



SPED 586: Collaboration and Transition

COURSE SYLLABUS: FALL 2026 ONLINE

INSTRUCTOR INFORMATION

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Office Hours: Tuesdays and Thursdays 2-4:30

Course Description:

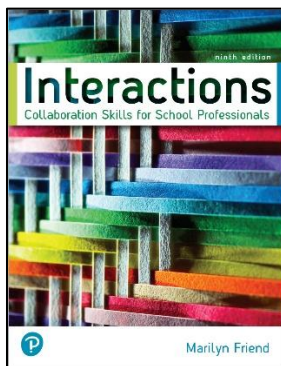
SPED 586 explores models of collaborative practices to support students with disabilities. Models of consultation and collaboration which foster effective inclusion and related service provision are presented. Additionally, home/school/community collaboration to prepare exceptional students for all transitions,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

Text:

Interactions: Collaboration Skills for School Professionals, 9th edition

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Marilyn Friend The University of North Carolina at Greensboro, Professor Emerita



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 East Texas A&M University, 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

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@etamu.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, an 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 1-877-326-7778. Other support options can be found here:

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

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 1-877-326-7778 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 (80 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 26 points each):**
 - Collaboration with Families
 - Related Services

- CHILD ABUSE REPORTER TRAINING (26 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, school counselor, parent/guardian), making assessment and programmatic recommendations for a hypothetical student.
- GOOGLE FORM and MINI-CONFERENCE (35 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 (26 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.
- INTERVIEW SERIES (100 points): Throughout the course, enrolled students will locate various key stakeholders related to the provision of special education services. Students will interview each stakeholder using a provided list of questions. All responses will be submitted AT ONE TIME at the end of the semester. Additionally, students will record a Zoom reflection of their key takeaways from the interviews.
- 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. 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 ASSIGNMENT AND DISCUSSION (35 points):** Enrolled students will submit 1) a reflection of their own practice based on their learning and collaborative experiences from this course and 2) a summary chart related to collaboration (example template provided).

Total Points Possible: 500 points

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

Total points corresponding to the final letter grades

A = 450-500 Points

B = 400-449 Points

C = 350-399 Points

D = 300-349 Points

F = 299 & > Points

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 (not including discussions) 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.*

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.

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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>

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>

ETAMU Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<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 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/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

Graduate student academic dishonesty form:

<https://inside.tamuc.edu/academics/graduateSchool/faculty/GraduateStudentAcademicDishonestyForm.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.

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@etamu.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

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.

Tentative Course Schedule

	Topic and Readings	Assignments and Due Dates
Welcome	Welcome	DUE BY 8/21/26: • Introduce Yourself Discussion
Module 1	Introduction to Collaboration: Importance of Collaboration/Legal Mandates Chapter 1: Foundations and Perspectives	• Legal Obligations Discussion(s) DUE BY 8/23/26
Module 2	Elements of Effective Collaboration Chapter 2: Interpersonal Communication	• Elements of Effective Collaboration Discussion(s) —DUE 9/6/26 • Submit Journal and Topic Idea for Collaboration Paper (5 points) DUE BY 9/6/26
Module 3	Collaboration for ECE, Initial Diagnosis, and Transition to School Chapter 3: Listening, Responding, and Giving Feedback Chapter 9: Difficult Interactions	
	In-home Services: Collaboration with Families/Recognizing Maltreatment Chapter 11: Families Chapter 12: Special Considerations	• Mandated Reporter Training DUE 9/13/26 • Interview Series: Parents/Families • Collaboration with Family IRIS Assignment DUE 9/13/26
Module 4	Teams for School Age Populations: Collaboration in RTI, FIE, and Identification Process Chapter 5: Group Problem Solving Chapter 6: Teams	
Module 5	Tools for Collaboration: Dr. Jones' Articles Chapter 7: Co-Teaching Chapter 8: Consultation, Coaching, and Mentoring	• Fostering Collaboration Discussion DUE 9/20/26 • Google Form/Mini Conference Assignment DUE 9/20/26 • Live Binder DUE 9/27/26

Module 6	Collaboration with Paraprofessionals Chapter 10: Paraeducators	• Interview Series: Paraprofessionals
	Collaboration with Related Service Providers: TSVI/Orientation and Mobility Specialists	• VI and HOH Discussions DUE 10/11/26 • Related Services IRIS Module Assignment DUE 10/11/26: • Interview Series: Itinerant Teachers
Module 7	Collaboration with Related Service Providers: Speech, OT, & PT; Collaboration with Medical Professionals/ School or Homebound Nurses	• FIE Discussion DUE 10/25/26 • Interview Series: Therapists and Medical Professionals
	Collaboration with Related Service Providers: Assistive Technology	• Collaboration Paper DUE 11/8/26 • Interview Series: AT Specialist
Module 8	Collaboration with Assessment and Psychological Services Personnel: LSSPs and/or Psychologists	• Case Study Due 11/15/26
	Collaboration on Behavior Supports	• Interview Series: School Psychologists and Behavior Specialists

Module 9	Collaboration for Transition to Postsecondary or Vocation: Agency and Service Coordination/Fostering Self-Determination in Transition	Interview Series: Special education teacher with transition agency personnel; SUBMIT completed interview series as a written document with an accompanying Zoom recording of your reflection DUE 11/29/26
Module 10	Overview: Wrap up	Putting it All Together Assignment and Discussion DUE 12/1/26

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.**