



## Course Syllabus

EDTC 5030 / SPED 5220	Robin Heimos Chris Reinhard	rheimos@earthlink.net chrisreinhard1@aol.com
COURSE NUMBER AND SECTION	INSTRUCTOR	E-MAIL ADDRESS
Topics in Classroom Technologies Tech & Adaptive Hardware/Software	Summer	/
2		
COURSE TITLE	TERM	CREDIT HOURS
SVER		
SITE		

1. Course Description: (provide details of student focus, rationale, scope, and prerequisites)

This course explores Assistive Technology (AT) for students with disabilities. Topics will include: the definition of AT and legal mandates, a framework for considering AT needs of students, and an overview of hardware and software to enhance and support student learning.

2. Learning Outcomes: (goals, objectives, course outcomes, etc.) Identify any MOSTEP or professional standards that are met by each learning outcome.

Upon completion of this course, the student will be able to:

- a. summarize the IDEA definition of AT and its implications on classroom instruction and the IEP process (MO-STEP 1.2.11.6)
- b. choose appropriate AT for students using a framework for consideration (ISTE II C & VI E)
- c. identify a variety of no tech, low tech, and high tech hardware and software for a student, based on student needs and abilities (MO-STEP 1.2.11.1)
- d. plan for integration of AT in the curriculum/IEP objectives (MO-STEP 1.2.11.2, ISTE II D, & ISTE III B)
- e. evaluate the effectiveness of the AT strategies and tools when implemented
- f. identify resources for obtaining support and information regarding AT (ISTE I B)

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

<b>Week 1</b> June 2	General introduction Legal mandates and definition of AT Frameworks for consideration
<b>Week 2</b> June 9	Introduction to software Preparation for class projects <ul style="list-style-type: none"><li>• Bryant &amp; Bryant, Chapter 1</li><li>• Zabala, Joy Smiley. SETTING the Stage for Success: Building Success through Effective Selection and Use of Assistive Technology Systems (provided by instructors)</li></ul>
<b>Week 3</b> June 16	Adaptations for improving computer access No tech and low tech devices to support learning <ul style="list-style-type: none"><li>• Bryant &amp; Bryant, Chapter 6 &amp; 9</li><li>➤ Submit Reflection #1</li></ul>
<b>Week 4</b> June 23 impairments	Augmentative Communication Adaptations for students with vision and hearing <ul style="list-style-type: none"><li>• Bryant &amp; Bryant, Chapter 5</li><li>➤ Submit Reflection #2</li></ul>
<b>Week 5</b> June 30	QIAT Indicators Evaluating effectiveness and data analysis <ul style="list-style-type: none"><li>• Print and read QIAT indicators from: <a href="http://sweb.uky.edu/~jszaba0/qiatqualityind00.html">http://sweb.uky.edu/~jszaba0/qiatqualityind00.html</a> or follow the link from <a href="http://www.qiat.org">www.qiat.org</a></li><li>➤ Submit Reflection #3</li></ul>
<b>Week 6</b> July 7	Enhancing written expression skills using AT Microsoft Word features that support student learning <ul style="list-style-type: none"><li>• Bryant &amp; Bryant, Chapter 7</li><li>➤ Submit Reflection #4</li></ul>
<b>Week 7</b> July 14	Enhancing math, literacy, and study skills using AT
<b>Week 8</b> July 21	Presentation of projects

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards are included within course assignments. Integration of Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.

4. Texts:

Bryant, D. & Bryant, B. (2002). Assistive technology for people with disabilities. Allyn & Bacon.

Reed, P. R. (2001). A resource for teachers and administrators about assistive technology. Wisconsin Assistive Technology Initiative. (provided by instructors)

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

a) Class presentation and project	400 points
b) Class Participation (25 points per class)	200 points
c) 4 Reflection/Synthesis Papers (100 pts ea.)	<u>400 points</u>
	1000 points total

Class participation is mandatory. If you miss a class, you are responsible for contacting one of the instructors before the start of the class. Students who do not complete the requirements of the course must contact the instructor prior to the end of the course to complete an Incomplete form; otherwise, a NC will be issued.

Assignments which are not handed in by the deadline listed will be penalized by 10 points for each class period they are late, unless previous arrangements are made with one of the instructors.

6. FINAL PROJECTS: Final projects/papers will be returned to students in the following manner:

- Students should provide a self-addressed stamped envelope (appropriate size and postage) to the instructor so project/paper can be returned.

**NOTE; Papers will not be available for pick up from the School of Education Office.**

- This syllabus is subject to change at the discretion of the instructor.
- Regular class attendance is required.