Course Information
Credit Hours: 3
Semester/Year: Fall 2010
Locations: 1). VanHoesen B223
2). Board of Cooperative Educational Services
1710 Route 13
Cortland, NY, 13045
Day/Time: Thursdays 4:20 – 6:50 p.m.

Professor Information
Dr. Judy K. C. Bentley
Phone: 607-753-5415
Office Location: Cornish 1231
Office Hours: TBA & by Appointment
E-mail: bentleyj@cortland.edu

Texts and Bibliographic Materials Required


Resource Bibliography Upon which Course Is Based

Center for Applied Technology Website: http://www.cast.org


**Course Description**
Principles and application of Universal Design and augmentative/assistive technology for students with disabilities. Pre-requisite: FSA 280 and 281, which may be taken concurrently with FSA 430.

**Course Attendance Policy**

Although FSA 430 does not require an official “practicum,” which typically requires 25-75 hours in the field, this course does provide an abbreviated—but authentic—field opportunity. You and a classmate/partner will work with a student at the Onondaga-Cortland-Madison County BOCES. You and your partner will assess a student’s communication strengths and needs for support, and create a communication system for your student, based upon Mayer-Johnson picture communication symbols. You will make several classroom visits to present your student with his or her communication system, and you will be videotaped as you begin to teach your student to use the system. Videotapes will be viewed and analyzed in class. It is the intention of the FSA Department, and BOCES, to collaborate in providing as much time as possible for you to engage in this teaching experience. I will be announcing “free days” when we will not meet for class, in order to compensate you for your time in the field. You are expected to attend every class except for the five specific hours when you will be officially excused to make up for time in the field. Missing classes for which attendance is required can affect your grade, as noted on the Professionalism rubric (attached).
Course Goal

The FSA 430 learning community will appropriately apply theory and practice of Universal Design for Learning (UDL) and Augmentative/Alternative Communication (AAC) for specific students, in academic and social contexts.

Course Objectives

The learner will . . .

1. Identify characteristics and needs of differing populations and how they might benefit from AAC (CEC 3, 4, 5, 6 & 8; CF 3, 6, 10, 11, 12, 13).
2. Demonstrate knowledge and application of the “Communication Bill of Rights” (CEC 1, 5, 6, & 9; CF 7 & 11).
3. Articulate and apply the seven principles of Universal Design for Learning (UDL), established by the Center for Universal Design at North Carolina State University (CEC 2, 3 & 4; CF 9).
4. Conduct an inclusive ecological inventory of a communicative situation (CEC 3, 4 & 5; CF 12 & 13).
5. Appropriately assess an individual as a candidate for augmentative/alternative communication (CEC 2, 3, 5, 8 & 10; CF 11, 12, 13).
6. Interpret assessment data and determine instructional strategies for AAC (CEC 3, 4, 5, 6, & &; CF 8, 11, 12 & 13).
7. Create instructional materials for an alternative/augmentative communication system for a specific student (CEC 3, 4, 5, 6, & & 10: CF 8, 11 & 13).
8. Develop a “transition passport” for a specific student who needs UDL and AAC, to facilitate effective learning and belonging in an age-appropriate, grade-appropriate, inclusive general education classroom (CEC 3, 4, 6, 7 & 10; CF 6, 9 & 13).
9. Work efficiently and effectively as a member of a collaborative team (CEC 10; CF 6 & 9).
10. Using the BookBuilder software on the CAST Website, create a book that presents a lesson in science, math, social studies or social skills in UDL format (CEC 4, 6, & 7; CF 13); and
11. Informally assess a student’s performance with—and students' and peers’ opinions of—the book created (CEC 4, 6, & 7; CF 8, 12 & 13).

Evaluation of Student Performance

The Need for Flexibility and Communication: This syllabus is subject to revision, based upon your individual and group input, interests, opportunities, strengths, and needs, as well as the developmental nature of this course. PLEASE NOTE: 1) You are responsible for changes to the syllabus announced in class, on MyRedDragon, and via email. 2) You must have a valid SUNY email address, and utilize MyRedDragon, for this course.

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>DUE DATE</th>
<th>PERCENT OF GRADE</th>
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<tbody>
<tr>
<td>Communication Assessment &amp; Inclusive Ecological Inventory DUE IN CLASS AND ON TASKSTREAM</td>
<td>9/23</td>
<td>15%</td>
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<tr>
<td>Activity</td>
<td>Due Dates</td>
<td>Weightage</td>
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<tr>
<td>AAC Communication System: Planning &amp; Materials</td>
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<tr>
<td>AAC Communication System: Presentation &amp; analysis (Video)</td>
<td>10/21 &amp; 10/28</td>
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<td>*Differentiated Instruction Book and **Student Evaluation</td>
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<td>Transition Passport</td>
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<td>Professionalism</td>
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**Grading Policy**

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<td>90-92% (190-192 Points)</td>
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<td>87-89% (187-189 Points)</td>
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<td>83-86% (183-186 Points)</td>
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<td>80-82% (180-182 Points)</td>
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<td>70-72% (170-172 Points)</td>
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<td>68-69% (168-169 Points)</td>
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<tr>
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<tr>
<td>Below 65% (Below 165 Points)</td>
<td>E</td>
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<td>Unacceptable Performance Course Failure</td>
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**Course Schedule and Activities**

**WEEK ONE:** Thursday 9/2: Introductions & Course Overview.
Choose your class partner

*Read for WEEK TWO (9/10)*: Hogdon, Chapters 1 and 2; Biklen article on MyRedDragon
WEEK TWO: Friday 9/10: Creating Examples of Visual Communication Tools.
CLASS MEETS FRIDAY 9/10 AT OCM BOCES! Meet and interact with your BOCES student & make appointment to complete your Communication Assessment.
Read for WEEK THREE (9/16): Communication Bill of Rights; Hitchcock & Stahl on MyRedDragon

WEEK THREE: Thursday 9/16: Visual Strategies & Universal Design for Learning
Read for WEEK FOUR (9/23): Hogdon, Chapters 4 & 6

WEEK FOUR: Thursday 9/23: COMMUNICATION ASSESSMENT & INCLUSIVE INVENTORY DUE
Read for WEEK FIVE (9/30): Hogdon, Chapter 6

WEEK FIVE: Thursday, 9/30: Home-School Communication
Read for WEEK SIX (10/7): Hogdon, Chapter 10

WEEK SIX: Thursday, 10/7: The Communication-Based Classroom
AAC COMMUNICATION SYSTEM PLANNING & MATERIALS DUE

WEEK SEVEN: Thursday, 10/14: NO CLASS

WEEK EIGHT: Thursday, 10/21: Community Strategies
AAC COMMUNICATION SYSTEM PRESENTATION & ANALYSIS VIDEOS
Read for WEEK NINE (10/28): Hogdon, Chapter 7

WEEK NINE: Thursday, 10/28: Visual Strategies for Transition Planning
AAC COMMUNICATION SYSTEM PRESENTATION & ANALYSIS VIDEOS
Read for WEEK TEN (4/6): Hogdon, Chapter 3, pp. 69-76 only

WEEK TEN: Thursday, 11/4 LAB SESSION

WEEK ELEVEN: Thursday, 11/11
DIFFERENTIATED INSTRUCTION BOOKS DUE FOR PRESENTATION

WEEK TWELVE: Thursday, 11/18:
DIFFERENTIATED INSTRUCTION BOOKS DUE FOR PRESENTATION.
STUDENT EVALUATIONS DUE
Read for WEEK THIRTEEN (12/2): Koppenhaver article on MyRedDragon

WEEK THIRTEEN: Thursday 12/2: Literacy in AAC and Communication Signal Inventory. Creating Assessments with Visual Strategies. TRANSITION PASSPORT (DRAFT) DUE

WEEK FOURTEEN: Thursday, 12/9: LAST CLASS. TRANSITION PASSPORT DUE
The Foundations and Social Advocacy Department uses Task Stream as a data management tool for performance-based assessment for New York State Department of Education, NCATE accreditation, and other reports. This data helps us to assess the quality of the Inclusive Special Education Program and performance of students enrolled in it, and to make changes to the program based on these assessments. **Inclusive Special Education majors are required to subscribe to TaskStream during all semesters when they are enrolled in required program courses, and to upload specified course assignments into a Directed Response Folio (DRF).** To ensure that each student uploads the required assignments to Task Stream, a grade for each specified assignment will be released to the individual student only after the course instructor verifies that the assignment has been uploaded to Task Stream. If you have questions regarding this process, please speak with your instructor.

**Disability Accommodation Statement**
SUNY Cortland is committed to upholding and maintaining all aspects of the federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. If you are a student with a disability and wish to request accommodations, please contact the Student Disability Services Office located in B-1, Van Hoesen Hall or call 753-2066 for an appointment. Because many accommodations require early planning, requests for accommodations should be made as soon as possible.

**Teacher Education Candidacy**
If during your enrollment at SUNY Cortland you are convicted of a crime and/or have any judicial or academic integrity violations, you must notify your School’s associate dean at once. Failure to do so may result in your dismissal from the teacher education program. Failure to provide truthful information may result in your dismissal from the teacher education program and may result in academic dishonesty charges (Source: SUNY Cortland Teacher Education application).

**Academic Integrity Statement**
Students in this course are expected to abide by the guidelines on academic dishonesty that are found in chapter 340 of the SUNY Cortland College Handbook (http://www.cortland.edu/president/handbook.pdf). As stated in these guidelines, any instance of plagiarism, cheating on examinations or other forms of academic dishonesty will be punished, most likely by the receipt of a failing grade for this course and possible dismissal from the College. The primary means for enforcing the course’s policy on academic dishonesty will be a Web-based plagiarism detection service to which you will be required to submit all of the papers you write for this course.