

# Topics in Collaboration and Transition

## EDSE 228A

Spring 2026 Section 03 Hybrid 3 Unit(s) 01/22/2026 to 05/11/2026 Modified 01/29/2026

### Contact Information

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Instructor: Shelly Keasey

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Office Hours: By Appointment

Class Days / Time: Thursdays 7:00 - 9:45 pm (Jan 29, Feb 12, Feb 26, Mar 12, Mar 26, Apr 9, Apr 23, May 7)

Classroom: Santa Cruz County Office of Education

### Course Information

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Course Format: 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.

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](https://www.sjsu.edu/it/services/classroom-tech/equipment-loaning/) (<https://www.sjsu.edu/it/services/classroom-tech/equipment-loaning/>) offered by SJSU.

## Hybrid

Weekly  
SCCOE

Thursday, 7:00 PM to 9:45 PM

In-Person:	1/29	Asynchronous Online:	2/5
	2/12		2/19
	2/26		3/5
	3/12		3/19
	3/26		
	4/9		4/16
	4/23		4/30
	5/7		5/14

## Course Description and Requisites

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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

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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 \(https://www.sjsu.edu/cfeti/teaching-resources/software/canvas/student-resources/index.php\)](https://www.sjsu.edu/cfeti/teaching-resources/software/canvas/student-resources/index.php).

## Program Information

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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 Learning Outcomes (CLOs)

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This course is intended to assist students to meet the competencies specified in the [CCTC Teacher Performance Expectations](https://www.ctc.ca.gov/educator-prep/stds-prep-program/california-tpes) (https://www.ctc.ca.gov/educator-prep/stds-prep-program/california-tpes) (TPEs) related to supporting positive behavior and classroom management for as specified for the following credentials:

Universal: 1.2(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: 1.5(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: 1.1(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: 1.5(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.

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

1. Lead and effectively participate in collaborative team meetings. (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 disability.
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 planning. (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

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### Required Course Textbook

Murawski, W. W., & Spencer, S. (2011). *Collaborate, Communicate, & Differentiate!* Corwin. \*\*Note: the eTextbook is available for free through your SJSU Library account.

### Other Readings

Acar, S., & Blasco, P. M. (2018). Guidelines for collaborating with interpreters in early intervention/early childhood special education. *Young Exceptional Children*, 21(3), 170-184.

<https://doi.org/10.1177/1096250616674516>

CA Education Code §51100-51133 (1998).

Doren, B., Gau, J. M., & Lindstrom, L. E. (2012). The relationship between parent expectations and postschool outcomes of adolescents with disabilities. *Exceptional Children*, 79, 7-23. <https://doi.org/10.1177/001440291207900101francis>

Francis, G.L., Regester, A., & Reed, A.S. (2018). Barriers and supports to parent involvement and collaboration during the transition to adulthood. *Career Development and Transition for Exceptional Individuals*. <https://doi.org/10.1177/2165143418813912>

Greene, G. (2017). The emperor has no clothes: Improving the quality and compliance of ITPs. *Career Development and Transition for Exceptional Individuals*, 3, 146-155.

<https://doi.org/10.1177/2165143417707205>

Lo, L. (2012). Demystifying the IEP process for diverse parents of children with disabilities. *Teaching Exceptional Children*, 44(3), 14-20. <https://doi.org/10.1177/004005991204400302>

Morningstar, M.E., Lombardi, A., Fowler, C., & Test, D.W. (2017). A college and career readiness framework for secondary students with disabilities. *Career Development and Transition for Exceptional Individuals*, 40, 79-91. <https://doi.org/10.1177/2165143415589926>

Pratt, S. M., Imbody, S. M., Wolf, L. D., & Patterson, A. L. (2017). Co-planning in co-teaching: A practical solution. *Intervention in School and Clinic*, 52(4), 243-249. <https://doi.org/10.1177/1053451216659474>

Rous, B.S., & Hallam, R. A. (2011). Transition services for young children with disabilities: Research and future directions. *Topics in Early Childhood Special Education*, 31(4), 232-240.

<https://doi.org/10.1177/0271121411428087>

Rowe, D. A., Mazzotti, V. L., Fowler, C. H., Test, D. W., Mitchell, V. J., Clark, K. A., Holzberg, D., Owen, T. L., Rusher, D., Seaman-Tullis, R. L., Gushanas, C. M., Castle, H., Chang, W., Voggt, A., Kwiatek, S., & Dean, C. (2021). Updating the secondary transition research base: Evidence- and research-based practices in functional skills. *Career Development and Transition for Exceptional Individuals*, 44(1), 28-46.

Snyder, P. A., Hemmeter, M. L., & Fox, L. (2015). Supporting implementation of evidence-based practices through practice-based coaching. *Topics in Early Childhood Special Education*, 35(3), 133-143. <https://doi.org/10.1177/0271121415594925>

Test, D.W., Clark, K.A., & Rusher, D.E. (2018). Transition from high school to adulthood. *New Directions for Adult and Continuing Education*, 160, 25-38. <https://doi.org/10.1002/ace.20297>

Turnbull, A. P., & Turnbull, H. R. (2002). From the old to the new paradigm of disability and families: Research to enhance family quality of life outcomes. In J. L. Paul, C. D. Lavelly, A. Cranston-Gingras, & E. L. Taylor (Eds.), *Rethinking professional issues in special education* (pp. 83-117). Westport, CT: Greenwood Publishing Group, Inc. Retrieved from:

[https://kuscholarworks.ku.edu/bitstream/handle/1808/6056/FQL6\\_From%20the%20old%20to%20the%20new%20paradigm.pdf?sequence=1&isAllowed=y](https://kuscholarworks.ku.edu/bitstream/handle/1808/6056/FQL6_From%20the%20old%20to%20the%20new%20paradigm.pdf?sequence=1&isAllowed=y)

Waters, C. L., & Friesen, A. (2019). Parent experiences of raising a young child with multiple disabilities: The transition to preschool. *Research and Practice for Persons with Severe Disabilities*, 44(1), 20-36. <https://doi.org/10.1177/1540796919826229>

#### Additional Resources

Council for Exceptional Children website: [exceptionalchildren.org](http://exceptionalchildren.org)

National Technical Assistance Center on Transition website: [transitionta.org](http://transitionta.org)

Center for Parent Information and Resources website: [parentcenterhub.org](http://parentcenterhub.org)

## Course Requirements and Assignments

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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 DUE DATES	
Parent interview and reflection	50	16.67%	March 05
Collaboration Project	50	16.67%	April 09
Online Transition modules	50	16.67%	April 16

Classroom Assignments	50		16.67% Bi-Weekly
Online Session Assignments	50	16.67%	Bi-Weekly
Reflection on a media presentation related to disability 50		16.67%	May 14
TOTAL	300	100%	

### 1. Parent Interview and Reflections (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 (50 pts total)

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

## 3. Classroom Assignments (50 pts total)

Students will work in groups in class to complete presentations, quizzes, discussions, and other tasks.

## 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.

For example, add the following details to lesson plan:

How would you connect with parents/families to inform your lesson plan?

How would you modify the lesson for co-teaching?

What would the GE teacher be able to do?

The SE teacher?

How would you incorporate UDL principles into the lesson plan?

How would specially designed instruction be embedded to address the targeted IEP goals?

How would accommodations be enacted for students with IEPs?

How would you incorporate paraeducators into the lesson plan?

## 5. Online Transition Modules (50 pts total)

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  
Online Transition Module 1.

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.

Online Transition Module 2.

Students will complete the online modules from TransitionCoalition.org; Sessions 1, 2, and 3 Using the link: <https://transitioncoalition.org/online-modules/> (Submit screenshots of quizzes on Canvas)

## 6. Reflection on Documentary Film: Including Samuel

Students will watch the documentary film Including Samuel, available on Kanopy database at the MLK library website.

To access the film: sign into OneSearch; Go to Databases; Click on Kanopy and search for Including Samuel.

Write a reflection paper on the film using the following prompts:

1. Summarize the media presentation, focusing on key themes and takeaways related to educating students with disabilities in inclusive environments.
2. Analyze how collaboration and communication between stakeholders (e.g., parents, special education teachers, general education teachers, paraeducators, service providers, administrators) were portrayed.
3. Reflect on the strengths and areas for improvement in how the media represented inclusive education practices.
4. Discuss how the media influenced your understanding of inclusive education and collaboration. 5. Consider how the media presentation might influence your personal or professional practice.

## ✓ Grading Information

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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

Grade	Percentage
A plus	100% and up
A	93 to 99%
	A minus 90 to 92%



B plus	86 to 89 %
B	83 to 85%
	B minus 80 to 82%
C plus	76 to 79%
C	73 to 75%
	C minus 70 to 72%
D plus	66 to 69%
D	63 to 65%
	D minus 60 to 62%

### 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 has - lead to legal action). It is, therefore, important that you practice the skills necessary to manage your time as part of your coursework.

At the same time, it is important to practice grace. Please contact me BEFORE the due date to request an extension and include the new due date if you will not be able to submit the assignment on time. Please note submission portals for assignments will close two weeks after the submission deadline.

### 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

CLASS DATE MODE	TOPICS	READINGS	ASSIGNMENTS
Class 1 Jan 29 In-Person	Introductions/syllabus review Developing group norms  Foundations for transition and collaboration	Ch 1 & 2	Classroom Assignment 1
Class 2 Feb 05 Asynchronous	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

Class 3 Feb 12 In-Person	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
Class 4 Feb 19 Asynchronous	Interpersonal collaboration	Ch 4	Online Session Assignment 2  Work on Collaboration Project
Class 5 Feb 26 In-Person	Difficult interactions  Conflict Resolution  Establishing parity	Ch 9	Classroom Assignment 3

Class 6 March 5 Asynchronous	Working with paraprofessionals  Practice-based coaching	Snyder et al. (2015)	Online Session Assignment 3  Parent Interview and reflection due
Class 7 March 12 In-Person	Introduction to co-teaching  Co-teaching for equity	Ch 7 & 8  Pratt et al. (2017)	Classroom Assignment 4

Class 8 March 19 Asynchronous	Differentiating Instruction Modifications and Accommodations	Ch 5 & 6	Online Session Assignment 4
Class 9 March 26 In-Person	In-class work time for collaboration project assignment	Classroom  Presentation by Groups on work so far	Classroom Assignment 5
April 2	Spring Break - Enjoy some time away from classwork		
Class 10 April 9 In-Person	Introduction to transition policies and evidence- based practices	Morningstar et al. (2017)  Explore NTACT;  ECTA	Classroom Assignment 6  Collaboration Project Due

Class 11 April 16 Asynchronous	Evidence-based practices for transition		Online Transition Module 1:  Due
Class 12 April 23 In-Person	Guest Instructor - Dr. Simpson  Collaboration in transition  Writing the transition plan	Greene (2018)	Classroom Assignment 7

Class 13 April 30 Asynchronous	Collaboration for Transition		TransitionCoalition.org Modules: Session 1, 2, and 3;  <a href="https://transitioncoalition.org/online/modules/">https://transitioncoalition.org/online/modules/</a>  (**Submit screen shots of quizzes on Canvas)
Class 14 May 7 In-Person	Discussion on Transition Modules		Classroom Assignment 8
Class 15 May 14 Final Exam	Reflection on a Media Presentation related to Disability (e.g. Including Samuel) TBD		Reflection on Media Presentation Due