

THE UNIVERSITY OF ALABAMA

Course Inventory

Date 8/23/17 Department Special Educati College College of 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. SPE 504

Add Change _____ Inactivate _____

Type of modification:

Title _____ Description _____ Credit hours _____

Type _____ Grade _____

Number 504 Old _____
New

Classification of Instructional Programs (CIP) # _____

Title SPE 504: Introduction to Assistive Technology

Short Title (30 characters or less) Intro to AT

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

DESCRIPTION:

This is an introductory course for teacher educators in the fundamentals of assistive technology identification, consideration, and implementation.

1. Credit Hours 3 hrs.

2. Prerequisites None

3. Corequisites _____

4. Cross Listed (Equivalent Courses) _____
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) _____

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

(b) Pass/fail _____

7. Indicate one of the following types of instruction:

(a) Seminar _____

(c) Independent Study _____

(e) Thesis/Dissertation _____

(g) Recitation/Discussion/Quiz _____

(i) Activity/Performance/Studio _____

(k) Research _____

(m) Blended _____

(b) Lecture

(d) Laboratory _____

(f) Field Experience _____

(h) Lecture/Laboratory _____

(j) Clinic _____

(l) Online _____

(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.

NA

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: _____

Signature

8/23/17

Date

**COLLEGE OF EDUCATION
NEW COURSE PROPOSAL FORM**

COURSE NUMBER/NAME SPE 504: Introduction to 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.

This is an introductory course for teacher educators focusing on the fundamentals of assistive technology (AT) consideration, identification, and implementation. This course introduces AT as encompassing both devices and services. The course introduces low tech as well as high tech AT devices and strategies for use with students with high as well as low incidence disabilities. Further the course explores augmentative and alternative forms of communication and strategies for incorporating assistive technology devices and services to aid in communication and the role of IEP committee and interagency collaboration in the identification, selection, and implementation of AT in K-12 contexts.

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.

Dr. Kagendo Mutua

The instructor of this course must have knowledge of current assistive technology practices in the P-12 setting as well as knowledge of AT identification, consideration, and implementation.

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

This course will be included in the Severe Disabilities Education (SDE) master's degree program of study. Also, we expect that this course will appeal to students in communicative disorders, adapted physical education, and perhaps even instructional technology within our college.

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

This course will be offered once a year.

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.

Student feedback on course utility will be derived from SOI data as well as course enrollment numbers. Additionally, specific comments and discussions with the Director of Clinical Experience and our field experience students and interns show that students need more knowledge and use of assistive technology in the classrooms. Indeed, anecdotal reports from building principals in our partnership schools as well as cooperating teachers in schools corroborate this glaring skill deficit. School administration has also requested PD and other training on specific assistive technology from our faculty and students. Thus, feedback from these critical stake holders will be pivotal to determining the course effectiveness and thus inform decisions on its continuance.

- 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).

Computer lab access for a portion of the class meeting dates (preferably the newly renovated Instructional Technology Lab)



RECOMMEND FOR APPROVAL: _____

Department Head

8/25/17

(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.

NA.

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).

We do not anticipate that this course will have an adverse effect on other courses in the SDE program or other programs in special education. The masters in SDE has several cognates, one of which is AT. To date, any student in the program who was interested in AT had to take the classes in UAB and transfer the credits here. Additionally, students in our other masters programs in special education will more than likely opt to take this course because knowledge and skills about AT are solely needed across all areas of special education programming in the K-12 contexts.

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.

NA

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 increases the inclusion of knowledge about special needs issues across the curriculum.

RECOMMEND FOR APPROVAL:



Chair, Curriculum Committee

9/25/17

(date)

APPROVED

Dean

(date)

THE UNIVERSITY OF ALABAMA

College of Education

Department of Special Education and Multiple Abilities

SPE 504: Introduction to Assistive Technology

Fall 2018

Instructor:
Office:
Office Hours:
Meeting Room:
Meeting Days/Time:

Phone:
Email:

Mission of the College of Education

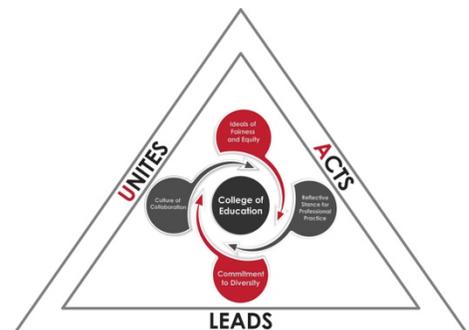
Our mission at the Capstone College of Education is to be a leader in Alabama and across the nation in teaching, scholarship, advocacy, and service by developing professionals with pedagogic and disciplinary expertise who advance the intellectual and social conditions of all learners in a globalized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

Course Description

This is an introductory course for teacher educators in considering and implementing assistive technology (AT). It covers AT devices and strategies for children and youth with disabilities, augmentative and alternative communication, incorporating assistive technology devices and services into the IEP, and interagency collaboration.

Required Texts

Dell, A. G., Newton, D. A., & Petroff, J. G. (2017). *Assistive Technology in the Classroom: Enhancing the School Experiences of Students with Disabilities* (3rd ed.). Boston, MA: Pearson.

Other Required Course Materials

Articles, supplemental readings, course notes, case studies and electronic materials available on Blackboard

Policies

COURSE POLICIES

Written Assignments

All written assignments for the course should be carefully prepared, processed, and proofread. The course instructor will not format your assignments submitted for a grade. You should follow APA style on all written assignments (refer to the Publication Manual of the American Psychological Association, 6th Ed.). I will not accept any hand-written assignments. When determining the grade for written assignments, APA style, use of correct grammar, spelling, and coherence/clarity of writing will be taken into consideration. Ignorance of APA style is not an excuse.

Grading

Final grades for the course will be assigned according to the University of Alabama grading policy pertaining to undergraduate-level courses. The contribution of each to a student's final grade is spelled out in the Evaluation section of this course syllabus.

Attendance

I expect students to attend class and participate actively. Refer to Attendance and Participation section of this syllabus for a detailed attendance policy for this course.

Make-Up

Assessments and assignments must be turned in on the due date, as specified in the relevant sections of this syllabus. In general, no make-ups will be given for any of the assignments described above. Exceptions will be made only if a valid or *written* excuse is provided and deemed acceptable by the course instructor. Refer to Course Attendance and Participation Section of this syllabus for elaboration on excused/non-excused absences.

UNIVERSITY POLICIES

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 of 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.

Use of Plagiarism Detection Software

The University of Alabama is committed to helping students to uphold the ethical standards of academic integrity in all areas of study. Students agree that their enrollment in this course allows the instructor the right to use electronic devices to help prevent plagiarism. All course materials are subject to submission to Turnitin.com for the purpose of detecting textual similarities. Turnitin.com will be used as a source document to help students avoid plagiarism in written documents.

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

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

Elasticity

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)*

Religious Holiday Observance Policy

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>

Special Note: Audio and visual recording is permitted ONLY with prior approval from the instructor.

Course Objectives and Standards

CEC Standard	Objective/Standard	Key Assessments/ Evaluation Evidence
SETES.1.S1	Match characteristics of individuals with exceptionalities with technology products and services.	SETT Framework Project
SETES.1.S2	Examine a range of alternative solutions prior to making assistive or instructional technology decisions.	Mid-term and Final Exam
SETES.2.K1	National and local technology and curriculum standards.	Mid-term and Final Exam
SETES.2.K2	Align special education technology initiatives with national, provincial or state, and local technology and	Aurasma Project

	curricular initiatives.	
SETES.3.K4	Ergonomic principles to facilitate the use of technology.	Mid-term and Final Exam
SETES.3.K5	Processes for acquisition of assistive technology devices and services.	SETT Framework Project
SETES.3.S1	Identify, operate, and troubleshoot instructional and assistive technologies to support educational objectives for individuals with exceptionalities.	Low-Tech AT Project QR Code Project
SETES.3.S3	Use technology to support social acceptance.	Picture Symbols Project QR Code Project
SETES.3.S6	Identify specifications necessary for technology acquisitions for individuals with exceptionalities.	Mid-term and Final Exam
SETES.4.S1	Determine potential applications of computer software and other technology for individuals with exceptionalities.	Picture Symbols Project
SETES.4.S2	Analyze features of technology systems.	Mid-term and Final Exam

Exams and Assignments

COURSE REQUIRED ASSESSMENTS AND ASSIGNMENTS

Attendance and Class participation (25 pts)

Class participation points will be based upon two overarching criteria: class attendance **and** participation in in-class or out-of-class activities. First, class attendance in this course means being physically present in class for the entire scheduled duration of the class during the dates specified in the calendar section of this syllabus. Attendance will be taken during each class meeting and three unexcused absences will result in lowering the student's grade by one letter grade. It is the students' responsibility to inform the instructor about anticipated absences, arrange to make up missed work. Absences will be excused only with a doctor's written statement or if the absence was due to legitimate circumstances beyond the student's control. The Instructor will determine the acceptability of such undocumented excuses. Second, class participation also means completing all required readings, actively participating in planned discussions and activities. Students will be required to participate in several in-class group activities.

QR Code Project (50 pts)

Students will create a reading, writing, or math activity based on standards from the Alabama Course of Study using QR Codes. Specific details about this assignment will be discussed in class and guidelines and rubrics will be available on Blackboard. Please refer to the calendar section of this syllabus for due dates.

Low Tech AT Project (50 pts)

Students will explore low-tech AT tools and strategies for this project. Each student will make a DIY low-tech AT device to show the class. Specific details about this assignment will be discussed in class and guidelines and rubrics will be available on Blackboard. Please refer to the calendar section of this syllabus for due dates.

Picture Symbols Project (75 pts)

Students will use the program Boardmaker to create a communication board, using picture symbols. The communication board will be used for an activity in the community (restaurant, store, etc.). This experience will be documented through a two-page reflection. Specific details about this assignment will be discussed in class and guidelines, and rubrics will be available on Blackboard. Please refer to the calendar section of this syllabus for due dates.

Aurasma Project (50 pts)

Students will use the app Aurasma to accommodate an assignment for students with disabilities and demonstrate these accommodations for the class. Specific details about this assignment will be discussed in class and guidelines, and rubrics will be available on Blackboard. Please refer to the calendar section of this syllabus for due dates.

SETT Framework Project (100 pts)

Students will complete the SETT framework for a student potentially needing assistive technology. Specific details about this assignment will be discussed in class, and guidelines and rubrics will be available on Blackboard. Please refer to the calendar section of this syllabus for due dates.

Exams (300 pts each)

There will be 2 exams, worth 150 points each, drawn from information and materials covered in the chapters of your course text. Each exam will cover certain chapters from the text with the final exam covering just the final chapters not previously examined. Exams will be open in Blackboard and available for a specified duration. No make-ups will be allowed. Please refer to the calendar section of this syllabus for exam dates.

Key Assessments

Assignment/Assessment	Possible Points
Attendance and Professionalism	25
QR Code Project	50
Low Tech AT Project	50
Aurasma Project	50
Picture Symbols Project	75
SETT Framework Project	100
Mid-Term Exam	150
Final Exam	150

Total	650
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Grading Scale

- A = 585-650 90%
- B = 520-584 80%
- C = 455-519 70%
- D = 390-454 60%
- F = Below 390

Course Calendar

Calendar and Course Outline

The course instructor reserves the right to make changes or amend this syllabus should such a need arise. Should any change be implemented, each student will be provided a written supplement denoting such changes consistent with the statement on elasticity stated in this syllabus. The following is the week-by-week schedule for the course. The schedule includes topics, readings, activities and due dates for particular assignments. I expect students to be prepared for each class meeting by completing the required readings and any activities related to each meeting.

CLASS DATE	TOPIC/INSTRUCTOR/GUEST SPEAKER	READINGS	ASSIGNMENT/DUE
	Introductions and review syllabus, course expectations, requirements, etc.		
	What is Assistive Technology? Legislation and Legal Foundations	Ch. 1	
	Assistive Technology to Support Reading, Writing, Math	Ch. 2-3, 5	Assigned: QR Code Project (Due Date – TBA)
	Universal Design for Learning	Ch. 4	Assigned: Low Tech AT Project (Due Date – TBA)
	Assistive Technology to Enhance Communication	Ch. 6	
	Review		
	<i>Midterm Exam - Exam will be taken on Blackboard outside class time. It will be open from 8:00 a.m.-8:00 p.m.. Once open, you will have 2 hours to complete.</i>		
	Assistive Technology to Create Visual Supports and Support Positive Behavior	Ch. 7	
	Assistive Technology for Gaining	Ch. 8-9	Assigned: Aurasma Project

	Access to Computers and Mobile Devices		(Due Date – TBA)
	Augmentative and Alternative Communication	Ch. 10-12	
	Augmentative and Alternative Communication	Ch. 10-12	Assigned: Picture Symbols Project (Due Date – TBA)
	Selecting Appropriate Assistive Technology Tools	Ch. 13	Assigned: SETT Framework Project (Due Date – TBA)
	Implementation of Assistive Technology in Schools	Ch. 14-15	
	Assistive Technology in the IEP		
	Review		
<i>Final Exam - Exam will be taken on Blackboard. It will be open from 8:00 a.m.-8:00 p.m.. Once open, you will have 2 hours to complete.</i>			