



**EDMX 632**

**Technology and Communication for Special Populations**

**Section 1**  
**Mondays**  
**5:30 pm – 8:15 pm**  
**CSUSM University Hall 271**

**Section 2 CRN #45825**  
**Mondays**  
**5:30 pm – 8:15 pm**  
**CSUSM University Hall 272**

**Fall 2013**

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

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Office:	
Hours:	By Appointment

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**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
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**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
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## 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 learners communication and needed augmentative communication devices. Knowledge of systems components and configuration of special and adaptive devices. Competency based, requiring laboratory work. *Prerequisite: EDUC 500.*

PATTULLO: Course participants will work on both Mac and PC platforms, and should be able to navigate both.

### Unique Course Requirements

- **Checking the Course Website**  
<https://sites.google.com/site/melissapattullo/>  
Always check the course website at least two hours prior to each class meeting 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 2<sup>nd</sup> 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 4<sup>th</sup> 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.
- **Access to a PC computer**  
May be necessary for at least one lab/assignment. If trial software becomes available to your instructor by disk on either a Mac or PC platform, it will be shared with course participants, however at least one assignment may have to be completed via PC-Windows download. Please work with your colleagues to partner up or borrow a PC if you are a Mac user.

### **Required Texts**

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.

### **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](http://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 the Education Specialist program - *Prelim Mild/Mod & Mod/Sev Ed Spec Credential 2013* - 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.

### **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. Candidates successfully completing this program receive a credential with authorization to teach English learners.

*(Approved by CCTC in SB 2042 Program Standards, August 02)*

## 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 for students with developing or cognitive challenges); Speak Q/Word Q© (word prediction and voice recognition software); Kurzweil Literacy Software© (comprehensive software providing access to reading and the writing process); Boardmaker © (picture symbol communication material); 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 and access challenges.

### California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA, 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.

Additionally, SoE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SoE website: <http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

### 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

**Assessment of Professional Dispositions**

Assessing a candidate’s dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but 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 dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate’s Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

**School of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates 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 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**

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 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 presentation 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.”

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.

### **Plagiarism:**

As an educator, it is expected that each candidate 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.

### **Use of Technology:**

Candidates 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. All assignments will be submitted online, and some will be submitted in hard copy as well. 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 all received e-mails in a timely manner. 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 communicate 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.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

### **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 professionally, formally and 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 your instructor.

4. Participate in class discussions and group activities and demonstrate positive interpersonal skills with classmates and guests. Participation points are assigned on the basis of full participation, collegiality, collaborative effort, professionalism, and on time arrival to class and from breaks.
5. Candidates are responsible for obtaining any class handouts or pertinent information imparted 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.

**Communication Guidelines:**

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 away from the computers/lab equipment.
3. Assure that everyone in your group participates in the lab work, strive to be inclusive and support a colleague who may be having challenges with technology. 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 any devices and software in order to receive full credit for the lab work.

**Expanded Assignment Directions will be provided in class and are available on the course website.**

**WELCOME**

Welcome to EDMX 632: Technology and Communication for Special Populations. This semester, we will embark on sixteen weeks of learning different methods for supporting 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 fellow 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—all of which is designed to make course participants strong, competent Education Specialists with knowledge for supporting students with a variety of technologies.

**Grading Standards and Course Requirements**

**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.** Proof of work accomplished, is the responsibility of the student. Students are to keep a copy of all work, in case work becomes lost for grading purposes.

<b>Class and Assignment Tracking Form</b>	<b>Maximum Points</b>
<b>In-Class Lab Collaboration and Participation</b>	
Class 1—Lab/Participation	/5
Class 2—Lab/Participation	/5
Class 3—Lab/Participation	/5
Class 4—Lab/Participation	/5
Class 5—Lab/Participation	/5
Class 6—Lab/Participation	/5
Class 7—Lab/Participation	/5
Class 8—Lab/Participation	/5
Class 9: Class + ½ —Lab/Participation	/8
<b>Online Labs</b>	
Intro to AT; Bookshare	/4
Kurzweil (Literacy Software)	/5
Boardmaker	/5
<b>Major Projects</b>	
Inspiring the Common Core Project	/10
Case Study/Vendor Project	/14
<b>Reading Reflections</b>	
Reading Reflection 1	/3
Reading Reflection 2	/3
Reading Reflection 3	/3
Guest Speaker Reflection 1	/2.5
Guest Speaker Reflection 2	/2.5
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 and general rules of the lab;
- acquiring lab sheets and submitting work in hard copy by date and time required.

In order to earn full points for any given class/lab, full participation (being on time, staying for the duration of the class, putting forth diligent effort and completing all aspects of the assignment) are necessary.

#### **Take Home/Internet-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. These take-home labs are to be followed and completed 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.

#### **Inspiring the Common Core Project**

This is a project accomplished in pairs that requires team creation of a lesson based on the newly established and widely implemented Common Core Standards using specialized access software and class presentation. The specific format for this assignment will be discussed in class with detailed directions provided.

#### **Case Study/Vendor Project**

Each student will be required to generate a case study based upon a student they have worked with or are currently working with. As a part of the case study, you will contact various vendors to locate and determine appropriate supports to trial with the student. Hard copy assignment directions will be provided and discussed further in class.

All assignments will be submitted in your course folder, when due. No electronic submissions accepted.

### Reading Reflections

- Edyburn, D.L. (2006). Assistive technology and mild disabilities. *Special Education Technology Practice*, 8(4), 18 – 24.
- June Downing's Chapter 12 - Teaching communication skills in M.E. Snell, & F. Brown (Eds.) *Instruction of students with severe disabilities* (7<sup>th</sup> ed.). Upper Saddle River, NJ: Merrill.
- Armstrong, et al., Using technology from school to adulthood. 285-308
- See the class site for specific reading assignments, related writing prompts and specific assignment instructions as well as the class schedule for due dates.



## Schedule/Course Outline

A tentative course schedule, (which is highly subject to change based upon unforeseen events and the needs of the class—always check the course site 2 hours prior to class beginning) will be provided to each course section on the first evening of class.