COURSE: EDEX 651 Section 01: CRN# 41285
Fall Semester 2004
Advanced Technology, Transition, and Inclusive Education:
Developing An Area Of Specific Emphasis (3 credit units)

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

Instructor: **Dr. A. Sandy Parsons, Professor**
Office: **University Hall, 408**
Office Hours: **Tuesdays   4:-00 - 5:00 p.m., or by appointment**
Phone: **760-750-4284   FAX: 760-750-3352**
e-mail: sparsons@mailhost1.csusm.edu

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.

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 ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

CATALOG 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 DESCRIPTION:
Students build upon their basic skills of education technology and adaptive and assistive technologies to expand the scope and depth of study into an area of specific emphasis. Course content includes advanced applications in augmentative communication, switch access, assisted keyboard access, grant and project development. 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

Prerequisites: Successful completion of the Level I credential, EDUC 500 and EDMX 632 or their equivalent, or consent of the instructor. Demonstration of basic understanding and practical use of representative programs for instruction and teacher productivity including word processing, databases, spreadsheets, graphics, telecommunications, networking, and multi media presentations absolutely required.

Required Materials:

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

Zip Disk for bringing documents into class for power point presentation and document sharing.

Course Books Required:

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).

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

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, 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.

PERFORMANCE GOALS

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, 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.

Grading Scale (in percentages):

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:

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, adequate synthesis of information and application of information and experiences, writing is adequate.

SCHOLASTIC 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)	**100**
(Individual Work)	
Reading Activity Assignments on the Text	
(individual work: 4 @ 25 points each = 100 points)	**100**
Web Based Components of Course* (individual work)	**100**
*Bi-weekly DB Prompts (6 weeks @ 10 points = 60)	
Posting responses to the postings of others (4 x 5 = 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.

† 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, e.g. absolutely not 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.

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)

DB posted Reflection on the course (20 points)

* 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**.

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 8/31, UH 271

Tuesday August 31st   Live Face to Face meeting

Tuesday September 07th   WBI work not Face to Face Meeting

Tuesday September 14th Live Face to Face Meeting

Please try 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

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

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STRONGLY RECOMMENDED:
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