

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION**

**EDMX 632:
TECHNOLOGY AND COMMUNICATION FOR SPECIAL POPULATIONS
ROOM FCB 104
SUMMER 2013**

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Office Hours: by appointment

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 COE Governance Community, October, 1997).*

COURSE DESCRIPTION

Course Description in the Catalog:

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 communication and needed augmentative communication devices. Knowledge of system components and configuration of special and adaptive devices. Competency-based, requiring laboratory work.

Course Prerequisites:

EDUC 422 or equivalent

Student Learning Outcomes:

These outcomes are aligned with ASHA's Augmentative and Alternative Communication: Knowledge and Skills (KAS) for Service Delivery. The KAS were developed by ASHA's Special Interest Division 12: Augmentative and Alternative Communication <http://www.asha.org/policy/KS2002-00067.htm>. Upon completion of this course, students will be able to:

1. Define terminology related to AAC and AT.
2. Describe AAC intervention strategies.

3. Evaluate different feature of devices.
4. Describe the relationship of AAC to the broader field of communication development and disorders.
5. Identify populations of individuals who might need AAC services and describe their specific characteristics and needs.
6. Develop an AAC assessment and written report.
7. Identify, access, and critically evaluate information from journals, professional organizations, and websites.
8. Develop a collaborative lesson plan and group presentation.

These SLOs will be measured by a number of applied assignments. All assignments are due on the dates indicated. Assignments must be typewritten/word processed, double-spaced and with standard margins. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged. The Writing Center is available for support (Kellogg Library 1103).

Online Discussions:(5 pts each: TOTAL: 30 pts) After each presentation, you will be expected to participate in an online discussion to reflect on the experience. Guided questions and additional directions will be provided for each experience.

Device Comparison Worksheet: (25 pts) You will compare various features on 5 devices (3 dynamic display, 2 fixed display) and 2 communication apps (Proloquo2go and TouchChatHD).

AAC Assessment Report: (100 pts) You will write a complete assessment report following guidelines for a medicare report based off of a case study and fictive data received from practicing AAC assessment techniques. While the data will be gathered collaboratively, it is expected that the reports will be written individually.

Score Breakdown:

- Demographics: 5 pts
- Current Communication Impairment: 20 pts
- Daily Communication Needs: 20 pts
- Functional Communication Goals: 15 pts
- Rationale for Device Selection: 20 pts
- Treatment Plan: 10 pts
- Spelling, grammar, esthetics: 10 pts

Collaborative Presentation: (100 pts) You will collaborate with your group of your assigned case study to develop a presentation that gives a general description of the disability and issues that arise in regards to AAC, present results from your assessments, and develop an appropriate lesson plan to teach an introductory lesson to your client. The description of the disability and lesson plan must include research from peer reviewed journals. Presentations should be 15-20 minutes in length.

Score Breakdown:

- Description of Disability and Issues Regarding AAC: 30 pts
- Description of Client: 10 pts
 - Current communication status
 - Assessment results
 - AAC recommendations
 - Goals
- Lesson Plan: 50 pts
- Presentation: 10 pts

Final: (50 pts) You will complete a final exam to demonstrate knowledge gained from course.

Professionalism and class participation (20 pts) You will be graded on your professional dispositions during this class. This will include attending each class, arriving on time, appropriate use of electronic devices, group work, being engaged in class and participating in discussions among other behaviors which demonstrate a level of professional conduct. Please review the Professional Etiquette section of the syllabus as well as the Professional Dispositions in our Handbook for a more complete explanation of professional expectations during class. Individual instances of conduct judged to be unprofessional will result in the loss of one point out of the 20. For example if you are late to class 4 times, the maximum professionalism score you could obtain is 16/20.

Textbooks/Reading Materials (Recommended):

Beukelman, D. & Mirenda, P. (2013). *Augmentative and alternative communications: Supporting children & Adults with Complex Communication Needs* (4th ed.). Baltimore: Paul H. Brookes Publishing Company.

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 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 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. 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.

Grading Standards

Consistent with requirements set forth by the School of Education and the Office of Graduate Studies and Research (OGSR), the minimal acceptable grade for passing a course in the ComDis Program is a B. A review of the student's performance will need to be conducted should s/he earn less than a B in any course. If the student earns a B-, a Statement of Concern (SoC) will be issued with a Performance Improvement Contract that will specify how the student will demonstrate competency towards the standards for the content in that subject matter. No more than two courses can be earned with a B- or the student will be disqualified from the program. As well, any course with a grade below a B- will need to be repeated. CSUSM only allows two courses to be retaken at the MA level.

Please note that CSUSM requires graduate students to maintain a cumulative GPA of 3.0 in all coursework towards the MA. Should your GPA fall below a 3.0, you will be placed on Academic Probation and you will have one semester to bring your GPA back above a 3.0 or you will be disqualified from the program.

Any scholarly, professional writing assignment will be subjected to grading based on the Graduate Writing Assessment Rubric. You will be expected to adhere to the Academic Honesty Policy regarding Plagiarism and use APA style referencing in all professional writing.

Letter grade (percentage total points)

A = 93 and above	A- = 90.00-92.99	
B+ = 88.00-89.99	B = 83-87.99	B- = 80-82.99
C+ = 78.00-79.99	C = 73-77.99	C- = 70-72.99
D+ = 68.00-69.99	D = 63-67.99	D- = 60-62.99
F – 59.99 and below		

Students are expected to turn all work in when it is due. Work submitted late, but within one week of the due date will be reduced by one letter grade. Work received over one week late receives no credit. Your work will be graded on both content (detail, logic, synthesis of information, depth of analysis, etc) and mechanics (grammar, syntax, spelling, format, uniformity of citations, etc). You are entering into a professional career that requires mastery of the written language. You will be graded on such.

All University Writing Requirement

Every course at the university must have a writing requirement of at least 2500 words. This requirement will be met by: AAC Assessment Report, Collaborative Presentation, Online Discussions.

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 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.

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.

Attendance

Daily and clinic attendance is required. Poor attendance negatively reflects on professionalism. Absences should be communicated to your instructor, clinic supervisor, and clinic director prior to the beginning of class or clinic.

Tardiness

Graduate students are expected to arrive at class and clinic on time. Arriving late can be very disruptive. If arriving late to class or clinic, try to be as quiet and unobtrusive as possible. If you know before hand that you will be late, please communicate this to the instructor or supervisor. Habitual tardiness will be noted and documented.

Leaving Class or Clinic Early

Sometimes other obligations and appointments require graduate clinicians to leave early, however, please notify the instructor or supervisor and exit quietly and respectfully.

Taking Breaks During Class or Clinic

Instructors and supervisors provide breaks during course and clinic activities. However, if a student needs to take a break between allotted breaks, it is expected that the student will enter and exit quietly and unobtrusively without break companions. It is NOT acceptable to enter or exit a classroom when other students are presenting to class members. If other students have begun a presentation during a break, the student is expected to wait outside the class until the presentation is completed. It is NOT acceptable to enter or exit a classroom during a guest speaker presentation except for an emergency.

Cell Phones and Texting

Most graduate students are very conscientious and respectful about cell phone use in class and clinic. Cell phones should be turned off before class and clinic and left off. Use of a cell phone for calls or texting will result in the graduate student being asked to leave the class or clinic site. If the graduate student has a situation, which necessitates the cell phone being visible (e.g. a sick child), please advise the instructor or supervisor before class or clinic.

Computers, Laptops, and Tablets

It is expected that all electronics will be used appropriately and respectfully (i.e. for course or clinic-related activities only). Reading email, surfing the net, shopping, playing games, etc. are not course related and are not appropriate activities. If electronics are used for non-course related activities, the student will be asked to shut them down. Habitual use of electronics for non-course related activities would result in a loss of electronic privileges. As a courtesy, please do not use electronics when guest speakers are visiting. If the student would like to take notes on presentations, please take hand-written notes. No exceptions will be tolerated unless the student requires use of electronics as a pre-approved accommodation.

Attentiveness

Students often engage in multiple activities in class or clinic under the false assumption that they are multitasking. In fact, students are engaging in a behavior known as continuous partial attention. This means that only partial attention is given to any task and results in an overall lack of engagement. Students are expected to contribute and not detract from an atmosphere of learning in both the clinic and classroom.

Attentiveness reflects on social skills, a sense of professionalism, and your potential to be successful in employment positions. Guest speakers and faculty are members of the professional community, and as such, are potential employers or colleagues of potential employers. A lack of attentiveness and professionalism will negatively bias potential employers when students begin to seek post-graduation employment. Further, students will need faculty and supervisors to provide positive letters of recommendation, and it will be unlikely they will be able to do so if students don't display professional behaviors.

Schedule/Course Outline

Date	Topic	Optional Reading	Special	Due
6/3 4-8	Introduction to AAC, Symbols	Beukelman & Mirenda (2013) Chpt. 1, 3		
6/10 4-8	Rate Enhancement, Alternative Access (Devices)	Beukelman & Mirenda (2013) Chpt. 3, 4		
6/17 1-5	AAC Assessment	Beukelman & Mirenda (2013) Chpt. 5, 6 http://www.tobii.com/en/assistive-technology/global/	Guest Speakers: Michelle from Tobii ATI, Student/Mom: Jake & Jen	Online presentation discussion questions (due by midnight 6/18)
6/19 1-5	AAC Assessment cont.			Assessment Report (due by midnight 6/21)
6/21 1-5 @ UCP	Devices		Class will be split into 2 groups and will meet at UCP in Mission Valley. Groups will be assigned and a time will be given	Device Comparison Worksheet (due by midnight 6/21) Online UCP discussion questions (due by midnight 6/24)
6/24 1-5	General Intervention	Beukelman & Mirenda (2013) Chpt. 2, 7		
6/26 1-5	Intervention for individuals with acquired disabilities	Beukelman & Mirenda (2013) Chpt. 14-18 http://www.aphasia.com/	Lingraphica Presentation	Online presentation discussion questions (due by midnight 6/26)
6/28 1-5	Intervention for individuals with developmental disabilities	Beukelman & Mirenda (2013) Chpt. 8-13		Outline of group presentation due by midnight 6/29)
7/1 1-5	Intervention Presentations			Post presentations for class (due by midnight 7/1)
7/3 1-5	Technology in Practice			In class final