EDU 612 – Assistive/Adaptive Technology (3 credits)
Professor: Catherine Tannahill, Assoc. Prof.
Education Department ECSU
Office: Webb Hall 149
Office Hours: Mon. 2-3, Tues. 1-3, Wed. 1-3, & others by appointment.
Please contact Dr. Tannahill at (860) 465-5098 or through her email address – tannahillc@easternct.edu.
Course contact is most effective when done through the online course shell.

Fall 2013

Class: Online, ECSU

General Course Information:

Catalog Description:
This course provides an overview of assistive technology. Students learn applications of low, elementary, and high technology assistive devices in the area of communication, mobility, and education. It provides information on methods and organizational approaches to integrating assistive technology in the classroom.

Prerequisites: Prerequisite: Admission to the Graduate Program

Purpose of the Course:
Assistive technology covers a wide range of tools and strategies to assist people with varying special needs to be successful in life. In schools these technologies may range from very simple tools and strategies to the most complex specialized equipment. While assistive technology is not solely digital, the increasingly ubiquitous use of digital technology in the classroom requires a look at the role it can play in assisting all children to learn. This course will focus on the use of assistive/adaptive technology as a tool for classroom teachers to meet the needs of diverse populations. Thus the purpose of this course is to help teachers, and other school technology support personnel, to engage as an informed participant in the identification and selection of appropriate technology to support learning for all students.

Course Goals/Objectives
By the end of this course the students will be able to:

1. Promote and demonstrate the effective use of assistive technology to facilitate classroom experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
2. Design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context for all students.
3. Identify the purpose, structure and responsibility of the Assistive Technology Team and what is required of an assistive technology evaluation,
4. Understand the role of the classroom teacher in selection and implementation of assistive technology for student learning.
Suggested Texts and/or References:


Assignment Tips:
1. Do not delete assignments until you have received a final grade for this class.
2. Always send a copy of your completed assignments to your group members.
3. The full name of all group members should always be included in each submitted assignment.
4. Submit assignments through WebCT titled with your name-the assignment title. Ex. Tannahill- PowerPoint.
5. All web related materials should include a hyperlink, the complete URL, and the title of the site referenced.

Grades: For all assignments, see assignment details and, where provided, assignment rubric. For due dates see Course Timeline. Be sure to review the rubric for each assignment prior to submission.

Final grades in this course will be determined on total points earned out of 100 in the following way:
95–100 A  90–94 A-  87–89 B+  84–86 B  80–83 B-
77–79 C+  74–76 C  70–73 C-  65–69 D+  60–64 D  Below 60 F

For averages below 60 please discuss your work with the instructor.

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Students will have an opportunity to resubmit unsatisfactory work, but **full points will not be granted for resubmitted work**. Unsatisfactory work is defined as that work which receives a grade of 73 (C-) of lower.

All assignments are to be submitted through WebCT unless otherwise instructed.

Students are responsible for reviewing the appropriate grading rubric before submitting individual assignments.
Grouped or paired assignments require only one copy of the assignment to be submitted to the instructor bearing the names of all group members.

Evaluative groups will have no more than three members.

Every student is expected to submit at least one assignment through the WebCT assignment tool.

Any suggestions that would lead to enhancing this course's learning experiences are welcome. Please feel free to talk with me before or after class, or during my office hours.

**Grade Incompletes:** Prior to the course closing date if a student has not completed the work, he or she must develop with the instructor an "incomplete" contract describing when they expect to complete their assignments. These contracts will include a late penalty - students will lose a grade (i.e. 90 or more points will earn a B, 80 -89 will earn a C, etc.) for missing this due date. If an "incomplete" contract has not been developed by this end of course date, the student will receive a grade based on the number of points earned for completed assignments.

**Scope and Sequence**
Unit 1: Neurodiversity in the Classroom and IDEA (Individuals with Disability Education Act)
(4 weeks)

Unit 2: Assistive Technology (4 weeks)

Unit 3: The Assistive Technology Team (2 weeks)

Unit 4: Understanding by Design, Differentiated Instruction, and Assistive Instruction (3 weeks)

Unit 5: Bringing it all together in your classroom. (2 weeks)

Last updated 10/28/2013
Announcements and Expectations:

Learning Accommodations: If you are a student in this class with a disability and believe you will need accommodations for this course, it is your responsibility to contact the Office of AccessAbility Services at 465-5573. To avoid any delay in the receipt of accommodations, you should contact the Office of AccessAbility Services as soon as possible. Please note that I cannot provide accommodations based upon disability until I have received and accommodation letter from the Office of AccessAbility Services. Your cooperation is appreciated.

Writing standards: It is expected that all written work will reflect professional standards of communication. Complete sentences, proper punctuation, capitalization and spelling, and generally accepted rules of grammar are the hallmark of educational professionals. Excessive errors will be reflected in reduced assigned points or in a request to re-submit the assignment. Please use a standard font type such as Times New Roman, Arial or Courier of no less than 12 point size. You may either 1 ½ space or double space.

Students are encouraged to use the support offered by the Academic Services Center located on the ground floor of the Library. Tutoring, Math, Writing, and supplemental Advising Services are available for students in the Center at the following times: Sun. 2-9; M.-Th. 9-9, Fri. 9-5. (Closed Sat.) For further information call 465-4272 or check the ASC website at http://academicaffairs.easternct.edu/ASC-FAQs.html

Academic Misconduct Policy and Definitions: ‘At Eastern Connecticut State University, we value personal integrity as fundamental to our interactions with each other. We place special weight on academic honesty in all of our intellectual pursuits because it is a value fundamental to academic life and scholarly practice. All members of the University community are obligated to uphold high standards of academic honesty in their scholarship and learning, and this obligation extends to students.” Students should read and understand Eastern's Academic Misconduct Policy, which can be found in the Eastern Student Handbook or at: http://www.easternct.edu/judicialaffairs/academicmisconduct. All violations will be handled under the procedures established in this policy.

Engagement Policy: Educators should model those things they expect from their students. Therefore, a professional educator will recognize the importance of promptitude, regular engagement in class activities and personal responsibility for learning and exhibit such dispositions in their class work.

The characteristics of professional educators include recognition of the importance of promptitude in all things. Therefore, all work should be submitted on time unless prior arrangements are made with the professor.

Critical Thinking expectations: The purpose of this course is to prepare future teachers and other citizens to understand the role of technology in today’s educational environment. Therefore students will be expected to move beyond simple repetition of information acquired within the scope of this course to analysis, synthesis and application of concepts to make informed decisions.

Electronic communication: Effective August 1, 2009, email will become an official form of correspondence within Connecticut State University System (CSUS). Therefore, it is expected
that communications to students sent via email will be received and read in a timely fashion. It is expected that students check their university email at least as often as their class meets, in recognition that certain communications may be time-critical. Students should not assume that email sent from outside providers will be received by their professor.

For this course, it is preferred that course communication be through the WebCT course shell email system with university email as a second choice. In general, it is important to remember that email should not to be considered as private and therefore is not appropriate for transmitting sensitive or confidential information.

**Technology Expectations:**
The standard format for University software is the Microsoft Office package which is available to faculty and students at a reduced price. If students do not have this resource and do not purchase it, then they are responsible for making the necessary conversions to submit all work in an easily accessible format consistent with that software package.

Course materials/files generally are presented in Microsoft Word, Excel, PowerPoint, PDF or RTF format.

Students are expected to have sufficient bandwidth and computer capacity to access course materials. A browse check can be run to determine your computer capacity to operate the Blackboard course shell. The Browser Check can be found at [http://nutmeg.easternct.edu/portal/password_faq.htm](http://nutmeg.easternct.edu/portal/password_faq.htm).

**Grades:** For all assignments, see assignment details and, where provided, assignment rubric. For due dates see Course Timeline. Be sure to review the rubric for each assignment prior to submission.

Final grades in this course will be determined on accumulated total points earned out of 100 in the following way: 95–100(A); 90–94 (A-); 87–89 (B+), 84–86 ( B); 80–83 (B-); 77–79 (C+); 74–76 (C ); 70–73(C-); 65–69 (D+); 60–64 (D); Below 60 (F).

Students will have an opportunity to resubmit unsatisfactory work, but **full points may not be granted for resubmitted work.** Unsatisfactory work is defined as that work which receives a grade of 73 (C-) of lower. For averages below 60 please discuss your options with the instructor.

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Sources of Student Assistance and Information
The University Home Page (http://www.easternct.edu/) provides links to the many resources and services available to faculty and students at Eastern Connecticut State University. The Current Students page linked to the Home Page (http://www.easternct.edu/portal) provides a wide range of information regarding the various services available to students. Also on this page are links to several technical support services and procedures. Additional information can be found at

- The Information Technology page (Blackboard log on page) at http://www.easternct.edu/its/webct/.
  - The policies links will provide information about general IT policies as well as Copyright and Filesharing.
  - Under Services, the student will find information regarding the helpdesk including its hours and contact information as well as after-hours contact information. VPN, Banner, and Calendars are among the resources accessed from Services.
  - Solutions for most common problems can be found under FAQs.

Password problem solutions can frequently be found at Passwords FAQs at http://nutmeg.easternct.edu/portal/password_faq.htm. But you also see some answers here for students having trouble logging into Blackboard as well as a link to the Browser check.
Course Assignments

Writing standards: It is expected that all written work will reflect professional standards of communication. Complete sentences, proper punctuation, capitalization and spelling, and generally accepted rules of grammar are the hallmark of educational professionals. Excessive errors will be reflected in reduced assigned points or in a request to re-submit the assignment. Please use a standard font type such as Times New Roman, Arial or Courier of no less than 12 point size. You may either 1 ½ space or double space.

For all assignments, see assignment details and, where provided, assignment rubric. For due dates see Course Timeline. Be sure to review the rubrics for each assignment prior to submission.

Assignment 1: Threaded Discussions: (20 pts): As class discussion comprises 20% of your grade. My expectation is that everyone will post at least one original entry for each discussion topic and respond at least once to someone else’s posting. Each posting will require some elaboration: one word ‘does not a discussion make.’ Please do not limit your responses to the same class member each time. Please note the Discussion Expectations include not only posting and responding but also reading the postings of others. Review the Discussion information under resources for elaboration.

Assignment 2: Unit 1(10 pts). There are three parts to the grade for this Unit. First is participation in Discussion 4 (3 pts), second is completion of the 504 Tutorial and submission of a copy of your Certificate of Completion (3 pts), and finally the following self-assessment on IDEA itself (4 pts). Details are found in Unit 1 overview.

Assignment 3: Unit 2 Assessment: Assistive Technology Report (20 pts). Building upon your earlier definition and discussions 05 and information from Unit 1, research and report on one of the following areas of disabilities and the appropriate assistive technology to meet the attendant instructional challenges. Each includes a broad spectrum of symptoms, ranging from students who require assistive technology to function successfully to those who do not.

IDEA specifically recognizes 14 disability areas. I have grouped them into four general categories of conditions. Students with learning disabilities can easily fit within the higher functioning levels of each category. Thus, for each of the following conditions there can be high, medium, low, or no tech solutions.

Assignment 4: Unit 3 (10 pts): Analyze your assistive technology team and its role in your school/district. It may be formally designated as such or an informal and fluid group. Describe the membership, the roles, the strengths or deficiencies, and how it reports. If you serve as a technology leader at your school, what is you have role in this process? Include any information about your role as a classroom teacher in this process.

Assignment 5: Unit 4 (10 pts): Review IEPs for application of high, low, mid, and no-tech solutions. Provide specific examples of how these could be implemented in your own classroom.
If you can address all four levels with one IEP, do so; otherwise review enough IEPs to find applications of each – high, low, mid, and no tech – solutions.

**Assignment 6: Annotated web-liography (10 pts).** [An annotated web-liography is an annotated bibliography that is a list of Internet resources related to a specific topic. The listing will include the URL, the appropriate citation (APA format) and a brief description of the site. Creation in MSWord automatically makes the URLs active allowing connection to the site when the document is open.]

You will create an annotated bibliography of Internet and other resources related to each unit. The bibliography will include the URL, the appropriate citation (APA format) and a brief description of the site. You will create this in such a way as to allow the URL to be active thus allowing easy connection to the sites. MS Word provides such options when a document is open. This assignment is to be submitted at the end of the semester. The bibliography should have a total of at least 35 listings for all five units with a minimum of 5 listings in each area. At least three listings in each unit must be other than those provided by the instructor. [Please group your selections under the appropriate topic e.g Unit 1: Neurodiversity and IDEA.] Additional topic categories can be created as you see a need. Your description should be as much a prompt for yourself as to how the site can be helpful as an assessment of your knowledge. Quality counts.

**Assignment 7: Final Reflection/Exam (20 pts):** How will you use course content in your classroom. Final reflection paper integrating application of the knowledge and skills learned in this course to your specific teaching needs. Write a reflection paper on the application of course content to your own classroom: Bringing it all together in your classroom. Be sure to not only explain the applicability of assistive technology for student engagement and learning, but also include the role of others in support and selection (your formal/informal Assistive Technology Team). Please see Course Agenda for deadlines. See Reflection rubric. Submission: See Work Submission Timeline