Engaging diverse communities through leading and learning for social justice.

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CALIFORNIA STATE UNIVERSITY SAN MARCOS
School of Education
College of Education, Health and Human Services

Course Number	**EDMX 632**
Course Title	**Technology and Communication for Special Populations**
CRN	**Section 1: 41008 and Section 2: 41009**
Days	**Saturdays and Online**
Time	**8:30 am – 2:30 pm**
Course Location	**Section 1: UH 444 and Section 2: UH 271**
Semester / Year	**Fall 2015**
Instructor	Melissa Pattullo
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E-Mail	mpattull@csusm.edu
Office	**n/a**
Hours	By appointment

School of Education Mission & Vision Statement
(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:
- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

Basic Tenets of our Conceptual Framework
- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

WELCOME! Welcome to EDMX 632: Technology and Communication for Special Populations. This semester, we will embark on sixteen weeks of learning how to support students with diverse and unique needs who require may require access to specialized technology. A wide variety of high, medium and lower-level technology will be introduced, worked with hands-on and researched, both live in-class and via distance model. Guest speakers will educate about technology, communication and special education from a variety of perspectives—you may meet and collaborate with parents, students, related-services professionals, administrators and other educators. Whether your knowledge-base about assistive technology is emerging or advanced, you will learn and educate others about a wide variety of instructional strategies, tools, accommodations and information designed to make course participants strong, competent Education Specialists with knowledge for supporting students with a variety of technologies.

TABLE OF CONTENTS

COURSE DESCRIPTION

Terms, trends, history, and current information based on applications of technology and assistive and adaptive devices for working with children. Use of technologies for learners with mild, moderate, and severe disabilities from a K-12-based perspective. Gain understanding of the purpose of conducting assessment for Assistive Technology. Identification of interventions for effective student communication (augmentative communication strategies and devices). Gain knowledge of system components and configuration of special and adaptive devices. Competency-based specialized technology information, requiring both in-class and distance laboratory work.

Prerequisite: EDUC 422 or equivalent is required.

REQUIRED MATERIALS

There is no required text for this course, however required readings and other important course assignments and documents will be posted to the course site: **www.melissapattullo.com**

Further you will view various webinar(s) and videos, some of which may have a fee associated for viewing. You may (unless otherwise indicated) view these videos in groups, as a cost-saving measure.

University Email Account

All students enrolled at CSUSM are automatically provided a university email address. Always check your university email at least two hours prior to each class meeting as well as the course site (in case any information needs to be shared with you urgently, prior to the start of class) and at least two other times during every week. Important information will be communicated to you (often via email 'blast' this way, hence the need to check your university email at regular intervals).

University Print Card

You may be required to submit hard print copies of some lab assignments to be printed out in class. Purchase this print card in the Kellogg Library on the 2nd floor (street level) near the Student Technology Help Desk and have available for use 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.

Method(s) for Storing/Transferring Information

Including but not limited to: email attachments, GoogleDocs, GoogleDrive, app-based storage/transfer, USB/flash drive for storage and transfer of documents.

GENERAL COURSE INFORMATION

Course Format

Per the CSUSM Online Instruction Policy, EDMX 632 is a blend of traditional (FT) instruction, with much online work, qualifying the course also to be considered hybrid (HY) in nature.

Necessary Technical Competency Required of Students

Candidates are required to have the technical expertise to use online browsers (e.g., Firefox) to access information, and download course content, submit assignments, and use various forms of technology (e.g., word processing, CSUSM electronic mail, presentation tools such as PowerPoint) to produce course assignments and instruct others for assignments requiring in-class instruction by candidates. Course participants may need to work on Mac, PC, tablet and Chromebook platforms, and should be able to reasonably navigate these systems.

Contact Information for Technical Support Assistance

For technical support assistance, please contact the CSUSM Help Desk. See information on the various ways in which students may get technical support at http://www.csusm.edu/sth/support/index.html

Because much of our work is 'virtual' or conducted offsite, you will be required to submit screenshots of webinars, videos etc. that you view, as a means of verifying you viewed the video and fully participated in the assignment. www.take-a-screenshot.org is a resource for how to take screenshots on various devices. Follow assignment directions (screenshots in and of themselves are not sufficient—they need to be accompanied with a description of what action was occurring in the picture you captured as well as what you learned, how that information is relevant and beneficial to you, etc.)

Credit Hour Policy Statement

Per the University Credit Hour Policy:
- Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning.
- The combination of face-to-face time, out-of-class online and field (i.e., webinars, project based-learning: Inspiring the Common Core Project; Case Student/Vendor Project) time associated with the course totals to at least the minimum 45 hours per unit of credit.

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 for both Preliminary Mild/Moderate and Moderate/Severe Disability 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

Teacher Performance Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2015-16 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

Check with your program coordinator to determine which assessment is used for your credential program.

CalTPA
To assist with your successful completion of the CalTPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on the SOE website: http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html

edTPA
Beginning in fall 2015, for newly entering initial candidates, the CSUSM assessment system is the edTPA. To assist with your successful completion of the edTPA, a capstone class is part of your curriculum. In this class edTPA related questions and logistical concerns are addressed. Additional support materials are available on the edTPA website: http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program recognizes that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but also positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning - and developed an assessment rubric. For each disposition, there are four levels of performance - *unacceptable*, *approaches target, meets target*, and *meets advanced target*. The rubric for the levels of performance offers measurable behaviors and examples for each disposition. The assessment of dispositions includes a self-assessment by the candidate and is designed to provide candidates with ongoing feedback for their growth in professional disposition. Candidates are expected to meet the level of *meets target* during the program. Please find the Education Specialist Profession Dispositions at http://www.csusm.edu/education/ClinicalPractice/HandbookSPED.html

COURSE LEARNING OUTCOMES (CLOs)

Upon completion of this course, candidates are able to demonstrate their skills and knowledge in:

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, standards 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, apps for 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. Plan for the use of technology that can be used to assist/enable persons with physical disabilities in accessing curriculum and their environments.
9. Explain how to evaluate the effectiveness of technology applications and devices for individual learners in special education programs.
10. Introductory configuration and use adaptive devices.
11. Use of specialized software and applications such as: graphic organizing, mind mapping; comprehensive/adapted/modified learning program for students with developmental or cognitive disabilities; word prediction and voice recognition software; adapted picture communication material.

COURSE SCHEDULE:

Week	Date	Topics	Labs/Materials/Due:
1, Week Of 8/31		**-Intro to Assistive Technology (Online, Iris Module Lab)** **-Bookshare (Online, Iris Module Lab)** Familiarize yourself w/: www.take-a-screenshot.org (you will evidence ALL virtual/distance/online work this way – see your syllabus)	**Check Course Site—2 hours prior to every live class—to ensure We're meeting as planned….ALWAYS, all semester** And at least 2x weekly for updates **Course Website for all relevant, important info: www.melissapattullo.com** Urgent information, etc. will be distributed to you this way…) ALL ELECTRONIC assignment SUBMISSIONS TO: 632ATassignments@gmail.com *(NOT INSTRUCTOR'S CSUSM EMAIL ADDRESS*!) ONLY SUBMIT ASSIGNMENTS ELECTRONICALLY WHEN INSTRUCTED TO—please submit all assignments in the format indicated (hard copy; electronic & *where* indicated…)
2, Week of 9/7	**Day of Saturday, 9/12/15 8:30-2 FIRST LIVE CLASS**	-Live meeting Course Overview; expectations, etc. -Introductions -Intro to AT (live, instructor's presentation) Lab -Video Modeling -Select Webinar **(before leaving)** and group for assignment due 10/3—indicate the webinar you're signing up for on sheet… ***(Bring yourself lunch/snacks)***	-Intro to Assistive Technology Lab Due **AND** -Bookshare Lab Due, hard copies in class -Submit **your Course Survey** and folder (always!) before leaving -Obtain Print Card for next lab class Exchange contact info w/at least 3 other students & provide instructor your buddy names (write names on the inside of your folder)….
3, Week Of 9/14		Work on Reading Reflection 1….	

Week	Date	Topics	Labs/Materials/Due:
4, Week Of 9/21		View **Closing the Gap Webinar or ATiA** online lab of your choice, write summary/reflection on webinar, prepare to present next week w/your group….	-Reading Reflection #1 Due Electronically to Gmail account as a Word document attachment no later than 11:59 p.m., 9/26 (independent/individual work, submissions ONLY
5, Week Of 9/28	**Day of Saturday, 10/3/15 8:30-2 SECOND LIVE CLASS**	-Inspiration/KidSpiration Lab: software & apps; Class time to Begin *Inspiring the Common Core/Midterm Project* Guest Speaker Panel: TBA ***(Bring yourself lunch/snacks)***	-Closing the Gap or ATiA Webinar Reflection Due (<u>Hard Copy, in your folder</u> in class—you may work on in a group of up to 4 as long as ALL group members FULLY participate in ALL portions of viewing webinar, and all group members contribute to writing reflection.) -Closing the Gap/ATiA Webinar Group Presentations (brief: 5 minutes/slides/group…again, all group members participation)
6, Week of 10/5		-Augmentative and Alternative Communication Online Lab (AAC)	-Electronically submit 2 page Guest Speaker reflection (individual, you must have been present for this lab!) as a Word document attachment for 2 extra credit points to gmail acct, if desired due no later than 11:59 p.m., 10/10/15
7 Week of 10/12		-Reading Reflection #2 (Work on Inspiring Common Core Projects)	Submit AAC Module ELECTRONICALLY as a Word document attachment no later than 11:59 p.m., 10/17/15 <u>AND</u> Cc all group members (if assignment not done individually) for instructor return correspondence/grading purposes

Week	Date	Topics	Labs/Materials/Due:
8 Week of 10/19		Autism Modules Online Lab Assignment: *CAI (Computer Aided Instruction) *PECS (Picture Exchange Communication System) *SGD (Speech Generating Devices) And a 4th module of your choosing you feel is relevant to your practices: (Prompting; Social Skills Group; etc.)	(Modules found at): http://www.autisminternetmodules.org/dash.php?cat=dash_tab_mn Create Log in, then view & report (include Screen Shots!) http://autismpdc.fpg.unc.edu/content/autism-internet-modules-aim
9, Week of 10/26		Read & Write Gold (Mild/Moderate) **OR** Boardmaker (Moderate/Severe, SH)	*-Autism Modules Due Electronically, as a Word document attachment to gmail account (may be worked on in up to a group of 4 as long as all participants complete ALL aspects of modules AND reflection…Cc all participants names when submitting.)* *Due no later than 11:59 p.m., 10/31 (both assignments- send separately)* *-Reading Reflection #2* *(Due Electronically, as a Word document attachment individual/independent work only)*

Week	Date	Topics	Labs/Materials/Due:
10, Week of 11/2	**Day of Saturday, 11/7 8:30-2 THIRD LIVE CLASS**	Inspiring the Common Core Project Presentations & AT for students with Moderate to Severe Handicaps and AAC Instructor's Presentation In class review of Final Project directions ****(Bring lunch/snacks)***	-Inspiring the Common Core Projects Due (Hard Copy, in class) *-Inspiring the Common Core Project Presentations*
11 Week of 11/9		(Working on Final Projects….)	*-Read and Write Gold (Mild/Moderate) Due Electronically, Word document attachment, 11:59 p.m., 11/14* OR Boardmaker Due (Mod-SH)—same due date & directive as above Either module may be worked on in a group of 4, must submit electronically, Cc group member names if collaborative effort
12 Week of 11/16		Reading Reflection #3 (Extra Credit Assignment)	*Highly encouraged – contact your instructor via university email for Final project collaboration, support & assistance—particularly to ensure you're using acceptable product recommendations!
13 Week of 11/23	Thanks-giving Week……	(Working on Final Projects, RR #3;)	*Optional, but highly recommended: Submit Final Project AT product names to your instructor via university email (not gmail) to ensure they actually are AT, not something being covered in class so you don't lose (substantial!) project points….*
14 Week of 11/30	**Day of Saturday, 12/5 8:30-2 FOURTH LIVE CLASS**	Final Project Presentations	*Final Projects Due (hard copy, in class)* *Final Project Presentations due (must submit electronic presentation—Power Point, etc. to instructor prior to the start of class, TBD)*

Week	Date	Topics	Labs/Materials/Due:
15-16 Week of 12/7	**Day of Saturday, 12/12 8:30-2 FIFTH LIVE CLASS**	Laws & Assessment – Instructor's Presentation iPad & apps, Instructor's Presentation	*Reading Reflection 3 Due for Extra Credit, Hard copy in class*
16 Week of 12/14		Final Grades Posted….	

CLASS AND ASSIGNMENT GRADE TRACKING FORM

Maximum Points

In-Class Lab Collaboration and Participation

Class 1—Lab/Participation	/8
Class 2—Lab/Participation	/8
Class 3—Lab/Participation	/8
Class 4—Lab/Participation	/8
Class 5—Lab/Participation	/8

Offsite/Distance Labs/Webinars

Intro to AT and Bookshare	/4
Closing the Gap/ATiA Webinar (of choice)	/6
Autism/AT/Video Modeling Modules	/5
AAC	/5
Read & Write Gold (Mild/Mod only)	/8
Boardmaker (Mod/Severe only)	/8

Reading Reflections

Reading Reflection 1	/3
Reading Reflection 2	/3

Major Projects

Inspiring Common Core Project	/12
Case Study/Vendor Project	/14

_____

100 total possible points

Grading Scale

94% = A	90% = A-	87% = B+	83% = B	80% = B-	77% = C+

A grade of C+ or better is required for a course to count toward a credential. Points below 77 = F. Each assignment is due at the beginning of class on the date indicated on the course schedule. Assignments are only accepted in hard-copy format. **Late work is not accepted.** In the event of serious illness/emergency, contact your instructor to see what options may exist. Evidence of work completion is the responsibility of the student. Students are to keep a copy of all work, for grading purposes in the event that work is lost. Students are to submit the assignment as instructed (electronic; hard copy) in order to receive credit.

Note: all Reading Reflections are independent work; most offsite/distance labs can be collaborated on by up to a group of four, turning in one fully-collaborated on group assignment with all group member names reflected, where all group members have fully participated—see your instructor for specifics.

When working in groups, all group members must participate fully in all aspects of group work.

This semester, work will be submitted in various forms (sometimes electronically, sometimes in hard copy). Ensure you are submitting the correct assignment in the correct format, in order for the assignment to be accepted for proper grading. (The course schedule will denote this information).

Policy on Late/Missed Work

Generally, late work is not accepted. In the event of serious illness, etc. please work with your instructor to see what options may be available to you.

Student Collaboration Policy

Is clearly delineated on each assignment. Reading reflection assignments are individual; most other assignments can be collaborated on. If an assignment is collaborated on, students must clearly indicate ("we" statements) their consensus as a group or, if opinions and findings differ, indicate so by name (Mary found the software challenging to learn while John felt it quite user-friendly.)

Plagiarism

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances.

ASSIGNMENT DESCRIPTIONS

In-Class Lab Collaboration and Participation

For each face-to-face class, points will be assigned based upon the following criteria:
- collaborative cooperation and meaningful, active participation in labs, classes, and group assignments;
- respectful and comprehensive interaction with guest speakers, classmates, and instructor(s);
- respect for, patience and flexibility with technology when it may malfunction need to adjust topics;
- safe and appropriate use of lab hardware and software

Reading Reflections

Readings pertaining to various topics with respect to technology and communication are assigned, as well as detailed assignment directions. Please refer to each specific assignment for direction.

Offsite/Distance Instruction Labs; Webinars

Class participants engage in web-based labs or instructor-generated assignments outside of class in which they examine selected programs, software, concepts and philosophies. For each lab/assignment, follow the detailed lab instructions. Labs are to be followed and completed outside of live class time unless otherwise indicated.

Inspiring the Common Core Curriculum Project

This is a project accomplished individually or in small groups (work with your instructor) that requires team creation of a common-core based lesson using specialized access software. The specific format for this assignment will be discussed in class with detailed directions provided. Class time to work on the assignment with your instructor and classmates is allotted.

You will submit a hard copy of this assignment as well as a presentation of your project.

Case Study/Vendor Project

This final project requires students to generate an independent case study based upon a student profile, which can include a student you may 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 based on their qualifying condition(s) and needs. Assignment directions will be provided and discussed further in class, and class time will be devoted to collaborating with your instructor and classmates on the assignment.

You will submit a hard copy of this assignment as well as a presentation of your project as your final.

CSUSM Academic Honesty Policy

Students are expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear, and reasonably error-free. All ideas/materials borrowed from other sources must have appropriate references to the original source(s).

There is a zero tolerance policy for infractions of the university policy. 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 the grade for the course, grade for the assignment, may result in a failing grade for the assignment or course as a whole.

Incidents of Academic Dishonesty are reported to the Program Coordinator and Dean of Students. Sanctions at the university level can include suspension or expulsion from the university. http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

ADDITIONAL COURSE FEATURES AND ADMINISTRATIVE REQUIREMENTS

Authorization to Teach English Learners

This credential program prepares teachers for the diversity of languages 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.

School Of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) 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 candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, 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.

All University Writing Requirement

Every course at the university is required to have a writing requirement of at least 2500 words. This requirement is met via written components of labs, reflections, and projects.

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 assignments must be original work, clear and error-free. All ideas/material 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 accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero 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.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy
at: http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

TaskStream Enrollment and Postings

The School of Education uses TaskStream to manage candidates' TPE, clinical practice, signature assignment, and disposition assessments. Candidates must be enrolled in TaskStream throughout the Mild/Moderate and Moderate/Severe Education Specialist program(s). Enrollment fees are paid by going to www.taskstream.com and registering for at least one year. Concurrent candidates and candidates completing both the Mild/Moderate and Moderate/Severe credentials should enroll for at least two years. After enrolling, access your specially designed Education Specialist program bucket -**Concurrent MMS/ES Program 2014-2015** - by going to your home page, finding the Self-Enrollment area and clicking the*Enter Code* button. Then enter *Concurrent 1415* as the program code. If this is the correct program, click the *Enroll* button. The Education Specialist program now will show up on your TaskStream home page when you log in. Be sure to remember your own exact enrollment name and password. Add On candidates completing both the Mild/Moderate and Moderate/Severe credentials should enroll for two years. After enrolling, access your specially designed Education Specialist program bucket - Add-On Ed Specialist Credentials 2015-16 - by going to your home page, finding the Self-Enrollment area and clicking the *Enter Code* button. Then enter AddOn1516 as the program code. If this is the correct program, click the *Enroll* button. The Education Specialist program now will show up on your TaskStream home page when you log in. Be sure to remember your own exact enrollment name and password.

Professional Requirements

1. Always use "person-first" language (e.g., Student with a Traumatic Brain Injury as opposed to "The Traumatic Brain-Injured student; student with or who has autism, not "the autistic student") throughout all written and oral assignments and discussions. Significant point reductions will occur on assignments where this is a frequent and/or repeated occurrence. Always write professionally, formally, respectfully.
2. Keep a copy of all of your work! 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 submit all assignments by or before the due dates for full credit, in the manner you have been instructed to submit them (electronically or in hard copy format). If you have extraordinary circumstances that impact completion of your assignments, please communicate with your instructor. Any time you have questions or concerns, please contact the instructor or program coordinator.

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, professionalism, and on time arrival to class and from breaks. Points may be deducted for tardiness, early departure, lack of participation, lack of work completion in a designated amount of time.
5. Candidates are responsible for obtaining any handouts or important documents shared in class. If a class is missed, contact class colleagues to obtain missed information. Be sure to exchange contact information with at least two other course participants in your course section. Please contact these people first when you have a question about information missed, misunderstood, etc. As always, your instructor is here to answer your questions, however please work with a colleague to obtain that information first.

Web/Communication Guidelines

1. Communications by e-mail will be via your university email account. **Check this e-mail the evening before live class, at least two (2) hours prior to live class and at least one other time during the week as well as the course site.** Important changes, corrective feedback will be distributed via course site as well as university email blast.
2. Do not share your password or allow anyone else to access any of your information using your password.
3. All work must be written professionally and respectfully from an academic (not casual, conversational) perspective. All work must be independently generated, with sources cited. If you collaborate on an assignment and each state your opinion, findings, etc., CLEARLY indicate who's opinion is being stated—if all group members are in agreement with statements made, or denote specifically who holds a given opinion. If an interactive lesson takes place and you disagree with another person's perspective, do so respectfully and provide clear reasons for your position.

Technology Lab Policies

1. Store all equipment and clean up lab before leaving class.
2. Honor the policy of no food/drink in the lab. Water bottles may be kept at the front tables (not back by the computers).
3. Assure that everyone in your 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, and care needs to be taken to safeguard them. Be sure to have each member of the group have hands-on time with devices and software in order to receive full credit for lab work.

Expanded Assignment Directions are available on the course website, imbedded in the assignment.