

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

**EDEX 651:
Advanced Technology, Transition, and Inclusive Education Emphasis (3 credit units)
Section 01: CRN# 21890
Spring Semester 2005**

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

Professor: Dr. A. Sandy Parsons, Professor
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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 (two of these evenings are for student presentations), 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.

Web CT course site: <http://courses.csusm.edu> EDEX 651

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 500 and EDMX 632 or equivalent and consent of instructor.

Course Prerequisites: Successful completion of the Level I credential, EDUC 500 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.

Unique Course Requirements:

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:

University Print Card. You can purchase this card in ACD 202, the open lab.

Zip Disk or 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.**

You must send your power point presentation for your SAE to Dr. Parsons by April 22nd.

Parsons, S. Bound Reader for EDEX 651. This is 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.

Pierangelo, R., & Giuliani, G. A. (2004). ***Transition services in special education: A practical approach.*** Pearson: Allyn Bacon. New York, NY. (This text book will also be used for EDMX 634: Working with Individuals with Moderate-Severe Disabilities in the summer).

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

(Credential courses only)

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 workshop 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:
Buddy: Telephone, e-mail address, Fax number.
7. The points for all late work will be reduced. Unless arrangements have been made with the instructor, absolutely no work will be accepted one week past the due date on the syllabus.
8. The UH 271 lab has been newly refreshed with Macintosh G4 computers with beautiful new flat screen monitors. **THERE MUST BE ABSOLUTELY NO FOOD OR DRINK BROUGHT INTO THIS LAB!!!** There will be participation point deductions for each breach of this policy. Thank you for your consideration.

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)	100
*Bi-weekly DB Prompts (6 weeks @ 10 points = 60)	
Posting responses to the postings of others (20)	
End of Course Reflection (20)	
Total	500

*All Discussion Board Postings must be done by the date listed on the syllabus or points will be reduced. No postings more than one week late shall receive credit.

† Format to be handed out in class

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.

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

Regular, punctual attendance it 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 speakers;

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 in the lab.

Web Based Components of Course: 100 points*

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

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 10 = 60)

Response to the prompts of others: (4 opportunities X 5 = 20)

Reflection on the course (20 points) (accomplished using the course Assignment Tool).

* The due dates for all postings are listed on the class schedule. Late postings will received a reduction in points.

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.
- Read the postings of your colleagues (towards the middle to end 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.
- You may wish to compose off line and copy and paste your response into the DB.
- Use person first language, and check your spelling as much as possible.
- Respect the opinions of others, and respond collegially.

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.**

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.

All University Writing Requirement

Every course at Cal State San Marcos must have a writing requirement of at least 2500 words. This writing requirement is met in EDEX 651 via the Specific Area of Emphasis and the Mini Tech Grant Proposal.

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

NOTE: The full course schedule will be handed out on the first night of class January 18th, UH 271

Tuesday January 18th,	Live Face to Face meeting
Tuesday January 25th	Live Face to Face meeting
Tuesday February 1st	WebCT Web Based Instruction, No face to face meeting.

Please 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>

The bound reader is available at Copy Serve in San Marcos, see directions below.

REQUIRED:

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STRONGLY RECOMMENDED:

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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
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
I. Language Change		C. 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
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	A. Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	B. Methods	B. Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	C. The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	D. Strategies for conflict resolution
E. 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