

EAP 102: Technology & Augmentative Communication

Course Description

This course provides students with an introduction to augmentative and alternate 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. The content of this course is specific to developing the skills, knowledge and values in an Education Assistant setting.

Course Hours: 45

Course Credits: 3

Course 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).

Co-requisites: none

Please note: Students must have a minimum of three years experience working as an Education Assistant in a full-time contract position in a K-12 school in British Columbia in order to be considered for the flexible assessment option in all EAP courses.

Format

Students who register for Flexible Assessment credit must provide evidence of their competency in the form of a portfolio and submit this evidence online to the designated EA Faculty Assessor two weeks before the end of the semester.

The portfolio submission must include the following information:

1. A table of contents with page numbers that follow the learning outcomes of the course, in the order the learning outcomes are listed on the *Flexible Assessment Documentation Form* below;
2. A labeled heading between each learning outcome and course activity;
3. Concrete evidence (i.e., photos, letters, logbook, video recording, observations) of each learning outcome in the order listed below along with brief explanations of the relevance of each piece of evidence;
4. A completed copy of the recording form below with the type and page number of each piece of evidence in the portfolio submission.

What You Need To Do

Document your knowledge and implementation of each learning outcome for EAP 102 (below) by providing a minimum of four examples for each outcome. The examples for the learning outcomes can include a combination of written examples, photos, observations, course/workshop certificates, log books, video recordings, evaluations and practical applications. Each example must include a written component that clearly explains how the evidence has informed your professional practice.

EAP 102: Technology & Augmentative Communication Learning Outcomes and Additional Flexible Assessment Criteria

Learning Outcomes	Types of Evidence	Page Number(s)	Value <i>(for office use only)</i>	Faculty Assessor's Comments <i>(for office use only)</i>
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.				

Learning Outcomes	Types of Evidence	Page Numbers(s)	Value <i>(for office use only)</i>	Faculty Assessors Comments <i>(for office use only)</i>
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.				

Learning Outcomes	Types of Evidence	Page Number(s)	Value <i>(for office use only)</i>	Faculty Assessor's Comments <i>(for office use only)</i>
Define self-advocacy and discuss its relevance to assistive technology in transition planning.				
Telephone Interview	Date	Faculty Assessor's Comments <i>(for office use only)</i>		