CALIFORNIA STATE UNIVERSITY, EAST BAY
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY: SPECIAL EDUCATION

EPSY 6124-01: Augmentative Communication and Assistive Technology
Fall 2017

INSTRUCTOR INFORMATION

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COURSE INFORMATION

Department Mission Statement: The mission of the Department of Educational Psychology is to prepare a diverse population of students as professional counselors, psychologists, special education specialists, and researchers for effective and innovative work in a variety of settings, including schools, agencies, hospitals and industry.

Course Description: EPSY 6124 is a 4-unit “hybrid” course within the Concurrent TED/SPED and Education Specialist Preliminary Credential Program and Master’s Degree in Special Education for all candidates in Mild-Moderate and Moderate-Severe Disabilities and is required for the credentials. EPSY 6124 is delivered in a hybrid manner, with both in-person and online sessions and requirements in part to demonstrate and provide ample opportunities for candidates to both experience and demonstrate facility with a variety of platforms and tools. It is taken concurrently with the Year 2 Fall fieldwork 6862 and related Curriculum and Assessment/Instruction coursework for cross application as candidates learn new skills. Candidates in 6124 will have already completed TED 5110 in their first year of TED SPED or prior general education credential program and enter with working knowledge of integrating technology across curriculum and instruction.

EPSY 6124 addresses Education Specialist Program Standard 6. This course will provides an overview and skill building with assistive technology (AT) and augmentative/alternative communication systems (AAC) for individuals with disabilities. The course will focus on: 1) Hardware, software, including applications, and selection criteria for matching these with student needs and goals; web-based applications and strategies for accessing and employing technology through the lens of universal design for learning principles; 2) Legal, ethical, and policy guidance in all aspects of technology use and 3) The role of technology in collaborative team-based assessment and
implementation of individualized assistive technology and augmentative communication use through school years and transitions into adulthood for individuals with disabilities.

**Prerequisites:** Completion of Year 1 of TED-SPED, including EPSY 5110 or the equivalent within one’s general education credential.

**CEAS Conceptual Framework Theme Statement:** Preparing leaders committed to social justice and democracy.

**How This Course Connects with the Theme:**

Through EPSY 6124 candidates obtain competencies and knowledge that will assist them in providing student access to effective communication, and access to academic and social opportunities enabling their participation across curricular content and a range of activities, leading to candidates gaining proficiency in the design of curriculum and programs to meet students’ individual needs in the least restrictive setting. Thus, it will continue CSUEB’s efforts to prepare leaders committed to social justice and democracy. This course will provide information about, and heighten awareness of access as means to equity and communication as a vehicle for enhancing one’s quality of life.

**Objectives/Competencies: Candidates will demonstrate:**

1. Knowledge of the history and principles of UDL and the history, nature and definitions of assistive technology and augmentative/alternative communication for students with disabilities.

2. Knowledge of legislation and policy in assistive technology and augmentative/alternative communication for individuals with mild-severe disabilities.

3. Application of principles of collaboration through planning, participating in, and coordinating an AT consideration and/or assessment and implementation of results.

4. Knowledge of resource experts, agencies, organizations, and publications in low and high assistive technology for students with disabilities.

5. Knowledge and application of a variety of AT (across the spectrum), including use of “generic” tablets as well as Smart phones and other specialized equipment with sophisticated web applications for written and verbal communication with CCSS and other academic uses; techniques, systems, applications and the ability to implement and accommodate AT in education, community, employment training and transitional settings.

6. Knowledge and application of principles of AAC, its assessment, and program development including implementation.
7. Ability to select and use appropriate technology to accomplish instructional objectives and to integrate AT into universally designed, differentiated instructional processes.

Standards addressed: Program Standards 6, MS Standards: 8

For this hybrid class, which will include several in-person meetings, the remainder of candidates’ course time will be involved with:

- Online methodologies will include instructor presentations, directed skill practice, asynchronous and synchronous class/group discussions using threaded discussion questions with other participants online, self-evaluation, resource development, and application of knowledge and skills candidates are acquiring in the design of standards-based instruction.
- Online content, presentations, and assignments will be supported by online and text readings and will include reflective activities for participants to complete, reinforcing learning.
- Online assignments will be facilitated using a variety of research-based instructional approaches appropriate for adult learners in an online setting, which allow teachers to acquire, discuss, practice, apply, and evaluate course content and skills.
- Candidates will actively construct their own learning increasing its relevance for their students as they acquire and apply course knowledge/skill to their own field placement/Intern situation.

COURSE ADMINISTRATION

Delivery of Hybrid Course:

This course will be a hybrid course. A hybrid class is a course which includes at least one session is held online. For more information please visit: http://www20.csueastbay.edu/ohsc/course/faq.html

This class will include six in-class meetings (over the course of three weekends) and four online modules. To ensure that the class is learning and mastering the concepts delivered through online instruction, short assignments and quizzes will be issued through Blackboard at the end of our online modules.

Course Accessibility and Accommodations:

If you have a documented disability and wish to discuss academic accommodations, or if you would need assistance in the event of an emergency evacuation, please contact me as soon as possible. Students with disabilities needing accommodation should speak with Accessibility Services. http://www20.csueastbay.edu/af/departments/as/

Academic Dishonesty:
By enrolling in this class the student agrees to uphold the standards of academic integrity described in the catalog at http://www20.csueastbay.edu/academic/academic-policies/academic-dishonesty.html.

Please do not distribute my lectures, or audio recordings of my lectures without my consent, and cite my work (including lectures) when used.

**In the case of an emergency:**

Information on what to do in an emergency situation (earthquake, electrical outage, fire, extreme heat, severe storm, hazardous materials, terrorist attack) may be found at: http://www20.csueastbay.edu/af/departments/risk-management/ehs/emergency-management/index.html.

Our Assembly Area for LI 2550 in the case of an evacuation is in front of the Student Health Center.

**Modifications to the Syllabus:**

The professor reserves the right to make adjustments to the syllabus and assignments. Students will be notified of changes to the syllabus via Blackboard’s Announcement section. Though highly unlikely, should an assignment or reading need to be changed, all students will be given time to adjust to the shift.

You may be assured that the dates of face-to-face meetings, the due date for the final project, the nature of the final project and the date for the final exam will not change.

**Required Materials:**

Blackboard will be the primary Course posting and basic delivery vehicle of all print/pdf course materials, assignments, and announcements with utilization of its Discussion Board, and other tools. Please download all assignment descriptions and related materials and print if desired.

Required readings will be posted on Blackboard. These may include websites, journal articles, and other readings.

Access to a reliable internet connection is needed for this course. Information on the minimum computer hardware and software specifications may be found at: https://en-us.help.blackboard.com/Learn/9.1_Older_Versions/9.1_2014_and_2015/Student/015_Browser_Support/013_Browser_Support_for_October_2014

**Note on possible classroom change:**
Currently, our in-class meetings are set to take place in AE 142A. This classroom may change to the Project IMPACT Lab (located in the library annex.) The Project IMPACT Lab will grant you access to a greater variety of AT devices.

You will be notified by email if there will be a change in classroom. It is essential that you check your email near our in-class meetings. An announcement will also be made on Blackboard.

Classroom Etiquette:

There will be several in-class meetings. For these sessions, professionalism is expected. Therefore, please turn off all cellphones or set to vibrate. Texting is not permitted. Please refrain from working on other coursework or work for your placements.

For our Saturday meetings, time will be set aside for a 30 min lunch break. Various 10 minute breaks will also be built in. Please respect the time allotments for these breaks and return in a timely manner.

The use of technology for our in-class meetings is encouraged. You are encouraged to bring your lap tops and tablets. Outlets are limited, so please charge in advance. All students are welcome to audio record lectures.

Please review blackboard for additional information on netiquette.

Late Assignments:

Grades will be significantly lowered for late submissions. Late assignments will not be accepted if they are turned in more than 7 days late.

Should extenuating circumstances arise which prevent your timely completion of assignments, contact me immediately. Extensions will be granted on a case by case basis.

### COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Module</th>
<th>Type</th>
<th>Readings</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>Week 1: Monday, 9/11- Sunday, 9/17</td>
<td>In- Class Meeting</td>
<td>Friday, 9/15/17 5:00 – 8:00pm</td>
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<tr>
<td>Course Introduction Introduction to AT and AAC</td>
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<td>Sat., 9/16/17 9:00am - 3:00pm</td>
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<td>AT for Reading AT for Writing</td>
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<td>Weeks 2 &amp; 3: Monday, 9/18 - Sunday 9/24 Monday, 9/25 – Sunday 10/1</td>
<td>Lecture- Assistive Technology and the IEP QIAT’s “Quality Indicators for Consideration of Assistive Technology Needs” and Matrix QIAT’s “Quality Indicators for Including Assistive Technology in the IEP” and Matrix Dave L. Edyburn, “Reading Difficulties in the General Education Classroom: A taxonomy of text modification strategies.” Quiz 1 due by 5:00pm on Sunday, 10/1</td>
<td>Online</td>
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<td><strong>Assistive Technology and IEPs</strong></td>
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<td><strong>Week 4: Monday, 10/2 – Sunday, 10/8</strong></td>
<td>Joy Zaballa, “Ready, SETT, go! Getting Started with the SETT framework.” Joy Zaballa, “Using the SETT Framework to Level the Learning Field for Students with Disabilities.” SETT Prezi FAP Prezi (we will review this next week as well) Lecture- The AT Assessment Process</td>
<td>Online</td>
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<td>The Assistive Technology Assessment Process</td>
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<td><strong>Week 5: Monday, 10/9 – Sunday, 10/15</strong></td>
<td>WATI’s Assistive Technology Supports for Individuals with Autism Spectrum Disorders. Skim through Sections 1-4</td>
<td>In- Class Meeting</td>
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<td>The Assistive Technology Assessment Process (cont) AT for Autism Spectrum Disorders AT for behavior goals AT for Visual Impairments</td>
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<td>Friday, 10/13/17 5:00 – 8:00pm Saturday, 10/14/17 9:00am – 3:00pm</td>
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<td>Universal Design and Universal Design for Learning</td>
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<td>Quiz 2 due by 5:00pm on Sunday, 10/22 UD Assignment due by 5:00pm on Sunday, 11/5</td>
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<td>Week 8: Monday, 11/6 – Sunday, 11/12</td>
<td>Online</td>
<td>Lecture- Laws and Procurement Additional Reading to be announced</td>
<td>Optional: Post your thoughts about the readings on the related discussion board</td>
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<td>AT for Science &amp; Math Computer Access</td>
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<td>AAC</td>
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<td>Weeks 10 &amp; 11: Monday, 11/20 – Sunday, 11/26 Monday, 11-27-Sunday 12/3</td>
<td>Online</td>
<td>Continue working on your final project</td>
<td>Rough Draft of Final Project Due by 11:00pm Saturday, 11/25</td>
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<td>Final Project</td>
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<td>Final Project Due by 5:00pm on Sunday, 12/3</td>
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<td>Finals Week: Monday, 12/5 – Sunday, 12/11</td>
<td>Online</td>
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<td>Course Reflection Due by 5:00pm on Wednesday, December 6th</td>
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**COURSE REQUIREMENTS & ASSIGNMENTS**

**Grading Scale:** Grades are assigned based on the percentage of points earned

| 94-100 = A | 78-80 = B- | 67-69 = D+ |
| 89-93 = A- | 76-77 = C+ | 65-66 = D |
| 86-88 = B+ | 72-75 = C | 64 and below = F |
| 81-85 = B | 70-71 = C- |  |

**Course Breakdown**
- In-Class Meetings and Activities .................................................. 120pts
- Quizzes .................................................................................. 20pts
- UD Assignment ....................................................................... 10pts
- Final Project Rough Draft.................................................. 5pts
- Final Project............................................................................ 35pts
- Course Reflection ............................................................... 10pts
- Total Points Possible= 200 pts

Points will be converted to the traditional Grading Scale of 1-100% at the end of the term.

**In-Class Meetings (120pts)**

Participation in in-class meetings is **mandatory**. On our Saturday meetings, we will break for a brief lunch. These meetings will be a mixture of lecture, individual, and group activities. They are designed to provide you with real, hands-on experience with assistive technology and AAC. Each Friday meeting is worth 15 points. Each Saturday meeting is worth 25 points.

In-class meetings will be graded based on the following criteria:
- Attendance
- Participation
- Completion of activities

**Quizzes (20 pts)**

Two quizzes will be administered through Blackboard, under course materials. The quizzes will be approximately 10 questions and may include multiple choice, fill in the blank, true/false, and short answer questions. The quizzes are designed to assess your understanding of the online modules. The quizzes will draw from online lecture material and online readings. The quizzes will also include some material from in-class meetings. There is no time limit on the quizzes and you may retake them as many times as you would like. You are welcome to use any course materials during the quizzes but you must complete them independently.

**Universal Design Assignment (10pts)**

The UD Assignment is due by 5:00pm on Sunday, 10/29 through course materials on Blackboard.

There are 9 guidelines for UDL, which are broken up into three categories. Pick one guideline (1-9). You will need to address all the checkpoints for the guideline of your choice. Write a brief reflection on the guideline (2 pages, double spaced, size 12 font, Times New Roman, 1” margins.)

First, relate the guideline to assistive technology or AAC. You may consider one of more of these questions:

● How does this guideline relate to assistive technology and AAC?
● Does the guideline remind you of any assistive technology or AAC examples you learned about?
● Why might this guideline be especially important for an AT or AAC user?

Second, consider a recent lesson with which you worked. This can be a lesson plan you created, one you recently used, or one your master teacher used. Discuss how your lesson incorporates this guideline and how it could be improved to more thoroughly address the guideline. You do not need to submit a lesson plan. The assignment is meant to be a brief, general reflection on UDL, how it relates to AT/AAC, and how UDL may show up in your work as a teacher.

Please do not forget to cite Universal Design for Learning Guidelines on the National Center on Universal Design for Learning, using APA style.

Final Project (40pts): Assistive Technology Interventions

The final project is designed to further your understanding of two key concepts:

1. The considerations that an AT Specialist takes into account when recommending a particular device.
2. How assistive technology could be used by you as a teacher with a student (or students) in the classroom

A rough draft of your final project is due by 11:00pm on Saturday, 11/26 on Blackboard, under course materials.

Late submissions of a rough draft of your final project will not be accepted and may not receive detailed feedback.

Your final project is due by 5:00pm on Sunday, 12/3 on Blackboard, under course materials.

For the final project, you will be required to identify a student(s) in your class which is experiencing a challenge related to their disability and identify which area(s) of
curriculum, or regular activities are most impacted. You will then conduct research about various assistive technologies or AAC devices which might be considered by an AT specialist for your student. You will choose one device and report on the benefits and drawbacks of using this device for your particular student.

You will then choose either a classroom activity or previous lesson in which the student has participated. You will discuss what changes or considerations you, as the teacher, would need to make if the student were to complete that lesson/activity while using the device.

Please refer to the Final Project Guidelines posted under course materials on Blackboard for additional details regarding this assignment and the scoring breakdown.

**Course Reflection (10pts)**

Reflect upon what you learned over the course of the class regarding assistive technology, AAC, UDL, the assessment process, and how this relates to your role as a teacher. The reflection should be 1 page, double spaced, size 12 font, Times New Roman, with 1” margins.

Your course reflection will be submitted on Blackboard, under course materials. It is due by **5:00pm on Saturday, 12/10. Late submissions will not be accepted, as the course ends on this date.**

**Optional Discussion Board**

Discussion Board threads will be opened for each of our online modules. There will be some time in between our in-person classes, and these discussion boards are designed to keep the conversation going in between these weekends. They are a place for you to share your thoughts, opinions and questions on the topics covered in the online modules. Discussion and replying to one another is encouraged.