

Murray State University
COURSE SYLLABUS

Fall 2018

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: SED COURSE NUMBER: 614 CREDIT HOURS: 3

I. TITLE: Advanced Instructional Technology

II. COURSE DESCRIPTION AND PREREQUISITE(S):

This course includes instruction in technology that is requisite for the Individual Education Program (IEP) for students with mild disabilities. This includes, but is not limited to, assistive technology, technology as a means to meet the needs of different learner types, and students as users of technology.

Prerequisite(s): none

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Performance Standards and Certification (KTPS), the Interstate Teachers Assessment and Support Consortium (InTASC), and the Council for Exceptional Children (CEC) standards addressed by that objective. Upon successful completion of this class, the student will be able to

- A. identify, evaluate, and utilize microcomputer hardware, peripheral devices, software, and applicable operating systems for use with students with disabilities (KTPS/InTASC # 4, 5; CEC #2);
- B. plan and evaluate the integration of technology into the curricula for students with disabilities (KTPS/InTASC #4, 5; CEC #2);
- C. describe adaptations (assistive/alternative options) associated with microcomputers to facilitate accessibility by students with disabilities (KTPS/InTASC # 2, 3, 4, 5, 7; CEC # 2, 3);
- D. identify and describe Assistive Technology devices utilized to facilitate accessibility and enhance the educational experience by students with disabilities (KTPS/InTASC # 4, 5; CEC #2);
- E. demonstrate the ability to collaborate with classmates/colleagues to solve problems and present information remotely via technology (KTPS/InTASC # 7, 10; CEC #7);
- F. demonstrate ability to access a variety of websites (KTPS/InTASC #7; CEC # 3);
- G. demonstrate ability to develop digital presentations (KTPS/InTASC #7; CEC# 3);
- H. demonstrate use of word processing applications (KTPS/InTASC # 7; CEC #3); and
- I. write professionally for the field of special education (KTPS/InTASC # 1, 2, 3, 4, 7; CEC #6).

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on various informative articles related to specific emotional disorders and intervention techniques, on the process and outcome of a behavior change

project, and on what was learned through a cultural aspects project and what impact will be made in future real-life collaborative educational efforts.

The ESPB Themes of Diversity and Closing the Achievement Gap are explored in the course through the cultural aspects project, various chapters within the text such as those dealing with increasing/decreasing specific behaviors, working with parents and families, and issues and concerns in behavior management.

Learned societies from each discipline should be referenced by the preservice/in-service teacher. Kentucky documents, including SB1 Initiatives (e.g., Kentucky Core Academic Standards and Characteristics of Highly Effective Teaching and Learning) will be resources for all teacher candidates.

IV. CONTENT OUTLINE:

- A. Introduction to Assistive Technology
- B. Web Search Strategies
- C. Assistive Technology, Universal Design for Learning and Response to Intervention
- D. Assistive Technology Evaluation
- E. Assistive Technology for Young Children
- F. Assistive Technology for Students with High-Incidence Disabilities
- G. Assistive Technology for Positioning and Mobility
- H. Assistive Technology for Communication
- I. Assistive Technology for Sensory Impairments
- J. Assistive Technology for Transition After School
- K. Assistive Technology for Distance Learning
- L. The Identification of Technology Resources (information, hardware, software, funding, etc.)
- M. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:

- A. Lecture and discussion
- B. Small group discussion
- C. Cooperative learning activities
- D. Reading material
- E. Written assignments
- F. Individual and/or group presentations
- G. Video presentations
- H. Guest Speakers
- I. Research assignments
- J. Collaborative Internet Activities

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: None

VII. TEXT(S) AND RESOURCES:

- Dell, A.G., Newton, D. A., & Petroff, J.G. (2012). *Assistive technology in the classroom: Enhancing the school experiences of students with disabilities* (2e). Upper Saddle River, NJ. Pearson Education Publishing.
- LiveText

Resources to be used in conjunction with this course include but not limited to: the Student and Faculty Computer Labs, productivity software, MSU Waterfield Library, Internet resources, Journals (hard copy and electronic), and the Blackboard E-Study Center. Outside of class internet access will be required.

VIII. EVALUATION AND GRADING PROCEDURES:

- A. Special Education Technology /Assistive Technology Paper..... 100 pts.
 a. (“A.” is a LiveText Requirement)
 - B. Two Chapter Presentations (2/100pts ea.) 200 pts.
 - C. Canvas Discussion Responses..... 200 pts.
 - D. Five (5) scholarly, peer reviewed article summaries regarding the use of technology to aid students with disabilities and or giftedness posted to the Canvas Discussion Board (25pts ea.). 125pts
- Total Points**..... **625pts.**

The following departmental grading scale will be used to compute the final grade:

A	93	to	100%
B	86	to	92%
C	79	to	85%
D	72	to	78%
E	below		71%

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU *Bulletin*.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students’ academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment or application for employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities.

In particular and without limiting the preceding and pursuant to consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104;

Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, students services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. Examples of prohibited sexual harassment and sexual violence can be found in the “Policy Prohibiting Sexual Harassment” which can be accessed via the link referenced in Appendix 1.

For more information concerning the application of these provisions may be referenced to: 1) the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY 42071. Telephone: (270) 809-3155 (voice) Fax: (270) 809-6887; TDD: (270) 809-3361; Email: msu.titleix@murraystate.edu

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice), 270-809-5889 (TDD).