TEXAS A&M UNIVERSITY
SAN ANTONIO

Texas A & M University-San Antonio
College of Education and Human Development
Department of Educator and Leadership Preparation
Spring 2023 Syllabus
EDSE 4340.600 Collaboration and Transition

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Number of Credits: 3   Monday 5:30PM – 6:45PM | on Line

Course Description: This course builds consultation skills for effective collaboration with families and among professionals toward the goal of inclusion of students with exceptionalities in the least restrictive environments.

Course Objectives: This course will provide teacher candidates with a foundation of basic concepts of effective collaboration with families and among professionals toward the goal of inclusion of students with exceptionalities in the least restrictive environments. Students will practice collaborative and practical application skills through discussions and simulated case studies, which requires self-questioning and reflection to derive at solutions to individualized programming and transition planning for students with exceptionalities that lead to successful outcomes

Text: Friend, M, & Cook, L. (2021). *Interactions: Collaboration skills for school professionals* (9th Ed.)
          Pearson.
Other readings as needed will be provided in class or on Blackboard.

Learner Outcomes: At the successful completion of this course, you will be able to:
- Describe the effectiveness of collaboration and coordination in the field of education to meet the needs of exceptional students.
- Apply ideas from a variety of disciplines that have relevance for improving collaboration and coordination in education.
- Identify strategies for building productive collaborative relationships among key stakeholders in the transition process (i.e. agencies, families, teachers, etc.) in culturally responsive ways to meet the needs of individuals with disabilities.
- Apply methods of effective communication with multiple stakeholders (e.g., families, other educators, related service providers, administrators, personnel from community agencies, etc.)
- Examine supports, services, and assistive technology that facilitate the smooth transition of students with disabilities.
- Analyze transition-related laws and policies and their impact on public schools and students with disabilities.

- Describe how to include families at all levels of the educational process (e.g. assessment, IEP development, programming, transition, etc.) and provide them with transition-related resources.
- Practice reflection and self-evaluation to identify strengths and challenges for improvement in performance and achievement of professional goals.
- When provided with a case study of a student identified with a disability, create an Individual Education Plan, including at least 3 annual goals, accommodations/modifications which support access to the TEKS (general education), assistive technology needs, and addresses transition (ITP)
- Analyze adult agency organization services and their support of students with disabilities in post-secondary options based on individual strengths and needs.
- Evaluate current research in the field of education related to collaboration and transition and recommendations for practice

Council for Exceptional Students Education Standards

- **Standard 3:** Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
- **Standard 4:** Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.
- **Standard 5:** Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
- **Standard 6:** Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
- **Standard 7:** Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Texas Commissioner Standards:

6(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.
(i) Teachers **adhere to the educators' code of ethics** in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).
(ii) Teachers communicate consistently, clearly, and respectfully with all campus community members, including students, parents and families, colleagues, administrators, and staff.
(iii) **Teachers serve as advocates** for their students, focusing on students' needs and concerns and maintaining thorough and accurate student records.

Key Dates

January 17, 2023	**First day of class**
February 1, 2023	**Census Date**
February 2, 2023	**Last Day to Apply for Spring Graduation**
April 24, 2023	**Last day to drop a course with a W**
May 5, 2023	**Last day to drop a course**
May 8, 2023	**Last day of classes**
May 11-17, 2023	**Finals**
May 22, 2023 by noon	**Grades Due**

Student Evaluation

A: 90-100 points   Shows mastery of the material and original thought
B: 80-89 points   Good command of course material and clear, coherent thoughts
C: 75-79 points   Acceptable demonstration of course material: adequate expression but in
                                   need of refinement
D: 70-74 points   Incomplete and inadequate command of the material
F: 69 points and below   Failing
** Any instance of plagiarism will result in an automatic F for the course. **

The student can receive a total of **100** points for the semester.

Discussion Questions (5 @ 5 points each)	25 points
Collaborative Group Activities (5 @ 3 pnts each)	15 points
Online Modules (3@5 points each)	15 points
Paraeducator Project	10 points
Article Review	5 points
IEP Development (5@5 points each)	25 points
Self-Evaluation	5 points
Total	100 points

All Assignments are due by <u>11:59</u> pm on the day they are due per the class calendar. They will disappear after this time and will <u>NOT</u> reopen.

Incomplete Grades
No grade of Incomplete will be issued. All material will be due by the end of class on the final day. I calculate grades based on final averages of all turned in work in Blackboard by the day the final is due.

Assignment Descriptions
Blackboard Discussion Questions ("5" @ 4 pnts each=20 points)
You must answer all five discussion questions on Blackboard. These are part of your final grade. There is no minimum number of words for responses as some prompts will yield longer answers than other prompt, but a general guide is 300-500 words. If you use outside materials to support your answer, you must cite the source per APA 7th Ed. Guidelines. You must respond to at least 2 peers' responses to receive full credit.

Collaborative Group Activities (5 @ 3 points each)
You will participate in collaborative work and share information regarding the topic for the week. Collaborative group activities provide students with an opportunity to discuss readings, resources,

research, and apply their knowledge and critical thinking skills. The nature of the collaborative group activities will vary; however, each will focus on reflection and application of course content. Collaborative groups may vary throughout the course. If you are absent when we complete a collaborative group activity, there will be no make up points allowed.

Online Training Modules (3 @ 5 pnts each = 15 points)

Individually, you will complete three online training modules provided by Educational Service Centers (ESCs).

The first training module is a joint project of the Progress in the General Curriculum Statewide Network and Texas Education Agency. This module focuses on the portion of the IEP process related to developing a student's Present Levels of Academic Achievement and Functional Performance (PLAAFP), using the PLAAFP to create enrolled grade level measurable annual goals, and progress monitoring.

The second training module encompasses planning and training methods that allow educators to build professional relationship and work effectively with paraeducators toward the goal of supporting exceptional students in educational settings.

The third training module provides educators in Texas with an understanding of the components of the transition process, including transition assessments and compliance issues in federal and state law and rule. Specific due dates for the online modules are in the course calendar.

Article Review (5 points)

Working with a partner, select a peer-reviewed journal article and analyze it using the provided format. The topic choice for your article should be based on collaboration, consultation, and teamwork in relation to special education and decision-making within the school context. The topic of your article may also relate to effective transition to post-school environment for students with disabilities, partnerships, postsecondary outcomes, or transition services in the community. Requirements for satisfactory completion of this assignment include:
- Choose a recent (2015-2020) scholarly peer-reviewed journal article (found online at the TAMU-SA Library or through Google Scholar. It may not come from web pages, online support systems, or other general internet type searches);
- Summarize the article in your own words (do not copy the abstract)
- Cite the identifying elements such as journal, title, and author (APA Style citation).

Prior to turning in your assignment, please use the TAMU-SA Writing Center if you need help with your writing

IEP Development Parts 1-5 (each part is worth 5 points)

As a member of a team, you will develop an Individual Education Plan (IEP) that consists of five parts and includes a transition plan. Each group will develop an IEP for a 16-year-old student. You will get a skeleton "case study" that will be the impetus for your IEP and transition plan. As a group, you will fill in the missing pieces of the case study. Make sure to be a thorough as possible as this will guide the rest of your project. This plan must meet standards established under IDEA, and include developing a PLAFFP using student information, incorporating results of assessment, developing at least 3 annual goals, accommodations/modifications that support access to the TEKS (general education), assistive technology (AT) needs, and transition needs. Specific due dates for the IEP Development parts 1-5 are in the course calendar.

Self-Evaluation (5 points)

Personal evaluation is critical to an educator's growth and professional advancement. For this assignment, you will reflect on your personal learning experience and outcomes in this course, complete a rubric in its entirety describing what you think you earned (out of 5 possible points), provide a rationale for your score, and submit your self-evaluation via Blackboard. I will review it for accuracy. Please remember to be honest in your self-evaluation.

Course Requirements

Professionalism

Student involvement in classes develops skills and teacher attributes that will enable you to evolve into productive members of the teaching profession. Students will work on developing habits of punctuality, maturity, cooperation, initiative, enthusiasm, social sensitivity, and tactfulness.

Class attendance policy:

Even though this is an online class, we are meeting synchronously according to the class schedule. Therefore, you must attend class punctually. I check attendance. In case of an emergency that causes you to be late or to miss class, please inform me as soon as possible. However, you will still need to turn in any assignments due or covered in class. The course is a **highly interactive** course; thus, your attendance and participation are **vital.** You are an indispensable member of our classroom community. If unavoidable circumstances should cause your absence, please let me know.

1. Participation in class supports a more meaningful learning experience. Students who **do not** regularly take part in class **will lose 5 points on their final grade**.
2. Complete all assignments and turn them in on time. If you are absent when an assignment is due, please turn the assignment in on time. I do **not** accept late assignments**.**
3. Class reading assignments are essential for the acquisition of course goals.
   - Attendance will be recorded daily. It is the responsibility of the student to ensure that his/her presence has been noted.
   - ***Anyone not present the first week of class will be marked not present in the registrar's office and will be dropped from the class.***
   - I expect punctuality as part of professional responsibility and courtesy.
   - Any guests in class, including family members and children, must be cleared in advance with the instructor.

Expected Quality of Work

These requirements apply to assigned papers completed outside of the classroom:
   - Use of word processor to produce written assignments
   - 1-inch margins, Font size 12 (Times New Roman, Arial, or a San Serif font)
   - Please convert all assignments produced in iOS Pages to PDF or save them in an RTF document
   - APA 7th edition format (**read** the manual)-All aspects of APA 7th edition formatting are expected. You may also access this information at the Purdue University Online Writing Lab at https://owl.english.purdue.edu/owl/section/2/10/
   - Proofread the paper for grammatical, mechanical, and spelling errors
   - Use the Writing Center for help with any written assignment or project.

*I will consider both **content and quality** of your writing. Quality of writing includes clarity of expression, proper use of references, inclusive language use, and correct grammar, spelling, and*

punctuation.

Technology Requirements: You should have the following skills: sending/receiving e-mails, attaching documents to e-mails, creating tables, using Microsoft Word, PowerPoint, and submitting artifacts to Blackboard. However, if you are struggling with technology, please post your questions on the asking questions forum, or contact the Information Technology ServicesHelp Desk http://www.tamusa.edu/its/index.html. In many cases, you can find answers to your question on Google or other search engines.

Blackboard and E-mail Notification Policy: To participate in this course, you must have access to the internet and Blackboard. Also, you must have an active e-mail account linked to Blackboard to ensure receipt of all course communication. You will be responsible for checking your e-mail regularly for class-related announcements.

If the Blackboard site is not available, wait 15 minutes and try again. If your internet service is interrupted, it is your responsibility to locate a computer at a library, TAMUSA computer lab, etc. Extensions of due dates will not be given due to lack of internet service at home. Therefore, you should never wait until the last minute to upload assignments, take quizzes and exams, etc. If you experience technical difficulties (that are not related to service interruption at home) at any point during the semester, please contact the Information Technology Services help desk for assistance http://www.tamusa.edu/its/index.html.

Professionalism

Student involvement in classes develops skills and teacher attributes that will enable you to evolve into productive members of the teaching profession. Students will build punctuality, maturity, cooperation, initiative, enthusiasm, social sensitivity, and tactfulness. There may be controversial comments and discussions in class; I expect you to behave in a mutually respectful manner and not tolerate any "-isms" in class (race, age, ability, sex, class).

Writing Reminders

Because teachers will write IEPs, take minutes at meetings, and communicate in writing with parents and staff, writing as a professional is mandated in this class. Clear writing is vital when collaborating. Please remember to use the following guidelines when writing papers for this class.

1. **Always use IDEA person-first language**.
   Inappropriate: I teach learning disabled students.
   Better: I teach students with learning disabilities.
   Similarly, do **not** write: The student *suffers* from a disability; simply write the student has a disability.

2. **Avoid informal languages** such as kids, mom, or dad or guys or stuff. Instead, use more proper and slightly more formal language.
   Inappropriate: The kids in my class represent various cultures.
   Better: The students in my class represent various cultures.

3. **Avoid using "you."**
   Inappropriate: You need to make accommodations for students with disabilities.
   Better: Teachers need to make accommodations for students with disabilities.

4. **Use <u>complete sentences</u>** rather than **<u>fragments</u>** or sentences using commas when periods would be more proper.
   <u>Incorrect:</u> I completed field experience at West Elementary School, it is a nice building.
   <u>Better:</u> I completed field experience at West Elementary School. It is a nice building.

5. **Avoid semi colons usage as much as possible.**

6. **Avoid ending sentences or phrases with prepositions.**
   <u>Incorrect:</u> I do not know what grade he is in.
   <u>Better:</u> I do not know his current grade level.

7. Use **"who" to refer to a person**.
   <u>Less acceptable:</u> I know a teacher that is very creative.
   <u>Better:</u> I know a teacher who is very creative.

8. If possible, **avoid starting sentences with "there."**
   <u>Wordy:</u> There is a law called IDEA that states that…
   <u>More efficient:</u> IDEA states that…

9. Consider the words **since and because** in your writing. *Since* connotes time, and *because* connotes cause and effect.
   <u>Correct:</u> I have known you since January.
   <u>Correct:</u> Because I studied, I earned an A.

10. Avoid misuse of commas.
    <u>Incorrect:</u> I am taking math methods and, science methods
    <u>Incorrect:</u> I, am taking math, and science methods.
    <u>Better:</u> I am taking math methods, and science methods.

<u>University Policies and Resources</u>

Student Academic Success Center

The Student Academic Success Center takes a developmental approach to help students complete their academic goals from orientation through graduation. The center offers academic and skills workshops, one-on-one appointments, and online resources to help retention efforts at Texas A&M University-San Antonio. The goal of the center is to help students discover, self-reflect, and become independent learners. Student Academic Success is in the Madla Building, Suite 336. To contact the center, please call 210-784-1352 or e-mail at <u>Student.Success@tamusa.edu</u>

Financial Aid and Verification of Attendance

According to the following federal regulation, <u>34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation</u>, a student can only receive Title IV funds based on Title IV eligibility criteria, which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have his/her aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of his/her federal aid.

Jaguar Writing Center

The Jaguar Writing Center offers writing assistance to graduate and undergraduate students in all three colleges. Writing tutors work with students to develop reading skills, prepare oral presentations, plan, draft, and revise their written assignments. Students can make individual or group appointments with a writing tutor. The Writing Center is located in the Central Academic Building, Suite 208. You may reach the center by emailing tutoring@tamusa.edu or calling (210)-784-1332. Appointments can also be made through JagWire using TutorTrac, which is found under the services tab.

University E-mail Policy and Course Communications

All correspondence between professors and students must occur via **University e-mail accounts**. You must have a Jaguar e-mail account ready and working. If it is not working, contact the help desk at sahelp@tamusa.edu or 210-784-4357.

The Six-Drop Rule

Students are subject to the requirements of Senate Bill (S.B.) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and affect the student's GPA.

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 disability. If you believe you have a disability that may require accommodations, please contact Disability Support Services (DSS) for the coordination of services. DSS is located at the Main Campus on the 2nd floor of the Central Academic Building in suite 210. The phone number for DSS is (210) 784-1335 and e-mail is dss@tamusa.edu.

Student Misconduct

Appropriate conduct is essential to the proper functioning of the University. University policy defines unacceptable conduct, both academic and non-academic misconduct, and penalties for such behavior in The Student Handbook and The Student Code of Conduct.

Academic Misconduct Policy

Students at Texas A&M University-San Antonio are expected to adhere to the highest standards of academic honesty and integrity. Academic misconduct for which a student is subject to penalty includes cheating, plagiarism, fabrication, multiple submissions, misrepresenting academic records, facilitating academic dishonesty, unfair advantage, violating known safety requirements, and ethical misconduct. This includes holding other students to the same standards and reporting any incidents of the alleged violation of the honesty policy to the instructor involved or, if necessary, to the appropriate academic department head. All students are responsible for being familiar with the Academic Misconduct Policy, which may be found in the Texas A&M University-San Antonio Student Handbook at http://bit.ly/TAMUSAStudentHandbook.

Through the Academic Misconduct Process, the course Professor will meet with the student and fill out the Academic Misconduct Incident Form. This process is clearly listed in the Student Handbook. University policy prescribes serious consequences for acts of academic misconduct, including, but not limited to, a grade of 'F' on the paper or assignment or a failing grade in the course. All information is

then referred to The Office of Student Rights and Responsibilities, where sanctions can vary from a warning up to expulsion from the University.

Considering the potential consequences of academic misconduct, it is obviously in students' best interests to avoid even the appearance of such behavior. If you are ever unclear whether a specific act might constitute academic misconduct, please contact your instructor for an assessment of the situation.

All student term papers and other written assignments are subject to analysis by anti-plagiarism software.

Forms of Academic Dishonesty:
1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations. **A student can be accused of academic dishonesty if he/she uses, or attempts to use, unauthorized assistance (e.g., asking someone else for an answer during a test, copying answers from another person's paper during a test, etc.), uses unauthorized study aids in examinations or other academic work (i.e., "cheat sheets" or textbooks/notes when it has been disallowed by the faculty), or submits the work of another as his/her own.**
2. Fabrication: A student can be accused of academic dishonesty if he/she submits or attempts to submit material that is contrived or altered (e.g., making up data for an experiment, misrepresenting data, citing nonexistent articles, contriving sources, falsifying design and troubleshooting data, or padding estimates with intent to defraud customers, etc.)
3. Plagiarism is an unacknowledged quotation and paraphrase of someone else's word, ideas, or data, as one's work, submitted for credit. Failure to identify information or essays from the internet and presenting them as one's work also constitutes plagiarism. A student can be accused of academic dishonesty if he/she uses the ideas, data, or language of another without specific or proper acknowledgment.
   The University subscribes to the Turnitin plagiarism detection service. Be aware that your paper may be submitted for detection at the discretion of the instructor.
4. Multiple submission: A student can be accused of academic dishonesty if he/she submits, **without prior permission**, any work previously submitted to fulfill another educational requirement (e.g., the unauthorized submission of a pre-existing paper or project).
5. Misrepresentation of academic records: A student may be accused of academic dishonesty if he/she misrepresents, tampers with, or attempts to tamper with any portion of a student's transcripts or academic record (e.g., changing one's grade, altering computer records, falsifying educational information on one's resume, etc.).
6. Facilitating Academic Dishonesty: A student may be accused of academic dishonesty if he/she knowingly helps or attempts to aid another violate the principles of academic integrity (e.g., working together on a take-home exam without instructor permission, providing another student with a pre-written paper or test, an unauthorized collaboration of any kind, including online testing, giving answers to lab projects with the intent to help students take exams, etc.).
7. Unfair Advantage: A student may be accused of academic dishonesty if he/she attempts to gain an unauthorized advantage over fellow students (e.g., acquiring unauthorized access to exam materials, preventing or interfering with another student's efforts, lying about a need for an extension for an exam or paper, continuing to write even when time is up during an exam, destroying or keeping library materials for one's use, holding equipment back, so students are slowed or unable to complete labs, etc.).
8. Violating safety requirements: A student may be accused of academic dishonesty if he/she acts to have an unfair advantage during lab assignments and project testing, grading, or jeopardizes the

health, well-being or the students or others around him/her to gain an unfair advantage on lab assignments or graded projects.
9. Ethical misconduct: A student may be accused of academic dishonesty if he/she violates client confidentiality or interferes with, alters, falsifies, or inappropriately accesses or discloses client and agency or company records or trade secrets without authorization.

Non-Academic Misconduct (See Student Handbook)
The University respects the rights of instructors to teach and the student to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either the instructor's ability to conduct class, the ability of other students to profit from the instructional program, or campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. The Vice President for Student Affairs will adjudicate such behavior under non-academic procedures.

Sexual Misconduct
Sexual harassment of students and employees of the Texas A&M system is unacceptable and **will not** be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Class Assignment Schedule

Week	Module	Class Topic	Assignment Due
1-23-2023	Week 1	Introductions Syllabus Review Foundations and Perspectives (Ch 1)	Meet and Greet Forum-Discussion Board
1-30-2023	Week 2	Interpersonal Communication (Ch 2)	Discussion Question (DQ) 1 due at 11:59 pm
1-30-2023	Week 2	Collaborative Group Activity #1	Collaborative Group Activity #1 due by the end of class
2-6-2023	Week 3	Intro to Case Study Work on IEP Activity 1- Case Study	
2-6-2023	Week 3	Work on IEP Activity 1- Case Study	
2-13-2023	Week 4	Collaborative Group Activity #2	IEP Activity 1 Case Study due 11:59 pm Collaborative Group Activity #2 due at the end of class
2-13-2023	Week 4	Scholarly Writing and Academic Research What are PLAFFPS? Begin IEP Activity 2- PLAAFP	
2-20-2023	Week 5	IEP Activity 2- PLAAFP Group Problem Solving (Ch 5)	
2-20-2023	Week 5	IEP Activity 2- PLAAFP Listening, Responding, and Giving Feedback (Ch 3) Writing Meaningful Annual Goals	IEP Activity 2 PLAAFP due 11:59 pm
2-27-2023	Week 6	IEP Development Part 3 –Annual Goals Work on IEP Part 3 Teams (Ch 6)	DQ 2 due 11:59 pm IEP Goals Online Module due 11:59 pm
2-27-2023	Week 6	IEP Development Part 3 –Annual Goals Work on IEP Part 3	IEP Activity 3 due 11:59 pm
3-6-2023	Week 7	Consultation, Coaching, and Mentoring (Ch 8)	Article Review Due 11:59 pm
3-6-2023	Week 7	Collaborative Group Activity # 3	Collaborative Group Activity #3 Due at end of class
3-13-2023	Week 8	Spring Break	
3-13-2023	Week 8	Spring Break	

3-20-2023	Week 9	Paraeducators (Ch 10) Work on Paraeducator Project	Paraeducator Online Training Module due 11:59 pm
3-20-2023	Week 9	Work on Paraeducator Project	
3-27-2023	Week 10	Difficult Interactions (Ch 9)	Paraeducator Project Due 11:59 pm
3-27-2023	Week 10	How to Measure and Report Progress; Accommodations	DQ 3 Due 11:59 pm
4-3-2023	Week 11	IEP Development Part 4-Measuring and Reporting Progress; Accommodations	
4-3-2023	Week 11	IEP Development Part 4-Measuring and Reporting Progress; Accommodations	IEP Development Part 4 Due 11:59 pm
4-10-2023	Week 12	Transition to Adulthood	Transition Online Module Due 11:59 pm
4-10-2023	Week 12	Co-Teaching (Ch 7)	DQ 4 Due 11:59 pm
4-17-2023	Week 13	Families (Ch 11)	
4-17-2023	Week 13	Collaborative Groups Activity #4	Collaborative Group Activity #4 Due at the end of class
4-24-2023	Week 14	IEP Development Part 5- Services, Non-participation, and Transition	
4-24-2023	Week 14	IEP Development Part 5- Services, Non-participation, and Transition	IEP Development Part 5- Due 11:59 pm
5-1-2023	Week 15	Integrating Communication Skills in Interviews (Ch 4) Collaborative Groups Activity #5	Collaborative Group Activity #5 Due at the end of class
5-1-2023	Week 15		DQ 5 due 11:59 pm Self-Evaluation Due
5-8-2023	Week 16	No Class (Worktime)	