



Technology and Augmentative Communication - EAP 102

Child, Youth and Family Studies Program

Course Outline

COURSE IMPLEMENTATION DATE: January 2011
OUTLINE EFFECTIVE DATE: September 2020
COURSE OUTLINE REVIEW DATE: April 2025

GENERAL COURSE DESCRIPTION:

This course provides students with an introduction to augmentative and alternative communication. Characteristics of various strategies related to the needs of the users are explored. Students also look at a variety of ethical and technological issues that emerge when supporting children who use alternative and augmentative forms of communication in the K-12 classrooms.

Program Information: This course is required for the Education Assistant Certificate.

Delivery: This course is delivered online.

COTR Credits: 3

Hours for this course: 45 hours

Typical Structure of Instructional Hours:

Instructional Activity	Duration
Lecture Hours	45
Seminars / Tutorials	
Laboratory / Studio Hours	
Practicum / Field Experience Hours	
Other Contact Hours	
Total	45

Practicum Hours (if applicable):

Type of Practicum	Duration
On-the-job Experience	N/A
Formal Work Experience	N/A
Other	N/A
Total	N/A

Course Outline Author or Contact:

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Signature

APPROVAL SIGNATURES:

Department Head
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Department Head Signature

Dean Signature

EDCO

Valid from: September 2020 – April 2025

Education Council Approval Date

COURSE PREREQUISITES AND TRANSFER CREDIT:

Prerequisites: Minimum 65% in either English 12, English Studies 12, English First Peoples 12, ENGL 090, or equivalent (refer to Course Equivalency Information on the College Website)

Corequisites: N/A

Flexible Assessment (FA):

Credit can be awarded for this course through FA Yes No

Learners may request formal recognition for flexible assessment at the College of the Rockies through one or more of the following processes: External Evaluation, Worksite Assessment, Demonstration, Standardized Test, Self-assessment, Interview, Products/Portfolio or Challenge Exam. Contact an Education Advisor for more information.

Transfer Credit: For transfer information within British Columbia, Alberta and other institutions, please visit <http://www.cotr.bc.ca/Transfer>.

Students should also contact an academic advisor at the institution where they want transfer credit.

Prior Course Number: EAP 202 ⇔⇔ EAP 102

Date changed: May 15, 2013

Textbooks and Required Resources:

Textbook selection varies by instructor and may change from year to year. At the Course Outline Effective Date the following textbooks were in use:

Dell, A., Newton, D. & Petroff, J. (2017). *Assistive technology in the classroom – Enhancing the school experience of students with disabilities* (3rd ed.) Upper Saddle River, New Jersey: Pearson Merrill Prentice Hall.

Haig, J., Raikes, G., & MacMillian, V. (2014). *Cites & sources: An APA documentation guide*. (4th ed.) Toronto, Ontario: Nelson Publishing.

Please see the instructor's syllabus or check COTR's online text calculator <http://go.cotr.bc.ca/tuition/tCalc.asp> for a complete list of the currently required textbooks.

LEARNING OUTCOMES:

Upon the successful completion of this course, students will be able to

- identify prevalent low, mid, and high tech tools that can be used to support reading, writing and communication in the K-12 classroom;
 - demonstrate how programs such as *Kurzweil* and *Dragon Naturally Speaking* can be used to support student learning;
 - identify prevalent low, mid, and high tech tools that can be used to support organization in the K-12 classroom;
 - create a variety of visual supports to promote positive behavior in the K-12 classroom;
 - demonstrate how principles of *Universal Design for Learning* and the *Response to Intervention* model can be incorporated into technology integration in the K-12 classroom;
 - generate ideas for selecting and integrating technology within the context of diverse curricular areas;
 - examine issues which emerge as students use technology and augmentative communication in the K-12 classroom; and
 - define self-advocacy and discuss its relevance to assistive technology in transition planning.
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COURSE TOPICS:

- Introduction to Assistive Technology
- Universal Designs for Learning
- Technology to Support the *Response to Intervention* Model
- Assistive Technology to Support Writing
- Assistive Technology to Support Reading
- Assistive Technology to Enhance Communication
- Assistive Technology to Promote Positive Behaviour
- Augmentative Communication
- Access to Technology
- Ethical Issues
- Transition Planning

See instructor's syllabus for the detailed outline of weekly readings, activities and assignments.

EVALUATION AND ASSESSMENT: Online Delivery

Assignments	% Of Total Grade
Portfolio	25%
Quizzes	20%
Disability & Assistive Technology Paper	15%
Ethics Case Study	10%
Forum Discussions & Activities	<u>30%</u>
Total	100%

Please see the instructor's syllabus for specific classroom policies related to this course, such as details of evaluation, penalties for late assignments and use of electronic aids.

EXAM POLICY:

Students must attend all required scheduled exams that make up a final grade at the appointed time and place.

Individual instructors may accommodate for illness or personal crisis. Additional accommodation will not be made unless a written request is sent to and approved by the appropriate Department Head prior to the scheduled exam.

Any student who misses a scheduled exam without approval will be given a grade of "0" for the exam.

COURSE GRADE:

Course grades are assigned as follows:

Grade	A+	A	A-	B+	B	B-	C+	C	F
Mark (Percent)	≥ 90	89-85	84-80	79-76	75-72	71-68	67-64	63-60	< 60

ACADEMIC POLICIES:

Late Policy: Assignments received up to one week past their due date will receive a penalty of 10%. Assignments received after the first week late will not be marked and the student will receive a zero for that assignment. Weekly discussion forums must be completed in the designated week and late postings will not be marked. Note that no assignments will be accepted after the last day of the semester.

See www.cotr.bc.ca/policies for general college policies related to course activities, including grade appeals, cheating and plagiarism.

COURSE CHANGES:

Information contained in course outlines is correct at the time of publication. Content of the courses is revised on an ongoing basis to ensure relevance to changing educational, employment and marketing needs. The instructor endeavours to provide notice of changes to students as soon as possible. The instructor reserves the right to add or delete material from courses.