

COURSE: EDEX 651:
Advanced Technology, Transition, and Inclusive Education:
Developing An Area Of Specific Emphasis (3 credit units)

University Hall, 271; Tuesdays: 5:00 p.m. to 8:45 p.m.

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This course meets face to face (F2F) on ten (10) Tuesday evenings, with web based instruction (WBI) sessions on six (6) Tuesday evenings as follows:

Face to Face Sessions: 9/03, 9/10, 9/24, 10/08, 10/22, 11/05, 11/19, 12/03, 12/10, 12/17

Web-Based Instruction Sessions: 9/17, 10/01, 10/15, 10/29, 11/12, 11/26

See the Course Web site: <http://courses.csusm.edu> EDEX 651

MISSION OF THE COLLEGE OF EDUCATION AT CSU SAN MARCOS:

The Mission of the College of Education Community is to transform public education by preparing thoughtful educators and advancing professional practice. We are committed to the democratic principles of educational equity and social justice for all learners, exemplified through reflective teaching learning and service. We value diversity, collaboration, professionalism and shared governance.

CATALOG DESCRIPTION:

Focuses upon acquisition of skills for advanced application of technologies supporting inclusion, practical applications in the classroom, augmentative communication, development and implementation of technology laboratories and programs, grant writing, and professional presentations. Meets Professional Level II Education Specialist credential standards for supporting transition across the K-12 continuum and development of a specific area of emphasis in inclusive education, technology and augmentative communication, and reflective practice.

Prerequisites: EDUC 500 and EDMX 632 or equivalent and consent of instructor.

COURSE DESCRIPTION:

Students build upon their basic skills of education technology and adaptive and assistive technologies to expand the scope and depth of study into an area of specific emphasis. Course content includes advanced applications in augmentative communication, switch access, assisted keyboard access, grant and project development. Emphasis is on the applications of content and skills with individual learners in the classroom. Professional productivity includes use of advanced presentation software, grant writing, and transition teaming and planning. Professional Level II Education Specialist credential standards for supporting transition across the K-12 continuum and development of a specific area of emphasis in inclusive education, technology and augmentative communication, and reflective practice are addressed in this course

Prerequisites: Successful completion of EDUC 500 and EDMX 632 or their equivalent. Demonstration of basic understanding and practical use of representative programs for instruction and teacher productivity including word processing, data bases, spreadsheets, graphics, telecommunications, networking, and multi media presentations absolutely required.

The table below indicates the CTC Level II standards and levels of competence addressed by EDEX 661 and the level (i.e., knowledge, application) at which each standard is demonstrated.

Key to Table: (number indicates CTC standard addressed)

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

Table of CTC Level II Standards and Levels of Competence

M/M/S	M/M/S	M/M/S	M/M	M/M	M/S	M/S
15	16	17	18	20	18	19
K/A	K/A	K/A	K/A	K/A	K/A	K/A

- 15 M/M/S **Current and Emerging Research and Practices**
 Interpret, apply, disseminate current and emerging research, theories, legislation, policies and practices.
 Research the current professional literature in an area of specific emphasis.
- 16 M/M/S **Transition and Transition Planning:**
 Collaboration with personnel from other educational and community agencies,
 Successful planning for transition to vocational experiences,
 Procurement of technologies to ease transition process,
 Legislation supporting barrier free access through technologies.
- 17 M/M/S **Development of Specific Emphasis:**
 Opportunities to build upon foundations of Level I Education Specialist work,
 Expanding scope and depth of study in specific content areas,
 Develop expertise in performing specialized functions
 (e.g. Technology, Transition, and Inclusive Education).
- 18 M/M/ **Assessment of Students**
 Assessment of verbal and non-verbal communicative competence for planning
 Augmentative and Alternative Communication (AAC)
 Technology Assessments and Planning
- 20 M/M **Collaboration and Consultation**
 Develop skills in communication, collaboration and consultation for serving
 in a coordination function throughout the education placements of students.
 Interdisciplinary teaming for planning transition across K-12 Curriculum.
- 18 M/S **Advanced Communication Skills:**
 Demonstrates effective communication skills for networking and collaborating.
 Team building and facilitation for transition,
 Team building and planning for infusion of technologies for curriculum support,
 Development of professional presentations.
- 19 M/S **Leadership and Management Skills:**
 Demonstrates ability to work effectively within integrated service delivery models,
 Participates in school restructuring and reform efforts to impact systems change.
 Involvement in site-based decisions, restructuring and reform efforts.
 Including students with mild/moderate/severe disabilities through use of technology.

REQUIRED MATERIALS:

American Psychological Association. (1995). *Publication manual of the American psychological association, fourth edition*. American Psychological Association, Washington, CD.

Print Card for the printer in UH 271

There is no text book for this course. The cost will be represented in the copying of your content area reports and research materials for classmates.

Supplementary References:

Baron, Ann E., & Orwig, Gary W. (1997). *New technologies for education: A beginner's guide* (3rd ed.). Englewood, CO: Libraries Unlimited, Inc.

Beukelman, David, R., & Miernda, P. (1998). *Augmentative and alternative communication: Management of severe communication disorders in children and adults* (3rd ed.) Baltimore: Paul H. Brookes Publishing Co.

Bowser, G.; & Reed, P. (1998). *Education tech points: A framework for assistive technology planning*. Coalition for Assistive technology in Oregon (CATO). PO 431, Winchester, Oregon, 97595. (541) 440-4791.

Lloyd, L., Fuller, D., & Arvidson, H. (1997). *Augmentative and alternative communication: A handbook of principles and practices*. Allyn Bacon, Needham Heights, MA

PERFORMANCE GOALS

Student will:

1. demonstrate knowledge on current laws, policies, regulations, and funding sources for including technologies,
2. develop skills in the design of grant proposals including response to RFPs (Request for Proposal), basic planning, budgeting, writing grant proposals, and managing implementation of projects,
3. develop skills and practice in developing professional presentations using advanced software applications,
4. acquire a knowledge base and skills in facilitating transition across the K-12 continuum (preschool to elementary, elementary to middle school, middle to high school, high school to post-school work, educational, and community experience),
5. acquire knowledge and skills in the use of advanced technologies (hardware and software) with learners with diverse learning styles,
6. demonstrate knowledge of the application of augmentative and alternative communication (AAC) systems including nonsymbolic modes of communication (gestures, vocalizations, eye gaze, body language and sign-symbol systems).
7. presentation of grants, projects, and research to classmates in professional workshop format.
8. engage in problem solving and futures planning of including individuals with special learning needs and supported included instruction through the use of technologies.

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 for full 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.
7. The points for all late work will be reduced. Unless arrangements have been made with the instructor, absolutely no work will be accepted one week past the due date on the syllabus.
8. The UH 271 lab has been newly refreshed with Macintosh G4 computers with beautiful new flat screen monitors. **THERE MUST BE ABSOLUTELY NO FOOD OR DRINK BROUGHT INTO THIS LAB!!!** There will be participation point deductions for each breach of this policy. Thank you for your consideration.

Grading Scale (in percentages):

A	93-100%	A-	90-92%
B+	87-89%	B	83-86%
B-	80-82%	C+	77-79%

GRADING RUBRICS:

Criteria for Grading Student Performance in this Course:

- A (Excellent): Performance at the highest level, showing sustained excellence in meeting all course objectives and requirements and exhibiting an unusual degree of intellectual initiative.
- B (Good): Performance at a high level, showing consistent and effective achievement in meeting course objectives and requirements.
- C (Satisfactory): Performance at an adequate level, meeting the basic objectives and requirements of the course.

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

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.

SCHOLASTIC REQUIREMENTS:

Course Requirements	Points
Project Design Work for Mini Technology Grant Project* Group Work	100
Developing an Area of Specific Emphasis* Individual Work	100
Participation	96
Web Based Components of Course	104
Total	400

***Format to be handed out in class**

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

Participation (10 points maximum/class X 12 Face-to-Face classes = 120 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. 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 points for that given class session.

Criteria for Grading Participation:

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.

Web Based Components of Course: 104 points*

Check the Announcement block in the course home page each week for directions.

There will be a series of DB prompts for your reflection and response.

Web Site Evaluation Paper (14)

WBI discussion board prompts (6 X 10 = 60)

Response to the prompts of others: (6 X 5 = 30)

* The due dates for all postings are listed on the class schedule. Late postings will receive a reduction in points.

Criteria for Grading Discussion Board (DB) Postings:

Post your response to the Discussion Board Prompts at the beginning of the week

In which they are required.

Read the postings of your colleagues (towards the middle to end of that week) and post responses to the posting of others as indicated in the Professor's prompts.

Be sure your responses are well thought out prior to writing your posting.

Be sure to post your all responses by the due date on the syllabus.

You may wish to compose off line, and copy and paste your response into the DB.

Use person first language.

Respect the opinions of others, and

Course Schedule
EDEX 561: Technology, Transition, and Inclusive Education
Note: Dates of some topics may change.

Face to Face Sessions: 9/03, 9/10, 9/24, 10/08, 10/22, 11/05, 11/19, 12/03, 12/10

Web-Based Instruction Sessions: 9/17, 10/01, 10/15, 10/29, 11/12, 11/26,

Class #/Date	Topics	Assignment Due
01 09/03	Orientation to the course Advanced interactive skills: multitasking, operating systems etc. Grant writing Overview	EDEX Course Survey Results of Grant Brainstorm
02 09/10	Developing an area of Specific Emphasis Grant writing continued Overview of Web Based Components of course	Planning Sheet on Specific Emphasis Log into the course web site
03 09/17	WBI: Laws, policies, and funding for inclusive programs using technology CTAP, Closing the GAP, CEC and others	Complete all DB prompts by 9/23
04 09/24	Advanced Software Applications ACC Overview	Grant Intro, and goals and objectives due
05 10/01	WBI Discussion Board Work	Complete all DB prompts by 10/07
06 10/08	Accessibility of Web Sites Rubrics for Evaluating Web Sites	Turn in Web eval lab sheet First Check point for Specific Emphasis work
07 10/15	WBI: Evaluation of Web Sites	Complete all DB prompt by 10/21

Class #/Date	Topics	Assignment Due
08 10/22	Overview of Advanced Technology Devices and Tech Evaluations Selection and application of technologies to support the inclusion Grant Budget, timeline, and surveys due of learners with divergent learning styles (may be held at an San Diego City area agency).	Turn in lab sheet for evening's activities
09 10/29	WBI: Discussion Board Prompt	Complete all DB prompts by 11/04
10 11/05	Supporting transition across the K-12 continuum Individual Transition Plan development via interdisciplinary teaming and ITP (individual transition plans)	First draft of Area of Specific Emphasis due
11 11/12	WBI: Discussion Board Prompt	Complete all DB prompts by 11/18
12 11/19	Class sharing of grants and projects for individual applications of technology for learners with severe disabilities.	Final Grant Proposal is due
13 11/26	WBI: Discussion Board Prompts	Complete all DB prompts by 12/02
14 12/03	Transition to Post Secondary Settings Tech evaluations for learners with mild-moderate-severe disabilities	Area of Specific Emphasis is due Web Site Evaluation Paper is due
15 12/10	Professional Presentations on Specific Area of Emphasis WBI course reflection posting	Grant Projects returned Post course reflection by 12/12
16 12/17	Final night of class Complete Professional Presentations on Specific Area of Emphasis Futures planning for infusing technology	

