GEORGE
MASON
UNIVERSITY

College of Education and Human Development
Division of Special Education and disAbility Research

Spring 2017
EDAT 649 DL1: Assistive Technology Assessment
CRN: 12870, 3 – Credits

Instructor: Ms. Cindy George	**Meeting Dates**: 01/23/17 – 05/17/17
Phone: 571-230-7854	**Meeting Day(s)**: Asynchronous
E-Mail: cgeorge4@gmu.edu	**Meeting Time(s)**:Asynchronous
Office Hours: Upon request	**Meeting Location**: Internet
Office Location: Krug Bldg. 105	**Other Phone**: N/A

Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Course Instructional Method
EDAT 649 is a combination synchronous and asynchronous course. Using Blackboard, students are expected to complete assignments weekly and be engaged in course activities throughout the semester. In addition, students are expected to connect in real time for synchronous class meetings on the following dates using Blackboard Collaborate.

Course Description
Provides an overview of AT consideration and assessment procedures with emphasis on generated assessment plan and written report. Review and administer existing assistive technology (AT) evaluation instruments. Field experiences required.
Prerequisite(s): EDAT 510.
Notes: Field Experience required.
Schedule Type: LEC
Hours of Lecture or Seminar per week: 3
Hours of Lab or Studio per week: 0

Prerequisite(s): EDAT 510: Introduction to Assistive Technology
Co-requisite(s): None

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Course Delivery Method
Learning activities include the following:
1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Friday, January 20, 2017.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
    - Adobe Acrobat Reader: https://get.adobe.com/reader/
    - Windows Media Player: https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/
    - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:

Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday and finish on Sunday starting 1/23/17.

- Log-in Frequency:

Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week. In addition, students must log-in for all scheduled online synchronous meetings.

- Workload:

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Participation:

Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- Assessment Training Modules:

Posted activities and assignments within each module for Weeks 1-7 will receive total point credit if the assignment is submitted on-time and noted 'complete,' as indicated by the feedback submitted the instructor through Blackboard. If a revision is recommended, also submitted as feedback on Blackboard, ½ of the credit will be given until that work is resubmitted and complete.

- Assessment Project Modules:

Posted assignments within each module for Weeks 8-13 are guided draft activities designed to provide guidance and feedback on active assessment activities. Students will receive credit for the assignment when submitted. If a revision is recommended, students are expected to resubmit till task outcomes are accepted.

- Student/Instructor Mid-Semester Meeting:

A one-on-one meeting is to be scheduled between each student and the instructor for Week 10; before 4/9/17. The meeting can take place via Blackboard Collaborate, FaceTime, or face-to-face at Mason.

- Assistive Technology Assessment Project:

Due dates are listed within the course Schedule (found at the end of the syllabus) as well as within each assignment as it is listed on Blackboard.

All work submitted late will automatically receive a response cost unless arrangements are made in advance with the instructor.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

- Technical Competence:

Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to

seek assistance from the instructor and/or College or University technical services; ITU (http://itservices.gmu.edu/help.cfm) at (703) 993-8870 or support@gmu.edu.

- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

Field Experience is required.
A Field Experience is a part of this course.
Complete the online field experience registration form [http://cehd.gmu/endorse/ferf] at the beginning of the semester and complete the information requested REGARDLESS if you need assistance in the 'finding' an individual for the project/assignment or not. This information is required by the state. It is important that you do this within the first two classes.
Additional information will be given in class.

Learner Outcomes
Upon completion of this course, teacher candidates/students will be able to:

1. Determine if assistive technology has been adequately considered for individual.
2. Review and identity user characteristics and match to specified toy features.
3. Define and provide teaching strategies for prerequisites to computer use.
4. Review and implement an existing assistive technology protocol.
5. Master assessment strategies to make appropriate technology decisions.
6. Conduct and compose an assistive technology assessment for individuals with disabilities.

Course Relationship to Program Goals and Professional Organizations
This course is part of the George Mason University, Graduate School of Education (GSE), Assistive Technology Program. The Assistive Technology Program has developed program specific standards in accordance with NCATE requirements. The Assistive Technology Program Standards incorporate several elements within the professional standards from the Council for Exceptional Children (CEC), while also expanding upon them to meet the specific needs related

assistive technology. The primary AT Program standards that will be addressed in this class include the following: Standard 3: Assessment and Planning and Standard 5: Professional Practice and Collaboration. *NOTE: NCATE Assessments (in many but not all courses) may address additional AT Program standards.

Required Textbooks
Cook, A. M. & Polgar, J. M. (2015). *Assistive technologies: Principles and practice*, 4e. St. Louis,Mo: Mosby Elsevier.

Recommended Textbooks
American Psychological Association*. (2010). Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement
It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDAT 649, the required PBA is Assistive Technology Assessment Project. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments
Performance-based Assessment (Tk20 submission required)
The signature assignment(s) for this class is: *Assistive Technology Assessment Project.* Please see specific assignment description below.

College Wide Common Assessment (Tk20 submission required)
There are no college wide common assignments.
Performance-based Common Assignments (No Tk20 submission required.)
There are no common assignments with other classes.

Other Assignments

1. **Assessment Training Modules** *(30 points)*
   Students are required to view assessment content presentations posted on Blackboard for 6 weekly distance sessions. Assignments contained within and supporting these presentations are to be completed and will be due by the specified dates posted for each module assignment. Individual modules are worth 5 points each. All activities within each module must be completed to receive total module credit.

2. **Assessment Protocol Presentation** *(15 points)*
   Students are to review the assigned assessment protocol. A *narrated* PowerPoint presentation should then be prepared and submitted that introduces and describes the protocol. Presentation should include: Goal of protocol, Target audience, Pre-requisites, Procedures, Personal reaction.

3. **Toy Evaluation** *(10 points)*
   Students are to complete a toy evaluation on a commercially available toy (approved by the instructor) using the format posted on Blackboard. The evaluation will include a photo of the toy along with reactions to its implementation with children who have varied disabilities.

4. **Computer Prerequisites** *(10 points)*
   Students are to explore and define prerequisite computer skills. For each skill, students will match strategies and activities using typical manipulatives for supporting each skill. A Prerequisite Form will be provided for this assignment on Blackboard.

5. **Assistive Technology Assessment Project** *(35 points)*
   (Performance Based Assessment)
   Students are to complete an individual assistive technology assessment to provide AT solutions for an individual who has a disability. The project will consist of assessment activities and interactions throughout the semester consisting of evaluation data to match technologies and strategies that prove to benefit and support predetermined assessment objectives.

   A written report (format provided) outlining these activities as well as a narrated PowerPoint presentation summarizing the assessment is also required. The content of this presentation is to be modified from the written report to protect client confidentiality prior to being posted on Blackboard for peer review.

Assignment Requirements		Points	Comments
COMMUNICATION (5 points)			
Mid-Assessment Meeting ....3 pts			Due by 4/9/17
Communication w/Instructor ....2 pts			On-going
REPORT (20 points) draft due 4/23/17; final due 5/5/17			
Client Needs Analysis	Goal & objectives ....2 pts		
	Background...................................2 pts		
	Interview of client, caretakers, and/or professionals ....2 pts		
	Observational summary of client & environment ....2 pts		
Devices	Identification of potential assistive technology solutions ....3 pts		
Trials	Evaluation/Trial data ....3 pts		
Solutions	Rationale of selection of assistive technology solutions ....3 pts		
	Pros/Cons of relevant AT ....3 pts		
PRESENTATION (10 points) due 4/30/17			
Summary of report ....2 pts			
Oral presentation of report ....2 pts			
Visual presentation of report content & findings via PowerPoint...................2 pts			
Infographic of another's presentation ... 4 pts			Due 5/7/17
Total Points (out of 35 possible)			

Course Policies and Expectations
Attendance/Participation

Students are expected to actively engage in **_ALL_** weekly course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions. Please note that while only certain learning elements are assessed through "grades", the instructor can still assess student involvement and engagement using other measures. Blackboard enables the instructor to view such data as login dates, duration of time spent online, access to specific content elements, and more. The instructor will use this data along with course grades to ensure that students are actively engaged in the course.

Late Work

Work will not be accepted if work is submitted a week past the due date.
All module work submitted late will automatically receive ½ credit unless arrangements are made in advance with the instructor. All final project work will receive a response cost unless arrangements are made in advance with the instructor.

Grading Scale
Evaluation will be based upon a point system.
The point value for each assignment is as follows:

        Assessment Training Modules........ 30
        Assessment Protocol Presentation 15
        Toy Evaluation................................. 10
        Computer Prerequisites 10
        AT Assessment Project 35

        TOTAL POINTS 100

The following grading scale will be used at the Graduate level:

        95-100% = A
         90-94% = A-
         87-89% = B+
         83-86% = B
         80-82% = B-
         70-79% = C
          < 70% = F

Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work."** Work submitted <u>must</u> be your own or with proper citations (see http://oai.gmu.edu/the-mason-honor-code/).

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu

or https://cehd.gmu.edu/api/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see http://writingcenter.gmu.edu/).

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see http://caps.gmu.edu/).

- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://studentsupport.gmu.edu/, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

Class Schedule
Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

	Topic	Readings & Assignments
Week 1 1/23-1/29	Assistive Technology Assessment Overview	Reading: Cook & Polgar (2015) Chapters 1&2 Assignment: Assessment Module 1
Week 2 1/30-2/5	Assessment Protocol	Assignment: Receipt of Assessment Protocol
Week 3 2/6-2/12	Screening and Assessment Procedures	Reading: Cook & Polgar (2015) Chapter 3 Assignment: Assessment **Module 2** *Assessment Protocol Presentation (due 2/10/17)* *Assessment Protocol Comparison (due 2/12/17)*

Week 4 2/13-2/19	Assessing Computer Prerequisites & Control of the Environment	Reading: Cook & Polgar (2015) Chapters 8&12 Assignment: Assessment Module 3 ***Toy Approval (due 2/19/17)***
Week 5 2/20-2/26	Report Writing & Sensory Aids	Reading: Cook & Polgar (2015) Chapters 13&14 Assignment: Assessment Module 4
Week 6 2/27-3/5	AT Library and Internet Solution Searches & Mobility Aids	Reading: Cook & Polgar (2015) Chapter 9,10,11 Assignment: Assessment Module 5 ***Toy Evaluations (due 3/5/17)***
Week 7 3/6-3/12 *Spring Break*	AT Assessment Professionals & Augmentative and Cognition Systems	Reading: Cook & Polgar (2015) Chapters 15&16 Assignment: Assessment Module 6 ***Computer Prerequisites (due 3/12/17)***
~~~~~ Final AT Assessment Project Begins ~~~~~		
Weeks 8 & 9 3/20-4/2	AT Assessment: User/Client Needs	Assignment: Independent field research & experience User/Client Needs: Background Information, Observation, Interview, Goals & Objectives
Week 10 4/3-4/9	AT Assessment: Identify Potential AT Devices	Assignment: Instructor meeting ***Device identification & Mid-Assessment Meeting (due BEFORE 4/9/17)***
Week 11 4/10-4/16	AT Assessment: AT Evaluation Trials	Assignment: Independent field experience & Device Trials

Week 12 4/17-4/23	AT Assessment: Suggestions, and Recommendations	Assignment: AT Recommendations *AT Assessment Report /DRAFT (due 4/23/17)*
Week 13 4/24-4/30	AT Assessment Presentation	Assignment: *AT Assessment Presentation (due 4/30/17)*
Week 14 5/1-5/7	AT Assessment Report AT Presentation Peer Review	Assignment: *AT Assessment FINAL Report (due 5/5/17)* *Infographic Peer Review (due 5/7/17)*

Assessment Rubric(s)

TK20: University Accreditation

	Assessment Criteria	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Client Needs Analysis AT Program Standards 3.4	**Indicator 3.4:** Candidates understand the use of multiple types of assessment information.	Candidate fails to use multiple types of assessment information to provide evidence of assistive technology needs.	Candidate uses multiple types of assessment information to provide evidence of assistive technology needs.	Candidate uses multiple types of assessment information within the client's natural environment to provide evidence of assistive technology needs.

	Assessment Criteria	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Client Needs Analysis AT Program Standards 5.4	**Indicator 5.4:** Candidates demonstrate skill in collaborating with individual with exceptional needs, their families and other professionals including educators, related services providers, and personnel from government and community agencies in culturally responsive ways through the assessment, selection, implementations, training, and evaluation of assistive technology tools and strategies for individuals with exceptional needs.	Candidate fails to collaborate with individuals with exceptional needs, their families and other professionals to identify AT goals.	Candidate collaborates with individuals with exceptional needs, their families and other professionals to identify AT goals.	Candidate collaborates with individuals with exceptional needs, their families and other professionals in culturally responsive ways to identify AT goals.

	Assessment Criteria	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Potential AT Devices AT Program Standard 3.6	**Indicator 3.6:** Candidates use results of assessments in selecting assistive technology tools and strategies for individual with exceptional needs across environment and settings.	Candidate fails to use results of assessments to identify and match appropriate technology to support an individual with exceptional needs.	Candidate uses results of assessments to identify and match appropriate technology to support an individual with exceptional needs.	Candidate uses results of assessments to identify and match appropriate technology to support an individual with exceptional needs; providing a rationale that considers the individual's personal interests, preferences, values and cultural influences.
Potential AT Devices AT Program Standard 3.5	**Indicator 3.5:** Candidates make technology decisions based on a continuum of options ranging from no technology to high technology.	Candidate fails to identify a range of AT options with the no-technology to high-technology continuum.	Candidate identifies a range of AT options with the no -technology to high-technology continuum.	Candidate identifies a range of AT options within the no-technology to high technology that can be used across multiple environments.

	Assessment Criteria	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Potential AT Devices AT Program Standard 3.2	**Indicator 3.2:** Candidates identify and match appropriate technology based on individual and environmental needs while also considering personal interests, preferences, values and cultural influences.	Candidate fails to identify and match appropriate assistive technology based on an individual's interests, preferences, values, and cultural influences.	Candidates identifies and matches appropriate assistive technology based on an individual's interests, preferences, values, and cultural influences.	Candidates identifies and matches appropriate assistive technology based on an individual's interests, preferences, values, and cultural influences across environments, settings, and life span.

	Assessment Criteria	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Evaluation Trials AT Program Standards 4.1 & 4.2	**Indicator 4.1:** Candidates apply knowledge and skills to identify user needs and customize assistive technology tools and strategies that are meaningful and useful. **Indicator 4.2:** Candidates provide customized assistive technology training services to individuals with exceptional needs, their families, and/ or their community of support.	Candidate fails to apply knowledge and skills to evaluate assistive technology tools and strategies that may prove meaningful and useful to individuals with exceptional needs, their families, and/or their community of support.	Candidate applies knowledge and skills to evaluate assistive technology tools and strategies that may prove meaningful and useful to individuals with exceptional needs, their families, and/or their community of support.	Candidate applies knowledge and skills to evaluate a range of assistive technology tools and strategies that may prove meaningful and useful to individuals with exceptional needs as well as their families and community of support. In addition, candidate shares evaluation tasks with member(s) of the AT team.
Evaluation Trials AT Program Standards 3.7	**Indicator 3.7:** Candidates develop and report plans to implement and monitor outcomes of interventions and reevaluate and adjust the system as needed.	Candidate's plan to monitor outcomes of the evaluation trial is limited and/or candidate does not make appropriate adjustments to the plan as needed.	Candidate develops and implements plan to monitor outcomes of the evaluation trial and adjust the plan as needed.	Candidate develops and implements a detailed and specific plan to monitor outcomes of the evaluation trial and make immediate and responsive adjustments to the plan as needed.

	Assessment Criteria	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
AT Recommendations AT Program Standard 2.4	**Indicator 2.4:** In conjunction, candidates possess a repertoire of evidences-based strategies to develop personalized supports for individuals with exceptional needs across environments, settings, and the life span.	Candidate fails to use results of evaluation trials to identify assistive technology tools that match user needs and provide personalized supports for an individual with exceptional needs.	Candidate uses results of evaluation trials to identify assistive technology tools that match user needs and provide personalized supports for an individual- with exceptional needs.	Candidate uses results of evaluation trials to identify assistive technology tools and offer implementation strategies that match user needs and provide personalized supports for individuals with exceptional needs across environments, settings, and the life span.
AT Recommendations AT Program Standard 3.1	**Indicator 3.1:** Candidates advocate for assistive technology on individual and system change levels.	Candidate fails to or is limited in advocating for assistive technology on individual and system change levels.	Candidate advocates for assistive technology on individual and system change levels.	Candidate advocates for assistive technology on individual and system change levels over expanded timeframe and across environments, settings, & life span.

	Assessment Criteria	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Report Writing AT Program Standard 5.1	**Indicator 5.1:** Candidates promote and advocate for the benefits of continued implementation of assistive technology tools and strategies for individuals with exceptional needs across a wide range of settings and based on various needs.	Candidate fails to promote and advocate for the benefits of continued implementation of assistive technology tools and strategies for an individual with exceptional needs within a well-organized, professionally written assessment report.	Candidate promotes and advocates for the benefits of continued implementation of assistive technology tools and strategies for an individual with exceptional needs within a well-organized, professionally written assessment report.	Candidate promotes and advocates for the benefits of continued implementation of AT tools, strategies and resources for an individual with exceptional needs across a wide range of settings & based on various needs; within a well-organized, professionally written assessment report.
Report Writing AT Program Standard 5.2	**Indicator 5.2:** Candidates model ethical behavior and promote professional standard.	Candidate fails to model ethical behavior and promote professional standards in both written and oral communication.	Candidate models ethical behavior and promote professional standards in both written and oral communication.	Candidate models ethical behavior and promote professional standards in both written and oral communication.