



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

Spring 2024

EDSE 544 675: Adapted Instructional Methods and Transition for Secondary Learners

CRN: 23850, 3 – Credits

<b>Instructor:</b> Dr. Linn Jorgenson	<b>Meeting Dates:</b> 1/4/24 – 2/29/24
<b>Phone:</b> (703) 419-0694	<b>Meeting Day(s):</b> Thursday
<b>E-Mail:</b> <a href="mailto:ljoren2@gmu.edu">ljoren2@gmu.edu</a>	<b>Meeting Time(s):</b> 4:30 pm – 9 pm
<b>Office Hours:</b> By appointment only	<b>Meeting Location:</b> N/A; Online
<b>Office Location:</b> Krug Hall, Fairfax	<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**

Provides strategies for teaching functional academics and social/life skills, facilitating the transition to postsecondary environments. Focuses on all aspects of transition and alternative assessments for secondary learners with disabilities.

**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](mailto:speced@gmu.edu) for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

**Advising Tip**

Check out the scholarship opportunities for graduate students in CEHD at <https://cehd.gmu.edu/students/funding/scholarships>.

## **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
7. Guest Speakers (when available)

This course will be delivered online (76% or more) using a hybrid of synchronous and asynchronous 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 class will run synchronously from 4:30- 6:30pm every evening with the exception of Week 6 (2/8) where there will be group “check” in’s after lecture. Please plan to attend the entire class time (4:30- 9:00pm) on this day. This is a required time to review progress before handing in final Transition Plan with Assistive Technology plan on 2/15.

**Zoom Link:** Join this link for Zoom Meeting: Please note that this is a recurring link and to be used for each class.

<https://us02web.zoom.us/j/89264017815?pwd=aGRGMXJyeDVrVmhsR3FjYjNoSmRjZz09>

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 GMU email and Blackboard, as these are the official methods of communication for this course.
- 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:** We will meet every Thursday from 4:30-6:30 pm online, synchronously. Please block this time to be online for this portion of class. Please note that this is an approximation and while we plan for the class to run according to the time listed, flexibility is imperative and expected.
- **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 three 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* weekly 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. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times that will include a Zoom or telephone call.
- **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 George Mason University Disability Service.

## **Learner Outcomes**

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

1. Identify, describe, and design alternate assessments for secondary learners with disabilities to demonstrate learning outcomes and postsecondary interests and aptitudes.
2. Demonstrate an understanding of evidence-based strategies for facilitating transition into the community, workplace, and postsecondary environments.
3. Demonstrate how to implement cognitive strategies in self-regulation, study skills, attention, memory, motivation, and self-determination.
4. Understand the principles of online learning and online instructional strategies and the application of skills to deliver online instruction.
5. Demonstrate proficiency in the use of educational technology for instruction.
6. Demonstrate knowledge of the federal and Virginia laws, Standards of Learning, and agencies that require and provide for transition, vocational, and rehabilitation services for students with disabilities at the secondary school level (middle & high school).
7. Identify the role and responsibilities of the Individual Education Plan (IEP) teams as they strive to incorporate transition requirements into the IEP and principles of person-centered planning.
8. Identify organizations, services, networks, and the variety of state and local agencies that maximize the interagency effort involved in the transition process for students with disabilities.

## **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 2: Learning environments (InTASC 3); 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) & CEC Standard 7: Collaboration (InTASC 10).

## **Evidence-Based Practices**

This course will incorporate the evidence-based practices (EBPs) relevant to self-determination, facilitating transitions, alternative assessments, and social skills. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for teacher candidates/students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

## **Required Texts**

Morningstar & Clavenna-Deane (2018) Your Complete Guide to Transition Planning and Services 1st Edition; ISBN-13: 978-1598573114

## **Recommended Texts**

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

## **Course Performance Evaluation**

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

## **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 544, the required PBA is Transition Plan with Assistive Technology. 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)**

Please see Blackboard for assignment- under Transition Plan with Assistive Technology. This must be turned into VIA/SLL. (This is assignment # 1 below)

### **College Wide Common Assessment**

#### **(VIA submission required)**

Please see Blackboard for assignment- under Transition Plan with Assistive Technology. This must be turned into VIA/SLL. (This is assignment # 1 below)

### **Field Experience Requirement**

A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or teach. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). In EDSE 544/EDSE 451, the field experience is a site visit to a transition service/agency or organization in the community. The site visit is coordinated with your instructor, and additional details will be provided in class.

### **Assignments:**

**Assignment 1: Transition Plan with Assistive Technology (40 points) Due: At the beginning of class on 2/15. Please note that this project must be**

**submitted into VIA/SLL. You will work in teams of 4- see Blackboard under discussion- and one person from our group will add each team member. Each of you will submit your assignment to Blackboard and to VIA /SLL. Please note: Once your team has edited and finalized your plan, you will submit the same completed project. Final grades for this class will not be submitted until each team member has submitted into VIA/SLL and Blackboard.**

The purpose of this assessment is to have candidates demonstrate knowledge of the individualized planning process required for the development of a transition plan for secondary students with mild to moderate exceptional learning needs. Candidates will demonstrate understanding of the components of the transition plan. Based upon case information provided, candidates will construct a transition plan that is legally sufficient and educationally appropriate for the described student. Candidates will use curricular resources and evidence-based practices to demonstrate their ability to plan appropriately for the student with mild to moderate exceptional learning needs.

**Directions:** In this assignment/project, you will demonstrate your ability to develop a Transition Plan for a hypothetical secondary student with a mild to moderate exceptional learning need. Please see Blackboard under Course Content: Folder- Transition Plan with Assistive Technology for further specifics. You may work in groups up to 4.

**Transition Plan document** (both found on Blackboard). Using the information in your selected case study, you will write a transition plan that thoroughly and appropriately addresses the needs of the student in the case scenario and integrates at least one form of assistive technology which increases the student's ability to access the general curriculum and work towards his or her transition goals.

As you write the transition plan, you will:

- Complete a thorough review of the case study facts
- Complete all components of the transition planning forms, using specific instructions provided by the instructor
- *Infuse appropriate augmentative and assistive communication or assistive technology strategies into the transition goals and short-term objectives.*

### **PART 1: Present Levels of Performance**

- **Transition Assessment Information:**

Interests, strengths/capabilities, and career goals (include training, education, employment, and where appropriate independent living)

- Consider the information presented in the vignette as well as any assessment data (formal or informal) and present levels of performance as you develop these statements.

- Consider the impact of the student’s academic and social abilities, attitudes, interests, and values on instruction and career development.

## **PART 2 & 3: Transition Plan & Rationale**

- **Measurable Postsecondary Goals:**

- Write *one measurable postsecondary goal* for each domain: **employment, education/training, and independent living skills**. Base each goal on the information from the vignette and peer-reviewed research. Each goal is a specific statement of what the student wants to achieve after high school written as an “I will” statement. These goals should be based on the student’s interests, preferences, and strengths.
- Select and adapt instructional strategies and materials according to the characteristics of the student with exceptional learning needs and integrate evidence-based practices (from a minimum of **TWO** peer-reviewed journal articles) which have been validated to promote successful transitions for the specific characteristics of the learner and setting.
  - What appropriate augmentative and assistive communication or assistive technology would help the student reach their post-secondary goals?
  - How could that technology be integrated into the instruction in a natural and meaningful way?
- **Ensure that *each* postsecondary goal is based on an age-appropriate transition assessment** (functional vocational evaluations, state assessments, or other more informal methods like daily living skills checklists and interest inventories and that you consider the principles of normalization and concept of least restrictive environment when making decisions about post-secondary outcomes.

- **Short-Term Transition Objectives:**

- Write *one* short-term objective or benchmark for each of the following: **employment, education/training, and independent living skills**. Integrate evidence-based practices which have been validated for the specific characteristics of the learner and setting.
- At least **One** of your objectives must contain a form of appropriate augmentative/assistive communication or assistive technology as a component.
- You may want to consider the following questions:
  - What specific models, theories, philosophies, and research methods which form the basis for special education practice can be utilized?
  - What culturally, linguistically, and gender responsive instructional content, resources and strategies can be implemented?
  - What appropriate augmentative and assistive communication or assistive

technology would help the student reach their post-secondary goals? How could that technology be integrated into the instruction in a natural and meaningful way?

- What evaluation measures (indicators of progress toward meeting the goal) will be implemented intermittently during the year?
- What strategies can be used to integrate student initiated learning experiences into the instruction in order to maximize opportunities to increase self-determination?

- **School and Post-Secondary Services:**

- Identify a minimum of **two post-secondary resources** that would be helpful for your student (e.g. Woodrow Wilson Training Center, ARC, DARS, Community Services Board).
- Identify a minimum of **one in-school employment preparation option** (e.g. Academies in Fairfax County Public Schools, Monroe Center in Loudoun County Public Schools, Davis Center, Pulley Center, WAT).

- **Rationale:**

- In addition to identifying goals, objectives, activities, and services, you are required to write a **DETAILED** analysis within the Transition Plan document (i.e., the right-hand column labeled “Rationale”) which outlines a comprehensive, longitudinal individualized program for your secondary student, including:
  - A justification for the services selected. Relate the level of support to the needs of the student. Why are these services necessary for the student? Ensure that the rationale takes the continuum of placement and services available for students with exceptional learning needs as well as the legal, judicial and educational systems to assist students with exceptional learning needs into consideration.
  - Do you recommend a job coach? Enclave? Any other special support?
  - A detailed explanation of what skills, experiences, activities, opportunities and connections the student needs in order to reach their post secondary goals and the “action plan” to reach them.
  - A detailed explanation of resources, techniques, and recommendations for educational, community, vocational, and post-school adult living experiences which should be used to transition the student with exceptional learning needs out of school and into the postsecondary environment. This should include an explanation of the selected forms of appropriate augmentative and assistive communication or assistive technology which would benefit the student and a discussion of how these technology skills can be introduced and taught.
  - Articulate how you would review this document with the learner and how



you would help the student understand how things change when they are no longer covered by IDEA.

**\*NOTE:** All materials for this assignment will be posted on Blackboard for your reference.

**ASSESSMENT 2: Site Visit to a Community Agency and PPT Overview with class presentation (20pts) Due: 2/1, 2/8, 2/15 and or 2/22. You will work in assigned groups (same assigned groups as the transition plan). Please sign up on the discussion board as to what day that your group will present. Each team member will submit ppt to Blackboard.**

Visit a transition resource either in the community and describe the services available to youth with disabilities. Your presentation should include services, accommodations, population(s) served, description of the agency/office, and your questions for staff. Your “lens” for this visit should be, “*What opportunities exist for youth with mild disabilities through this avenue during and/or after high school?*”. You will need to make an appointment. Your entire group does not have to attend the visit, but you will need to divide the work for the presentation. You will present to the class on your visit. The presentation will be 15 minutes. See Blackboard, under Assignments- Site Visit Presentation for specifics and rubric.

Acceptable options for this assignment are many. Allow yourself to be creative with this assignment. You may not select a guest speaker agency (listed in the syllabus) as this assignment is geared to help you learn about other resources and services in the community that serve individuals with disabilities. Community resources can be related to sports, hobbies, skill development, employment or other areas that enhance and support this population.

\*Do not select: DARS, CSB, Best Buddies, George Mason University (Disability Services/ MASI/EFP); Mason LIFE, or Pulley/Davis Center

## **Other Assignments/Fieldwork Experience**

**ASSESSMENT 3: Attendance, and Participation: 45 Points (5 pts per class)**

Participation includes the asking of questions and participation in interactive discussion. Students are to complete the required readings and assignments prior to the relevant class meetings. Be aware that any points earned through classroom activities during a time of absence will **NOT** be earned and cannot be made up.

Points for class attendance and participation are positively impacted by:

1. Attending class and being psychologically available to learn, <sup>[1]</sup><sub>[SEP]</sub>
2. Completing and handing in all class assignments, <sup>[1]</sup><sub>[SEP]</sub>

3. Participating in class discussions/activities, [SEP]
4. Thoughtfully contributing to class discussions, [SEP]
5. Listening to the ideas of other peers, and [SEP]
6. Demonstrating an enthusiasm for learning. [SEP]

Participation points are negatively affected by being late to class, demonstrating a disinterest in the material/discussions (e.g., reflection activities, small group activities, discussions, etc.), and/or absences. Points are also deducted for a lack of digital etiquette during class sessions. Please remember that you are expected to have your camera on throughout the synchronous part of each class. Please utilize Zoom backgrounds if your personal background is not professional). Here is the rubric for participation points:

5= (Attended on time, Camera on, asked a question/comment appropriate to class discussion and remained on camera and attended throughout the entire class time).

4 = (Attended late, camera on, asked a question/comment appropriate to class discussion and remained on camera and attended throughout the entire class time.

3= (Attended late, camera on, did not ask a question/comment appropriate to class discussion and remained on camera and attended throughout the entire class time.

2= (Attended late, camera off, did not ask a question/comment appropriate to class discussion and remained on camera and attended throughout the entire class time.

1= (Attended late, camera off, did not ask a question/comment appropriate to class discussion and remained on camera and did not attend throughout the entire class time.

0= Did not attend

- Please note that regardless of reason, you may not earn participation points if unable to attend. Attending more than 15 minutes late will result in a 0 for participation points.

**ASSESSMENT 3: Asynchronous Work 45 Points: This work is to be completed independently and you may not work together on the assigned work. Due: 2/22 by 11:50 pm.**

Each week, you will be completing your weekly log. The weekly log consists of different prompts based on the topic of the week, guest speaker or other relevant course material. You will not turn in your weekly log until the end of the class; however, it is highly advised that you complete the log per week. Please note that you may present this in a tabled format- you do not need to cite references in this log, however you do not need to write at the graduate level. This assignment is to be one document, please note that multiple separate pages will not be accepted. Please feel free to build a template that makes sense for you.

**\*NOTE:** All assignments should reflect graduate-level spelling, syntax, and grammar, as well as APA style guidelines. If you experience difficulties with the writing process, you

will be required to document your work with the GMU Writing Center during this course to improve your skills.

### Assignment Summary

Transition Plan with Assistive Technology	40 Points	2/15 by 11:59pm
Site Visit and PPT Presentation	20 points	2/1 2/8, 2/15 or 2/22 (sign up)
Attendance and participation (5 pts per class)	45 Points	On going
Asynchronous Work (5 pts per week- to be handed in on 2/22)	45 Points	2/22 by 11:59pm
Total	150 Points	

### 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

Class attendance and professional participation at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) remain in class for the duration of each session, (d) actively participate and demonstrate professional behavior in the classroom, and (e) complete all assignments with professional quality and on time. All assigned readings should be completed prior to class. (Note: assigned readings may be added or removed as the semester progresses.)

Please understand that you will not earn participation points if you have missed class. As this class is virtual, participation is critical and you will be expected to have your cameras on throughout our time designated for synchronous learning. (4:30- :30 pm). Please be sure to have a professional background available prior to joining class and organize your learning space in a

way that lends you your best opportunity for uninterrupted learning. Please understand that class participation points may not be made up regardless of the circumstance. (e.g., travel, medical appointments, personal obligations). Your points are earned by attending and completing your asynchronous work. (Please see and adhere to Assignment 3 regarding points earned per class).

### **Late Work**

To successfully complete this course, students need to adhere to all due dates for readings and assignments. All assignments should be submitted on the assigned due date. To be considered on time, assignments must be submitted by the due date according to the syllabus, unless otherwise noted by the instructor. If you do not meet the deadline for completion, one point per day will be deducted per day. After one week from the due date (or until the last class session per the syllabus, whichever comes first), assignments will not be accepted.

### **Grading**

#### **Grading**

**95-100% = A**

**90-94% = A-**

**80-89% = B**

**70-79% = C**

**< 70% = F**

**\*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/>). Professional dispositions are an essential function of a special educator’s job, indicating that these dispositions are critical to develop and assess in special education licensure programs. 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, a self-evaluation at the mid-point of their program, and a university supervisor’s evaluation during internship. In special education graduate licensure programs, the initial self-evaluation is completed in a designated course (EDSE 501), the mid-point self-evaluation is completed in designated courses (EDSE

627, EDSE 661, and EDSE 616), and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. In addition to these three designated evaluation times, instructors may complete instructor-rated disposition assessments other times throughout the program. When dispositions are assessed, it is important that for areas where a positive disposition is rated as “not proficient,” the student takes steps to grow as an educator.

### **Class Schedule: Please see the class schedule on Blackboard under Syllabus**

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

### **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/>).

### **GMU Policies and Resources for 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](mailto: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 \(learningservices@gmu.edu\)](mailto: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](mailto: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)**

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
Transition Assessment Information  CEC/IGC Standards 1 & 4  Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging	<ul style="list-style-type: none"> <li>• Candidate writes an incomplete description of the student’s interests, OR strengths and capabilities OR career goals in any of the following areas:               <ul style="list-style-type: none"> <li>○ Education/training</li> <li>○ Employment</li> <li>○ Independent living (as appropriate).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Candidate interprets information from formal and informal assessments to write a clear description of the student’s interests, strengths and capabilities, and career goal for the following areas:               <ul style="list-style-type: none"> <li>○ Education/training</li> <li>○ Employment</li> <li>○ Independent living (as appropriate)</li> </ul>               with reference to age-appropriate transition assessments.             </li> </ul>	<ul style="list-style-type: none"> <li>• Candidate interprets information from formal and informal assessments to write a clear description of the student’s interests, strengths and capabilities, and career goal for the following areas:               <ul style="list-style-type: none"> <li>○ Education/training</li> <li>○ Employment</li> <li>○ Independent living (as appropriate)</li> </ul>               Including direct evidence and examples from the student’s age-appropriate transition assessment data.             </li> </ul>

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
learning experiences for individuals with exceptionalities. Candidate uses multiple methods of assessment and data sources in making educational decisions.		<ul style="list-style-type: none"> <li>• The candidate includes evidence of an understanding of the educational implications of the characteristics of various exceptionalities, sensory impairments, and variations in beliefs, traditions, and values across and within cultures.</li> <li>• Candidate describes the impact the learner’s characteristics may have on auditory and information processing skills (as appropriate).</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate includes evidence of an understanding of the educational implications of the characteristics of various exceptionalities, sensory impairments, and variations in beliefs, traditions, and values across and within cultures.</li> <li>• Candidate describes the impact the learner’s characteristics may have on auditory and information processing skills (as appropriate).</li> </ul>
Measurable Postsecondary Goals and Instructional Strategies  CEC/IGC Standards 3  Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	<ul style="list-style-type: none"> <li>• Candidate fails to demonstrate understanding of models, theories, and philosophies specific to transition by writing postsecondary goals that are not measurable or age appropriate or responsive to variations in beliefs, traditions, and values across and within cultures.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Candidate writes goals that fail to reflect the learner’s present levels of performance.</li> <li>• OR</li> <li>• Candidate does not write goals for all areas of consideration (employment,</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate demonstrates understanding of models, theories, philosophies, and philosophies specific to transition by writing postsecondary goals that are measurable, age appropriate, and responsive to variations in beliefs, traditions, and values across and within cultures.</li> <li>• Candidate integrates affective, social, and life skills with academic curricula to write goals for each area (employment, education, independent living) that reflect the learner’s present levels of performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate demonstrates understanding of models, theories, philosophies, and philosophies specific to transition by writing postsecondary goals that are measurable, age appropriate, and responsive to variations in beliefs, traditions, and values across and within cultures.</li> <li>• Candidate integrates affective, social, and life skills with academic curricula to write goals for each area (employment, education, independent living) that reflect the learner’s present levels of performance.</li> </ul>

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
	<p>education, independent living).</p> <ul style="list-style-type: none"> <li>• OR</li> <li>• Candidate does not identify and describe evidence-based practices to assist student in achieving goals.</li> </ul>		
<p>Transition Objectives</p> <p>CEC/IGC Standards 3 &amp; 5</p> <p>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p>	<ul style="list-style-type: none"> <li>• Candidate fails to sequence age and ability appropriate individualized transition objectives and/or fails to directly relate objectives to the postsecondary goals.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Candidate writes objectives that fail to integrate models, theories, philosophies and research methods that form the basis for special education practice.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Candidate does not write one objective for each area (education/training, employment, independent living).</li> </ul>	<ul style="list-style-type: none"> <li>• 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 relate directly to postsecondary goals. Affective, social, and life skills should be integrated with academic curricula.</li> <li>• Candidate writes one objective for each area (education/training, employment, and independent living, as appropriate) that integrates models, theories, philosophies and research methods that form the basis for special education practice.</li> </ul>	<ul style="list-style-type: none"> <li>• 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. Affective, social, and life skills should be integrated with academic curricula.</li> <li>• Candidate writes one objective for each area (education/training, employment, independent living) that integrates models, theories, philosophies and research methods that form the basis for special education practice.</li> <li>• Candidate shows evidence of scholarship by citing additional sources to support objectives or their sequence in relation to the goal.</li> </ul>



	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
<p>Assistive Technology</p> <p>CEC/IGC Standard 5</p> <p>Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p>	<ul style="list-style-type: none"> <li>• Candidate fails to integrate appropriate forms of augmentative, alternative and assistive technologies to support and enhance communication skills of the student with mild to moderate exceptional learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Based on assessment information, candidate integrates appropriate forms of augmentative, alternative and/or assistive technologies to support and enhance communication skills and/or outcomes of the individual with an exceptionality.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate integrates appropriate forms of augmentative, alternative and/or assistive technologies and specific communication strategies and resources to support and enhance communication skills and/or outcomes of the individual with an exceptionality.</li> <li>• Candidate provides a rationale for all forms of technology chosen.</li> <li>• Candidate shows evidence of scholarship by citing additional sources to support recommendations.</li> </ul>
<p>School and Post-Secondary Services</p> <p>CEC/IGC Standards 1 &amp; 4</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</p>	<ul style="list-style-type: none"> <li>• Candidate lists inappropriate programs, services, and supports that do not align with areas of need based on present level of performance.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Candidate fails to provide a clear plan for evaluating instruction and monitoring progress of the learner with an exceptionality.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Candidate fails to provide a clear plan for explaining the transition plan to the learner or fails to consider the impact of the learner’s academic and social abilities,</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate identifies appropriate program and primary services which demonstrate an understanding of the continuum of placement and services available for individuals with exceptional learning needs, and the concept of the least restrictive environment within the framework of transition planning.</li> <li>• Candidate aligns services and supports with areas of need based on present levels of performance and assessment information.</li> <li>• Candidate provides a</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate identifies appropriate program and primary services which demonstrate an understanding of the continuum of placement and services available for individuals with exceptional learning needs, and the concept of the least restrictive environment within the framework of transition planning.</li> <li>• Candidate aligns services and supports with areas of need based on present levels of performance and evidence-based practices.</li> </ul>

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
<p>exceptionalities. Candidate uses multiple methods of assessment and data sources in making educational decisions.</p>	<p>attitudes, interests, and values.</p>	<p>clear plan for evaluating instruction, monitoring progress, and explaining the transition plan to the learner with consideration given to the impact of the learner’s academic and social abilities, attitudes, interests, and values.</p> <ul style="list-style-type: none"> <li>• Candidate includes in-school and post-school or community service options.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate provides a clear plan for enhancing the learning of critical thinking, problem solving and performance skills, evaluating instruction and monitoring progress of the student and explaining the transition plan to the learner with consideration given to the impact of the learner’s academic and social abilities, attitudes, interests, and values.</li> <li>• Candidate includes in-school and post-school or community service options.</li> <li>• Candidate shows evidence of scholarship by citing additional sources to support recommendations.</li> </ul>
<p>Legal Compliance of Transition Plan CEC/IGC Standard 6 Candidate uses foundational knowledge of the field and his/her ethical principles and practice standards to inform special education practice, to engage in</p>	<ul style="list-style-type: none"> <li>• Candidate writes an incomplete transition plan which fails to comply with all relevant laws and policies, including FAPE and LRE (and the history of these points of view) or other human issues that have historically influenced and continue to influence the field of special education.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Candidate fails to include a list of services, goals and</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate writes a comprehensive transition plan which complies with all relevant laws and policies, including FAPE and LRE (and the history of these points of view) and other human issues that have historically influenced and continue to influence the field of special education.</li> <li>• Candidate includes a list of services, goals and objectives, and post-secondary</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate writes a comprehensive transition plan which complies with all relevant laws and policies, including FAPE and LRE (and the history of these points of view) and other human issues that have historically influenced and continue to influence the field of special education.</li> <li>• Candidate includes a list of services, goals and objectives, and post-secondary</li> </ul>

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
lifelong learning, and to advance the profession.	<p>objectives, and post-secondary outcomes.</p> <p>OR</p> <ul style="list-style-type: none"> <li>• Candidate writes the transition plan using biased, inflammatory language, with a lack of clarity, numerous acronyms, illegibility, or inaccuracies (including spelling).</li> </ul>	<p>outcomes.</p> <ul style="list-style-type: none"> <li>• Candidate writes areas of need, goals, objectives/benchmarks, placements and services with a connection to the present levels of performance.</li> <li>• Candidate demonstrates commitment to developing the highest education and quality-of-life potential for the individual with an exceptionality as well as sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual origination of the individual.</li> <li>• Candidate writes the transition plan using neutral, non-inflammatory language, with clarity, minimal use of acronyms, legibility, and accuracy (including spelling).</li> </ul>	<p>outcomes.</p> <ul style="list-style-type: none"> <li>• Candidate writes areas of need, goals, objectives/benchmarks, placements and services with a strong connection to the present levels of performance.</li> <li>• Candidate demonstrates commitment to developing the highest education and quality-of-life potential for the individual with an exceptionality as well as sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual origination of the individual.</li> <li>• Candidate writes the transition plan using neutral, non-inflammatory language, with clarity, minimal use of acronyms, legibility, and accuracy (including spelling).</li> <li>• Candidate shows evidence of scholarship by citing additional sources to support conclusions.</li> </ul>