

Course & Section Nos.	EDMX 632
Course Title	Instructional and Assistive Technology
Class Roster No.	40302
Course Day(s)	Online Weekly with Four Zoom Meetings
Time	See Schedule on Page 6
Course Location	Online
Semester / Year	Fall 2020
Instructor	Rebecca Brooks, Ph.D.
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Office	Zoom Meetings or Phone Calls
Office Hours	By Appointment

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 students' school experiences and their personal lives. Whether your knowledge about assistive technology is emerging or advanced, this course will take us on a journey to explore a wide variety of technology, instructional strategies, and tools that will make everyone competent Education Specialists.

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

TABLE OF CONTENTS

COURSE DESCRIPTION.....	3
Course Prerequisites.....	3
Course Objectives.....	3
REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS.....	3
Required Texts.....	3
Optional Texts.....	3
Cougar Courses.....	3
TaskStream Account for Concurrent and Add-On Candidates.....	3
COURSE LEARNING OUTCOMES.....	4
Authorization to Teach English Learners.....	4
Teacher Performance Expectation (TPE) Competencies.....	4
Teacher Performance Assessment.....	4
Expected Dispositions for the Education Profession.....	5
PROGRAM STUDENT LEARNING OUTCOMES (PSLOs).....	5
SCHEDULE/COURSE OUTLINE.....	6
COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS.....	9
Course Features and Professional Requirements.....	9
Course Assignments.....	9
Grading Standards.....	9
School of Education/Course Attendance Policy.....	9
Criteria for Written Products.....	10
Policy on Late/Missed Work.....	10
Student Collaboration Policy.....	10
GENERAL CONSIDERATIONS.....	10
School of Education Civility Statement.....	10
Student Virtual Expectation Link Please make the time to visit this link and to review these guidelines, which reflect CSUSM values and expectations for safe, inclusive, responsible behaviors. https://www.canva.com/design/DAECjPp-ayg/9fDNO2abIJM3A70PElph_A/view?utm_content=DAECjPp-ayg&utm_campaign=designshare&utm_medium=link&utm_source=viewer	10
CSUSM Academic Honesty Policy.....	11
Plagiarism.....	11
Credit Hour Policy Statement.....	11
All University Writing Requirement.....	11
Graduate Writing Requirements.....	11
Course Format.....	12
Necessary Technical Competency Required of Students.....	12
Contact Information for Technical Support Assistance.....	12
Electronic Communication Protocol.....	12
DESCRIPTION OF ASSIGNMENTS.....	13
Zoom Class Participation (5 points each class).....	13
Introduction to Assistive Technology Overview (10 points).....	13
Chapter Readings and Questions (40 points).....	14
Novel Reading (15 points).....	14
Bookshare (10 points).....	14
AIM (Autism Internet Modules) (15 points).....	14
Boardmaker Assignment (15 points).....	14
DIY (Do It Yourself) Assistive Technology (5 points extra credit option).....	15
Final Exam Project (25 points).....	15
RUBRIC.....	16
Forum Discussion Rubric.....	16

COURSE DESCRIPTION

Focuses on the exploration of both instructional and assistive technology for students with mild, moderate, and extensive support needs in order to optimize learning opportunities and outcomes for all students. Augmentative and alternative communication systems for students with complex communication needs will also be addressed. Teaches how to identify and use low- and high-tech equipment and instructional materials in order for students to access curriculum, effectively communicate, and increase their independence and participation in daily activities.

Course Prerequisites

For School of Education courses, admission to the program is considered a prerequisite.

Course Objectives

After completion of EDMX 632, students will demonstrate competence in the following areas through successful completion of assignments and/or activities:

- the ability to research, access and use technology based on 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
- evaluating software/apps and planning for practical application in classrooms

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts

Bouck, E.C. (2017). *Assistive technology*. Sage Publications.

Choose One: Draper, S. (2012). *Out of my mind*. Atheneum Books for Young Readers.
Trueman, T. (2000). *Stuck in neutral*. Harper Teen.

Optional Texts

Brown F., McDonnell, J., & Snell, M. E. (2020). *Instruction of students with severe disabilities* (9th ed.) Pearson. [Also used in EDMX 627, 631, 633, 635]

Green, J. (2018). *Assistive technology in special education: Resources to support literacy, communication and learning differences* (3rd ed.). Prufrock Press.

Cougar Courses

The Cougar Courses site <https://cc.csusm.edu> provides additional materials such as the syllabus, rubrics of assignments, “drop boxes” for assignment, reading materials, power points, weekly course information, etc.

TaskStream Account for Concurrent and Add-On Candidates

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 to Moderate and Extensive Support Needs Education Specialist program(s). Enrollment fees are paid by going to <https://login.taskstream.com/signon/> and registering for at least one year.

Concurrent Candidates - After enrolling, access your specially designed Education Specialist program bucket - **Concurrent MS/ES Program 2019-2020** - by going to your home page, finding the Self-Enrollment area & clicking the *Enter Code* button. Then enter **concurrent1920** as the program code. Click enroll.

Add-On Candidates - After enrolling, access your specially designed education specialist program bucket – **Add On Ed Specialist Credentials 2020-2021** by going to your home page, finding the self-enrollment area, & clicking the enter code button. Then enter **addon2021** as the program code. Click *enroll* button. The Education Specialist program now will show on your TaskStream home page when you log in. Remember your enrollment name and password.

COURSE LEARNING OUTCOMES

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

1. Identifying terms, concepts, events and trends in the use of technology in general and special education programs.
2. Demonstrating an understanding of national, state and local laws, policies, standards and procedures relating to technology and learners with special learning needs.
3. Identifying learner characteristics and needs for the purpose of technology evaluations.
4. Using telecommunications, electronic databases, reference systems and networks to access and provide information in general and special education.
5. Identifying, selecting, and using 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. Evaluating software, apps for potential usefulness including adaptations and modification to the educational environment and/or devices for improving education programs for learners.
7. Planning 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. Planning for the use of technology that can be used to assist/enable persons with physical disabilities in accessing curriculum and their environments.
9. Explaining how to evaluate the effectiveness of technology applications and devices for individual learners in special education programs.
10. Configuring and using adaptive devices.
11. Using 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.

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 CCTC standards for Preliminary Mild to Moderate and Moderate to Severe (Extensive Support Needs) Education Specialists Credentials. 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. The CSUSM credential programs are using the CalTPA (California Teacher Performance Assessment). Multiple and/or single subject California credential candidates must successfully complete the state-approved CalTPA.

CalTPA

To assist with your successful completion of the CalTPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on the SOE website:

<http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson/unit plans and 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 to Moderate and Extensive Support Needs 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

Tentative schedule may be adjusted as needed to enhance learning

Class	Topics	Assignments Due
<p style="text-align: center;">#1 Zoom Meeting</p> <p style="text-align: center;">Thurs. Sept. 3rd 5:30- 8:20pm</p>	<p>Introduction to Course and Assistive Technology (AT)</p>	<p>Attend the Zoom Class Meeting</p>
<p style="text-align: center;">#2</p> <p style="text-align: center;">Week of Sept. 7th</p>	<p>Assistive Technology Overview</p>	<p>Complete Iris Module: Assistive Technology Overview</p> <ul style="list-style-type: none"> • Submit on Cougar Courses a Microsoft Word Document of your response to the questions on the Assessment Page of the Iris Module. <p>Participate in Padlet Forum Discussion-Getting to Know You!</p>
<p style="text-align: center;">#3</p> <p style="text-align: center;">Week of Sept. 14th</p>	<p>AT Background, Frameworks, Mandates, and Evaluations</p> <p>Introduction to Applications (APPS)</p>	<p>Read Ch. 1 Assistive Technology Background</p> <ul style="list-style-type: none"> • Complete Discussion Questions #1, 5, 6 <p>Read Ch. 2 Assistive Technology Frameworks</p> <ul style="list-style-type: none"> • Complete Extension Activity #2 Disability-led Innovations for the Masses and provide a written response on your reflection of the provided prompt. <p>Participate in Padlet Forum Discussion: Exploring Applications</p>
<p style="text-align: center;">#4</p> <p style="text-align: center;">Week of Sept. 21st</p>	<p>Accessible Print</p>	<p>Complete Iris Module: Bookshare</p> <ul style="list-style-type: none"> • Submit on Cougar Courses a Microsoft Word Document of our response to the questions on the Assessment Page of the Iris Module. <p>Read Chapter 8 Assistive Technology as Instructional Aides</p> <ul style="list-style-type: none"> • Complete Discussion Questions #1-4 <p>Participate in Padlet Forum Discussion–Learning Tools</p>
<p style="text-align: center;">#5</p> <p style="text-align: center;">Zoom Meeting</p> <p style="text-align: center;">Sat. Oct. 3rd 9:00- 11:50am</p>	<p>AT in ACTION Day 1</p> <p>Guest Presenters: Jesus Montoya David Smith</p>	<p>Read Ch. 4 Assistive Technology for Mobility and Positioning</p> <ul style="list-style-type: none"> • Complete Questions #1 & 3

Class	Topics	Assignments Due
#6 Week of Oct. 5 th	AT for Communication	Read Ch. 3 Assistive Technology for Communication <ul style="list-style-type: none"> Submit Discussion Questions #1 & 3 Participate in Padlet Forum Discussion - How an App Gave My Daughter a Voice Optional Reading: Brown Ch.12 (Pages 404- 412 8 th Edition) OR Brown Ch. 13 (418-426 9 th Edition)
#7 Week of Oct. 12 th	Picture Exchange Communication System & Speech Generating Devices	Complete assigned Autism Internet Modules (AIM) <ul style="list-style-type: none"> Write one paper with THREE reflections. Participate in Padlet Forum Discussion - How My Mind Came Back to Life
#8 Week of Oct. 19 th	Video Modeling	Optional Reading: Brown pp. 155-156 (8 th Edition) OR Brown pp. 202-204 (9 th Edition) Participate in Forum Discussion – Video Modeling
#9 Week of Oct. 26 th	Enhancing Independence and Transition	Read Ch. 9 Assistive Technology to Enhance Independence and Transition <ul style="list-style-type: none"> Complete Discussion Questions #1-3 Participate in Forum Discussion - Not Impossible Recommended reading: Chapter 10 Assistive Technology for Young Children
#10 Zoom Meeting Thurs. Nov. 5th 5:30 – 8:20pm	Read & Write for Google Introduction to Boardmaker Guest Presenter: Greg Crisolo	Read Ch. 5 Assistive Technology for Computer Access <ul style="list-style-type: none"> Complete Question #5
#11 Week of Nov. 9 th	Boardmaker	Complete Boardmaker Assignment Participate in Forum Discussion – Sam Burns
#12 Week of Nov. 16 th	D.I.Y. AT Devices	Participate in Forum Discussion – D.I.Y. AT Device

Class	Topics	Assignments Due
#13 Week of Nov. 23 rd	Book Talk Stuck in Neutral by Terry Trueman <i>or</i> Out of My Mind by Sharon Draper	Submit Reflection Questions for either book. *If Reflection Questions for both books are submitted you will receive 5 points extra credit. Participate in Book Talk
#14 Zoom Meeting Sat. Dec. 5th 9:00am – 11:50am	AT in ACTION Day 2 Guest Speakers: Yonan (high school student) Greg Hoffman	Ch. 6 Assistive Technology for Vision and Hearing <ul style="list-style-type: none"> • Complete Questions #1 & 2 <i>Recommended reading: Chapter 7 Assistive Technology to Support Behavior and Organization</i>
#15 Week of Dec. 7 th	Final Exam Project	Submit Final Exam Project Online

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 on the 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.

Course Assignments

Forum Discussions	(50 points – 5 points each)
Assistive Technology Overview	(10 points)
Bookshare	(10 points)
Chapter Assignments	(40 points – 5 points each)
AIM Assignment	(15 points)
Boardmaker Assignment	(15 points)
Final Project	(25 points)
Zoom Participation	(20 points – 5 points each class)
Novel Reflection	(15 points)

Total Maximum Points: **200 points**

Grading Standards

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

A: 100 – 93 **A-: 92 - 90%** **B+: 89 - 87%** **B: 86 - 83%** **B-: 82 - 80%** **C+: 79 - 78%**
200 -185 184 -179 178 – 173 172 – 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.

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.

Attendance in class meetings are considered as follows:

- **For live class meetings:** each live class is worth 2 class meetings.
- **For online class meetings:** each weekly online class is worth 1 class meeting and your participation is counted by your participation in online forum discussions. If there is not a forum discussion that work, your weekly participation is counted by your submission of an assignment.

Points will be deducted for arriving **15 or more minutes late** to live classes. Points may be deducted for lack of participation in class.

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.

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 and will only be accepted with two weeks of due date.

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) or if the work is assigned as a collaborative group assignment/activity.

GENERAL CONSIDERATIONS

School of Education Civility Statement

This fall semester brings heightened concerns related to COVID-19, social unrest in our world, financial hardships, an intense political climate in the US, our own online learning challenges, and many other circumstantial issues. It will therefore be especially important for all of us to be highly self-aware and self-monitor to ensure that stress does not negatively influence the way we interact with others. It is the expectation that all students' words and actions are professional, collaborative, courteous and supportive at all times. Instances of failure to display a civil disposition that violates our student code of conduct are directed to the appropriate campus administrator. The formal CSUSM student code of conduct can be found at <https://www.csusm.edu/dos/advocacy/conduct/index.html>

Student Virtual Expectation Link

Please make the time to visit this link and to review these guidelines, which reflect CSUSM values and expectations for safe, inclusive, responsible behaviors.

https://www.canva.com/design/DAECjPp-ayg/9fDNO2ablJM3A70PElph_A/view?utm_content=DAECjPp-ayg&utm_campaign=designshare&utm_medium=link&utm_source=viewer

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

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 seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4200, contact 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. Alternatively, in order to ensure confidentiality, in a more private setting.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

- The combination of face-to-face time during zoom classes and out-of-class time associated with online assignments, discussion forums, and homework 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 required across all graduate-level (600-level) courses.

Course Format

Per the CSUSM Online Instruction Policy and due to COVID-19, EDMX 632 is being taught as a remote, online (RO) course.

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; 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>

If you require support for hardware issues (computer, webcam, etc.) or with any software tools (Cougar Courses, Zoom, etc.), please visit [IITS For You Student page](#).

If you need technology items for your coursework (laptop, webcam, wireless hotspot, etc.), please visit [IITS For You Appointment page](#).

The new [USU](#) computer lab offers computer access and free printing. The lab is open Monday-Friday 10:00 am-4:00 pm and the computers are cleaned after every use for your safety. The computer labs on the 2nd and 3rd floors of Kellogg Library are closed.

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

Zoom Class Participation (5 points each class)

For each weekly class, points will be assigned based upon the following criteria:

- Collaborative cooperation and meaningful, active participation in all weekly activities which may include class activities and assignments, zoom classes, and/or forum discussions;
- Respectful and comprehensive interaction with guest speakers, classmates, and instructor(s);
- Respect for, patience and flexibility with technology when it may malfunction.

Forum Discussions (5 points each)

Since this is an online 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 a total of **5 points**. *Late postings can only earn up to 3 points.*

Step 1: Provide your own original, thoughtful, substantial response to the prompt provided **no later than Wednesday. (2 points)**

Step 2: Visit the Padlet at your convenience to read your peer's responses and **respond to at least two of your peer's posts (2 points)**. A "high quality" response to a peer's reaction is one that clearly evidences that you have read your peer's points and comments on components of the posting. You can reference your peer's thoughts via a quotation or a paraphrasing of a point. Even if you disagree with a peer's perspective, your comments should always be respectful and professional in language and tone. Your dialogue should evidence your use of higher-level thinking skills (i.e., application, analysis, synthesis, evaluation)

Step 3: Revisit the Padlet throughout the week to read and respond, if needed, to any of your peer's comments to your posts **no later than Friday**.

Step 4: Adhere to the **Guidelines for Forum Discussions on Cougar Courses (1 point)**. Additional resources for online discussions may also be found on Cougar Courses.

*Note: There are several occasions noted on Cougar Courses where Flipgrid (Week 8 and Week 12) and a small group zoom meeting (Week 13) will count as discussion forum points.

Introduction to Assistive Technology Overview (10 points)

- Go to <http://iris.peabody.vanderbilt.edu/module/at/>
- 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).
- After listening to the video, select #2 "Initial Thoughts". 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.*)
- 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.
- Proceed to the #4 "Wrap Up" section. Review this page.
- Go to the #5 Assessment section on the left. Copy and paste these questions into a Microsoft Word Document. Once you have responded to all of these questions, submit document on Cougar Courses.

Chapter Readings and Questions (40 points)

Eight chapter readings will be assigned along with discussion questions to be answered and each set of Chapter Discussions will be worth 5 points each.

Novel Reading (15 points)

Students will choose to read *Stuck in Neutral* by Terry Trueman **OR** *Out of My Mind* by Sharon Draper. Students will be provided writing prompts and will complete a written reflection. If students choose to read both books and complete both written reflections **5 points extra credit can be earned**.

Bookshare (10 points)

- Go to <http://iris.peabody.vanderbilt.edu/module/bs/>
- 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).
- After listening to the video, select #2 “Initial Thoughts”. 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**.)
- Once you have completed your “thoughts,” go on to section #3 “Perspectives and Resources.” This section contains 11 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.
- Proceed to the “Wrap Up” section. Review this page.
- Go to the Assessment section (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

AIM (Autism Internet Modules) (15 points)

Students will demonstrate the ability to use assistive technology, augmentative and alternative communication (AAC) including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities by completing 3 assigned modules and submit **one paper** which includes THREE reflections, one reflection for each module (5 points each).

- View the following 3 modules from the AIM website: Picture Exchange Communication System (PECS); Speech Generating Devices (SGD); and, Video Modeling.
- Write **one paper** containing reflections **on each of the three modules** using the guidelines from the *Tips on Writing Reflection Papers*.

How to get started: Go to <http://www.autisminternetmodules.org/> Create a login by providing the requested information (You can omit personal information such as your gender and email list serve if you wish). Once you have created your login, go to the Dashboard and select Autism in the Classroom. Then select the module from the column on the right and view the module. It is not necessary for you to submit evidence of taking the pre- and post-tests for these modules, but you are welcome to take them for your own benefit.

*Please note that this is a website designed for those that work with students who have autism and as such, they often make statements talking about how much the techniques and strategies benefit students with Autism Spectrum Disorder (ASD). However, the strategies provided by these modules benefit many students, not just students on the autism spectrum. Enjoy!

Boardmaker Assignment (15 points)

In order to ensure access to learning environments to optimize the learning opportunities and outcomes for all students, and to move them toward effective inclusion in general education settings, students will create an assignment using Boardmaker. Instructions will be shared in class.

DIY (Do It Yourself) Assistive Technology (5 points extra credit option)

In order to understand technology that facilitates communication, curriculum access and skills development for individuals, including both low- and high- tech equipment, students will research and share the step by step directions to create a DIY assistive technology (AT) device. Students who wish to make a D.I.Y. AT device ***can earn 5 points extra credit.***

Final Exam Project (25 points)

Students will prepare a culminating project that reflects their learning and application of course content from the entire semester. Students will demonstrate their ability of how to use assistive technology including augmentative and alternative communication (AAC), low- and high-tech equipment, and materials to facilitate communication, curriculum access, and skills development of students with disabilities.

RUBRIC

Forum Discussion Rubric

Forum Discussion participation will be graded. The grading will be based on the criteria listed in the rubric below. Meeting the criterion is worth a maximum of 5 points.

	Unsatisfactory = 0	Limited = 1	Proficient = 1.5	Exemplary = 2
Responding to Prompt Timely Critical Analysis of Readings and Other Materials	Fails to make initial post or fails to address the discussion question or topic. Post shows no references to the readings.	Initial post made late or fails to effectively address the discussion question or topic. Post contains limited references to the readings.	Initial post made within required time frame while effectively addressing the discussion question or topic with references to the readings.	Initial original thoughtful, substantial post made within required time frame while effectively addressing the discussion question or topic with references to the readings as well as outside resources, and/or specific real-life examples.
Participation in the Learning Community	Fails to reply to other students' posts or questions. Or continues to post without directing comments to specific students.	Replies late, replies to only 1 peer, and/or answers questions to challenge or support other students' posts, but is mostly personal opinions or feelings, such as "I agree" or "Great idea" without citing the readings or other materials to support comments.	Replies and answers questions to challenge or support other students' posts using the readings or other materials to support responses.	A "high quality" response that replies and answers questions to challenge or support other students' posts using the other students' thoughts, the readings or other materials to support responses. Uses follow up questions to help other students reflect or rethink their arguments to direct and guide the conversation. If there is disagreement with a peer's perspective, comments should always be respectful and professional in language and tone. Dialogue should evidence use of higher-level thinking skills (i.e., application, analysis, synthesis, evaluation).
	Unsatisfactory = 0	Limited = .50	Proficient = .75	Exemplary = 1
Quality of Writing and Proofreading	Written responses contain numerous grammatical, spelling or punctuation errors. The style of writing does not facilitate effective communication.	Written responses include some grammatical, spelling or punctuation errors that distract the reader.	Written responses are largely free of grammatical, spelling or punctuation errors. The style of writing generally facilitates effective communication.	Written responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates effective communication.