California State University
SAN MARCOS

SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

Course & Section Nos.	**EDMX 511-01**
Course Title	**Learning & Instruction I for ES**
Class Roster No.	**42547**
Course Day(s)	**Mondays: August 28 – October 16; 8 weeks**
Time	**7:30 am – 3:00 pm**
Course Location	**Room 40, Vista Academy of Visual & Performing Arts** **600 No. Santa Fe Avenue Vista, CA 92083**
Semester / Year	**Fall 2017**
Instructor	**Leslie Mauerman, M.S.Ed.**
Phone	**University: 760-750-8528 (voicemail) Mobile: 760-846-0401**
E-Mail	**lmauerma@csusm.edu**
Office	**University Hall 456**
Office Hours	**Before & After class, by appointment. Virtual Wed, 10-12p**

WELCOME

EDMX 511 is the first of two courses which support candidates in the transformative process of becoming a teacher of excellence, integrity, generosity and skill. Lean into the process and enjoy the journey!

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

TABLE OF CONTENTS

Elementary Teaching and Learning for Education Specialists I

EDMX 511 provides an introduction to psychology of learning and instruction; applications of learning theories to educational practice; planning and delivery of meaningful lessons; and utilizing appropriate teaching strategies for accommodating the learning differences of students with disabilities and other language and learning differences. *Enrollment Restriction: Admission to the Education Specialist Concurrent Credential Program.*

Course Prerequisites

For School of Education courses, admission to the program is considered a prerequisite. Enrollment restrictions: Admission to the Educational Specialist Program. Completion of EDUC 350, EDUC 364, EDUC 422 at CSUSM or the pre-approved equivalent courses from another institution.

Course Objectives

This course provides an introduction to psychology of learning and instruction: applications of learning theories to educational practice; the planning and delivery of meaningful lessons; utilizing appropriate teaching strategies for accommodating the learning differences of students with disabilities and other language and learning differences. The course is built upon the principles of the Mission of the School of Education as stated above.
Primarily focuses on developing a preliminary understanding of learning theory and instructional practice in technology integrated and inclusive elementary classrooms. Candidates will be assessed in areas of universal lesson design and delivery, basic techniques of assessing student learning. Additional requirements include working knowledge of the SST/SAT process, the development of plan and delivering culturally aware and sensitive instruction.

Unique Course Requirements

In the companion Clinical Practice course, EDMX 570, all candidates are required to participate in a **Breadth of Experience visitation week**, and to complete written Observation and Reflection assignments to that end. These assigned site visits are designed to meet program standards and to prepare candidates for the requirements inherent in a dual credential program.
- Candidates are required to have dependable, consistent access to a computer. Many assignments will require the use of a computer during class sessions.
- Candidates are expected to use "person-first" language in all written and oral assignments and class discussions (e.g., "Student with Down syndrome," rather than "Down syndrome student." Use "Johnny who has autism," rather than "My autistic student"). **Please read the article at this website before the course begins: http://www.inclusionproject.org/lets-all-play/people-first-language/**
- Candidates post assignments in the web course by midnight on the date they are due.
  - If there are extraordinary circumstances that impact completion of assignments, candidates must advise the instructor as soon as possible.
  - If there are questions or concerns, candidates are expected to contact the instructor via university email.
  - Candidates are expected to complete all assigned work. There will be a reduction in points for any assignments submitted after due dates, unless *prior* instructor approval is secured.
  - Exceptions will be handled on a case-by-case basis, at the discretion of the instructor.
- Candidates are expected to proofread and edit all written assignments prior to submission. Candidates will ensure their writing is error-free (grammar, syntax, spelling), and ideas are logically and concisely presented. Assignment credit will reflect any oversight.
- Candidates are advised to keep a copy of all written work. These copies are needed for future use as professional portfolio entries.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts

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

Snell & Brown (2015*). Instruction of children with severe disabilities* (8th ed.) Upper Saddle River, NJ: Pearson Education, Inc.

Thousand, Villa, & Nevin (2015*). Differentiating instruction: Collaboratively planning and teaching for universally designed learning*. (2nd Edition) Thousand Oaks, CA: Corwin Press.

Villa & Thousand (2011). *RTI: Co-teaching & differentiating instruction.* Port Chester, NY: National
Professional Resources, Inc.
Purchase in class for $10 (25% discount) on 8/24. Bring cash or check to Richard Villa.

Cougar Courses

https://cc.csusm.edu

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 DRF icon), find the Self-Enrollment area and click the **Enter Code** button. Then enter the word "C**oncurrent1617**" 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 second week of class—enrollment will occur as a class, in week 1 or 2, depending upon the availability of the code.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:
- Participate in an SST meeting
- Write and deliver a complete lesson
- Identify strategies for differentiation
- Apply learning theory to developing instruction
- Be familiar with Common Core State Standards
- Understand and apply Multi-Tiered Systems of Support (MTSS) and Response to Intervention (RTI)

For Credential Courses:

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 2002)*

Teacher Performance Expectation (TPE) Competencies   (In process of revision)

The course objectives, assignments, and assessments have been aligned with the CTC standards for (Single Subject, Multiple Subject, Special Education, etc.) 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 the following TPEs in this course:

- CSUSM Local TPE 6D: Developmentally Appropriate Teaching Practices for Special Education: Teaching the Special Education Population in the General Education Environment
- TPE 8: Learning about Students
- TPE 9: Instructional Planning
- TPE 10: Instructional Time
- TPE 13: Professional Growth

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 2017-18 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 candidate 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 also positive, informed attitudes about the 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)

Program Student Learning Outcomes (PSLOs) are addressed in the far right hand column of the schedule below. All assignments in EDMX 511 are directly designed to address program standards, Teaching Performance Expectations, and to develop a deep understanding of the pedagogy required to be prepared for the Teacher Performance Assessment.

In this course, candidates:

- Develop a lesson design and unit design to be used in future coursework. (ES Program Standards 10 and 13; MS Program Standards 5, 9, and 13)
- Develop beginning competency in the use of assessment [including entry-level, formative, and summative types] for use in developing lesson designs. (ES Program Standards 10 & 13; MS Program Standards 5, 9, and 13)
- Develop knowledge of typical and atypical human development. (ES Program Standard 11; MS Standard 3)
- Develop proficiency in participation in the process of Student Assistance Teams (a.k.a. Student Success/Study Teams). (ES Program Standards 13 & 14; MS Program Standards 6, 10, 13)
- Develop beginning competency in the use of classroom management strategies. (ES Program Standards 10, 11, 13, & 14; MS Program Standards 6, 10)
- Develop proficiency in the skills of observation of elementary students. (ES Program Standards 10, 11, 13, & 14; MS Program Standard 4)

Syllabus is subject to change.

SCHEDULE/COURSE OUTLINE

EDMX 511 Scope and Sequence Matrix Preliminary Course Schedule

Shaded column may need further revision—may be modified, depending upon how much we accomplish together in the first days. Integration/Infusion of Sp Ed Program Standards, M/M & M/S Standards, TPE Requirements, edTPA, and SOE Standards   Revised: 8/12/16

#	D	Topics	Session Materials/ Activity	Readings/ Assignments	CC Due	Sp Ed Stds/TPEs	
0	Ohana Week 8/14-23	Opening: Review Norms, Climate, Routines, Establish Groups,	Group & Individual Activities	Peruse *ALL* Texts Download/print, bind:	Syllabus, Sched, Readings Assgnmts, Forums, etc -GTKY, CC profile photo	SpEd ST: Review of Standards GE TPE: (8, 11) **edTPA is embedded in course focus**	
0		Cooperative learning	Journaling Elem of Instruction Posters			SpEd ST: GE TPE: 8, 9	
1	week 0 & Ohana 8/23	Syllabus overview GTKY Elements of Inst/Activity	Steps of a Lesson **Tutoring Reflective Journal (TRJ)**	Read: Schmocker text, Ch. 1, 2, 3: El of Instruction in CC Excerpt for RR#1 ↘	--	SpEd ST: Prgm St. 14 GE TPE: 8 ,9, 10, 11	
2		TPE and CP Overview	-Elem of Inst Activity	Read: Topical articles-CC web class	Group Posters Photo	SpEd ST: Prgm St. 13, M/M GE TPE: 4, 5, 6A, 6B	
	Week 1 8/28	Task & Concept Analysis, Blooms Taxonomy Domains	Task Analysis activity	Read/Do Task analysis together		SpEd ST: Prgm St. 13, M/M GE TPE: 4, 5, 6A, 6B	
	Wk2 9/4	9/4 Labor Day = Online Class Tasks -MI quiz -True Colors quiz -Philosophy quiz	Watch FAT City on community media site, WORK AHEAD⇨	Read: Borich Observ. Skills, **Ableism Article RR# 2** ↘ **Read Turnbull early**	**RR #1: Schmocker** El of Instruct Submit by midnight 9/5		
3	9/11 Wk 3	Human Development, Who are my Sts? Observation skills/Identification	**TR Journal** Typical/Atypical Dev Activity H. Gardner review	Read: Topical articles -Turnbull: Ch. 5–16; Tabs: *Only* place tabs/chapters-skim -TVN/Inclusion: Ch5, pgs. 65-71 Turnbull: Ch. 2,Inclusion **RR# 3**↘ TVN/Differentiation: Ch.3 (pgs. 35-47); Ch.4 (pgs. 49-64); Ch.5 (pgs. 65-76)	Topical Articles/Media/Posts Group Human Develop Assignmt	SpEd ST: Prgm St. 11, 12. M/M St. 1 GE TPE: 6A & 6B	
4		In-class Guided Student Observation Healthy/Positive Lrng Environment	Observation Practice/Video LUNCH: Educating Peter		**Dual Observation Due 9/12 (In class)** -RR #2: Observation Skills, Ableism, due midnight 9/12	SpEd ST: Prgm St.1, M/M St. 1 GE TPE: 4, 5	
7	9/18 wk4	Lesson Design I: Putting it all together Differentiation, ELLs, 14 Fed Definition	**TR Journal** Media, DI- elements of Lesson design	TVN: Ch. 1, p 10-13, TVN Differentiation Ch. 7 - **RR #4**↘	**RR #3:Turnbl:** Diversity/Inclusion due midnight	SpEd ST: M/S St.4; Prgm St. 10 GE TPE: 1	

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8		Group Mini Lesson Project Ethics, Confidentiality, Mandates, etc. Assessment	Lesson Plan Template Assessment Group activity Professional Dispositions Posting in TS as a class	Turnbull: Assessment	Prof.Dev. Self eval posted to TS DUE (Taskstream)	SpEd ST: M/S St. 4, GE TPE: 12
9	**Wk 5 9/25**	Lesson Design II:UDL Content, Process, Product revisited Differentiation Strategies I	**TR Journal** PPT lecture/activities Media- Differentiation	Topical articles-webclass TVN, Ch. 6 for **RR# 5** PRINT Characteristics Matrix	**RR #4:** Differentiation Strategies due Bring Turnbull text Topical Articles/Media/Posts	SpEd ST: M/M St. 5 GE TPE: 4, 5
10		Social Justice, RTI Overview **Lesson Plan Workshop**	Jigsaw and Expert groups LP Workshop		**Group Lesson Plan Due- midnight**	SpEd ST: Prgm St. 3; M/M St. 1 GE TPE: 7, 8, 9, 15
11	**Wk 6 10/2**	Clinical Practice/Breadth Week Discuss RTI: How It Fits - Collaboration -Sp Ed Characteristics Matrix Intro	**TR Journal** Media- What is RTI?	Read: Topical articles-webclass SST lesson, RTI trifold, Snell: Ch. 1, Ch. 6, p 224-233; for **RR# 6**↘	**RR #5:** TVN ch 6 Topical Articles/Media/Posts	SpEd ST: Prgm St.4, M/M St. 5 GE TPE: 9, 10, 11,
12		Differentiation Strategies II Assessment Strategies II Sp Ed Characteristic Matrices Wkshp [+]	PPT lecture/activities Workshop		Assessment Types group proj due **Matrix Binder due midnight**	SpEd ST: Prgm St. 3, 5 GE TPE: 4,5,6A, 6B, 6D, 7, 9, 10, 11
13	**Wk 7 10/9**	SST/SAT Training; Group Practice (TBD) Lesson Revision Workshop (if time) w diff, assess, sp ed strategies	**TR Journal** PPT lecture/activities Unit of Study PPT training	Topical articles Read SST trng ahead to be ready for today-web class Topical articles-web class	**RR #6:** Snell – **Strategies M/S** **RTI/Sp Ed Strategies in LP due**	SpEd ST: M/M St. 5,1 GE TPE: 3, 4
14		SST Group Simulation Guided Activity Presentations w Immediate Feedback, Refinement	SST Templates ½ Class Presentations	Unit Design Readings	**SST Simulation Due (TBD)** **Paired Lesson Design Due** *(possible move to next week)*	SpEd ST: M/M St 5, Prgm St 11, 13 GE TPE: 6A,6B, 8

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15		Lesson Design Project	**TR Journal** Template Workshop	Topical articles-web class	Topical Articles/Media/Posts	SpEd ST: Prgm St. 2, M/M St. 3 GE TPE: 13
16	Wk 8 10/16	-Celebration of Learning! -Clinical Placement Breadth of Experience (Visitation from Mike Norman) -Visit/Reflection assignments	Set up week 9-16 Cohort Meetings & Holiday gathering dates	Advance Organizer/ tasks for EDMX 512 Advance organizer for BoE	**Lesson Design Due** *(possible move to next week)* **SST Sheet** **Group Project Due**	SpEd ST: Prgm St. 2, M/M St. 3 GE TPE: 8, 9, 11
10/23-27 Wk 9		Breadth of Experience: Week of Visitations in small groups to four different special needs school settings. Group assignment to specific location; watch for details.				

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Assignment	Point Value
Photo posted in Cougar Course Profile & GTKY entry	2
Weekly Tutoring Reflection Journal (8 weeks@ 2 pts each)	16
Reading Reflections (6 @ 2 pts each)	12
Goals, Objectives/ Positive & Healthy Learning Environment (group score)	8
Guided Observation/Human Development Assignment (Indiv)	8
Universal Design Differentiated Lesson Plan (group & Indiv)	14
Student Study/Assistance Team (SST/SAT) (may move to Spring/512)	12
Assessment/Reengagement Activity	12
Participation/Group Support, Attendance, Professionalism	16
TOTAL	100

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Course Assignments – Detail provided inside the Cougar Course

1. Photo/Profile
2. Tutoring Reflection Journal
3. Reading Reflections
4. Poster: Positive/Healthy Learning Environment
5. Guided Observation Skills/Human Development Assignment
6. Universal Design Differentiated Lesson Plan Group Project
7. Student Study Team Simulation
8. Assessment Group Activity
9. Participation/PD/Attendance

Grading Standards

Grades are earned on a 100 point scale. Assignments, professional dispositions, group participation and support are pivotal to candidate success.

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	

Please note that an A is earned for points achieved above 95.

Final Exam Statement

Due to the intense nature of this course, and the multiple assessments administered, there will be no formal Final Exam. Attendance at all cohort events are considered part of the final examination for every candidate. Assignments with point value of over 10 points apiece are considered signature competency assignments.

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. Individual instructors may adopt more stringent attendance requirements. 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).*

This course, EDMX511: Since the Concurrent courses meet all day, it must be noted that a one day absence equals TWO class session absences. Candidates in the concurrent program may only miss one and one-half days before accruing a 20% absence rate, thus acquiring the potential for losing a full grade point.

Service Learning: Concurrent candidates are expected to participate as an entire cohort at a minimum of one (1) service learning event outside class for both the EDMX 511 and EDMX 512 courses, typically held on a Saturday. Fall 2016 includes an Autism Walk on 9/10, held on the CSUSM campus.

Concurrent candidates are required to attend the edTPA Capstone Workshops offered through the SOE, free of charge, by the edTPA coordinator. The dates for the workshops in fall 2016 are: September 24, November 5, December 3, all offered in ARTS 240 from 8:30-10:00 am

Candidates must earn a **C+ or better in order to continue in the credential program**. Earning a C+ is cause for a Statement of Concern by Program Coordinators. Notification of absences by the candidate does not automatically excuse a candidate from class.
It is the responsibility of the candidate to meet with the instructor and discuss potential make up of class time or assignments. However, in planning, candidates may not assume that in-class assignments or activities can be made up, as none are easily replicated outside of the collaborative classroom environment, therefore, chosen absences are not advised. Continuous attendance is crucial.

Policy on Late/Missed Work

All instances of work submitted late must be discussed with the instructor in order to earn credit.

Student Collaboration Policy

This cohort has established a code of Norms that has been curated and agreed upon by all candidates to be in place for each course this term. This agreement includes engaged and intentional group work in base groups and other groups as determined by the cohort and by the instructor.
Collaborative skills include respectful and effective interactions among group members, accountability for all assigned group roles. This extends to supportive, helping relationships that extend beyond typical group work, and embrace true cooperative group functioning. These interactions are reflected in the Professional Disposition Rubric and resulting score.

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.

Credit Hour Policy Statement

Per the University Credit Hour Policy: Courses with face-to-face instruction, including activity and laboratory modes of instruction, candidates are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. For Lecture modes of instruction, delivered over an entire semester, each unit of credit corresponds to an 'hour' of class-time and two hours of student learning

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outside of class. For activity and laboratory modes of instruction, each unit of credit corresponds to two hours of student learning outside of class.

All University Writing Requirement

In keeping with the university-wide policy that every course at the university must have a writing requirement of at least 2500 words, this course will include weekly reflective writing prompts, the completion of two universal lesson designs, in accordance with TPA standards. Additionally candidates are required to complete assignments in the areas of typical and atypical human development, a student characteristics chart for students with special needs, as well as a written project which details service options for a particular student. EDMX 511 candidates will exceed this number of words within the first two weeks of courses.

Course Format

EDMX 511 meets face-to-face (FT) for eight (8) weeks on Mondays, from 7:30 to 3:00, with 2 breaks and a 45 minute lunch. Candidates participate in a hybrid (HY) mode for time outside of class. Candidate time in Cougar Courses is logged and evaluated.

Necessary Technical Competency Required of Students

All candidates must possess and bring a fully functioning laptop with charger to all class meetings. Proficiency in the use of university Cougar Apps as well as Cougar Courses, MS Word and Google Drive docs is imperative to group success. Candidates need a professionally named G-mail account.

Contact Information for Technical Support Assistance

The CSUSM Student Help Desk. Number and email is found on the homepage of Cougar Courses and is:
- Email: sth@csusm.edu
- Phone: 760-750-6505
- Location: 2nd floor of Kellogg Library
- Hours: Monday - Friday 8:00 am - 5:00 pm

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.

EDMX 511 required candidates to take and submit quiz results from The Core Rules of Netiquette, found at: http://www.albion.com/netiquette/

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