SPED 464-0SW: TRANSITION & COLLABORATION

COURSE SYLLABUS: Spring 2026

INSTRUCTOR INFORMATION

Instructor: Kelly M. Carrero, Ph.D., BCBA, LBA-TX; Associate Professor
Office Hours: Mondays, 12:30 pm-5:30 pm CST via Zoom or by appointment
Office Fax: 903.886.5510
University Email Address: Kelly.Carrero@etamu.edu
Preferred Form of Communication: Virtual Office Hours (VOH) for general course questions; Email for questions and/or information specific to individual students
Communication Response Time:
Using VOH through D2L = within 36 hours Monday – Friday, weekends and holidays may take longer
Using University Email = within 48 hours Monday – Friday, weekends and holidays may take longer.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

No Required Textbook; Readings will be provided through D2L

Course Description

This course examines programs and services available for students, families, and adults planning for transition. Variables influencing employment, community living and extended care in private and public agencies as well as sources of services, networks, and organizations for individuals with disabilities are examined. Collaboration models are presented for content area instruction will also be addressed.
Prerequisite: SPED 346

Student Learning Outcomes

1. Students will create digital portfolios to support student and family participation in the IEP, ARD meetings, and transition planning

2. Students will demonstrate knowledge of self-determination within special education
3. Students will identify ways to integrate transition-focused activities into classroom routines and instruction
4. Students will identify ways to integrate transition focused activity into community settings
5. Students will curate transition resources to connect families with communities

Student Learning Outcomes	§235.131. Special Education Standards: Early Childhood-Grade 6	§235.133. Special Education Standards: Grades 6-12
Students will create digital portfolios to support student and family participation in the IEP, ARD meetings, and transition planning	(b)(20) advocate for family and student participation in the IEP, ARD meetings, and transition plan	(b)(25) advocate for student participation in the IEP, ARD meetings, and transition plan (b)(27) apply knowledge of IEP transition activities to build students' readiness for postsecondary transition;
Students will demonstrate knowledge of self-determination within special education	(b)(21) foster and support students in their development of self-reliance and self-advocacy	(b)(26) foster and support students in their development of self-reliance and self-advocacy;
Students will identify ways to integrate transition-focused activities into classroom routines and instruction	(f)(9) plan and integrate transition-focused activities into classroom instruction;	(e)(13) use the results of multiple assessments to determine students' transition needs (f) (9) plan and integrate transition-focused activities into classroom instruction;
Students will identify ways to integrate transition focused	(h)(6) implement transition activities in the IEP that include	(h)(6) implement transition activities in the IEP that include

activity into community settings	community resources and service providers;	community resources and service providers;

COURSE REQUIREMENTS

Minimal Technical Skills Needed

To be successful in this course, you will need to know how to access and navigate (a) Desire2Learn, (b) Microsoft Word, and (c) Microsoft Excel

Instructional Methods

This class will meet via Zoom on Tuesdays from 5:30pm to 7:40pm You must be able to meet synchronously with the entire class at this day and time for the entire Spring 2026 semester.

Student Responsibilities or Tips for Success in the Course

In addition to attending class, you will need to regularly log into the course website (weekly/daily) to complete all required assignments/assessments by the due date. You may complete the assignments/assessments before the due date if they are open for you to do so.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 59% or Below

Weekly Reflection Activities (10 at 50pts. each)	500
Transition Resource Matrix	125
Portfolio Project	125
Self-Determination Presentation	125
Transition Plan Project	125
Total	**1000**

Assessments
- **Weekly Reflection Activities (500 points)**: Activities and reflections will be utilized to promote understanding and application of

course content. Examples may include article responses, IRIS modules, and other activities.

- **Parent Transition Resource Matrix (125 points):** Students will create a digital resource table on the topic of transition that could be shared with parents or young adults. Resources can include website links, organizations, articles, and more. Resources should include a mix of local, state, and national sources. Students may choose to focus on resources for specific disabilities or resources specific to post-graduation plans (first-generation college students, students entering the workforce, students seeking supported employment.)

- **Portfolio Project (125 points):** Students will create a digital portfolio for a student to support collaboration between parents and teachers, as well as fostering transition between grade levels and different schools. This portfolio should include the following sections: Student History, Strengths, Challenges, Current Goals, Hopes for the Future. This portfolio should tell the student's story and include multi-media such as pictures, videos, and quotes from the student and/or their parents.

- **Self-Determination Presentation (125 points)**: Students will create a presentation on an area of self-determination they wish to explore further. The focus could be on developing self-determination in young children, older students, or students with different disabilities (ADHD, learning disabilities, autism, emotional/behavioral disorders, etc.) Students may choose to focus on self-determination assessment, self-determination resources, technology tools for self-determination, empowering families to support self-determination, universal design for learning and self-determination, psychological views of self-determination, among other directions.

- **Transition Plan Project (125):** Using the resources provided within the course, students will create a transition plan for a student. The plan will include present levels of academic and functional performance, goals and objectives, and a list of the team members involved in facilitating the plan.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool
https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a East Texas A&M campus open computer lab, etc.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

https://community.brightspace.com/support/s/contactsupport

The syllabus/schedule are subject to change.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Interaction with Instructor Statement

I will respond to email communication within 72 hours and grade assignments within two weeks.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Professionalism: It is expected that you demonstrate professionalism. For the purposes of this course, professionalism will be exhibited by the student: (a) attending and participating in class, (b) completing all assigned readings, (c) submitting assignments by the deadline, and (d) adhering to the university student code of conduct (e.g., plagiarism, cheating).

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct can be found at https://www.tamuc.edu/student-code-of-conduct/.

 If you believe someone has engaged in behaviors that do not align with the Code of Student Conduct or you have other concerns, please visit the File a Report page at https://www.tamuc.edu/office-of-student-rights-and-responsibilities/concerns-incident-reporting/

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: https://www.britannica.com/topic/netiquette

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Academic Integrity

Students at East Texas A&M are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate student academic dishonesty policy
Undergraduate Academic Dishonesty 13.99.99.R0.03

Undergraduate student academic dishonesty policy
Undergraduate Student Academic Dishonesty Form

Graduate student academic dishonesty policy:
https://inside.tamuc.edu/aboutus/policiesproceduresstandardsstatements/rulesProcedur
es/13students/graduate/13.99.99.R0.10.pdf

Graduate student academic dishonesty form:
https://inside.tamuc.edu/academics/graduateSchool/faculty/GraduateStudentAcademic
DishonestyForm.pdf

East Texas A&M Attendance

For more information about the attendance policy please visit the Attendance webpage.

Artificial Intelligence

East Texas A&M acknowledges that there are legitimate uses of Artificial Intelligence, Chatbots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors 'guidelines. **If no instructions are provided the student should assume that the use of such software is disallowed**.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

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Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Services
Velma K. Waters Library- Room 162
Phone (903) 886-5930
Fax (903) 468-8148
Email: StudentDisabilityServices@tamuc.edu
Website: http://inside.tamuc.edu/campuslife/campusServices/StudentDisabilityServices/default.aspx

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

East Texas A&M Supports Students' Mental Health

The Counseling Center at East Texas A&M, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit **www.tamuc.edu/counsel**

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Nondiscrimination Notice

East Texas A&M will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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COURSE OUTLINE / TENTATIVE COURSE CALENDAR

Week	Topics & Assigned Readings/Activities
1	Introduction to Transition & Collaboration
2	Legal Requirements
3	Agencies & Vocational Rehabilitation
4	Parents & Families

Week	Topics & Assigned Readings/Activities
5	Transition for Students with Intellectual and Developmental Disabilities
6	Transition for Students with Learning Disabilities
7	Transition for Students with Attention Deficit Hyperactivity Disorder
8	Transition for Students with Emotional and/or Behavioral Disorders
9	Transition for Students with Autism Spectrum Disorders
10	Transition for Students with Communication Disorders
11	Transition for Students who are Deaf or Hard of Hearing
12	Transition for Students with Blindness or Low Vision
13	Transition for Students with Low-Incidence, Multiple, and Severe Disabilities
14	Transition for Students with Physical Disabilities and Other Health Impairments
15	Finals Week

Calendar: Please note that the calendar is tentative and may change at any time and as many times as necessary during the semester. In case of any changes, you will be informed in a timely manner. **It is your responsibility to regularly check your email and D2L for announcements regarding the course.**

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