

Topics in Collaboration and Transition

EDSE 228A

Spring 2026 Section 02 Hybrid 3 Unit(s) 01/22/2026 to 05/11/2026 Modified 01/26/2026

Contact Information

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Course Information

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In-Person Dates: 1/27; 2/10; 2/24; 3/10; 3/24; 4/7; 4/21; 5/5

Asynchronous Online: 2/3; 2/17; 3/3; 3/17; 4/14; 4/28; 5/19 Final Exam

Course Format: Online Hybrid

This course will adopt a hybrid delivery format, including in-person class meetings and asynchronous work online. Students will need access to a computer or tablet device with internet connectivity, a microphone, and speakers.

Course Description and Requisites

Strategies for effective communication and collaboration practices with members of the various teams that plan and serve students receiving special education services. Emphasis in planning transitional life experiences across the lifespan.

Prerequisite: Department consent.

Letter Graded

Classroom Protocols

Technology Requirements

If you do not have access to a computer with the necessary features to participate in class, please look into the [free equipment loaning program](#) ([CSUCCESS Program | Information Technology](#)) offered by SJSU.

When campus is open, there are computer labs for student use 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. 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 audiotape players; sound systems, wireless microphones, projection screens and monitors.

Course AI Use Policy

Teacher candidates are encouraged to critically engage with Artificial Intelligence (AI) tools while recognizing their limitations. AI systems are not neutral; they are shaped by the data on which they are trained and can reflect or amplify existing social, cultural, and linguistic biases. Responsible use of AI requires thoughtful evaluation, cross-checking with reliable sources, and a commitment to equity and inclusivity in teaching practice.

Permitted Uses of AI

In this course, the responsible use of Artificial Intelligence (AI) tools (e.g., ChatGPT, Claude, Bard, etc.) is permitted to support your learning. AI can be a valuable tool for generating ideas, clarifying concepts, and summarizing information. However, it is not a substitute for your own knowledge, analysis, or application of course concepts. As future educators, your work must reflect your professional judgment, your understanding of course content, and your responsiveness to the individualized needs of students.

You may use AI to:

- Summarize readings, lectures, or other course materials as a study support.
- Brainstorm ideas or generate initial outlines to get started on assignments.
- Explore multiple perspectives on a topic to deepen your understanding.
- Check clarity of written communication (grammar, flow, readability).

Prohibited Uses of AI

You may not use AI to:

- Generate final submissions for written assignments, lesson plans, IEP goals, or case studies.
- Write analytical reflections or apply course content on your behalf.
- Replace your professional judgment in designing instruction or assessing student needs.
- Fabricate citations, references, or data.

Expectations for Authentic Work

While AI may serve as a resource for generating ideas, frameworks, and examples, it cannot replace the professional judgment, lived experience, and human understanding required to meet the unique needs of your students. All instructional decisions should be grounded in your direct knowledge of students, collaboration with colleagues, and professional expertise.

- All submitted assignments must demonstrate your personal application of course knowledge, professional skills, and understanding of student diversity and individualized needs.
- Specific student information, including names, identifying details, or confidential records, should not be submitted to or used with AI tools.
- Lesson plans, IEP goals, and instructional designs must reflect your professional reasoning and commitment to inclusive practices.
- If AI is used at any stage, you must substantively adapt, critique, and expand upon its output.

Transparency

- If you use AI to assist your work, include a brief statement (e.g., "AI was used to summarize readings and suggest outline headings. All final analysis, applications, and instructional decisions reflect my own work.").
- Failure to appropriately acknowledge AI use, or submitting AI-generated work as your own, may be considered academic dishonesty.

Permitted Uses of AI

This policy recognizes AI as a supportive tool while upholding the integrity of graduate-level scholarship and professional preparation. As teacher candidates, you are developing the knowledge, skills, and judgment to serve diverse learners; authentic engagement with course content is essential for your growth and your future students' success.

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 help with using Canvas see [Canvas Student Resources page](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources) (http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources).

Program Information

LCOE Department of Special Education Mission

We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

LCOE Department of Special Education Program Learning Outcomes

- **PLO 1** Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- **PLO 2** Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- **PLO 3** Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- **PLO 4** Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- **PLO 5** Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

[Link to Education Specialist TPEs \(pps 13 – 42\)](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45) (https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45).

Course Goals

This course is intended to assist students to meet the competencies specified in the [CCTC Teacher Performance Expectations \(TPEs\)](#) ([Credential Programs | Special Education](#)) related to supporting positive behavior and classroom management for as specified for the following credentials:

- **Universal:** 2(A), 2.4(A), 3.4(A), 4.5(P/A), 4.6(A), 5.6(A), 6.3(A), 6.4(P)
- **Mild/Moderate:** 5(A), 1.6(P/A), 2.4(A), 2.7(A), 4.6(A), 5.3(A), 6.1(A), 6.2(P/A), 6.5(I/P/A)
- **Extensive Support Needs:** 1(A), 1.5(P) 1.10(P/A), 1.11(P/A), 2.4 (I), 2.1(P), 2.10(P), 4.7(A), 6.1(P), 6.2(I/P), 6.3(A)
- **Early Childhood Special Education:** 5(P), 1.11(A), 2.2(P), 3.8(A), 4.9(A) 4.13(A), 5.8(A), 6.1(A),

6.2(A), 6.4(A), 6.5(P), 6.8(A), 6.11(P), 6.12(P), 6.13(P), 6.14(I), 6.15(I), 6.16(I), 6.17, 6.18

Additionally, this course addresses the following program learning outcomes (PLOs):

PLO #3: Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.

PLO #4: Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.

Course Learning Outcomes (CLOs)

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

1. Lead and effectively participate in collaborative team (HLP2)
2. Describe the importance of establishing rapport with families, along with a recognition of common experiences families face when they navigate the school system when they have a child with a
3. Collaborate with individuals or teams (e.g., sharing ideas, active listening, questioning, planning, problem solving, negotiating) to develop and adjust instructional plans based on student data, and the coordination of expectations, responsibilities, and resources to maximize student learning. (HLP 1)
4. Demonstrate an understanding of best practices and policy requirements related to transition (DEC-RC TR2)
5. Demonstrate the ability to plan for and implement person-centered planning in the development of individualized student transition plans that are appropriate to students' age. (HLP 3)

Course Materials

Course Technology Requirements

Students will need regular access to a computer to successfully complete this course. A laptop or tablet with standard functionality is required for both in-class activities and online coursework completed outside of class.

Students must have reliable internet access, the ability to view and read PDF documents, and access to the Microsoft Office suite, available at no cost through the University. Here is the link to access [Microsoft 365](https://www.sjsu.edu/it/services/applications/office.php). (<https://www.sjsu.edu/it/services/applications/office.php>) You will have to follow the steps. If you have any questions, please contact the IT Department directly.

Collaborate, Communicate, & Differentiate!

Author: Murawski, W.W. & Spencer, S.

Publisher: Corwin

Year: 2011

ISBN: 9781412981842

Availability: Corwin.com

Price: 40.95

Feel free to investigate other websites to see if you can find this book more economically. Procure whichever format you prefer- digital or physical.

Course Requirements and Assignments

Course Requirements and Assignments

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 three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

ASSIGNMENTS	POINTS	PERCENTAGE
Parent interview and reflection	50	17.3%
Collaboration Project	50	17.3%
Online Transition module	25	9%
Classroom Assignments	64	22%
Online Session Assignments	48	17%
Reflection on a media presentation related to	50	17.3%

disability		
TOTAL	287	100%

1. Parent interview and reflection (50 pts)

Addresses the following TPEs: U1.2, ECSE1.5, ECSE2.2, ECSE 6.5, ECSE6.2, ECSE 6.14, ECSE

6.15, ESN 1.5, ESN 2.4, ESN 6.1, M/M 2.4, M/M6.5

Students will need to interview a parent of a child with a disability. The structure of the interview and questions to ask will be discussed in class. After the interview, you will be asked to reflect on the interview, using the template provided and connecting your reflection with the material covered in our text.

2. Online Session Assignments (6X 8= 48) points total

Students will respond to questions (short answer or multiple choice) after completing online work assigned on Canvas

3. Classroom Assignments (8x8=64) points total

In-class activities are designed to support applied learning through real-time discussion, collaboration, and practice. These activities are intended to be completed during scheduled class time and cannot be replicated outside of class. Students who are absent due to illness or other extenuating circumstances may complete an alternate individual assignment aligned to the same learning objectives. Alternate assignments address the same learning objectives as in-class activities but differ in format and may involve additional independent work.

4. Collaboration Project (50 pts total)

Addresses the following TPEs: U3.4, U4.6, ECSE1.5, ECSE2.2, ECSE3.8, ECSE 4.9, ECSE 6.5, ECSE6.1, ECSE 6.11, ECSE6.12, ESN 1.1, ESN 1.11, ESN 2.4, ESN 4.7, M/M 2.4, M/M 2.7, M/M 4.6

Collaborate with your partner(s) to add elements of parental input, co-teaching, paraeducator assignments, UDL, differentiation, and inclusive design to an existing lesson plan. Detailed instructions will be provided in class.

5. Online Transition Module (25 pts)

Addresses the following TPEs: U4.5, ECSE1.11, ECSE 6.8, ESN 1.10, ESN 2.10, ESN 4.8, M/M 1.6,

M/M 5.3

Students will complete one of two online modules:

- ECSE students will complete a module from Project CONNECT
- MM and ESN 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.

✓ Grading Information

Grading Policy

All written assignments must meet standards of academic and professional quality. Unless so stated, all written assignments must be typed, 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!

Grade Conversion Table (Percentages)

A+	97 or above
A	93 up to 97
A-	90 up to 93
B+	87 up to 90
B	83 up to 87

B-	80 up to 83
C+	77 up to 80
C	73 up to 77
C-	70 up to 73
D+	67 up to 70
D	63 up to 67
D-	60 up to 63
F	Below 60

Late Policy

It is part of the ethos of the Department of Special Education to prepare students for the role of special education teacher. This role requires careful attention be paid to due dates (e.g., a late IEP meeting can - and does- lead to legal action). It is, therefore, important that you practice the skills necessary to manage your time as part of your coursework. Therefore, submission portals for assignments will close two weeks after the submission deadline. Students will need to request permission to submit an assignment more than two weeks late.

At the same time, it is important to practice grace. **If you know that you will not be able to turn an assignment in on time, you will be given a reprieve if you contact the instructor 48 hours in advance, and commit to a new date.** If you do not contact the instructor 48 hours in advance, grades will automatically have a 10% deduction on the points earned for each week the assignment is turned in late as follows:

Days Late	Late Deduction	Notes
1-6 days	10%	No need to contact
		instructor
7-13 days	20%	No need to contact
		instructor

14-20 days	30%	Must contact instructor
21+ days	40%	Must contact instructor

*** Any discussion or collaborative activity will not be accepted as late work. These activities will not be accepted past their due date as they require interaction with your classmates to be successful. If your group needs help scheduling common time for collaborative assignments, contact your instructor. ***

California Commission on Teacher Credentialing Grading Policy

The California Commission on Teacher Credentialing (CCTC) requires that students complete their credential coursework with a GPA of 3.0 or higher. Students planning on pursuing a teaching credential in ECSE should, therefore, strive to earn a grade of B or higher in all credential coursework.

Departmental Incomplete Policy

It is the policy of the Department of Special Education that students must have completed 80% of the course work assigned in order to qualify for an incomplete in the class. The final arrangements for making up the incomplete grade (i.e., the due date) will be negotiated between the student and faculty member.

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

EDSE 228A - Spring 2026 Course Schedule

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

WEEK DATE MODE		READINGS	ASSIGNMENTS
Jan 27 In-Person	<ul style="list-style-type: none"> ● Introductions/syllabus review ● Developing group norms ● Foundations for transition and collaboration 	Ch 1, 2	Classroom Assignment 1
Feb 3 Asynchronous	<ul style="list-style-type: none"> ● Working in Teams ● IEP one Page Summary ● Getting input from all Team Members 	Ch 3 Acar & Blasco (2018) Video Lecture on Canvas	Online Session Assignment 1
Feb 10 In-Person	<ul style="list-style-type: none"> ● Working with Families ● Prepping for parent interview ● Parental Safeguards 	CA Education Code §51100-51133 (1998) Doren et al. (2012) Lo (2012) Turnbull & Turnbull (2002)	Classroom Assignment 2
Feb 17 Asynchronous	<ul style="list-style-type: none"> ● Interpersonal collaboration 	Ch 4	Online Session Assignment 2 Work on Collaboration Project
Feb 24 In-Person	<ul style="list-style-type: none"> ● Difficult interactions ● Conflict Resolution ● Establishing parity 	Ch 9	Classroom Assignment 3

March 3 Asynchronous	<ul style="list-style-type: none"> ● Working with paraprofessionals ● Practice-based coaching 	Snyder et al. (2015)	Online Session Assignment 3 Parent Interview and reflection due
March 10 In Person	<ul style="list-style-type: none"> ● Introduction to co-teaching ● Co-teaching for equity 	Ch 7,8 Pratt et al. (2017)	Classroom Assignment 4
March 17 Asynchronous	<ul style="list-style-type: none"> ● Differentiating Instruction ● Modifications and Accommodations 	Ch 5,6	Online Session Assignment 4
March 24 In-Person	In class work time for collaboration project assignment	Informal Classroom Presentation by Groups on work so far	Classroom Assignment 5

March 31	SPRING BREAK		
April 7 In-Person	<ul style="list-style-type: none"> ● Introduction to transition policies and evidence-based practices 	Morningstar et al. (2017) Explore NTACT; ECTA	Classroom Assignment 6 Collaboration Project Due
April 14 Asynchronous	<ul style="list-style-type: none"> ● Evidence-based practices for transition 		Online Session Assignment 5

<p>April 21</p> <p>In-Person</p>	<ul style="list-style-type: none"> ● Collaboration in transition ● Writing the transition plan 	Greene (2018)	Classroom Assignment 7
<p>April 28</p> <p>Asynchronous</p>	<ul style="list-style-type: none"> ● Collaboration for transition 		<p>Online Transition Module</p> <p>Due</p> <p>Online Session Assignment 6</p>
<p>May 5</p> <p>In-Person</p>	<ul style="list-style-type: none"> ● Discussion on Transition Modules 		Classroom Assignment 8
<p>May 19</p> <p>Asynchronous</p> <p>Final Exam</p>	<ul style="list-style-type: none"> ● Reflection on a Media Presentation related to Disability (e.g. Including Samuel) 		<p>Reflection on Media Presentation Due</p>