

Course & Section Nos.	EDMX 632 Section 1
Course Title	Technology and Communication for Special Populations
Class Roster No.	Section 1: 40295
Course Day(s)	Online and Four Saturdays
Time	Online
Course Location	University Hall (UH) 271
Semester / Year	Fall 2019
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WELCOME

Welcome to EDMX 632! We are very excited to spend this semester with you exploring the wide range and great benefit of assistive technology. We are passionate about how technology can change students' school experiences and their personal lives. Whether your knowledge-base about assistive technology is emerging or advanced, this course will take us on a journey to explore a wide variety of technology, instructional strategies, and tools that will make everyone competent Education Specialists.

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

Terms, trends, history, and current information bases on applications of technology and assistive and adaptive devices for working with children. Use of technologies for learners with mild, moderate, and severe disabilities for education programs in schools and agencies. Identification of interventions for effective learner communication and needed augmentative communication devices. Knowledge of system components and configuration of special and adaptive devices. Competency-based, requiring laboratory work.

Course Prerequisites

For School of Education courses, admission to the program is considered a prerequisite.

Course Objectives

After completion of EDMX 632, students will demonstrate competence in the following areas through successful completion of assignments and/or activities:

- the ability to research, access and use technology based on an student needs
- an understanding of the wide range of assistive technology
- skills to incorporate technology into educational settings and curriculum
- an understanding of the role technology can play in communication
- evaluating software/apps and planning for practical application in classrooms

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Text

Bouck, E.C. (2017). *Assistive technology*. Thousand Oaks, CA: Sage Publications.

Optional Texts

Brown F., McDonnell, J., & Snell, M. E. (2016). *Instruction of students with severe disabilities* (8th ed.) Boston, MA: Pearson. [Also used in EDMX 627, 631, 633, 635]

Green, J. (2018). *Assistive technology in special education: Resources to support literacy, communication and learning differences* (3rd ed.). Waco, TX: Prufrock Press.

Cougar Courses

The Cougar Courses site <https://cc.csusm.edu> provides additional materials such as the syllabus, rubrics of assignments, “drop boxes” for assignment, reading materials, power points, weekly course information, etc.

TaskStream Account for Concurrent and Add-On Candidates

The School of Education uses TaskStream to manage candidates' TPE, clinical practice, signature assignment, and disposition assessments. Candidates must be enrolled in TaskStream throughout the Mild/Moderate and Moderate/Severe Education Specialist program(s). Enrollment fees are paid by going to <https://login.taskstream.com/signon/> and registering for at least one year.

Concurrent Candidates - After enrolling, access your specially designed Education Specialist program bucket - **Concurrent MS/ES Program 2018-2019** - by going to your home page, finding the Self-Enrollment area & clicking the *Enter Code* button. Then enter **concurrent1819** as the program code. If this is the correct program, click the *enroll* button.

Add-On Candidates - After enrolling, access your specially designed education specialist program bucket – **Add On Ed Specialist Credentials 2019-2020** by going to your home page, finding the self-enrollment area, & clicking the enter code button. Then enter **addon1920** as the program code. If this is the correct program, click the *enroll* button.

Candidates completing both the Mild/Moderate and Moderate/Severe credentials should enroll for **at least two years**. The Education Specialist program now will show on your TaskStream home page when you log in. Remember your enrollment name and password.

COURSE LEARNING OUTCOMES

Upon completion of this course, candidates are able to demonstrate their skills and knowledge in:

1. Identifying terms, concepts, events and trends in the use of technology in general and special education programs.
2. Demonstrating an understanding of national, state and local laws, policies, standards and procedures relating to technology and learners with special learning needs.
3. Identifying learner characteristics and needs for the purpose of technology evaluations.
4. Using telecommunications, electronic databases, reference systems and networks to access and provide information in general and special education.
5. Identifying, selecting, and using various resources and agencies at national, state and local levels for improving the use of technology in the classroom to provide and allow for accommodations and modifications in the learning environment for individuals and groups within instruction.
6. Evaluating software, apps for potential usefulness including adaptations and modification to the educational environment and/or devices for improving education programs for learners.
7. Planning for the practical application for instructional use of computers; select, evaluate and use educational hardware and software, and design classrooms for the use of computer-assisted instruction for various groups of learners.
8. Planning for the use of technology that can be used to assist/enable persons with physical disabilities in accessing curriculum and their environments.
9. Explaining how to evaluate the effectiveness of technology applications and devices for individual learners in special education programs.
10. Configuring and using adaptive devices.
11. Using specialized software and applications such as: graphic organizing, mind mapping; comprehensive/adapted/modified learning program for students with developmental or cognitive disabilities; word prediction and voice recognition software; adapted picture communication material.

Preliminary education specialist teaching credential standards

CCTC Education Specialist Standards and Levels of Competence:

The following table indicates the CCTC Preliminary Education Specialist standards addressed by EDMX 632 and the level (i.e., knowledge, application) at which each standard is demonstrated.

Table of CCTC Education Specialist Standards and Levels of Competence

M/M/S 2	M/M/S 3	M/M/S 6	M/M 1	M/S 1	M/S 2	M/S 3	M/S 4	M/S 5	M/S 8
K/A	K/A	K/A	K/A	K/A	K/A	K/A	K/A	K/A	K/A

Key to Table Standards and Areas of Certification:

M/M/S 2	Professional, legal and ethical practices
M/M/S 3	Educating diverse learners with disabilities
M/M/S 6	Using educational and assistive technology
M/M 1	Characteristics of students with mild/moderate disabilities
M/S 1	Characteristics of students with mild/moderate disabilities
M/S 2	Communication Skills
M/S 3	Developing social interaction skills and facilitating social context
M/S 4	Assessment, program planning and instruction
M/S 5	Movement, mobility, sensory and specialized health care
M/S 8	Augmentative and alternative communication

M/M/S = Program Standards for both Preliminary Mild/Moderate and Moderate/Severe Disability Education Specialist credentials

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for Education Specialist 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.

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. The CSUSM credential programs are using the CalTPA (California

Teacher Performance Assessment). Multiple and/or single subject California credential candidates must successfully complete the state-approved CalTPA.

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 this website:
<http://www.ctcpa.nesinc.com/Home.aspx>

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson/unit plans and 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. Please find the Education Specialist Profession Dispositions in the Special Education Programs Clinical Practice webpage at the following URL:
<http://www.csusm.edu/soe/credential/specialeducation/clinicalpractice.html>

PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

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.

SCHEDULE/COURSE OUTLINE (TENTATIVE)

Class/Week	Topics	ALL Assignments Due Saturday of each week by Midnight
Class #1 August 26 th	Assistive Technology Overview	<p>Complete Iris Module: Assistive Technology Overview https://iris.peabody.vanderbilt.edu/module/at/</p> <ul style="list-style-type: none"> Submit on Cougar Courses a Microsoft Word Document of your response to the questions on the Assessment Page of the Iris Module. <p>Participate in Forum Discussion on Cougar Courses Getting to Know You!</p>
Class #2 Week of September 2 nd	Accessible Print	<p>Complete Iris Module: Bookshare http://iris.peabody.vanderbilt.edu/module/bs/cresource/content</p> <ul style="list-style-type: none"> Submit on Cougar Courses a Microsoft Word Document of your response to the questions on the Assessment Page of the Iris Module. <p>Read Chapter 8 Assistive Technology as Instructional Aides</p> <ul style="list-style-type: none"> Submit on Cougar Courses Discussion Questions #1-4 <p>Participate in Forum Discussion on Cougar Courses – Learning Tools</p>
Class #3 and Class #4 LIVE CLASS Saturday Sept. 14th	<p>Course Overview</p> <p>Introduction to Assistive Technology (AT)</p> <p>Mandated Considerations - Professional, Legal, and Ethical Practices</p> <p>AT Evaluations</p> <p>Introduction to Apps</p>	<p>Read Ch. 1 Assistive Technology Background</p> <ul style="list-style-type: none"> Complete Discussion Questions #1, 5, 6 and bring to class printed <p>Read Ch. 2 Assistive Technology Frameworks</p> <ul style="list-style-type: none"> Complete Extension Activity #2 Disability-led Innovations for the Masses and provide a written response on your reflection of the provided prompt. <p>****(Bring lunch/snacks)***</p>

Class/Week	Topics	ALL Assignments Due Saturday of each week by Midnight
Class #5 Week of September 16 th	AT for Communication	Read Ch. 3 Assistive Technology for Communication <ul style="list-style-type: none"> • Submit on Cougar Courses Discussion Questions #1 & 3 Participate in Forum Discussion on Cougar Courses – How an App Gave My Daughter a Voice Optional Reading: Brown Ch.12 Teaching Communication Skills pages 404- 412
Class #6 Week of September 23 th	Video Modeling Picture Exchange Communication System Speech Generating Devices	Complete assigned Autism Internet Modules (AIM) <ul style="list-style-type: none"> • Submit on Cougar Courses one paper with THREE reflections. Participate in Forum Discussion on Cougar Courses - How My Mind Came Back to Life
Class #7 And Class #8 LIVE CLASS Saturday October 5th	Greg Hoffman (co-teacher) Boardmaker Video Modeling	****(Bring lunch/snacks)***
Class #9 Week of October 7 th	Boardmaker	Complete Boardmaker Assignment Participate in Forum Discussion on Cougar Courses - Sam Burns
Class #10 And Class #11 LIVE CLASS Saturday October 19th	AT in ACTION: Co-Teachers: David Smith Jesus Montoya Yonan & Kevin (high school students)	Read Ch. 4 Assistive Technology for Mobility and Positioning <ul style="list-style-type: none"> • Complete Questions #1 & 3 and bring to class printed ****(Bring lunch/snacks)***

Class/Week	Topics	ALL Assignments Due Saturday of each week by Midnight
Class #12 Week of October 21 st	Digital Graphic Organizers	Ch. 6 Assistive Technology for Vision and Hearing <ul style="list-style-type: none"> • Submit on Cougar Courses Discussion Questions #1 & 2 Read Assigned Article on Cougar Courses Participate in Forum Discussion on Cougar Courses - Graphic Organizers Recommended reading: Chapter 7 Assistive Technology to Support Behavior and Organization
Class #13 Week of October 28 th	Enhancing Independence and Transition	Read Ch. 9 Assistive Technology to Enhance Independence and Transition <ul style="list-style-type: none"> • Submit on Cougar Courses Discussion Questions #1-3 Research a D.I.Y. assistive technology device Participate in Forum Discussion on Cougar Courses - Not Impossible
Class #14 & 15 LIVE CLASS Saturday November 9th	D.I.Y. AT device Read & Write for Google Co-Teacher: Greg Crisolo In-Class Final Exam Project	Read Ch. 5 Assistive Technology for Computer Access and answer Discussion Question #5 and bring to class printed ****(Bring lunch/snacks)***

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Features and Professional Requirements

1. **Person-First Language.** “Person-first” language (e.g., “Student with Down syndrome” rather than “Down syndrome student”) must be used throughout all written and oral assignments and discussions.
2. **Cougar Courses Use and Class Preparation.** Examine the course on the Cougar Courses website at least twice weekly for messages and newly posted materials and resources. Download materials needed for each class *prior* to class and bring to class all required resources.
3. **Written Work.** Word-process and keep electronic copies of all written work. You will want these for your records and use as professional portfolio entries.
4. **Timeliness.** Complete and submit all assignments on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments or have questions or concerns, please contact the instructor(s) immediately.
5. **Participation.** Participate actively in class discussions and group activities and demonstrate positive interpersonal skills with classmates, the instructors, and guests.
6. **Peer Buddy.** Select at least two class “buddies” ensure you receive handouts and information if you miss class.

Course Assignments

Face-to-Face Class Participation	(40 points – 10 points each Saturday class)
Forum Discussions	(35 points – 5 points each forum)
Assistive Technology Overview	(10 points)
Bookshare	(10 points)
Chapter Assignments	(40 points – 5 points each chapter)
AIM Assignment	(15 points)
D.I.Y Assistive Technology Device	(5 points)
Boardmaker Assignment	(15 points)
Final Project	(30 points)

Total Maximum Points: 200 points

Grading Standards

Grades for assignments will be posted on Cougar Courses as they completed throughout the semester.

A: 100 – 93 **A-: 92 - 90%** **B+: 89 - 87%** **B: 86 - 83%** **B-: 82 - 80%** **C+: 79 - 78%**
200 -185 184 -179 178 - 173 172 – 165 164 - 159 158-156

NOTE: The minimum acceptable grade for a course in the professional education credential sequence is C+. A “B” average must be maintained for continuation in the program.

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).*

You may **not miss more than 2 class meetings** in order to pass this class.

Attendance in class meetings are considered as follows:

- **For live class meetings:** each live class is worth 2 class meetings.
- **For online class meetings:** each weekly online class is worth 1 class meeting and your participation is counted by your participation in online forum discussions. If there is not a forum discussion that work, your weekly participation is counted by your submission of an assignment.

Points will be deducted for arriving **15 or more minutes late** to live classes. Points may be deducted for lack of participation in class.

Criteria for Written Products

- The content of each assigned reading is clearly referred to in the document.
- Higher order thinking skills that go beyond reiteration of content (e.g., application, analysis, synthesis, evaluation of content) are clearly demonstrated.
- Spelling, grammar, and mechanical aspects of writing are accurate.
- Thoughts are well organized; section headings are provided as needed.
- The document is word-processed.
- The document is submitted on or before the date due.

Policy on Late/Missed Work

All assignments are expected to be completed by the assigned due date. If you have extraordinary circumstances that impact completion of your assignments or have questions or concerns, please contact the instructor(s) immediately. Acceptance of late work will be at the professor’s discretion and will only be allowed if the student has contacted the professor prior to the original due date. All late assignments will receive a **20% deduction** in point value and will only be accepted with two weeks of due date.

Student Collaboration Policy

Students are to complete work individually and independently unless there is an agreement prior to the submission of the assignment with the course instructor(s) or if the work is assigned as a collaborative group assignment/activity.

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 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. Alternatively, in order to ensure confidentiality, in a more private setting.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

- The combination of face-to-face time during Saturday classes and out-of-class time associated with online assignments, discussion forums, and homework will total at least 45 hours per unit of credit.

All University Writing Requirement

This course ensures that the university's minimum 2,500-word per course writing requirement is met through the course assignments, reflections, and postings for Education Specialist standards assigned to this course.

Graduate Writing Requirements

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, papers in graduate classes are expected to adhere to writing and format style guidelines described in the sixth edition of the *Publication Manual of the American Psychological Association* (aka, *APA Manual*). This manual is required across all graduate-level (600-level) courses.

Course Format

Per the CSUSM Online Instruction Policy, EDMX 632 is a blend of traditional (FT) instruction and online instruction, qualifying the course to be considered hybrid (HY) in nature.

Necessary Technical Competency Required of Students

Candidates are required to have the technical expertise to use online browsers (e.g., Firefox) to access information, use the Cougar Courses platform to access and download course content posted at Cougar Courses and submit assignments, and use various forms of technology (e.g., word processing, CSUSM electronic mail, presentation tools such as PowerPoint) to produce course assignments and instruct others for assignments requiring in-class instruction by candidates.

Please save a digital copy of all assignments for your use in your teaching portfolio. Most assignments are submitted online at Cougar Courses; some are submitted both online and in class; details will be given for each assignment in class.

Contact Information for Technical Support Assistance

For technical support assistance, please contact the CSUSM Help Desk. See information on the various ways in which students may get technical support at <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. 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.

DESCRIPTION OF ASSIGNMENTS

In-Class “Live” Participation (10 points each full day attended)

For each face-to-face class, points will be assigned based upon the following criteria:

- Collaborative cooperation and meaningful, active participation in labs, classes, and group assignments;
- Respectful and comprehensive interaction with guest speakers, classmates, and instructor(s);
- Respect for, patience and flexibility with technology when it may malfunction need to adjust topics;
- Safe and appropriate use of lab hardware and software

Forum Discussions (5 points each)

Since this is a hybrid class, your participation on the weekly forums will support and strengthen your understanding of the curriculum. We want you to benefit from the online forum discussions and understand the guidelines that should be in place when using online forums in your own classrooms. Each of your postings should effectively drive conversation and motivate your peers to think more deeply about the topic. The forums in this course are created for you to engage in conversations, activities, and collaboration. Each forum discussion is worth at total of **5 points**. *Late postings can only earn 3 points.*

STEP 1: Provide your own original, thoughtful, substantial response to the prompt provided **no later than Tuesday. (1 point)**

STEP 2: Read each of your peer's response (only those in your AT Group) and respond to **each** of your peer's posts in your AT GROUP **no later than Wednesday. (2 points)** A "high quality" response to a peer's reaction is one that clearly evidences that you have read your peer's points and comments on components of the posting. You can reference your peer's thoughts via a quotation or a paraphrasing of a point. Even if you disagree with a peer's perspective, your comments should always be respectful and professional in language and tone. Your dialogue should evidence your use of higher level thinking skills (i.e., application, analysis, synthesis, evaluation)

STEP 3: Revisit the forum **after Wednesday** and respond **no later than Friday**. Read all of your peers' reactions to your first post and provide a **single response** that summarizes your reactions to all of their responses. **(1 point)**

STEP 4: Revisit the forum **between Saturday and Monday** and read your peers' final summarizing posts.

STEP 5: Adhere to the **Guidelines for Forum Discussions on Cougar Courses. (1 point)**. Additional resources for online discussions may also be found on Cougar Courses.

Introduction to Assistive Technology Overview (10 points)

- Go to the <http://iris.peabody.vanderbilt.edu/module/at/>
- From this cover page, please select #1 "Challenge" then listen to the video (transcripts are provided on this page if you wish to view them).
- After listening to the video, select #2 "Initial Thoughts". Think about your answers to these questions before proceeding through the rest of the module. (*These reflections are for you to ponder - **they do not need to be in writing.***)
- Once you have completed your "thoughts," go on to section #3 "Perspectives and Resources." This section contains 9 pages of information and each page contains either audio clips, video clips, or both. Please listen to all elements on each page as this is how the information on the topic is presented to you. These clips are worth the time and most are brief.
- Proceed to the #4 "Wrap Up" section. Review this page.
- Go to the #5 Assessment section on the left . Copy and paste these questions into a Microsoft Word Document. Once you have responded to all of these questions, submit document on Cougar Courses.

Bookshare (10 points)

- Go to the <http://iris.peabody.vanderbilt.edu/module/bs/>
- From this cover page, please select #1 “Challenge” then listen to the video (transcripts are provided on this page if you wish to view them).
- After listening to the video, select #2 “Initial Thoughts”. Think about your answers to these questions before proceeding through the rest of the module. (These reflections are for you to ponder - ***they do not need to be in writing.***)
- Once you have completed your “thoughts,” go on to section #3 “Perspectives and Resources.” This section contains 11 pages of information and each page contains either audio clips, video clips, or both. Please listen to all elements on each page as this is how the information on the topic is presented to you. These clips are worth the time and most are brief.
- Proceed to the “Wrap Up” section. Review this page.
- Go to the Assessment section (5). Copy and paste these questions into a Microsoft Word Document. Once you have responded to all of these questions, submit document on Cougar Courses

Chapter Readings and Questions (40 points)

Eight chapter readings will be assigned along with discussion questions to be answered and each set of Chapter Discussions will be worth 5 points each.

AIM (Autism Internet Modules) (15 points)

Each student will complete 3 assigned modules and submit one paper with THREE reflections, one reflection for each module.

- View the following 3 modules from the AIM website: Picture Exchange Communication System (PECS); Speech Generating Devices (SGD); and, Video Modeling.
- **Write a reflection** on each of the modules using the guidelines from the *Tips on Writing Reflection Papers*.

How to get started: Go to the website <http://www.autisminternetmodules.org/> . Create a login by providing the requested information (You can omit personal information such as your gender and email list serve if you wish). Once you have created your login, go to the Dashboard and select Autism in the Classroom. Then select the module from the column on the right and view the module. It is not necessary for you to submit evidence of taking the pre- and post-tests for these modules, but you are welcome to take them for your own benefit.

*Please note that this is a website designed for those that work with students who have autism and as such, they often make statements talking about how much the techniques and strategies benefit students with Autism Spectrum Disorder (ASD). However, the strategies provided by these modules benefit many students, not just students on the autism spectrum. Enjoy!

D.I.Y. Assistive Technology (5 points)

Students will research and share the step by step directions to create a D.I.Y. assistive technology (AT) device in class. Students who wish to make a D.I.Y. AT device and bring it to class ***can earn 5 points extra credit.***

Boardmaker Assignment (15 points)

Each student will complete an assignment using Boardmaker. Assignment details will be shared in class.

Final Exam Project (30 points)

Students will prepare a culminating project that reflects their learning and application of course content from the entire semester and present their project to their peers.

EDMX 632 Tracking Form

Class #3 & #4—Participation _____ (10 points)
Class #7 & 8—Participation _____ (10 points)
Class #10 & 11—Participation _____ (10 points)
Class #14 & 15—Participation _____ (10 points)

In-Class Participation **40 points**

Class #1 _____ (5 points)
Class #2 _____ (5 points)
Class #5 _____ (5 points)
Class #6 _____ (5 points)
Class #9 _____ (5 points)
Class #12 _____ (5 points)
Class #13 _____ (5 points)

Forum Discussions **35 points**

Assistive Technology Overview _____ (10 points)
Bookshare _____ (10 points)
Chapter Assignments _____ (40 points)
AIM Assignment _____ (15 points)
D.I.Y. Assistive Technology _____ (5 points)
Boardmaker Assignment _____ (15 points)
Final Exam Project _____ (30 points)

Assignments **125 points**

TOTAL POINTS **200 maximum points**

Grading Scale

A: 100 – 93 **A-: 92 - 90%** **B+: 89 - 87%** **B: 86 - 83%** **B-: 82 - 80%** **C+: 79 - 78%**
200 -185 184 -179 178 - 173 172 – 165 164 - 159 158-156