

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION**

**EDEX 651: Advanced Technology, Transition, & Inclusive Education Emphasis
Dr. A. Sandy Parsons**

NOTE:

There are now two sections of this course. It is partially online in WebCT with accompanying face to face meetings on campus. Each section will have its own on campus dates (on opposing Tuesdays). The schedule for each section will be handed out during the first class meeting on Tuesday January 17th in UH 271 at 5:30 p.m.

Everyone in both sections must attend class on that first class day on 1/17/06 at 5:30 in UH 271!

Section 03: CRN# 22363 (this was section 01 # 21470, there is now no section 01))

Section 02: CRN# 22362

Spring Semester 2006

University Hall, 271; Tuesdays: 5:30 p.m. to 8:15 p.m.

Professor: Dr. A. Sandy Parsons, Professor
Phone: 760-750-4284 FAX: 760-750-3352
E-mail: sparsons@csusm.edu
Office: University Hall, 408
Office Hours: Tuesdays 4:-00 - 5:00 p.m. or by appointment

This course meets face to face (F2F) on ten (10) Tuesday evenings, with web based instruction (WBI) sessions on six (6) Tuesday evenings. One of the Face to Face meetings takes place at the Assistive Technology lab at United Cerebral Palsy of San Diego.

The course is partially online.

The Web CT course site: <http://courses.csusm.edu>

MISSION OF THE COLLEGE OF EDUCATION AT CSU SAN MARCOS:

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. (Adopted by COE Governance Community, October, 1997).

COURSE DESCRIPTION:

Focuses upon acquisition of skills for advanced application of technologies supporting inclusion, practical applications in the classroom, augmentative communication, development and implementation of technology laboratories and programs, grant writing, and professional presentations. Meets Professional Level II Education Specialist credential standards for supporting transition across the K-12 continuum and development of a specific area of emphasis (SAE) in inclusive education, technology and augmentative communication, and reflective practice. *Prerequisites:* EDUC 422 and EDMX 632 or equivalent and consent of instructor.

COURSE PREREQUISITES: Successful completion of the Level I credential, EDUC 422 and EDMX 632 or their equivalent, or consent of the instructor is required. Demonstration of basic understanding and practical use of representative programs for instruction and teacher productivity including word processing, spreadsheets, telecommunications, multi media presentations, and use of WebCT skills in accomplishing the Web Based Instruction components of the course is absolutely required.

COURSE ACTIVITIES:

Students build upon the skills developed in the Level I credential courses to expand the scope and depth

of study into an Area of Specific Emphasis. Course content includes grant and project development. Advanced applications of assistive technologies are addressed course content, grant development and lab visitation. Emphasis is on the applications of content and skills with individual learners in the classroom. Professional productivity includes use of advanced presentation software, grant writing, and transition teaming and planning. Professional Level II Education Specialist credential standards for supporting transition across the K-12 continuum and development of a specific area of emphasis in inclusive education, technology and augmentative communication, and reflective practice are addressed in this course

REQUIRED TEXT AND MATERIALS: (please read carefully the notes on the last page of this syllabus).

Text:

Required:

Pierangelo, R., & Giuliani, G. A. (2004). *Transition services in special education: A practical approach*. Pearson: Allyn Bacon. New York, NY.

Bound Reader: Required: (Note: the bound reader will may not be ready until the second week of class, if you want to try to get it earlier call first to make sure it is printed. I will send a course mail to let you know when it is available.)

Parsons, S. Bound Reader for EDEX 651. This will be available at the **CopyServe**. (760) 599-9923. 754 South Rancho Santa Fe Blvd. Enter the first driveway off San Marcos Blvd. just west of Rancho Santa Fe Rd. and Citibank, turn right into the drive and make an immediate left. The store faces San Marcos Blvd.

University print card. You will be required to submit hard print copies of lab assignments printed in the lab. You may purchase this print card in Academic Hall 202 (Monday – Thursday 6 - 8 only) or in the Kellogg Library on the 2nd floor (street level) near the Student Technology Help Desk (call 760-750-6505 for hours of operation). You may add money to the card on the 4th floor of University Hall, but you must have a card first in order to do this. **Having a print card is a requirement!**

USB drive for bringing documents into class for power point presentation and document sharing. **Please note that the lab in UH 271 does NOT have 3.5” floppy disk drives.**

Recommended:

American Psychological Association. (1995). *Publication manual of the American psychological association, fourth edition*. American Psychological Association, Washington, CD.

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. Students successfully completing this program receive a credential with authorization to teach English learners.

(Approved by CCTC in SB 2042 Program Standards, August 02)

COLLEGE OF EDUCATION ATTENDANCE POLICY

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students 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 student have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*). Those students coming to class late or returning from break late are penalized participation points.

STUDENTS WITH DISABILITIES REQUIRING REASONABLE ACCOMMODATIONS

Students must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 5205, 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.

TEACHER PERFORMANCE EXPECTATION (TPE) COMPETENCIES

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Special Education, Specialist Level II 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: (these will be handed out in class).

CTC Level II Standards:

The table below indicates the CTC Level II standards and levels of competence addressed by EDEX 651 and the level (i.e., knowledge, application) at which each standard is demonstrated.

Key to Table: (number indicates CTC standard addressed)

M/M/S = Common Mild/ Moderate and Moderate/Severe Education Specialist Competency

M/M = Mild/Moderate Education Specialist Competency

M/S = Moderate/Severe Education Specialist Competency

K = Competence at **knowledge** level

A = Competence at **application** level

Table of CTC Level II Standards and Levels of Competence

M/M/S	M/M/S	M/M/S	M/M	M/M	M/S	M/S
15	16	17	18	20	18	19
K/A	K/A	K/A	K/A	K/A	K/A	K/A

15 M/M/S **Current and Emerging Research and Practices**
Interpret, apply, and disseminate current and emerging research, theories, legislation, policies and practices.
Research the current professional literature in an area of specific emphasis.

16 M/M/S **Transition and Transition Planning:**
Collaboration with personnel from other educational and community agencies,
Successful planning for transition to vocational experiences,
Procurement of technologies to ease transition process, and grant writing,
Legislation supporting barrier free access through technologies.

17 M/M/S **Development of Specific Area of Emphasis (SAE):**

Opportunities to build upon foundations of Level I Education Specialist work,
Expanding scope and depth of study in specific content areas,
Develop expertise in performing specialized functions
(e.g. Technology, Transition, and Inclusive Education).

- 18 M/M/ **Assessment of Students**
Assessment of verbal and non-verbal communicative competence for planning
Augmentative and Alternative Communication (AAC)
Technology Assessments and Planning
- 20 M/M **Collaboration and Consultation**
Develop skills in communication, collaboration and consultation for serving
in coordination function throughout the education placements of students.
Interdisciplinary teaming for planning transition across K-12 Curriculum.
Team writing of grant proposals for acquisition of funds in assistive technologies.
- 18 M/S **Advanced Communication Skills:**
Demonstrates effective communication skills for networking and collaborating.
Team building and facilitation for transition,
Team building and planning for infusion of technologies for curriculum support,
Development of professional presentations.
Development of grant proposals.
- 19 M/S **Leadership and Management Skills:**
Demonstrates ability to work effectively within integrated service delivery models,
Participates in school restructuring and reform efforts to impact systems change.
Involvement in site-based decisions, restructuring and reform efforts.
Including students with mild/moderate/severe disabilities through use of technology.

COURSE OBJECTIVES:

Student will:

1. demonstrate knowledge on current laws, policies, regulations, and funding sources for including technologies,
2. develop skills in the design of grant proposals including response to RFPs (Request for Proposal), basic planning, budgeting, writing grant proposals, and managing implementation of projects,
3. develop skills and practice in developing professional presentations using advanced software applications,
4. acquire a knowledge base and skills in facilitating transition across the K-12 continuum (preschool to elementary, elementary to middle school, middle to high school, high school) and also to post-school work, educational, and community experiences,
5. acquire knowledge and skills in the use of advanced technologies (hardware and software) with learners with diverse learning styles,
6. demonstrate knowledge of the application of augmentative and alternative communication (AAC) systems including nonsymbolic modes of communication (gestures, vocalizations, and eye gaze, body language and sign-symbol systems),
7. presentation of grants, projects, and research to classmates in professional format,
8. engage in problem solving and futures planning of including individuals with special learning needs and supported included instruction through the use of technologies.

Professional and Administrative Requirements

1. Attend all class sessions. Please call the instructor when you are unable to attend class or if you must be late. It is the policy of the CSUSM College of Education that any student who misses 20% or more of class time, field experiences, or class sessions may not receive a passing grade for the course.
2. Use "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.
3. Word-process all written documents. **Keep a copy of all of your work.** Proof of completion of all assignments is the responsibility of the student. Keep these records until you have received your grade. Also, you will want these copies for your records and for potential future use as professional portfolio entries.
4. Complete and hand in all assignments on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please inform the instructor(s). Any time that you have questions or concerns, please contact the instructor(s) immediately.
5. Participate in class discussions and group activities and demonstrate positive interpersonal skills with classmates and guests. Participation points are assigned on the basis of participation, collegiality, collaborative effort, and professionalism in interactions with fellow students and the instructors and guest lecturers.
6. **Responsibility for obtaining handouts is that of the student.** If you are to miss class, be sure to select a class "buddy" to ensure that you receive handouts and information when you must miss class. You may wish to have the following information for your Buddy: Telephone, e-mail address, Fax number. Obtaining missed handouts is the responsibility of the student, get a buddy!
7. If you lose your handouts, you must copy one from a classmate, the copy budget of the COE is extremely limited. Take only one handout, the exact number is run, with no extras.
8. ***No Late Work is Accepted:** I do not accept late work. This includes assignments required in hard copy, as well as those to be posted to the discussion board in WebCT, or submitted online in WebCT using the assignments tool.
9. ***I do not accept assignments sent my e-mail attachment.** Due to the large number of students in our classes I will not accept e-mail attachments of work that is due in hard copy in class. ***NOTE:** If you have extenuating circumstances in your life, contact the instructor about missed classes or late work due to extreme circumstances.
10. The UH 271 lab has been newly refreshed with Macintosh G5 computers with beautiful new flat screen monitors. **THERE MUST BE ABSOLUTELY NO FOOD OR DRINK (other than water in bottles) BROUGHT INTO THIS LAB!!!** You may have water bottles at the tables, but not near the computers. There will be participation point deductions for each breach of this policy. Thank you for your consideration.

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 written work and oral assignments must be original work. All ideas/materials 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 with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no 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.”

COURSE REQUIREMENTS:

Course Requirements	Points
Participation (ten face to face meetings @ 10 points each)	100
Mini Technology Grant Project (Group Work)	100
Developing an Specific Area of Emphasis (SAE) (Individual Work)	100
Reading Activity Assignments on the Text:	
(individual work: 4 @ 25 points each = 100 points)	100
Web Based Instruction (WBI) components of Course* (individual work)	200
*Bi-weekly DB Prompts (6 weeks @ 25 points = 150)	
Posting responses to the postings of others (20)	
End of Course Reflection (30)	30
	Total 630

*All Discussion Board Postings must be done by the date listed on the syllabus. Late postings will not receive credit.

Please note the College of Education Attendance policy stated on the first page of this syllabus.

The CSUSM College of Education, which has an attendance policy that mandates a minimum attendance of 80% of face-to-face class sessions, requires these guidelines. Please inform your instructors in advance of any extenuating attendance circumstances.

All University Writing Requirement

Every course at the university must have a writing requirement of at least 2500 words. The writing in this course is met via the Specific Area of Emphasis paper, the grant project, and the WebCT discussion board work.

Participation (10 points maximum/class X 10 Face-to-Face classes = 100 points maximum).

Regular, punctual attendance is critical and expected in the teaching profession. Because this class is participatory in nature, the experiences and discussions are difficult to recreate. To reinforce our commitment to developing interpersonal skills, students are expected to arrive on time; return from break on time; stay for all of the class; and fully participate and cooperate with classmates, instructors, and guests. A class participant who arrives late, departs early, or engages a "non-collaborative" behavior will receive less than the maximum points for that given class session.

Criteria for Grading Participation:

Participation points will be assigned on the following criteria:

- collaborative cooperation in all labs, classes, and group assignments;
- enthusiasm for the content and activities;
- respect for the professor, classmates, and guest speakers at all times;
- patience and flexibility with the technology;
- appropriate use of the lab, hardware and software;
- respect for the lab environment and equipment;
- absolutely no food or drink (other than bottled water at the tables) in the lab.

Mini Technology Grant Project: (100 points, group work)

Specific Area of Emphasis (SAE) (100 points, individual work)

Reading Activity Assignments: (4 @ 25 points each = 100 points)

There are four Reading Activity Assignments which address the reading in the Transition text. These activities will be posted to the documents section of the WebCT course. **Please be sure to hand them into the professor in hard copy on the due date.**

Web Based Components of Course: (200 points)

Check the Announcement block in the course Home Page each week for directions and announcements.

All communications by E-mail will be via the Course Mail tool in WebCT.

Check your Course Mail at least once per week, and always before coming to class.

There will be a series of Discussion Board (DB) prompts for your reflection and response.

WBI discussion board prompts (6 weeks X 25 = 150)

Response to the prompts of others: (20)

Course Reflection: (30) (accomplished via WebCT using the course Assignment Tool).

Criteria for Grading for WebCT work including Discussion Board (DB) Postings:

- Post your response to the Discussion Board (DB) Prompts at the beginning of the week in which they are required.
- All postings must be written in professional and respectful language.
- Use person first language.
- Check your spelling as much as possible. You may wish to compose off-line and paste your responses into the discussion board before posting.

- Read the postings of your colleagues (towards the middle of that week) and post required responses to the posting of others as indicated in the Professor's prompts.
- Be sure your responses are well thought out prior to posting your responses.
- Be sure to post your all responses by the due date on the syllabus.
- Respect the opinions of others, and respond collegially.
- **Never give your password to anyone else or allow anyone else to access this course using your password.**

GRADING STANDARDS: (see also descriptors after each assignment listed above in the course requirements)

A	93-100%	A-	90-92%
B+	87-89%	B	83-86%
B-	80-82%	C+	77-79%

GRADING RUBRICS:

Criteria for Grading Student Performance in this Course:

- A (Excellent): Performance at the highest level, showing sustained excellence in meeting all course objectives and requirements and exhibiting an unusual degree of intellectual initiative.
- B (Good): Performance at a high level, showing consistent and effective achievement in meeting course objectives and requirements.
- C (Satisfactory): Performance at an adequate level, meeting the basic objectives and requirements of the course.

NOTE: The minimum acceptable grade for a course in the sequence of professional education courses are C+ and a B average must be maintained.

Criteria for Grading Assignments:

Criteria for Grading Student Performance on the assignments:

- A (93%) Outstanding work on assignment, excellent syntheses of information and experiences, great insight and application, and excellent writing,
- B+ (83%) Completion of assignment in good form with good syntheses and application of information and experiences, writing is good,
- C+ (73%) Completion of assignment, adequate effort, and adequate synthesis of information and application of information and experiences, writing is adequate.

COURSE SCHEDULE
EDEX 561: Technology, Transition, and Inclusive Education
University Hall, 271; Tuesdays: 5:30 p.m. to 8:15 p.m.

Please note that there are two sections of this course.

Section 03: CRN# 22363 (this was section 01 # 21470, there is now no section 01))
Section 02: CRN# 22362

Spring Semester 2006
University Hall, 271; Tuesdays: 5:30 p.m. to 8:15 p.m.

Both sections will meet on Tuesday nights but on opposing Tuesdays. There will be face to face on campus- evenings, and there will also be class meetings for which you do not attend class on campus but complete the WebCT portions of the course.

The schedule of on campus classes (face to face or F-2-F) for each individual section will be handed out in class on January 17th, at 5:30 in UH 271.

Required Text:

Pierangelo, R., & Giuliani, G. A. (2004). *Transition services in special education: A practical approach*. Pearson: Allyn Bacon. New York, NY.

Please note that as a second section of this course has been added on 1/11/06, an order for additional books has been placed. Reading assignment due dates will be adjusted to accommodate those students who cannot buy a book the first week of class.

If you would like to purchase the text before coming to class, the title is listed below, and is available at the Cal State San Marcos Bookstore, or can be purchased online at <http://www.csusmbookstore.com>

Required Bound Reader:

Bound Reader is: Parsons, S. (2006) EDEX 651: Advanced Technology, Transition and Inclusive Education.

The reader may not be ready until 1/17. I will send out a course mail, and post a note on the course Home Page when it is ready. Check the Home Page and your Course Mail for messages at least weekly throughout this course.

Directions to Copy Serve:

Copy Serve, 754 South Rancho Santa Fe Blvd in the shopping center where Citi Bank is located. Enter the first driveway off San Marcos Blvd. just west of Rancho Santa Fe Rd. and the Citibank, turn right in this drive and make an immediate left. The store faces San Marcos Blvd. (760) 599-9923. Ramin is the owner.

STRONGLY RECOMMENDED:

American Psychological Association. (1995). *Publication manual of the American psychological association, fourth edition*. American Psychological Association, Washington, CD.

SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	I. The Nature of Culture
The sound systems of language (phonology)	A. Foundations	Definitions of culture
Word formation (morphology)	Organizational models: What works for whom?	Perceptions of culture
Syntax	C. Instructional strategies	Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures)
Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	Physical geography and its effects on culture
Language in context	Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	Cultural congruence
Written discourse	Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
Oral discourse	Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	. What teachers should learn about their students
Nonverbal communication	Working with paraprofessionals	. How teachers can learn about their students
Language Change		. How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	III. Cultural Contact
Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	. Concepts of cultural contact
Psychological factors affecting first- and second-language development	B. Methods	B. Stages of individual cultural contact
Socio-cultural factors affecting first- and second-language development	C. State mandates	C. The dynamics of prejudice
Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	Strategies for conflict resolution
Political factors affecting first- and second-language development	E. Technical concepts	IV. Cultural Diversity in U.S. and CA.
		A. Historical perspectives
		B. Demography
		C. Migration and immigration