

Department of Special Education

TECHNOLOGY KNOWLEDGE, SKILLS, AND ACTIVITIES

Addressed in Coursework

All classes make use of the following:

- MS PowerPoint or other presentation software for instructor and student presentations
- MS Word or other word processing software for instructor and student documents
- Electronic communication and collaboration between instructor and students via email and Blackboard announcements and whole class and group discussion boards
- Internet search and retrieval for research
- Electronic citation machines
- Electronic grade book for assessment and assignments management
- Web-based student handbooks and lesson plan, observation, and evaluation forms

In addition, all graduate classes make use of the following:

- Turn It In for submission of literature reviews, research proposals, and project/thesis/comprehensive examination
- The Cal State Fullerton Pollack Library Website and Web Resources
- Google Scholar

As identified below, specific courses include training in specialized software, content-specific technologies, assistive technologies, and specialized Web-based resources.

COURSE	SPECIFIC KNOWLEDGE, SKILLS, OR ACTIVITIES
SPED 371: The Exceptional Individual	<ul style="list-style-type: none"> ▪ Use of PowerPoint, LCD, video, DVD, internet, Blackboard and specific devices demonstrated by guest speakers and used in the classrooms and other settings required for student's 30 hour practicum, various accommodations and modifications to meet IEP goals and benchmarks.
SPED 400: Early Childhood Special Education	<ul style="list-style-type: none"> ▪
SPED 411: Mainstreaming	<ul style="list-style-type: none"> ▪ Use of PowerPoint, Blackboard, internet, lesson plan writing, online research and websites, group discussion.
SPED 421: Working with Families of Individuals with Disabilities	<ul style="list-style-type: none"> ▪
SPED 430: Foundations in School Teaching	<ul style="list-style-type: none"> ▪
SPED 433: Language Arts/Reading Instruction in Public Schools	<ul style="list-style-type: none"> ▪ Students use and evaluate a variety of reading software during one class session. Students learn ways to evaluate the effectiveness of software and online programs at building the reading skills they claim to build. Students receive an overview in use of technology in the classroom for the support of writing, particularly Alpha Smarts and other word processing programs. ▪ Interactive books
SPED 434: Methods and Inquiry for Teaching English Learners	<ul style="list-style-type: none"> ▪
SPED 435: Mathematics Curr and Instruction in Elementary School	<ul style="list-style-type: none"> ▪ Students evaluate a piece of educational software ▪ Students complete a website/software assignment where they examine modifications for EL and gifted, low achieving ▪ Students make of online mathematics resources (NCTM, Illuminations)
SPED 436: Literacy for Early Childhood Special	<ul style="list-style-type: none"> ▪ Candidates use a variety of interactive books and assistive technologies to teach emergent literacy to young children.

Education Specialists	
SPED 438: Supervised Fieldwork in Elementary Teacher Education	▪
SPED 439: Student Teaching in the Elementary School	▪
SPED 451: Community, School, and Classroom Issues	<ul style="list-style-type: none"> ▪ Students use MS Word and PowerPoint ▪ Students complete 2 online units that include audio, accessing the WWW, accessing and completing on online form, reviewing information on websites, and submitting all responses electronically.
SPED 462: Practices and Procedures in Special Education	▪
SPED 463: Characteristics of Individuals with Disabilities (M/M)	<ul style="list-style-type: none"> ▪ Conduct web-based research ▪ Use of library electronic resources ▪ Introduction to assistive technology for students with mild/moderate disabilities
SPED 464: Characteristics of Individuals with Disabilities (M/S)	<ul style="list-style-type: none"> ▪ WebQuests or similar activities require the location of information about various moderate/severe disabilities and inclusive practices, from sites placed in External Links in Blackboard. Examples of disabilities might include: Autism Spectrum Disorders, Down syndrome, Intellectual Disabilities, Cerebral Palsy and other physical disabilities, Emotional/Behavioral Disabilities, Dual Sensory Impairments ▪ Students are encouraged to attend the CSUN Technology Conference.
SPED 482A: Curri and Methods for Individuals with Disabilities (M/M)	<ul style="list-style-type: none"> ▪ Use of specific websites for IEP development and objectives – links? ▪ Computer-aided instruction? ▪ Computer Buddy Project? ▪ Candidates are assigned a 6th grade computer buddy. The candidate participates with the 6th grader in a literature circle, completely online. Candidates analyze a variety of writing components via the internet. ▪ Use of specific websites for IEP development and objectives – www.pecentral.com/adapted, circleofinclusion.org; www.edu.gov.mb.ca; www.nichcy.org/resources/iep1.asp ▪ Assistive technology for students with mild/moderate disabilities ▪ Computer Buddy Project – students learn to use blogs for elementary student discussion and reflection
SPED 482B: Curri and Methods for Individuals with Disabilities (M/S)	<ul style="list-style-type: none"> ▪ Identification of assistive technologies available for people with significant disabilities (Start-to-Finish Multimedia books, Recordings for the Blind and Dyslexic materials (books on CD and audiotape, Electronic readers (Kurzweill, Aspire, Wynn 4) Bibliomania.com (web-based text access for literature), Digital Libraries Bibliography from CAST, Inspiration, Kidspiration, Co:Writer, Write:OutLoud, AlphaSmartClassroom Suite) ▪ Development of lesson plans that require use of assistive technologies for text access and written output modifications for students with significant disabilities
SPED 489A/B: Directed Teaching in Special Education (M/M or M/S)	<ul style="list-style-type: none"> ▪ Use of computer assisted scoring for standardized tests ▪ Development and implementation of lesson plans that require use of assistive technologies for text access and written output modifications for students with significant disabilities (alpha smart/quick pads, dragon speak, low tech assistive technologies such as pencil grips, graph paper, handwriting without tears paper)
SPED 489C/D: Directed Teaching in Special Education (M/M or M/S)	▪
SPED 490: Field Studies Special Education	▪
SPED 501: Introduction	▪ Library Web Resources?

to Graduate Studies in Special Education	
SPED 504: Advanced Proficiency in Educational Technologies	<ul style="list-style-type: none"> Utilize MS office (Word, PP, Publisher, and Excel) in the classroom Evaluate a variety of software Conduct Web-based research Introduce and use of a variety of assistive technologies
SPED 410: Research Methods for Teachers SPED 510: Research Methods and Statistics	<ul style="list-style-type: none"> Use of Turn It In to submit project proposal Use Excel for data analysis and management
SPED 514: Infant Assessment and Intervention	<ul style="list-style-type: none"> Candidates present with PowerPoint Interaction with Assistive Tech and Augmentative Communication Systems Conduct web-based research Use of computer assisted scoring for standardized tests Use of technology for language sample collection View demonstration of an FM remote microphone View demonstration of technologies used to assess hearing loss and vision loss
SPED 515: Preschool Assessment and Intervention	<ul style="list-style-type: none"> Candidates present with PowerPoint Interaction with Assistive Tech and Augmentative Communication Systems with severe to Conduct web-based research Use of computer assisted scoring for standardized tests Use of technology for language sample collection
SPED 520: Assessment in Special Education	<ul style="list-style-type: none"> Demonstration and/or use of assistive technologies (be specific)—alpha smart/quick pads, dragon speak naturally are discussed and students review information on company websites, low tech assistive technology is also discussed (pencil grips, graph paper, handwriting without tears paper, etc). Demonstration of computer assisted scoring for standardized tests Use of Rubistar4teachers.com to create rubric Development of assessments that require use of assistive technologies for text access and written output modifications for students with significant disabilities
SPED 522: Positive Behavior Support	<ul style="list-style-type: none"> Demonstration of MS Excel Use of MS Excel or spreadsheet software to complete ADA and BIP; and to graph baseline and intervention data
SPED 529 Collaborative and Consultative Seminar	<ul style="list-style-type: none"> Students utilize a website from a Federally funded project (www.powerof2.org) to complete almost a third of class assignments. The student must navigate the website, utilize the various tasks (surveys, fill-in, etc), report back on the results and on the experiences, and participate in class discussions about the knowledge gained from these experiences.
SPED 531: Seminar: Individuals with Disabilities (M/S)	<ul style="list-style-type: none"> Students present with PowerPoint Interaction with Assistive Tech and Augmentative Communication Systems for individuals with severe to profound disabilities Internet search and retrieval for research Use of electronic citation machine for research Visit to ATEC Use of Turn It In to submit literature review
SPED 532: Seminar: Individuals with Disabilities (M/M)	<ul style="list-style-type: none"> Students present with PowerPoint Internet search and retrieval for research Use of electronic citation machine for research Use of Turn It In to submit literature review
SPED 533: Seminar: Issues and Trends in	<ul style="list-style-type: none"> Course is considered an online course by the university Candidates present with Powerpoint and other creative uses of technology

Collaborative & Consultative Services	<ul style="list-style-type: none"> ▪ Interaction with Assistive Technology and Augmentative Communication Systems for ECSE ▪ Use of online search engines for location of resources for exceptional child project ▪ Some candidates choose to present their portfolio electronically ▪ Interaction with video streaming and text streaming ▪ Candidates conduct a technology self evaluation to share assistive technology strategies, web links, resources and/or technology implementation ideas.
SPED 535:	<ul style="list-style-type: none"> ▪ Candidates present with PowerPoint ▪ Interaction with Assistive Tech and Augmentative Communication Systems for individuals with severe to profound disabilities ▪ Internet search and retrieval for research ▪ Use of electronic citation machine for research ▪ Visit to ATEC ▪ Use of Turn It In to submit literature review
SPED 551: Bilingual/Multicultural Special Education: Assessment, Curriculum, & Instruction	<ul style="list-style-type: none"> ▪ Students present with PowerPoint ▪ Students complete IRIS Modules on Diversity: Attitudes; Diversity: Perceptions; Is This Child Mislabeled?; Diversity: Societal Views; Values and Disability ▪ Web-based professional article search
SPED 584:	<ul style="list-style-type: none"> ▪
SPED 586:	<ul style="list-style-type: none"> ▪
SPED 596/597/598/599	<ul style="list-style-type: none"> ▪ Use of Turn It In to submit project/thesis/comprehensive examination