5-page (double spaced) summary and submitted for evaluation. In developing the summary, please be sure that you provide (1) an overview of the individual's current status in several specified areas, and (2) your perception of the student's situation at this time.

### Transition Lesson Plan

This assignment requires you to develop an instructional program to teach an independent living skill to a student with a severe disability.

### Transition Individualized Education Program

This assignment requires you to develop an IEP for a transition age secondary student with a severe disability. The IEP should be based on the case study that has been provided for your use. You also have the option to develop the IEP on a student you are working with in your classroom or your program. The IEP should be developed following the rubric provided.

Assignment	Due Date	Points
Attendance & Participation (8 total, 10 pts/class session)	Each class session	80
Reading Reflection (7 total, 10 pts/class session)	Tuesday evening	70
Transition Assessment Online Module	May 29	25
Student Involvement Online Module	June 5	25
School Engagement Online Module	June 12	25
Preparing for Interpersonal Engagement Online Module	June 19	25
Former Student Interview	June 26	50
Transition Lesson Plan	July 3	50
Transition Individualized Education Program	July 10	100
<b>Total Points</b>		<b>450</b>

## **Grading Scale**

93-100% A  
90-92% A-  
87-89% B+  
80-86% B  
70-79% C  
< 70 = F

## **Course Policies and Expectations**

### **Attendance/Participation**

Regular and punctual attendance in class is expected. Only excused absences will be allowed. If you must miss a class, arrive late, or leave early from a class session, please contact the instructor as soon as possible. Each class, there will be 10 Attendance and Participation points that you will only receive if you attend class that week.

### **Late Assignments**

It is expected that you will turn in your work on time. You may receive permission to turn in a late assignment if you contact the instructors at least 24 hours prior to the due date with your reasons for needing additional time. If permission is given, you will be given a new due date. If you fail to contact your instructor at least 24 hours before the due date, permission is not given, or if you fail to submit the assignment by the new due date, late assignments will be deducted 10% each day late; assignments turned in more than 7 days late will receive no credit.

### **Revising Assignments**

For the major assignments, if you score a C or below, you may be asked to revise and resubmit your project by a certain date and time. All revised assignments will be assigned a final grade one level below your final scored performance. For example, if you bring your revised assignment score up to an A, you would receive a B for your grade.

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 <https://catalog.gmu.edu/policies/honor-code-system/>).

### **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points

in each student's program – a self-evaluation at the start of their program, an instructor's evaluation in the middle of their program, and a university supervisor's evaluation during internship. When dispositions are assessed, it is important that for areas where a positive disposition is 'occasionally evident' or 'rarely evident,' the student takes steps to grow as an educator. See <https://cehd.gmu.edu/epo/candidate-dispositions>. In special education licensure programs, the mid-point evaluation is completed by instructors in EDSE 628, EDSE 661, and EDSE 616, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785.

### **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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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 silence all sound emitting devices during class unless otherwise authorized by the instructor.

### **Campus Resources**

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>.
- Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.
- For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.



## Class Schedule

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

<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignment Due</b>
May 22 Week 1	Transition Overview	Ch 1	
May 29 Week 2	Transition Planning	Ch 2	<b>Transition Assessment Online Module (Ch 5)</b>
June 5 Week 3	Family Involvement	Ch 4	<b>Student Involvement Online Module (Ch 3)</b>
June 12 Week 4	Inclusion in General Education	Ch 7	<b>School Engagement Online Module (Ch 6)</b>
June 19 Week 5	Preparing for Employment and Career Development	Ch 8	<b>Preparing for Interpersonal Engagement Online Module (Ch 11)</b>
June 26 Week 6	Preparing for Postsecondary Education	Ch 9	<b>Former Student Interview</b>
July 3 Week 7	Preparing for Independent Living and Inclusion in the Community	Ch 10	<b>Transition Lesson Plan</b>
July 10 Week 8	Interagency Collaboration	Ch 12	<b>Transition Individualized Education Program</b>

## Appendix

### Assessment Rubric(s): Transition IEP Scoring Guide

	<b>Does Not Meet Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
Present Levels of Performance  CEC/IIC Standard 4	Candidate writes present levels of performance that lack consistent links to assessment.	Candidate uses assessment data to write an adequate present level of performance.	Candidate uses multiple assessments to write a thorough present levels of performance.
Present Levels of Performance  CEC/ICC Standard 1	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.	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.	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.
Transition Present level of Performance  CEC /IIC Standard 5	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 exceptionality and cultural background.	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	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,

	<b>Does Not Meet Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
		across and within cultures.	and variations in beliefs, traditions, and values across and within cultures.
Measurable Annual and Post-Secondary Goals CEC/IIC Standard 3	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.	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.	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.
Measurable Annual and Post-Secondary Goals CEC/IIC Standard 5	Candidate writes goals which fail to reflect the learner's present levels of performance.	Candidate writes goals which integrates evidence-based instructional strategies that reflect the learner's present levels of performance	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.
Short-Term and Transition Objectives / Benchmarks	Candidate fails to sequence age and ability appropriate individualized transition objectives and directly	Candidate sequences age and ability appropriate individualized transition objectives that respond	Candidate sequences age and ability appropriate individualized transition objectives that respond

	<b>Does Not Meet Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
CEC/IIC Standards 5	relate objectives to the postsecondary goals.	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.	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.
Services/Least Restrictive Environment / Placement  CEC/IIC Standard 2	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.	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.	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

	<b>Does Not Meet Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
			which they are entitled, as well as the student’s physical, sensory, and/or medical needs.
Participation in State Assessments  CEC/IIC Standard 4	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).	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).	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.
Accommodations / Modifications  CEC/IIC Standard 5	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	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	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

	<b>Does Not Meet Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
	appropriate to the needs of the individual learner with moderate to severe exceptionalities.	appropriate to the needs of the individual learner with moderate to severe exceptionalities.	related settings and are appropriate to the needs of the individual learner with moderate to severe exceptionalities.
Accommodations / Modifications  CEC/IIC Standard 5	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.	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.	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.
School and Post-Secondary	Candidate lists inappropriate program and services and	Candidate identifies appropriate program and primary services	Candidate identifies appropriate program and primary services

	<b>Does Not Meet Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<p>Services</p> <p>CEC/IIC Standard 2</p>	<p>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>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>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>