San José State University  
LCOE/Department of Special Education  
EDSE 228A Issues in Transition and Collaboration Spring 2019

Course and Contact Information

Instructor: Matthew Love (Section 1) Andrea Golloher (Section 2)
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Office Hours: Wednesdays 2:00-4:00 Wednesdays 2:00-4:00 or by appointment
Class Days/Time: Wednesdays 4:00-6:45
Classroom: SH 230/SH 212 (sections combined)
Prerequisites: Department consent

Course Format: Co-Taught, Hybrid

This course will adopt a hybrid delivery format. Students will need access to a computer or tablet device with internet connectivity to be able to check Canvas regularly, in addition to completing the assignments for the course.

Computer labs for student use are available in the Academic Success Center (http://www.sjsu.edu/at/asc) located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiocassette players; sound systems, wireless microphones, projection screens and monitors.

Canvas Learning Management System

All course materials (announcements, syllabus, handouts, assignment instructions, lecture videos, etc.) will be available on Canvas. You are responsible for regularly checking both Canvas and your SJSU email (the one that ends with “sjsu.edu”) to learn of any updates. For Canvas support, please review the Canvas Student Resources (http://www.sjsu.edu/at/ec/canvas/student_resources_new/index.html).

Course Description

The course will cover the planning processes, legal mandates and procedures that formulate best practices in executing successful transitions for students with disabilities. The course will focus on the many facets of transition planning involving educational, vocational and community entities with the goal always to ensure each student with disabilities receives appropriate educational benefit and an adequate quality of life from preschool to his or her post-secondary setting. Embedded into this course will be a study of collaborative, evidence-based communication practices that have facilitated resolution when difficult issues and conflict arise. Professionals who utilize effective collaborative communication strategies with families and outside agency representatives increase the likelihood that all parties will be satisfied with the outcomes reached in transitional IEP meetings as well as other situations requiring sensitive interactive strategies.
Course Learning Outcomes (CLO)

This course addresses two standards required for all credentialed education specialists in the state of California:

**Program Standard 4: Effective Communication and Collaborative Partnerships**
The program provides instruction in communicating, collaborating and consulting effectively with (1) individuals with disabilities and their parents, and primary caregivers, (2) general/special education teachers, and co-teachers, related service personnel, and administrators, (3) trans-disciplinary teams including but not limited to multi-tiered intervention strategies, Section 504, IEP/IFSP/ITP. The program provides opportunities for the candidate to establish and work in partnerships to design, implement, and evaluate appropriate, integrated services based on individual student needs. The program informs candidates of the importance of communicating effectively with the business community, public and non-public agencies, to provide the cohesive delivery of services, and bridge transitional stages across the life span for all learners.

**Program Standard 7: Transition and Transitional Planning**
The program provides opportunities for candidates to plan, implement, and evaluate transitional life experiences for students with disabilities across the lifespan. Each candidate collaborates with personnel from other educational and community agencies to plan for successful transitions by students. Each candidate demonstrates the knowledge and ability to teach students appropriate self-determination and expression skills.

Additionally, this course addresses one standard required for education specialists with a specialization in mild/moderate disabilities:

**M/M Standard 6: Case Management**
The program prepares candidates in case management practices and strategies for students with mild/moderate disabilities and for those referred for special education services.

Finally, this course addresses two standards required for education specialists with a specialization in early childhood:

**ECSE Standard 5: Individualized Family Service Plan, Individualized Education Program and Transition**
Each program offers an opportunity for the candidate to demonstrate knowledge of the Individualized Family Service Plan (IFSP), Individualized Education Program (IEP), and transition processes. Each candidate demonstrates skills in the development, implementation, and monitoring of progress of the IFSP/IEP with the family and other members of the team. Each candidate demonstrates skill required to implement processes and strategies that support transitions among settings for infants and young children. These settings include hospital to home, home to center based, early intervention to preschool classroom, and preschool to kindergarten. Each candidate demonstrates knowledge of Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations and Kindergarten standards and uses this knowledge when implementing effective IFSPs, IEPs, and transition.

**ECSE Standard 8: Collaboration and Teaming**
The program provides each candidate opportunities to demonstrate the knowledge and skills required to consult and collaborate with other professionals, paraprofessionals, families, caregivers, and community agency personnel (e.g., child development specialists) in a range of settings to meet the individualized needs of infants and young children who have or are at risk for developmental delays and disabilities. Each candidate demonstrates knowledge of interagency collaboration and service coordination, including interagency agreements, referral, and consultation. Each candidate demonstrates skill required participating as a team member, to identify and enhance team roles, communicate, and problem solve, including recognizing the scope of practice parameters of ECSE and roles and expertise of other professionals and
disciplines. Each candidate demonstrates skill required to consult, collaborate and/or co-teach with colleagues in general education (e.g., Head Start, typical preschool environments).

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

1. Demonstrate competence in collaboration with educational colleagues (Program standard 4, M/M Standard 7, ECSE Standard 8)
2. Describe the importance of establishing rapport with families, along with a recognition of the challenges families face when they have a child with a disability (Program Standard 4).
3. Demonstrate an understanding of best practices and policy requirements related to transition planning (Program Standard 7, M/M standard 6; ECSE Standard 5)

Required Texts/Readings

Textbook


Other Readings


Other Resources

Council for Exceptional Children website: cec.sped.org
National Technical Assistance Center on Transition website: transitionta.org
Center for Parent Information and Resources Website: parentcenterhub.org

Technology Requirements

Unless stated otherwise or as part of an online discussion, all written work must be turned in using Microsoft Office Word. The Microsoft Office Suite is available for free from the university. If you do not have Microsoft Office on your computer, please refer to Information Technology Services (http://its.sjsu.edu/services/software/microsoft-students/index.html) for information on how to download the software on your device.

Course Requirements and Assignments

University Credit Hour Requirement: Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not
limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

1. **Collaboration Experience Assignments (100 pts total, due dates TBD)**  
   
   *Program Standard 4; ECSE Standard 8*

   Students will work in pairs, either with a student taking a course on assessment in the Teacher Education Department or with a classmate in 228A. Throughout the semester, you will work with your assigned partner as you develop your skills in collaboration. Details on assignments will be reviewed in class.

2. **Parent interview and reflection (20 pts, due 4/25)**  
   
   *Program Standard 4 & 7; M/M Standard 6; ECSE Standards 5 & 8*

   Collaborating with parents, family members, and guardians is an essential component of your future job. In addition to the regular parent-teacher communication needs, in special education parents often are experiencing a wide range of emotions while navigating a confusing bureaucracy in special education. It is your job to help them understand this system so that they can become active participants of the IEP team.

   You will have a chance to interview a parent of a child with a disability. Your participation in this group “interview” will count toward your grade on this assignment. After the parent visit, you will be asked to reflect on this interaction, using the template provided and connecting your reflection with the material covered in our text.

3. **Transition Modules (20 pts, due 4/11)**  
   
   *Program Standard 7, M/M Standard 6, ECSE Standard 5*

   As we return our attention to issues related to transition, students will complete one of two online modules based on their credential pathways:  
   - ECSE students will complete a module from Project CONNECT  
   - M/M students will complete a module from IRIS

   Detailed instructions will be included on Canvas regarding what you will be expected to turn in upon completion of the module.

4. **Transition Plan Write-Up (20 pts, 5/2)**  
   
   *Program Standard 7, M/M Standard 6, ECSE Standard 5*

   In addition to considerations for best practice, there are a number of laws influencing how we approach transition in special education. In the creation of a transition plan (ITP or IFSP), you will cover both recommended practices and special education laws (i.e., discussing goals and services) as covered in class lectures and readings.

5. **Transition Presentations (40 pts, due 5/9)**  
   
   *Program Standard 7, M/M Standard 6, ECSE Standard 5*

   How will you prepare your students for transitions? In these final presentations, you will be asked to present on issues related to transitions using co-teaching models we will discuss in class. Topics assigned will be assigned based on credential area (ECSE and M/M).

**Grading Policy**

All written assignments must meet standards of academic and professional quality. Unless so stated, all written assignments must be typed, double spaced, paginated, and free of spelling and grammatical errors. You must cite all referenced work using APA guidelines for citation and referencing.
Every member of a group will receive the same grade (unless a group member is absent – in which case that member will not receive points for the assignment). Be sure to check your group member’s contributions before submitting the assignment!

**Late Assignments**

Late assignments will be reluctantly accepted. Due dates and times are listed on the syllabus and Canvas. Late assignments will be docked 10% if they are turned in one day late. After the first day, assignments will be docked 10% for each week late. Students must request special permission to submit assignments beyond one week late. Canvas submission will be closed at this point.

**Grading Information**

See Canvas for assignment details and grading rubrics.

### DETERMINATION OF GRADES

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<thead>
<tr>
<th>ASSIGNMENTS</th>
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<th>PERCENTAGE</th>
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<tr>
<td>Collaboration activities</td>
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<td>Parent interview and reflection</td>
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<tr>
<td>Transition write up</td>
<td>20</td>
<td>10%</td>
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<tr>
<td>IRIS/CONNECT modules</td>
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<td>10%</td>
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<tr>
<td>Transition presentations</td>
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<td><strong>TOTAL</strong></td>
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### GRADE RANGE CONVERSION

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### DEPARTMENT GRADING POLICY

An “Incomplete” is given only at the discretion of the instructor.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See University Policy F13-1 at [http://www.sjsu.edu/senate/docs/F13-1.pdf](http://www.sjsu.edu/senate/docs/F13-1.pdf) for more details.

**University Policies (Required)**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at [http://www.sjsu.edu/gup/syllabusinfo/](http://www.sjsu.edu/gup/syllabusinfo/)
## EDSE 228A - Spring 2019 Course Schedule

*Schedule is subject to change – Any changes will be announced in class and on Canvas*

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPICS</th>
<th>ASSIGNMENTS AND READINGS</th>
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| 1    | 1/30/2019  | Introductions/syllabus review  
Collaboration and transition: Why this is the most important class in the program  
Developing group norms |  |
| 2    | 2/6/2019   | Foundations for transition and collaboration | Friend & Cook (2017) Ch 1                                  |
| 3    | 2/13/2019  | ONLINE WEEK:  
Interpersonal communication  
Listening, responding, giving feedback | Friend & Cook (2017) Ch 2 – 4                                |
| 4    | 2/20/2019  | Introduction to teaming – multidisciplinary teams  
Communicating with others | Friend & Cook (2017) Ch 6                                    |
| 5    | 2/27/2019  | Group problem solving  
Conflict resolution | Friend & Cook (2017) Ch 5 & 9                                |
| 6    | 3/6/2019   | Co-teaching + Lesson Planning  
Review final presentations | Friend & Cook (2017) Ch 7 & 8                                |
| 7    | 3/13/2019  | Coaching and consultation  
Working with paraeducators  
Activity: Determining roles/responsibilities; generate skills you may want to address with PBC | Friend & Cook (2017) Ch 10  
Practice-based coaching module |
Parent’s bill of rights  
Parents perceptions of post-school  
Understanding families |
| 9    | 3/27       | Catch up week | Field & Kohler (2003)  
Test, Clark, and Rusher (2018)  
Explore NTACT Website |
| 10   | 4/3/2019   | SPRING BREAK |  |
| 11   | 4/10/2019  | ONLINE WEEK:  
EGSE Candidates: Project CONNECT module  
M/M Candidates: IRIS module | Friend & Cook (2017) Ch 12  
Francis et al. (2018)  
IRIS/CONNECT Modules due 4/11 |
| 12   | 4/17/2019  | Activity: Parent/student interview |  |
| 13   | 4/24/2019  | Evidence-based practices for transition  
Collaboration for transition: mapping the community and building partnerships | Greene (2018)  
Interview reflection due 4/25 |
| 14   | 5/1/2019   | Collaboration in transition  
**Transition presentations** | Morningstar et al (2015)  
Transition Plan Write-Up due 5/2 |
| 15   | 5/8/2019   | Transition presentations |  |
| Final Exam | 5/15/2019 | Collaboration project final reflection meeting |  |