

**San José State University**  
**School/Department**  
**EDSE 228A: Issues in Transition and Collaboration**  
**Fall Term 2015**

**Instructor:** Christopher Harris, M.Ed.  
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**Office Hours:** By appointment before class  
**Class Days/Time:** Tuesday 7:00 – 9:15pm  
**Classroom:** TBD

### **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 pre-school 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 Goals and Student Learning Objectives**

Learning Objective #1: Students will possess a working knowledge of the components and processes involved in transition with students who have mild to moderate disabilities as demonstrated by their independent completion of an individualized transition plan ( ITP) based on a case study.

Learning Objective #2: Students will effectively utilize assessment data to formulate an appropriate and legally compliant Individualized Transition Plan.

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Learning Objective #3: Students will possess a greater self-awareness of their communication/interactive strengths and weaknesses through self-analytical assignments and role playing exercises and will demonstrate knowledge of evidence based interactive strategies that facilitate healthy and effective communication across a variety of settings at school and elsewhere through their responses in the take home final exam.

## **Required Texts/Readings**

### **Textbook**

Primary Research Articles that will be posted on Canvas

### **Other Readings**

Stillington, Patricia, Neubert, Debra A. & Clark, Gary M. **Transition Education and Services** (5<sup>th</sup> edition) Pearson Education Inc. (2010)

Kochhar-Bryant, Carol **Transition and IDEA 2004** Pearson Education Inc. 2009

Friend, M., & Cook, L.. **Interactions: Collaboration skills for school professionals**, (6th edition). Pearson Education Co. (2010)

## **Classroom Protocol**

Participation in small group activities and on the Canvas weekly discussion forums will be expected. Student attendance in class is expected to be at 90% in as much as possible. If a student needs to be absent for personal or professional reasons, it is expected that a voice or text message will be delivered to the professor prior to the beginning of class. **Cell phones are to be on silent except during breaks.**

## **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html) . [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/) . Students should be aware of the current deadlines and penalties for adding and dropping classes.

## **Assignments and Grading Policy**

There will be three graded assignments for this class each constituting a possible 100 points. Additionally there are performance expectations each student should be aware of noted below.

### **Assignment #1: Case Study Analysis for developing an ITP**

Students will review a simulated case study, analyze the information contained within and develop a simulated Individualized Transition Plan that could be presented in an IEP setting. This assignment addresses the skills identified in Learning Objective #1

The plan will require each student to use the data from a mock assessment and then develop a plan that utilizes the student's identified strengths, interests and aptitudes and appropriately accounts for identified areas of skill

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and functional deficits. This assignment addresses the skills and practice principles identified in Learning Objective #2 Due Date: Tuesday, October 27 @ 7:00pm

### **Assignment #2: Communication Awareness through Role Playing**

Students will demonstrate accurate self-awareness of their communication style by completing numerous communication inventories and then demonstrating they have an objective awareness of their communication assets and liabilities through situational role playing and surveys. This assignment will address Learning objective #3

### **Assignment #3: Final Take Home Exam**

This exam will provide students with an opportunity to articulate their knowledge, and applicability of interactive skills, strategies and practice principles presented in Communication portion of this semester. The exam will be an independent *take home open note exam* Due Date: Tuesday, December 15 @ 7:00pm

**Notes:** No extra credit is available but opportunities to improve substandard assignments will be offered. . All assignments are due on their due date except by permission of the instructor. No extension for missing assignments will be made for the final exams except in an extreme emergency. Students need to accumulate at least attain at least a B- to pass this course. Late assignments without prior permission of the instructor and/or failure to participate regularly in the weekly discussion forum will result in a diminished grade. Points subtracted will be at the discretion of the instructor. Failure to regularly access Canvas complete the required journal reading and respond to the posted discussion forums on Canvas will also result in a loss of grade.

## **University Policies**

### **Academic integrity**

Students should know that the University's [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial\\_affairs/Academic\\_Integrity\\_Policy\\_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

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### **Learning Assistance Resource Center (Optional)**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. [The LARC website is located at http://www.sjsu.edu/larc/](http://www.sjsu.edu/larc/).

### **SJSU Writing Center (Optional)**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. [The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/](http://www.sjsu.edu/writingcenter/about/staff/).

### **Peer Mentor Center (Optional)**

The Peer Mentor Center is located on the 1<sup>st</sup> floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The Peer Mentor Center website is located at <http://www.sjsu.edu/muse/peermentor/> .

## EDSE 228A Issues in Transition & Collaboration, Course Schedule

*This schedule is subject to change with fair notice and the notices will be posted on Canvas*

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/25	Introduction to the Concept of Transition <i>For weeks 1-7 &amp; 10-14, There will be assigned Readings with Discussion Forum that will require written responses that will all be posted on Canvas</i>
2	9/1	Who and What is involved in The Transition Planning Process
3	9/8	Transition Assessments: Using a Strength based model
4	9/15	Early Childhood Transitions: The IFSP and issues with transitioning into an IEP
5	9/22	The ITP and the Importance of Person Centered Planning and Self-Determination
6	9/29	Key Transition Issue: Accommodations or Modifications
7	10/6	Key Transition Issues: Preparing students for the Real World Vocational Readiness and Individual and Community Living Skills
8	10/13	Pulling the Transition Planning process Together: The TIP Model
9	10/20	Practice in Developing Transition Plan <i>Mid-term will appear on line Wed 10/21 and is due Tues. 10/27 @ 7:00pm</i>
10	10/27	Communication & Collaboration 1: Issues and Challenges in Interpersonal Communication
11	11/3	Communication & Collaboration 2 Intrapersonal Development: from Self-Awareness to Self-Efficacy
12	11/10	Communication & Collaboration 3: Principles of Active Listening, Asking Questions, and Making Statements
13	11/17	Communication & Collaboration 4: The Challenges of Team Collaboration:
14	12/1	Communication & Collaboration 5: Evidence based Problem Solving Practices & Principles
15	12/8	Communication & Collaboration 6: The Inevitability of Conflict and Strategies for Resolution <i>Take Home Final Exam will appear on line Wed. December 9 and is Due Tuesday, December 15<sup>th</sup> @ 7pm</i>