

## SPED 219

### Collaboration & Transition Planning

#### DRAFT COURSE SYLLABUS TEMPLATE

#### INTRODUCTION TO COURSE AND INSTRUCTOR

If the course is online, hybrid, or blended, clearly specify as such.

<b>Semester FALL 2021</b>	<b>Program/Department California State University, Fresno</b>
<b>Course Name:</b>	<b>Instructor Name</b>
<b>Units</b>	<b>Office Location</b>
<b>Time</b>	<b>E-Mail</b>
<b>Location</b>	<b>Telephone</b>
<b>Website</b>	<b>Office Hours</b>

*The following sections regarding COVID are subject to change given changing circumstances on-campus and in the community. Please check the COVID website for the most up-to-date information at:*

[www.fresnostate.edu/coronavirus](http://www.fresnostate.edu/coronavirus)

**Vaccination:** In order to create a safe environment on campus, all students must be vaccinated against the SARS-CoV-02 virus, or obtain an exemption, in order to attend classes on campus or access any services on campus. Documentation of the first dose of the vaccination must be uploaded to the student portal by Aug 20, and documentation of the final dose by Sept 30. Students may request an exemption to the vaccine requirement by going to their student portal to complete the COVID self-certification. Students with vaccination exemptions are subject to weekly COVID testing. You are not allowed to come to campus if any of the following is true:

- You have not been vaccinated, and have not been granted an exemption, or
- You have been granted an exemption, but have not completed your required weekly testing.

**Health Screening:** Students who come to campus and/or are participating in off-campus in-person experiential learning will be required to complete a [daily health screening](#) before coming to campus or learning site. You are not allowed to come to campus if any of the following is true:

- If you are experiencing COVID-19 symptoms (vaccinated or not).
- If you have tested positive within the past 10 days.

If you have a suspected or confirmed case of COVID-19, please complete the campus [online reporting form](#). A campus official will reply to provide guidance and information.

**Safety Measures:** Face coverings are required to be worn indoors on-campus and during in-person classes (vaccinated or not), and/or in accordance with learning site requirements if participating in off-campus experiential learning, to reduce the risk of community spread of COVID-19. The [Student Health and Counseling Center](#) has complimentary masks available for students who need them. The mask requirement may be modified if/when transmission rates in Fresno County drop below the threshold identified by the CDC.

Please remember that the same student conduct rules for in-person classroom instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would violate copyright laws. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not record any online recordings or post any online recordings on any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by Student Disability Services working in conjunction with the student and faculty member.

**Course description:** This course is designed to provide students with the information needed for effective collaboration and interactive teaming. Specifically, students will examine the educational, psychological, and political issues that arise when developing collaborative relationships with families, interdisciplinary team members, general educators, agency professionals, and students themselves. Students will learn effective models of collaboration and consultations, team member roles and responsibilities, collaborative practices for participating on teams, and strategies for securing appropriate resources for students with special needs. Emphasis is placed on skills necessary for working collaboratively with parents, teachers, and other service providers. It is usually expected that students will spend approximately 2 hours of study time outside of class for every one hour in class. Since this is a 3 unit class, you should expect to study an average of 6 hours outside of class each week.

**Prerequisites for the course:**

1. Admission to the Mild/Moderate or Moderate/Severe Disabilities Credential Programs and satisfactory completion of all required courses.
2. Concurrent enrollment in SPED 246 and 175 (M/M) or SPED 247 and 176 (M/S) Taken concurrently, fieldwork is designed to provide the necessary classroom access essential for completing the assignments in this course. Teacher candidates not enrolled in fieldwork will need to make special arrangements with the instructor.

**REQUIRED COURSE MATERIALS**

*Required readings, as assigned, will be made available on Canvas or will be accessible through the library's electronic journal list.*

**Recommended Texts and Resources:**

American Psychological Association. (2013). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, D. C.: Author.

The Writing Lab, The OWL at Purdue, & Purdue University (2016). *APA formatting and style guide*. Retrieved from <https://owl.english.purdue.edu/owl/resource/560/01/>

**Primary Learning Outcomes:**

This is a seminar in developing as a reflective practitioner through structured activities to encourage examination of classroom practices and behaviors, goals and outcomes, beliefs, and values. The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC) and the Teaching Performance Expectations (TPE).

**COURSE SPECIFICS**

**Course goals:** Briefly describe what you would like the students to achieve in the course.

**Student Learning Outcomes:**

**Teacher Preparation Expectations (TPE) covered in this course are listed below. These are drawn from the California Commission on Teacher Credentialing, 2022.**

	<b>TPE 1: Engaging and Supporting All Students in Learning- Mild to Moderate Support Needs Beginning teachers:</b>
<b>MM1.5</b>	Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and careers, with appropriate connections between the school curriculum and life beyond high school. (U1.3) (PA)
<b>MM1.6</b>	Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living and community participation. (U1.3) (PA)
	<b>TPE 2: Creating and Maintaining Effective Environments for Student Learning- Universal TPEs Beginning teachers:</b>
<b>U2.4</b>	Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile. (PA)
	<b>TPE 2: Creating and Maintaining Effective Environments for Student Learning-Mild to Moderate Support Needs TPEs Beginning teachers:</b>
<b>MM2.7</b>	Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs. (U2.4) (PA)
	<b>TPE 4: Planning Instruction and Designing Learning Experiences for All Students—Universal TPEs Beginning teachers</b>
<b>U4.1</b>	Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes. (PA)
<b>U4.2</b>	Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students. (P)
<b>U4.5</b>	Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific

	learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.) (PA)
<b>U4.6</b>	Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking. (IPA)
	<b>TPE 4: Planning Instruction and Designing Learning Experiences for All Students—Mild to Moderate Support Needs</b> Beginning teachers
<b>MM4.6</b>	4.6 Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and successful student transitions. (U4.6) (PA)
<b>MM4.7</b>	Use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives. (U4.5) (PA)
	<b>TPE 6: Developing as a Professional Educator-Mild to Moderate Support Needs</b> Beginning teachers:
<b>MM6.1</b>	6.1 Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom. (U6.4) (IP)
<b>MM6.2</b>	6.2 Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals. (IPA)
<b>MM6.3</b>	6.3 Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities. (U6.7) (PA)
<b>MM6.5</b>	6.5 Demonstrate knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions. (IP)

**Course requirements/assignments:** In this section, list all required work that makes up the total grade for the course, such as quizzes, exams, homework, paper, service hours, project and presentation, etc. Be sure to specify **if attendance and/or participation is required** and how it impacts student grades.

**Instructions for significant assignments:** If your course has a project, a paper, or other significant assignment, please give detailed requirements and instructions on how to complete them, such as length, fonts and/or number of references that must be used for the project/paper.

### **Grading policy:**

#### **Attendance and Participation**

It is very important that students participate in all class sessions. Attendance in the first class is mandatory. The discussions among class participants are invaluable to the learning environment. Students must attend class to receive credit for participation during that particular class sessions. Because of the condensed nature of this course no make-up opportunities will be provided if students miss a session. Students are required to bring textbooks and articles to class.

### **Course Grading Scale**

#### **Grading**

- There is a total of 230 points available

- Grades are calculated by percentage (the total points received divided by the total points possible).
- Percentages: 100-90% = A; 89-80% = B; 79-70% = C; 69-60% = D; 59%-0 = F

## **MAJOR ASSIGNMENTS**

**1. Mock, family-friendly IEP team meeting (individual and group; 30 points):** For this assignment, each student will conduct a mock IEP team meeting. Participants will be graded by the family who participates in the meeting as well as by a critique of their 1-2 page reflection of the meeting and the professor's observations during the mock IEP team meeting. The overarching purpose of this assignment is to effectively include parents during IEP meetings. (MM1.5-PA; U4.1-PA; U4.5-PA; MM1.6-PA; MM4.7-PA; MM6.1-IP; MM6.2-IPA; MM6.3-PA; MM6.5-IP; U2.4)

**2. Related Service Provider Interview (Individual; 25 points):** You will be asked to interview a service provider in the area of adaptive physical education, speech and language pathology, board certified behavior analysis (BCBA) or behavioral tech, occupational therapy, or other certificated service provider. This interview may be conducted via Zoom, by telephone, or email. Components to Include:

Introduction – Service provider “Name” (use pseudonyms) and background information (e., where the interview took place, etc.) **1 paragraph**

History – What services does the interviewee provide? What does a typical work day involve? How many students are on their caseload? Any other pertinent information. **1 paragraph**

Dynamics and Team Strengths – According to the related service provider interviewed, what makes a team (i.e., IEP team) effective or functional? What suggestions would they have for new teachers and professionals in the field of special education? **1-2 paragraphs**

School or Community Involvement – According to the interviewed service provider, what does school or community involvement look like? What, if any suggestions do they have for involving the school or community in supporting students on their caseloads. **1 paragraph**

Challenges and Professional Supports – What challenges does the interviewed service provider see in their profession and what are some, if any professional supports that they utilize or rely on in their work? **1-2 paragraphs**

Reflection and Analysis – In your own words, reflect on your interview and include any thoughts or suggestions that you may have for further developing collaborative relationship with related service providers and additional strategies for the success of your students and team members going forward in your profession. **2-3 paragraphs**

\*See Canvas for Rubric and Example (U4.1-PA; U4.2-P; U4.5-PA; U4.6-IPA; MM1.6-PA; MM4.6-PA; MM4.7-PA; MM6.5-IP; U2.4; MM2.7)

**3. Family Resources Project (Individual; 25 points):** You will create a 1–2-page pamphlet/flyer that you could present to a family (or student) of an external agency in support of an individual with a disability or specific learning or behavioral need (examples include but are not limited to *Break the Barriers*, *Central Valley Regional Center*, *ARC Fresno*, etc.) In your flyer, include the following information:

1. Agency Name and Contact Information
2. Agency Mission Statement and/or Agency Goals
3. List of Services Provided
4. Brief Description of the Agency’s History
5. Brief Description of the Referral Process (you may have to contact the agency for this information)
6. Brief Description of How this Agency will be Useful to Consumers

\*See Canvas for Rubric and Example (U4.1-PA; U4.2-P; U4.5-PA; U4.6-IPA; MM1.6-IPA; MM4.6-IPA; MM4.7-PA; MM6.5-IP)

**4. Community Engagement Project (Individual or Groups; 50 points):** Based on their interests and needs of their classroom/school/community, each group will develop a project to demonstrate effective collaborative partnerships. Groups are encouraged select an area of inquiry that interests them. The project must reflect the effort of the number of group members. The final class meeting will serve as a showcase to present the projects to the class and others who are interested in attending. Attendance at this final class session is **mandatory**. Only excused absences per university policy will be accepted. **Unexcused absences will result in one full letter grade deduction.** (MM2.7; MM4.6-PA; MM1.6-PA; MM6.1-IP)

Choices include, but are not limited to:

- a. Instructional Assistant Training Session
- b. Parent/Family Training Session
- c. General Education Teacher Training Session
- d. Collaborative Partnerships Website
- e. Any other ideas or suggestions

#### Assignment and Examination Schedule

Due Date	Learning Outcomes	Assignment/Activity	Points
Weekly	1-8	In-Class Quizzes (5 points per week)	70
Weekly	1-8	In-Class Activities (5 points per week)	70
10/5/21	1-8	Service Provider Interview (Submit to Canvas)	25

11/30/21	1-3, 5-8	Community Engagement Choice Project	50
12/7/21	1-8	Family Resources Project (Submit to Canvas)	25
			<b>Total: 240</b>

## COURSE POLICIES & SAFETY ISSUES

Please review University policies to ensure coherence with any classroom policies: <http://www.fresnostate.edu/academics/facultyaffairs/policies/apm/index.html> and, in particular, the University Policy on Course Syllabi and Grading (APM 241)

You may wish to remind students "If you are absent from class, it is your responsibility to check on announcements made while you were away." If you intend to grade on participation or tardiness, be explicit in explaining how you will do so.

You should make it clear if you allow the use of audio/video recording of course lectures and the general guidelines for usage of electronic devices (Note: *federal and state laws on student disability supersede your class policy on access to lecture/material*).

You may want to include a statement describing appropriate behavior in your classroom, especially if your course includes student discussion of sensitive issues. The University Policy on Disruptive Classroom Behavior ([APM 419](#)) is well worth reading and can be found in the Class Schedule and the Academic Policy Manual. In addition to defining disruptive behavior and detailing formal procedures for dealing with it, the policy contains a useful description of the learning environment.

**Late work and make-up work policy.** Give your make-up work policy due to student absence. Finally, include your late work policy if that is separate from the make-up work policy, and make clear the requirements for attendance at the final examination and the impact on the student's grade.

**Address safety issues if relevant.** (labs, hazardous materials, shops, field work, etc.).

**Plagiarism Detection:** The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You will need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. **Turnitin Originality Reports WILL/WILL NOT\* be available for your viewing.**

**\*FACULTY: Please choose for your course WILL or WILL NOT be available for your viewing.**

If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the Chair of the department to discuss the matter

Chair's name

Department name

Chair's email

Department phone number

## **UNIVERSITY POLICIES**

**Students with Disabilities:** Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

The following University policies can be found at:

- [Adding and Dropping Classes](#)
- [Cheating and Plagiarism](#)
- [Computers](#)
- [Copyright Policy](#)
- [Disruptive Classroom Behavior](#)
- [Honor Code](#)
- [Students with Disabilities](#)
- [Title IX](#)

## **UNIVERSITY SERVICES**

The following University services can be found at:

- [Associated Students, Inc.](#)
- [Dream Success Center](#)
- [Learning Center Information](#)
- [Student Health and Counseling Center](#)
- [Writing Center](#)

## **SUBJECT TO CHANGE STATEMENT**

**THIS SYLLABUS AND SCHEDULE ARE SUBJECT TO CHANGE IN THE EVENT OF EXTENUATING CIRCUMSTANCES.**



## **COURSE CALENDAR**

The calendar should include projected dates, topics covered, deadlines, and/or periods of time for readings, field trips, projects, exam dates (including the date and time of the final exam) and assignment due dates. The following statement is suggested to footnote the calendar: *“The course schedule is subject to change in the event of extenuating circumstances.”*

If you plan to give your exam online or not to meet in class on the final exam day, please explicitly inform students in your syllabus. You also need to address a memo to that effect to your department chair and dean.

## **TENTATIVE COURSE SCHEDULE** (may be given as a separate document)

Following are schedules showing class meeting dates for Fall 2021 for Monday-Wednesday courses, Monday-Wednesday-Friday courses, and Tuesday-Thursday courses.

### **Tentative Course Schedule**

**Fall 2021**

### **(Monday, Wednesday, Friday Courses)**

	<b>Date</b>	<b>Topic</b>	<b>Reading Assignment</b>
1	Mon., Aug 23		
2	Wed., Aug 25		
3	Fri., Aug 27		
4	Mon., Aug 30		
5	Wed., Sept 1		
6	Fri., Sept 3		
	Mon., Sept 6	HOLIDAY – Labor Day	
7	Wed., Sept 8		
8	Fri., Sept 10		
9	Mon., Sept 13		
10	Wed., Sept 15		
11	Fri., Sept 17		
12	Mon., Sept 20		
13	Wed., Sept 22		
14	Fri., Sept 24		

	<b>Date</b>	<b>Topic</b>	<b>Reading Assignment</b>
15	Mon., Sept 27		
16	Wed., Sept 29		
17	Fri., Oct 1		
18	Mon., Oct 4		
19	Wed., Oct 6		
20	Fri., Oct 8		
21	Mon., Oct 11		
22	Wed., Oct 13		
23	Fri., Oct 15		
24	Mon., Oct 18		
25	Wed., Oct 20		
26	Fri., Oct 22		
27	Mon., Oct 25		
28	Wed., Oct 27		
29	Fri., Oct 29		
30	Mon., Nov 1		
31	Wed., Nov 3		
32	Fri., Nov 5		
33	Mon., Nov 8		
34	Wed., Nov 10		
35	Fri., Nov 12		
36	Mon., Nov 15		
37	Wed., Nov 17		
38	Fri., Nov 19		
39	Mon., Nov 22		

	<b>Date</b>	<b>Topic</b>	<b>Reading Assignment</b>	
	Wed., Nov 24	Thanksgiving Break		
	Fri., Nov 26	Thanksgiving Break		
40	Mon., Nov 29			
41	Wed., Dec 1			
42	Fri., Dec 3			
43	Mon., Dec 6			
44	Wed., Dec 8	Last Day of Instruction		
<b>Finals week</b>			<b>Days</b>	<b>Dates</b>
Final Exam Preparation & Faculty Consultation Days:			Thursday and Friday	Dec 9 – 10
Final Semester Examinations			Monday – Thursday	Dec 13 – 16
Final Exam in this course				

**Tentative Course Schedule  
Fall 2021  
(Tuesday, Thursday Courses)**

	<b>Date</b>	<b>Topic</b>	<b>Reading Assignment</b>
1	Tues., Aug 24		
2	Thurs., Aug 26		
3	Tues., Aug 31		
4	Thurs., Sept 2		
5	Tues., Sept 7		
6	Thurs., Sept 9		
7	Tues., Sept 14		
8	Thurs., Sept 16		
9	Tues., Sept 21		
10	Thurs., Sept 23		

	<b>Date</b>	<b>Topic</b>	<b>Reading Assignment</b>	
11	Tues., Sept 28			
12	Thurs., Sept 30			
13	Tues., Oct 5			
14	Thurs., Oct 7			
15	Tues., Oct 12			
16	Thurs., Oct 14			
17	Tues., Oct 19			
18	Thurs., Oct 21			
19	Tues., Oct 26			
20	Thurs., Oct 28			
21	Tues., Nov 2			
22	Thurs., Nov 4			
23	Tues., Nov 9			
	Thurs., Nov 11	Holiday – Veterans Day		
24	Tues., Nov 16			
25	Thurs., Nov 18			
26	Tues., Nov 23			
	Thurs., Nov 25	Thanksgiving Break		
27	Tues., Nov 30			
28	Thurs., Dec 2			
29	Tues., Dec 7	Last Day of Instruction		
<b>Finals week</b>			<b>Days</b>	<b>Dates</b>
Final Exam Preparation & Faculty Consultation Days:			Thursday and Friday	Dec 9 – 10
Final Semester Examinations			Monday – Thursday	Dec 13 – 16
Final Exam in this course				

**Tentative Course Schedule**  
**Fall 2021**  
**(Monday, Wednesday Courses)**

	<b>Date</b>	<b>Topic</b>	<b>Reading Assignment</b>
1	Mon., Aug 23		
2	Wed., Aug 25		
3	Mon., Aug 30		
4	Wed., Sept 1		
	Mon., Sept 6	HOLIDAY – Labor Day	
5	Wed., Sept 8		
6	Mon., Sept 13		
7	Wed., Sept 15		
8	Mon., Sept 20		
9	Wed., Sept 22		
10	Mon., Sept 27		
11	Wed., Sept 29		
12	Mon., Oct 4		
13	Wed., Oct 6		
14	Mon., Oct 11		
15	Wed., Oct 13		
16	Mon., Oct 18		
17	Wed., Oct 20		
18	Mon., Oct 25		
19	Wed., Oct 27		
20	Mon., Nov 1		
21	Wed., Nov 3		
22	Mon., Nov 8		

	<b>Date</b>	<b>Topic</b>	<b>Reading Assignment</b>	
23	Wed., Nov 10			
24	Mon., Nov 15			
25	Wed., Nov 17			
26	Mon., Nov 22			
	Wed., Nov 24	Thanksgiving Break		
27	Mon., Nov 29			
28	Wed., Dec 1			
29	Mon., Dec 6			
30	Wed., Dec 8	Last Day of Instruction		
<b>Finals week</b>			<b>Days</b>	<b>Dates</b>
Final Exam Preparation & Faculty Consultation Days:			Thursday and Friday	Dec 9 – 10
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