

<b>Course &amp; Section Nos.</b>	<b>EDMS 512B</b>
<b>Course Title</b>	<b>Elementary Teaching and Learning II</b>
<b>Class Roster No.</b>	<b>40350</b>
<b>Course Day(s)</b>	<b>Wednesday</b>
<b>Time</b>	<b>12:30-3:20</b>
<b>Course Location</b>	<b>Univ 273</b>
<b>Semester / Year</b>	<b>Spring 2018</b>
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### **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 outcome

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## COURSE DESCRIPTION

Focuses on developing an advanced understanding of learning theory and instructional practice in technology-integrated and inclusive elementary classrooms. Enrollment restricted to students in the ICP.

### Course Prerequisites

EDMS 511B

### Course Objectives

- Develop engaging lesson plans, aligned with state standards, including higher-order thinking skills and academic discourse to meet the needs of diverse learners.
- Use Universal Design for Learning (UDL) to scaffold, modify, and adapt lessons to meet specific students' learning needs.
- Provide formative assessments to monitor student learning and inform instructional planning and practices.
- Develop a learning sequence of 3 lessons including assessment and success criteria.
- Develop a classroom management plan rooted in research and classroom experiences.

## REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

### Required Texts

Center for Responsive Schools (2016) *The Joyful Classroom*. Center for Responsive Schools, Inc.

Heritage, Margaret (2010) *Formative Assessment: Making it happen in the classroom*. Thousand Oaks, CA: Corwin

CalTPA handbook

### Cougar Courses

Course information and readings are on Cougar Courses. Please bring a laptop or tablet to class.

## COURSE LEARNING OUTCOMES

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

- Plan standards-based lesson plans using a variety of instructional strategies and engagement activities.
- Understand specific needs of students in a classroom and how to scaffold, adapt, and modify lessons to meet those needs.
- Plan for ongoing assessment opportunities within a lesson to determine student progress of learning goal.
- Plan a learning sequence of 3 lessons including assessment and success criteria.
- Develop a classroom management plan for future classroom based on readings and classroom experiences.

### 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 (2017)

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:

#### **TPE 1: Engaging and Supporting All Students in Learning (Lesson Planning Assignment)**

1.1 Apply knowledge of students, including their prior experiences, interests, and social- emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.

1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi- Tiered System of Supports

(MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.

1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

## **TPE 2: Creating and Maintaining Effective Environments for Student Learning (Classroom Management Assignment)**

2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.

2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.

2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

## **TPE 3: Understanding and Organizing Subject Matter for Student Learning (Lesson Planning and Lesson Sequence Assignments)**

3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.

3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

## **TPE 4: Planning Instruction and Designing Learning Experiences for All Students (Lesson Planning and Lesson Sequence Assignments)**

4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.

4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and

providing access through instructional strategies that include:

- appropriate use of instructional technology, including assistive technology;
- applying principles of UDL and MTSS.
- use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
- appropriate modifications for students with disabilities in the general education classroom;
- opportunities for students to support each other in learning; and use of community resources and services as applicable.

4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.

### **TPE 5: Assessing Student Learning (Classroom Lesson Planning and Lesson Sequence Assignments)**

5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.

5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.

5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

### **TPE 6: Developing as a Professional Educator (Classroom Connection Assignments)**

6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and Preliminary Multiple and Single Subject Credential Program Standards.

### **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).

### **CalTPA**

To assist with your successful completion of the CalTPA, 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. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on the SOE website: <http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.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.

## SCHEDULE/COURSE OUTLINE

**This Syllabus is subject to change based on course requirements and instructor discretion.**

Date	Topic	Assignment (if any)	Due Date
Session 1 8/28/19	Building a Positive, Inclusive, Learning Community	N/A	
Session 2 9/4/19	Behavior Management  Building Community Behavior Expectations Instructional Routines	<p><b>Read: <i>The Joyful Classroom</i></b> Introduction and Chapter 1: <i>How Do We Make Academics Engaging?</i> and <i>Getting to Know Your Students</i></p> <p><b>Classroom Connections-</b> Ask your Cooperating Teacher (CT) for a copy of their Behavior Management Plan. <b>Bring a hard copy to class on 9/4.</b></p> <p><b>Classroom Connections- Classroom Management:</b> Write a one-page observation and reflection answering the following two questions; <b>Observe:</b> What strategies does your CT use to build community, teach behavior expectations, and develop instructional routines? <b>Reflect:</b> How does your classroom observation align with our class readings and experiences? <b>Bring a hard copy to class on 9/4.</b></p>	9/4
Session 3 9/11/19	Lesson Planning  Formulating Learning Goals (Objectives)  Instructional Strategies	<p><b>Read: <i>The Joyful Classroom</i></b> Chapter 2: <i>Partnering and Grouping Students for Collaborative Learning</i></p> <p><b>Classroom Connections- Student Interaction</b> Write a one-page observation and reflection answering the following two questions; <b>Observe:</b> How are students partnered and grouped in the classroom? What opportunities do they have to work collaboratively? <b>Reflect:</b> How does the classroom arrangement enhance or restrict collaborative learning? <b>Bring a hard copy to class on 9/11.</b></p>	9/11
Session 4 9/18/19	Engaging Learning Activities  Higher Order Thinking Skills	<p><b>Read: <i>The Joyful Classroom</i>:</b> Chapter 3: <i>Making Learning Interactive</i></p> <p><b>Classroom Connections- Lesson Observation:</b> Write a one-page observation and reflection answering the following two questions; <b>Observe:</b> What instructional strategies and engaging learning activities do you observe? <b>Reflect:</b> How do the instructional strategies the CT uses support student learning? How do students respond to the engaging activities? <b>Bring a hard copy to class on 9/18.</b></p>	9/18

<b>Date</b>	<b>Topic</b>	<b>Assignment (if any)</b>	<b>Due Date</b>
Session 5 9/25/19	Differentiation using Universal Design for Learning (UDL)  Scaffolding Instruction for English Language Development	<b>Read: The Joyful Classroom:</b> Chapter 3: <i>Making Learning Interactive</i>  <b>Classroom Connections- Classroom Profile-</b> Collaborate with CT on a “Classroom Profile” to learn the EL levels and special needs of students in your classroom. <b>Bring a hard copy of the “Classroom Profile” to class on 9/25.</b>	9/25
Session 6 10/2/19	Adapting and Modifying Lessons for Special Needs Students	<b>Read: The Joyful Classroom:</b> Chapter 5: <i>Structuring Lessons for Maximum Impact</i>  <b>Due: Classroom Management Plan</b>	10/2
Session 7 10/9/19	Formal, Informal, and Self-Assessment  Checking for Student Understanding	<b>Read: Formative Assessment</b> Chapter 1: <i>Introduction and Chapter 2: Assessment with and for Students</i>	10/9
Session 8 10/16/19	Self-Assessment of Lesson Plans  Success Criteria	<b>Read: Formative Assessment</b> Chapter 4: <i>The Drivers of Formative Assessment: Learning Goals and Success Criteria</i>  <b>Due: Classroom Lesson Plan</b>	10/16
Session 9 10/23/19	Learning Segment  Sequencing Learning Goals and Lesson Plans	<b>Read: Formative Assessment</b> Chapter 5: <i>Formative Feedback for Teaching</i>  <b>Determine ELA and ELD standard(s) for Learning Segment</b>	10/23
Session 10 10/30/19	Learning Segment  Assessing Student Learning	<b>Read: Formative Assessment</b> Chapter 6: <i>Formative Feedback for Learning</i>  <b>Develop Preliminary information: standards, objectives, and academic language</b>	10/30
Session 11 11/6/19	Individualized Education Plans (IEP’s) and Student Study Teams (SST’s)	<b>Develop lesson launch, instructional strategies, learning activities, and closure</b>	11/6
Session 12 11/13/19	Preparing for Employment  Drafting Resumes	<b>Develop differentiation for EL and SPED students</b>	
Session 13 11/20/19	Interviewing Skills	<b>Draft a resume incorporating information from last class. Bring a copy to class to share.</b>	11/20/19
Session 14 11/27/19	Learning Segment Rationale  Self-Assessment	<b>Use CalTPA rubric for Learning Segment to self-assess your lesson plans and complete rationale.</b>	
Session 15 12/4/19	Celebration of Learning	<b>Due: Learning Segment Plans and Rationale</b>	12/4/19

## COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

### Course Assignments

#### Participation-10 points

This course has been designed to provide ample opportunities for your participation. To facilitate discussion, you are expected to come to class prepared to talk about all of the required readings. Students are encouraged to contribute to class discussion and diverse views are desired. Try to connect the readings to your teaching and fieldwork observation experiences whenever possible. The class is scheduled to meet 8 times over the Fall term. Each of you are expected to be present at every class or activity, to be on time, to not leave class early, and to actively participate and have meaningful and engaging conversations.

#### Classroom Connections-20 points

In order to make the connection between assigned reading, what you are learning in the course, and your classroom Clinical Practice (CP) observation/participation you will collaborate with your Cooperating Teacher (CT) to apply your learning to the classroom. Bring a hard copy to class each week. Your work will be collected each week as part of my formative assessment and we will use your work for classroom discussions.

As outlined in the Schedule Course Outline:

- 4 Observation/Reflections: Type a one-page observation and reflections based on the questions outlined in the Schedule Course Outline for weeks 2, 3, 4, and 5. Be sure to include references to assigned course readings and learning experiences.
- CT Behavior Management Plan
- Student Interaction
- Lesson Observation (You will use the lesson template for this assignment)
- Classroom Profile (You will be provided with a form to use for this assignment)

**These are due on weeks 2, 3, 4 and 5**

#### Classroom Management Plan-20 points

Drawing on our readings, observations, and class experiences you will develop a Classroom Management Plan for an inclusive, positive, and engaging learning environment.

Classroom management plan should include:

1. **Building Community:** How will you get to know your students and build relationships with and among students that will encourage positive interactions and maximize student learning? How will you teach students to collaborate in their conversations and assignments? Draw on your readings, observations, and class experiences.

2. **Behavior Expectations:** What rules do you foresee as important to create a safe and productive learning environment? How will you teach, reinforce, and provide consequences for students as they learn and adhere to the rules and expectations you develop? Draw on your readings, observations, and class experiences.

3) **Classroom Routines:** How you will structure the routines and systems in your classroom to ensure you establish a smooth, efficient, and effective classroom learning environment? Consider arrival routines, signals, transitions, materials management, and end-of-day routines. Draw on your readings, observations, and class experiences.

**This is due October 2.**

### **Classroom Lesson Plan-20 points**

You will develop a math lesson plan using the provided template incorporating all the components we have discussed in class. You may choose to plan for a small group or whole group lesson.

Lesson Plan must include the following:

- Appropriate standards aligned learning goals
- Thoughtful use of instructional strategies and engaging activities that require higher-order thinking skills
- Opportunities for students' use of academic language and collaborative conversations
- Application of UDL principles: scaffolding, adaptations, and modifications to meet students' needs
- Opportunities for informal assessment to check for understanding

**This is due 10/16**

### **Lesson Segment Plans and Rationale-30 Points**

Develop a series of 3 ELA lessons, assessments, and provide a reflection of your rationale in planning. (You will be provided with a lesson plan and rationale format to use).

Lessons Plans must include the following:

- Appropriate standard(s) aligned learning goals
- Thoughtful use of instructional strategies and engaging activities that require higher-order thinking skills
- Opportunities for students' use of academic language and collaborative conversations
- Application of UDL principles: scaffolding, adaptations, and modifications to meet students' needs
- Opportunities for informal, formal and student self-assessment to monitor student mastery of learning goals
- Success criteria
- Rationale for how lessons build upon prior learning and one another to deepen student understanding of content.

**This is due December 4**

### **Grading Standards**

Grading Standards

Total 100 Points

A = 93-100

A- = 90-92

B+ = 87-89

B = 83-86

B- = 80-82

C+ = 77-79

C = 73-76

C- = 70-72

### **Final Exam Statement**

There is no final exam for this course.

### **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

*Garcia EDMS512B*

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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*).

### **Policy on Late/Missed Work**

Students are expected to turn in their work in a timely manner; this is particularly important because each course session is designed to utilize the assignments/readings due in class. There will be a 10% deduction in points for each day a written assignment is turned in late. Assignments will not be accepted if they are more than one week late. Please speak with your instructor if there are exceptional circumstances.

### **Other Notes about Attendance and Participation**

This course has been designed to provide ample opportunities for your participation. To facilitate discussion, you are expected to come to class prepared to talk about all of the required readings. Students are encouraged to contribute to class discussion and diverse views are desired. Try to connect the readings to your teaching and fieldwork observation experiences whenever possible.

It is an expectation that you will behave in a professional manner. This will require that you approach your instructor, school personnel, and colleagues in a respectful manner that emphasizes problem solving and collaboration. Your full attendance means you are not distracted by digital devices. All digital devices should be turned off or to the vibrate mode during class. Laptop computers are essential to the process of our learning; however, it is expected that all students will avoid recreational use of computers during class and that laptops will be put away at the request of the instructor. Of course, participation also includes the extent to which you participate in class discussion and how you interact with your colleagues.

The class is scheduled to meet 8 times over the Fall term. Each of you are expected to be present at every class or activity, to be on time, to not leave class early, and to actively participate and have meaningful and engaging conversations. Consistent or excessive tardiness will be noted and will impact your grade. More than one absence will have an impact on your final grade; more than two absences may require you drop and retake the class.

### **Student Collaboration Policy**

We learn best through interactions and discussions with one another in a collaborative learning environment. Students will collaborate regularly during this course. All students are expected to be active participants in their learning. The Co-Teaching Lesson Plan assignment is to be completed with a peer partner.

## **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](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 seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact 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:

It is expected that students spend a minimum of two hours outside the classroom each week for each unit of credit engaged in learning.

### **All University Writing Requirement**

In keeping with the All-University Writing Requirement, all 3-unit courses must have a writing component of at least 2,500 words (approximately). This will be met through written assignments.

### **Course Format**

This is a face-to-face course format.

### **Contact Information for Technical Support Assistance**

ITT student support services link - <http://www.csusm.edu/sth/support/index.html>

### **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. Responses to all received e-mails will be 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.