Murray State University  
COURSE SYLLABUS  

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. These objectives are understood to be reflective of, but not limited to those behaviors aligned with the Kentucky Core Academic Standards (KCAS), Characteristics of Highly Effective Teaching and Learning (CHETL), and Assessment Literacy. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards for Preparation and Certification (KTS) and CHETL standards addressed by that objective. 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 (KTS #2, 5, 6, 10; CHETL #5);  
B. plan and evaluate the integration of technology into the curricula for students with disabilities (KTS #2, 5, 6, 10);  
C. describe adaptations (assistive/alternative options) associated with microcomputers to facilitate accessibility by students with disabilities (KTS #2, 4, 5, 6, 7);  
D. identify and describe Assistive Technology devices utilized to facilitate accessibility and enhance the educational experience by students with disabilities (KTS #2, 4, 5, 6, 7; CHETL #4);  
E. demonstrate the ability to collaborate with classmates/colleagues to solve problems and present information remotely via technology (KTS #2, 4, 5, 6, 7, 8, 10; CHETL #3);  
F. demonstrate ability to access a variety of websites (KTS #2, 6, 7);  
G. demonstrate ability to develop digital presentations (KTS #2, 4, 6, 7);  
H. demonstrate use of word processing applications (KTS #2, 6, 7); and  
I. write professionally for the field of special education (KTS #1; CHETL #1).  

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/inservice 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:
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. Blackboard Forum 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 Blackboard Discussion Board (25pts ea.). .............125pts

Total Points .............................................................................................................. 625pts

**Separate assignment descriptions with additional details will be posted on Blackboard as well as discussed in class.

The following departmental grading scale will be used to compute the final grade:
A .........................90 to 100%
B .........................80 to 89%
C .........................70 to 79%
D .........................60 to 69%
E .........................below 59%

IX. ATTENDANCE POLICY:
Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletin.

Students are expected to be on time, attend all class meetings, and to stay the entire class period. Any variation of this expectation must be approved by the instructor prior to class, preferably by e-mail. To receive points for class discussion, students must be present for each regularly scheduled class meeting unless excused prior to a class meeting as defined in the current MSU Graduate 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 Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

**XI. NON-DISCRIMINATION 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, admissions, or the 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. For more information, contact Director of Equal Opportunity, 103 Wells Hall. 270-809-3155 (voice), 270-809-3361 (TDD).