

**COLLEGE OF EDUCATION
NEW COURSE PROPOSAL FORM**

COURSE NUMBER/NAME INTE 535 Analysis, Implementation and Evaluation of Assistive Technology

- A. Complete the University of Alabama *Course Inventory* form and attach it as the cover page to this request.
- B. Attach a syllabus for the course which includes:
1. Course number, title and number of credit hours
 2. Catalog course description, including all prerequisites.
 3. Course goals and specific educational objectives for each major instructional unit.
 4. Required text(s) and/or readings.
 5. Description of required clinical experiences and assignments, if appropriate.
 6. Description of assignments.
 7. Number and nature of examinations, including policy for make-up tests.
 8. Grading procedures for tests and assignments.
 9. Procedures for determining final grades.
 10. Attendance policy.
 11. Policy on academic misconduct.
 12. Policy on reasonable accommodation.
 13. Course bibliography, if appropriate.
- C. Provide the following information for review by the Department Head.

1. Describe the rationale for the course.

The Instructional Technology program is beginning an ACHE approved Master's degree in Instructional Technology beginning Fall, 2018. This course is one of the courses approved for the Master's degree.

2. Name the proposer of the course and any other faculty who are qualified to teach the course. Describe any specific qualifications and capabilities an individual must have to teach this course.

The proposer is Andre Denham. Others who may be teaching the course include Angela Benson, Vivian Wright, Margaret Rice and possibly adjuncts.

3. Indicate the programs(s) of study, majors (s), and/or minors, or other general curriculum in which this course will be included.

Instructional Technology MA. Any other programs can include the course in their programs if they wish.

4. Indicate how frequently and during which semesters the class will be offered.

Every spring semester beginning Spring, 2019.

5. If a fee will be charged for the course, indicate the amount of the fee and describe how the fee will be used.

No fee.

6. Describe the system of evaluation that will be used to determine whether the course should continue to be offered in the future. Discuss the types of data that will be collected and the procedures that will be used to determine the effectiveness of the course.

The course will continue to be offered as it is part of the ACHE approved Master's degree in Instructional Technology. Data will be collected on student performance in the class and SLOs for the Instructional Technology Assessment plan.

D. Provide the following information for review by the Department Head and the Dean:

1. Describe the resources that will be needed to support the course (e.g., allocation of faculty, space, equipment, library materials, computers, travel, consultant honoraria, and/or other needs). Also, indicate how these needs will be met (e.g., course deletion and reallocation of faculty load).

While there is no need to hire new tenure track faculty for the proposed program, there will be a need to hire adjuncts to teach the undergraduate courses currently being taught by one of our faculty members. The adjuncts will be required to have an earned doctorate in a technology related field and have experience and training in teaching online courses.

Online access to The University of Alabama's library collections is available to all enrolled students, through the web portal located on the library's website. Access is controlled through the use of MyBama credentials.

RECOMMEND FOR APPROVAL:

Clayton Martin
Department Head

10-17-17
(date)

E. Provide the following information for review by the Curriculum Committee:

1. New Course Proposal Form with required signatures
2. List other courses, if any, which duplicate content to be covered in the proposed course and describe discussion with the faculty in the units offering those courses regarding the need for/appropriateness of the course duplication.

Not a duplicate as there is no other equivalent course.

3. Describe the impact this course will have on other courses and programs of study (e.g., enrollments, course substitutions, course deletions, and total program hours).

No impact.

4. If the course will be cross-listed with another department, attach a written statement from the appropriate department/area head(s) that the materials submitted are required by all departments/areas involved in teaching the course.

No cross listing.

5. Describe how this course will meet specific curricular requirements in the College (e.g., infusion of multiculturalism across the curriculum, inclusion of special needs across the curriculum).

This course will further address the program's purpose to help students understand technology's role across society as technological advancements necessitate a systematic examination of instructional strategies and content, assessments, and the technologies used to inform them.

RECOMMEND FOR APPROVAL:

Chair, Curriculum Committee

(date)

APPROVED

Dean

(date)

THE UNIVERSITY OF ALABAMA

Course Inventory

Date _____ Department ELPIS College Education

PROPOSAL TO OFFER A NEW COURSE, CHANGE AN EXISTING COURSE, OR DELETE AN EXISTING COURSE
(Please attach a copy of course syllabus for Office of Academic Affairs)

Course No. INTE 535

Add xx Change _____ Inactivate _____

Type of modification:

Title _____ Description _____ Credit hours _____

Type _____ Grade _____

Number _____ Old _____
New xx

Classification of Instructional Programs (CIP) # 13.0501

Title Analysis, Implementation, and Evaluation of Assistive Technology

Short Title (30 characters or less) INTE Assistive Technology

FILL IN ALL REMAINING PARTS FOR A NEW COURSE, BUT MARK ONLY THE APPLICABLE PORTIONS FOR CHANGES TO AN EXISTING COURSE.

DESCRIPTION:

Study of hardware and software applications designed to meet the needs of those with developmentally and physical disabilities. Topics include: adaptive/assistive technologies and services to improve learning environments; accessibility standards for traditional classrooms and online learning environments; selecting and using adaptive and/or assistive hardware and software applications; evaluation and selection of adaptive and assistive technology.

1. Credit Hours 3

2. Prerequisites None

3. Corequisites None

4. Cross Listed (Equivalent Courses) None
Cross listed courses refer to the same course offered at the same level by different departments at the same time in the same room.

5. Slash Listed (Equivalent Courses) None
Slash listed courses refer to the courses offered by the same department at different levels.

... Please note policy regarding slash listing of courses for undergraduate and graduate credit on reverse side of this page. Attach separate forms for graduate and undergraduate slash-listed courses, and ensure that the catalog descriptions and course requirements reflect the graduate/undergraduate differentiation.

6. Mark one of the following course grading patterns:

- (a) Letter grade xx
- (b) Pass/fail _____

7. Indicate one of the following types of instruction:

- | | |
|---------------------------------------|--|
| (a) Seminar _____ | (b) Lecture _____ |
| (c) Independent Study _____ | (d) Laboratory _____ |
| (e) Thesis/Dissertation _____ | (f) Field Experience _____ |
| (g) Recitation/Discussion/Quiz _____ | (h) Lecture/Laboratory _____ |
| (i) Activity/Performance/Studio _____ | (j) Clinic _____ |
| (k) Research _____ | (l) Online <u>xx</u> |
| (m) Blended _____ | (n) Lec w/Recitation/
Discussion/Quiz _____ |

8. Attributes

- (a) Service Learning _____
- (b) Honors _____

9. If this is a change for an existing course, indicate the nature of the change, and whether substantive changes have been made in either course content or requirements, and list programs that might be affected by the change.

10. Maximum Repeat: _____ (Total number of credit hours; not total number of times)

11. If the content of this course might overlap with other existing courses, describe your efforts to consult other departments about potential course duplication.

Department Head: Chaire Major Documentation 10-17-17
Signature Date

INTE 535 – Analysis, Implementation and Evaluation of Assistive Technology

Instructor Information

Course Name: Analysis, Implementation, and Evaluation of Assistive Technologies
Credit Hours: 3 Graduate Hours
Name: André R. Denham
Office Location: 328B Graves Hall
Skype: andre.denham1
Email: adenham@ua.edu
Office Hours: Appointments online; via email

Mission of the College of Education

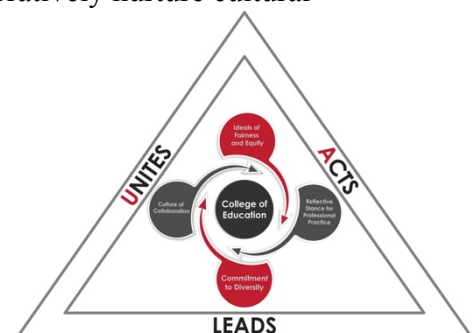
Our mission at the Capstone College of Education is to be a leader in Alabama and across the nation in teaching, scholarship, advocacy, and service by developing professionals with pedagogic and disciplinary expertise who advance the intellectual and social conditions of all learners in a globalized society.

Vision of the College of Education

The vision of the College of Education (COE) at The University of Alabama is to develop effective, ethical, and reflective professionals who advance the theme of the COE: Unite, Act, and Lead (UA Leads). This theme undergirds the four overarching ideals of the COE: Ideals of Fairness and Equity, Reflective Stance for Professional Practice, a Commitment to Diversity, and a Culture of Collaboration. The fulfillment of these ideals calls for a commitment to academic excellence and advocacy through active engagement with shifting social and cultural contexts and advanced technological developments that shape the construction, interpretation, and dissemination of knowledge.

The COE will continue to develop professionals who meet the needs of all learners that may arise from differences in race, social class, language, gender, sexual orientation, gender identity, health, ability, and religious and political affiliations. By engaging in theoretically informed and intellectually advanced advocacy and effective practice our graduates will

UNITE with the larger community to collaboratively nurture cultural competence, empathy, and a vision of equity and justice for all learners;
ACT to develop the full potential of all learners to be excellent professionals in their fields; and
LEAD through continuous research-based critical inquiry of policy and reflective



practice to enable transformative change in our diverse local and global communities.

Through excellence in teaching, scholarship, advocacy, and service the COE will facilitate visibility and voice of education leaders beyond the classroom in support of democracy and social justice for all learners in our global society.

Dispositions

We strive to create programs that emphasize Fairness and Equity, Reflective Stance for Professional Practice, a Commitment to Diversity, and a Culture of Collaboration.

Prerequisites

None

Note: This course is designed may not be used for programs which require certification. Contact your advisor or a program chair before registering.

Course Description

Study of hardware and software applications designed to meet the needs of those with developmentally and physical disabilities. Topics include, but are not limited to: designing learning environments to support the integration of assistive technologies and services to improve learning outcomes; universal design for learning; accessibility standards for traditional classrooms and online learning environments; evaluation and selection of adaptive and/or assistive hardware and software applications.

Required Texts

Bowden, L., Johnston, L., and Beard, L. (2015). *Assistive technology: Access for all students*. Pearson.

Scherer, M. J. (2005). *Living in the state of stuck: How assistive technology impacts the lives of people with disabilities*. Brookline Books.

Course Objectives

Course objectives are designed to assist the instructional technology student in identifying and obtaining knowledge about current issues and trends in adaptive and assistive technologies, in order to help them better create inclusive technologically enhanced learning environments where all learners are able to meet their potential.

Student Learning Outcomes

Students will develop cognitive competencies and/or skills to:

1. Analyze ways assistive technology allows access and improved learning outcomes within the traditional classroom, online learning environments, and the workplace.
2. Analyze the impact and design of assistive technology, universal design for learning, and response to intervention on learning outcomes.

3. Discuss how the Ongoing Assessment Assistive Technology checklist enables professionals to make assistive technology decisions.
4. Describe the role of assistive technology in enabling young children with special needs to meet developmental milestones.
5. Compare and contrast higher-incidence disabilities.
6. Analyze the impact of assistive technology on learning for learners with higher-incidence disabilities.
7. Describe and analyze the types of assistive technology that impact learning outcomes for those with physical disabilities and their peers.
8. Explain how learners with communication disorders benefit from augmentative and alternative assistive technology devices.
9. Evaluate the role of assistive technology in allowing a learner with a severe sensory impairment to succeed with partial participation in traditional learning environments.
10. Describe the kinds of assistive technology that might provide support for those on the autism spectrum.
11. Discuss the role of secondary teachers and service provided in preparing learners for transition to the adult world.
12. Identify assistive technology needed to meet the demands of online learning in postsecondary educational environments.
13. Develop a technology assisted plan that outlines the appropriate hardware and/or software applications for a learner with special needs.

Other Course Materials

Additional course materials, resources, and readings are posted with each module.

Format of the Course

This is an online course with learning activities presented through modules. The modules may include multiple layers of readings, interactions, and assignments/products.

Outline of Topics/Course Activities/Course Schedule

Course Topic Module	Assignment/Product	Interval
Module 1: Introduction to Assistive Technologies	Book Review: Chapter One (25 points) Module Discussion (15 points) Module 1 Quiz (10 points)	One Week
Module 2: Universal Design for Learning	Book Review: Chapter Two (25 points) Module Discussion (15 points) Module 2 Quiz (10 points)	One Week
Module 3: Evaluation of Assistive Technology	Book Review: Chapter Three (25 points) Module Discussion (15 points) Module 3 Quiz (10 points)	One Week
Module 4: Early Childhood Education and Assistive Technologies	Book Review: Chapter Four (25 points) Module Discussion (15 points) Module 4 Quiz (10 points) Adaptive/Assistive Hardware or Software Review (50	One Week

	points)	
Module 5: Assistive Technology for Students with Higher Incidence Disabilities	Book Review: Chapter Five (25 points) Module Discussion (15 points) Module 5 Quiz (10 points) Adaptive/Assistive Hardware or Software Review (50 points)	Two Weeks
Module 6: Positioning and Mobility	Book Review: Chapter Six (25 points) Module Discussion (15 points) Module 6 Quiz (10 points) Adaptive/Assistive Hardware or Software Review (50 points)	Two Weeks
Module 7: Communication	Book Review: Chapter Seven (25 points) Module Discussion (15 points) Module 7 Quiz (10 points) Draft of Special Needs Assessment (15 points)	Two Weeks
Module 8: Sensory Impairments	Book Review: Chapter Eight (25 points) Module Discussion (15 points) Module 8 Quiz (10 points) Special Needs Assessment (85 points)	Two Weeks
Module 9: Autism Spectrum Disorders	Book Review: Chapter Nine (25 points) Module 9 Quiz (10 points) Draft of Technology Assisted Plan (15 points)	Two Weeks
Module 10: Transitioning to the Adult World	Book Review: Chapter Ten (25 points) Module 10 Quiz (10 points) Technology Assisted Plan (85 points) Final Paper (100 points)	Two Weeks

System Requirements

This course requires a high-speed Internet connection and a [compatible browser \(PDF\)](#). Courses may also require these free tools:

- Java
- Adobe Reader
- Flash Player
- Microsoft Silverlight
- QuickTime
- Windows Media Player (or Flip4Mac)

You must have speakers or headphones.

Minimum Student Technical Skills

Participation in an online course requires knowledge of computer technology. In order to participate successfully in an online course, you should already be able to:

- Access and use Blackboard Learn (review the [Blackboard Learn Tutorials](#) for assistance).
- Use a word processing program to:

- Create, format, edit, spell check, save, and print a document.
 - Cut, copy, and past information.
 - Save a word processing document in txt, rtf, doc, or docx format as requested.
- Use a spreadsheet program to:
 - Create, format, edit, spell check, save, and print a spreadsheet.
 - Cut, copy, and paste information.
 - Create graphs.
- Use a web browser to view, navigate, and search for information on the Internet.
- Use your Crimson email account and the Blackboard Learn Mail tool to send and receive messages and file attachments.

Technical Support

To obtain assistance with technical issues, contact the College of Continuing Studies [online](#) course technical support team. The team can be reached online or by phone at 1-866-205-1011 during their [regular business hours](#).

Exams and Assignments

As this is an online class, all assignments/products have posted instructions for preparation. These must be turned in as an attachment in the course management assignment system, unless otherwise noted by your instructor.

Grading Policy

Due dates are strictly adhered to in this course. Do not wait until the last minute to submit your assignments, assessments, and discussions. Be sure to keep a backup of all work. Work submitted after the deadlines outlined in the course schedule may result in a grade of zero. The instructor is solely responsible for determining whether provisions will be made for unforeseen circumstances. You must report these circumstances as soon as possible after the event. You may be required to produce documentation.

The final grade will be based upon completion of all activities. All coursework must be completed before or by the due date. Incomplete grades: A grade of "I" (Incomplete) is evaluated as an "F," and must be removed within two weeks during the next term of enrollment if the student's overall grade point average drops below a "B" as a result of the incomplete grade. The evaluations of academic progress of students who register with "I" grades still on their records can result in academic probation or dismissal. Please refer to the Graduate School handbook for additional information/policy.

Grade Ranges

90 – 100 = A
80 – 89 = B
70 – 79 = C
60 – 69 = D
0 – 59 = F

Policy on Missed Exams and Coursework

All assignments/products are due on the due date in the course calendar. If you are unable to complete the product by the due date because of illness, provide a doctor's excuse to get an extension. If you have extenuating circumstances other than illness, contact the instructor.

Attendance Policy

This course does not require synchronous class meetings. Your success in this online course is dependent on your dedication to and diligence in working through each module and completing the assignments on time, or ahead of schedule. Deductions will be made for late assignments.

Statement on Academic Misconduct

- Students are expected to be familiar with and adhere to the official [Code of Academic Conduct](#) provided in the Online Catalog (<https://catalog.ua.edu>).
- “All students in attendance at The University of Alabama are expected to be honorable and observe standards of conduct appropriate to a community of scholars. Academic misconduct by students includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. Academic dishonesty includes, but is not limited to, the following acts, when performed in any type of academic or academically related matter, exercise or activity:
 - Cheating: Using or attempting to use unauthorized materials, information, study aids or computer-related information.
 - Plagiarism: Representing the words, data, works, ideas, computer programs or output, or anything not generated in an authorized fashion, as one's own.
 - Fabrication: Presenting as genuine, any invented or falsified citation or material.
 - Misrepresentation: Falsifying, altering or misstating the contents of documents or other materials related to academic matters, including schedules, prerequisites and transcripts.”

Statement on Disability Accommodations

- Contact the [Office of Disability Services \(ODS\)](#) as detailed in the Online Catalog.
- The Office of Disability Services (ODS) is the central contact point for UA students with disabilities. The goal of ODS is to ensure that University programs and services are accessible to qualified students with disabilities. For student who may require their services more information is available at <http://ods.ua.edu>. ODS is located at 1000 Houser Hall and their phone number is 348-4285 (voice) or 348-3081 (TTY).

Severe Weather Protocol

- Please see the latest [Severe Weather Guidelines](#) in the Online Catalog. The link for the Severe Weather Guidelines is <https://ready.ua.edu/severe-weather-guidelines/>

UAct Statement

The [UAct website](https://www.ua.edu/campuslife/uact/) provides an overview of The University's expectations regarding respect and civility. The website link is <https://www.ua.edu/campuslife/uact/>

The University of Alabama respects the religious diversity of our academic community and recognizes the important of religious hold days and observances in the lives of our community members. For more information, please go to <http://provost.ua.edu/religious-observances.html>

Statement on Academic Work Duplication

Any submission of academic work designed to meet the requirements of a particular credit-bearing course is assumed to be work completed for that course and only that course; the same material submission, or material that is substantially similar, may not be used to meet the requirements of another course. Any violation of this rule may result in a referral to the Associate Dean for Student Services and Certification for disciplinary action.

Elasticity Statement.

Students will be given timely notice of any changes in the syllabus. Any special considerations (e.g., opportunities to earn extra credit) offered to a student shall be available to all students in the class. *Adapted from The University of Alabama Faculty Handbook and Office of Academic Affairs*