

VIRGINIA CONSORTIUM FOR TEACHER PREPARATION IN SPECIAL EDUCATION ADAPTED CURRICULUM

Summer 2023

Transition and Community-Based Instruction, 3 Credits

Consortium Titles

- RU- EDSP 668: Transition and Community-based Instruction
- VCU- SEDP 632: Secondary Programming for Students with Disabilities
- NSU- SPE 545A: Transition Procedures
- ODU- SPED 670: Transition and Community-Based Instruction
- JMU- EXED 615: Transition Services for Students with Disabilities
- GMU- EDSE 531: Transition and Community Based Instructions
 - Section D01; CRN: 40211; 6U1; CRN: 43771; 6Y1; CRN: 43737

Instructor: Stephanie Lau	Meeting Dates: 5/24/23 – 7/20/23
Phone: 804.827.0753	Meeting Day(s): Thursday
E-Mail: sjLau@vcu.edu	Meeting Time(s): 5 pm – 7:40 pm
Office Hours: By Appointment	Meeting Location: N/A; Online
Office Location: NA	Instructing University: VCU

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

GMU 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.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Course Delivery Method

Online Synchronous

The course will be taught on the [Zoom](#) videoconferencing platform.

The link for the course is:

<https://vcu.zoom.us/j/89982675828?pwd=bHMrbjNicU1wTk1Jem9BeEQ1bkVCQT09>

Meeting room will be using the “Waiting Room” security feature.

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 a synchronous format 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 by 12:00 pm EDT on May 24, 2023.

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.

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: [Browser support \(https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support\)](https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support)
- Students must maintain consistent and reliable access to their University email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Zoom 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.

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 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- **Participation:**
Students are expected to attend all synchronous classes and 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 ensure accessibility must be registered with their university's Office of Disability Service.

- **What You Can Expect of Me:**
I am grateful for your presence and input in our class. I appreciate and welcome you regardless of your immigration status, country of origin and/or citizenship, race, ethnicity, religious affiliation, gender/sex, gender identity, sexual orientation, age, or dis/ability. I recognize the wisdom and perspectives you bring to this course and position myself as a guide and learner rather than the expert with the answers. Together, we will ask questions, have discussions, read, write, and rework our thinking, and most importantly learn from one another. Because I believe in life-long learning, I myself am always in a state of learning and unlearning. Finally, I also strive to employ a [pedagogy of kindness](#) in this class. This means I will seek your input, listen to you, and believe what you tell me about what's impeding your progress in the course. Thank you for being here and for bringing your full self to this course.

Specific Expectations for Students Participating Using Web Conferencing (Zoom):

- **Zoom Access:** Links for synchronous class sessions will be provided on the course Blackboard site. Students do not need a Zoom 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. Zoom 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 Zoom 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. 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 Zoom.
- 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.
- Taking tests: All testing will be done on Blackboard at your home or another secure computer and requires no proctors. Avoid public Wi-Fi; the bandwidth is shared and you may experience system dropout or shutdown that will end your test attempt.

Learner Outcomes

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

1. Demonstrate the ability to prepare students and work with families to provide successful 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.
2. Coordinate service delivery with general educators, related service providers, and other providers.
3. Coordinate and facilitate meetings involving parents, students, outside agencies, and administrators.
4. Identify community resources, agencies, and strategies to interface with community agencies when developing and planning IEPs.
5. 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.
6. Identify related services and accommodations, including technology, pertaining to postsecondary transitions that increase student access to post secondary education and community resources.
7. 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.
8. Implement person-centered planning strategies to promote student involvement in planning.
9. Identify generic skills that lead to success in school, work, and community, including time management, preparedness, social interactions, and communication skills.
10. Demonstrate knowledge of social skills development including the unique social skills deficits associated with disability.
11. Assess social skills strengths and needs implement specialized social skills strategies.
12. Demonstrate knowledge of use and implementation of transition assessments (including vocational assessments) to encourage and support students' self-advocacy and self-determination skills.

13. Discuss legal issues surrounding age of majority and guardianship.
14. Understand the principles of online learning and online instructional strategies and the application of skills to deliver online instruction.

Professional Standards

(Council for Exceptional Children [CEC] and the Interstate Teacher Assessment and Support Consortium [InTASC]). Upon completion of this course, students will have met the following professional standards: 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 Texts

NONE. All required readings will be uploaded to Blackboard Course

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Required Resources

All resources will be uploaded to Blackboard Course

Course Performance Evaluation

Students are expected to submit all assignments on time through the Blackboard course page.

VIA 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 VIA/SLL (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 VIA/SLL.

For EDSE 531, the required PBA is Transition Individualized Education Program. Please check to verify your ability to upload to VIA/SLL before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (VIA submission required)

The performance-based assessment for this course is the *Transition Individualized Education Program*. See the *Course Assignments* section for assignment description.

**College Wide Common Assessment
(VIA submission required)**

None

Course Assignments:

1. Student Information Sheet

Each student is required to prepare and submit a Student Information Sheet following the format provided the first night of class. The information sheet will be evaluated successful/unsuccessful and is due on June 1, 2023.

2. The Foundation of the Disability Rights Movement

This assignment requires you to view the movie “Crip Camp” and respond to four discussion questions about the movie and the disability rights movement embodied in the quest to secure basic rights to places and programs through Section 504 of the Rehabilitation Act. The movie is available through Netflix. For students who do not have access to Netflix, an alternative assignment will be available. This assignment is worth 20 points and is due on June 8, 2023.

3. Interview with Person who has Exited a Special Education Program

Each student will complete a face-to-face interview with an individual who exited a special education program in the last three years. A specific interview protocol is attached that can be used to guide the scope and content of the interview. The results of the interview should be compiled into a 4-5 page (double spaced) summary and submitted for evaluation. This assignment is worth 25 points and is due on June 22, 2023.

4. Post School Community Services

This assignment requires you to develop a listing of community services available to persons with cognitive disabilities in a local community in Virginia. You should select one local county or community. Then identify the agencies in that community that provide each of the following services for individuals with significant disabilities: Employment, Housing and Residential Support, Family Support Services, Independent Living Services, Personal Assistance Services, and Recreation. For each service, you should provide the following information: Name of Service, Agency Providing Service, Description, Name and Telephone Number of Program Contact, and Modification and/or Expansion Needed Locally. This assignment is worth 25 points and is due on July 6, 2023.

5. Development of IEP for a Student with Severe Disabilities

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. The rubric will be described in detail during class on July 1, 2020. This assignment is worth 25 points and is due by 5:00 pm July 20, 2023.

Assignment Summary

Assignment	Due Date	Points
Student Information Sheet	June 1, 2023	0
Foundations of Disability Rights Movement	June 8, 2023	20
Interview with Former Student	June 22, 2023	25
Community Services	July 6, 2023	25
Transition Plan	July 20, 2023	30
Total Points:		100

Student Evaluations of Teaching:

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at <https://oiep.gmu.edu/set/>

Course Policies and Expectations

Attendance/Participation

Regular attendance is expected. If you are unable to attend class, you **must** notify the instructor via email prior to the class. Students are responsible for missed information due to absences and should therefore reach out to the instructor accordingly. Please be aware that excessive absences will impact your learning and therefore the quality of assignments on which you will be graded.

Late Work

If you are unable to submit an assignment on time, you must send an email to the instructor that identifies when you will turn in the assignment. The instructor must approve your revised submission date. No late work will be accepted after the final day of class, 7/20.

Other Requirements

Online assignments are due by 11:59 pm on their due date. Reading and video assignments must be completed prior to the start of class on their due date.

Grading

A	93-100
A-	90-92
B+	87-89
B	80-86
C	70-79
F	≤ 69

***Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site](https://oai.gmu.edu/) (<https://oai.gmu.edu/>) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>). 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 new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures](https://cehd.gmu.edu/students/policies-procedures/) (<https://cehd.gmu.edu/students/policies-procedures/>).

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: See [Core Values](http://cehd.gmu.edu/values/) (<http://cehd.gmu.edu/values/>).

Class Schedule

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

Week #	Date	Schedule	Readings/Resources	Assignment Due
1	May 25, 2023	1. Course Introduction: Post-School Expectations for our Students Served in the Adapted Curriculum <ul style="list-style-type: none"> ● Assignments: Introduce <ul style="list-style-type: none"> ○ Student Information Sheet ○ Foundations of Disability Rights 	Resources: <ul style="list-style-type: none"> ● Understanding Indicator 14 ● Comparison IDEA/504/ADA ● Disability Language Guide 	
2	June 1, 2023	2. Adult Residential Services and Post-Secondary Education <ul style="list-style-type: none"> ● Guest: Dr. John Kregel ● Guest: Dr. Aliza Lambert ● Assignments: Introduce Student Interview 	Required Readings: <ul style="list-style-type: none"> ● View Crip Camp ● Social Origins of Eugenics ● SCOTUS Dobbs Decision ● Disability Discourse Overview & Medical model vs social model ● ACE-IT Employment Case Study Resources:	Student Information Sheet

			<ul style="list-style-type: none"> ● College options fact sheet ● Keys to College ● PSE factsheet ● PSE: Woodrow Wilson ● Difference between HS and College factsheet 	
3	June 8, 2023	3.Community Integration and Social Security Benefits <ul style="list-style-type: none"> ● Guest: Dr. Staci Carr ● Guest: Stephanie Gage 	Required Readings: <ul style="list-style-type: none"> ● I want to go places on my own: Case Study ● Social Security Disability Benefits: What Teachers need to know ● Healthy Relationships and Independent Living Resources: <ul style="list-style-type: none"> ● Networking Activity ● Social Security for children and adolescents factsheet ● Social Security Benefits Practical Tips ● SSA Teacher Questions ● Age 18 Benefits Check up 	Foundations of Disability Rights Movement
4	June 15, 2023	4. Independent Living and Supported Employment <ul style="list-style-type: none"> ● Guest: Andrea King 	Required Readings: <ul style="list-style-type: none"> ● AT as a Workplace Support ● Supported Integrated Employment Pursuits: Insight from Families ● Quick Facts: Employment Specialist Services ● Centers for Independent Living ● Apple iPod Touch: Case Studies Resources: <ul style="list-style-type: none"> ● Exploring Technology ● Financial Management Independent Living 	
5	June 22, 2023	5. Medicaid, Vocational Rehabilitation, and Pre-Employment Transition Services <ul style="list-style-type: none"> ● Guest: Lisa Ellinger ● Guest: Hannah Ramsey 	Required Readings: <ul style="list-style-type: none"> ● Fast Facts: Vocational Rehabilitation & Schools ● Fast Facts: The Workforce Innovation and 	Interview

		<ul style="list-style-type: none"> ● Assignment: Introduce Post School Community Service 	<p>Opportunity Act 2014: Students in Transition</p> <ul style="list-style-type: none"> ● Pre-EST: What secondary Special Education Teachers Need to Know ● Fast Facts: Community Service Boards ● Fast Facts: Medicaid Waivers and Transition Planning <p>Resources:</p> <ul style="list-style-type: none"> ● What is Pre-ETS ● New Things to Consider when your child with a disability turns 18 	
6	June 29, 2023	<p>6. Introduction to Individualized Transition Plans</p> <ul style="list-style-type: none"> ● Guest: Kendel St. John ● Guest: Tonya Gokita ● Assignment: Introduce IEP 	<p>Required Readings:</p> <ul style="list-style-type: none"> ● Guide: What is Discovering Me ● Roles in Career Planning ● Planning for the Future One Student at a Time ● Transition Assessment Process: A Guide <p>Resources:</p> <ul style="list-style-type: none"> ● DME: Guide introducing Parents to DME ● Career Path Goals and Plans ● Enhancing Career Related Skills at Home ● Enhancing Independent Living Skills at Home 	
7	July 6, 2023	<p>7. Developing Transition Goals and Objectives</p>	<p>Required Readings:</p> <ul style="list-style-type: none"> ● Transition Assessment Process for Students with Complex Support Needs ● Five Steps in the Transition Assessment Process ● Practical tips for Transition Assessment <p>Resources:</p> <ul style="list-style-type: none"> ● Exploring Virginia's Career Clusters ● Guide to Authentic Assessment 	Post School Community Service

			<ul style="list-style-type: none"> ● Guide to Creating a Task Analysis ● Guide to Collecting Data with a Task Analysis ● Guide to Instructional Strategies ● Supported Decision Making ● VA Disability Services for Youth & Families 	
8	July 13, 2023	No class Self-Care Activity	Resource: <ul style="list-style-type: none"> ● Secondary Traumatic Stress and Self-Care Packet 	
9	July 20, 2023	8. Best Transition Practices	Required Readings: <ul style="list-style-type: none"> ● Culturally Responsive Transition Planning ● Trauma Informed Practices in Preparing for Postschool Employment Success ● Educate, Collaborate, and Engage with Family Members throughout the Transition Process Resources: <ul style="list-style-type: none"> ● Practical Strategies for Trauma Informed Learning Environments ● Engaging in Culturally Responsive Transition Planning ● Family Engagement and Secondary Transition 	Transition IEP

ADAPTED CONSORTIUM SYLLABUS STATEMENTS AND POLICIES

Honor Code

Each university has its own honor code and it is important for you to review the honor code at your university. However, all students taking this course, regardless of the university they are enrolled in, are expected to follow this honor code and may be asked to pledge all assignments and their exam to indicate that they have followed the honor code. A pledge means that you have not cheated or plagiarized, nor have you given or received assistance that violated the description of how assignments are to be completed for this course. The shortened version may be used: “Pledged” followed by the date and your full name (typed “signatures” will be OK for assignments/tests submitted electronically).

Students at all universities pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations

A complete copy of each university’s Honor System document is available through

GMU: <http://oai.gmu.edu/the-mason-honor-code/>

VCU: www.students.vcu.edu/rg/policies/rg7honor.html.

Radford: http://www.radford.edu/~dos-web/handbook02-03/Honor_Code.pdf

NSU: http://www.nsu.edu/student_judicial/policy.html

JMU: <http://www.jmu.edu/honor/code.shtml>

ODU: <https://www.odu.edu/about/monarchcitizenship/student-conduct>

Accommodations for Disability

At all the participating universities, accommodations can be made with the instructor if a student has a documented disability. University specific information regarding eligibility, services and accommodations can be found at:

GMU: <http://www.gmu.edu/student/drc/>

VCU: <http://www.students.vcu.edu/dss/index.html>

Radford: <http://www.radford.edu/~dro/>

NSU: <http://www.nsu.edu/disabilityservices/index.html>

JMU: <https://www.jmu.edu/ods/>

ODU: <https://www.odu.edu/life/diversity/accessibility>

Student Support Resources

At all the participating universities, students have access to free counseling and support services. University specific information can be found at:

GMU: <https://caps.gmu.edu/>

VCU: <https://counseling.vcu.edu/>

Radford: <https://www.radford.edu/content/student-counseling/home.html>

NSU: <https://www.nsu.edu/Campus-Life/Services-Resources/Counseling-Center>

JMU: <https://www.jmu.edu/counselingctr/>

ODU: <https://www.odu.edu/counselingservicesnclement> Weather

Since students connect from home class will occur regardless of university closures for inclement weather. However, in the rare occurrence of a system-wide outage or extreme weather

a message will be posted on the class Blackboard site and all class members will receive an email. Students experiencing connection issues related to weather are expected to communicate with their instructor and will be expected to connect to class via phone.

Course Materials

This course gives you access to PowerPoint files, class lecture notes, handouts, and copyrighted articles. All these materials should be regarded as authored materials, which if used or referred to must be fully credited through reference to the author, the class, and date. If used beyond citation, permission of the instructor/author is required.

Technology Proficiencies

All students participating in this course are expected to be proficient in several technology skills. Students are expected to be proficient in using the Internet and have reliable and consistent Internet access. Students are expected to have an active university email account and to check email regularly. This course requires students to use Blackboard, which is our online course management system located at <http://mymason.gmu.edu> under the COURSES tab.

Students are expected to login to this system frequently and be proficient in using its features. Students are expected to be proficient in using the computer, which includes downloading and saving files, typing, and word processing skills. Students participating in this course are expected to use Microsoft Word for all written assignments. Furthermore, students are expected to use Microsoft PowerPoint and Adobe Acrobat Reader for class documents located on the Blackboard website.

Blackboard Access and Non-Mason Students

NON GMU students will be required to activate and utilize their GMU login credentials to access Blackboard. NEW students this semester should have received an email with activation directions from Marci Kinas Jerome. Any questions please contact Marci Kinas Jerome, mkinas@gmu.edu. Passwords must be reset every 6 months. If students do not receive the change password email request, they will need to request a password reset if they can no longer login. Students can reset their password at <https://password.gmu.edu>

Blackboard Assistance

This course requires that you be a regular email user and be able to use various features of Blackboard (sign on, download materials, hand in completed assignments electronically through the assignment submission link). You may direct your questions about Blackboard to Marci Kinas Jerome (mkinas@gmu.edu). She will be the best resource.

Viewing Course Archives

All students have access to the video archives of this class, which are typically posted 24-48 hours after the class has met. Use this resource to prepare final assignments and review other class information. The special education program does not allow students to take a class via archive—you must be present when the class meets. The archive links will be posted on the course blackboard site.

Policies and Resources for GMU Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<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 [Disability Services](https://ds.gmu.edu/) (<https://ds.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 VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/) (<https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>).
- [Learning Services](mailto:learningservices@gmu.edu) (learningservices@gmu.edu) - Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study strategy coaching, individualized programs of study, and referrals to tutoring resources. Presentations on a variety of academic topics such as time management, reading, and note taking are available to the university community. The programs are open to all George Mason University students free of charge.

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as the [Student Support and Advocacy Center \(SSAC\)](#) at 703-380-1434 or [Counseling and Psychological](#)

[Services \(CAPS\)](#) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).

Appendix
Assessment Rubric(s)
Transition IEP Scoring Guide

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	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
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 across and within cultures.	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.
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-	Candidate writes goals which fail to reflect the learner’s present levels of performance.	Candidate writes goals which integrates evidence-based instructional strategies that	Candidate integrates evidence-based instructional strategies that reflect the learner’s

<p>Secondary Goals</p> <p>CEC/IIC Standard 5</p>		<p>reflect the learner’s present levels of performance</p>	<p>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>
<p>Short-Term and Transition Objectives / Benchmarks</p> <p>CEC/IIC Standards 5</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>
<p>Services/Least Restrictive Environment / Placement</p> <p>CEC/IIC Standard 2</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>
<p>Participation in State Assessments</p> <p>CEC/IIC Standard 4</p>	<p>Candidate fails to consider issues, assurance, and due process rights related to assessment and selects inappropriate levels of learner participation in state</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</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</p>

	assessments based on present levels of performance and learner’s exceptional condition(s).	levels of performance and learner’s exceptional condition(s).	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 appropriate to the needs of the individual learner with moderate to severe exceptionalities.	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.	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.
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 Services	Candidate lists inappropriate program and services and supports that do not align with areas of need based on present level of performance.	Candidate identifies appropriate program and primary services which demonstrate an understanding of the continuum of placement	Candidate identifies appropriate program and primary services which demonstrate an understanding of the continuum of placement

CEC/IIC Standard 2	Candidate fails to provide a clear plan for evaluating instruction and monitoring progress of the learner with moderate to severe exceptionalities.	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 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.
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