



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

Summer 2015

EDSE 531 692: Transition and Community-Based Instruction
CRN: 42661, 3 - Credits

Instructor: Dr. Joy Engstrom	Meeting Dates: 6/1/2015 – 7/27/2015
Phone: 8049373680	Meeting Day(s): Mondays
E-Mail: jengstr2@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

Addresses issues in transition for youth with severe disabilities. Covers self-determination, development, and implementation of a transition plan, post-secondary opportunities including education and community-based instruction, and vocational environments.

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

Learner Outcomes

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.

Required Textbooks

There are no required textbooks for this class. However, there will be one or more readings for each class session that must be read prior to the date of the specific session. In addition, students will be expected to view videos and respond to videos in various course assignments. All readings and videos will be posted through Blackboard.

Digital Library

Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at Molly.Haines@pearson.com.

Required Resources

All written work is to conform to the guidelines presented in the *Publication Manual of the American Psychological Association, 6th edition*. If you do not have a copy, you should invest in one and familiarize yourself with it.

Course Relationships 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 area of Special Education – Adapted 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: Learner Development and Individual Learning Differences, Standard 3: Curricular Content Knowledge, Standard 4: Assessment, 5: Instructional Planning and Strategies. (Updated Fall 2014 to align with the revised CEC Standards)

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.

No unexcused absences will be allowed. If you are unable to attend class, it is your responsibility to contact the instructor through email as soon as possible prior to the class.

You are expected to be punctual and an active participant in the class. If you will be late to class or need to leave class early, you will need to make arrangements with the instructor prior to class.

Participation.

Participation extends well beyond simply attending class. It means contributing to the discussion and making meaningful comments, asking questions, and actively encouraging others to contribute.

Deadlines/Late work.

Due dates are announced well in advance and will be honored. All students are strongly encouraged to turn assignments in complete and on time. If there are extenuating circumstances, you must make arrangements with the instructor before the due date.

Assignments that are submitted after the due date will be graded with late penalties. An initial five point deduction will occur for the first day/week late. An additional five points will be deducted the second week late. Point deduction will occur after grading is complete. Assignments will not be accepted two weeks after the due date and a score of zero will be entered into the grading system for that assignment.

Submission of assignments by the final and last day of class is required to be considered for grading at all. Assignments and projects submitted after the due date will be assigned a grade of zero.

Cell Phones and Text Messaging.

Cell phones must be SILENCED during class. Please reserve sending and receiving calls and texts messages for breaks.

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, Transition Individualized Education Program 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>.

Preparing Assignments

All written work must be completed electronically and should meet high quality standards. Please use the Sixth Edition of APA as the guide for writing and referencing your work. For ease of reading and commenting, please DOUBLE SPACE and FULLY JUSTIFY your papers while using 12-POINT FONT and ONE-INCH MARGINS. Also, please include a header with your name and page numbers.

DO NOT bind your assignments or place them in plastic sheet covers. Plain stapled paper copies are perfectly acceptable and preferred. Double-sided work is acceptable too! You will provide a printed copy of each assignment to the instructor in class on the due date and will also electronically submit the Task Stream Assignment.

Grading

The grading scale is based on a possible total of 100 points.

90-100 = A 80-89= B 70-79=C < 69 = F

Assignment*	Total Points
1. Online Connection Assignments	20 pts (4 @ 5pts)
2. Interview	20 pts
3. Taxonomy of community services	20 pts
4. Post-Secondary Education and Training	15 pts
5. Development of Transition IEP	25 pts

*Points will be deducted for late work.

*There are no extra credit options for this class

Assignments

Performance-based Assessment (TaskStream submission required).

Transition Individualized Education Program

This assignment requires you to develop an IEP for a transition age secondary student with a severe disability. The IEP will be developed using the case study provided for you. You

also have the option to develop the IEP for a student with whom you currently work in your classroom or program. A rubric will be provided to assist in the development of the IEP. Students will present their IEP during the last class. The assignment is worth 25 points.

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

Interview

Each student will complete a face-to-face interview with an individual who exited a special education program in the last three years. The results of the interview should be compiled into a 4-5 page summary and submitted for evaluation. In developing the summary, be sure that you provide (1) an overview of the individual's current status in each area of transition (Employment, Housing and Residential Support, Family Support Services, Personal Assistance Services, and Recreation), (2) your perception of the student's current situation, and (3) the impact of self-determination and person-centered planning for the individual. The assignment is worth 20 points.

Taxonomy of Community Services

This assignment requires you to develop a listing of community services available to persons with cognitive disabilities in local communities in Virginia. You should provide information about a service agency for each of the following service categories: Employment, Housing and Residential Support, Family Support Services, Personal Assistance Services, and Recreation. For each service, you should provide the following information: Name of Service, Agency providing the service, description, name and contact information of the contact person, and modification and/or expansion needed locally. Your group will be assigned a specific locale in Virginia. Each person in the group will submit a document for grading. The assignment is worth 20 points.

Post-Secondary Education and Training

This assignment is designed to give you an understanding of post-secondary education and training programs. Each student will identify, research, and evaluate a post-secondary education and/or training program available to individuals with disabilities. Each student will prepare a 2-3 page paper and provide a brief summary of the program to the class. The assignment is worth 15 points.

Other Assignments.

Online Connection Assignments

Students will complete four online assignments that will demonstrate understanding and connection to the topics of the class and relevant issues in transition. The assignment will be posted one week before it is due. Each assignment will be worth five points for a total of 20 points.

Schedule*

*subject to change

Date	Topic	Due Dates
6/1	Introduction and Course Overview	-Online Assignment #1 posted
	Self-Determination and Person Centered Planning	
6/8	Legal issues in Transition	-Online Assignment #1 Due -Online Assignment #2 posted
6/15	Curriculum Development and Post-School expectations	-Interview Due -Online Assignment #2 Due
6/22	Assessment instruments for transition	-Taxonomy of Community Services Due -Online Assignment #3 posted
6/29	Social Security benefits	-Online Assignment #3 Due
7/6	Post -Secondary Education	Post-Secondary Education and Training Project Due
7/13	Career development and employment	-Online Assignment #4 posted
7/20	Putting it all together: Planning for students' futures	-Online Assignment #4 Due
7/27	Final IEP Presentations and course summary	Transition IEP Due

Reading assignments for each class will be posted to Blackboard.