



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

Fall 2016

EDSE 544 622: Adapted Instructional Methods and Transition for Secondary
Learners

CRN: 82177, 3 - Credits

Instructor: Dr. Rajiv Satsangi	Meeting Dates: 09/13/16 - 11/15/16
Phone: 703-993-1746	Meeting Day(s): Tuesday
E-Mail: rsatsang@gmu.edu	Meeting Time(s): 4:30 pm - 9:00 pm
Office Hours: By email appointment (Fairfax Campus – Finley 209)	Meeting Location: Off-campus/Other

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.

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.

Advising Tip

Are you completing a teacher licensure or non-licensure certificate program in addition to a Masters degree? Students can submit a Graduate Secondary Certificate Application

(<http://registrar.gmu.edu/wp-content/uploads/GSCA.pdf>) to their advisor when they are ready to add a certificate. Talk to your advisor if you have any questions about the program/s you are completing.

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
7. Field visits and guest speakers

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:

1. Identify, describe, and design alternate assessments for secondary learners with disabilities to demonstrate learning outcomes and postsecondary interests and aptitudes;
2. Demonstrate an understanding of evidence-based strategies for facilitating transition into the community, workplace, and postsecondary environments;
3. Demonstrate how to implement cognitive strategies in self-regulation, study skills, attention, memory, motivation, and self-determination;
4. 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);
5. 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;

6. 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

Test, D. W. (2012). *Evidence-Based Instructional Strategies for Transition. Brookes Transition to Adulthood Series*. Brookes Publishing Company. PO Box 10624, Baltimore, MD 21285.

Wehman, P. (2011). *Essentials of Transition Planning. Brookes Transition to Adulthood Series*. Brookes Publishing Company. PO Box 10624, Baltimore, MD 21285.

Required Resources

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

Access to 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: Learner development and individual learning differences; Standard 2: Learning environments; Standard 3: Curricular content knowledge; Standard 4: Assessment; Standard 5: Instructional planning and strategies; Standard 7: 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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. [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 (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time, and (d) complete all assignments. Attendance, timeliness, and professionally relevant- active participation are expected. Attendance and professional participation at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. 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 absences will result in a loss of 11 participation points; three or more absences will result in a loss of 21 participation points.** Repeated tardiness/leaving early will result in *the loss of five points off your final grade per incident.* Please notify me *in advance* by phone or email if you will not be able to attend class.

Note: It is impossible to participate fully in this class while texting, tweeting, working on 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 can 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

Late Work.

All assignments are due on the dates indicated. Consult with me *in advance* if there is a problem. In fairness to students who make the effort to submit papers on time, 5 points per day will be deducted from your assignment grade for late papers **unless** I have agreed to an extension (may be used **one time** only for **one assignment only**). Maximum extension is 1 week. Please retain a copy of your assignments in addition to the one you submit.

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 of time into 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 an 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-Friday from 9:00am-9:00pm. If your email reaches me during this period of time, 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 emails 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), 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.*

Tk20 Performance-Based Assessment Submission Requirement

Every student registered for any Special Education course with a required performance-based assessment is required to submit the *Transition Plan with Assistive Technology* to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime

course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

95-100% = A

90-94% = A-

80-89% = B

70-79% = C

< 70% = F

Assignments

Performance-based Assessment (Tk20 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.

Directions: In this assignment/project, you will demonstrate your ability to develop a Transition Plan for a hypothetical secondary student with a mild to moderate exceptional learning need. You will be presented with **one case study** and **one Transition Plan document** (both found on Blackboard). Using the information in your selected case study, you will write a transition plan that thoroughly and appropriately addresses the needs of the student in the case scenario and integrates at least one form of assistive technology which increases the student's ability to access the general curriculum and work towards his or her transition goals.

As you write the transition plan, you will:

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

PART 1: Present Levels of Performance

- **Transition Assessment Information:**

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

- Consider the information presented in the vignette as well as any assessment data (formal or informal) and present levels of performance as you develop these statements.
- Consider the impact of the student's academic and social abilities, attitudes, interests, and values on instruction and career development.

PART 2 & 3: Transition Plan & Rationale

- **Measurable Postsecondary Goals:**

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

- **Transition Objectives:**

- Write *one* short-term objective or benchmark for each of the following: **employment, education/training, and independent living skills**. Integrate evidence-based practices which have been validated for the specific characteristics of the learner and setting.
- *At least two* of your objectives must contain a form of appropriate *augmentative/assistive communication or assistive technology* as one component.
- You may want to consider the following questions:
 - What specific models, theories, philosophies, and research methods which form

the basis for special education practice can be utilized?

- What culturally, linguistically, and gender responsive instructional content, resources and strategies can be implemented?
- What appropriate augmentative and assistive communication or assistive technology would help the student reach their post-secondary goals? How could that technology be integrated into the instruction in a natural and meaningful way?
- What evaluation measures (indicators of progress toward meeting the goal) will be implemented intermittently during the year?
- What strategies can be used to integrate student initiated learning experiences into the instruction in order to maximize opportunities to increase self-determination?

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

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

In addition to identifying these services, you are required to write a **DETAILED ANALYSIS** within the Transition Plan document (right-hand column) which outlines a comprehensive, longitudinal individualized program for your secondary student including:

- A rationale for the services selected. Relate the level of support to the needs of the student. Why are these services necessary for the student? Ensure that the rationale takes the continuum of placement and services available for students with exceptional learning needs as well as the legal, judicial and educational systems to assist students with exceptional learning needs into consideration.
- Do you recommend a job coach? Enclave? Any other special support?
- A detailed explanation of what skills, experiences, activities, opportunities and connections the student needs in order to reach their post secondary goals and the “action plan” to reach them.
- A detailed explanation of resources, techniques, and recommendations for educational, community, vocational, and post-school adult living experiences which should be used to transition the student with exceptional learning needs out of school and into the postsecondary environment. This should include an explanation of the selected forms of appropriate augmentative and assistive communication or assistive technology which would benefit the student and a discussion of how these technology skills can be introduced and taught.
- Articulate how you would review this document with the learner and how you would help the student understand how things change when they are no longer

covered by IDEA.

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

Transition Plan Rubric

<i>Component</i>	<i>Points</i>
PLOP Summary	/4
Use of Transition Assessment and Testing Data	/6
Postsecondary Transition Goals 3 total: Employment, Education/Training, and Independent Living.	/5
Short Term Transition Objectives 3 total: Employment, Education/Training, and Independent Living.	/5
Evidence-Based Practices to Support All 3 Goals Taken from 2 at least peer-reviewed journal articles	/5
School and Post-Secondary Services 2 post-secondary resources AND 1 in-school employment preparation option	/5
Assistive Technology Incorporation 2 Short-Term Transition Objectives must have an A.T. component	/4
Rationale for Decisions and Depth of Analysis	/6
TOTAL	/40

Performance-based Common Assignments (No Tk20 submission required).

ASSESSMENT 2: Site Visit to a Community 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 the 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.

***NOTE: It may be helpful to write-up your questions ahead of time and have them available to submit with your paper.**

***NOTE: The length of this paper should range between 5-8 pages.**

Site Visit Rubric

<u>COMPONENT</u>	<u>DESCRIPTION</u>	<u>POINTS</u>
Clear description of facility & populations served	<ul style="list-style-type: none"> → What opportunities does this 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 site? 	/ 2
Contact person identified & synopsis of interview questions	<ul style="list-style-type: none"> → Name → Position Held → How long have they worked at the site? → Any additional pertinent information? 	/ 1
Description of services offered at the site	What services are available at the site? Give a description of each.	/ 2
Impressions of utility for Students/adults with disabilities	<p>In your opinion (with details to substantiate your views), is this site providing something useful to students/adults with disabilities?</p> <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. 	/ 1
Samples of materials from site visit are included	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? <input type="checkbox"/> → 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) <input type="checkbox"/> 	/ 4
Synthesis	<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? 	/ 4
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 seven components required for transition services, view examples of each component and see suggestions for documentation in an IEP.

Complete all 7 modules; after completing all of the modules, you will **complete a quiz** on Blackboard which will document your understanding of these modules.

The 7 modules are:

- ~ Age Appropriate Transition Assessments
- ~ Measurable Postsecondary Goals
- ~ Courses of Study
- ~ Transition Services
- ~ Annual IEP Goals
- ~ Student Invitation
- ~ Invitation of Agency Representative

Go to <http://nextsteps-nh.org/transition-iep-requirements/> and click on each of the seven 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:

- ~ Virginia Alternate Assessment Program (VAAP)
- ~ Virginia Substitute Evaluation Program (VSEP)
- ~ Virginia Grade Level Assessment (VGLA)
- ~ Virginia Modified Achievement Standards Test (VMAST)

- ~ Brigance Transition Skills Inventory
- ~ Armed Services Vocational Aptitude Battery (ASVAB)

Presentation Rubric

COMPONENT	DESCRIPTION	POINTS
Assessment Description	Clear and accurate description of the assessment including: (NOTE: 1 point each) 1) Eligible students <input type="checkbox"/> 2) Conditions for administration <input type="checkbox"/> 3) Scoring procedures <input type="checkbox"/> 4) Research behind this option (does the assessment reflect current and confirmed research in transition and alternative assessment?) 5) What results mean <input type="checkbox"/> 6) Strengths and weaknesses of this assessment <input type="checkbox"/> 7) What type of instruction students require to be prepared for this assessment, if any? <input type="checkbox"/>	/ 7
Collaborative Effort	-Each group member has a clear and important role for the presentation and demonstrates full knowledge of the assessment content with explanations and elaboration. <input type="checkbox"/> -The presentation provides significant evidence of shared responsibility, shared commitment, and shared level of effort. <input type="checkbox"/> -All group members reflect poise, clarity, knowledge and enthusiasm <input type="checkbox"/>	/ 3
Class Handout	Provide a handout to the class which includes a summary of information on salient points from your assessment	/ 3
Presentation	(NOTE: ½ point each) -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! <input type="checkbox"/> -Presentation involves at least one interactive activity which promotes whole class participation and discussion and/or reinforces learning of this topic. <input type="checkbox"/> -Presentation is 30-45 minutes in length <input type="checkbox"/> -Presentation is clear, cohesive, accurate, and presents information in a logical sequence. <input type="checkbox"/>	/ 2
TOTAL		/ 15

ASSESSMENT 5: Regular Attendance and Participation (15 points)

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

Points for class attendance and participation are positively impacted by:

1. Attending class and being psychologically available to learn,
2. Completing and handing in all class assignments,
3. Participating in class discussions/activities throughout the semester,
4. Thoughtfully contributing to class discussions,
5. Listening to the ideas of other peers, respectfully, and
6. 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.

*NOTE: All assignments should reflect graduate-level spelling, syntax, and grammar, as well as APA style guidelines. If you experience difficulties with the writing process, you will be required to document your work with the GMU Writing Center during this course to improve your skills.

Summary of Assessments

Assessment	Requirement	Individual	Small Group	Total Points	Due Date
1	Transition Plan		X	40	11/8
2	Site Visit	X		15	10/4
3	Quiz on Online Modules	X		15	10/18
4	Transition Assessment Presentation		X	15	11/15
5	Attendance & Participation	X		15	Throughout
Total Points: 100					

Schedule

Be sure to come to class prepared with the week's handouts electronically downloaded or as hard copies (whichever works best for you).

Meeting/ Date	Topic	Readings to be done in advance of <i>this</i> class	Assignments Due on Blackboard by 4:30pm on <i>this</i> date
1 9/13	Syllabus and Course Expectations Foundations of Transition Planning EBP: Current Transition Research <input type="checkbox"/> NLTS 1 & 2 <input type="checkbox"/> Virginia Graduation Requirements <input type="checkbox"/>	None	
2 9/20	From Entitlement to Eligibility: IDEA, ADA, 504, WIA and beyond* School Completion Issues <input type="checkbox"/> Students and Families <input type="checkbox"/>	Wehman 1, 2	
3 9/27	FIELD STUDY: Site Visit No face-to-face meeting	Wehman 3, 4	
4 10/4	Transition Assessment <input type="checkbox"/> Early Phases of Transition Planning <input type="checkbox"/> Person-centered Planning <input type="checkbox"/>	West 2, 5	Site Visit paper
5 10/11	ONLINE CLASS: Modules/Quiz No face-to-face meeting	None	
6 10/18	Instructional strategies for Transition Post-secondary Education*	West 3	Online Quiz
7 10/25	Transition to Employment* Job Placement	Wehman 7 West 6	
8 11/1	Living in the Community <input type="checkbox"/> School/Community Resources <input type="checkbox"/> Student Motivation/Self Regulation Self-Determination for Students/Families*	Wehman 8 West 7	
9 11/8	Student Motivation Case Study: Film & Analysis	None	Transition Plan
10 11/15	Group Presentations Course Evaluations	None	Transition Assessment Presentation