CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION
EDMX 632: Spring 2005 on Weekends,
Technology and Communication for Special Populations

University Hall 271
Fridays 6:00 – 8:45; Saturday 9:00 a.m. – 3:50 p.m.

Dr. A. Sandy Parsons: CRN# 42400			
9/9-10	**10/ 14-15**	**11/4-5**	**12/ 2-3**

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(NOTE: all communications will be via WebCT course mail using **CSUSM e-mail addresses** and sent within the WebCT course mail tool.)

Kathie Maltby: CRN# 42399			
9/9-10	**09/30 - 10/01**	**11/ 18-19**	**12/ 9-10**

INSTRUCTOR: Kathie T. Maltby, M.S.
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Office Hours: Fridays 5:00 – 6:00 p.m. on the days of meetings, Saturdays 7:45-8:45 a.m. or by appointment (NOTE: all communications will be via WebCT course mail using **CSUSM e-mail addresses** and sent within the WebCT course mail tool.)

NOTE: There is a WebCT component of this course at: (http://courses.csusm.edu)

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:
EDMX 632 Technologies and Communication for Special Populations (3). Terms, trends, history, and current information bases on applications of technology and assistive and adaptive devices for working with children. Use of technologies for learners with mild, moderate, and severe disabilities for education programs in schools and agencies. Identification of interventions for effective learner communication and needed augmentative communication devices. Knowledge of system components and configuration of special and adaptive devices. Competency-based, requiring laboratory work. Prerequisite: EDUC 500 or equivalent

COURSE ACTIVITIES:
Participants study and use technologies with learners with mild, moderate, and severe disabilities for education programs and agencies. Competencies developed are in ability to use computer-based technologies and system components and to configure special and adaptive devices. Information is presented on terms, trends, history, and current information bases, applications of

technology and assistive and adaptive devices for work with children. This course is competency-based and requires laboratory work in addition to lecture and practice during scheduled class time.

COURSE PREREQUISITES:

Admission to the Preliminary Level I Mild/Moderate & Moderate/Severe Disabilities Education Specialist Program with or without Multiple Subjects/BCLAD. Successful completion of EDUC 500 or equivalent. Demonstration of a basic understanding and practical use of representative programs for instruction and teacher productivity including word processing, data bases, spread sheets, graphics, telecommunications, networking, and multi-media presentations is absolutely required.

REQUIRED TEXT AND MATERIALS:

Alliance for Technology Access (ATA) (2005). *Computer resources for people with disabilities: A guide to assistive technologies, tools and resources for people of all ages.* (4th Edition). The Alliance for Technology Access. Hunter House Publishers, Alameda, CA.

***AT Quick Wheel**:* The AT Quick Wheel can be purchased from the Council for Exceptional Children (CEC) for $7.95. To order, please call CEC at 888-232-7733 (Toll Free) or 866-915-5000 (TTY Toll Free) and request product number #P5550 for a single order. You may also email CEC with your inquires on how to purchase the AT Quick Wheel at service@cec.sped.org or online at: http://www.ideapractices.org/resources/tam/index.html

Maltby/Parsons 2005: Bound Reader, available at Copy Serve in San Marcos

The Bound Reader, available at Copy Serve in San Marcos. (760) 599-9923, 754 South Rancho Santa Fe Blvd. Enter the first driveway off San Marcos Blvd. just west of Rancho Santa Fe Rd. and the Citibank, turn right in this drive and make an immediate left. The store faces San Marcos Blvd.

Supplies Required:

University print card. You will be required to submit hard print copies of lab assignments printed in the lab. You may purchase this in Academic Hall 202. ***This is a requirement***.

One 2" – three ring binders (For use in the Mouse House lab.)

A USB/flash drive for storage of documents. This lab does not have 3.5" drives!

We suggest you get together in teams to gather or purchase these materials to share.

- Velcro tabs or strips (self adhesive type)
- Hot Glue sticks (small or large)
- Hot glue gun (bring to share, not required to purchase)
- 4 small household soft sponges
- Scissors

AUTHORIZATION TO TEACH ENGLISH LEARNERS

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.
(Approved by CCTC in SB 2042 Program Standards, August 02)

TEACHER PERFORMANCE EXPECTATION (TPE) COMPETENCIES

The course objectives, assignments, and assessments have been aligned with the CTC standards for Special Education Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able

to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPEs in this course (to be handed out in class):

COLLEGE OF EDUCATION ATTENDANCE POLICY
Due to the dynamic and interactive nature of courses in the College 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 arriving late, leaving class early or coming back late from breaks will lose participation points. For weekend classes, the "lunch break" is only 30 minutes, bring your snacks and lunch with you to have outside of the tech lab. Remember: NO FOOD OR DRINKS IN THE COMPUTER LABS AT ANY TIME! Participation points will be deducted for food and drink in the lab at any time.

Weekend Courses:
You may not miss more than one weekend component and receive a grade of A. You may not miss one full Saturday and receive a passing grade. Weekend courses are VERY intense and strict attendance and fulfillment of all requirements is required to receive credit for the course. NO MAKEUPS! (One component = Friday night, Saturday a.m., or Saturday p.m. session).

ASSIGNMENT POLICY: Each assignment is due at the beginning of class on the date indicated on the syllabus. All work must be submitted to the professor in **hard copy format**. Students are required to keep a copy of all work (including lab assignments requiring papers and responses) in case any work becomes lost. Burden of proof of assignment completion is upon the student.

MISSED LABS: Students may (with consent of the professor) make up the lab work and submit the lab sheet. However, less than full points will be awarded as the student has missed the professor's instruction and supervised in-class group work with peers.

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

Plagiarism of any type will result in a failing grade. Students making unauthorized copies of copyrighted microcomputer software will receive a failing grade.

All proof of work accomplished is the responsibility of the student.

It is strongly advised that students keep up with the assignments from week to week.

STUDENTS WITH DISABILITIES REQUIRING REASONABLE ACCOMMODATIONS
Students must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

SPECIAL EDUCATION SPECIALIST CREDENTIALS:

CTC Level 1 Standards and Levels of Competence:
The following table indicates the CTC Level I standards and level of competence addressed by EDMX 632 and the level (i.e., knowledge, application) at which each standard is demonstrated.

Table of CTC Level I Standards and Levels of Competence

M/M/S 10	M/M/S	M/M/S 15	M/M/S 17	M/M/S 22	M/M/S 23	M/M/S 24	M/M/S 25	M/M/S 26	M/M/S 27
K/A	K/A	K/A	K/A	K/A	K/A	A	K/A	K/A	K/A

Key to Table Standards and Areas of Certification:
10 Professional, legal and ethical practices
12 Educating diverse learners with disabilities
15 Managing learning environments
17 Assessment, curriculum, and instruction
22 Assessment and evaluation of students
23 Planning and implementing curriculum and instruction
24 Positive behavior support
25M/M Characteristics and needs of individuals with mild to moderate disabilities
25M/S Communication and Social Networks
26 Curriculum
27 Movement, mobility, sensory and specialized health care
M/M/S = Common Mild/ Moderate and Moderate/Severe Education Specialist Competency
M/M = = Mild/Moderate Education Specialist Competency
M/S = Moderate/Severe Education Specialist Competency
K = Competence at **knowledge** level
A = Competence at **application** level

COURSE OBJECTIVES: Upon completion of this course, students will be able to:

1. Identify terms, concepts, historical 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. Become familiar with and able to utilize telecommunications, electronic databases, reference systems and networks to access information in regular and special education.
5. Identify for selection and use various resource agencies at national, state and local levels for improving the use of technology in the classroom to effect needed modification and adaptation of the learning environment for large and small group instruction.
6. Evaluate microcomputer software for its potential usefulness including possible 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. Become familiar and utilize telecommunication and utility programs to access information bases in regular and special education through Internet use.
9. Plan the use of technology that can be used to assist/enable persons with physical disabilities in approaching the learning process and environment.
10. Explain how to evaluate the effectiveness of technology applications and devices for individual learners in special education programs.
11. Acquire competencies in configuring and using adaptive devices
12. Acquire competencies in configuring and using specialized software such as:

    Solo™ Don Johnston

    Overly Maker III™ IntelliTools

    IntelliTallk II™ (talking word processor)

    Boardmaker™ (picture communication boards)

Topics:

* Use of computer-based assistive technologies, and system components
* Configurations of system components to support peripherals
* Terms, concepts, history and trends in assistive technology
* Software selection and evaluation for individual learners with special needs
* Planning use of technology for exceptional learners
* Use of alternative input/output devices

* Computer assisted instruction

* Use of computer-based technology within appropriate subject areas and grade levels

* Enhancement of problem solving skills, critical thinking skills, and creative processes

* Integration of computer-based applications into instruction in regular and special

* Education classrooms.

* Use of the internet as a multifaceted education tool

* On-line research:

* Education/special education sites

* Curriculum, lesson plans, and other education materials.

* Use of IntelliTools™ Software and IntelliKeys™ keyboards for education

COURSE REQUIREMENTS

*Collaboration/Participation 12 session at 10 points each session	120	(be sure to sign in each class section)
Lab Assignments (12 @ 10 points each)	120	(be sure to turn in your lab sheet for lab points)
Standards Based Curriculum Project and Paper (Pairs/Trios)	60	Format to be handed out in class Due last weekend of the course
Presentation of Project by entire group	15	To be presented last weekend of the course
Vendor Project (Individual)	60	Due third weekend of the course
Reading Reflections (4 @ 25 points each)	100	(Formats are in the Reader)
Web CT assignments (25) points per session)	100	Must be posted on the date listed on the course schedule
Course Reflection	25	Te be submitted using the WebCT Assignments Tool
TOTAL POINTS	**600**	

ASSIGNMENT DESCRIPTIONS AND POINTS FOR MEETING COURSE OBJECTIVES:

***Collaboration and Participation: (12 class sessions @ 10 points each = 120 points)**
For each class, points will be assigned for cooperation, flexibility, and participation in the labs. Please note the very strict COE attendance policy. You may not miss more than one weekend component and receive a grade of A. You may not miss one full Saturday and receive a passing grade. Weekend courses are VERY intense and strict attendance and fulfillment of all requirements is required to receive credit for the course. NO MAKEUPS! Please see the attendance policy statements at the beginning of the syllabus.

Absolutely no food or drink is allowed in the lab at any time. This is a University policy. Please keep all snack and water bottles in your back packs or under the tables. Points will be deducted for food or drink in the lab

***Lab work in class and required lab work sheets: (12 @ 10 points each) = 120 points)**
There will be a lab activity which requires in-class work and a lab sheet for each class day. Be sure to get the lab sheet from your bound reader, do the work, fill it out, and return it to the instructor to get the full points. Missed labs may be made up with the consent of the instructor, but not for full points. In cases of absence, see the instructor. Be sure to read the COE attendance policy.

MISSED LABS: Students may (with consent of the professor) make up the lab work and submit the lab sheet. However, less than full points will be awarded as the student has missed the professor's instruction and supervised in-class group work with peers.

Examples of Labs:

Switch/software lab
Software evaluation lab
Make it take it low-tech lab

Policies for Lab Use:

Absolutely no food or drink in the lab,
Store all equipment and clean up lab before leaving class,
Assure that every one in the group participates in the lab work
Respect for the instructors and guest speakers
Respect for fellow classmates
Arrival on time to class, return from breaks,
Staying for the full class period

***Standards Based Curriculum Project and Paper (60) with Presentation (15) (Groups of 2 or 3, for a total of 75 points)**
Team creation of standards based lesson, using software with class presentation. The format will be handed out in class. These projects will be presented the last weekend of the course. Handouts for classmates will be required.

***Vendor Project (Individual, 60 points).** Each student will be required to contact vendors and research assistive technologies in one specified area of assistive technologies. Student will submit a paper based upon this review. (Format included in bound reader). Vendor Projects will be shared in groups in class the third weekend of the course.

***Reading Reflections: (Individual, 4 @ 25 points each = 100 points total)**
Reading reflections will be based on text readings. Format/prompts are found in your bound reader.

***WebCT work: (4 X 25 = 100)** All WebCT postings are due on the date indicated in the syllabus. The web sessions will be de-activated within one week after the due date. All late postings will be accepted only at the discretion of the instructor and if accepted will receive reduced points. Late postings will incur loss of class participation points (10 points per WebCT session).

***Course Reflection: (25 points)** the course reflection is due one week after the last weekend of the course. This reflection is to be completed using the Course Assignments Tool.

***All assignments are due on the date stated on the course schedule. All late assignments will be accepted only at discretion of the instructor and will receive late point deductions.**

GRADING STANDARDS:
Points will be totaled for all assignments and percentages will be calculated. Grades are then computed according to the following scale:

GRADING SCALE: (represents percentages of total points)

93 - 100 = A	90 - 9 2 = A -	87 - 89 = B+
83 - 86 = B	80 - 82 = B -	77 - 79 = C+

Points below 79 = F (grade of C+ or better required to count course on the credential program)

Grading Rubrics: Criteria for Grading Assignments:
A (93%) Outstanding work on assignment, excellent syntheses of information and experiences, great insight and application, and excellent writing,
B (83%) Completion of assignment in good form with good syntheses and application of information and experiences, writing is good,
C (73%) Completion of assignment, adequate effort, adequate synthesis of information and Application of information and experiences, writing is adequate.

Criteria for Grading the Course:
A (93%) Outstanding work on all assignments, excellent syntheses of information and experiences
B (83%) Completion of all assignments in good form with adequate syntheses of information and experiences
C (73%) Completion of all assignments, minimum effort, minimal synthesis of information and experiences.

Criteria for Grading Participation, and Attendance Requirements:
Participation points will be assigned on the following criteria: collaborative cooperation in all labs, classes, and group assignments; enthusiasm for the content and activities; respect for the speakers; patience and flexibility with the technology; appropriate use of the lab, hardware and software. Respect for the lab environment and equipment, e.g. absolutely not food or drink in the lab.

Please note the very strict COE attendance policy. You may not miss more than one weekend component and receive a grade of A. You may not miss one full Saturday and receive a passing grade. Weekend courses are VERY intense and strict attendance and fulfillment of all requirements is required to receive credit for the course. NO MAKEUPS!

ALL UNIVERSITY WRITING REQUIREMENT
Every course at the university must have a writing requirement of at least 2500 words. In EDMX 632, this requirement is met via Standards Based Curriculum Project and Paper, the Vendor Project, the Reading Reflections, and the Web CT discussion board work.

CAL STATE SAN MARCOS ACADEMIC HONESTY POLICY
"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the

university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

ADMINISTRATIVE REQUIREMENTS OF STUDENTS:

COE Attendance Policy: Please refer to the COE attendance policy above.

Assignment Policy: Each assignment is due on the date indicated on the syllabus. Keep a hard copy of each assignment turned in. Burden of proof of assignment completion is upon the student. Typically, no late work will be accepted, and if accepted point deductions will be applied.

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

- Plagiarism of any type will result in a failing grade. Students making unauthorized copies of copyrighted microcomputer software will receive a failing grade.

- Students are required to keep a copy of all work (including lab assignments requiring papers and responses) in case any work becomes lost. All proof of work accomplished is the responsibility of the student.
- Students must keep up with the assignments from week to week.

- Be sure to turn in your lab/activity sheet signed by a buddy or the professor for all lab assignments.

Lab Etiquette:

- **ABSOLUTELY NOT FOOD, DRINK, WATER, ETC. IN THE LAB AT ANY TIME**!!!! Students with food or drink in the lab will be **penalized participation and lab points**. Thank You.
- A collaborative professional considers his/her colleagues at all times. Much of the adaptive and assistive devices must be shared. Be sure to have each member of the group have hands-on with the devices and software in order to complete lab work.
- The major project for this course is collaborative. In real life, all team members must collaborate and participate in order to accomplish a completed grant application. Team members are expected to be considerate and group minded in scheduling working sessions to complete the project.
- Work must be divided fairly, a list of each member's contribution to the finished project must be provided at the end of the project.
- Please wash your hands before using any adaptive equipment, the keyboard membranes and switches are very sensitive. Also, do not write on top of the keyboard membranes.

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

Be sure to read the next page!

The course schedule will be handed out the first night of class.

Log into you WebCT portion of the course for homepage bulletins and to check your course mail.

Locations of Classes:

Friday Night 9/09
Parsons UH 271
Maltby UH 272

Saturday 9/10
Parsons UH 271
Maltby UH 373

NOTE:
We will be sharing classrooms and activities but please:
On Friday night 9/09, please report to the room of the professor with whom you are enrolled.
In this way we can take roll and hand out the schedules.

Thanks

Sandy Parsons and Kathie Maltby

See you Friday night 9/09 for the first session of EDMX 632.