



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

Spring 2015

EDSE 544 686: Adapted Instructional Methods and Transition for Secondary
Learners

CRN: 18100, 3 - Credits

Instructor: Dr. Jodi Duke	Meeting Dates: 3/19/2015 - 5/21/2015
Phone: 703-993-6555	Meeting Day(s): Thursdays
E-Mail: jduke4@gmu.edu	Meeting Time(s): 4:30 pm-9:00 pm
Office Hours: By appointment	Meeting Location: Off-campus

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

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. Hours of Lecture or Seminar per week: 3Hours of Lab or Studio per week: 0

Prerequisite(s): None

Co-requisite(s): None

Advising Contact Information

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

Nature of Course Delivery

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

Evidence-Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to self-determination, facilitating transitions, alternative assessments, and social skills. These EBPs are indicated with an asterisk (*) in this syllabus' schedule. 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 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.

Learner Outcomes

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

- Identify, describe, and design alternate assessments for secondary learners with disabilities to demonstrate learning outcomes and postsecondary interests and aptitudes.
- Demonstrate an understanding of evidence-based strategies for facilitating transition into the community, workplace, and postsecondary environments.
- Demonstrate how to implement cognitive strategies in self-regulation, study skills, attention, memory, motivation, and self-determination.
- 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).
- 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.
- 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.

Required Textbooks

Sitlington, P. L., Neubert, D., and Clark, G. M. (2010). *Transition education and services for students with disabilities (5th ed)*. Boston: Pearson.

Digital Library Option

The Pearson textbook(s) for this course **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit <http://gmu.bncollege.com> and search the ISBN. To register your access code or purchase the Digital Library, visit: <http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

- 1 year subscription \$200 ISBN-13: 9781269541411
- 3 years subscription \$525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at <http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

Recommended Textbooks

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Additional Readings

Additional readings will be posted on Blackboard.

Course Relationships to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC standards that will be addressed in this class include Standard 1: Foundations, Standard 2: Development and Characteristics of Learners, Standard 3: Individual Learning Differences, Standard 4: Instructional Strategies, Standard 5: Learning Environments and Social Interactions, Standard 6: Language, Standard 7: Instructional Planning, Standard 8: Assessment, and Standard 10: Collaboration.

GMU POLICIES AND RESOURCES FOR STUDENTS:

a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].

- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. Students are responsible for the content of university communications sent to their George Mason University 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.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

PROFESSIONAL DISPOSITIONS

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

CORE VALUES COMMITMENT

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

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

Course Policies & Expectations

Attendance.

Students are expected to attend **all** class sessions during the course. As adult learners, you make personal decisions about enacting professional responsibilities, including those as a student. Students are expected to arrive on time and stay for the duration of class time. Attendance, timeliness, and professionally relevant, respectful and active participation are expected. Attendance and professional participation at all sessions is very important because all of the

activities in class are planned in such a way that they cannot be recreated outside the class session.

In the unlikely event that you are not able to attend, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered including assignment discussions/clarifications/explanations and assignments given and due. It is your responsibility to arrange with another student for collection of materials and to promptly obtain class notes, handouts, lecture details, explanations of content, and procedures/assignments, etc. It is also recommended that you notify the instructor about absences in advance or within 24 hours after an absence.

Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be made up. **Two or more absences will result in a loss of all participation points.**

***NOTE: It is impossible to fully participate in this class while texting, Facebooking, tweeting, grading papers, working on other documents, etc. Please be *fully* present in class☺**

Participation

You are expected to be present, prepared, and exhibit professional dispositions for each class session. Activities resulting in points toward your final grade will be completed during class sessions. Quality of product and completion of the activity within class will impact points earned. **Points missed due to absences during class activities will NOT be made up.**

Quality participation includes:

- (a) Arriving on time, including back from break(s),
- (b) Staying in the classroom/activity area for the duration of the class time,
- (c) Participating in all class activities (face-to-face and outside of class, including by electronic means),
- (d) Having on hand all materials required for the class session as per course assignments and the syllabus, and

Demonstrating professional behavior. The GMU CEHD Professional Dispositions serve as a minimum standard (<http://gse.gmu.edu/facultystaffres/profdisp.htm>)

Late Work.

All assignments must be submitted *on or before* the assigned due date. **In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments. After one week, NO POINTS will**

be awarded towards any assignments and the assignment will no longer be accepted. A score of 0 will be entered into the grade book for that assignment.

Other Considerations

This is a 3-credit graduate level course. Traditionally, 3-credit courses across a 15-week semester require an average of 45 hours of in-class time and approximately 90 hours of independent reading and assignment completion. Be prepared to put in that amount time for this class and plan your schedule accordingly.

Some assignments require you to synthesize material from the Course and outside sources into coherent statements of your ideas. In such cases, your writing should be databased, meaning that you must support statements and ideas with evidence from these sources, giving these sources credit. The standard format for writing in the field of education is outlined in the *Publication Manual of the American Psychological Association, 6th edition* (www.apastyle.org). Specifically, the Final version of your Instructional Program should be written in APA style, including a cover page, running head, pagination, headings (as needed), citations (as needed), and reference pages. The citation for this manual is included in the section entitled “Recommended Texts”. For online resource, see www.apastyle.org.

It is expected that you know how to paraphrase and cite information appropriately to meet both APA guidelines and to avoid plagiarism. This website provides some useful information on how to avoid plagiarism in your writing: <http://www.plagiarism.org/>

Communication.

The most efficient way to contact me is through email. I check email daily Monday through Friday. If your email has reached me by either of those times, I will respond immediately. Otherwise, I will respond within 24 hours during the week. Keep in mind that I teach from 4:30-8:30pm. On weekends, I check my Mason account on Sunday evenings and will respond to all received then. Do not email me an hour before an assignment is due and expect a response. If you would prefer to meet with me either before or after class (or at another time during the day/after school), please do not hesitate to contact me.

Written Language: Students at the graduate level are expected to compose with accuracy (grammar, spelling, other mechanics, form, structure, etc.) and at a conceptual level commensurate with advanced degree study. APA Style is the standard format for any written work in the College of Education and Human Development. If you are unfamiliar with APA format, it would benefit you to purchase the current edition of the Publication Manual of the American Psychological Association. You are required to use APA guidelines for all course assignments as noted in the assignment descriptions. This website links to APA format guidelines: <http://apastyle.apa.org>.

Oral Language: Use “person-first language” in class discussions and written assignments (and, ideally, in professional practice). In accordance with terminology choices in the disability

community, strive to replace the term “Mental Retardation” with “Intellectual Disabilities” in oral and written communication and to avoid language labels by stating, for example, a “student with disabilities” (SWD) rather than a “disabled student”. Please refer to guidelines for non handicapping language in APA Journals, including information available at: <http://www.apa.org/pi/disability/resources/policy/resolution-ada.pdf> and <http://supp.apa.org/style/pubman-ch03.15.pdf> .

Inclement Weather

If classes are cancelled at George Mason 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, dial the University phone number (703-993-1000) or visit the university website (www.gmu.edu). 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.*

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, *Transition Plan with Assistive Technology* to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you **MUST** use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>.

Grading Scale

A	95 – 100 points
A-	90 – 94 points
B	80 – 89 points
C	70-79 points
F	69% and below

Assignments

Performance-based Assessment (TaskStream submission required).

Assessment 1: Transition Plan with Assistive Technology (40 points)

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.

1. Directions for the Assessment:

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 case study 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.

Candidates also will also demonstrate an understanding of how these components come together to build a framework for the student's educational program by writing a narrative that includes:

1. Justification for their decisions within the transition plan,
2. Explanation of the assistive technology components required, and
3. Description of how the assignment connects with CEC Standards 1, 3, 4, 6, 7 and 8.
- 4.

Using the information in the provided case study, candidates 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.

Step One: Present Level of Performance

Using all documentation available, complete the PLOP Summary Sheet with information about the student that is relevant to each area. Provide specific evidence from the case study documentation to support your ideas.

Step Two: Transition Plan

Complete the Transition Plan; provide specific evidence from the case study documentation to support your ideas.

Step Three: Rationale

Respond to the following questions in a narrative, which will accompany the PLOP Summary Sheet and Transition Plan.

- **Present Level of Performance**
 - Describe the educational and functional implications of the students’ present level of performance.
- **Postsecondary Goals:**
 - Provide a rationale for each of the postsecondary goals you included. Support your rationale with evidence from the transition assessment data.
 - Describe how these goals reflect the student’s interests and preferences.
- **Short-Term Objectives:**
 - Describe how these objectives relate to the postsecondary goals.
 - Describe how you will address generalization and maintenance of skills.
- **Recommended Experiences, Activities, & Opportunities (School-based and community):**
 - Provide a rationale for the experiences, activities and opportunities you selected. Support your rationale with evidence from the transition assessment data and your proposed transition plan.
 - Describe your plan to monitor student progress.
 - Describe your plan to promote student participation, leadership and self-advocacy in the transition planning process.
- **Recommended Services:**
 - Provide a rationale for each of the services you selected. Support your rationale with evidence from the transition assessment data and your proposed transition plan.
- **Assistive Technology or AAC Recommendation:**
 - Provide a rationale for your assistive technology/AAC selections. Support your rationale with evidence from the transition assessment data and your proposed transition plan.
- **Action Plan:**
 - How does your proposed timeline provide opportunities for the student to demonstrate growth across time and move the student towards achieving his/her postsecondary goals?

<i>Component</i>	<i>Points</i>
PLOP Summary Page	/5

Transition Goals	/5
Short Term Objectives	/5
Evidence-Based Practices to Support Goals	/5
Recommended Services	/5
School and Post-Secondary Services	/5
Assistive Technology Incorporation	/5
Action Plan	/5
TOTAL	/40

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

Assessment 2: Site Visit to a Community Resource/Agency or School Resource That Facilitates Transition Skills (15 points)

Visit a transition resource either in the community or within the school system and describe the services available to youth with disabilities. Your write-up 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?” Include copies of materials available at center, agency, or office. You will need to make an appointment.

Acceptable options for this assignment include a school career center, interview with a school or county transition coordinator, One-Stop Center, vocational evaluation site, Virginia Department of Rehabilitation Services office, local Community Services Board, Job Placement/Training program, and other suggestions from your professor.

Your write up **MUST** include a synthesis section that integrates the information from your site visit with professional literature on transition and career education.

Component	Description	Points
Clear description of facility/venue, population(s) served	<ul style="list-style-type: none"> • What opportunities does the site offer? • What are the facilities like? • How many individuals attend the site? • What populations does the site serve? • How does an individual gain access to the site? • What are some of the unique features of the 	/3

	site?	
Contact person identified and synopsis of interview questions	<ul style="list-style-type: none"> • Name • Position Held • How long have they worked at the site? • Any other pertinent information <p>*It is often helpful to write up your questions ahead of time and have them available to submit with your paper.</p>	/1
Site's services are completely described	<ul style="list-style-type: none"> • What services are available at the site? Give a brief description of each. 	/2
Impressions of utility for Students/adults with disabilities	<ul style="list-style-type: none"> • In your opinion (with details to substantiate your views), is this site providing something useful to students/adults with disabilities? <ul style="list-style-type: none"> ○ If yes, describe what you believe the utility to be. ○ If no, describe why not and state what you would change in order to make it more useful and effective. 	/2
Samples of materials from site visit are included	<ul style="list-style-type: none"> • Include any brochures or other materials that you can pick up. 	/1
Explicit linkages made to course content/text	<ul style="list-style-type: none"> • How do the services offered at this site fit into the programs and options we have discussed thus far? • You should make at least three specific references to the textbook and course content (a total of three which can be any combination of textbook and course content) 	/3
Synthesis	<ul style="list-style-type: none"> • This should serve as your conclusion where you wrap up your report and give your final thoughts <ul style="list-style-type: none"> ○ What did you think was being done well at the site? Why? ○ What did you think needed to be improved upon at the site? Why? 	/3
TOTAL		/15

Other Assignments.

Assessment 3: Quiz on Online Modules (15 points)

The Center for Change in Transition Services training modules will give you a comprehensive knowledge base to develop IEPs that are in compliance with state and federal regulations and to develop transition plans that will help students achieve their goals. The modules offer practitioners an opportunity to examine current IEPs using the Indicator 13 Checklist created by the National Secondary Transition Technical Assistance Center (NSTTAC), review the six components required for transition services, view examples of each component and see suggestions for documentation in an IEP.

Complete all **6 modules**; after completing all of the modules, you will complete a quiz on Blackboard which will document your understanding of these modules.

The 6 modules are:

- ~Age Appropriate Transition Assessments
- ~Write Measurable Postsecondary Goals
- ~Identify Transition Services
- ~Write the Course of Study
- ~Coordinate Services with Adult Agencies
- ~Write the Annual IEP Goals

Go to <http://www.seattleu.edu/ccts/transition-services/flowchart/> and click on each of the six components listed above; this will take you directly to the links for each module.

Assessment 4: Transition Assessment Presentations (15 points)

Each small group will present on one of the following topics about some aspect of the transition assessment. The presentation should provide a detailed overview of the topic as well as examples. Each small group presentation should involve approximately 30 minutes of presentation time.

Topics to choose from include:

1. Virginia Alternate Assessment Program (VAAP)
2. Virginia Substitute Evaluation Program (VSEP)
3. Virginia Grade Level Assessment (VGLA)
4. Virginia Modified Achievement Standards Test (VMASST)
5. Brigance Transition Skills Inventory
6. Armed Services Vocational Aptitude Battery (ASVAB)

<i>Component</i>	<i>Points</i>
<p>Assessment Description: Clear and accurate description of the assessment including: (1 point each)</p> <ul style="list-style-type: none"> • Eligible students • Conditions for administration • Scoring procedures • Research behind this option (does the assessment reflect current and confirmed research in transition and alternative assessment?) • What results mean • Strengths and weaknesses of this assessment • What type of instruction students require to be prepared for this assessment, if any? 	/7
<p>Collaborative Efforts:</p> <ul style="list-style-type: none"> • Each group member has a clear and important role for the presentation and demonstrates full knowledge of the assessment content with explanations and elaboration. • The presentation provides significant evidence of shared responsibility, shared commitment, and shared level of effort. • All group members reflect poise, clarity, knowledge and enthusiasm 	/3
<p>Class Handout: Provide a handout to the class which includes a summary of information on salient points from your assessment.</p>	/3
<p>Presentation: (½ point each)</p> <ul style="list-style-type: none"> • Presentation includes a unique, visually memorable mode of presentation (role play, video, game, mnemonics, activity, music, or any combination of these or other). Be creative! • Presentation involves at least one interactive activity which promotes whole class participation and discussion and/or reinforces learning of this topic. • Presentation is no longer than 30 minutes • Presentation is clear, cohesive, and accurate and presents information in a logical sequence. 	/2
TOTAL	/15

Assessment 5: Regular Attendance and Participation (15 points)

Active participation includes the asking of questions and the presentation of one’s own reflections regarding the readings and lectures, as well as interactive discussion. Listening and respectful consideration of the comments of others is a professional expectation. Students are to complete the required readings and assignments prior to the relevant class meetings. **Be aware that any points earned through class 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:

- a. attending class and being psychologically available to learn,
- b. completing and handing in all class assignments,
- c. participating in class discussions/activities throughout the semester,
- d. thoughtfully contributing to class discussions,
- e. listening to the ideas of other peers, respectfully, and
- f. demonstrating an enthusiasm for learning.

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.

**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.*

Summary of Course Requirements

	Requirement	Individual Project	Small Group Project	Total Points	Due Date
1.	Transition Plan with Assistive Technology		X	40	May 14 th
2.	Site Visit	X		15	April 30 th
3.	Quiz on Online Modules	X		15	April 23 rd
4.	Transition Assessment Presentations		X	15	May 21 st
5.	Attendance & Participation	X		15	Throughout
Total Available Points: 100					

Schedule

Starting March 26th, be sure to come to class prepared with the week's handouts electronically downloaded or as hard copies (whichever works best for you).**

Date	Class Topic	Reading Assignments ~Read by date on which readings are listed ~Bring readings to class ~Additional readings TBA for some classes	In-Class Assignments and Assignments Due ~ Assignments due on Blackboard by 4:30 on date listed
3/19	<ul style="list-style-type: none"> • Introductions and Icebreaker • Syllabus and Course Expectations • Foundations of Transition Planning • Evidence-Based Practices: Current Transition Research • NLTS 1 and 2 • Virginia Graduation Requirements 	Chapter 1 and http://www.doe.virginia.gov/instruction/graduation/index.shtml	-Student information form
3/26	<ul style="list-style-type: none"> • From Entitlement to Eligibility: IDEA, ADA, 504, WIA and beyond* • School Completion Issues • Students and Families 	Chapters 2 & 3	
4/2	FCPS Spring Break: No Class		
4/9	<ul style="list-style-type: none"> • Transition Assessment • Early Phases of Transition Planning • Person-centered Planning 	Chapters 4 & 5	
4/16	Online Class: No Face to Face Class		

<p style="text-align: center;">Online Module Completion and Quiz Completion <i>*Quiz on Blackboard must be completed by 4:30 pm on April 23rd</i></p> <p>Go to http://www.seattleu.edu/ccts/transition-services/flowchart/ and click on each of the six components listed above; this will take you directly to the links for each module. Complete all 6 modules.</p> <p style="text-align: center;">After completing the modules you will complete a quiz will document your understanding of these requirements, and the content of this tool will help you with your Transition IEP assignment.</p> <p style="text-align: center;">*Quiz on Blackboard must be completed by 4:30 pm on April 23rd</p>			
4/23	<ul style="list-style-type: none"> • Planning for Employment 	Chapters 6 & 11	Online Module Quiz Due by 4:30
4/30	<ul style="list-style-type: none"> • Planning for Education • Planning for Living in the Community • School-Based and Community Resources 	Chapters 7 - 9	Site Visit Paper Due
5/7	<ul style="list-style-type: none"> • Transition Education and Services • School Based Programming • Transition Instruction 	Chapters 10 & 12	
5/14	<ul style="list-style-type: none"> • <i>Guest Speakers: Karen and Ryan Ingram</i> 		Transition Plan with Assistive Technology Due
5/21	<ul style="list-style-type: none"> • Group Presentations • Course Evaluations 		