New Course Request

1. School/Division: Education
2. Academic Subject Code: EDUC
3. Course Number: 420 (must be cleared with University Enrollment Services)
4. Instructor: Various
5. Course Title: Assistive Technology in Special Education
   Recommended Abbreviation (Optional):

6. First time this course is to be offered (Semester/Year): Summer 2007
7. Credit Hours: Fixed at 3.0 or Variable from to
8. Is this course to be graded S-F (only)? Yes No XX
9. Is variable title approval being requested? Yes No X
10. Course description (not to exceed 50 words for Bulletin publication): Develops a basic understanding of Assistive Technology and its potential impact on the daily lives of individuals with disabilities. Explores the options available for children and youth as well as the legislation that regulates its use.
11. Lecture Contact Hours: Fixed at 3.0 or Variable from to
12. Non-Lecture Contact Hours: Fixed at or Variable from to
13. Estimated enrollment: 25-30 of which 0 percent are expected to be graduate students.
14. Frequency of scheduling: Summer Will this course be required for majors? Yes
15. Justification for new course: used to meet state licensing requirements
16. Are the necessary reading materials currently available in the appropriate library? YES
17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.
18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.
19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: _______________
Department Chairman/Division Director

Date: 06-19-06

Approved by: _______________
Dean

Date: 07-15-06

Chancellor/Vice-President

Date: 12-19-06

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White
Course Number: EDUC-K 420
Course Title: Assistive Technology in Special Education/Technology Applications

Student Support: If you have a documented disability and anticipate a need for accommodations in this course, please make an appointment with the instructor during the first week of classes.

Course Purpose

This is an introductory course in assistive technology (AT) — defined as: "... equipment and/or a device which enables a person with a disability to increase their ability to learn, work, participate in the community, participate in recreational activities, and improve their quality of life." (Lazarro, 2001)

The purpose of this course is to develop a basic understanding of AT and its potential impact on the daily lives of individuals with disabilities. Already for many people with disabilities, the use of technological innovations has ensured independence and choice in education, employment, housing, recreation, and transportation. Thus, it is essential that teachers understand AT -- the options available for children and youth as well as the legislation that regulates its use and the funding maze as it currently designed.

Course Objectives:

While the primary focus of this course will be on factors relating to ATs for K-12 education, we will also examine the ways in which these technologies may be used in other settings. At the end of this course, participants will know and be able to do the following:

- Understand the significance of federal and state legislation that addresses AT
- Demonstrate an understanding of ways to access AT resources.
- Describe the various “types” of AT.
- Interface with a variety of AT equipment, from non-electronic (low-tech) to high-tech devices.
- Identify ways that AT can be used in K-12 (and other) settings.
- Learn process for evaluating technology
- Demonstrate an understanding of preferred practices in evaluating and planning for individual children or youth (IFSPs, IEPs or person-centered plans) with regard to AT.
- Identify factors to consider in the selection of AT for specific children and youth.
- Identify factors to consider when integrating AT across life domains.
- Adapt existing curriculum materials for use with AT.

In addition, the course is designed to address the Indiana Professional Standards Board (IPSB) and the Interstate New Teacher Assessment and Support Consortium (INTASC)
standards for teachers of students with exceptional needs. Those standards directly and indirectly address the following related areas:

- Historical and philosophical bases for technology use,
- Technology assessment,
- Understanding the learning environment, and
- Multiple strategies and approaches to learning.

**Required Texts and Readings**
The following required text is available at the IUPUI Bookstore or online from your favorite electronic "bookstore."


Additional **Required Readings** can be accessed through Oncourse.

**Attendance and participation.**

*Attendance.* Your presence and participation are critical to this class. You are expected to attend all class meetings on time and stay for the entire period. Please notify the instructor in the event of any absence. More than one absence or two late arrivals or early departures can result in a lower grade.

*Participation.* In order to participate in an informed way, all required readings **must be completed prior to the class** date for which they are assigned. You are expected to participate in class discussions and to relate these discussions to the readings, assignments and your own experience. Mini-assignments related to readings will be assigned at the class preceding the class for which they are due (e.g., ask 3 people what the word disability means to them and bring your findings to class).

*High talkers/low talkers.* This class can be one venue in which to examine your level and type of group participation. If you consider yourself a "high talker," use class discussion time as an opportunity to encourage classmates who are "low talkers" to join in and share their thinking as well. If you consider yourself a "low talker," use this class time for risk-taking; practice making your voice heard in a safe, supportive environment.

**Assumptions**
This course is grounded in several important assumptions:

- that learning is an active process and requires work, both in the sense of an investment of time to interact with materials ideas and others and in the sense of a struggle with discomfort and competing ideas to come to one’s own perspective;
- that we can learn a great deal from each other as well as from the instructor, the readings, and field experiences;
- that class members aspire to improve both their understanding and their practice;
- that there are no absolutes, perfect instances, or easy answers to complex problems; and
- that each of us makes a difference.

"In this endeavor (building confidence for inclusive schools), we are limited only by the reach of our collective imagination."

(Pugach, 1995)
Assignments

Reflections. Each student will write three reflective responses based on readings and class discussion to date. These typewritten reflections are not summaries of the readings; rather, each response should capture your thinking about the reading as well as pertinent class discussion in light of your knowledge and experiences. Responses must be posted on Oncourse the Sunday before the next Tuesday class meeting.

Responses to classmates. Each student will respond via Oncourse to others’ posted work prior to class meetings. This work includes the 3 reflective responses, the article summary and the website critique.

Article summary. Each student will read one refereed journal article on an AT topic of particular interest to him or her. The summary will follow the format presented in class. Students will be responsible for posting on Oncourse both the article citation and abstract along with the summary for classmates.

Website critique. Each student will be responsible for evaluating two assistive technology internet sites of his/her choice according to information presented in class and posting a summary and analysis of each for classmates via Oncourse.

AT assessment case study. Students will partner with one classmate and design an AT plan for one K-12 student. The final product (including assessment summary and instructional plan) will be presented to a group of 4-6 classmates using a “teacher assistance team” format. Additional details related to this assignment will be provided in class.

Guidelines for Assignments

Unless otherwise indicated, all assignments should adhere to the following guidelines:

1. Assignments must reflect knowledge acquired from class and readings.
2. Assignments must be typed or word-processed and double-spaced using an 11- or 12-point font (approximately 300-350 words per page and reflect correct spelling and grammar.
3. Assignments should reflect high standards of professionalism, organization, and presentation. Writing is integral to the thinking process. Use American Psychological Association (APA) format for citations and references. The textbook uses APA format and has many examples of how to correctly cite references.
4. Assignments must use language that reflects respect for the individuality of children and youth as people first (e.g., a student with cerebral palsy, rather than a CP student). This emphasizes a child’s humanity and makes the point that the disability is only one of the child’s characteristics (and not the most important one.) This is not an issue of semantics. It is an issue of value and respect for the individual.
5. Make and keep a copy of each assignment.
6. Always have someone proofread your work prior to handing it in.

Advice for academic writing:
- Avoid contractions or abbreviations.
- Use the third person.
- Use headings to indicate changes in topic or direction.
- Provide an introduction to the paper that includes the paper’s purpose.
- Include a conclusion that reflects on the paper's important points and provide implications.

Plagiarism & Cheating Policy
Students who cheat or plagiarize will fail the course. Some of the work for this class will involve group work. Working together is encouraged and necessary, but the work you submit must be your own. Copying from texts or other people's work, without citation, is unethical and may be illegal. This also includes the work of other students. Keep in mind that even when paraphrasing, the source MUST be cited. This policy includes cheating, copying, or otherwise being dishonest about class work, all of which can result in a failing grade. In addition, further action may be taken by the University.

Grading

Assignments must be completed by the due date for full credit. Late assignments will be penalized by one letter grade for each day late.

Each assignment must be passed in order to pass the course. Letter grades will be assigned in a typical manner:

- A 91-100% (455-500 points)
- B 81-90% (405-454 points)
- C 71-80% (355-404 points)
- D 65-71% (325-354 points)
- F below 65% (0-324 points).

The approximate percentage weights toward a final course grade are as follows:

- 15% 75 points Class participation (discussion informed by reading, "mini-assignments" completed in preparation for class discussion, participation of others facilitated)
- 25% 125 points Reflections and responses to classmates' work
- 20% 100 points Journal article critique
- 20% 100 points Website critique
- 20% 100 points AT Case study

Other information.
Course calendar. The instructor reserves the right to change the course calendar at any time, including topics covered, reading assignments and due dates for assignments. As much notice as possible will be given for such changes.

If you do not understand an assignment or you have an unusual circumstance related to an assignment, it is your responsibility to meet with the instructor.