California State University SAN MARCOS | School of Education

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EDMX 632
Technology and Communication for Special Populations
Section 1 CRN #48839   Section 2 CRN #48840
Mondays
5:30 – 8:15 pm
UH 444
Fall 2014

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

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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 outcome

WELCOME!

Welcome to EDMX 632: Technology and Communication for Special Populations. This semester, we will embark on sixteen weeks of learning how to support learners with diverse and unique needs who require access to specialized technology. A wide variety of high, medium and lower level-technology will be introduced, worked with hands-on and researched. Guest speakers will educate about technology, communication and special education from a variety of perspectives—you may collaborate with parents, students, related-services professionals, administrators and other educators. Whether your knowledge-base about assistive technologies 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!

COURSE DESCRIPTION

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 augmentative communication devices. Knowledge of system components as well as configuration of special and adaptive devices. Competency-based specialized technology information, requiring laboratory work. Prerequisite: EDUC 422 or equivalent is required. Course participants will work on both Mac and PC platforms, and should be able to navigate both.

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:
https://sites.google.com/site/melissapattullo/

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 one other time during the week.

University print card

You are 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 for storing/transferring information: including but not limited to: GoogleDocs, GoogleDrive, email, USB/flash drive for storage and transfer of documents.

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

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: Inspiration™ Software (graphic organizing, mind mapping software) Classroom Suite © (comprehensive learning program for students with developing or cognitive challenges); word prediction and voice recognition software; Boardmaker © (picture communication material); Read and Write Gold by TextHelp™ as well as SOLO™ by Don Johnston Inc. includes any or all of the four following programs: Write OutLoud™, Read OutLoud™, Co Writer™ and Draft Builder™, aimed to help students with a variety of Specific Learning Disabilities.

COURSE SCHEDULE

A tentative course schedule, which is subject to change based upon unforeseen events and the needs of the class will be provided to each course section on the first evening of class.

GRADING

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.** 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.

Class and Assignment Tracking Form	**Maximum Points**
In-Class Lab Collaboration and Participation	
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: Class + ½ —Lab/Participation	/8
Web-Based Instruction Labs (WBI)	
WBI Lab—Intro to AT; Bookshare	/4
WBI Lab—Autism/AT/Video Modeling Modules	/5
WBI Lab—Read & Write Gold	/6
WBI Lab—Boardmaker	/7
Reading Reflections	
Reading Reflection 1	/3.5
Reading Reflection 2	/3.5
Guest Speaker Reflection	/2
Major Projects	
Inspiring Common Core Project	/12
Case Study/Vendor Project	/14

100 total possible points

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 active participation in labs, classes, and group assignments;
respectful interaction with guest speakers, classmates, and instructor(s);
respect for and patience and flexibility with technology;
safe and appropriate use of lab hardware and software
acquiring (from course site or instructor) lab sheets and submitting work (in hard copy, as required) by date and time required.

Web-Based Instruction Labs
Class participants engage web-based labs outside of class in which they examine selected programs and software that provide students access to the content, product, and process of instruction. For each lab, follow the detailed lab instructions. Labs are to be followed and completed independently outside of class. The lab requirements are reviewed in a live class session one week or more before the due date. Labs are due by the designated due date. Late labs will not be accepted.

Case Study/Vendor Project
Each student will be required to generate an independent case study based upon a student profile, which can include 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. Hard copy 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.

Inspiring the Common Core Curriculum Project
This is a project accomplished in pairs that requires team creation of a common-core based lesson using specialized access software and class presentation. 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.

Reading Reflections
See the class site for specific reading assignments and related writing prompts as well as the class schedule for due dates.

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 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 Governance Community, December, 1997).*

Students with Disabilities Reasonable Accommodations Requirement

Candidates with disabilities who require reasonable accommodations 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 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates 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 are 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.If in doubt as to whether your work is paraphrased or plagiarized, see the Plagiarism Prevention for Students website, http://library.csusm.edu/plagiarism/index.html. 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 assignment or the class.

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. *If you are a continuing Concurrent candidate*, access the Prelim Mild/Mod & Mod/Sev Ed Spec Credential 2013 bucket by going to your home page, finding the Self-Enrollment area and clicking the *Enter Code* button. Then enter edspecialist 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 2014-15 - by going to your home page, finding the Self-Enrollment area and clicking the *Enter Code* button. Then enter Add On1415 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. 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. 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 you have questions or concerns, please contact the designated instructor(s).
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.
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 candidates in your course section. Please contact these candidates first when you have a question about information.

Web/Communication Guidelines
1. Communications by e-mail will be via your university email account. Check this e-mail at least twice a week—always 2 hours prior to class and at least one other time during the week as well as the course site.
2. Never give out 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) standpoint. 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. 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).
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 great care needs to be taken to safeguard them. 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.

Expanded Assignment Directions are available on the course website,
https://sites.google.com/site/melissapattullo/