

**EDMX: 632 Syllabus**  
**Wednesdays, 5:30 p.m. – 8: 15 p.m.**  
**Technology and Communication**  
**For Special Populations**  
Fall Session, 2004, UH 271

*A portion of this class will consist of assignments on Web CT*

**INSTRUCTOR:**

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**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.**

**CATALOG 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 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 DESCRIPTION:**

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.

**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.

### Readings/Materials Required:

- **Maltby, Kathie T.** (2004). EDMX 632: *Technology and Communication for Special Populations*. Available at CopyServe 754 S. Rancho Santa Fe Rd. San Marcos, Ca Telephone (760) 599-9923
- **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](mailto:service@cec.sped.org) or online at <http://www.ideapractices.org/resources/tam/index.html>
- **Readings as assigned and researched on the Internet, daily news, and professional journals.**
- **Class handouts (bring all handouts with you to class each night). No duplicates will be provided.**

### 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 binder measuring to use in the Mouse House lab.

I 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
- Double-sided sticky tape or carpet tape (small amount)
- Scissors

### COURSE OBJECTIVES:

Upon completion of this course, students will have acquired the knowledge and skills to:

1. 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.
2. Evaluate microcomputer software and other technological media for its potential usefulness including possible adaptations and modifications to the educational environment and/or devices for improving education programs.
3. 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.
4. Be familiar with and be able to utilize telecommunication and utility programs to access information bases in general and special education and adaptive technologies.

5. Plan the use of technology that can be used to assist/enable persons with physical disabilities in approaching the learning process and environment.
6. Explain how to evaluate the effectiveness of technology applications and devices in special education program and for individual learners in the schools.
7. Acquire skill in designing and managing education environment for a diverse group of learners in the thorough use of technology in the classroom
8. Acquire skills in adapting curriculum and instruction for students with mild, moderate, and severe disabilities thorough use of technology and communications.
9. Applying knowledge base in family systems and collaboration with parents in designing curriculum, IEPs and ITPs and classroom management plans using appropriate specialized software programs.
10. General information and practical application of various specialized assistive and adaptive devices useful for mobility, motor and sensory functioning including resources, repairs, and updating devices.
11. Demonstrate skills in sharing information with parents, children, and support staff about the use of assistive and adaptive devices for sensory, movement and mobility.
12. Acquire competencies in configuring and using adaptive devices including
  - IntelliKeys USB™ (and Classic)™,
  - Switches and switch interface,
  - overview of other hardware including
    - Touch screens,
    - Alpha Smart keyboard,
13. Acquire competencies in using specialized software such as:
  - My Own Bookshelf,
  - IntelliTalk II™ (Talking word processing program),
  - IntelliMathics
  - Inspiration©, and Kidspiration©,
  - Boardmaker™ from Mayer Johnson
  - Various switch accessible software

## **ADMINISTRATIVE REQUIREMENTS OF STUDENTS**

**COE ATTENDANCE POLICY:** A good student is one who adheres to standards of dependability and promptness. This course is comprised of 8 class sessions across 4 weekends. Students who miss one or more of the 8 class sessions of this course; or who are late for, or leave early from one or more sessions of this 8 class session course, will be unable to receive a passing grade for this course (C+ or better).

**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.

#### **LAB ETIQUETTE:**

- ABSOLUTELY NO FOOD, SOFT DRINKS, ETC. IN THE LAB AT ANY TIME!!!!** Students with food or drink in the lab will be **penalized participation and lab points**. You may have bottled water in your backpacks but not out by the computers.
- 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.
- Much work for this course is collaborative. In real life, all team members must collaborate and participate in order to accomplish any completed project. Team members are expected to be considerate and group minded in scheduling working sessions to complete course assignments.
- 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:** if it is going to malfunction, it will do so when you are in front of a group! Please be patient!

#### **PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS**

1. Attend all class sessions. Please call the instructor when you are unable to attend class or if you must be late. It is the policy of the CSUSM College of Education that any student who misses 20% or more of class time, field experiences, or class sessions may not receive a passing grade for the course.
2. Use "Person-first" language (e.g., "Student with Down Syndrome" rather than "Down Syndrome student") must be used throughout all written and oral assignments and discussions.
3. Word-process all written documents. **Keep a copy of all of your work.** Proof of completion of all assignments is the responsibility of the student. Keep these records until you have received your grade. Also, you will want these copies for your records and for potential future use as professional portfolio entries.
4. Complete and hand in all assignments on the due dates to receive credit. If you have extraordinary circumstances that impact completion of your assignments, please inform the instructor(s). Any time that you have questions or concerns, please contact the instructor(s) immediately.

5. 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, and professionalism in interactions with fellow students and the instructors and guest lecturers.
6. Responsibility for obtaining handouts is that of the student. If you are to miss class, be sure to select a class "buddy" to ensure that you receive handouts and information when you must miss class. You may wish to have the following:  
Buddy: Telephone, e-mail address, Fax number.

### **SCHOLASTIC REQUIREMENTS**

**Please note the College of Education Attendance policy stated on the third page of this syllabus.** The CSUSM College of Education, which has an attendance policy that mandates a minimum attendance of 80% of class sessions, requires these guidelines. Please inform your instructor in advance of any extenuating attendance circumstances.

#### **Participation (10 point maximum/class 10 X 16 classes = 160 points maximum)**

Regular, punctual attendance is critical and expected in the teaching profession. Because this class is participatory in nature, the experiences and discussions are difficult to recreate. Additionally, it is important that each class member have the opportunity to exhibit collaborative teaming and participatory behavior. To reinforce our commitment to developing interpersonal skills, students are expected to arrive on time; return from break on time; stay for all of the class; and fully participate and cooperate with classmates, instructors, and guests. A class participant who arrives late, departs early, or engages a "non-collaborative" behavior **will** receive less than the maximum **ten** points for that given class. Be sure to read both the attendance and missed lab policies stated above under administrative requirements. Participation points are also given for the Web CT portion of the class.

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 materials, assignments and technology; appropriate use of the lab, hardware and software. Important criteria for grading and receiving full 10 points each class meeting: respect for the lab environment and equipment.

### **ACADEMIC REQUIREMENTS**

#### **ASSIGNMENTS AND POINTS FOR MEETING COURSE OBJECTIVES:**

*Collaboration/Participation	160	(be sure to sign in each class section)
Lab Assignments (13 @ 10 points each)	130	(be sure to turn in your lab sheet for lab points)
Standards Based Curriculum Project and Paper (Pairs/Trio)	60	
Presentation of Project	15	
Vendor Project (Individual)	50	
Reading Reflections (4 @ 25 points each)	100	(Activities will be provided)
Web CT assignments (20 points per session)	80	
<b>TOTAL POINTS</b>	<b>595</b>	

#### **Lab Assignments: (13 @ 10 points each = 130 points)**

There is an in-class application lab assignment for most class meetings. Your lab sheets are found in your bound readers. You will be required to turn in a lab sheet for each lab completed. If you don't turn in a lab sheet, you won't receive a grade. The following are examples of labs for class,

**Examples of Labs:**

- Switch/software lab
- Software evaluation lab
- Web evaluation 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, software and class presentation. Format included in bound reader.

**Vendor Project (Individual, 50 points)** Each student will be required to contact vendors and research assistive technologies in one specified area. Student will submit a paper based upon this review. (Format included in bound reader).

**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.

**CALCULATION OF COURSE GRADE**

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

**GRADING SCALE: (represents percentages of total points)**

93 - 100 = A	90 - 92 = 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)

**Criteria for Course Grading:** (CSUSM General Catalog for 1996-97, page G-3)

A (Excellent): Performance of the student has been at the highest level, showing sustained excellence in meeting all course requirements and exhibiting an unusual degree of intellectual initiative.

B (Good): Performance of the student has been at a high level, showing consistent and effective achievement in meeting course requirements.

C (Satisfactory): Performance of the student has been at an adequate level, meeting the basic requirements of the course.

**NOTE: The minimum acceptable grade for courses in the professional education sequence is C+, but a B average must be maintained.**

D (Passing): Performance of the student has been less than adequate, meeting only the minimum course requirements.

F (Failing): Performance has been such that minimal course requirements have not been met.

**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	M/M/S	M/M/S	M/M/S	M/M/S	M/M/S	M/M/S	M/M/S	M/M/S	M/M/S
10	12	15	17	22	23	24	25	26	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
- 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