



Course Syllabus

COURSE NUMBER: EDTC 5030-01 SPED 5020-01	COURSE TITLE: Topics in the Classroom Technologies: Assistive Technology Assistive Technology for Students with Special Needs	TERM: Summer, 2005
SITE: Special School District Central Office - 12110 Clayton Road, Room 54	INSTRUCTOR CONTACT INFORMATION: Robin Heimos rheimos@earthlink.net	CREDIT HOURS: 2

1. COURSE DESCRIPTION:

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:

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 (NETS 6)
- b. choose appropriate AT for students using a framework for consideration (NETS 2 & 6)
- c. identify a variety of no tech, low tech, and high tech hardware and software for a student, based on student needs and abilities (NETS 1)
- d. plan for integration of AT in the curriculum/IEP objectives (NETS 2 & 3)
- e. evaluate the effectiveness of the AT strategies and tools when implemented
- f. identify resources for obtaining support and information regarding AT (NETS 1)

3. SCHEDULE OF REQUIRED READINGS, CLASS PREPARATIONS AND ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS, OUT-OF-CLASS ASSIGNMENTS AND EXAMS.

- Week 1**
June 8
- Class introduction
Legal mandates and definition of AT
Frameworks for consideration
- Read for week 2:
Bryant & Bryant Chapters 1, 3, & 6
- Week 2**
June 15
- Adaptations for improving computer access
- Topic Project # 1 due
 - Read for week 3:
Bryant & Bryant Chapters 4 & 9
A Resource for Teachers and Administrators about Assistive Technology
(provided by instructor)
- Week 3**
June 22
- No tech and low tech devices to support learning
Technology for students with orthopedic impairments
Technology for students with visual and hearing impairments
- Topic Project # 2 due
 - Read for week 4:
Bryant & Bryant, Chapter 5
QIAT Indicators by QIAT Consortium (provided by instructor)
- Week 4**
June 29
- Technology for supporting literacy
Providing access to written material
Augmentative Communication
- Topic Project # 3 due
 - Read for week 5:
Bryant & Bryant, Chapter 7
 - Read for week 5:
The Beginning Literacy Framework, by Don Johnston, Inc. (provided by instructor)
- Week 5**
July 6
- Technology for supporting literacy
Adapting written expression activities
- Topic Project # 4 due
- Week 6**
July 13
- Technology to support math and study skills
- Topic Project # 5 due
 - Read for week 7:
Bryant & Bryant, Chapter 2
- Week 7**
- QIAT Indicators

July 20 Evaluating Effectiveness

➤ Topic Project # 6 due

Week 8 Final Exam

July 27

4. RESOURCES:

Required Text(s):

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)

6 Topic Projects (100 pts ea.)	600 points
Class Participation (25 points per class)	200 points
Final Exam	<u>200 points</u>
	1000 points total

All academic and professional behavior of students in this course is subject to review for the purposes of student evaluation.

6. GRADING SCALE:

A	93-100
A-	90-93
B+	86-89
B	83 -85
B-	80-82
C	79 and below
I	Incomplete Work

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE MAT OFFICE.

7. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

In its broadest sense, plagiarism is using someone else's work or ideas, presented or claimed as your own. Any time you refer to another person's work, whether as a direct quotation or paraphrased, you must use a citation. Students should not copy more than two paragraphs from any source as a major component of papers or projects. All citations must be properly documented and references must be provided using APA guidelines (<http://library.webster.edu/citation.html>).
C

8. ACCESSIBILITY/ACCOMODATIONS POLICY

If you have a disability, please notify your instructor as soon as possible to discuss your accommodation needs.

9. OTHER

Class participation and attendance is mandatory. If you miss a class, you are responsible for contacting the instructor before the start of the class. In the event of an emergency, should a student miss a 3 or 4 hour class session, the final course grade may be reduced.

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 the instructor.

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 Course form. Incompletes are not awarded except in emergencies, as defined by the instructor.

NB: An Incomplete may only be awarded to a student who has maintained a passing grade up to the point of the emergency. Incomplete grades will change to a grade of F or NC unless the requirements stipulated on the incomplete form are met by the date listed on the form or one calendar year from the end of the course, whichever comes first.

10. Standards / Goals

International Society for Technology in Education (ISTE) - National Educational Technology Standards for Teachers (NETS) – http://cnets.iste.org/teachers/t_stands.html

ISTE NET Standards:

- 1. Technology operations and concepts.**
Teachers demonstrate a sound understanding of technology operations and concepts.
- 2. Planning and designing learning environments and experiences.**
Teachers plan and design effective learning environments and experiences supported by technology.
- 3. Teaching, learning, and the curriculum.**
Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.
- 4. Assessment and evaluation.**
Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.
- 5. Productivity and professional practice.**
Teachers use technology to enhance their productivity and professional practice.
- 6. Social, ethical, legal, and human issues.**
Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

The School of Education (SOE) Goals:

- 1. The knowledgeable learner:**
Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.
- 2. The informed instructor:**
Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.
- 3. The reflective collaborator:**

Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

4. **The responsive educator:**

Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

This syllabus is subject to change at the discretion of the instructor.