

Check Appropriate Boxes: Undergraduate credit Graduate credit Professional credit 95

1. School/Division Education 2. Academic Subject Code EDUC
3. Course Number K512 (must be cleared with University Enrollment Services) 4. Instructor Staff
5. Course Title Advance Computer Technology for Special Education
Recommended Abbreviation (Optional) _____
(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall 2009
7. Credit Hours: Fixed at 3 or Variable from _____ to _____
8. Is this course to be graded S-F (only)? Yes _____ No x
9. Is variable title approval being requested? Yes _____ No x

10. Course description (not to exceed 50 words) for Bulletin publication: Advanced study of general and specialized applications of microcomputers and related technologies to exceptional learners. Topics include microcomputers and classroom management, microcomputers and video-assisted instruction, and special applications of current technologies with exceptional groups. An overview of traditional AT assessments and a working knowledge of best practice in assistive technology arenas is emphasized.

11. Lecture Contact Hours: Fixed at 45 or Variable from _____ to _____
12. Non-Lecture Contact Hours: Fixed at n/a or Variable from _____ to _____
13. Estimated enrollment: 20 of which 100 percent are expected to be graduate students.
14. Frequency of scheduling: 1/yr. Will this course be required for majors? _____

15. Justification for new course: This course is necessary to stay current with developments in the field.
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: Terry Slop Date 12/10/2008
Department Chairman/Division Director
Mark G. Warner Date 3/5/09
Dean of Graduate School (when required)

Approved by: _____ Date _____
Dean Graduate School
_____ Date _____
Chancellor/Vice-President
_____ Date _____
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.

INDIANA UNIVERSITY SOUTH BEND

Course Title: Advance Computer Technology for Special Education

Course Number: K512

Section: (required each semester)

Credit Hours: 3 Semester Hours

SCHOOL OF EDUCATION MISSION STATEMENT:

The School of Education prepares professionals to be leaders in and beyond P-12 classrooms. In our initial programs, future teachers become classroom leaders who are competent, ethical, reflective, and ready to promote learning for a diverse student population. In our advanced programs, teachers, counselors, and principals build on these classroom leadership responsibilities to become advocates, decision-makers, researchers, and partners in school and community settings.

Instructor:

Phone:

Office:

Office Hours:

E-mail:

COURSE DESCRIPTION:

Advanced study of general and specialized applications of microcomputers and related technologies to exceptional learners. Topics include microcomputers and classroom management, microcomputers and video-assisted instruction, and special applications of current technologies with exceptional groups. An overview of traditional AT assessments and a working knowledge of best practice in assistive technology areas are emphasized

COURSE PREREQUISITES: Graduate Student Standing.

COURSE TEXT:

O'Bannon, B.W., & Puckett, K. (2007). *Preparing to use technology*. Allyn and Bacon.

If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Please notify the instructor within the first week of class if a reasonable accommodation for a disability is needed for this course. The instructor will require a letter from the Office of Disabled Student Services.

Commitment to Professionalism

All students in the School of Education are expected to maintain the highest professional and ethical standards. It is your responsibility to familiarize yourself with our Code of Ethics at <http://www.dsa.indiana.edu/Code/>.

Commitment to Diversity

The School of Education at IUSB is committed to preparing pre-service teachers, school leaders, and school counselors to support learning for **all** students. Each class and

learning experience helps candidates develop the knowledge, dispositions, and performances needed to meet the needs of students in today's diverse classrooms. One example from this class is using technology in the Assessment Case Study.

Commitment to Technology

The School of Education at IUSB is committed to preparing pre-service teachers, school leaders, and school counselors who have the knowledge, dispositions, and performances needed to effectively use technology to help all students learn. Candidates are expected to incorporate technology throughout their course work and clinical experiences. One example from this class is the Research PowerPoint presentations.

COURSE OBJECTIVES (CEC Standards)

By the completion of the course, students should be able to:

1. Demonstrate knowledge of the impact of sensory impairments, physical and health disabilities on individuals, families, and society (CEC Standard GC2K2).
2. Use appropriate adaptations and technology for all individuals with disabilities. (CEC Standard GC4S7).
3. Use and maintain assistive technologies for students with disabilities (CEC Standard GC5S2).
4. Identify and use augmentative and assistive communication strategies for students with communication impairments (CEC Standard CC6K4).
5. Plan instruction on the use of alternative and augmentative communication systems (CEC Standard GC6S5).
6. Use technology for planning and managing the teaching and learning environment (CEC Standard CC7K4).
7. Use instructional and assistive technology in the educational program (CEC Standard CC7S9).
8. Use technology to conduct assessments (CEC Standard CC8S3).

COURSE ASSIGNMENTS:

1. **Participation:** Students are expected to be active participants throughout the semester. This course is designed to be highly interactive and student contributions are critical to its success. To make the class interesting and enriching, students are expected to share their knowledge and experience with the class. Students are expected to attend every scheduled class meeting. The University defines certain types of absences as "excused" such as: confining illness, serious illness or death in the family. Any student who persists in being absent from class without satisfactory explanation will be suspended from class after the fourth absence.
2. **Assessment Case Study:** Students will be assigned as a team to an individual with significant disabilities and perform an AT assessment utilizing assessment tools from the community. The team will write a report and should include the goals of the family and child, describe the diagnosis, functioning levels, capacity, environment, technology tried, recommendations with rationale and the clinical reasoning process applied. Students will demonstrate an understanding of the

individual evaluated and will make appropriate recommendations for technology. The report should follow APA format.

3. **AT Assessment Tools Critique Paper:** Students will choose an area of specialization of their choice (vision, hearing, communication, learning, access, seating, or mobility) and assess a specific assistive technology tool. Students should review positive and negative aspects of the assessment methodology, critique the value of the AT tool. The report should follow APA format.
4. **Research Power Point Presentation:** As part of the course requirements, students will be expected to professionally present your critique project to your peers.
5. **Curriculum Integration Project & Presentation:** The student will complete an inclusive curriculum integration project. For this project, candidates select a content area and develop an in-depth unit of study specific for the student population in which you want to teach. To demonstrate competency in using various technologies and integrating technology with teaching, the student will create a multimedia presentation.

UNIVERSITY AND SCHOOL OF EDUCATION POLICIES:

Electronic Mail: Electronic mail (email) is the official means of communication with students at Indiana University South Bend.

For this course, that e-mail should be routed through Oncourse. All assignments, sent as attachments, questions and requests must be sent via Oncourse.

A student's failure to receive or read official university communications sent to the student's official email address does not absolve the student from knowing and complying with the content of the official communication. It is recommended that students check email messages at least once daily. The university provides a simple mechanism for students to forward email from the official university email address to another email address of the student's choice. However, students who choose to have email forwarded to another email address do so at their own risk.

Accommodations for Religious Observances Statement: If any student will require academic accommodations for a religious observance, please provide me with a written request to consider a reasonable modification for that observance by the end of the second week of the course. Contact me after class, during my office hours, or by individual appointment to discuss the issue. If after discussion we reach no consensus, either party or both should seek the advice of the Department Head or the Dean, and if no consensus is reached, then the advice of the Vice Chancellor of Academic Affairs ("VCAA"). Either the instructor or the student may appeal the VCAA's decision to the Office of Affirmative Action within ten business days of the determination.

Disability Statement: If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Disabled Student Services (Administration Building, room 149, telephone number 574-520-4832), as soon as possible to work out the details. Once the Director has provided you with a letter attesting to your needs for modification, bring the letter to me. For more information, please visit the web site for Office of Disabled Student Services www.iusb.edu/~sbdss/services.shtml

Academic Honesty Statement: It is the responsibility of the student to know of the prohibited actions such as cheating, fabrication, plagiarism, academic, and personal misconduct, and thus, to avoid them. All students are held to the standards outlined in the code. Please reference the entire code for a complete listing (www.dsa.indiana.edu/Code/). Any violation may result in serious academic penalty, ranging from receiving a warning, to failing the assignment, to failing the course, to expulsion from the University.

Plagiarism

Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.

- a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
- b. A student must give credit to the originality of others and acknowledge indebtedness whenever:
 - (1) directly quoting another person's actual words, whether oral or written;
 - (2) using another person's ideas, opinions, or theories;
 - (3) paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
 - (4) borrowing facts, statistics, or illustrative material; or
 - (5) offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to \$100,000 and imprisonment.

Field Experience Note: You may be required to provide a criminal history check to school districts before participating in field placements and/or student teaching. School districts may deny a field placement or student teaching assignment based on a misdemeanor or felony conviction. The application process for a teaching license in

Indiana requires a current criminal history check. Convicted felons may not hold a teaching license in Indiana.

Please Note: *Students in the School of Education are required to post select artifacts as required by the Unit Assessment System. The instructor will notify you if you are required to post assignments.*

STUDENT EVALUATION: Students must attain a grade of C or better in all required education courses.

Assignments are due when indicated on the Calendar of Class Activities. Late assignments will not be accepted. All assignments are due on OnCourse by 10:00 pm of the due date. If a student is going to be absent on the day an assignment is due, it is their responsibility to turn in the assignment prior to the due date.

Please note that students who do not participate in a professional manner (e.g., coming to class on-time, being courteous to others, turning in assignments on-time, etc.) may receive a letter of concern.

Participation	20 Points
Assessment Case Study	20 Points
AT Assessment Critique	20 Points
PowerPoint Presentation	20 Points
Curriculum Integration	
Project	<u>20 Points</u>
Total:	100 Points

TENTATIVE SCHEDULE

Date	Topic	Readings	Assignments
	Introduction and Overview of Class		
	NETS-T Standards Basics Adapting for Special Learners: Hardware	Chapter 2: Hardware Basics	
	Basics Adapting for Special Learners	Chapter 3: Software Basics	
	Types of Portfolios	Chapter 4: Portfolios	
	Assessment and Family Perspective		

	Assessment and Mobility Technology		AT Assessment Tools Critique Paper
	Assessment and Access		PowerPoint Presentation
	Student Uses of Word Processing Adapting for Special Learners	Chapter 6: Word Processing	PowerPoint Presentation
	Assessment and Vision Technology		
	Assessment and Hearing Technology		
	Assessment and Communication Technology		Assessment Case Study
	Assessment and Cognitive Technology		
			Curriculum Integration Project & Presentation
			Curriculum Integration Project & Presentation
			Curriculum Integration Project & Presentation

BIBLIOGRAPHY:

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