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MISSION OF THE COLLEGE OF EDUCATION AT CSU SAN MARCOS

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 on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. (Adopted by COE Governance Community, October, 1997).

COURSE DESCRIPTION

Focuses upon acquisition of skills for advanced application of technologies supporting inclusion, and practical applications in the classroom, grant writing, and professional presentations. Meets Professional Level II Education Specialist credential standards for supporting transition across the K-12 continuum and development of a specific area of emphasis (SAE) in inclusive education, assistive technology, and reflective practice.

COURSE PREREQUISITES Completion of the Special Education Specialist in Mid-Moderate Disabilities Level 1.

COURSE ACTIVITIES:

Students build upon the skills developed in the Level I credential courses to expand the scope and depth of study into an Area of Specific Emphasis (SAE). Course content includes grant and project development. Advanced applications of assistive technologies are addressed including the course content, grant development and lab visitation. Emphasis is on the applications of content and skills with individual learners in the classroom. Professional productivity includes use of advanced presentation software, grant writing, and transition teaming and planning. Professional Level II Education Specialist credential standards for supporting transition across the K-12 continuum and development of a Specific Area of Emphasis in inclusive education, assistive technology, and reflective practice are addressed in this course.

REQUIRED TEXT AND MATERIALS

Text
Required:
Pierangelo, R., & Giuliani, G. A. (2004**).** *Transition services in special education: A practical approach.*
        Pearson: Allyn Bacon**.** New York, NY. ISBN # 0-205-34569-7

Recommended
American Psychological Association. (2009*). **Publication manual of the American psychological**
        association, sixth edition. American Psychological Association, Washington, CD.

University print card. You will be required to submit hard print copies of lab assignments printed in the lab. You may purchase this card in the Kellogg Library on the 2nd floor (street level) near the Student Technology Help Desk (call 760-750-6505 for hours of operation). You may add money to the card on the 4th floor of University Hall, but you must have a card first in order to do this. **Having a print card is a requirement!**

USB drive for bringing documents into class for power point presentation and document sharing.

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.
(Approved by CCTC in SB 2042 Program Standards, August 02)

COLLEGE OF EDUCATION ATTENDANCE POLICY

Due to the dynamic and interactive nature of courses in the College 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).* Those students coming to class late or returning from break late are penalized participation points.

STUDENTS WITH DISABILITIES REQUIRING REASONABLE ACCOMMODATIONS

Students 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 5205, 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 WRITING REQUIREMENT

Every course at the university must have a writing requirement of at least 2500 words. The writing in this course is met via the Specific Area of Emphasis paper, the grant project, and the WebCT discussion board work.

STUDENT LEARNING OUTCOMES

Teacher Performance Expectation (TPEs) Competencies

The course objectives, assignments, and assessments have been aligned with the (California Commission on Teacher Credentialing (CCTC) standards for the Special Education, Specialist Level II Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally

address several CCTC standards for the Special Education, Specialist Level II Credential in this course: (these will be handed out in class).

Furlough Information

The devastating California state budget cuts prohibit all CSUSM faculty and staff from working nine days per semester during the 2009/2010 academic year. Faculty are not allowed to work (e.g., teach, consult with students, answer e-mails, etc.) on furlough days to satisfy legal and ethical requirements of the California labor Code. Despite furlough days, you shall receive a quality education that allows you to achieve your student learning objectives. My furlough days for the Spring semester are the following: January 19th and 26th, February 9th and 23rd, March 16th and 26th, April 9th and 23rd, and May 4th.

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, COE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the COE website provided at the website provided:
http://www.csusm.edu/coe/CalTPA/ProgramMaterialsTPA.html

COURSE OBJECTIVES
Students will:
1. demonstrate knowledge on current laws, policies, regulations, and funding sources for including technologies,

2. develop skills in the design of grant proposals including response to RFPs (Request for Proposal), basic planning, budgeting, writing grant proposals, and managing implementation of projects,

3. develop skills and practice in developing professional presentations using advanced software applications,

4. acquire a knowledge base and skills in facilitating transition across the K-12 continuum (preschool to elementary, elementary to middle school, middle to high school, high school) and also to post-school work, educational, and community experiences,

5. acquire knowledge and skills in the use of advanced technologies (hardware and software) with learners with diverse learning styles,

6. demonstrate knowledge of the application of augmentative and alternative communication (AAC) systems including nonsymbolic modes of communication (gestures, vocalizations, and eye gaze,

body language and sign-symbol systems),

7.   presentation of grants, projects, and research to classmates in professional format,

8.   engage in problem solving and futures planning of including individuals with special learning needs and supported included instruction through the use of technologies.

PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS

1. Attend all class sessions. Please call the instructor when you are unable to attend class or if you must be late. The CSUSM College of Education, which has an attendance policy that mandates a minimum attendance of 80% of face-to-face class sessions, requires these guidelines. Please inform your instructors in advance of any extenuating attendance circumstances.

2. Use "Person-first" language (e.g., "Student with Down Syndrome" rather than "Down Syndrome student;" must be used throughout all written and oral assignments and discussions.

3. Word-process all written documents. Keep an electronic copy of all work. You will want these for your records and use a TaskStream and professional portfolio entries.

4. Complete and hand in all assignments on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments or have questions or concerns, please contact the instructor immediately.

5. Participate in class discussions and group activities and demonstrate positive interpersonal skills with classmates and guests. Participation points are assigned on the basis of participation, collegiality, collaborative effort, and professionalism in interactions with fellow students and the instructors and guest lecturers.

6. Select a class "buddy" to ensure you receive handouts and information if you miss class.
     Buddy: Telephone: e-mail: Fax:

7. TaskStream Electronic Portfolio. Students must register online for TaskStream access for a
     minimum of one year. Fees are paid online at www.TaskStream.com. This is a requirement of every
     credential candidate. Candidates learn how to use this site in EDUC 422. Students post selected
     assignments and make reflective comments in response to Education Specialist Level I Preliminary
     standards identified in the syllabus. Once you have an account, click on "My Programs." Under the
     list on the top of the page find "Self-Enrollment Options." Click here. A box appears asking for a
     program code. The Education Specialist Level I Auto Enrollment Code is 2FSA56.

8. You may have water bottles at the tables, but not near the computers.

ACADEMIC HONESTY POLICY

- Plagiarism of any type will result in a failing grade. All work in this course must be the original work of the individual credential candidate.

- Scanning of student work via Turnitin™ software may be used to verify student authorship and accurate citation of copyrighted materials or thoughts, ideas, and/or work of others.

- Assignments will be checked via Turnitin™ software for accuracy of citation and originality of work.

- The instructor may require that some assignments in the course be submitted via WebCT 6 using the built in Turitin™ software feature.

- Students making unauthorized copies of copyrighted materials or microcomputer software will receive a failing grade.

CSUSM Academic Honesty Policy Statement from CSUSM Catalogue

"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Plagiarism

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog.

GRADING STANDARDS

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

Criteria for Grading Student Performance in this Course:

A (Excellent):   Performance at the highest level, showing sustained excellence in meeting all course objectives and requirements and exhibiting an unusual degree of intellectual initiative.

B (Good):   Performance at a high level, showing consistent and effective achievement in meeting course objectives and requirements.

C (Satisfactory):   Performance at an adequate level, meeting the basic objectives and requirements of the course.

NOTE: The minimum acceptable grade for a course in the sequence of professional education courses are C+ and a B average must be maintained.

Criteria for Grading Student Performance on the assignments:

A   (93%) Outstanding work on assignment, excellent syntheses of information and experiences, great insight and application, and excellent writing,

B+   (83%) Completion of assignment in good form with good syntheses and application of information and experiences, writing is good,

C+   (73%) Completion of assignment, adequate effort, and adequate synthesis of information and application of information and experiences, writing is adequate.

ACADEMIC REQUIREMENTS

Participation
Please note the College of Education Attendance policy stated on page two of this syllabus.

Participation: (14 sessions @ 10 points = 140 points)
Points are awarded for both on campus and the asynchronous online WebCT6 sessions. Regular, punctual attendance it is critical and expected in the teaching profession. Because this class is participatory in nature, the experiences and discussions are difficult to recreate. To reinforce our commitment to developing interpersonal skills, students are expected to arrive on time; return from break on time; stay for all of the class; and fully participate and cooperate with classmates, instructors, and guests. A class participant who arrives late, departs early, or engages a "non-collaborative" behavior will receive less than the maximum points for that given class session.

All WebCT postings are due by the date/time listed on the course schedule.

NOTE: be sure to check your course mail and the WebCT6 homepage of the course prior to coming to class. If class is canceled for any reason, notice will be posted via WebCT6.

Criteria for Grading Participation:
Participation points will be assigned on the following criteria:
- collaborative cooperation in all labs, classes, and group assignments;

- enthusiasm for the content and activities;

- respect for the professor, classmates, and guest speakers at all times;

- patience and flexibility with the technology;

- appropriate use of the lab, hardware and software;

- respect for the lab environment and equipment;

- **absolutely no food or drink (other than bottled water at the tables) in the lab**.

Technology Grant Project (100 points, group work)

Specific Area of Emphasis (SAE) (100 points, individual work)

Reading Activities: (Three X 30 = 90)
> There are three Reading Activities (RAs) which address the reading in the Transition text.
> These activities are included in the Bound Reader for this course.
> The RAs will be submitted via Turn it In on the course home page in WebCT 6.
> Be sure to use Word (Word 2007 if possible).

Web Based Components of Course (120 points)
> **WBI discussion board prompts (Four X 30 = 120)**
> There will be a series of Discussion Board (DB) prompts for your reflection and response.
> This includes points for responses to the postings of colleagues when required.

Technology Labs (40 points)
> Two labs @ 20 points each for 40 points. This includes a field visit to the San Diego United
> Cerebral Palsy (UCP) Assistive Technology Lab.

Task Stream Postings (40 points)
> Each student must post a reflection (the format appears on page 14 of the syllabus) and at least
> one artifact for each CCTC Special Education Specialist Credential standard to be addressed in
> EDEX 651. **All postings must be completed in order to be cleared for the Level II
> Credential.**
>
> NOTE: **Regardless of the material you have posted for EDEX 661, you MUST post the
> required artifacts and essays for EDEX 651**

Use of Technology:
> Students are expected to demonstrate competency in the use of various forms of technology (i.e. word
> processing, electronic mail, WebCT6, use of the Internet, and/or multimedia presentations). Specific
> requirements for course assignments with regard to technology are at the discretion of the instructor.
> Keep a digital copy of all assignments for use in your teaching portfolio and as proof of work
> accomplished. Many assignments will be submitted online, and some will be submitted in hard copy.
> Details will be given in class.

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 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 communicates 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 College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

E-mail:
All e-mail for this course will be done via WebCT 6 portion of the course.

Criteria for Grading and Professional Expectations for WebCT work including Discussion Board (DB) Postings:

- **Never give your password to anyone else or allow anyone else to access this course using your password**.

- Post your response to the Discussion Board (DB) Prompts at the beginning of the week in which they are required. You may not post these as attachments.

- All postings must be written in professional and respectful language.

- Use person first language.

- We recommend that you compose off-line before posting and then paste your responses into the discussion board. **Keep a copy of your original work in Word®, so that if postings become lost you have proof of your work**. **Please note that all campus lab PCs now have Office 2007.**

- Read the postings of your colleagues (towards the middle of that week) and post required responses to the posting of others as indicated in the Professor's prompts.

- Be sure your responses are well thought out prior to posting your responses.

- Be sure to post your all responses by the due date on the course schedule.

- Respect the opinions of others, and respond collegially.

- Check the Announcement block in the course Home Page each week for directions and announcements. If class is to be canceled a message will be posted on the Home Page or sent via WebCT6 course mail.

- All communications by E-mail will be via the Course Mail tool in WebCT6.

- Check your Course Mail at least once per week, and **always before coming to class**.

- All work in WebCT postings must be the original work of the student. Do not post large blocks of quoted text from websites, re-phrase the essential information in your own words.

- All quoted text/information from printed or web-based information must be enclosed in quotation marks and the source must be identified to indicate it is the work of another.

- Turnitin.com may be used to check the authorship of the postings in WebCT. Be sure to reference all of your work when quoting writing/text that is not your own.

Academic Requirements/Spring 2010

Participation & Assignments	Notes	Point
Participation (140)	(14 sessions @ 10 points = 140 points) (includes WebCT sessions)	**140**
Technology Grant Project (100) (Group Work)	This is a group project including literature and web site research and review with annotations.	**100**
SAE: Developing an Specific Area of Emphasis (100) (Individual Work)	This is an individual project including literature and web site research and review with annotations.	**100**
Reading Activity Assignments (90) (Individual Work)	This is an individual assignment, do not quote large blocks of text from the textbook; write in your own words. Submit using the Turn-it-In Assignments folder on the Course Home Page.	
Reading Activities 1 – 3 on the text book	Three Reading Activities @ 30 points each Submit using the Turn-it-In Assignments folder on the Course Home Page	**90**
WebCT Work: (120) (Individual Work)		
Discussion Board	*Four sessions @ 30 points = 120 points Includes response to colleagues	**120**
Technology labs (40)		
Two labs including a field visit	Two labs @ 20 points each for 40 points. This includes a field visit to the SD UCP AT lab Be sure to turn in your lab sheet for each lab.	**40**
Task Stream Postings (40) (Individual Work)		
Postings for level II Standards	This assignment will be discussed in class	**40**
	Each student must have a Task Stream Account These postings must be completed to clear your Level II Credential.	
Total:		**630**

TASKSTREAM GUIDELINES FOR LEVEL II STANDARDS

The purpose of the Level II portfolio that you create on TaskStream is to evidence how you meet each of the10 Level II Education Specialist standards. For each of the 10 Level II standards, your task is to write a cogent reflective essay and to post and describe artifacts that evidence your competence in meeting the standard. Each Level II standard is a performance standard. Thus, the artifacts you select will come from both your work as a special educator and from products generated in Level II courses.

Level II standards are threaded throughout Level II Education Specialist coursework and are addressed within and across courses. Although several Level II standards are addressed in each course, a given subset are assigned to each course. It is an expectation that by the end of each course you will have composed a first paragraph reflective narrative and posted at least one evidence for each standard assigned to the course. It is a further expectation that you will request feedback from your instructor for the assigned standards and respond to instructor requests for revisions. The course instructor will not evaluate your response to a standard. An evaluation of your entire portfolio is performed at the end of your Level II studies by your EDEX 661 Portfolio Review instructor. To be recommended for a Level II Professional Clear credential, entries for all 10 Level II standards must be judged complete (i.e., having a cogent narrative and at least three relevant artifacts with descriptions of how they evidence competence).

The Level II courses are expressly designed to assist you to evidence your competence with regard to the Level II standards. Take advantage of being in the class, by pausing, reflecting, and making TaskStream entries each semester as a routine part of course participation. This way when you enroll in EDEX 661 you will be all but done with your portfolio.

Each narrative must include at least the following components.

To assist you writing your reflective essay for each standard, the special education faculty members have agreed upon a paragraph structure to help guide you with your narrative response. State your ideas clearly and ground them in the evidence represented by your artifacts. We are looking for a vivid and robust explanation of what the artifact represents. For each standard, you must attach a minimum of three artifacts. You are strongly encouraged to provide additional evidences as artifacts, particularly for standards such as Standard 14, which includes such a broad array of elements.

Required 1st paragraph: Introduce the reader to the focus of your response as it relates to the Level II standard. Do NOT restate the standard. Instead, reflect upon and summarize what it is you know and are able to do that allows you to demonstrate proficiency with regard to the several elements of the standard.

Required 2nd paragraph: Explain how the first attached artifact evidences your competence with regard to the Level II standard. In what ways does this artifact illustrate your knowledge and skill regarding one or more elements of the standard?

Required 3rd paragraph: Explain how the second attached artifact evidences your competence with regard to the Level II standard. In what ways does this artifact illustrate your knowledge and skill regarding one or more elements of the standard in a way that is different from your first artifact?

Required 4th paragraph: Explain how the third attached artifact evidences your competence with regard to the Level II standard. In what ways does this artifact illustrate your knowledge and skill regarding one or more elements of the standard in a way that is different from your first two artifacts?

Final paragraph: Identify what you still want or need to learn with regard to this standard. In other words, set at least one professional goal for your future professional development or future practice with regard to the standard.

L II - Standard 15 (Current and Emerging Research and Practices)
Each candidate demonstrates knowledge of and ability to interpret, apply, and disseminate current and emerging research, theory, legislation, policy and practice.

L II - Standard 16 (Transition and Transition Planning)
Each candidate demonstrates knowledge of and the ability to implement factors associated with successful planning and implementation of transitional life experiences for students with mild/moderate/severe disabilities. Each candidate collaborates with personnel from other educational and community agencies to plan for successful transitions by students.

L II - Standard 17 (Development of Special Emphasis)
The curriculum for the Professional Level II Education Specialist program provides opportunities to build upon the foundation of the Preliminary Level I Education Specialist Credential program, expanding the scope and depth of study in specific content areas, as well as expertise in performing specialized functions.

How have you built on your Level I knowledge to expand your depth of understanding for specific content areas and specialized functions?

L II - Standard 19 (Leadership and Management Skills)
Each candidate demonstrates leadership and management skills to coordinate and facilitate educational programs, including constructing and following efficient schedules that meet individual student needs and maximize available resources. Each candidate demonstrates the ability to work effectively within integrated service delivery models and actively participates in school restructuring and reform efforts to impact systems change.

Level II Standards –TPE and Artifact by Course Matrix

Standards	EDEX 660	EDEX 651	EDEX 652	EDEX 639	EDEX 638	EDEX 661
Standard 13 Data Based Decision Making	Individual Induction Plan (IIP)			DBI Project Homepages & DBI Case Study Analyses		Practices Documented in Digital Portfolio in TaskStream
Standard 14 Advanced Behavioral, Emotional, and Environmental Supports			Behavior Intervention Plan "CRISIS-PLUS" Training			Practices Documented in Digital Portfolio in TaskStream
Standard 15 Current and Emerging Research and Practices		**Specific Area of Emphasis Project: Literature Review**				Practices Documented in Digital Portfolio in TaskStream
Standard 16 Transition and Transition Planning		**Reading Activities & Posted Discussions in WebCT**				Practices Documented in Digital Portfolio in TaskStream
Standard 17 Development of Specific Emphasis	Strengths & Weakness Inventory	**Specific Area of Emphasis Project**				Showcase Presentation
Standard 18 M/M Assessment of Students			Functional Analysis Assessments			Practices Documented in Digital Portfolio in TaskStream
Standard 19 M/M Curriculum and Instruction				DBI Case Study Analyses		Practices Documented in Digital Portfolio in TaskStream
Standard 20 M/M Collaboration and Consultation	Procure Support Provider				Inservice Training Module	Showcase Implementation
Standard 18 M/S Advanced Communication Skills	Peer Group Standards Review				Reinforcement and Alternative Conferences	Practices Documented in Digital Portfolio in TaskStream
Standard 19 M/S Leadership and Management Skills		**Technology Grant Project**			Restructuring Jigsaw; Action for Change Advice; Ethical Underpinnings of Leadership	Practices Documented in Digital Portfolio in TaskStream Portfolio

EDEX 651 Course Schedule Spring 2010
Order of topics may change

Date	Topics	Preparation	Assignments due
1/21	Introduction to the course		**Course Survey response due prior to class 1/28**
1/28	***Overview of Assignment: Grant Writing*** Join Grant groups and begin group work		**Grant lab worksheet is due at end of class** **Grant ideas due on Discussion Board**
2/4	***Overview of Assignment: SAE*** Specific Area of Emphasis		
2/11 **WBI** **#1**	**No Face-to-Face** Transition K-12	Ch. 1 & 2 Appendices A & B	**Post WBI #1 response** **prior to class 2/18 on Discussion Board**
2/18	Transition to Adulthood Community-Based Services Guest Speaker Group work on grant project	Ch. 4	**Reading Activity #1 due** post to Turn-It-In folder **SAE Planning Sheet due** post to Turn-It-In folder
2/25	Assistive Technology Inclusive Education		**Reading Activity #2 due** post to Turn-It-In folder **Check point on grant budget, capital outlay**
3/4	Grant work in class Clarify SAE and Grant projects Q & A		
3/11 **WBI** **#2**	**No Face-to-Face** UCP and Advanced Devices		**Post WBI #2 response** **prior to class 3/18 on Discussion Board**
3/18	San Diego UCP Assistive Technolgy Lab **5:30 promptly**	Ch. 10	**Assistive Tech Lab #1:** **UCP Lab sheet due tonight**
3/25	Transition Services K12 to Post-Secondary Guest Speaker Meeting in Kellogg 5102	Ch. 5, 6 & 12	**Reading Activity #3 due** post to Turn-It-In folder **Assistive Tech Lab #2:** **DSS Lab sheet due tonight**

Date	Topics	Preparation	Assignments due
EDEX 651 Course Schedule Spring 2010 **Order of topics may change**			

Date	Topics	Preparation	Assignments due
4/1	**No Face-to-Face Spring Break!**		
4/8 **WBI** **#3**	**No Face-to-Face** Transition Services K12 to Post Secondary		**Post WBI #3 response** **prior to class 4/15 on** **Discussion Board**
4/15	Web Accessibility Grant work		
4/22	*Grant Presentations*		**Grant Projects Due** **Bring Grant Power Point**
4/29	*Specific Area of Emphasis presentations*		**SAE Projects due** **Bring SAE PowerPoint**
5/6	*Specific Area of Emphasis presentations* Course Evaluations		**TaskStream postings** **due by May 11**