VIRGINIA CONSORTIUM FOR TEACHER PREPARATION
IN SPECIAL EDUCATION ADAPTED CURRICULUM

Summer 2024
Transition and Community   -Based Instruction, 3 Credits

Consortium Titles

- ● RU- EDSP 668: Transition and Community-based Instruction
- ● VCU- SEDP 632: Secondary Programming for Students with Disabilities
- ● NSU- SPE 545A: Transition Procedures
- ● ODU- SPED 670: Transition and Community-Based Instruction
- ● JMU- EXED 615: Transition Services for Students with Disabilities
- ● GMU- EDSE 531: Transition and Community Based Instructions
  - o 6U1; CRN: 43585: 6Y1; CRN: 43573

Instructor: Stephanie Lau	**Meeting Dates:** 5/16/24 -7/11/24
Phone: 804.827.0753	**Instructional Method:** Mix of online synchronous and asynchronous online instruction. See the synchronous online video meeting dates below. The synchronous online video meetings will be supplemented by asynchronous online coursework.
E-Mail: sjLau@vcu.edu	**Meeting Day & Time(s):** Thursday; 5 pm – 7:40 pm
Office Hours: By Appointment	**Meeting Location:** N/A; Online
Office Location: NA	**Instructing University:** VCU

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

Prerequisite(s):
None

Co-requisite(s):
None

GMU Course Description
Addresses issues in transition for youth with severe disabilities. Covers self-determination, development, and implementation of a transition plan, post-

secondary opportunities including education and community   -based instructi   on, and vocational environments.

Advising Contact Information

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

Course Delivery Method

Online Synchronous

The course will be taught on the   Zoom   videoconferencing platform.

The link for the course is:
https://vcu.zoom.us/j/87947179088?pwd=K3hMRkluLlU3L0lKRDU2S0tLbGcrdz09
Meeting room will be using the "Waiting Room" security feature.

Learning activities include the following:
1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using a synchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available by 12:00 pm EST on May 15, 2024.

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)

- Students must maintain consistent and reliable access to their University email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Zoom web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.

Expectations

- *Course Week* :
  Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.

- *Log -in Frequency* :
  Students must actively check the course Blackboard site and their university email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log -in for all scheduled online synchronous meetings.

- *Participation* :
  Students are expected to attend all synchronous classes and to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- *Technical Competence* :
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- *Technical Issues:*
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- *Workload* :
  Please be aware that this course is not self -paced. Students are expected to meet *specific deadlines* and *due dates* listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- *Instructor Support* :
  Students may schedule a one -on -one meeting to discuss course requirements, content or other course -related issues via telephone or web conference. Students should email the instructor to schedule a one -on -

one session, including their preferred meeting method and suggested dates/times.

● *Netiquette*:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

● *Accommodations*:
Online learners who require effective accommodations to ensure accessibility must be registered with their university's Office of Disability Service.

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

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

● Zoom Access: Links for synchronous class sessions will be provided on the course Blackboard site. Students do not need a Zoom login to participate.

● Web conferencing requirements:
   o You must have a working web camera and headset/microphone combination.
   o Use your real name to sign in—no aliases, please.
   o Mute your microphone when not speaking.
   o Your camera output must remain live in order to document your attendance during class. Please don't freeze your camera.

- Web conferencing decorum: Remember that while you are participating in the class via web conferencing, you are visible to the entire class and must maintain an appropriate professional demeanor. This includes preventing auditory and visual interruptions from your site, dressing professionally, and managing the area from which you broadcast, including setting up an appropriate neutral backdrop and adequate lighting.

- Technical problems: Avoid problems: Test your system several days before the first class. Zoom requires a high bandwidth connection. Students attending at home should advise others in the home they may not use the Internet for online games, movies, etc. during class time. Avoid public Wi-Fi; the bandwidth is shared and you may experience dropout or shutdown. Test your system before the first class.
  - The professor cannot help you with the technical side of web conferencing--signing on, problems with the interface, etc. You should have become familiar with Zoom before class begins and tested your system. As a web conferencing participant, you alone are responsible for the equipment that you use to join the class.
  - Students who experience technical problems with their courses must contact the CEHD Office of Technology Support at (703) 993-5654 or cehdtech@gmu.edu. Contact Tech Support as soon as you have determined you cannot correct your connection problem.
  - If you have problems with your home computer that prevent you from web conferencing, it is your responsibility to locate another computer or temporarily join the class at the site nearest you as quickly as possible to avoid missing classes and losing points.

- Attendance: If you are registered into a web conferencing section, please be make sure that you check in with the professor at the beginning of each class period and check out at the end to be credited for attendance in this class. Web conferencing in the special education program requires synchronous attendance (you must be viewing the class at the time it is meeting). If you can't attend synchronously, please drop the class. Participant login frequency and duration is tracked in Zoom.

- Asking questions: Ask your questions verbally rather than using the hand raise icon or typing your comments. The professor will answer as many questions in class as possible. All students should email the professor with any questions that cannot be answered in class or are private in nature.

Learner Outcomes
Upon completion of this course, teacher candidates/students will be able to
1. Demonstrate the ability to prepare students and work with families to provide successful student transitions throughout the educational experience to include postsecondary training, employment, and independent living that addresses an understanding of long-term planning, career development, life skills, community experiences and resources, self-advocacy, and self-determination, guardianship and legal considerations.

2. Coordinate service delivery with general educators, related service providers, and other pro   viders.
3. Coordinate and facilitate meetings involving parents, students, outside agencies, and administrators.
4. Identify community resources, agencies, and strategies to interface with community agencies when developing and planning IEPs.
5. Understand the   difference between entitlement and eligibility for agency services as students move to the adult world including a basic understanding of Social Security Income benefits planning, work incentive, Medicaid, and community independent living.
6. Identify related   services and accommodations, including technology, pertaining to postsecondary transitions that increase student access to post secondary education and community resources.
7. Recognize and plan for individual student potential and their capacity to meet hig h academic, behavioral, and social expectations and the impact of academic and social success on personal development.
8. Implement person   -centered planning strategies to promote student involvement in planning.
9. Identify generic skills that lead to success in   school, work, and community, including time management, preparedness, social interactions, and communication skills.
10. Demonstrate knowledge of social skills development including the unique social skills deficits associated with disability.
11. Assess social s kills strengths and needs implement specialized social skills strategies.
12. Demonstrate knowledge of use and implementation of transition assessments (including vocational assessments) to encourage and support students' self   -advocacy and self   -determination s   kills.
13. Discuss legal issues surrounding age of majority and guardianship.
14. Understand the principles of online learning and online instructional strategies and the application of skills to deliver online instruction.

Professional Standards
(Council for Exc eptional 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 differe   nces (InTASC 1,2); CEC Standard 3: Curricular content knowledge (InTASC 4,5); CEC Standard 4: Assessment (InTASC 6) & CEC Standard 5: Instructional planning and strategies (InTASC 7,8).

Required Texts
NONE. All required readings will be uploaded to Blackboard Course

Required Resources
All resources will be uploaded to Blackboard Course

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

Assignments and/or Examinations

Performance-based Assessment
(VIA submission required)

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

College Wide Common Assessment
(VIA submission required)

None

Course Assignments:

1. **Student Information Sheet**
   Each student is required to prepare and submit a Student Information Sheet following the format provided the first night of class. The information sheet will be evaluated successful/unsuccessful and is due on May 23, 2024.

2. **Present Level of Performance and Transition Assessment Information***
   This assignment requires you to identify a student for whom you will build a transition IEP throughout this course. You will write a present level of performance (PLOP) and Transition Assessment draft for your student. Assignment should incorporate concepts and content learned in class lectures and assigned readings. This assignment is worth 6 points and is due on June 6, 2024.

3. **Postsecondary Goals, Annual Goals, and Short-Term Objectives***
   This assignment requires you to craft postsecondary goals for your identified

student. Included in this assignment is the creation of associated annual goals and short -term objectives that will lead to the successful attainment of identified postsecondary goals.

This assignment is worth 42 points and is due on June 13, 2024.

4. **Post School Community Services**

This assignment requires you to develop a listing of community services available to persons with cognitive disabilities in a local community in Virginia. You should select one local county or community. Then identify the agencies in that community that provide each of the following services for individuals with significant disabilities: Employment, Housing and Residential Support, Family Support Services, Independent Living Services, Personal Assistance Services, and Recreation. For each service, you should provide the following information: Name of Service, Agency Providing Service, Description, Name and Telephone Number of Program Contact, and Modification and/or Expansion Needed Locally. This assignment is worth 15 points and is due on June 20 , 2024.

5. **Transition, Special Education, Related Services, and School and Postsecondary Services***

This assignment requires you to identify transition, special education, related services, and the School and Postsecondary Services section of the transition IEP for your student. You will write a justification for each identified service. Justification should include resources discussed in class and relevancy to student transition IEP goals. This assignment is worth 6 points and is due on June 27, 2024.

6. **Development of IEP for a Student with Severe Disabilities**

This assignment requires you to finalize an IEP for a transition-age student with a severe disability. The IEP should be based on a current student or the case study provided for your use. The IEP should be developed following the rubric provided. This assignment is worth 54 points and is due by **5:00 pm July 11, 2024** on the **VIA portfolio** .

Assignment Summary

Assignment	Due Date	Points
Student Information Sheet	May 23, 2024	3
Present Level of Performance and Transition Assessment Information	June 6, 2024	6
Postsecondary Goals, Annual Goals, and Short-Term Objectives	June 13, 2024	42
Post School Community Services	June 20, 2024	15
Transition, Special Education, Related Services, and School and Postsecondary Services	June 27, 2024	6
Transition Plan	July 11, 2024	54
	Total Points:	126

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, y ou 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 E ffectiveness and Planning website at https://oiep.gmu.edu/set/

Course Policies and Expectations

Attendance/Participation

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

Late Work

If you are unable to submit an assignment on time, you must send an email to the instructor that identifies when you will turn in the assignment. The instructor must approve your revised submission date. No late work will be accepted after the final day of class, 7/11/24.

Other Requirements

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

Grading

A　　93-100

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

*Note: The George Mason University Honor Code will be strictly enforced. See Academic Integrity Site (https://oai.gmu.edu/) and Honor Code and 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).

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/).

Class Schedule

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

Date	Schedule	Readings/Resources	Assignment Due
5/16/24	1. Post-School Expectations 2. Policy Review: ADA, IDEA, and 504 **Assignment Introduction** ● Student Information Sheet ● Transition IEP	**Resources:** ● The Transition Planning Process ● Comparison IDEA/504/ADA ● Disability Language Guide	
5/23/24	1. History Adult Residential Services ● Guest lecture: **Dr. John Kregel** 2. Self Determination	**Required Readings:** ● SCOTUS Dobbs Decision ● JLARC Summary ● Supported Decision Making ● Student Voice: A Growing Movement	Student information sheet
5/30/24	1. Social Security Benefits ● Guest lecture: **Stephanie Gage 9VCU)** 2. Transition Assessment **Assignment Introduction:** ● PLOP and Transition Assessment Information	**Required Readings:** ● Transition Assessment Process for Students with Complex Support Needs ● ACE-IT Employment Case Study ● Quick Facts: Employment Specialist Services ● Social Security Disability Benefits: What Teachers need to know	

6/6/24	1. Medicaid ● Guest: **Lisa Ellinger (RBHA)** 2. Writing Transition Goals **Assignment Introduction:** ● Postsecondary goals, annual goals, and short-term objectives	**Required Readings:** ● Fast Facts: Community Service Boards ● Fast Facts: Medicaid Waivers and Transition Planning ● Planning for the Future One Student at a Time	Present Level of Performance and Transition Assessment Information
6/13/24	1. Independent Living ● Guest: **Andrea King (CIL)** 2. Pre-ETS services & Vocational Rehabilitation Services **Assignment Introduction:** ● Post-school community resource list	**Required Readings:** ● Healthy Relationships and Independent Living ● Centers for Independent Living ● Fast Facts: Vocational Rehabilitation & Schools ● Pre-EST: What Secondary Special Education Teachers Need to Know	Postsecondary Goals, Annual Goals, and Short-Term Objectives
6/20/24	1. Culturally Responsive and Trauma-Informed Transition Planning 2. Role of Assistive Technology in Transition **Assignment Introduction:** ● Transition, special education, related services, and school and postsecondary services	**Required Readings:** ● Culturally Responsive Transition Planning ● Trauma-Informed Practices in Preparing for Postschool Employment Success ● ATA Fact Sheet	Post-School Community Resource List

6/27/24	1. Course and Final Assignment Review 2. What else? ● Benefits Planning ● Transportation ● Personal Assistance Services ● Artificial Intelligence ● Person-Centered Planning	Required Readings: ● Transportation and Independent Living ● Person-Centered Planning ● Can I work and keep my SSI ● PAS Facts: Finding a Workplace Personal Assistant	Transition, Special Education, Related Services, and School and Postsecondary Services
7/4/24	No class Happy 4th of July!		
7/11/24	No Class Self-Care Activities	Resources: Secondary Traumatic Stress and Self-Care Packet	Transition IEP due to **VIA Portfolio**

ADAPTED CONSORTIUM SYLLABUS STATEMENTS AND POLICIES
Honor Code

Each university has its own honor code   and it is important for you to review the honor code at your university. However, all students taking this course, regardless of the university they are enrolled in, are expected to follow this honor code and may be asked to pledge all assignments and the   ir 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 shorten   ed version may be used: "Pledged" followed by the date and your full name (typed "signatures" will be OK for assignments/tests submitted electronically).

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

A complete copy of each university's Honor System document is available through
GMU: http://oai.gmu.edu/the   -mason -honor -code/
VCU: www.students.vcu.edu/rg/policies/rg7honor.html   .
Radford: http://www.radford.edu/~dos   -web/handboo   k02 -03/Honor_Code.pdf
NSU: http://www.nsu.edu/student_judicial/policy.html
JMU: http://www.jmu.edu/honor/code.shtml
ODU: https://www.odu.edu/about/monarchcitizenship/student   -conduct

Accommodations for Disability
At all the participating universities, accommodations can be made with the instructor   if a student has a documented disability. University specific information regarding eligibility, services and accommodations can be found at:
GMU: http://www.gmu.edu/student/drc/
VCU: http://www.students.vcu.edu/dss/index.html
Radford: http://www.radford.edu/~dro/
NSU: http://ww   w.nsu.edu/disabilityservices/index.html
JMU: https://www.jmu.edu/ods/
ODU: https://www.odu.edu/life/diversity/accessibility

Student Support Resources
At all the participating universities, students have access to free counseling and support services. University specific information can be found at:
GMU: https://caps.gmu.edu/
VCU: https://counseling.vcu.edu//
Radford: https://www.radford.edu/content/student   -counseling/home.html
NSU: https://www.nsu.edu/Campus   -Life/Services -Resources/Counseling   -Center
JMU: https://www.jmu.edu/counselingctr/
ODU: https://www.odu.edu/counselingservices   nclement Weather
Since students connect from home class will occur regardless of university closures for inclement weather. However, in the rare occurrence of a system   -wide outage or

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

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

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

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

Blackboard Access and Non-Mason Students

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

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

Viewing Course Archives
All students have access to the video archives of this class, which are typically posted 24-48 hours after the class has met. Use this resource to prepare final assignments and review other class information. The special education program does not allow

students to take a class via archive —you must be present when the class meets. The archive links will be posted on the course blackboard site.

Policies and Resources for GMU Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. See [Disability Services](https://ds.gmu.edu/) (https://ds.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments.

- Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/) (https://its.gmu.edu/knowledge -base/blackboard -instructional - technology -support -for -students/).

- [Learning Services](mailto:learningservices@gmu.edu) (learningservices@gmu.edu) - Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study strategy coaching, individualized programs of study, and referrals to tutoring resources. Presentations on a variety of academic topics such as time management, reading, and note taking are available to the university community. The programs are open to all George Mason University students free of charge.

Notice of mandatory reporting of sexual assault, sexual harassment,

interpersonal violence, and stalking:

As a faculty member, I am designated as a "Non -Confidential Employee," and must report all disclosures of sexual ass ault, sexual harassment, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 120 2. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as the Student Support and Advoca cy Center (SSAC) at 703 -380 -1434 or Counseling and Psychological Services (CAPS) at 703 -993- 2380. You may also seek assistance or support measu res from Mason's Title IX Coordinator by calling 703 -993-8730, or emailing titleix@gmu.edu .

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

Appendix

Assessment Rubric

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Present Levels of Performance CEC/IIC Standard 4	Candidate writes present levels of performance that lack consistent links to assessment.	Candidate uses assessment data to write an adequate present level of performance.	Candidate uses multiple assessments to writ e a thorough present levels of performance.
Present Levels of Performance CEC/ICC Standard 1	Candidate writes a present level of performance in which they fail to demonstrate an understanding of how the educational implications of language, culture and family background influence individuals with exceptionalities.	Candidate writes a present level of performance in which they demonstrate an understanding of the educational implications of how language, culture and family background influence the lear ning of individuals with exceptionalities.	Candidate writes a present level of performance that demonstrate an understanding of the educational implications of how language, culture and family background influences by specifically and respectfully addressi ng these through examples.
Transition Present level of Performance CEC /IIC Standard 5	Candidate writes an incomplete present level of performance in which may not include a clear description of the learner's interests and career goal and/or may lack a consistent link to assessment and/or fail to demonstrate an understanding of the learner's moderate to severe exceptionality and cultural background.	Candidate writes a present level of performance which includes a clear description of the learner's interests and career goal, which demonstrate an understanding of the educational implications o f the characteristics of various moderate to severe exceptionalities, sensory impairments, and variations	Candidate writes a present level of performance which includes a clear description of t he learner's interests and career goal with a clear link to assessment and potential career paths, which demonstrate an understanding of the educational implications of the characteristics of various moderate to severe exceptionalities, sensory impairments , and variations in

		in beliefs, traditions, and values across and within cultures.	beliefs, traditions, and values across and within cultures.
Measurable Annual and Post - Secondary Goals CEC/IIC Standard 3	Candidate fails to demonstrate understanding concepts, structures of the discipline and tools of inquiry specific to transition by writing annual and postsecondary goals which are not measurable, age appropriate, and responsive to cultural, linguistic, and gender differences.	Candidate demonstrates understanding of central concepts, structures of the discipline and tools of inquiry specific to transition by writing annual and postsecondary goals which are measurable, age appropriate, and responsive to cult ural, linguistic, and gender differences.	Candidate demonstrates understanding central concepts, structures of the discipline and tools of inquiry specific to transition by writing annual and postsecondary goals which are measurable, age appropriate, and reflect cross -disciplinary skills.
Measurable Annual and Post - Secondary Goals CEC/IIC Standard 5	Candidate writes goals which fail to reflect the learner's present levels of performance.	Candidate writes goals which integrates evidence - based instructi onal strategies that reflect the learner's present levels of performance	Candidate integrates evidence - based instructional strategies that reflect the learner's present levels of performance and show positive growth towards what the learner wants to achie ve after high school in an effort to facilitate the learner's integration into a variety of settings after high school.
Short -Term and Transition Objectives / Benchmarks CEC/IIC Standards 5	Candidate fails to sequence age and ability appropriate individ ualized transition objectives and directly relate objectives to the postsecondary goals.	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	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 rel ates all benchmarks directly to postsecondary goals. In addition,

		benchmarks directly to postsecondary goals.	candidate incorporates strategies for increasing the learner's self - determination and uses task analysis to allow learners with moderate to severe exceptional learning needs to meet their transition goals and objectives.
Services/Least Restrictive Environment / Placement CEC/IIC Standard 2	Candidate provides an incomplete description of appropriate special education and related services including assistive technology to support learners within academic and non -academic settings based on the legal, judicial and educational systems to which they are entitled, as well as the student's physical, sensory, and/or medical needs.	Candidate identifies appropriate special education and related services including assistive technology to support learners within academic and non -academic settings based on the legal, judicial and educational systems to which they are entitled, as well as the student's physical, sensory, and/or medical needs.	Candidate identifies appropriate special education and related services including assistive technology to support learners within academic and non - academic settings. In addition, candidate provides a thorough and comprehensive description which includes a range of specific supports and services available to the target learner based on the legal, judicial and educational systems to which they are entitled, as well as the student's physical, sensory, and/or medical needs.
Participation in State Assessments CEC/IIC Standard 4	Candidate fails to consider issues, assurance, and due process rights related to assessment and selects inappropriate levels of learner participation in state assessments based on present levels of performance and learner's exceptional conditio n(s).	Candidate considers issues, assurance, and due process rights related to assessment as they select appropriate levels of learner participation in state assessments based on present levels of performance and learner's exceptional condition(s).	Candi date considers issues, assurance, and due process rights related to assessment as they select appropriate levels of learner participation in state assessments based on present levels of performance and learner's exceptional condition(s). In addition, candi date selects participation levels which reflect the impact an exceptional

			condition(s) can have on an individual's testing abilities including auditory and information processing skills.
Accommoda - tions / Modifications CEC/IIC Standard 5	Candidate identifies inappropriate accommodations/modificatio ns which are not based on present levels of performance and therefore, do not specifically provide access to nonacademic and extracurricular activities and educationally related settings and are appropriat e to the needs of the individual learner with moderate to severe exceptionalities.	Candidate identifies and prioritizes appropriate accommodations/modificati ons (including frequency, location, setting, and duration) based on present levels of performance, which provide access to nonacademic and extracurricular activities and educationally related settings and are appropriate to the needs of the individual learner with moderate to severe exceptionalities.	Candidate identifies and prioritizes a range of app ropriate accommodations/modifications (including frequency, location, setting, and duration) based on present levels of performance, which provide access to nonacademic and extracurricular activities and educationally related settings and are appropriate t o the needs of the individual learner with moderate to severe exceptionalities.
Accommoda - tions / Modifica -tions CEC/IIC Standard 5	Candidate fails to describe the accommodations/modificatio ns which provide the foundation upon which special educators i ndividualize instruction to provide meaningful and challenging learning for individuals with moderate to severe learning needs and fail to include appropriate technologies (as needed), explicit modeling or efficient guided practice.	Candidate describes the accommodations/modificati ons which provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with moderate to severe learning needs including appropriate technologies (as n eeded), explicit modeling and efficient guided practice.	Candidate describes the accommodations/modifications which provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with moderate to severe learning needs including appropriate technologies (as needed), explicit modeling and efficient guided practice. In addition, candidate selects accommodations/modifications

			that are based on assessment data and reflect the candidate 's understanding of the impact disabilities may have on auditory and information processing skills, test taking abilities and cultural, linguistic and gender differences.
School and Post - Secondary Services CEC/IIC Standard 2	Candidate lists inappropriate program and services and supports that do not align with areas of need based on present level of performance. Candidate fails to provide a clear plan for evaluating instruction and monitoring progress of the learner with moder ate to severe exceptionalities.	Candidate identifies appropriate program and primary services which demonstrate an understanding of the continuum of placement and services available for individuals with moderate to severe exceptional learning needs, and t he concept of the least restrictive environment within the framework of transition planning. Candidate aligns services and supports with areas of need based on present levels of performance.	Candidate identifies appropriate program and primary services wh ich demonstrate an understanding of the continuum of placement and services available for individuals with moderate to severe exceptional learning needs, and the concept of the least restrictive environment within the framework of transition planning. Can didate aligns services and supports with areas of need based on present levels of performance and evidence - based practices.