C n ac Inf ma i n

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	(Sec i n 3)
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All course material (announcements, syllabus, handouts, assignment instructions, lecture slides, etc.) will be available on Canvas. You are responsible for regularly checking both Canvas and SJSU email (the one that ends with @sjsu.edu) to learn of any updates. For help with using Canvas see Canvas Student Resources page. [Canvas Student Resource Center for Faculty Excellence and Teaching Innovation](https://sjsu.edu/learning/whether/student-resources/)

- **   **: 1/28; 2/11; 2/25; 3/11; 3/25; 4/8; 4/22; 5/6

**A   **: 2/4; 2/18; 3/4; 3/18; 4/15; 4/29; 5/20

Course Description and Review

Strategies for effective communication and collaboration in practice with members of the veterinary team that plan and ensure students receiving specialized care in the service. Emphasis in planning an initial life experience across the life span.

Prerequisite: Department consent.

Letter Graded

Classroom Protocol

In this class, students are expected to adhere to the following norms and expectations:

**   **: Foster an inclusive and supportive environment by treating others with respect and engaging thoughtfully with diverse perspectives.

**   **: Attend class on time, come prepared, and actively engage in discussions, assignments, and group work.

**A   **: Uphold academic honesty and use technology responsibly for academic purposes during class.

**   A   **: Communicate professionally, stay informed of course updates, meet deadlines, and be open to constructive feedback.

Program Information

We expect each candidate to be an informed leader in the field, and lifelong learner who understand 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 discipline academic racism that has historically been used for inclusion and deficit of students with disabilities including the BIPOC (Black,

Indigen   , Pe   le f C l)   den ,   aff, and fac l . We engage c l   all   aining   edag gie and
he   inci le   f UDL in   c   e   incg

2. Describe the importance of establishing a... with families, along with a recognition of common experiences families face when they navigate the ch... system when they have a child with a disability.

3. Collaborate with individual... team (e.g., sharing ideas, active listening, ... ing, planning, problem solving, negotiating) to develop and adjust... social plan based on... dent data, and the coordination of the education, ... sibilities, and... ce... maximize... dent learning. (HLP 1)

4. Demonstrate an understanding of best practice and policy... related to... anning. (DEC-RC TR2)

5. Demonstrate the ability to plan for and implement... n-centered planning in the development of individualized... dent... an... ia... den... age. (HLP 3)

Course Materials

Murawski, W. W., & Spencer, S. (2011). Collaborate, Communicate, & Differentiate C... in.

Acar, S., & Blac..., P. M. (2018). Guidelines for collaborating within... early intervention/early childhood special education. Young Exceptional Children, 21(3), 170-184. http://doi.org/10.1177/109625061667/1

P a , S. M., Imb d , S. M., W lf, L. D., & Pa e n, A. L. (2017). C - lanning in c - eaching: A ac ical
l. and In en i n in Sch l and Clinic, 52(4), 243-249. h ://d i. g/10.1177/1053451216659474

R , B.S., & Hallam, R. A. (2011). T an i i n e ice f h

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, study/preparation, course related activities, including but not limited to internship, labs, and clinical practice. Other course structure will have similar workload expectation as described in the syllabus.

ASSIGNMENTS	POINTS	PERCENTAGE
Parent interview and reflection	50	16.67%
Collaboration Project	50	16.67%
Online Training module	50	16.67%
Classroom Assignment	50	16.67%
Online Session Assignment	50	16.67%
Reflection on a media presentation related to disability	50	16.67%
TOTAL	300	100%

1.   (50)

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 scope of the interview and questions to ask will be discussed in class. After the interview, you will be asked to reflect on the interview, citing the examples provided and connecting your reflection with the material covered in one.

2.   Å   (6 8=48+2=50)

Students will respond in (choose an example multiple choice) after completing online task assigned on Canvas

3. ○ A   (7×7=49+1=50)

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Detailed information will be included in Canvas regarding what will be expected when in an examination of themodule.

Students will complete the online module from Tanii inClaii n. g; Se i n 1, 2, and 3

Using the link:

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Grading Information

Grade Conversion Table

Grade	Percent	Grade	Percent	Grade	Percent
A+	97 above	A	93 97	A-	90 93
B+	87 90	B	83 87	B-	80 83
C+	77 80	C	73 $= \frac{}{3}$		

University Policies

Per [University Policy S16-9 (PDF) (https://www.sjsu.edu/senate/docs/S16-9.pdf)](https://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policies 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 health services) are listed on the [Syllabus Information (https://www.sjsu.edu/curriculum/courses/syllabus-info.html)](https://www.sjsu.edu/curriculum/courses/syllabus-info.html) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

228A - ... 2024

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

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Jan 28	• Introduction / syllabus review		
In-Person	• Developing a norm		
	• Foundations of ... and		

Feb 18

A nch n

Feb 25

In-Pe n

Ma ch 4

A nch n

Ma ch 11

In Pe n

Ma ch 18

A nch n

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