

ORIGINATOR'S SECTION:	
1. College: <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input checked="" type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2017
2. Current Course abbreviation and Number: EDEX 660	

TYPE OF CHANGE(S). Check \checkmark all that apply.

Course Number Change	<input type="checkbox"/>	Delete Prerequisite	<input type="checkbox"/>	Other Prerequisite Change	<input type="checkbox"/>
Course Title Change	<input checked="" type="checkbox"/>	Add Corequisite	<input checked="" type="checkbox"/>	Grading Method Change	<input type="checkbox"/>
Unit Value Change	<input type="checkbox"/>	Delete Corequisite	<input type="checkbox"/>	Mode of Instruction Change (C/S Number)	<input type="checkbox"/>
Description Change	<input checked="" type="checkbox"/>	Add Consent for Enrollment	<input type="checkbox"/>	Consider for G.E. If yes, also fill out appropriate GE form.	<input type="checkbox"/>
Add Prerequisite	<input type="checkbox"/>	Delete Consent for Enrollment	<input type="checkbox"/>	Cross-list	<input type="checkbox"/>

Information in this section— both current and new — is required only for items checked (\checkmark) above.

NEW INFORMATION:

CURRENT INFORMATION:

3. Title: Induction Plan Development	Course abbreviation and Number: Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) Transition Plan Development
4. Abbreviated Title for Banner (no more than 25 characters): Induction Plan Development	Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) Transition Plan
5. Number of Units:	Number of Units:
6. Catalog Description: Development of a Professional Credential Induction Plan for Professional Level II Mild/Moderate and Moderate/Severe Education Specialist candidates. <i>Graded Credit/No Credit.</i> Enrollment Restriction: Acceptance into the Professional Level II Education Specialist Program.	Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.) Development of an Individualized Transition Development Plan for Preliminary Mild/Moderate and Moderate/Severe Education Specialist Intern candidates. <i>Graded Credit/No Credit. Co-requisite: EDMX 671</i>

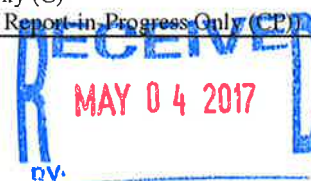
7. Mode of Instruction* (See pages 17-23 at <http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf> for definitions of the Course Classification Numbers)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture			Lecture		
Activity			Activity		
Lab			Lab		

8. Grading Method:*

<input type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)	<input type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)
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*If Originator is uncertain of this entry, please consult with Program Director/Chair.



CURRENT INFORMATION:

NEW INFORMATION:

9. If the NP or CP grading system was selected, please explain the need for this grade option.	
10. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department/Director/Chair	Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department/Director/Chair
11. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many times (including first offering)	Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many times (including first offering)
12. Is Course Cross Listed: <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate which course	Is Course Cross-listed? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate which course and check "yes" in item #17 below.
13. Prerequisite(s):	Prerequisite(s):
14. Corequisite(s):	Corequisite(s): EDMX 671
15. Documentation attached: <input checked="" type="checkbox"/> Syllabus <input type="checkbox"/> Detailed Course Outline	

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION: <i>(Mandatory information – all items in this section must be completed.)</i>	
16. Does this course fulfill a requirement for any major (i.e. core course or elective for a major, majors in other departments, minors in other departments)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: Education Specialist Credential Program and MA in Education (Special Education Option)	
17. Does this course change impact other discipline(s)? <i>(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)</i> Check "yes" if the course is cross-listed. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.	
_____ Discipline _____ _____ Signature _____ _____ Date _____	_____ Support _____ Oppose
_____ Discipline _____ _____ Signature _____ _____ Date _____	_____ Support _____ Oppose
18. Reason(s) for changing this course: The Old EDEX 660 was in place for the OLD Level II Education Specialist Program. This course has been revised and updated (see syllabus) to meet with current CCTC (California Commission on Teacher Credentialing) requirements for Education Specialist Interns.	

SIGNATURES : (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

1. Originator (Please Print) Jodi Robledo 3/13/17 Date

2. Program Director/Chair [Signature] 3/14/17 Date

3. College Curriculum Committee [Signature] 4/26/17 Date

4. College Dean (or Designee) [Signature] 5-1-17 Date

5. UCC Committee Chair _____ Date

6. Vice President for Academic Affairs (or Designee) _____ Date

7. President (or Designee) _____ Date

Trucker —
PS
RP —

Course & Section Nos.	EDEX 660
Course Title	Transition Plan Development
Class Roster No.	
Course Day(s)	
Time	5:30 – 8:20 pm
Course Location	
Semester / Year	Fall 2017
Instructor	
Phone	
E-Mail	
Office	
Office Hours	

COURSE DESCRIPTION

Development of an Individualized Transition Development Plan for Preliminary Mild/Moderate and Moderate/Severe Education Specialist Intern candidates. *Graded Credit/No Credit. Co-requisite: EDMX 671*

EDEX 660 is companion course for clinical practice that supports interns in internship placements and in the preliminary development of the transition plan toward preparation for the district or county induction clear credential process. This course is candidate-centered, designed to equip new Add-On candidates for a year-long internship experience. It covers mandated and supplemental topics for candidates to become an education specialist teacher with well-developed skills. Lean into the process, complete documentation, and enjoy this 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

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Unique Course Requirements

Interns are provided support during the first semester of their internship through mentorship and coursework. Interns will become competent in the development of an Individualized Education Plan (IEP). Interns are exposed to basic authentic and standardized assessment, and overview of Federal Disabling Conditions. First half of developing an Individualized/Induction Transition Development Plan that summarizes strengths and areas for continued professional growth based upon the Education Specialist Teacher Performance Expectations and field experiences

In the companion Clinical Practice/Intern course, EDMX572 or EDMX671, 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 the specific 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 instructors as soon as possible.
 - If there are questions or concerns, candidates are expected to contact the instructors 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 instructors.
- 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

Shelton, C.F., Pollingue, A.B. (2009) the exceptional teachers handbook, the first year special education teacher's guide to success, 3rd edition. Corwin, Thousand Oaks CA 91320
ISBN -13: 978-1412969147

Access to the Cougar Course is required, as well as a full year account with Taskstream.

A good-to-high quality 2-inch binder, suitable to serve as a Professional Employment Portfolio is also required. For this project, candidates also need a box of good quality plastic page protectors and 12 **WIDE** divider pages with typed label capability. Modify to meet the specific needs of Interns. The name can be changed to support the interns.

Cougar Courses

<https://cc.csusm.edu>

TaskStream Account

The School of Education uses Taskstream to manage candidate data regarding Teacher Performance Expectations (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. UPDATE HERE: 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 " _____" and the program code which is available from the Program Coordinator or Instructor upon request.

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.**

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will have completed:

- 1) Develop an Individualized Development Transition Plan (IDTP) describing a candidate's strengths and professional growth goals, including specific emphasis for future professional development, study, and/or experiences;
- 2) Preliminary completion of the Cal State San Marcos Preliminary Education Specialist Teaching Performance Expectations (ES TPEs) Clinical Practice Assessment with descriptions of artifacts of knowledge and skills demonstrated;
- 3) Completion of the requisite (minimum of five) Special Education Field Experience Logs documenting field experiences in a broad range of service delivery options required of the California Commission on Teacher Credentialing (CCTC);
- 4) Develop foundational knowledge of Special Education laws and timelines.
- 5) Develop pedagogical skills to support students with special needs. This includes the application of accommodations and necessary modifications.
- 6) Develop an understanding of standardized and authentic assessment .
- 7) Understanding how to case manage an Individualized Education Program (IEP).

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

The course objectives, assignments, and assessments have been aligned with the CTC standards for both the Multiple Subject and Special Education Credentials. 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.

Candidates in EDMX 671 are required to address the Education Specialist TPEs.

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 all program 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 Education Specialist Teaching Performance Expectation portfolio. Candidates are expected to meet the levels of *meets* or *exceeds* at this final level of the Concurrent program.

PROGRAM STUDENT LEARNING OUTCOMES

Preliminary Mild/Moderate and Moderate/Severe Education Specialist Program

Upon successful program completion, Preliminary Education Specialist teacher candidates will demonstrate proficiencies in

1. Applying current disability-related federal and state laws, procedures, and ethics pertaining to special education referral and eligibility and Individual Education Program plan development, monitoring, and implementation
2. Using various formal and informal assessment data from multiple sources to a) develop IEP goals based upon individual students' assessed needs and b) monitor student progress toward IEP goal achievement
3. Using knowledge of the characteristics of various disabilities and their effects on learning, skill development, and behavior to develop and deliver appropriate instruction to advance student progress toward IEP goal attainment and meaningful participation and progress in the curriculum
4. Differentiating instruction through a) knowledge and application of a variety of instructional and positive behavior support methodologies and b) use of technology inclusive of augmentative and alternative communication systems, applications, and devices
5. Collaborating, coordinating, consulting, and co-teaching effectively with general educators, special education and related service providers, paraeducators, students' families and community agency personnel to maximize communication and instructional quality

(NOTE - This document contains an embedded section break so that the course schedule stands alone.)

Schedule/Course Outline for EDEX 660 Seminar

Fall 2017 5:30- 8:15 pm

SCHEDULE/COURSE OUTLINE

w k	DATES	CLASS ACTIVITY/TOPIC DESCRIPTION	READ/DO	DUE
		Read through ENTIRE course online. Note resources, media, readings, and download assessment documents. Set up Class digital file, sub files: TPEs, Portfolio, ITDP, Professional Dispositions – begin!		
1	T 8/29/17 F2F Seminar	Orientation: Review of Syllabus, Assignments, including what to expect in internship placements, caseload management, scheduling, and collaboration with other professionals.	Syllabus PRINT IDTP for US & ISP	GTKY, Profile photo
2	9/6 Online	Reading/ Online Activity		Submit in CC
3	9/12 Online	Reading/ Online Activity		Submit in CC
4	T 9/19 F2F Seminar	Interns and Intern Support Provider Workshop Caseloads, TPEs, Professional Dispositions, working with paraprofessionals, IEP development/ support, and scheduling.	Visitation Log #1	Submit in Portal, CC
5	9/26 Online	Reading/ Online Activity		Submit in CC
6	10/03 Online	Reading/ Online Activity		Submit in CC
7	T 10/10 F2F Seminar	Overview: Individualized Education Program (IEP) Workshop Development/Overview/Timelines, including knowing the components and writing a basic IEP, timelines, and IEP meeting protocol.	Visitation Log #2	
8	10/17 Online	Reading/ Online Activity Taskstream Self -Assessment	Professional Dispositions	SUBMIT
9	10/24 Online	Reading/ Online Activity		Submit in CC
10	10/31 F2F Seminar	Assessment Overview Workshop Preliminary knowledge of the administration of standardized and authentic assessments.		Submit

11	11/07 Online	Reading/ Online Activity		Submit in CC
12	11/14 F2F Seminar	Federal Disabling Condition Workshop Characteristics and strategies matrix	Matrix	
13	11/21 Online	Happy Thanksgiving	Disability Matrix Due	Submit in CC
14	T 11/28 F2F Seminar	Teacher Performance Expectations (TPEs) Workshop Discussion and entries.	Visitation Log #3	Submit
15	T 12/6 F2FSemin ar	Individualized Transition Develop Plan (ITDP) Professional Portfolio Discussion and entries. Breadth of Experience entries.	ITDP	Submit!
16	12/12	Finals Week – No class	Final Submissions	

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Assignment	Points
Data & Photo in CC (GTKY-Getting to Know You) (Indiv)	4
Support Provider/Intern Collaboration Assignment (Indiv)	10
Three Breadth of Experience Reflections & Visitation Logs	15
Overview of Assessments Workshop (Group)	10
Overview of Fed Disabling Conditions Matrix Workshop (Group)	15
Preliminary TPE Development Workshop (Group)	10
Preliminary Individual Transition Development Plan (ITDP)	10
Professional Dispositions Summative Assessment (Taskstream-Indiv)	5
Attendance, Participation, Collaboration (3 pts/session- (Indiv)	21
Raw Point Scale	100

Course Assignments – Detail provided inside the Cougar Course

Grading Standards

Grades are earned on a pass/fail basis. All Assignments, professional dispositions, group participation Employment Portfolio MUST be of excellent quality in order to pass this course and be recommended for a credential. In this instance, candidates may interpret this in terms of earning a strong A or failing the course.

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.

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).*

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. 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) must ensure that students understand that they are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. (Note that 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 and laboratory 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.)"

What this means for EDEX 660 is structured so that the online weeks are considered "laboratory" weeks, which means that candidates can expect to spend **six (6) hours** on tasks during the online weeks.

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. EDEX 660 candidates will exceed this number of words within the first two weeks of courses.

Course Format

EDEX 660 only meets face-to-face for eight (8) sessions, with Online class task and assignments for eight (8) sessions. The Online Instruction Policy requires 2 hours of online time by students per 1 hour of face-to-face instruction. This means that candidates can expect to spend 6 hours on tasks during the online weeks. Please bear this in mind regarding the time candidates are to spend on tasks and coursework on dates when the class does not meet.

Necessary Technical Competency Required of Students

Candidates must possess and bring a fully functioning laptop computer. Files and digital portfolios are a part of this capstone course, as well as written/paper binder portfolios with credentialing documents. Familiarity with Google Drive and Cougar Apps is required.

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 online discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all uppercase (or lowercase) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and online 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.

EDEX 660 required candidates to take and submit quiz results from The Core Rules of Netiquette, found at: <http://www.albion.com/netiquette/>