

CALIFORNIA STATE UNIVERISTY, SAN MARCOS
SCHOOL OF EDUCATION

EDMX 634 Education Specialist –Working with Students with Moderate/Severe Disabilities,
Advanced Practicum Moderate/Severe
(4 semester credit units)
Section 01 CRN#: 41259
Section 02 CRN#: 41998

University Hall 371, Wednesday, 5:00 – 8:50
Fall 2011

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College of Education Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

I. COURSE DESCRIPTION

Focuses on developing knowledge and skill for effectively educating students identified with moderate and severe cognitive, communication, social/emotional, and physical/health challenges. Emphasis is on transdisciplinary teaming in IEP development and delivery and methods for procuring and managing resources to enable students with specialized health care, mobility, sensory, behavioral and communication needs to participate in school and community experiences.

II. TPE COMPETENCIES, CREDENTIAL STANDARDS, AND STUDENT LEARNING OUTCOMES ADDRESSED

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Preliminary Education Specialist Credential. This course is designed to enable candidates seeking the Moderate/Severe Education Specialist credential that authorizes instruction of students with a primary disability of Autism Spectrum Disorder, Deaf-Blindness, Emotional Disturbance, Moderate/Severe Mental Retardation, and Multiple Disabilities.

CCTC Education Specialist Moderate/Severe Program Standards Addressed

M/M/S 3	M/S 1	M/S 2	M/S 3	M/S 4	M/S 5	M/S 6	M/S 7	M/S 8
K/A	K/A	K/A	K/A	K/A	K/A	K/A	K/A	K/A

Key:

M/M/S = Program Standard for both Mild/Moderate and Moderate/Severe Education Specialist

M/S = Moderate/Severe Education Specialist Standard

K = Competence at **knowledge** level

A = Competence at **application** level

M/M/S 3: Educating Diverse Learners

M/S 1: Learning Characteristics of Individuals with Moderate/Severe Disabilities

M/S 2: Communication Skills

M/S 3: Developing Social Interaction Skills and Facilitating Social Context

M/S 4: Assessment, Program Planning and Instruction

M/S 5: Movement, Mobility, Sensory and Specialized Health Care

M/S 6: Positive Behavioral Support

M/S 7: Transition and Transitional Planning

M/S 8: Augmentative and Alternative Communication

Student Learning Outcomes

This course takes place in both virtual and face-to-face environments in which attendance is required. Both virtual and face-to-face experiences as well as readings and assignments guide candidates to accomplish the following student learning outcomes aligned with the Preliminary Moderate/Severe Education Specialist Standards and the Preliminary Education Specialist Moderate/Severe Teaching Performance Expectations.

Each candidate:

- 1) demonstrates knowledge of disability characteristics, and the educational and psychosocial implications of these characteristics for students identified with moderate/severe/profound mental retardation, physical health impairments, other health impairments, traumatic brain injury, deaf-blind, multiple disabilities, emotional disturbance, and autism spectrum disorders, while determining the implications of these characteristics for service delivery.
- 2) demonstrates the ability to collaborate with families and allied school and health personnel (e.g., nurses, physicians, communication specialists, teachers) as a member of a transdisciplinary team.
- 3) demonstrates the ability to collaborate with others to facilitate each student's ability to effectively communicate and increase the extent and variety of social interactions to achieve and expand meaningful social relationships across all settings.
- 4) demonstrates the ability to use assessment data from multiple sources (e.g., person-centered and family-centered planning and strengths based, functional/ecological assessment across classroom and non-classroom contexts) to develop effective programs and guide instruction

leading to their students' meaningful participation in core, standards based curriculum, wellness curriculum, and progress toward IEP goals and objectives.

- 5) demonstrates the ability to assess students' verbal and non-verbal communication abilities and use assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction and 5) develop communication methods to demonstrate student academic knowledge.
- 6) demonstrates the ability to use alternative statewide assessments, formative assessments, and formal and informal assessment results to implement systematic, evidence based instructional strategies to teach skills within school, community and work settings.
- 7) demonstrates knowledge and skills to develop and implement IEPs and ITPs for students with moderate-severe disabilities inclusive of life skill curricula and instruction to promote:
 - a. personal care skills and address sexuality issues,
 - b. critical academics and language skills,
 - c. practical and purposeful nonverbal communication skills,
 - d. domestic and daily living skills,
 - e. community skills through community-based instruction,
 - f. employment skills and employment options,
 - g. integrated community recreation and leisure opportunities,
 - h. transition to adulthood and supports to promote quality life experiences as an adult, and
 - i. post-secondary education options.
- 8) demonstrates the ability to develop instructional plans responsive to the unique needs of the student and requirements of the core curriculum, and are implemented and adjusted systematically to promote maximum learning and academic achievement.
- 9) demonstrates the ability to develop and implement systematic, evidence based instructional strategies to teach skills within school, community and working settings, including assessment sources that integrate alternative statewide assessments, formative assessments, and formal and informal assessment results.
- 10) demonstrates knowledge of and ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully with dignity and maximum independence in classrooms, schools and the community.
- 11) demonstrates knowledge of appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment.
- 12) demonstrates knowledge of federal, state, and local policies related to specialized health care in educational settings.
- 13) demonstrates the ability to consult and collaborate with designated staff and parents, to provide the appropriate, safe, and consistent support across all settings.

- 14) demonstrates understanding of the procedures required to procure services and how to access other professionals and agencies to acquire information regarding student's sensory, movement, mobility and specialized health care services.
- 15) demonstrates knowledge and skills to implement various positive behavioral change approaches (e.g., TEACCH, pivotal response, discrete trial, floor time, social stories).
- 16) demonstrates knowledge and advocacy skills related to the various transitions experienced by students' moderate/severe disabilities, including those who are deaf-blind and/or those with additional disabilities, as they move from infancy to adulthood.
- 17) demonstrates understanding of mandated considerations for augmentative and alternative communication technology for students with moderate/severe disabilities, including students with physical/orthopedic disabilities, other health impairments, deaf/blind and multiple disabilities.
- 18) demonstrates knowledge and use of augmentative and alternative communication systems or devices and services to facilitate communication, improved academic performance, and skill development of students with moderate/severe disabilities, students with physical/orthopedic disabilities, other health impairments, deaf/blind and multiple disabilities.

III. SCHOLASTIC REQUIREMENTS

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

Grading Scale

Grades are computed according to the following grading scale.

A = 93-100% A- = 90-92% B+ = 87-89% B = 83-86% B- = 80-82% C+ = 77-79%

Note: Any grade below a C+ results in class failure, as courses with a grade below a C+ cannot be applied toward a credential.

IV. REQUIRED READING AND MATERIALS

Text:

Snell, M.E.. & Brown, F. (2011). *Instruction of students with severe disabilities* (7th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

V. COURSE SCHEDULE SECTION 1

Session Venue	Date	Class Description	Readings	Standards	Assignments Due
1 F-2-F UH 371 JOINT SESSION	8/31/11	Introduction, Orientation to the Course, Foundational Concepts, RAP/PDP Teams	S&B, Ch.1, Moodle Readings	M/S 1	Advanced Practicum Placement Survey, RAP Teams/Topics
2 WBI	9/7/11	Reading Activity #1: Person-Centered Planning	S&B, Ch. 14, Moodle Readings	M/S 7	Reading Activity #1 Due Before Class on 9/14
3 F-2-F UH 371	9/14/11	Working with Families, Person Centered Planning	S&B, Ch. 2, 14, Moodle Readings	M/S 7, 4	
4 WBI	9/21/11	Reading Activity #2: Assessment	S&B, Ch. 3,5 Moodle Readings	M/S 2, 4	Reading Activity #2 Due Before Class on 9/28
5 F-2-F UH 271	9/28/11	Assessment (CAPA, CMA, STAR)	S&B, Ch. 3,5 Moodle Readings	M/S 2, 4, 8	
6 WBI	10/5/11	Reading Activity #3: Curriculum and Instruction	S&B, Ch. 4,6,13 Moodle Readings	M/S 2, 4	Reading Activity #3 Due Before Class on 10/12
7 F-2-F UH 371	10/12/11	Curriculum and Instruction: SEACO, Steps, Basic	S&B, Ch. 4,6 Moodle Readings	M/S 2, 4, 8	
8 WBI	10/19/11	Reading Activity #4: Autism Spectrum Disorders	Moodle Readings, Films	M/S 2, 3, 8	Reading Activity #4 Due Before Class on 10/26
9 F-2-F	10/26/11	Autism Spectrum Disorders	Moodle Readings,	M/S 2, 3, 8	

UH 371				Films		
10 WBI	11/2/11	Reading Activity #5: Medically Fragile/Rare Disorders	S&B, Ch. 8, Moodle Readings	M/S 5	Reading Activity #5 Due Before Class on 11/9	
11 F-2-F UH 371 JOINT SESSION	11/9/11	Medically Fragile Working with your School Nurse GUEST SPEAKER	S&B, Ch. 8, 7 Moodle Readings	M/S 5		
12 F-2-F UH 371 JOINT SESSION	11/16/11	Severe Emotional Disturbance Crisis Intervention Prevention and Planning	Moodle Readings	M/S 6	Professional Development Project Due PDP Meta-Evaluation DUE	
13	11/23/11	THANKSGIVING WEEK NO CLASS				
14 F-2-F UH 371 JOINT SESSION	11/30/11	Related Services and Professionals PANEL			RAP PowerPoint Presentation Due to Instructor to Preview	
15	12/7/11	RAP Work Night				
16 F-2-F UH 371	12/14/11	PRESENTATIONS COURSE EVALUATION			Resource Area Project DUE RAP Meta-Evaluation DUE	

COURSE SCHEDULE SECTION 2

Session Venue	Date	Class Description	Readings	Standards	Assignments Due
1 F-2-F UH 371 JOINT SESSION	8/31/11	Introduction, Orientation to the Course, Foundational Concepts, RAP/PDP Teams	S&B, Ch.1, Moodle Readings	M/S 1	Advanced Practicum Placement Survey, RAP Teams/Topics
2 F-2-F UH 371	9/7/11	Working with Families, Person Centered Planning	S&B, Ch. 2, 14, Moodle Readings	M/S 7, 4	
3 WBI	9/14/11	Reading Activity #1: Person-Centered Planning	S&B, Ch. 14, Moodle Readings	M/S 7	Reading Activity #1 Due Before Class on 9/21
4 F-2-F UH 371	9/21/11	Assessment (CAPA,CMA, STAR)	S&B, Ch. 3,5 Moodle Readings	M/S 2, 4, 8	
5 WBI	9/28/11	Reading Activity #2: Assessment	S&B, Ch. 3,5 Moodle Readings	M/S 2, 4	Reading Activity #2 Due Before Class on 10/5
6 F-2-F UH 371	10/5/11	Curriculum and Instruction: SEACO, Steps, Basic	S&B, Ch. 4,6,13 Moodle Readings	M/S 2, 4, 8	
7 WBI	10/12/11	Reading Activity #3: Curriculum and Instruction	S&B, Ch. 4,6,13 Moodle Readings	M/S 2, 4	Reading Activity #3 Due Before Class on 10/19
8 F-2-F UH 371	10/19/11	Autism Spectrum Disorders	Moodle Readings, Films	M/S 2, 3, 8	
9	10/26/11	Reading Activity #4: Autism	Moodle	M/S 2, 3, 8	Reading Activity #4 Due Before Class

WBI		Spectrum Disorders	Readings, Moodle Films		on 11/2
10 WBI	11/2/11	Reading Activity #5: Medically Fragile	S&B, Ch. 8, Moodle Readings	M/S 5	Reading Activity #5 Due Before Class on 11/9
11 F-2-F UH 371 JOINT SESSION	11/9/11	Medically Fragile Working with the School Nurse GUEST SPEAKER	S&B, Ch. 8, 7 Moodle Readings	M/S 5	
12 F-2-F UH 371 JOINT SESSION	11/16/11	Severe Emotional Disturbance Crisis Prevention and Planning	Moodle Readings	M/S 6	Professional Development Project Due PDP Meta-Evaluation DUE RAP PowerPoint Presentation DUE to Instructor to Preview
13	11/23/11	THANKSGIVING WEEK NO CLASS			
14 F-2-F UN 371 JOINT SESSION	11/30/11	Related Services and other Professionals PANEL			
15 F-2-F UH 371	12/7/11	PRESENTATIONS COURSE EVALUATION			Resource Area Project DUE RAP Meta-Evaluation DUE

****Clinical Practice Participation Project is DUE 2 weeks following the completion of your 5-day Clinical Practice. *It is your responsibility to add this due date to your course schedule.***

Web-based Instruction Note: Web-based Instruction (WBI) sessions provide advance work in the content area being covered in class. WBI sessions are noted in **bold**. All WBI work is must be posted on the due date.

Class Credit Hour Note: Each week of work during the 15-week semester for a four-credit (60 class hour) course requires 12 hours of work per week - four credit hours of face to face (F-2-F) class time and eight hours (i.e., two hours per credit hour) of out-of-class work on WBI, reading, assignments, and other preparation.

VI. ASSIGNMENTS AND POINT DISTRIBUTION

Collaboration and Participation: (1 point per session)	15 points
Reading Activities Posted on Moodle: (5 postings at 4 points each)	20 points
Resource Area Project:	20 points
Inclusion Professional Development Project:	20 points
Meta-Evaluation RAP/PDP:	5 points
Advanced Practicum Project:	20 points
Total Points:	100 points

Note: Plan on 8 hours of work outside of each face-to-face session for the completion of related readings and other preparatory work for participation in face-to-face sessions. For the WBI, plan on 12 hours of work equivalent to 4 face-to-face class hours plus 8 hours of preparation. Candidates receive one participation point per WBI participation for posting on time. No late postings are accepted.

Assignment Descriptions:

Collaboration/Participation: (15 points)

Purpose: The field of working with individuals with moderate and severe disabilities requires knowledge of many and varied resources and agencies. The purpose of face-to-face (F-2-F) sessions is to provide participants with an opportunity to demonstrate understanding and application of essential concepts and practices in professional practice while interacting with others in a professional learning community.

Criteria for Grading Participation:

Participation points are assigned based upon the following criteria: a) collaborative cooperation in all class activities and group assignments; b) enthusiasm for the content and activities; c) respectful interaction with speakers, fellow students, and the instructor; d) patience and flexibility with the technology and materials. Moodle postings or other assignments completed *during* class time will receive no credit.

Reading Activities posted on Moodle: (20 points, 5 postings at 4 points each)

Each prompt for a Reading Activity (RA) is provided in Moodle prior to the due date. RAs are submitted via Turn-it-In on Moodle.

Purpose: Candidates develop depth of understanding with regard to multiple dimensions of education and community participation of students with moderate and severe disabilities. All

readings are completed with critical thought and reflection before the class period in which they are discussed.

Criteria for Evaluation: RAs address all reading materials and are complete, thorough, well thought out and written, and submitted by the due date on the course schedule. All RAs must be 3 pages or more.

Resource Area Project (RAP): (20 points)

Purpose: The Resource Area Project (RAP) provides the opportunity for a team of candidates to study and research in depth specific topics regarding the education and support of students with moderate and/or severe disabilities in K-12 settings. Topics might include:

- Addressing Movement/Motor and Sensory Differences
- Teaching Self-Care Skills
- Supporting Peer Relationships and Social Skills
- Teaching Communication Skills
- Supporting Students with Autism Spectrum Disorders in K-12 Settings
- Supporting Students who are Deaf/Hard of Hearing in K-12 Settings
- Supporting Students who are Blind/Visually Impaired in K-12 Settings
- Teaching Academic Skills
- Building Skills for Home and Community
- Transitioning from School to Employment

Criteria for Evaluation: Given the format provided, each RAP team researches, writes, and presents about an assigned topic from the list above, with equitable distribution of responsibility in preparation and presentation of the project. The project will include: an annotated bibliography of literature, websites and materials; a summary report of researched literature, websites, and materials; a PowerPoint Presentation to be shared with the class; a 2-page Tip Sheet for teachers that includes agencies and other resources; and a meta-evaluation of their own and teammates participation in the project. Grading Rubric will be provided.

RAP Teams and Topics:

RAP Teams will be created during the first class meeting. Teams will consist of 3-4 members. Topics must be approved by the instructor. Topics will not be repeated across groups to provide candidates with an expansion of content areas of importance to students with moderate/severe disabilities. Teams are encouraged to use the required text (Snell & Brown, 2011) as springboards for exploration. Teams will be given class time to meet and work on the project with guidance from the instructor. Additional out of class meeting with team members is necessary.

RAP Annotations and Resources: (5 points)

This section of the report will present a review of literature, web-sites, and materials and other resources that pertain to your topic. Each member is responsible for one article or book, one web-site, and one curricular, instructional, or assessment resource. When reviewing curricular, instructional or assessment resources please include: the name and type of resource, publisher/agency and address, description of the resource, and a critique of the resources. Annotations of articles or books should include the full reference in APA Style 6th Ed., a

summary of the article/book, and your critique/response. Please make sure your individual name is on your annotations to receive full credit. Organize this section so that colleagues can review the material you have assembled quickly and find them efficiently.

RAP Summary Report: (5 points)

This section will summarize your research finding in a 4-6 page narrative. Be sure to reference all your sources, and include the reference list at the end of the report. Please note that this should not be an amalgamation of annotations, but a narrative. Include a section of need for further research and/or material development. The report must be in APA Style 6th Edition.

RAP PowerPoint Presentation: (5 points)

Each RAP report is shared via a team PowerPoint presentation in class. Your total presentation should be 20-30 min. in length. Each member of your team must take part in the presentation. Presentations must include a detailed description of your topic and its application in a K-12 setting for students with moderate/severe disabilities. Please remember that you are presenting to teachers, therefore your presentation should be *practical and applicable*. Presentations should include: General description; Description of population with these differences; Collaboration with Related Services (SLP, OT, PT, APE, AT, etc.); Collaboration with Student, Family, and other Professionals; Description and application of specific strategies, curricular and instructional materials, assessment strategies, agencies and other resources; Implications for inclusive settings.

You will submit your PowerPoint presentation (including references) to the instructor one to two weeks prior to presentation. Presentations will be submitted to the instructor electronically and in “handout” format (3 slides per page).

RAP Teacher Tip Sheet: (5 points)

Create a 2-page (1 page front and back) tip sheet for all members of the class. Distill the information you have learned into the “most important facts” tips sheet for teaching and using this body of information. Please be sure to include useful references, resources, and agencies. Make copies to distribute to every class member during your PowerPoint presentation.

Best-Practice Inclusive Strategies for Students with Moderate/Severe Disabilities Professional Development Project: (20 points)

Imagine you have just accepted a position at a school site as a moderate/severe education specialist. Traditionally, little inclusion has taken place at this site. This year the principal would like to ensure that all students have access to their least restrictive environment. Your principal informs you that the general education teachers have asked for more information about how support, instruction, adaptations, and accommodations might be provided for students with moderate/severe disabilities within inclusive environments. Your principal would like you to design an inservice training for teachers, administrators, paraprofessionals, parents, community members, school board members, and related service personnel (e.g., speech and language, OT, PT).

For this project you will form a team of three to four (for this assignment you will continue to work with your RAP/PDP team). The team will meet face-to-face outside of class and in class to

develop a 1- to 2-hour inservice training module appropriate for the targeted audience(s). The module may be structured as a single 60 to 120-minute training session, two 30 to 60-minute sessions, or three 20 to 40-minute sessions, based upon the time frames you have available to deliver the instruction or the nature of the instruction (e.g., practice is required between sessions).

Professional Development Components:

Part 1. Preparation to facilitate the module: (5 points) This section must include: module overview, rationale for the need for and importance of the module, module objectives, and needed materials and advanced preparation.

Part 2. Elements of the module: (5 points) This section must include: anticipatory set, body of the lesson (handouts, overheads, worksheets, PowerPoint presentation, slides, lecture guides), and closure.

Part 3. Application, practice, & follow-up following the module: (5 points) This section must include at least three applications, practice activities, and follow-up experiences that are appropriate for the targeted audience(s).

Part 4. Participant evaluation, resources, and references: (5 points) The module must include a participant evaluation of the module. An evaluation may take the form of a pre/post-test on the module content, as assessment of what the participants learned and will use, and so forth. A component of the assessment must also be devoted to the quality of the delivery of the instruction (e.g., exemplary features of instruction, how instruction/materials could be improved.). This section must also include all informational resources (e.g., print, internet sites, interviews) used to develop this module and additional resources that the participant could go to enhance their knowledge and/or skills relative to the topic of the module.

A complete hard-copy set of materials is delivered to the instructor and an electronic copy of the module is posted on Moodle for classmates and the instructor to download.

Meta-Evaluation: (5 points)

Each RAP/PDP member completes a meta-evaluation of their own and teammates participation in the RAP and PDP. A total of 2 meta-evaluations will be completed, one for the RAP and one for the PDP.

Advanced Practicum Project: (20 points)

This course requires a field based Advanced Practicum of one full week of five full school days in a classroom serving students with Moderate/Severe disabilities in K-12 schools. These days should run consecutively. If you are ill or miss a day you must notify both Dr. Robledo and your Master Teacher and make up this time. Advanced Practicum candidates follow the schedule of their Master Teacher.

Dr. Robledo will make all placements. You will fill out a survey at the beginning of the course with information on your preference for placements. Do not make placements on your own; you

may suggest settings and schools for your advanced practicum to Dr. Robledo in the Advanced Practicum Survey.

The completed Advanced Practicum Project is due 2 weeks after the completion of your 5-day Advanced Practicum.

Components of Advanced Practicum Project (20 points)

Advanced Practicum Participation Reports (15 points): One report per day of advanced practicum participation. These reports will provide documentation of your participation in your advanced practicum placement in various models of service delivery for learners with moderate/severe disabilities. Time sheets signed by your Master Teacher are required for each report.

Master Teacher Evaluation (5 points): Be sure to have your master teacher fill this out and return it to you.

VII. COURSE FEATURES

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All-University Academic Writing Requirement

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, papers in graduate classes are expected to adhere to writing and format style guidelines described in the sixth edition of the Publication Manual of the American Psychological Association (aka, APA Manual). This manual is a required across all graduate-level (600-level) courses.

VIII. PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS

1. Attend all class sessions and base team meetings. Be on time. Please call the instructor when you are unable to attend class or when you will be late. It is the policy of the CSUSM College of Education that any student who misses 20% or more of class time, class sessions, and base team meetings may not receive a passing grade for a course.
2. “Person first” language (e.g., “Student with ADHD” rather than “ADHD student;” “Johnny who happens to have Down syndrome” rather than “My Down syndrome student”) must be used throughout all written and oral assignments and discussions.
3. Word process all written documents. Keep a copy of all of your work. The burden of proof of assignment completion is upon the student. You will want these copies for your records and for potential future use as professional portfolio entries.
4. Complete and submit all assignments on or before the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please let the instructor(s) know. Any time that you have questions or concerns, please contact the instructor(s) immediately.
5. Participate in class discussions and group activities and demonstrate positive interpersonal skills with classmates and guests.
6. Select a class “buddy” or two to ensure that you receive handouts, class notes, and other information when you must miss class.
Buddy: Telephone: e-mail: Fax:
7. (WBI) Requirements: Cougar Courses: Moodle.

Students are required to keep up with the Web Based Instruction (WBI) component of this course. Due to the fast pace of this course, WBI Assignments MUST be posted on the date and time they are due. Late postings will not be accepted. Late work will result also in loss of participation points. Be sure to check the Course Schedule, Moodle Course Home Page for the prompts and assignments for each WBI session of class. Be sure to respond to each of the professor’s prompts. The work for each session is to be completed prior to attending class. Due dates are in the course schedule.

8. Academic Honesty Policy and Plagiarism. *Turn it In*TM is the leading academic plagiarism detector, used to detect plagiarism and ensure academic integrity. Many assignments in EDMX 634 are submitted via *Turn it In*TM which includes a Grademark® feature to allow the instructor to offer comments right into the text of submissions.

Students are expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear, and error-free. All ideas and material borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and quoted accordingly. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with Academic Dishonesty policies of the university. All incidents

of Academic Dishonesty are reported to the Dean of Students. Disciplinary action may include the lowering of a grade, a failing grade for the assignment or the class as a whole, or dismissal from the program or university.

- Plagiarism of any type will result in a failing grade.
- Scanning of student work via *Turn it In*TM software may be used to verify student authorship and accurate citation of copyrighted materials or work of others.
- Unauthorized copying of copyrighted software will result in a failing grade.
- Reading Activities submitted by students over the past years are archived and may be used as comparison for plagiarism for the current semester submissions.

9. Electronic Communication Protocol.

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.