Course & Section Nos.	EDMX 512-01
Course Title	EDMX 512: Elem Teaching& Learning II, for Education Specialists
Class Roster No.	22284
Course Day(s)	All day Mondays, January 24- March13, 2017
Time	7:45 am – 3:00 pm
Course Location	600 N Santa Fe Ave, Vista, CA 92083, Room 40
Semester / Year	Spring 2017
Instructor	Leslie P. Mauerman, MS.Ed.
Phone	Cell: (760) 846-0401 (urgent only)
E-Mail	lmauerma@ csusm.edu
Office	University Hall 456
Office Hours	Virtual: Wednesdays 10-12 noon; by appointment before and after class

WELCOME

Welcome to this second of two courses designed to support your transformational growth into a professional teacher of integrity, strength, compassion and skill in differentiation and high quality instructional delivery...

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision
To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission
The mission of the School of Education community is to collaboratively transform education.   We:
- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

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COURSE DESCRIPTION

EDMS 512 focuses on developing an advanced understanding of learning theory and instructional practice in technology-integrated and inclusive elementary classrooms. *This course is aligned with California's SB 2042 Standards.* Course features include specific assignments and lectures designed to meet CCTC Education Specialist Common Program Standards that address specific skill set development for the Educational Specialist. Additionally, this course is aligned with other Multiple Subjects credential course design to include

- to extend preservice candidates' understandings of numerous philosophies of teaching and learning;
- to develop preservice candidate knowledge in concepts and procedures as they relate to students learning English and students with special needs;
- to encourage further infusion of technology into curriculums.

http://www.csusm.edu/catalog/documents/2016-2018/CSUSM-2016-2018-Catalog.pdf

Course Prerequisites

Admission to the School of Education and admission to the Concurrent Program. EDMS 511 completion and Consent of Program Coordinator are prerequisites for entrance t this course.

Course Objectives

The purposes of this course are combined with what the candidate can expect:

- to expand pre-service candidates' knowledge of (1) learning theories, and (2) experiences with a wide range of pedagogical practices;
- to enhance pre-service candidates' awareness of the multiple perspectives and learning styles that exist in diverse classrooms and other education-related settings;
- to provide candidates with content-specific teaching strategies that are effective in supporting them to teach the state-adopted academic multiple subject content standards, including physical education to all students;
- to provide a safe environment for pre-service candidates' discussion of, and experimentation with, a variety of techniques and methods of instruction.

Unique Course Requirements

This class meets on an elementary school campus, therefore, it is required that all candidates possess up-to-date immunization records, TB clearance card, fingerprints on file, certificate of clearance on file, as well as a current CPR certification card that includes infant and child preparedness. Furthermore, this course will require that candidates complete and present a certificate from the Mandated Reporter web training for educators.

Professional dress is expected of all candidates while on ANY school campus, as this is both a personal and professional reflection upon the university, our specific program and other candidates.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts

Marzano, R.J., Marzano, J., Pickering, D. (2003) *Classroom Management that works: research-based strategies of every teacher* ASCD. (*Available and embedded in course as an E-book*)

McCarney, Wunderlich. (2006) *PRE-REFERRAL INTERVENTION* MANUAL *(*PRIM*). 3rd Ed.*Hawthorne Educational Services

Snell, M., & Brown, F. (2011*). Instruction of children with severe disabilities.* Upper Saddle River, NJ: Pearson Education, Inc. *(Used in EDMX 511*)

Thousand, J.S., Villa, R. A. & Nevin, A. I. (2007*). Differentiating instruction: Collaboratively planning and teaching for universally designed learning.* Thousand Oaks, CA: Corwin Press *(Used in EDMX 511*)

Turnbull, Turnbull & Turnbull, Wehmeyer, Shogren (2016). *Exceptional Lives: Special Education in Today's Schools* (8thed.) Pearson Education, Inc. *(Used in EDMX 511)*

Villa, R. A., & Thousand, J. S. (2005). *Creating an inclusive school* (2nd ed.). Alexandria, VA: ASCD. *(Repeat use text from EDUC 350)*

Cougar Courses

Access to and proficient use of the Cougar Course (CC) online course companion. Candidates expected to access course lectures, power point instruction, TED talks a, materials and to submit in appropriate designated assignment portals on a weekly basis. Proper and correct portal submission is the responsibility of the candidate throughout the course.

TaskStream Account

The School of Education uses TaskStream to manage candidate data regarding TPEs, clinical practice, signature assignments, and professional disposition assessments. Concurrent candidates must be enrolled in TaskStream throughout the Multiple Subject, Mild/Moderate and Moderate/Severe Education Specialist program(s).
Enrollment fees are paid by going to www.taskstream.com and registering for at least one year. Concurrent candidates and candidates completing both the Mild/Moderate and Moderate/Severe credentials must enroll for a minimum of two years. After enrolling, to access the Education Specialist program from the Taskstream home page (this is noted by a "small stack of books with an apple on top" icon), find the Self-Enrollment area and click the **Enter Code** button. Then enter the word '**preliminary**' and the program code which is available from the instructor. If this is the correct program, click the **Enroll** button. The Education Specialist program now will appear on individual TaskStream home page upon log in. Be certain to note enrollment name and password. Plan to enroll by the end of the first week of class.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, concurrent candidates will be able to:
- understand and employ (1) learning theories, and (2) deliver instruction with a wide range of pedagogical practices;
- to recognize and address multiple perspectives and learning styles that exist in diverse classrooms and other education-related settings;
- to   utilize and implement content-specific teaching strategies that are effective teaching state-adopted academic multiple subject content standards, including physical education to all students;
- to provide a safe environment for students with a variety of techniques and methods of instruction.

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. Candidates successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for both the Multiple Subject and Education Specialist Credentials. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and the professional 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. Candidates may view the full text of the TPEs as well as the forms used for candidate assessments at this website: http://www.csusm.edu/education/ClinicalPractice/HandbookMS.html
You will be required to formally address the following TPEs in this course:

TPE 6D: Developmentally Appropriate Teaching Practices for Education Specialists
Education Specialist candidates demonstrate the ability to set student expectations based on their knowledge of typical and atypical development. Candidates develop and implement behavior support plans and accommodations that promote successful inclusion for students with disabilities within the general education setting, as well as plans that are specific for age appropriateness and severity of the disability. Candidates for a Educational Specialist Credential know and use principles of universal design to differentiate instruction and develop accommodations and modifications in curriculum, assessment, and instruction in order to ensure that special populations including students with identified disabilities, students with behavior intervention plans, and students considered gifted and talented have access to and actively participate in the general education core curriculum. They can articulate the rationale for inclusive educational opportunities for all students. They are familiar with major disability characteristics and strategies for accommodating those differences in the classroom. They know the eligibility criteria for special services (e.g., special education, gifted and talented services). They are familiar with their legal and ethical responsibility to participate in the Individual Education Program (IEP) process and implement students' IEPs with integrity. They use pre-referral processes, such as the Student Success Team (formerly Student Study Team) and consultation with general and special education colleagues to minimize referral of students to special education or other exceptional services. They collaborate with special educators and other specialized support personnel to plan, teach, and assess students with special characteristics for whom they are responsible. They use natural peer supports (e.g., partner learning, peer tutoring, classroom meetings), collaborative teaching and learning methods, and other appropriate materials and technologies (including assistive technologies) to a) create a caring classroom community in which students value one another's differences, b) develop the social competence of and relationships among class members, and c) meet the educational and social/emotional needs of individual students.

TPE 8: Learning About Students
Candidates for a Teaching Credential draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students' abilities, ideas, interests and aspirations. They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted**.**

TPE 9 – Instructional planning
Candidates for a Teaching Credential plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students. They establish clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students' current levels of achievement. They use explicit teaching methods such as direct instruction and inquiry to help students meet or exceed grade level expectations. They plan how to explain content clearly and make abstract concepts concrete and meaningful. They understand the purposes, strengths and limitations of a variety of instructional strategies, including examining student work, and they improve their successive uses of the strategies based on experience and reflection. They sequence instruction so the content to be taught connects to preceding and subsequent content. In planning lessons, they select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs. Candidates connect the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful. To accommodate varied student needs, they plan differentiated instruction. When support personnel, such as aides and volunteers are available, they plan how to use them to help students reach instructional goals.

TPE 10 – Instructional Time
Candidates for a Teaching Credential allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks. They establish procedures for routine tasks and manage transitions to maximize instructional time. Based on reflection and consultation, they adjust the use of instructional time to optimize the learning opportunities and outcomes for all students.
Candidates demonstrate the ability to coordinate, direct and communicate effectively with other special education service providers, general education teachers, paraprofessionals/instructional assistants, and volunteers for useful instructional activities.

CSUSM Local TPE 14 – Educational Technology
Candidates plan and design effective learning environments and experiences supported by technology. Candidates implement curriculum plans that include methods and strategies for applying technology to maximize student learning.
Candidates use technology to enhance their productivity and professional practice.

Teacher Performance Assessment

Beginning July 1, 2008, all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2015-16 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

> **edTPA**
>
> Beginning in fall 2015, for newly entering initial candidates, the CSUSM assessment system is the edTPA. To assist with your successful completion of the edTPA, a capstone class is part of your curriculum. In this class edTPA related questions and logistical concerns are addressed. Additional support materials are available on the edTPA website:
> http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

Expected Dispositions for the Education Profession

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. Teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

Concurrent candidates will receive instruction, practice and assignment focused directly upon their successful completion of the Teaching Performance Expectations.

Upon successful completion of this program, concurrent candidates will (be able to):

-Know and use principles of universal design to differentiate instruction and develop accommodations and modifications in curriculum, assessment, and instruction in order to ensure that special populations including students with identified disabilities, students with behavior intervention plans, and students considered gifted and talented have access to and actively participate in the general education core curriculum.

- Articulate the rationale for inclusive educational opportunities for all students.

- Understand and are familiar with major disability characteristics and strategies for accommodating those differences in the classroom. They know the eligibility criteria for special services (e.g., special education, gifted and talented services).
-Understand and practice their legal and ethical responsibility to participate in the Individual Education Program (IEP) process and implement students' IEPs with integrity.

-Use the pre-referral processes, such as the Student Success Team (formerly Student Study Team) and consultation with general and special education colleagues to minimize referral of students to special education or other exceptional services.

-Collaborate with special educators and other specialized support personnel to plan, teach, and assess students with special characteristics for whom they are responsible.

-Utilize natural peer supports (e.g., partner learning, peer tutoring, classroom meetings), collaborative teaching and learning methods, and other appropriate materials and technologies (including assistive technologies) to a) create a caring classroom community in which students value one another's differences, b) develop the social competence of and relationships among class members, and c) meet the educational and social/emotional needs of individual students.

Tentative Schedule—subject to change

Week/Session	Topic & Session Activity	Readings & Assignments Prep for Class this Day	To Do/Submit
① 1/23 Session 1	·**Cohort Business Meeting** ·Bulldog Boogie, Tutoring, Journal ·Review 511 Quiz ·In depth Category Presentations	**Review** TPA materials, calendar. **Create** semester Master Calendar **View** Bill Gates talk **Begin** Research for in-depth category presentation immediately after class.	**Submit** Reflective Journal Make note of In-depth Presentation, begin work.
Session 2	·**Introduction/Course Overview** ·Assignment Review, Course Detail ·In depth Category Presentations		
② 1/31 Session 3	·**Cohort Business Mtg.** ·Bulldog Boogie, Tutoring, Journal ·In depth Category Presentations ·Observation Reloaded Activity ·Lecture Web Quest CA Dept of Ed: Curriculum Standards, Frameworks, Universal Access	**Explore** CA state teaching standards for in class work. **Read** CA Grade level "old" frameworks; **Achievement Gap article** ·http://www.cde.ca.gov/re/pn/fd/documents/englangdev-stnd.pdf ·http://www.calstat.org/publications/article_detail.php?a_id=95&nl_id=12 ·http://idea.ed.gov/explore/home	**Submit:** journal entry/ reflection **Submit:** definition & analysis chart **Choose** grade level as a group for both Month long Plan and IEP assignments. **Submit** Clsrm Mgmt Group Project
Session 4	·In depth Category Presentations **Strategic Behavior/Classroom Management Project**		
③ 2/6 Session 5	·**Cohort Business Mtg.** ·In depth Category Presentation ·Tutoring, Journal Entry ·SpEd Resource Binder Revisited **Curriculum Map Intro**	**Read**: Turnbull Ch 9 through 15 **Bring** SpEd Resource Binder **Purchase** or download both a month long and a year-long calendar. Access and make a copy of a district calendar for in class work. **View:** videos, find alternative techniques	**Submit:** journal entry/ reflection **Print** out all of one selected grade level teaching standards for in class work, ·**Resource Binder Check ! HARD deadline**
Session 6	· In depth Category Presentation · **Unit Planning: Month Long Curriculum Map Workshop**		
④ 2/13 Session 7	· **Cohort Business Mtg.** · In depth Category Presentation ·Tutoring, Journal Entry ·**Assessment Differentiation Workshop** **Assessment & Culture**	**Read:**Turnbull, Ch 2 (review) Read: Marzano, ____ **Read**: Assessment articles in CC **Read:** Thousand lecture on nondiscriminatory evaluation/FAPE **Explore:** Units and unit planning, bring info to class	**Submit:** journal entry/ reflection **Submit:** Assessment Group Activity
Session 8	· In depth Category Presentations · Nondiscriminatory Assessment · Collecting Student data		
⑤ 2/20 Session 9	· **Cohort Business Mtg.** · In depth Category Presentations · Tutoring Journal Entry · **The IEP Process**	**Read:** CC companion IEP development **Explore** online information re IEP assigned student family **Read & Explore** re tips for a good IEP **Explore** videos /web pages posted **Read/Bring:** PRIM Manual	**Submit:** journal entry/ reflection **NEGOTIATE CLASS: Sat, 1/28 after TPA, or meet @ CSUSM 1/20**
Session 10	· In depth Category Presentation · **IEP /Family Centered Practice Workshop**		

⑥ 2/27 Session 11	·**Cohort Business Mtg.** ·In depth Category Presentations ·Tutoring, Journal Entry	**Explore** National board for professional teaching standards webpage. Use information from the NBPTS for writing submission.	**Submit:** journal entry/ reflection
Session 12	·In depth Condition Presentations **IEP /Family Centered Practice Workshop** **First IEP Simulation Presentation**	**[[EXTRA IF TIME: Revise or Draft** resume **Revise** philosophy of teaching **Gather** test scores, transcripts, certifications, fingerprints, CPR , vaccinations, EVERYTHING, into one pocket multi page folder for EDMX 575**]]** **www.csusm.edu/careers**	**Submit:** Resource Binder- hard copy **Complete** a draft resume for in-class processing. Bring three copies to class.
⑦ 3/6 Session 13	·**Cohort Business Mtg.** ·In depth Category Presentations ·Tutoring, Journal Entry ·**IEP Simulation Presentations**	**Submit** session reflection. assignment, Parts 1 & 2 and in-class simulation reflection **Explore** individual education programs and student success teams.	**Submit:** journal entry/ reflection **Submit** Special Education Teacher Role in the IEP Process group worksheet.
Session 14	·In depth Category Presentations ·**IEP Simulation Presentations**		
⑧ 3/13 Session 15	·**Cohort Business Mtg.** ·In depth Presentations ·Tutoring, Journal Entry ·**IEP Simulation Presentations**	**Submit** session reflection.	**Submit:** One month unit planning Calendar/Map
Session 16	·In depth Category Presentations ·**IEP Simulation Presentations** Potluck!		**Submit** Self Assessment re Professional Dispositions (possibly n/a this term) Course Evaluation

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Mauerman, EDMX 512, Spring 2017
Syllabus is subject to change.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Journal Entry/Tutoring Session Reflections	Indiv	14 points
In- depth Sp Ed Topic In depth Presentation	Indiv	16 points
SpEd Resource Binder II Resubmit w detailed entries	Indiv	10 points
Assessment Differentiation Chart	Group	8 points
Strategic Behavior/Classroom Management	Group	8 points
IEP Process Simulation	Group/Indiv	16 points
One Month Curriculum Map/Unit Planning Calendar	Group/Indiv	12 points
Attendance/Participation & Prof. Effectiveness	Indiv	16 points
TOTAL		100 points

Course Assignments Overview

Journal Entry/Session Reflections   **14 points**
Throughout the course, candidates will submit session reflections and journal entries dealing with a variety relevant course topics. These submissions are graded and worth 2 points per week for 7 weeks. The directions for completing each of these entries are embedded in the module for each week of the companion Cougar Course. Be certain to complete the reflections on time so as to not impede the discussion or forward movement in this course.

 In-depth Individual Condition Lesson/Presentation   **16 points**
 Educational Specialist Candidates will research and develop a lesson/lecture with media (PPT) for colleagues as assigned regarding one specific condition as outlined in Federal Definitions of categorical service for eligible students. This information will be compiled and added to the Characteristics/Strategies Matrix notebook to serve as a best practice resource and will include a hard-copy resource page for teachers, parents and students.

Differentiated [Content-Process] Assessment Chart – Group Project   **8 points**
Using prepared materials from texts and course media, each team is to design a solutions-based approach to differentiated assessment techniques for a variety of behaviors and conditions that meet a specific assigned criterion. In-class activity to support skills required for high stakes assessment.

Strategic Behavior/Classroom Management – Group Project   **8 points**
Using the PRIM Manual and course media and articles, group teams develop a Resource chart to be shared with other candidates which offers 'At-A-Glance" strategies for general and specialist teachers to employ in meeting the needs of a fully inclusive classroom.

Conditions & Strategies Resource Binder   **10 points**
In this multi-dimensional assignment, ES/concurrent candidates will demonstrate understanding of each of the 14 federally defined areas of service to student diagnosed as eligible for Special education services. In addition, candidates will learn how the process of Response to Intervention (and the SST process as presented in EDMX 511) works to ensure quick response to student difficulties occurring in the general education classroom.

IEP Process   **16 points**
In this multi-dimensional assignment candidates will demonstrate understanding of best practices in the IEP process. In class simulation of the process Reading materials to prepare you for this assignment are posted in the

One Month Planning Calendar   **12 points**
This assignment requires candidates to work with their group/team to develop and report on a proposed one-month planning calendar. Each group plan will cover all appropriate learning standards for a selected grade level. The final document will be a 4to 5 page plan for one full month to 6 weeks. The detailed plan will be submitted in assignment portal and will conform to the format as outlined in class.

Participation **16 points**

Because the role of the Educational Specialist is that of a professional with an advanced credential, the interpersonal skill and practice of appropriate professional and encouraging behavior is also of utmost importance. EDMX 512 is designed to foster community and collaboration in its highest form. This practice does not allow for sidelining, abstaining from flexible grouping, any form of judgment or disapproval of another classmate as a person.

Grading Standards

No A+ possible	A = 95-100	A- = 90-94
B+ = 87-89	B = 83-86	B- = 80-82
C+ = 77-79	C = 73-76	C- = 70-72
D = 60-69	F = 59 or lower	

<u>Please note that an A is earned for points achieved above 95.</u>

Final Exam Statement

The EDMX 512 course incudes signature assignments that are designed to meet both program and credential standards. These include individual reading and reflection, face-to-face activities, and collaborative group research and production. Since these are considered authentic assessment protocols, there will be no final exam. These signature assignments are integrated within the tentative schedule and the course grading standards.

School of Education/Course Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) 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. <u>Individual instructors may adopt more stringent attendance requirements</u>. Should the candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).* EDMX 512 policies include attendance at all class meetings for the entire day, since this is an 8-week course intensive. In addition, candidates in the Concurrent program are expected to"

- Attendance at any special on site activities at the school where placement occurs, as well as attendance at school events or teacher conferences.
- In accordance with the Administrative Course Drop policy, candidates must be registered and report to class on the first day

Policy on Late/Missed Work

Work is due on the date stated in the syllabus and in the CC assignments block. If an assignment is missed, please contact the instructor for a re-open of the assignment portal. If a candidate foresees a need for additional time, this must be requested in advance of the due date. Extensions can be made on an individual basis with a reasonable timeline.

Student Collaboration Policy

Candidates are expected to collaborate during every class session. Group roles and acceptable professional regard and procedures are outlined in class. Candidates will be expected to collaborate and to submit group work on several occasions during the course of the term. These type of assignments will ALWAYS require the name of every person in the group who participated in the assignment completion on the submitted document. Instruction regarding specific behaviors and instruction about how candidates are required to work together is provided in the first week of the course.

The development, fostering of or refusal to dissolve cliques which exclude or distance ANYONE in the cohort will result in automatic removal of points. This includes any form of gossip, bullying, denigration or ill will of any form. The instructor will provide one warning with recommendations and/or solutions, then will remove points without further notice if the offending behavior continues.

GENERAL CONSIDERATIONS

CSUSM Academic Honesty Policy

Students will be 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/material 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 accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero 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.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:
http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) 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.

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 Disabled 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. As always, I am happy to meet with anyone in the program to provide modification, differentiation and support.

Credit Hour Policy Statement

Per the University Credit Hour Policy:
- Courses with face-to-face instruction (including activity and laboratory modes of instruction) must include a statement to the effect that students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. EDMX 512 offers and meets this criteria. *(Note that the university policy is for courses with a "lecture" mode of instruction over an entire semester, each unit of credit corresponds to an 'hour' of class-time and two hours of student learning outside of class. For activity modes of instruction, depending on the particular instructional mode, each unit of credit corresponds to two or three 'hours' of class-time, **and** two hours of student learning outside of class.)*

While this course is not hybrid per se, all work is submitted in CC and is accessed through CC both in and out of class. The university policy reads thus:
- Hybrid courses must include a combination of face-to-face time, out-of-class time associated with the face-to-face sessions, and on-line work will total at least 45 hours per unit of credit.

All University Writing Requirement

In keeping with the All-University Writing Requirement, all concurrent courses include a writing component of at least 2,500 words (approximately). This is met through written assignments, posted in the Cougar Course online companion class; in EDMX 512, this occurs through weekly journal entries, reading responses, lesson plan development, IEP goal simulations, month-long unit, Annual curriculum map, and an in-depth disabling condition report exceeding the written word requirement by twofold.

Course Format

This course meeting in the following format: Weekly all-day classes for 8 weeks face-to-face, traditional (FT) instruction, then online (FO); remote, online (RO); and hybrid (HY) depending upon the assignment.

Technical Competency Required of Students

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, Google docs and Google group work and/or multimedia presentations). Specific requirements for course assignments with regard to technology are assigned at the discretion of the instructor. **Keep a digital copy of all assignments** for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in group forums as well as individual assignments. Details will be provided in class.

Contact Information for Technical Support Assistance

This link can also be found in the first module of the online Cougar Course (CC) https://www.csusm.edu/sth/

Electronic Communication Protocol

Electronic correspondence is a part of all professional interactions. When candidates 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, which is within a 24 hour timeframe. 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 all or lower case letters, or those with major spelling errors or typos, or the use of slang, often communicate more about his/her 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 need to be crafted with professionalism and care. A rule of thumb is to always reread your email from the perspective of the recipient before pressing send.

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.

Another reminder about the use of Facebook or other social media to criticize, demean or ridicule anyone at any time. This is a public platform, which hiring districts DO check. While everyone has the right free speech, districts and potential employers also have the right to read posts in considering whether you are an appropriate fit for the position under consideration. Specifically, extreme viewpoints may limit your prospects for professional career options.