

<b>Course &amp; Section Nos.</b>	<b>EDMX 632 Section 1 and Section 2</b>
<b>Course Title</b>	<b>Technology and Communication for Special Populations</b>
<b>Class Roster No.</b>	<b>Section 1: 41008 and Section 2: 41009</b>
<b>Course Day(s)</b>	<b>Mondays</b>
<b>Time</b>	<b>Online and Four Saturdays 8:00 am – 3:00pm</b>
<b>Course Location</b>	<b>University Hall (UH) 271</b>
<b>Semester / Year</b>	<b>Fall 2016</b>
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### **WELCOME**

Welcome to EDMX 632! We are very excited to spend this semester with you exploring the wide range and great benefit of Assistive Technology. We are passionate about how technology can change a student's school experience and their personal lives. Whether your knowledge-base about assistive technology is emerging or advanced, this course will take us on a journey together to explore a wide variety of technology, instructional strategies, and tools that will make everyone competent Education Specialists. We are looking forward to an exciting semester with you!

### **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

### **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 outcome

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## COURSE DESCRIPTION

Terms, trends, history, and current information based on applications of technology and assistive and adaptive devices for working with children. Use of technologies for learners with mild, moderate, and severe disabilities from a K-12-based perspective. Gain understanding of the purpose of conducting assessment for Assistive Technology. Identification of interventions for effective student communication (augmentative communication strategies and devices). Gain knowledge of system components and configuration of special and adaptive devices. Competency-based specialized technology information, requiring both in-class and distance laboratory work.

### Course Objectives

After completion of EDMX 632, students will demonstrate competence in the following areas through successfully completion of an assignment and/or activity:

- the ability to research, access and use technology based on an student needs
- an understanding of the wide range of assistive technology
- skills to incorporate technology into educational settings and curriculum
- an understanding of the role technology can play in communication
- by evaluating software/apps and planning for practical application in classroom settings

## REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

### Required Texts

Brown F., McDonnell, J., & Snell, M. E. (2016). *Instruction of students with severe disabilities* (8th ed.) Boston: Pearson. [Also used in EDMX 627, 631, 633, and 635]

### Fee-based Webinars

Students may be required to pay a low cost fee in order to access a webinar.

### Cougar Courses at <http://cc.csusm.edu>

The Cougar Courses site provides additional materials such as the syllabus, rubrics of assignments, “drop boxes” for assignment, reading materials, power points, weekly course information, etc.

### TaskStream Account

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**

Concurrent candidates and candidates completing both the Mild/Moderate and Moderate/Severe credentials should enroll for at least two years. After enrolling, access your specially designed Education Specialist program bucket - **Concurrent MS/ES Program 2015-2016** - by going to your home page, finding the Self-Enrollment area and clicking the *Enter Code* button. Then enter **Concurrent1516** 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.

### **Add-On Candidates**

Add On candidates completing both the Mild/Moderate and Moderate/Severe credentials should enroll for two years. After enrolling, access your specially designed Education Specialist program bucket - **Add-On Ed Specialist Credentials 2016-17** - by going to your home page, finding the Self-Enrollment area and clicking the *Enter Code* button. Then enter **AddOn1617** 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.

### **COURSE LEARNING OUTCOMES**

Upon completion of this course, candidates are able to demonstrate their skills and knowledge in:

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, standards 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, apps for 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. Plan for the use of technology that can be used to assist/enable persons with physical disabilities in accessing curriculum and their environments.
9. Explain how to evaluate the effectiveness of technology applications and devices for individual learners in special education programs.
10. Introductory configuration and use adaptive devices.
11. Use of specialized software and applications such as: graphic organizing, mind mapping; comprehensive/adapted/modified learning program for students with developmental or cognitive disabilities; word prediction and voice recognition software; adapted picture communication material.

#### **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

## **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*)

## **Teacher Performance Expectation (TPE) Competencies**

The course objectives, assignments, and assessments have been aligned with the CTC standards for Education Specialist 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.

## **Teacher Performance Assessment**

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2015-16 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

### **edTPA**

Beginning in fall 2015, for newly entering initial candidates, the CSUSM assessment system is the edTPA. To assist with your successful completion of the edTPA, a capstone class is part of your curriculum. In this class edTPA related questions and logistical concerns are addressed. Additional support materials are available on the edTPA website:

[http://www.edtpa.com/PageView.aspx?f=GEN\\_Candidates.html](http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html)

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

## **Expected Dispositions for the Education Profession**

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. 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 that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. 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. Please find the Education Specialist Profession Dispositions in the Special Education Programs Clinical Practice webpage at the following URL:

<http://www.csusm.edu/soe/credential/specialeducation/clinicalpractice.html>

## **PROGRAM STUDENT LEARNING OUTCOMES (PSLOS)**

### **Preliminary Mild/Moderate and Moderate/Severe Education Specialist Program**

Upon successful program completion, Preliminary Education Specialist teacher candidates will demonstrate proficiencies in

1. Applying current disability-related federal and state laws, procedures, and ethics pertaining to special education referral and eligibility and Individual Education Program plan development, monitoring, and implementation
2. Using various formal and informal assessment data from multiple sources to a) develop IEP goals based upon individual students' assessed needs and b) monitor student progress toward IEP goal achievement
3. Using knowledge of the characteristics of various disabilities and their effects on learning, skill development, and behavior to develop and deliver appropriate instruction to advance student progress toward IEP goal attainment and meaningful participation and progress in the curriculum
4. Differentiating instruction through a) knowledge and application of a variety of instructional and positive behavior support methodologies and b) use of technology inclusive of augmentative and alternative communication systems, applications, and devices
5. Collaborating, coordinating, consulting, and co-teaching effectively with general educators, special education and related service providers, paraeducators, students' families and community agency personnel to maximize communication and instructional quality

## SCHEDULE/COURSE OUTLINE

Class/ Week	Topics	Assignments Due:
<p style="text-align: center;">Class #1 Week of August 29<sup>th</sup></p>	<p>-Assistive Technology Overview</p>	<p>Complete Iris Module: Assiistive Technology Overview  <a href="http://iris.peabody.vanderbilt.edu/module/at/#content">http://iris.peabody.vanderbilt.edu/module/at/#content</a></p> <p>Submit on Cougar Courses Microsoft Word Document of you response to the questions on the Assessment Page of Iris Module.</p> <p>Participate in Forum Discussion on Cougar Courses</p>
<p style="text-align: center;">Class #2 and Class #3</p> <p><b>LIVE CLASS Saturday Sept. 10th 8:00-3:00pm</b></p>	<p>-Course Overview</p> <p>-Introduction to Assistive Technology</p> <p>- Professional, Legal, and Ethical Practices</p> <p>-Assisitive Technology Evaluations</p>	<p><b>***(Bring yourself snacks and a lunch)</b></p>
<p style="text-align: center;">Class #4 Week of Sept. 12th</p>	<p>- Accessible Print</p>	<p>Complete Iris Module: Bookshare  <a href="http://iris.peabody.vanderbilt.edu/module/bs/cresource/#conte">http://iris.peabody.vanderbilt.edu/module/bs/cresource/#conte</a></p> <p>Submit on Cougar Courses Microsoft Word Document of your response to the questions on the Assessment Page of Iris Module.</p> <p>Submit on Cougar Courses Webinar of Interest Choice</p> <p>Participate in Forum Discussion on Cougar Courses</p>
<p style="text-align: center;">Class #5 Week of Sept. 19th</p>	<p>-Webinar on Technology</p>	<p>View chosen webinar online, write summary/reflection on webinar, and prepare to present next week with your group or individually to the class.</p> <p>Participate in Forum Discussion on Cougar Courses</p>

<b>Class/ Week</b>	<b>Topics</b>	<b>Assignments Due:</b>
Class #6 Week of Sept. 26th	-Computer Aided Instruction  -Picture Exchange Communication System  -Speech Generating Devices	Complete assigned AIM Modules and Submit Reflections for each.  Participate in Forum Discussion on Cougar Courses
Class #7 Week of Oct. 3 <sup>rd</sup>	-Teaching Communication Skills	Read Brown Chapter 12: Teaching Communication Skills  Submit Case Study Assignment  Participate in Forum Discussion on Cougar Courses
Class #8 Week of Oct. 10th	-Specialized Software and Applications	Read Assigned Articles  Participate in Forum Discussion on Cougar Courses
Class #9 And Class #10  <b>LIVE CLASS Saturday Oct. 22<sup>nd</sup> 8:00-3:00pm</b>	-Read & Write Gold  -Webinar Co-Teacher: Nora Trentacoste  -Tools for Accessibility  -Inspiration/Kidspiration  -Boardmaker	<b>*** (Bring yourself snacks and a lunch)</b>
Class #11 Week of Oct. 24th	-Augmentative and Alternative Communication (AAC)	Complete AAC Module and submit Reflection  Participate in Forum Discussion on Cougar Courses  -
Class #12 And Class #13  <b>LIVE CLASS Saturday Nov. 5th 8:00-3:00pm</b>  <b>FIELD TRIP MEET in SAN DIEGO</b>	<b>AT in ACTION:</b>  Co-Teachers: Jesus Montoya Michael Simonetti David Smith	<b>**** (Bring lunch/snacks) ***</b>



Class/ Week	Topics	Assignments Due:
<b>Class #14 &amp; 15</b>  <b>LIVE CLASS</b> <b>Saturday</b> <b>Dec. 10th</b> <b>8:00-3:00pm</b>	-Co-Teacher: Nathan Swett  -Final Project Presentations: Gallery Walk	Final Project Due

## COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

### Course Features and Professional Requirements

1. **Person-First Language.** “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.
2. **Cougar Courses Use and Class Preparation.** Examine the course Cougar Courses website at least twice weekly for messages and newly posted materials and resources. Download materials needed for each class *prior* to class and bring to class all required resources.
3. **Written Work.** Word-process and keep electronic copies of all written work. You will want these for your records and use as professional portfolio entries.
4. **Timeliness.** Complete and submit all assignments on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments or have questions or concerns, please contact the instructor(s) immediately.
5. **Participation.** Participate actively in class discussions and group activities and demonstrate positive interpersonal skills with classmates, the instructors, and guests.
6. **Peer Buddy.** Select at least two class “buddies” ensure you receive handouts and information if you miss class.

Peer Buddy’s Name:

Phone:

e-mail:

Peer Buddy’s Name:

Phone:

e-mail:

### Assignments

Face-to-Face Class Participation	_____	(60 points)
Forum Discussions	_____	(35 points)
Assistive Technology Overview	_____	(10points)
Bookshare	_____	(10points)
Webinar	_____	(15points)
AIM Module	_____	(15points)
Case Study Assignment	_____	(10 points)
AAC Reflection	_____	(15points)
Final Project	_____	(30 points)

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**Total Maximum Points:**

**200 points**

### Grading Standards

Grades for assignments will be posted on Cougar Courses as they completed throughout the semester.

<b>A: 93-100%</b>	<b>A-: 90-92%</b>	<b>B+: 89-85%</b>	<b>B: 83-86%</b>	<b>B-: 80-82%</b>	<b>C+: 78-79</b>
200-185	184-179	178-169	168-165	164-159	158-156

**NOTE:** The minimum acceptable grade for a course in the professional education credential sequence is C+. A “B” average must be maintained for continuation in the program.

### **Criteria for Written Products**

- The content of each assigned reading is clearly referred to in the document.
- Higher order thinking skills that go beyond reiteration of content (e.g., application, analysis, synthesis, evaluation of content) are clearly demonstrated.
- Spelling, grammar, and mechanical aspects of writing are accurate.
- Thoughts are well organized; section headings are provided as needed.
- The document is word-processed.
- The document is submitted on or before the date due.

### **School of Education/Course Attendance Policy**

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) 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 (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

You may **not miss more than 2 class meetings** in order to pass this class. . **Five (5) points will be deducted** for each absence. **Points will be deducted** for arriving to class **15 or more minutes late**. . Points may be deducted for lack of participation in class.

### **Policy on Late/Missed Work**

All assignments are expected to be completed by the assigned due date. If you have extraordinary circumstances that impact completion of your assignments or have questions or concerns, please contact the instructor(s) immediately. Acceptance of late work will be at the professor's discretion and will only be allowed if the student has contacted the professor prior to the original due date. All late assignments will receive a **20% deduction** in point value.

### **Student Collaboration Policy**

Students are to complete work individually and independently unless there is an agreement prior to the submission of the assignment with the course instructor(s). Namely, on occasion, the MAPs Implementation and High School IDEIA Interview assignments have been done in pairs.

## **GENERAL CONSIDERATIONS**

### **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 assignments must be original work, clear and error-free. All ideas/material 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 accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero 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.

Refer to the full Academic Honesty Policy at:

[http://www.csusm.edu/policies/active/documents/Academic\\_Honesty\\_Policy.html](http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html)

### **Plagiarism**

As an educator, it is expected that each candidate (course participant) 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.

### **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 Disabled 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.

### **Credit Hour Policy Statement**

Per the University Credit Hour Policy:

- Hybrid courses must describe to students how the combination of face-to-face time, out-of-class time associated with the face-to-face sessions, and on-line work will total at least 45 hours per unit of credit.

### **All University Writing Requirement**

This course ensures that the university's minimum 2,500-word per course writing requirement is met through the course assignments, reflections, and postings for Education Specialist standards assigned to this course.

### **Graduate Writing Requirements**

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, papers in graduate classes are expected to adhere to writing and format style guidelines described in the sixth edition of the *Publication Manual of the American Psychological Association* (aka, *APA Manual*). This manual is a required across all graduate-level (600-level) courses.

### **Course Format**

Per the CSUSM Online Instruction Policy, EDMX 632 is a blend of traditional (FT) instruction, with much online work, qualifying the course to be considered hybrid (HY) in nature.

### **Necessary Technical Competency Required of Students**

Candidates are required to have the technical expertise to use online browsers (e.g., Firefox) to access information, use the Cougar Courses platform to access and download course content posted at Cougar Courses and submit assignments, and use various forms of technology (e.g., word processing, CSUSM electronic mail, presentation tools such as PowerPoint) to produce course assignments and instruct others for assignments requiring in-class instruction by candidates.

Please save a digital copy of all assignments for your use in your teaching portfolio. Most assignments are submitted online at Cougar Courses; some are submitted both online and in class; at least two assignments are submitted only in class. Details will be given for each assignment in class.

## **Contact Information for Technical Support Assistance**

For technical support assistance, please contact the CSUSM Help Desk. See information on the various ways in which students may get technical support at <http://www.csusm.edu/sth/support/index.html>

## **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.

## **DESCRIPTION OF ASSIGNMENTS**

### **In-Class “Live” Participation (15 Points each day)**

For each face-to-face class, points will be assigned based upon the following criteria:

- collaborative cooperation and meaningful, active participation in labs, classes, and group assignments;
- respectful and comprehensive interaction with guest speakers, classmates, and instructor(s);
- respect for, patience and flexibility with technology when it may malfunction need to adjust topics;
- safe and appropriate use of lab hardware and software

### **Forum Discussions (5 point each)**

Since this is a hybrid class, your participation on the weekly forums will support and strengthen your understanding of the curriculum. We want you to benefit from the online forum discussions and understand the guidelines that should be in place when using online forums in your own classrooms. Each of your postings should effectively drive conversation and motivate your peers to think more deeply about the topic. The forums in this course are created for you to engage in conversations, activities, and collaboration. Each forum discussion is worth at total of **5 points**. *Late postings can only earn 3 points.*

Your grade for participating in the forum discussions will include the following:

1. Your own original, thoughtful, substantial response to the prompt provided. **(1 point)**
2. Responding to at least 2 of your peer's posts. We encourage more than 2 as your own learning will be enhanced by this experience. **(2 points)**
3. Adhering to the ***Guidelines for Forum Discussions***. Additional resources for online discussions is provided on Cougar Courses. **(1 point)**

4. You will need to check the forum continually throughout the week in order to respond to any peer who has commented on any of your postings. All discussion board posts due by Saturday at midnight of the week it was assigned. **(1 point)**

### **Introduction to Assistive Technology Overview Assignment (10 points)**

1. Go to the <http://iris.peabody.vanderbilt.edu/module/at/>
2. From this cover page, please select (1) "Challenge" then listen to the video (transcripts are provided on this page if you wish to view them).
3. After listening to the video, select (2) "Initial Thoughts."
  - a. Think about your answers to these questions before proceeding through the rest of the module. *(These reflections are for you to ponder - **they do not need to be in writing.**)*
4. Once you have completed your "thoughts," go on to section (3) "Perspectives and Resources." This section contains 9 pages of information, and each page contains either audio clips, video clips, or both. Please listen to all elements on each page as this is how the information on the topic is presented to you. These clips are worth the time and most are brief.
5. Go to the Assessment section on the left (5). Copy and paste these questions into a Microsoft Word Document. Once you have responded to all of these questions, submit document on Cougar Courses.

### **Bookshare (10 points)**

Students will complete Iris Module: Bookshare

<http://iris.peabody.vanderbilt.edu/module/bs/cresource/#content>

Each student will submit on Cougar Courses the Microsoft Word Document of their response to the questions on the Assessment Page of Iris Module.

### **Webinar of Interest Assignment (15 points)**

You will choose a webinar that is of interest to you at:

<https://www.atia.org/webinars/webinar-directory-search/>

Cost of webinar typically ranges \$39-\$49. You may complete this assignment by watching this webinar individually or in group up to 4. The majority of the webinars are archived, therefore, you may watch them at anytime prior to the due date. However, some are "live" where you can interact with participants and presenter. "Live" webinars will provide you with an exact time and date.

Each student, whether watching a webinar individually or in a group, must submit a reflection of the webinar addressing the following:

- Name of Webinar **(1 point)**
- Description of Webinar Topic **(1 points)**
- Description of Presenter(s) (Name and Bio) **(1 points)**
- How this webinar applied to the field of education **(3 points)**
- 3 or more specific things you learned **(3 points)**
- Your personal reactions and opinions of the webinar (you may include what your group members thought but state their name e.g. Mary and Sam felt that.....) **(3 points)**
- Would you recommend this webinar to others, why or why not? **(1 points)**

Each student or group will do a brief, informal "report out" of what you have learned and what you feel your classmates should know. Length of presentation should be 5 minutes and at least 5 slides. **(2 points)**

### **AIM (Autism Internet Module) Modules (15 points)**

Each student will complete assigned AIM Modules and submit a reflection for each.

**AAC (15 points)**

Each student will complete the assigned AAC Module and submit a reflection.

**Final Project (30 points)**

Students will prepare a culminating project that reflects their learning and application of course content from the entire semester and present their project to their peers.

**EDMX 632 TRACKING FORM**

**In-Class Participation 60 points**

Class #2 & #3—Lab/Participation \_\_\_\_\_ (15 points)  
Class #9 & 10—Lab/Participation \_\_\_\_\_ (15 points)  
Class #12 & 13—Lab/Participation \_\_\_\_\_ (15 points)  
Class #14 & 15—Lab/Participation \_\_\_\_\_ (15 points)

**Forum Discussions 35 points**

Class #1 \_\_\_\_\_ (5 points)  
Class #4 \_\_\_\_\_ (5 points)  
Class #5 \_\_\_\_\_ (5 points)  
Class #6 \_\_\_\_\_ (5 points)  
Class #7 \_\_\_\_\_ (5 points)  
Class #8 \_\_\_\_\_ (5 points)  
Class #11 \_\_\_\_\_ (5 points)

**Assignments 105 points**

Assistive Technology Overview \_\_\_\_\_ (10points)  
Bookshare \_\_\_\_\_ (10points)  
Webinar \_\_\_\_\_ (15points)  
AIM Module \_\_\_\_\_ (15points)  
Case Study Assignment \_\_\_\_\_ (10points)  
AAC Reflection \_\_\_\_\_ (15points)  
Final Project \_\_\_\_\_ (30 points)

**TOTAL POINTS** \_\_\_\_\_ **200 maximum**

**Grading Scale**

<b>A: 93-100%</b>	<b>A-: 90-92%</b>	<b>B+: 89-85%</b>	<b>B: 83-86%</b>	<b>B-: 80-82%</b>	<b>C+: 78-79</b>
200-185	184-179	178-169	168-165	164-159	158-156