

**Transition and Community-Based Instruction**  
**The Virginia Consortium for Teacher Preparation in Severe Disabilities**  
**VCU: TEDU 632 Secondary Programming for Students with Disabilities**  
**GMU: EDSE 531 Transition and Community Based Instruction**  
**RU: EDSP 668 Transition and Community-based Instruction**  
**UVA: EDIS 713 Transition Planning for Secondary Students**  
**NSU- SPE 662 - Guidance and Counseling and Rehabilitation Counseling**

**Course Syllabus (Summer, 2010)**

**Instructor:**

<b>Mike West, PhD</b>
Department of Special Education and Disability Policy Virginia Commonwealth University 1015 West Main Street P.O. Box 842020 Richmond, VA 23284-2020
804-828-5957 – office phone 804-828-2193 – fax 804-564-5456 – cell phone <a href="mailto:mdwest@vcu.edu">mdwest@vcu.edu</a> - email

**Meeting times:** Mondays and Tuesdays between May 17 and July 13 from 7:20 PM to 10:00 PM (no class May 31 or July 5). After the first week of class, Monday sessions will be available as online training modules and we will meet together as a class on Tuesdays.

**Purpose:** This course provides an overview of special educators' role in preparing students with disabilities for post-secondary educational and vocational environments. Emphasis is placed on designing and modifying high school curricula involving students and their families in transition planning and helping students acquire the services needed to be successful in adult life.

**Transition Course Objectives:** Upon completion of this course students will be able to:

- 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.
- Coordinate service delivery with general educators, related service providers, and other providers.
- Coordinate and facilitate meetings involving parents, students, outside agencies, and administrators.
- Identify community resources agencies and strategies to interface with community agencies when developing and planning IEPs.

- 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.
- Identify related services and accommodations, including technology, pertaining to postsecondary transitions that increase student access to post secondary education and community resources.
- 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.
- Implement person-centered planning strategies to promote student involvement in planning.
- Identify generic skills that lead to success in school, work and community, including time management, preparedness, social interactions, and communication skills.
- Demonstrate knowledge of social skills development including the unique social skills deficits associated with disability.
- Assess social skills strengths and needs implement specialized social skills strategies.
- Demonstrate knowledge of use and implementation of transition assessments (including vocational assessments) to encourage and support students' self-advocacy and self-determination skills.
- Discuss legal issues surrounding age of majority and guardianship.

**Relationship of Course to Program Goals and Professional Organizations:** This course is part of The Virginia Consortium for Teacher Preparation in Severe Disabilities, a grant from the Virginia Department of Education that includes George Mason University, Virginia Commonwealth University, the University of Virginia, Radford University, and Norfolk State University. Through the completion of the SD Consortium program, students are eligible for teacher licensure in the Commonwealth of Virginia in the special education area of **Severe Disabilities/Special Education – Adapted Curriculum K-12**. This program complies with the standards for teacher licensure established by the Virginia Department of Education. Furthermore, the SD Consortium strives to uphold the Special Education Content Standards established by the Council for Exceptional Children, the major special education professional organization.

The Virginia Licensure Regulations for School Personnel are listed on the following website:  
<http://www.pen.k12.va.us/VDOE/Compliance/TeacherED/nulicvr.pdf>

The CEC Standards are listed on the following web site:  
[http://www.cec.sped.org/ps/perf\\_based\\_stds/standards.html#standards](http://www.cec.sped.org/ps/perf_based_stds/standards.html#standards)

**Required Text:**

Test, D.W., Aspel, N.P., & Everson, J.M. (2006). *Transition methods for youth with disabilities*. Upper Saddle River, NJ: Pearson Education, Inc.

**General Information:**

1. Each student must register with Blackboard system and access it regularly to obtain class assignments, obtain additional readings, check for notices regarding class, and participate in online discussion regarding pertinent issues. An introductory session on Blackboard is scheduled for the first class meeting. Though you may direct your questions about Blackboard to the facilitator at the class site or to me, it would be best to email Marci Kinas Jerome (mkinas@gmu.edu).
2. I will place handouts for class on Blackboard at least the day before class. You may print these off and bring to class if you wish.
3. This course gives you access to PowerPoint files, class lecture notes, handouts, and copyrighted articles. For the articles, copyright laws must be followed: print only one copy per student. The PowerPoint presentations, notes, and handouts are provided on Blackboard for your convenience and to facilitate your mastery of concepts presented in this course.
4. Each class location will have a facilitator or assistant who will assist with the class technology. Learn who that person is as she will be taking role and keeping track of class participation and reporting it to me weekly.
5. Because of the potential of confusion caused by people speaking at the same time in this multiple-site course, it will be important to raise hands before asking questions or making comments. Along with the facilitators, I will try hard to enforce this rule and to be alert to questions from the distance sites. It is also important for facilitators to zoom the camera on the person asking a question. It may be uncomfortable to see yourself on the monitor, but it is helpful for the instructor.
6. At all the participating universities, accommodations can be made with the instructor if a student has a disability. Modifications will be made to instructional materials, methods, tests, or the classroom environment upon confirmation provided by the Coordinator of Services for Students with Disabilities for the student's university that the individual has been determined appropriate for academic adjustments. Whenever possible and at the student's discretion, individual modifications will be kept confidential to avoid stigmatizing the student with disabilities.
7. All members of the class are expected to act in accordance with the Honor System and all related policies for their respective schools. Please pay particular attention to plagiarism rules and follow APA guidelines for citing the source for all your references. All work submitted for the class is considered to be pledged work unless otherwise specified.
8. There have been some issues with the sound transmission at the remote locations. Technology personnel are working to rectify the problem. However, please let the instructors know of problems with the sound transmission as they become apparent.
9. Lastly, remember that although you are physically at a different location from the instructor, please be aware that general rules for classroom behavior should be followed. Remember, that the instructor can see that you are talking during a lecture, that you are distracted, and/or that you are not actively engaged in the class. This instructor will always treat you with respect and expects reciprocity. Thank you.

**Grading Criteria:** The grading scale will be based on a possible total of 200 points. A total of 180 or more points must be accumulated for a grade of A, 160 to 179 for a B, 140 to 159 for a C, 120 to 139 for a D or F (for universities that do not assign Ds), and below 120 will be failing. The following provides a breakdown of assignments and possible points earned:

- 25 pts Attendance and participation
- 50 pts Self-determination project
- 25 pts Transition assessment
- 50 pts Final exam
- 50 pts Community resource map and presentation. A format for this assignment will be provided in class

## **Course 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 also 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).

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

GMU: <http://mason.gmu.edu/~montecin/plagiarism.htm>

VCU: [www.provost.vcu.edu/pdfs/Honor\\_system\\_policy.pdf](http://www.provost.vcu.edu/pdfs/Honor_system_policy.pdf)

UVA: <http://www.virginia.edu/honor/>

Radford: <http://www.radford.edu/dos-web/honorcode.html>

NSU:

**Attendance:** Since many of the classes involve activities, discussion, etc., regular attendance is vital to gain maximum benefit. Anyone who misses more than two classes will lose 5 points for each class missed after the second absence. Significant tardiness or early departure will count as an absence. If you know ahead of time you will not be in class, please contact me by email or phone before the class. Also, please make arrangements to get class notes or other handouts from a fellow classmate, and/or the Blackboard site.

**Accommodations for Disability:** At all the participating universities, accommodations can be made with the instructor if a student has a disability. If this is relevant to you, please contact me on the first night of class (can be through email) and indicate both what the disability is and how your university has made accommodations for you in the past. I will discuss (via email) this further with you until we reach consensus. 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/>

UVA: <http://www.virginia.edu/accessibility/>

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

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

**Course Grading:** See the description for the course grading above. Information about specific grades on assignments will be posted on the course Blackboard site, but grades for attendance will not be calculated until the end of the course.

Except under unusual circumstances, late assignments will not be accepted. *Unusual circumstances* do not include being busy, or being unable to juggle multiple responsibilities that are part of your everyday life.

In addition, an incomplete grade will be given for unusual circumstances only, and only after a conference with the instructor (by phone or in person). Any incomplete grades need to be completed within six weeks following the end of the course or final grades will be reduced a grade for each additional month delay.

Grading of assignments will be done following a rubric. Grading for attendance and participation will be based on attendance for classes and for participating in activities and discussions.

**Inclement Weather:** If classes are cancelled at Virginia Commonwealth University, a message will be posted on the class Blackboard site and all class members will receive an email. Because such cancellations are often at the last minute, it may be difficult to get this message prior to leaving for class. If in doubt, visit the university website ([www.vcu.edu](http://www.vcu.edu)). Do not email us; I will email you regarding weather as soon as it is announced. Please note, the cancellation of classes due to inclement weather is determined by the decision of the instructing university only. If the instructing university is open and operational then you are expected to attend class.

**Cell Phones and Weapons:** All cell phones and beepers should be deactivated while in the classroom. Also, University rules at all participating universities prohibit the possession any firearm, other weapon, or explosive. Please consult the student handbook and your university for specific information concerning this policy at your university.

### **Course Materials**

This course gives you access to PowerPoint files, class lecture notes, handouts, and copyrighted articles. For the articles (available both on Blackboard and on a class CD), copyright laws must be followed: print only one copy per student. The PowerPoint presentations, notes, and handouts are provided on Blackboard for your convenience and to facilitate your mastery of concepts presented in this course; PowerPoints will be available on Blackboard by noon of the class day or sooner. If you plan to print copies of PowerPoint slides, this must be done before class begins and using a 3 or more slides per page handout format (do not print full slide pages). All of 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 also expected to have an active email

account and to check email regularly. This course requires students to use Blackboard, which is our online course management system located at <http://courses.gmu.edu>. 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. Although Microsoft PowerPoint is part of the Microsoft Office Suite, students who do not have PowerPoint can download a free viewer that will allow at <http://www.microsoft.com/downloads/details.aspx?displaylang=en&FamilyID=048dc840-14e1-467d-8dca-19d2a8fd7485>

<http://www.microsoft.com/downloads/details.aspx?displaylang=en&FamilyID=048dc840-14e1-467d-8dca-19d2a8fd7485> Adobe Acrobat Reader is a free software program used to read PDF files and can be downloaded at <http://www.adobe.com/support/downloads/product.jsp?product=10&platform=Windows>

Students using Microsoft Office 2007 are expected to save and submit assignments in the Microsoft Office 2003 format, as all universities have not yet made the transition to Office 2007.

**Course Facilitators:** Each class will have a facilitator or assistant who will assist with the class. Learn who that person is as they will be taking role and keeping track of class participation and reporting it to me weekly. However, if you think you must miss a class, please email me ahead if at all possible (or later if need be). Because of the potential of confusion caused by people speaking at the same time in this multi-site course, it will be important to raise hands before asking questions or making comments. Along with the facilitators, I will try hard to enforce this rule and to be alert to questions from the distance sites. Facilitators will also FAX in-class written tasks following class or early the next day to me. When in class assignment forms or handouts are send the day of the class, facilitators will need to download and copy them for class members.

**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 in the drop box). You may direct your questions about Blackboard to the facilitator at the class site as well as to email Marci Kinase Jerome ([mkinas@gmu.edu](mailto:mkinas@gmu.edu)). She will be the best resource. We are all learning this system together and some of us will be faster than others. I know that I will also rely on Marci for assistance. Expect some snafus along the way, but please help each other out as you can. You will want to download all the required materials early in the semester or as soon as they are posted. Please note, that some handouts/readings may be given to you in class that are not posted on Blackboard. Also check Blackboard for announcements. Sometimes I will place handouts for class on Blackboard and will alert you by email or in the previous class; in these cases please download and bring them to class.

**Remote Site Viewing:** All Consortium courses are recorded and archived on a video-streaming server. Students and faculty are welcome to view previous classes at <http://torrent.gmu.edu> and click on the link for the class session you want to view. Classes are listed by date and time. You will be asked for a password to view the class session, the password is: 8055. Since the Consortium includes some remote site students, all consortium classes are broadcast live via the Internet at the same website. It is the policy of the consortium that students attending classes at university sites are expected to be present at those university sites during class time. However, in instances where students would otherwise miss class (in accordance to the attendance policy) students may participate in the class via the live web stream. However, students who participate in the web-stream instead of at their university site are still subject to the response cost as outlined in the attendance policy for this course. Directions for viewing the video-stream can be found in the course Blackboard site.

Student may also view the powerpoints, communicate with the instructor, and interact with other at home students using Adobe Connect. Each consortium class has their own Adobe Connect website. To get to your Adobe Connect course site go to <http://webcon.gmu.edu/transition>.

You will login with the guest username (sdcguest@gmu.edu) and password (sdcsite).

The first time you use Breeze you may be prompted to download a plug in, it only takes a few seconds to install.

#### GMU Students Only: TaskStream

The signature assignment required for this course must be submitted electronically to Mason's NCATE management system, TaskStream: (<https://www.taskstream.com>).

Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to begin submitting signature assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Failure to submit the assignment to TaskStream may result in reporting the course grade as Incomplete (IN).

**Class Schedule (subject to change):**

<b>Class</b>	<b>Topics</b>
5/17	<ul style="list-style-type: none"><li>▶ Introduction to the class and to each other</li><li>▶ Introduction to Blackboard</li><li>▶ Introduction to Transition Planning</li></ul>
5/18	<ul style="list-style-type: none"><li>▶ History and overview of transitional programming for students with disabilities</li><li>▶ Legal issues/aspects of transition planning</li><li>▶ The process of transition planning – who, what, where, when, etc.</li><li>▶ <i>READING: Test, Chapter 1</i></li></ul>
5/24	<ul style="list-style-type: none"><li>▶ ONLINE (see Agenda on course Blackboard site for more detailed description)</li><li>▶ Transition Assessment: online learning module to be posted on Blackboard</li></ul>
5/25	<ul style="list-style-type: none"><li>▶ Transition and Social Skills assessment and Transition Planning</li><li>▶ <i>READING: Test, Chapter 3 &amp; 4</i></li></ul>
5/31	<ul style="list-style-type: none"><li>▶ <b>No class</b></li></ul>
6/1	<ul style="list-style-type: none"><li>▶ Multiple transition planning areas</li><li>▶ <i>READING: Test, Chapters 7 &amp; 8</i></li><li>▶ <i>Assignment: Transition Assessment Assignment due</i></li></ul>

6/7	<ul style="list-style-type: none"> <li>▶ ONLINE (See Agenda on course Blackboard site for more detailed description)</li> <li>▶ Self-determination (T-TAC online training module found at <a href="http://www.ttaonline.org">http://www.ttaonline.org</a>)</li> <li>▶ <i>Assignment: Post Phases 1&amp;2 of self-determined learning model of instruction on Blackboard site</i></li> </ul>
6/8	<ul style="list-style-type: none"> <li>▶ Multiple resources/perspectives</li> <li>▶ <i>READING: Test, Chapter 5</i></li> </ul>
6/14	<ul style="list-style-type: none"> <li>▶ ONLINE (See Agenda on course Blackboard site for more detailed description)</li> <li>▶ Multiple transition planning areas</li> <li>▶ <i>READING: Test, Chapters 6, 9 &amp; 10</i></li> <li>▶ <i>Assignment: Post feedback to other student's Phases I and II.</i></li> </ul>
6/15	<ul style="list-style-type: none"> <li>▶ Instructional planning: Universal Design for Learning/Transition</li> <li>▶ <i>READING: CAST Website.</i></li> <li>▶ <i>Assignment: Self-determination project is due</i></li> </ul>
6/21	<ul style="list-style-type: none"> <li>▶ ONLINE (See Agenda on course Blackboard site for more detailed description)</li> <li>▶ Multiple resources/perspectives</li> <li>▶ See weblink: Link to be posted on Blackboard</li> <li>▶ <i>READING: TBA</i></li> </ul>
6/22	<ul style="list-style-type: none"> <li>▶ An introduction to the adult service system: Transition to what?</li> <li>▶ <i>READING: TBA</i></li> </ul>
6/28	<ul style="list-style-type: none"> <li>▶ ONLINE (see Agenda on course Blackboard site for more detailed description)</li> <li>▶ Understanding the adult service system</li> </ul>

---

	▶ <i>READING: TBA</i>
6/29	▶ Collaboration for Transition
	▶ <i>READING: TBA</i>
7/5	▶ <b>No class</b>
7/6	▶ Pulling it all together – Focus on Transition and Academics, Social Skills
	▶ <i>READING: Test, Chapter 11</i>
	▶ <i>Assignment: Community Resource Map Due</i>
7/12	▶ ONLINE: Final exam
	▶ Final exam completed and posted on Blackboard
7/13	▶ Last class
	▶ Student Presentations of Community Resource Maps

---