



COLLABORATION AND TRANSITION WITH DIVERSE LEARNERS SPED 586.01W

COURSE SYLLABUS: SUMMER 2022 ONLINE

INSTRUCTOR INFORMATION

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Office Hours: by appointment; Please do not hesitate to contact me, preferably through e-mail, if an appointment is needed.

Course Description:

SPED 586 explores models of collaborative practices to support students with disabilities. Models of consultation and collaboration which foster effective inclusion and related service provision are presented. Additionally, home/school/community collaboration to prepare exceptional students for all transitions, including postsecondary environments, through transition programming is emphasized.

Text:

Readings as assigned in D2L.

Optional Text:

Home, School, and Community Collaboration 4th edition

Culturally Responsive Family Engagement

By: Kathy Beth Grant, and Julie A. Ray

ISBN: 1506365736

ISBN-13: 9781506365732

Course Objectives:

Educator Certification Standards Associated with SPED 586:

Competencies within the special education EC-12 certification and educational diagnostician certification associated with this course are as follows:

Texas Special Education Teacher Standards:

EC-6:

1. Standard B. Legal and Ethical Guidelines. The Early Childhood-Grade 6 special education teacher demonstrates knowledge of all applicable state and federal laws, including Individuals with Disabilities Education Act (IDEA) of 2004; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act (ADA) of 1990 and ADA Amendments Act (ADAAA) of 2008; Texas Education Code specific to students with disabilities; Texas Administrative Code specific to students with disabilities; and Family Education Rights and Privacy Act. The Early Childhood-Grade 6 special education teacher must:
(20) advocate for family and student participation in the IEP, ARD meetings, and transition plan;
2. Standard H. Professional Learning and Collaboration. The Early Childhood-Grade 6 special education teacher must:
 - (1) demonstrate knowledge of the roles and responsibilities of the Early Childhood-Grade 6 special education teacher and of other professionals who deliver special education services, including related and instructional service providers;
 - (2) collaborate with paraprofessionals to identify and define the responsibilities, skills, and professional development needed for their roles;
 - (3) collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals to lead effective meetings that address students' instructional, emotional, behavioral, and social needs;
 - (4) consult with campus staff and/or colleagues about strategies, supports, and implementation of IEPs;
 - (5) coordinate with service providers and build student schedules;
 - (6) implement transition activities in the IEP that include community resources and service providers;
 - (7) mentor and supervise paraprofessionals;
 - (8) effectively collaborate with general education teachers to deliver, adapt, and differentiate instruction to address students' instructional, emotional, behavioral, and social needs;
 - (9) understand the strengths and limitations of various co-teaching models based on setting and the individual needs of students;
 - (10) effectively implement co-teaching models to deliver, adapt, and differentiate instruction to meet students' instructional, emotional, behavioral, and social needs;
 - (11) understand the reciprocal relationship with general education teachers for effective and inclusive practices;
 - (12) collaborate and consult with multi-disciplinary teams to plan and implement instruction in accordance with a student's IEP;

- (13) select and develop resources to improve communication and collaboration with family and community;
- (14) coordinate with related service providers and community agencies to identify and access services, resources, and supports to meet the needs of individuals with exceptionalities;
- (15) engage in ongoing self-reflection to design and implement professional learning activities and advocate for improved outcomes for students with high support needs and their families, while considering their social, cultural, and linguistic diversity;
- (16) set short-term and long-term professional goals based on ongoing analysis of student learning, self-reflection, and professional standards;
- (17) demonstrate understanding of the barriers that exist for students with high support needs within educational settings and work with decision makers to design environments and select curriculum resources that include supports that address a range of student needs; and
- (18) respectfully advocate for social, legal, and environmental changes for students and families of students with high support needs, recognizing students' multiple identified needs.

6-12:

1. Standard H. Professional Learning and Collaboration. The Grades 6-12 special education teacher must:

- (1) demonstrate knowledge of the roles and responsibilities of the Grades 6-12 special education teacher and of other professionals who deliver special education services;
- (2) collaborate with paraprofessionals to identify and define the responsibilities, skills, and professional development needed for their roles;
- (3) collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals to lead effective meetings that address students' instructional and behavioral needs;
- (4) consult with campus staff and/or colleagues about strategies, supports, and implementation of IEPs;
- (5) coordinate with service providers and build student schedules;
- (6) implement transition activities in the IEP that include community resources and service providers;
- (7) mentor and supervise paraprofessionals;
- (8) effectively collaborate with general education teachers to deliver, adapt, and differentiate instruction to meet the instructional, emotional, behavioral, and social needs of individual students;
- (9) understand the strengths and limitations of various co-teaching models based on setting and the individual needs of students;
- (10) understand the reciprocal relationship with general education teachers for effective and inclusive practices;
- (11) collaborate and consult with multi-disciplinary teams, including career and technical education, electives, and extracurriculars, to plan and implement instruction in accordance with a student's IEP;

- (12) select and develop resources to improve communication and collaboration with family and community;
- (13) coordinate with instructional and related service providers and community agencies to identify and access services, resources, and supports to meet the needs of individuals with exceptionalities;
- (14) collaborate with community service providers to address transition needs in accordance with the IEP and the ITP;
- (15) demonstrate knowledge of the key components of different employment models and how to provide access to community-based instruction, and vocational training;
- (16) engage in ongoing self-reflection to design and implement professional learning activities and advocate for improved outcomes for students with high support needs and their families, while considering the social, cultural, and linguistic diversity of students;
- (17) set short-term and long-term professional goals based on ongoing analysis of student learning, self-reflection, and professional standards;
- (18) demonstrate understanding of the barriers that exist for students with high support needs within educational settings and work with decision makers to design environments and select curriculum resources that include supports that address a range of student needs; and
- (19) respectfully advocate for social, legal, and environmental changes for students and families of students with high support needs, recognizing students' multiple identified needs.

The educational diagnostician

Standard III. The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.

- (1) The educational diagnostician knows and understands:
 - (A) strategies for promoting effective communication and collaboration with others, including parents/guardians and school and community personnel, in a culturally responsive manner;
 - (B) concerns of parents/guardians of individuals with exceptional learning needs and appropriate strategies to help parents/guardians address these concerns;
 - (C) strategies for developing educational programs for individuals through collaboration with team members;
 - (D) roles of individuals with disabilities, parents/caregivers, teachers, and other school and community personnel in planning educational programs for individuals; and
 - (E) family systems and the role of families in supporting student development and educational progress.
- (2) The educational diagnostician is able to:
 - (A) use collaborative strategies in working with individuals with disabilities, parents/caregivers, and school and community personnel in various learning environments;
 - (B) communicate and consult effectively with individuals, parents/guardians, teachers, and other school and community personnel;
 - (C) foster respectful and beneficial relationships between families and education professionals;

(D) encourage and assist individuals with disabilities and their families to become active participants in the educational team;

(E) plan and conduct collaborative conferences with individuals who have exceptional learning needs and their families or primary caregivers;

(F) collaborate with classroom teachers and other school and community personnel in including individuals with exceptional learning needs in various learning environments;

(G) communicate with classroom teachers, administrators, and other school personnel about characteristics and needs of individuals with disabilities;

(H) use appropriate communication skills to report and interpret assessment and evaluation results;

(I) provide assistance to others who collect informal and observational data;

(J) effectively communicate to parents/guardians and professionals the purposes, methods, findings, and implications of assessments; and

(K) keep accurate and detailed records of assessments, evaluations, and related proceedings (e.g., admission, review, and dismissal/individualized education program (ARD/IEP) meetings, parent/guardian communications and notifications).

INSTRUCTOR AND COURSE ACCESS

Contacting the Instructor

If you have a question that you feel others in the class would benefit from the answer to, please post your question in the virtual office. For all other inquiries, email is my preferred method of communication. Please give me 48 hours to respond to your emails before resending. In addition, please be aware that I will not respond to emails on Saturday or Sunday, and emails received on Friday could potentially be responded to the following Monday.

A Note About the Virtual Office: The Virtual Office is a public forum. If you need to contact me about something of a personal nature, feel free to e-mail me. Also, please note that I do not receive an alert when something is posted in the virtual office, so if you need immediate assistance, it might be better to email me directly.

Three Before Me Rule: The 3 before me rule simply means, before you e-mail me with a question, (when is an assignment due, how do I turn it in, how many points is it worth, etc.), you are to attempt 3 times to answer your question. What are some suggested ways you can do this? You could: read your syllabus, review Virtual Office to see if someone else has asked this question, post a question for your peers in the Virtual Office, or contact other members of your class.

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via MyLeo. ALL class emails from your instructor WILL GO TO YOUR MyLeo ACCOUNT. Please be sure to check this email account frequently and regularly.

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning

management system. The most current version of Java can be downloaded at:
[JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)

- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
 - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
 - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
 - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

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 TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

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

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "[click here](#)" to submit an issue via email.



System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

Interaction with Instructor Statement

Contacting the Instructor

If you have a question that you feel others in the class would benefit from the answer to, please post your question in the virtual office. For all other inquiries, email is my preferred method of communication. Please give me 48 hours to respond to your emails before resending. In addition, please be aware that I will not respond to emails on Saturday or Sunday, and emails received on Friday could potentially be responded to the following Monday.

CLASS REQUIREMENTS AND GRADING:

- **DISCUSSIONS (100 points):** Student participation in class discussions are vital, as this is an online class. There are discussions assigned for each module of the course. Students must respond prior to viewing their classmates' responses, and are expected to use professional writing when posting. This includes use of correct grammar, spelling, and APA 7th edition as appropriate.
- **IRIS MODULES (2 at 25 points each):**
 - Collaboration with Families
 - Related Services

- CHILD ABUSE REPORTER TRAINING (25 points): Enrolled students will complete this training and upload their certificates to D2L
- CASE STUDY (50 points): Students will work in teams to collaborate as if you were an IEP team, each team member with her own role (i.e. diag, special education teacher, AT specialist, related service personnel, parent/guardian), making assessment and programmatic recommendations for a hypothetical student.
- GOOGLE FORM and MINI-CONFERENCE (25 points): After reading Dr. Jones' article, locate a willing parent to conduct a mock mini-conference. Be sure to use the script found in "Preparing New SPED Teachers" and use the template in the SESG article (PLOP may need to be updated to PLAAFP). Prior to the mini-conference, create a Google form that you can use to collect parent input in advance of a mini-conference/IEP meeting. The Google form should elicit parent input on their student's strengths and weaknesses pertinent to the areas addressed in a PLAAFP statement.

Use the Zoom platform for the meeting and post the link to the recording, your Google form, and the document of recorded answers to the assignment. To ensure confidentiality of the student and parent do not use actual names in your recording.

- LIVE BINDER CREATION (25 points): Students will 1) help a parent set up a binder to organize all of their student's special education paperwork, and 2) write-up a plan for how they will implement this practice for all parents as a practicing professional. Binders may be actual three-ring binders or an electronic organization system, such as folders on a USB drive. The binders should include sections for: ARDs, evaluations, medical reports, assistive technology, and progress reports.
- COLLABORATION PAPER (100 points): Enrolled students will complete a 3-5 page paper related to collaboration. The purpose of this assignment is to share collaboration techniques and to gain experience preparing a manuscript for submission to a journal. Specifically, you will prepare your paper as if you were going to submit it to a practitioner journal. One such source I recommend is *Intervention in School and Clinic (ISC)*, but you may choose another source if it better fits your area of interest (ex. Journal of Visual Impairment and Blindness has a Practice Perspectives)

You will need to research and comply with the requirements for submission for your chosen journal. The Collaboration Column Submission Category requirements for ISC, for example, are found at [http://www.sagepub.com/upm-data/53674_ISC_48\(3\)_aq.pdf](http://www.sagepub.com/upm-data/53674_ISC_48(3)_aq.pdf). **You will be required to post your topic choice and a description of your paper idea to a discussion thread early in the**

semester (10 points). Make sure to refer to the sample articles posted in DocSharing to get an idea of the type of article you are writing.

- **PUTTING IT ALL TOGETHER (25 points):** Enrolled students will submit a reflection of their own practice based on their learning and collaborative experiences from this course.

Total Points Possible: 400 points

Grade Assignment:

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

RULES ABOUT DISCUSSIONS, REFLECTIONS AND PEER RESPONSES

- These assignments are to encourage **thoughtful** reflection and expression of your views. This is a college class so postings called “drive by” postings (such as: “that’s great”, “yea I agree”, “good idea”, “You go girl!”) are not welcome and will NOT receive a high grade.
- There are few “wrong” answers. As said, these assignments are to encourage thought and reflection. I expect all students in this class have different education and professional experiences and have different goals in life. New ideas and new ways of looking at things are encouraged. For those of you with a “lifetime” in special education, we can always learn from those less indoctrinated into our system. More importantly, remember that your colleagues new to the field will probably think more like our student’s families, so we need to listen to and learn from their perspective. Be creative and have fun with it. Scoring will be based on timeliness, correctness of any factual information, and your ability to justify your opinion.
- There is no minimum length like you may have had in other classes. Conversely, I don’t encourage really long answers – remember your peers have to read it (as well as me) and they are just as cramped for time as you are. Generally, a few sentences or a short paragraph is sufficient.
- In responding to another person’s post, be considerate and respectful. You may not agree – and do not have to. We all learn by being challenged to think deeper and consider more alternatives. I encourage “talking” out new ideas and perspectives. BUT, if you disagree, you are expected to express your disagreement in a respectful way.
- Typically, your grade will not be based on writing mechanics or correctness of grammar and punctuation. Good writing mechanics shows a respect for your reader, however, and allows me to score your response (and not your grammar). If your writing and grammar compromises my reading and understanding, you will not receive a high score. On this note – I don’t speak “text” very well, so don’t use text abbreviations and expect me to understand. Just, play it safe and don’t use these abbreviations.
- APA 7th edition guidelines should be adhered to, when appropriate.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

- All assignments/discussions must be turned in on the assigned due date. ***Unexcused assignments turned in after the due date will be returned ungraded.***
 - **A note about timeliness:** it is highly advised that you DO NOT wait until the deadline for turning in an assignment. I have set the deadlines for assignments to be Sunday nights, in order to give you the weekends for completion. However, this does not mean you can email me over the weekend with questions---it is my weekend with my family, too. Also, if you wait until 11:00 pm on Sunday to turn in an assignment due at midnight and the electricity goes out, you have missed the deadline and will NOT get credit for the assignment. you need to plan ahead for questions/completion of assignments.
- Ensure that the assignment guidelines presented in the syllabus are followed. It is important that all assignments are organized according to headings and subheadings delineated in the guidelines. ***Failure to do so will result in an ungraded assignment or a lower evaluation.***
- Please always submit your assignments in a word document, so that I can use track changes to provide comments if so needed. In other words, don't submit a whole assignment in D2L by simply cutting and pasting. Always attach your assignments as their own file.
- **Written Assignments.** Written assignments MUST be typed using double spaced lines, include your name, and have page numbers. In addition, work submitted should reflect a professional quality in terms of scope, depth, writing mechanics, and appearance that would be expected of students at a prestigious university. Proofread all assignments as only materials with minimal or no errors will receive high scores.
- **Person First Language:** Our language is a reflection of our attitudes. Always refer to persons with disabilities with respect. ***Degrading terminology will not be tolerated.*** In this class we will strive to use "people first" language at all times. "People First" language always refers to the person first and not as a label or a category. For example, refer to "a student with autism" and not "an autistic" or "students with disabilities" and not "disabled students". In addition, avoid such stigmatizing terminology as "confined to a wheelchair" (say "uses a wheelchair" instead.).
- *If you have suggestions, comments, questions, or concerns about the class or the assignments, please call or see the instructor. Please do not save your suggestions for the evaluation at the end of the term when it is too late to implement your suggestions.*

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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 is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](http://www.albion.com/netiquette/corerules.html)

<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx) webpage and [Procedure 13.99.99.R0.01](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce 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 Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

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 Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce 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 Texas A&M University-Commerce 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 A&M-Commerce 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 A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Tentative Course Schedule

	Topic and Readings	Assignments and Due Dates
Welcome June 6-7	Welcome	DUE BY 6/7/22: <ul style="list-style-type: none"> Introduce Yourself Discussion
Module 1 June 8-9	Importance of Collaboration/Legal Mandates <ul style="list-style-type: none"> Collaboration Critical Factors Article Parent Perception Article 	<ul style="list-style-type: none"> Articles of the Week Discussion (10 points) DUE BY 6/12/22 Submit Journal and Topic Idea for Collaboration Paper (10 points) DUE BY 6/12/22
Module 2 June 13-14	Importance of Collaboration/Legal Mandates <ul style="list-style-type: none"> Virtual Teams Article Empowering Leadership Geographically Article 	<ul style="list-style-type: none"> Elements of Effective Collaboration Discussion (10 points)—DUE 6/14/21
	Foundations of Early Childhood Education/Collaboration Specific Needs (IFSP)/Empathy Surrounding Diagnosis <ul style="list-style-type: none"> Empathy, Disposition, etc Article Children's Needs Presentation 	<ul style="list-style-type: none"> Foundations of Early Childhood Discussion DUE 6/19/22 (10 points)
Module 3 June 15-16	Foundations of Early Childhood Education/Collaboration Specific Needs (IFSP)/Empathy Surrounding Diagnosis Continued <ul style="list-style-type: none"> Active Listening Article Outcomes/Goals IFSP Presentation 	

	In-home Services: Collaboration with Families/Recognizing Maltreatment	<ul style="list-style-type: none"> • Mandated Reporter Training DUE 6/19/22
Module 4 June 20-21	Collaboration with Medical Professionals/ School or Homebound Nurses Dr. Jones' Articles <ul style="list-style-type: none"> • Preparing New SPED Teachers • Fostering Collaboration SESG Approach 	<ul style="list-style-type: none"> • Collaboration with Family IRIS Assignment DUE 6/21/22 • Google Form/Mini Conference Assignment DUE 6/21/22
Module 5 June 22-23	Collaboration on Transition from ECE to School-Age Services <ul style="list-style-type: none"> • Collaboration ECE Article • Successful Collaboration ECE Article • Engaging Families Video 	<ul style="list-style-type: none"> • Live Binder DUE 6/23/22
	School Age Populations: Collaboration in RTI, FIE, and Identification Process <ul style="list-style-type: none"> • RTI Collaboration Article • FIE Presentation 	<ul style="list-style-type: none"> • Discussions DUE 6/26/22: RTI Discussion (10 points) FIE Presentation Summary Discussion (10 points) • Case Study DUE 6/26/22
Module 6 June 27-28	Collaboration with Paraprofessionals <ul style="list-style-type: none"> • Supporting Paraprofessionals • Accomplishing More Together 	
	Collaboration with Related Service Providers: TSVI/Orientation and Mobility Specialists <ul style="list-style-type: none"> • Accomplishing More Together 	<ul style="list-style-type: none"> • Discussions DUE 6/28/22: Visual Impairment Website Browse Discussion (10 points) Article Discussion (10 points) • Related Services IRIS Module Assignment DUE 6/28/22

Module 7 June 29-30	Collaboration with Related Service Providers: Speech, OT, & PT <ul style="list-style-type: none"> • Collaboration OT Article • Teacher and SLT Collaboration Article • VI Teacher to PT Collaboration 	
	Collaboration with Related Service Providers: Assistive Technology <ul style="list-style-type: none"> • Parent's Brochure • Team-Based Approach • Instrument for Team Use 	<ul style="list-style-type: none"> • Collaboration Paper DUE 7/3/22
Module 8 Jul 4-5	Collaboration with Assessment and Psychological Services Personnel: LSSPs and/or Psychologists <ul style="list-style-type: none"> • Role of School Psychologist Article • Who are Psychologists Infographic • Collaboration Opportunities Article • Collaborative Endeavor Article 	<ul style="list-style-type: none"> • LSSP/Psychologists Discussion (10 points) DUE 7/5/22
	Collaboration on Behavior Supports <ul style="list-style-type: none"> • Improving Outcomes BIP Article • Functional Analysis Video from Waters Library 	
Module 9 Jul 6-7	Collaboration for Transition to Postsecondary or Vocation: Agency and Service Coordination/Fostering Self-Determination in Transition <ul style="list-style-type: none"> • Collaboration in Transition Article • Journey toward Self-Determination Article 	<ul style="list-style-type: none"> • Article Discussion (10 points) DUE 7/2/22
Module 10 July 7	Overview: Wrap up	<ul style="list-style-type: none"> • Post Response to Putting it All Together Assignment DUE 7/7/22

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.**