

# Topics in Collaboration and Transition

## Section 01

### EDSE 228A

Spring 2024 3 Unit(s) 01/24/2024 to 05/13/2024 Modified 01/29/2024

## Contact Information

---

### Course and Contact Information

Instructor:	Sudha V. Krishnan, Ed.D. (Section 1)
Email:	<a href="mailto:sudha.v.krishnan@sjsu.edu">sudha.v.krishnan@sjsu.edu</a>
Office Hours:	<a href="#">By Appointment</a>
Class	Wednesday 4:00-6:45
Classroom:	SH 230
Prerequisites:	Department consent

## Course Information

---

### Course Information

# In-Person Dates: 1/31; 2/14; 2/28; 3/13; 3/27; 4/10; 4/24; 5/8

Asynchronous Online: 1/24; 2/7; 2/21; 3/6; 3/20; 4/17; 5/1; 5/8

## Course Description (from Course Catalog)

Strategies for effective communication and collaboration practices with members of the various teams that plan and serve students receiving special education services. Emphasis in planning transitional life experiences across the lifespan.

## Course Format: Online Hybrid

This course will adopt a hybrid delivery format, including synchronous meetings. Students will need access to a computer or tablet device with internet connectivity, a microphone, and speakers.

## Technology Requirements

If you do not have access to a computer with the necessary features to participate in class, please look into the [free equipment loaning program](https://www.sjsu.edu/it/services/academic-tech/equipment-loaning/index.php) (<https://www.sjsu.edu/it/services/academic-tech/equipment-loaning/index.php>) offered by SJSU.

If campus is open, there are computer labs for student use available in the [Academic Success Center](http://www.sjsu.edu/at/asc) (<http://www.sjsu.edu/at/asc>) located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

## Canvas Learning Management System

All course materials (announcements, syllabus, handouts, assignment instructions, lecture videos, etc.) will be available on Canvas. You are responsible for regularly checking both Canvas and your SJSU email (the one that ends with "sjsu.edu") to learn of any updates. For help with using Canvas see [Canvas Student Resources page](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources) ([http://www.sjsu.edu/ecampus/teaching-tools/canvas/student\\_resources](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources)).

# Course Learning Outcomes (CLO)

This course is intended to assist students to meet the competencies specified in the [CCTC Teacher Performance Expectations \(TPEs\)](https://www.sjsu.edu/specialed/programs/teacher-performance-expectations/index.html) (<https://www.sjsu.edu/specialed/programs/teacher-performance-expectations/index.html>) related to supporting positive behavior and classroom management for as specified for the following credentials:

- **Universal:** 2(A), 2.4(A), 3.4(A), 4.5(P/A), 4.6(A), 5.6(A), 6.3(A), 6.4(P)
- **Mild/Moderate:** 5(A), 1.6(P/A), 2.4(A), 2.7(A), 4.6(A), 5.3(A), 6.1(A), 6.2(P/A), 6.5(I/P/A)
- **Extensive Support Needs:** 1(A), 1.5(P), 1.10(P/A), 1.11(P/A), 2.4 (I), 2.1(P), 2.10(P), 4.7(A), 6.1(P), 6.2(I/P), 6.3(A)
- **Early Childhood Special Education:** 5(P), 1.11(A), 2.2(P), 3.8(A), 4.9(A), 4.13(A), 5.8(A), 6.1(A), 6.2(A), 6.4(A), 6.5(P), 6.8(A), 6.11(P), 6.12(P), 6.13(P), 6.14(I), 6.15(I), 6.16(I), 6.17, 6.18

Additionally, this course addresses the following program learning outcomes (PLOs):

**PLO #3:** Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.

**PLO #4:** Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.

Upon successful completion of this course, students will be able to:

1. Lead and effectively participate in collaborative team meetings. (HLP2)
2. Describe the importance of establishing rapport with families, along with a recognition of common experiences families face when they navigate the school system when they have a child with a disability.
3. Collaborate with individuals or teams (e.g., sharing ideas, active listening, questioning, planning, problem solving, negotiating) to develop and adjust instructional plans based on student data, and the coordination of expectations, responsibilities, and resources to maximize student learning. (HLP 1)
4. Demonstrate an understanding of best practices and policy requirements related to transition planning. (DEC-RC TR2)
5. Demonstrate the ability to plan for and implement person-centered planning in the development of individualized student transition plans that are appropriate to students' age. (HLP 3)

## Course Description and Requisites

---

Strategies for effective communication and collaboration practices with members of the various teams that plan and serve students receiving special education services. Emphasis in planning transitional life experiences across the lifespan.

Prerequisite: Department consent.

Letter Graded

# \* Classroom Protocols

---

## *Late Policy*

It is part of the ethos of the Department of Special Education to prepare students for the role of special education teacher. This role requires careful attention be paid to due dates (e.g., a late IEP meeting can - and has - lead to legal action). It is, therefore, important that you practice the skills necessary to manage your time as part of your coursework. Therefore, submission portals for assignments will close two weeks after the submission deadline. Students will need to request permission to submit an assignment more than two weeks late.

At the same time, it is important to practice grace. Please contact me BEFORE the due date to make arrangements if you will not be able to submit the assignment on time. Otherwise, grades will automatically have a 10% deduction on the points earned for each week the assignment is turned in late as follows:

Days Late	Late Deduction	Notes
1-6 days	10%	No need to contact instructor
7-13 days	20%	No need to contact instructor
14-20 days	30%	Must contact instructor
21+ days	40%	Must contact instructor

*\*\* Any discussion or collaborative activity will not be accepted as late work. These activities will not be accepted past their due date as they require interaction with your classmates to be successful. If your group needs help scheduling common time for collaborative assignments, contact your instructor. \*\**

## *California Commission on Teacher Credentialing Grading Policy*

The California Commission on Teacher Credentialing (CCTC) requires that students complete their credential coursework with a GPA of 3.0 or higher. Students planning on pursuing a teaching credential in ECSE should, therefore, strive to earn a grade of B or higher in all credential coursework.

## *Departmental Incomplete Policy*

It is the policy of the Department of Special Education that students must have completed 80% of the course work assigned in order to qualify for an incomplete in the class. The final arrangements for making up the incomplete grade (i.e., the due date) will be negotiated between the student and faculty member.

## University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>).

## *Accommodations for Students with Disabilities*

[Presidential Directive 97-03](#) requires that students with disabilities requesting accommodations register with the [Accessible Education Center](#) (AEC) to establish a record of their disability. AEC will contact the instructor with further details, if needed

If special arrangements are needed in cases of emergency or if the building must be evacuated, please make arrangements with the instructor.

## *Consent for Recording of Class and Public Sharing of Instructor Material*

[University Policy S12-7](#) requires students to obtain instructor's permission to record the course. The following criteria define expectations relating to recording a course.

- Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without approval. You may not publicly share or upload instructor generated material

such as exam questions, lecture notes, or homework solutions without instructor consent. This prohibition includes sharing information with third parties and on websites.

- You must obtain the instructor's permission to make audio or video recordings in class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.
- Permission from the instructor, whether in writing or orally, may extend to either a single class or the entire semester.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests must be obtained as well.

## *Zoom Classroom Etiquette*

- **Mute your microphone:** To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- **Be mindful of background noise and distractions:** Find a quiet place to "attend" class. To the greatest extent possible:
  - Avoid video setups where people may be walking behind you, people talking/making noise, etc.
  - Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.
- **Position your camera properly:** Be sure your webcam is in a stable position and focused at eye level.
- **Limit your distractions/avoid multitasking:** You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom)
- **Use appropriate virtual backgrounds:** If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is offensive or demeaning.

## Program Information

---

### **LCOE Department of Special Education Mission**

We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

### **LCOE Department of Special Education Program Learning Outcomes**

- **PLO 1** Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.

- **PLO 2** Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- **PLO 3** Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- **PLO 4** Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- **PLO 5** Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

[Link to Education Specialist TPEs \(pps 13 – 42\)](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45) ([https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1\\_45](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)).

## Course Materials

---

### Textbook

Murawski, W. W., & Spencer, S. (2011). *Collaborate, Communicate, & Differentiate!* Corwin.

### Other Readings

Acar, S., & Blasco, P. M. (2018). Guidelines for collaborating with interpreters in early intervention/early childhood special education. *Young Exceptional Children*, 21(3), 170-184.  
<https://doi.org/10.1177/1096250616674516>

CA Education Code §51100-51133 (1998).

Doren, B., Gau, J. M., & Lindstrom, L. E. (2012). The relationship between parent expectations and postschool outcomes of adolescents with disabilities. *Exceptional Children*, 79, 7-23. <https://doi.org/10.1177/001440291207900101francis>

Francis, G.L., Regester, A., & Reed, A.S. (2018). Barriers and supports to parent involvement and collaboration during the transition to adulthood. *Career Development and Transition for Exceptional Individuals*. <https://doi.org/10.1177/2165143418813912>

Greene, G. (2017). The emperor has no clothes: Improving the quality and compliance of ITPs. *Career Development and Transition for Exceptional Individuals*, 3, 146-155.  
<https://doi.org/10.1177/2165143417707205>

Lo, L. (2012). Demystifying the IEP process for diverse parents of children with disabilities. *Teaching Exceptional Children*, 44(3), 14-20. <https://doi.org/10.1177/004005991204400302>

Morningstar, M.E., Lombardi, A., Fowler, C., & Test, D.W. (2017). A college and career readiness framework for secondary students with disabilities. *Career Development and Transition for Exceptional Individuals*, 40, 79-91. <https://doi.org/10.1177/2165143415589926>

Pratt, S. M., Imbody, S. M., Wolf, L. D., & Patterson, A. L. (2017). Co-planning in co-teaching: A practical solution. *Intervention in School and Clinic*, 52(4), 243-249. <https://doi.org/10.1177/1053451216659474>

Rous, B.S., & Hallam, R. A. (2011). Transition services for young children with disabilities: Research and future directions. *Topics in Early Childhood Special Education*, 31(4), 232-240. <https://doi.org/10.1177/0271121411428087>

Rowe, D. A., Mazzotti, V. L., Fowler, C. H., Test, D. W., Mitchell, V. J., Clark, K. A., Holzberg, D., Owen, T. L., Rusher, D., Seaman-Tullis, R. L., Gushanas, C. M., Castle, H., Chang, W., Voggt, A., Kwiatek, S., & Dean, C. (2021). Updating the secondary transition research base: Evidence- and research-based practices in functional skills. *Career Development and Transition for Exceptional Individuals*, 44(1), 28-46.

Snyder, P. A., Hemmeter, M. L., & Fox, L. (2015). Supporting implementation of evidence-based practices through practice-based coaching. *Topics in Early Childhood Special Education*, 35(3), 133-143. <https://doi.org/10.1177/0271121415594925>

Test, D.W., Clark, K.A., & Rusher, D.E. (2018). Transition from high school to adulthood. *New Directions for Adult and Continuing Education*, 160, 25-38. <https://doi.org/10.1002/ace.20297>

Turnbull, A. P., & Turnbull, H. R. (2002). From the old to the new paradigm of disability and families: Research to enhance family quality of life outcomes. In J. L. Paul, C. D. Lavelly, A. Cranston-Gingras, & E. L. Taylor (Eds.), *Rethinking professional issues in special education* (pp. 83-117). Westport, CT: Greenwood Publishing Group, Inc. Retrieved from: [https://kuscholarworks.ku.edu/bitstream/handle/1808/6056/FQL6\\_From%20the%20old%20to%20the%20new%20paradigm.pdf?sequence=1&isAllowed=y](https://kuscholarworks.ku.edu/bitstream/handle/1808/6056/FQL6_From%20the%20old%20to%20the%20new%20paradigm.pdf?sequence=1&isAllowed=y)



Waters, C. L., & Friesen, A. (2019). Parent experiences of raising a young child with multiple disabilities: The transition to preschool. *Research and Practice for Persons with Severe Disabilities, 44*(1), 20-36. <https://doi.org/10.1177/1540796919826229>

## Other Resources

- [Council for Exceptional Children website](http://exceptionalchildren.org): exceptionalchildren.org
- [National Technical Assistance Center on Transition website](http://transitionta.org): transitionta.org
- [Center for Parent Information and Resources website](http://parentcenterhub.org): parentcenterhub.org

## Course Requirements and Assignments

---

# Course Requirements and Assignments

*Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.*

ASSIGNMENTS	POINTS	PERCENTAGE
Parent interview and reflection	100	29%
Collaboration Project	100	29%
Online Transition modules	50	14%
Classroom Assignments	50	14%
Online Session Assignments	50	14%
TOTAL	350	100%

## 1. Parent interview and reflection (100 pts)

*Addresses the following TPEs: U1.2, ECSE1.5, ECSE2.2, ECSE 6.5, ECSE6.2, ECSE 6.14, ECSE 6.15, ESN 1.5, ESN 2.4, ESN 6.1, M/M 2.4, M/M6.5*

Collaborating with parents, family members, and guardians is an essential component of your future job. In addition to the regular parent-teacher communication needs, in special education parents often are experiencing a wide range of emotions while navigating a confusing bureaucracy. It is your job to help them understand this system so that they can become active participants of the IEP team.

You will need to interview a parent of a child with a disability. The structure of the interview and questions to ask will be discussed in class. After the interview, you will be asked to reflect on the interview, using the template provided and connecting your reflection with the material covered in our text.

## 2. Online Session Assignments (5X10=50 points total)

Students will respond to questions after completing online work assigned on Canvas

### 3. 3. Classroom Assignments ( 5X10=50 points total)

Students will work in groups in class to complete projects, presentations, quizzes, and other tasks.

## 4. Collaboration Experience Assignments (100 pts total)

*Addresses the following TPEs: U3.4, U4.6, ECSE1.5, ECSE2.2, ECSE3.8, ECSE 4.9, ECSE 6.5, ECSE6.1, ECSE 6.11, ECSE6.12, ESN 1.1, ESN 1.11, ESN 2.4, ESN 4.7, M/M 2.4, M/M 2.7, M/M 4.6*

Students will work in pairs throughout the semester to deepen their understanding of the importance of collaboration while developing the skills needed to collaborate with a variety of stakeholders. You will work with your assigned partner as you develop your skills in collaboration. Given the different nature of the credentials, assignments will differ slightly for M/M and ECSE students, and will include:

### Phase 1

#### 1. Revisiting CA curricular frameworks

Deliverable. Identify what content you want to teach

#### 1. Identifying unique needs of focus students (one with disabilities; one emergent bilingual)

Deliverable: Getting to Know You Template for Focus Students with:

- current proficiency in reading, writing, and speaking/listening in English and mastery of the primary language
- prior academic knowledge related to the specific content you plan to teach
- social identity (student self-concept derived from a perceived membership in a social group that is evident in classroom interactions)
- cultural and linguistic resources and funds of knowledge
- prior experiences and interests related to the content you plan to teach
- developmental considerations (e.g., social-emotional, typical and atypical child/adolescent development)

### Phase 2

#### 1. Collaborating to add further elements of co-teaching, UDL, differentiation, and inclusive design

Deliverable: Step 1 of Lesson Plan Template

To add co-teaching to the Lesson Plan Template, add the following details to lesson plan template:

How would you modify the lesson for co-teaching? What would the GE teacher be able to do? The SE teacher? How would specially designed instruction be embedded to address the targeted IEP goals? How would accommodations be enacted for students with IEPs? How would you incorporate paraeducators into the lesson plan

Assign members to sections of the lesson plan and develop the lesson plan collaboratively

## Phase 3

1. Having a GE teacher evaluate the connection to standards and pedagogical practices in the appropriate discipline
2. Having another group in class evaluate the lesson plan and provide feedback
3. Reflect on feedback from the group and GE teacher

Deliverables:

- 1) signed general education teacher and group feedback on the lesson plan
- 2) Reflection paper (1-2 pages) on feedback from the group and GE teacher

•

•

•

•

•

## 5. Online Transition Modules (2X25=50 pts)

*Addresses the following TPEs: U4.5, ECSE1.11, ECSE 6.8, ESN 1.10, ESN 2.10, ESN 4.8, M/M 1.6, M/M 5.3*

## Online Transition Module 1.

As we return our attention to issues related to transition, students will complete one of two online modules based on their credential pathways:

- ECSE students will complete a module from Project CONNECT
- MM and ESN students will complete a module from IRIS

Detailed instructions will be included on Canvas regarding what you will be expected to turn in upon completion of the module.

## Online Transition Module 2

Students will complete the online modules from TransitionCoalition.org; Sessions 1, 2, and 3

Using the link:

<https://transitioncoalition.org/online-modules/> (Submit screenshots of quizzes on Canvas

# ✓ Grading Information

---

## Grading Policy

All written assignments must meet standards of academic and professional quality. Unless so stated, all written assignments must be typed, paginated, and free of spelling and grammatical errors. You must cite all referenced work using APA guidelines for citation and referencing.

Every member of a group will receive the same grade (unless a group member is absent – in which case that member will not receive points for the assignment). Be sure to check your group member's contributions before submitting the assignment!

### *Grade Conversion Table*

Grade	Percent	Grade	Percent	Grade	Percent
A+	97 or above	A	93 up to 97	A-	90 up to 93
B+	87 up to 90	B	83 up to 87	B-	80 up to 83

C+	77 up to 80	C	73 up to 77	C-	70 up to 73
D+	67 up to 70	D	63 up to 67	D-	60 up to 63
F	Below 60				

## *Late Policy*

It is part of the ethos of the Department of Special Education to prepare students for the role of special education teacher. This role requires careful attention be paid to due dates (e.g., a late IEP meeting can - and has - lead to legal action). It is, therefore, important that you practice the skills necessary to manage your time as part of your coursework. Therefore, submission portals for assignments will close two weeks after the submission deadline. Students will need to request permission to submit an assignment more than two weeks late.

At the same time, it is important to practice grace. Please contact me BEFORE the due date to make arrangements if you will not be able to submit the assignment on time. Otherwise, grades will automatically have a 10% deduction on the points earned for each week the assignment is turned in late as follows:

Days Late	Late Deduction	Notes
1-6 days	10%	No need to contact instructor
7-13 days	20%	No need to contact instructor
14-20 days	30%	Must contact instructor
21+ days	40%	Must contact instructor

*\*\* Any discussion or collaborative activity will not be accepted as late work. These activities will not be accepted past their due date as they require interaction with your classmates to be successful. If your group needs help scheduling common time for collaborative assignments, contact your instructor. \*\**

## University Policies

---

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

---

EDSE 228A - Spring 2024 Course Schedule

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

WEEK	TOPICS	READINGS	ASSIGNMENTS
DATE			
MODE			
1	<ul style="list-style-type: none"><li>● Introductions/syllabus review</li></ul>		
Jan 24	<ul style="list-style-type: none"><li>● Collaboration and transition: Why this is the most important class in the program</li></ul>		
ONLINE	<ul style="list-style-type: none"><li>● Developing group norms</li></ul>		
2	<ul style="list-style-type: none"><li>● Foundations for transition and collaboration</li></ul>	Ch 1, 2	Classroom Assignment 1
Jan 31			

3 Feb 7 ONLINE	<ul style="list-style-type: none"> <li>● Working in Teams</li> <li>● IEP one Page Summary</li> <li>● Getting input from all Team Members</li> </ul>	Ch 3  Acar & Blasco (2018)	Online Session Assignment 1
4 Feb 14	<ul style="list-style-type: none"> <li>● Working with Families</li> <li>● Prepping for parent interview</li> <li>● Parental Safegaurds</li> </ul>	CA Education Code §51100-51133 (1998)  Doren et al. (2012)  Lo (2012)  Turnbull & Turnbull (2002)	Classroom Assignment 2
5 Feb 21 ONLINE	<ul style="list-style-type: none"> <li>● Interpersonal collaboration</li> </ul>	Ch 4	Online Session Assignment 2  Collaboration Phase 1 due
6 Feb 28	<ul style="list-style-type: none"> <li>● Difficult interactions</li> <li>● Establishing parity</li> </ul>	Ch 9	Classroom Assignment 3
7 March 6 ONLINE	<ul style="list-style-type: none"> <li>● Working with paraprofessionals</li> <li>● Practice-based coaching</li> </ul>	Snyder et al. (2015)	Online Session Assignment 3  Parent Interview and reflection due



8  March 13	<ul style="list-style-type: none"> <li>● Introduction to co-teaching</li> <li>● Co-teaching for equity</li> </ul>	Ch 7, 8	Classroom Assignment 4
9  March 20  ONLINE	<ul style="list-style-type: none"> <li>● Co-teaching + lesson planning</li> <li>● Differentiating Instruction</li> </ul>	Ch 5, 6  Pratt et al. (2017)	Online Session Assignment 4
10  March 27	In class work time for second phase of collaboration assignment		
11  April 3  SPRING BREAK	Spring Break		

12 April 10	<ul style="list-style-type: none"> <li>● Introduction to transition policies and evidence-based practices</li> </ul>	<p>Morningstar et al. (2017)</p> <p>Explore NTACTION; ECTA</p>	<p>Classroom Assignment 5</p> <p>Collaboration Phase 2 Due</p>
13 April 17 ONLINE	<ul style="list-style-type: none"> <li>● Evidence-based practices for transition</li> </ul>		<p>Online Transition Module 1:</p> <p>Collaboration project – Phase 2 due</p> <p>Online Session Assignment 5</p>

WEEK DATE MODE	TOPICS	READINGS	ASSIGNMENTS
14 April 24	<ul style="list-style-type: none"> <li>● Collaboration in transition</li> <li>● Writing the transition plan</li> </ul>	Greene (2018)	Classroom Assignment 6

<p>15 May 1 ONLINE</p>	<p>Collaboration for transition</p> <ul style="list-style-type: none"> <li>●</li> </ul>		<p>TransitionCoalition.org Modules: Session 1,2, and 3;</p> <p><a href="https://transitioncoalition.org/online-modules/">https://transitioncoalition.org/online-modules/</a> (Submit screen shots of quizzes on Canvas)</p>
<p>16 May 8</p>	<ul style="list-style-type: none"> <li>● Work Week</li> </ul>		<p><b>Work on Collaboration Project</b></p>
<p>Final Exam</p>	<ul style="list-style-type: none"> <li>● NO CLASS SESSION</li> </ul>		<p><b>Collaboration project – Phase 3</b></p>