CALIFORNIA STATE UNIVERSITY, SAN MARCOS
SCHOOL OF EDUCATION
EDMX 632: Fall Semester 2011
Technology and Communication for Special Populations

Fall Semester 2011 Section 01 (41129) and 02 (41923)
Tuesdays 5:30 – 8:15 UH 271

This course has a Moodle Online Learning Component:
 https://webct.csusm.edu/

INSTRUCTOR:

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Office: UH 408
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Office Hours 4: 00 – 5:00 prior to class or by appointment
Section 01 (41129) and 02 (41923)

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.

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 SOE Governance Community, October, 1997).*

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 children. This course is competency-based and requires laboratory work in addition to lecture and practice during scheduled class time.

COURSE PREREQUISITES:

Admission to the Preliminary Level I Mild/Moderate & 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 MATERIALS

No single text is required for this class. There are required in class and Moodle readings with required reading reflections. Reading materials are posted on Moodle and discussed in class.

University print card. You are required to submit hard print copies of *some* lab assignments printed out in class. Purchase this print card in the Kellogg Library on the 2nd floor (street level) near the Student Technology Help Desk 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 face-to-face class.

USB/flash drive for storage of documents. Bring to every class.
Access to a PC or Mac computer for the purposes of loading software required to complete online-assignments.

REQUIRED TEXT AND MATERIALS:

Required: APA Manual

American Psychological Association: (2009*).Publication manual of the American psychological association, sixth edition.* American Psychological Association, Washington, CD.

Parsons Fall Semester 2009: EDMX 632 Bound Reader, when ready will be available at Copy Serve in San Marcos
NOTE: I will send out a course mail via Moodle when it is ready. The reader is required.
The Bound Reader, when ready, will be available at Copy Serve in San Marcos. (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 the Citibank, turn right in this drive and make an immediate left. The store faces San Marcos Blvd.

Text

While there will be no official text book, there will be required readings in class with annotations and required reading activities. Reading materials will be discussed in class.

Materials and Supplies Required:

USB/flash drive for storage of documents

One 2" – three ring binder (**the spine must be 2" wide**) (For the Mouse House in the low tech lab class.)

We suggest you get together in teams to gather or purchase these materials to share for the make it take is low tech lab on the date indicated on the Course Schedule.
        Hot Glue sticks small or large
        Velcro dots or small squares for making finger isolation mittens
        Hot glue gun small or large (bring to share, not required to purchase)
        Four small household soft sponges (do not let them dry out!)
        Scissors

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)

ALL UNIVERSITY WRITING REQUIREMENT

Every course at the university must 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 Moodle WBI (Web Based Instruction) assignments.

GRADUATE WRITING REQUQIREMENT

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's students, to be completed before Advancement to Candidacy can be approved. A student may satisfy the graduate writing requirement in one of two ways: an acceptable standardized test score, or a paper that receives a passing score as described in the GWAR rubric. Toward the goal of providing opportunity for graduate students in the College of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the rules of style (for writing and format style) detailed in the Publication Manual of the American Psychological Association, 6th Ed. (2009). This is a required textbook for all CSUSM COE graduate courses.

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:
School of Education Attendance Policy
Due to the dynamic and interactive nature of courses in the School 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 SOE Governance Community, December, 1997).*

Students arriving late, leaving class early or coming back late from breaks will lose participation points. For weekend classes, the "lunch break" is only 30 minutes, bring your snacks and lunch with you to have outside of the tech lab. Always speak to the instructor if you need to leave class early.

Remember: No food or drinks in the computer labs at any time! Participation points will be deducted for food and drink in the lab at any time. You may have water bottles, but only at the work tables, not at the computer stations.

ASSIGNMENT POLICY:

Each assignment is due at the beginning of class on the date indicated on the syllabus.

- I typically do not accept assignments as e-mail/course mail attachments or embedded within e-mail/course mails. Seek prior permission in extenuating circumstances.

- I typically do not accept late work or late Moodle postings.

- 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 postings within Moodle. It is recommended that you compose in Word, and keep a running document of your work. You can copy and paste from Word into Moodle.

- It is strongly advised that students keep up with the assignments from session to session as I do not accept late work.

Note: Typically, no late work will be accepted, but if accepted due to extenuating circumstance, and at the instructor's discretion, point deductions will be applied.

   If you have extraordinary circumstances in your life which will impact upon your attendance or assignments, please let us know. If you have any questions or concerns, please contact the instructor.

ACADEIC HONESTY POLICY:
(Be sure to 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.

- Assignment 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, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog.

PRELIMINARY EDUCATION SPECIALIST TEACHING CREDENTIAL STANDARDS
CCTC Education Specialist Standards and Levels of Competence:
The following table indicates the CCTC Preliminary Education Specialist standards addressed by
EDMX 632 and the level (i.e., knowledge, application) at which each standard is demonstrated.

Table of CCTC Education Specialist Standards and Levels of Competence

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

Key to Table Standards and Areas of Certification:
M/M/S 2   Professional, legal and ethical practices
M/M/S 3   Educating diverse learners with disabilities
M/M/S 6   Using Educational and Assistive Technology
M/M 1   Characteristics of students with mild/moderate disabilities
M/S 1   Characteristics of students with mild/moderate disabilities
M/S 2   Communication Skills
M/S 3   Developing social interaction skills and facilitating social context
M/S 4   Assessment, program planning and instruction
M/S 5   Movement, mobility, sensory and specialized health care
M/S 8   Augmentative and alternative communication

M/M/S = Program Standards Preliminary Mild/Moderate and Moderate/Severe
          Preliminary Education Specialist credentials
M/M   = Mild/Moderate Disabilities Standards
M/S   = Moderate/Severe Disabilities Standards
K   = Competence at **knowledge** level
A   = Competence at **application** level

EDMX 632 STUDENT LEARNING OUTCOMES

Upon completion of this course, credential candidates are 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. Use 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. Use telecommunication and utility programs to access information base in general and special education through Internet use.
9. Plan for 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. Configure and use adaptive devices.
12. Configure and use 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™ .

Note: the one principle of adaptive tech: is it is going to malfunction; it will do so when you are in front of a group!

Topics:
* 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-based applications into instruction in regular and 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.
* Use of IntelliTools™ Software and IntelliKeys™ keyboards for education

EDMX 632 ACADEMIC REQUIREMENTS

Collaboration/Participation 14 sessions at 10 points each session Keep finals week as a place holder, Thanksgiving week off	140	Be sure to sign in for each class session. Participation points are also awarded on your Moodle work for on time postings.
Lab Assignments (8) (10 points each)	80	Be sure to submit your lab sheet for lab points (in class and on-line)
UCP SDATC lab visit Mission Gorge area of San Diego	20	Your sections will visit this wonderful lab, directions and schedule TBA
Standards Based Curriculum (SBC) Project and Paper (Pairs)	50	Be sure to post your SBC paper to Moodle and turn it in hard copy on the date on the schedule
Presentation of the SBC Project by entire class	10	Class presentation in pairs of your SBC Standards Based Curriculum project.
Vendor Project (Individual)	100	Be sure to post your Vendor Summary Paper to the Discussion Board Turn in all components in hard copy on the date on the schedule
WBI assignments (6 @ 20 points per session) plus 10 points participation for each session included in participation points above	100	Includes on-line assignments and Reflections on Readings Log into Cougar Courses and complete the prompts. Be sure to post by time and date on course schedule. Submit to Turn-it-In via Moodle
TOTAL POINTS	**500**	

NOTE: All assignments are due on the date stated on the course schedule. No late work will be accepted. If you encounter extenuating circumstance, please contact the professor. Late work due to extenuating circumstance will be accepted only at the discretion of the instructor and will receive late point deductions. Participation points are also awarded on your Moodle work for on time postings.

ASSIGNMENT DESCRIPTIONS - POINTS FOR MEETING COURSE OBJECTIVES:

Collaboration and Participation: (14 class sessions @ 10 points each = 140 points)
For each class, participation points will be assigned based upon the following criteria: collaborative cooperation in all labs, classes, and group assignments; enthusiasm for the content and activities; respect for the speakers; patience, flexibility and respect with the technology; and appropriate use of the lab, hardware and software and other aspects included in the Policy and Professional Dispositions listed below. Please note the very strict SoE attendance policy requirements on page four of this syllabus and that of this instructor for weekend courses.

Lab work in class and in Moodle and required lab work sheets: (8 @ 10 points each) = 80 points)
There will be lab activities which require in-class work and lab sheets for most class sessions. Be sure to get the lab sheet from your bound reader (or from the instructor), do the work, fill it out, and return it to the instructor to get the full points. Missed labs may be made up only with the consent of the instructor, but not for full points as the student has missed the professor's instruction and supervised in-class group work with peers.

Standards Based Curriculum Project (60 points, including the Paper (50) with Presentation (10) 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 posted in Cougar Courses in Moodle.

Vendor Project (Individual, 100 points). Each student will be required to contact vendors and research assistive technologies for a specific student. Students will submit a summary paper based upon this review. Six individual vendor reviews are required in addition to the summary paper (formats included in bound reader). The format is posted in Cougar Courses in Moodle.

Web Based Instruction (WBI) Assignments: WBI assignments (6 @ 20 points per session) plus 10 points participation for each session for on-time posting. See your course schedule for the sessions that are on-line and the due dates. The work includes on-line assignments and reflections on readings. Log into Cougar Courses and complete the prompts. Be sure to post by time and date on course schedule. Submit to Turn-it-In via Moodle

Lab Visit to UCP SDATC: (20 points with lab sheet)
The UCP San Diego Assistive Technology Center, is located in the Mission Gorge area of San Diego; this is a wonderful lab visit!
A map and directions will be provided in class. This is a class group activity; the scheduled visit time for your particular section will be on your course schedule.

Web Based Components and Communications for the Course:
All communications by E-mail will be via the Course Mail tool in Cougar Courses/Moodle.

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

Criteria for Grading for WBI:

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

- Post your response to the prompts by the due date.

- All postings must be written in professional and respectful language; respect the opinions of others, and respond collegially.

- Always use person first language.

- Compose your work off-line in Word and paste your responses into the dialogue box. Keep a document of all your postings as proof of work. Do not attach the Word document to your response. You MUST paste your work into the appropriate area/dialogue box in Moodle

- Most work will be posted using Turn-it-In within Cougar Coures.

- 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 work.

- Be sure to post your responses by the due date and time on the course schedule.

PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS

1. Use "Person-first" language (e.g., "Student with Down Syndrome" rather than "Down Syndrome student;" "Johnny who happens to have Down Syndrome" rather than "My Down Syndrome student") must be used throughout all written and oral assignments and discussions. Always write in a professional and formal voice.

2. 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. Be sure to keep a record of Cougar Courses postings also.

3. Complete and hand in/submit on-line 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.

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 in interactions with fellow students and the instructors and guest lecturers.

5. **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: Telephone, e-mail address, Fax number. Be sure to have your Buddy pick up the handouts for you.

Policies and Professional Dispositions for technology lab:
- Store all equipment and clean up lab before leaving class.

- Assure that everyone in the group participates in the lab work. A collaborative professional considers his/her 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 with the devices and software in order to complete full credit for the lab work.

<div align="center">**GRADING STANDARDS:**</div>

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, 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.

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

Please see the last page of this syllabus for "Use of Technology" guidelines.

Use of Technology:

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio and as proof of work accomplished. Many assignments will be submitted online, and some will be submitted in hard copy. Details will be given in class.

Electronic Communication Protocol:
Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to e-mails in a timely manner. I do not typically respond to e-mails on weekends.

Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang often communicates more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Tech Etiquette:
Please do not: use lap tops for personal e-mail etc., cell phones, or text messaging during class. Laptops may be used during in class group work as long as it pertains to the project. Please refrain from this type of tech use. This is a professional disposition for this course and your preparation program. Participation points will be deducted for such inappropriate use.

E-mail: All e-mail for this course will be done via Moodle portion of the course http://cc.csusm.edu/