CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION

EDMX 632: Spring Semester 2010
CRN#s 22496 & 22497

Technology and Communication for Special Populations
Tuesdays 5:30 – 8:15 UH 271

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OFFICE HOURS: By appointment; prior to class

Welcome to EDMX 632, Technology for Special Populations! This semester will be exciting and challenging, providing you with a wealth of knowledge about Assistive Technologies for students with disabilities. With successful completion of this course, you will not only be better able to support students with a wide-array technology, you will have added significantly to your overall knowledge, depth and teacher background. Please keep in mind, the one principle of technology: is it is going to malfunction at some point; often when you are in front of a group! Your patience, cooperation and emerging expertise are appreciated! ☺

Attendance of each class for the section you are enrolled is mandatory. Due to the weekly section rotation and WebCT online component, weeks are not sequential. Regretfully, there will be no make-ups for missed classes due to the format of the classes.

This course has a WebCT Component in WebCT6:   **https://webct.csusm.edu/**
Several of our classes will be held online, please check your course schedule *carefully*. The material and/or due dates are subject to change and any important changes will be posted as announcements to WebCT. **Please check WebCT two hours prior to class on evenings of instruction, if a class must be cancelled, every effort will be made to create a posting on WebCT informing you of the cancellation.**

Furlough Information and Impact: All faculty in the CSU (as well as staff and administrators) have been furloughed for the 2009-2010 Academic Year. For faculty this involves furlough days for Spring semester; this is a mandatory reduction in time, workload, and salary. Please read below for these dates. On furlough dates, I am prohibited from teaching, conducting scholarly research, consulting with students, responding to email or voicemail, providing assignment feedback, or participating in any CSU work-related activities. Furlough dates vary by professor; Spring Semester furlough dates are listed below and on the course schedule handed out in class.

Due to the devastating effects of current budget crisis in California, all CSU faculty have been furloughed nine days each semester of this academic year, representing a 9.23% reduction in both workload and compensation. A furlough is an unpaid day off on a faculty member's regularly-scheduled workday. In order to satisfy legal and ethical requirements of the California Labor Code, employees are required to submit formal certification that we will not work on furlough days.

The CSU faculty agreed to take furlough days in order to preserve classes for students; jobs for as many CSU employees as possible, and to serve as many students as possible during in the current

budget crisis. The agreement that governs faculty furloughs acknowledges that "cuts of this magnitude will naturally have consequences for the quality of education that we can provide."

Visit CSUSM Budget Central [http://www.csusm.edu/budgetcentral/] to learn about the state budget crisis and how it impacts your educational opportunities. To avoid the continued loss of higher education availability in California, exercise your right to voice an opinion! Contact information for state legislators and the governor are provided at Budget Central.

Mandatory Faculty Furlough Days:
The scheduled dates I will be furloughed (at the time of publication of this syllabus) are:
January 29; February 11 & 12; March 19 & 26; April 5 & 9 and May 7 & 9. These dates are subject to change, and any changes will be communicated via WebCT or in person.

COLLEGE OF EDUCATION MISSION STATEMENT
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:
EDMX 632 Technology and Communication for Special Populations (3). 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. Prerequisite: EDUC 422 or equivalent

COURSE ACTIVITIES:
Participants study and use technologies with learners with mild, moderate, and severe disabilities for education programs and agencies. Competencies developed are in ability to use computer-based technologies and system components and to configure special and adaptive devices. Information is presented on terms, trends, history, and current information bases, applications of technology and assistive and adaptive devices for work with pre-school, K-12 and Adult-Transition age students. This course is competency-based and requires laboratory work both in person and online.

COURSE PREREQUISITES:
Admission to the Preliminary Level I Mild/Moderate and/or Moderate/Severe Disabilities Education Specialist Program with or without Multiple Subjects/BCLAD. Successful completion of EDUC 422 or equivalent. Demonstration of a basic understanding and practical use of representative programs for instruction and teacher productivity including word processing, data bases, spread sheets, graphics, telecommunications, networking, and multi-media presentations is absolutely required.

REQUIRED TEXT AND MATERIALS:
There is no traditional, required text for this class this semester. There will however be required readings in class/on WebCT with annotations and required reading activities. Reading materials will be posted to WebCT and discussed in class.

<u>Supplies Required:</u>

University print card: You will be required to submit hard print copies of some lab assignments printed out in class. You may purchase this card in the Kellogg Library on the 2nd floor (street level) near the Student Technology Help Desk. Have this card by the second class meeting. 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. After purchasing this card bring it to every in-person class. (Note that you may also use this print card to print off lab sheets from WebCT in the classroom, the evening of class if you haven't already printed out the lab/assignment sheet.)

A USB/flash drive for storage of documents. Bring to every class.

Access to a PC computer for the purposes of loading software required to complete several (WebCT, online-based) assignments. While a very limited number of trial softwares may be available in a Mac platform, they almost always are (only) available in PC format.

Access to a scanner—<u>to be used in conjunction with the (PC) computer</u> for at least one web-based assignment.

Access to a microphone-headset for one of the software/web-based program assignments.

The PC computer, the scanner and the microphone-headset can be borrowed from a friend or relative, provided they allow you to temporarily load trial software on them—please do not feel like you need to purchase a PC computer for this course!

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 2002)*

REFLECTION ON STANDARDS - TASK STREAM REQUIREMENT:

CCTC Standards for the Special Education Specialist Credential
The course objectives, assignments, and assessments have been aligned with the CCTC (California Commission on Teacher Credentialing) standards for the Level 1 Special 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. You will be required to formally address the CCTC Standards for the Level 1 Mild/Moderate/Severe Special Education Specialist Credential in this course; this assignment will be addressed in class. You will be required to post artifacts and a reflection to address standards 25 M/M, and 25 M/S. Please see the table below for the artifacts to be posted to each standard. The format for the Reflective Essay, required for each standard, is attached to the syllabus. All TaskStream postings need to be completed in order to be cleared for your credential.

EDMX 632: Technology and Communications for Special Populations

CCTC Standard	*Related Artifact to be Attached in Task Stream
Standard 25 M/M Characteristics and Needs of Individuals With Mild To Moderate Disabilities	Standards Based Curriculum Project
Standard 25 M/S Communication and Social Networks	Vendor Research Project
*NOTE: Essays need to be posted to Task Stream to be cleared for your credential.	Be sure to "Request Feedback" from Melissa Pattullo so your postings can be approved.

ALL UNIVERSITY WRITING REQUIREMENT

Every course at the university is required to have a writing requirement of at least 2500 words. In EDMX 632, this requirement is met via Standards Based Curriculum Project and Paper, the Vendor Project, the Reading Activities, and the WebCT Discussion Board work. There will be a considerable volume of writing within this course as evidenced through your research, reading and reflections.

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.

ADMINISTRATIVE REQUIREMENTS OF STUDENTS:

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).*

Students arriving late, leaving class early or coming back late from breaks will lose lab/participation points. There is NO FOOD OR DRINKS PERMITTED IN THE COMPUTER LABS AT ANY TIME! Water bottles may be stored on the work tables located in the front of the classroom, not at computer stations.

ASSIGNMENT POLICY:

Each assignment is due at the beginning of class on the date indicated on WebCT/the course schedule.

- Assignments will only be accepted in hard-copy format as well as on WebCT. (Assignments are not accepted as email/course mail attachments or embedded within e-mail/course mails.) Please communicate any extenuating circumstances that may be present. **Regretfully, late work or late WebCT postings will not be accepted.**

- Students are required to keep a copy of all work in case any work becomes lost. All proof of work accomplished is the responsibility of the student, including Discussion Board Postings within WebCT. It is recommended that you compose any writing offline in Microsoft Word, and keep a running document of your work. You can copy and paste from Word into WebCT.

ACADEMIC HONESTY POLICY:
(Read the CSUSM Academic Honesty Policy below)

- Plagiarism of any type will result in a failing grade. All work in this course must be the original work of the credential candidate.

- Scanning of student work via Turn it In™ software may be used to verify student authorship and accurate citation of copyrighted materials or thoughts, ideas, and/or work of others.

- Assignments will be checked via Turn-It-In software for accuracy of citation and originality of work.

- The instructor may require that some assignments in the course be submitted via WebCT 6 using the built in Turn it In™ software feature.

- Students making unauthorized copies of copyrighted materials or microcomputer software will receive a failing grade.

Cal State San Marcos 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."

Plagiarism:
As an educator/teacher credential candidate, it is expected that each student will do his/her own work, and contribute thoughtfully, 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.

EDUCATION SPECIALIST CREDENTIALS:

CCTC Level 1 Standards and Levels of Competence:

The following table indicates the CCTC Level I standards and level of competence addressed by EDMX 632 and the level (i.e., knowledge, application) at which each standard is demonstrated.

Table of CCTC Level I Standards and Levels of Competence

M/M/S 10	M/M/ 12	M/M/S 15	M/M/S 17	M/M/S 22	M/M/S 23	M/M/S 24	M/M 25	M/S 25	M/S 26	M/S 27
K/A	K/A	K/A	K/A	K/A	K/A	A	K/A	K/A	K/A	K/A

Key to Table Standards and Areas of Certification:

10   Professional, legal and ethical practices
12   Educating diverse learners with disabilities
15   Managing learning environments
17   Assessment, curriculum, and instruction
22   Assessment and evaluation of students
23   Planning and implementing curriculum and instruction
24   Positive behavior support
25   M/M Characteristics and needs of individuals with mild to moderate disabilities
25   M/S Communication and Social Networks
26   Curriculum
27   Movement, mobility, sensory and specialized health care

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

COURSE OBJECTIVES:

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

1. Identify terms, concepts, events and trends in the use of technology in general and special education programs.

2. Demonstrate an understanding of national, state and local laws, policies and procedures relating to technology and learners with special learning needs.

3. Identify learner characteristics and needs for the purpose of technology evaluations.

4. Become familiar with and able to utilize telecommunications, electronic databases, reference systems and networks to access and provide information in general and special education.

5. Identify, select and use 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. Evaluate software for its potential usefulness including adaptations and modification to the educational environment and/or devices for improving education programs for learners.

7. Plan 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. Become familiar and utilize telecommunication and utility programs to access information bases in general and special education through Internet use.

9. Plan the use of technology that can be used to assist/enable persons with physical disabilities in accessing curriculum and their environments.

10. Explain how to evaluate the effectiveness of technology applications and devices for individual learners in special education programs.

11. Acquire competencies in configuring and using adaptive devices.

12. Acquire competencies in configuring and using specialized software such as:
Classroom Suite © (comprehensive learning program); Speak Q/Word Q© (word prediction and voice recognition software); Kurzweil/Wynn Wizard© (literacy software/screen reading); Boardmaker © (picture communication boards); SOLO™ by Don Johnston Inc. includes any or all of the four following programs: Write OutLoud™, Read OutLoud™, Co Writer™ and Draft Builder™ and more!

Topics Include but not limited to:
* Use of computer-based assistive technologies, and system components

* Configurations of system components to support peripherals

* Terms, concepts, history and trends in assistive technology

* Software selection and evaluation for individual learners with special needs

* Planning use of technology for exceptional learners

* Use of alternative input/output devices

* Computer assisted instruction

* Use of computer-based technology within appropriate subject areas and grade levels

* Enhancement of problem solving skills, critical thinking skills, and creative processes

* Integration of computer applications in instruction in general /special education classrooms.

* Use of the internet as a multifaceted education tool

* On-line research

* Education/special education sites

* Curriculum, lesson plans, and other education materials.

COURSE REQUIREMENTS for EDMX 632
<u>EDMX Spring 2010 Grading Chart</u>

Class 1—Lab/Participation /5

Class 2—Lab/Participation /5

Class 3—Lab/Participation /5

Class 4—Lab/Participation /5

Class 5—Lab/Participation /5

Class 6—Lab/Participation /5

Class 7—Lab/Participation /5

Class 8—Lab/Participation /5

Class 9—Lab/Participation /5

WBI Lab—News-2-You /4

WBI Lab—RJ Cooper /5

WBI Lab—Speak/Word Q /5

WBI Lab—Literacy Software /5

WBI Lab—Boardmaker /5

WBI Lab—Apple + Bookshare/Burkhart /5

Case Study/Vendor Project /10

SBC Project /10

TaskStream /5

Reading Reflection 1 /2

Reading Reflection 2 /2

Reading Reflection 3 /2
= 100 possible points

ASSIGNMENT DESCRIPTIONS - POINTS FOR MEETING COURSE OBJECTIVES:

Collaboration and Participation:
For each class, participation points will be assigned based upon the following criteria: collaborative cooperation in all labs, classes, and group assignments; genuine interest for the content and activities; respect for speakers guest speakers, classmates, the instructor; patience, flexibility and respect with the technology; appropriate use of the lab, hardware and software and other aspects included in the Policy and Professional Dispositions listed below. Please note the COE attendance policy requirements in this syllabus.

Lab work in class and required lab work sheets:
There will be lab activities which require in-class work and lab sheets for each class session. Be sure to get the lab sheet—either from WebCT or in cases when not available, from the instructor), complete the work and post to WebCT/return it to the instructor to obtain full points. As noted earlier in the syllabus, due to the asynchronous nature of the courses, it is very unlikely you will be able to make up a missed lab/class.

Standards Based Curriculum Project:
This is a project to be accomplished in pairs which requires team creation of a standards-based lesson using specialized access software and class presentation. The format is included and posted to WebCT and will be discussed in class.

Vendor Project/Case Study:
Each student will be required to generate an independent case study based upon a student they have worked with or are currently working with. As a part of the case study, you will contact various vendors to locate and determine appropriate supports to trial with the student. The case study can be found posted to WebCT and will be discussed further in class.

Reading Activities:
Reading activities will be based on course readings. Prompts will be found in the Assignments Tool area of WebCT. Submit and respond to the prompt(s) by the due date.

WebCT work/Web-Based Instruction:
This section includes some of your most important coursework, the online, distance labs for evenings we do not meet in person. These labs include detailed information and instructions posted to WebCT, which are to be followed and completed independently, outside of class without futher instructor input. The instructor will review the lab and requirements briefly in a live session one week or more before the due date, however it is the responsibility of the student to follow directions and complete the assignment. (Consider trading contact information with at least one other student in the event you miss a class, or need clarification.) All WebCT postings are due on the date indicated in the course schedule. The web sessions will be de-activated within one week after the due date, therefore no late postings will be accepted.

Reflection on Standards - Task Stream Postings:
You will be required to formally address the CCTC Standards for the Level 1 Special Education Specialist Credential in this course. In partial fulfillment of this requirement, you will post artifacts and a reflective essay on each required standard for the course (the guidelines for this essay can be found near the end of this syllabus). For EDMX 632 you must address standards 25 M/M and 25 M/S. **These postings are required prior to clearing of your credential. Be sure to request feedback from your instructor.**

Web Based Components and Communications for the Course:
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.

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

- Never give your password to anyone else or allow anyone else to access this course using your password.

- Post your response to the Discussion Board (DB) Prompts by the due date—strive to post sooner rather than later!

- All postings must be written professionally and respectfully—from an academic (not casual, conversational) standpoint. If you disagree, do so respectfully and provide clear reasons for your position.

- <u>Always</u> use person first language, see below.

- Read the postings of your colleagues (again, earlier in the week rather than later!) Post required responses as prompted.

PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS

1. Use "Person-first" language (e.g., Student with a Traumatic Brain Injury as opposed to "The Traumatic Brain-injured student") throughout all written and oral assignments and discussions. Always write professional and formally, respectfully.

2. **Keep a copy of all of your work**. Proof of completion of all assignments is the responsibility of the student. Keep these records at least until you have received your grade for the semester. Also, you will want these copies for your records and for potential future use as professional portfolio entries.

3. 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. Any time that you have questions or concerns, please contact the instructor.

4. 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.

5. Responsibility for obtaining handouts is that of the student—however this semester, you will find most worksheets and hand-outs posted to WebCT—it is your responsibility to print these documents. If you miss a class, be sure to select a class colleague to ensure that you receive information. It is recommended you exchange contact information with at least one other student from your section, as the courses are not aligned.

Policies for the Technology Lab:
- Demonstrate respect for others at all times.

- Store all equipment and clean up lab before leaving class.

- Please honor the policy of no food/drink in the lab. Water bottles may be kept at the front tables (not back by the computers) only.

- Assure that everyone in the group participates in the lab work. A collaborative professional considers their colleagues at all times. Much of the adaptive and assistive devices must be shared. Be sure to have each member of the group have hands-on time with the devices and software in order to receive full credit for the lab work.

- Arrive on time to class, return from breaks on time, and stay for the full class period in order to obtain full lab participation/credit.

GRADING STANDARDS:
Points will be totaled for all assignments and percentages will be calculated. Grades are then computed according to the following scale:

GRADING SCALE: (represents percentages of total points)

93 = A	90 = A -	87 = B+
83 = B	80 = B -	77 = C+

Points below 77 = F (grade of C+ or better required to count course on the credential program)

Grading Rubrics: Criteria for Grading Assignments:
A (93%) Outstanding work on assignment, excellent syntheses of information and experiences, great insight and application, 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, adequate synthesis of information and application of information and experiences, writing is adequate.

Criteria for Grading the Course:
A (93%) Outstanding work on all assignments, excellent syntheses of information and experiences.

B (83%) Completion of all assignments in good form with adequate syntheses of information and experiences.

C (73%) Completion of all assignments, minimum effort, minimal synthesis of information and experiences.

GUIDELINES FOR TASKSTREAM FOR LEVEL I STANDARDS:
The purpose of the Level I portfolio is to assess how you meet each of the Level I standards. Although all of the artifacts you place in your portfolio have been assessed/graded by your professors, the connection between the artifacts and your understanding of how your course and

field experiences evidence your competence is note demonstrated until you make those connections in your Level I portfolio in TaskStream. Your task is to write a strong, reflective essay for each Level I standard about how the artifacts you post provide evidence that you have met each Level I standard.

Level I standards are threaded throughout your Level I Education Specialist credential program and are addressed multiple times within and across courses. Even though a number of standards are addressed in each course, you are specifically responsible for writing a reflective statement for a given subset of standards in given courses. The standards are identified in each course's syllabus and are expected to be reflected upon in TaskStream by the end of each course.

Please be succinct in your writing. More is NOT necessarily better. State your ideas clearly and ground them in the evidence represented by your artifact(s). When you submit each Level I response, you will request and receive feedback from the course instructor. The instructor will ask for revision or state that your work is complete. You will not be finished with or receive credit for a TaskStream submission if you are asked to revise it and you do not do so by the last class meeting. Please continue to check your TaskStream portfolio until the instructor states that you are done with the response to each assigned Level I standard.

Each narrative must include at least the following components.

To assist you writing your reflective essays for each standard, the faculty has agreed upon a paragraph structure to help guide you with your responses. You must attach a minimum of one artifact for each standard. This artifact may be designated by the course or it may be your choice. Consult the course syllabus to determine this. You also are encouraged to attach and write about more than one evidence.

Required 1st paragraph: Introduce the reader to the focus of your response as it relates to the Level I standard. DO NOT restate the standard; instead, reflect upon and summarize the significance of your overall learning and competence regarding the standard. Stated in another way, this paragraph should address the "so what" of your learning.

Required 2nd paragraph: Explain how one attached artifact evidences your learning related to the Level I standard. The key here is "evidence." How does this artifact prove that you have learned something specific related to this Level I standard?

Optional additional paragraph(s): If you attach additional artifacts, write a similar paragraph to that described for the 2nd paragraph. We encourage you to provide multiple evidences for each standard.

Final paragraph: Describe what from your field experiences (e.g., student teaching, internship, observations) has enabled you to demonstrate competence with regard to this Level I standard. You may include an artifact from your field experience. If you do so, please explain how it evidences your competence with regard to the standard. Finally, identify what you still need to learn related to this standard. In other words, set a professional learning goal for your future practice with regard to the standard.

Level I Standards Matrix by Course – With required artifacts

Standards	EDMX 622	EDMX 627	EDMX 631	EDMX 632	EDMX 633	EDMX 634	EDMX 572/ 671/672
Standard 10 Professional, Legal and Ethical Practices			Legal Brief				X
Standard 11 Educational Policy and Perspectives			Summer Institute				X
Standard 12 Educating Diverse Learners with Disabilities	Best Practices Report						X
Standard 15 Managing Learning Environments					Discipline Pyramid		X
Standard 16 Effective Communication and Collaborative Partnerships			Base Team Meeting				X
Standard 17 Assessment, Curriculum and Instruction		Case Study					X
Standard 22 Assessment and Evaluation of Students		Case Study			MAPs		X
Standard 23 Planning and Implementing Curriculum and Instruction	Best Practices Report						X
Standard 24 Positive Behavior Support					PBS Plan		X
Standard 25 M/M Characteristics and Needs of Individuals with Mild to Moderate Disabilities (Add-ons do Disability Matrix in either EDMS 512 or EDUC 501)	Facts About Learning Challenges Report and Presentn.			Standard Based Curric. Project			X
Standard 25 M/S Communication and Social Networks				Vendor Research Project		Self-Determin ation Postings (WebCT)	
Standard 26 M/S Curriculum						Resource Area Project	
Standard 27 M/S Movement, Mobility, Sensory and Specialized Health Care						School Nurse & Medically Fragile reflection	
Standard 13 Special Education Field Experiences with Diverse Populations						Practicum Logs & Field Reflection	X