

**Special Education 5530:
Technology for Teaching Exceptional Learners
Syllabus Spring 2008 (3 Credits)**

Instructor: Thomas S. Higbee, Ph.D.
Email: tom.higbee@usu.edu
Phone: (435) 797-1933
Office: Education Bldg. Room #328
Office Hours: By Appointment

Instructor: Tami W. Pyfer, M.Ed.
Email: tami.pyfer@usu.edu
Phone: (435) 797-7567, 770-6555
Office: Education Bldg. Room
Office Hours: By Appointment

Undergraduate TA: Monika Howser (435) 792-4823
Email: mmhowser@gmail.com
Office Hours: 1) YETC: Tues 4:30-6:30, Wed 12:00 – 3:00, 2) By Phone: Thurs 4:30-6:30

Overview: Technology can be a powerful instructional tool in the both the special and regular education classroom. Instructional Technology (IT) can be used by special educators to facilitate the delivery of instruction while Assistive/Adaptive Technology (AT) can be used to help students with disabilities to function more independently in the classroom and beyond. The primary goal of this course is to familiarize students with existing technology (IT and AT) and the benefits it offers to individuals with various types of disabilities. A second goal is to teach students methods for evaluating the technology needs of individuals with disabilities and how to appropriately match individuals to appropriate technology. A third goal is for students to learn how to find and evaluate new technology using the internet and other resources. A final goal is for students to learn about federal and state legislation that is relevant to technology and ways to secure resources to fund technology in the classroom.

Required Text:

Johnston, Beard & Carpenter (2007) *Assistive Technology: Access for All Students*

Chapters will also be used from the following online text:

Poole, Jackson, and Randall (2004), *Essential Microsoft Office XP: Tutorials for Teachers*.
<http://www.pitt.edu/~edindex/OfficeindexXP.html>

Other:

Other required readings will be posted online.

Evaluation:

All assignments must be typed and turned in via the Drop Box on the course website by midnight on the date they are due (Tuesdays). See the course schedule for due dates for specific assignments. Late assignments will be subjected to a penalty of **15% per day late**. Quizzes can **NOT** be submitted late.

1. Quizzes: Quizzes will be available online for some units (see course schedule for units that contain quizzes). Quizzes must be completed by the date specified on the course schedule. Quizzes will be worth 10 pts each. Quizzes will be timed (7 minutes) and may only be taken once. Students will be allowed to drop their lowest quiz score.
2. Unit assignments: One or more application assignments will be required for each unit of the course. Unit projects will be worth a total of 355 points. See the course schedule for details about assignments and their specific point values.

3. **AT Lab Assignments:** Students will have the opportunity to earn up to 60 points by completing assignments in the USU Assistive Technology Lab which is located in the Janet Quinney Lawson building (the red building across the street from the Education Building) on the USU campus. Students will be required to work in the lab for a total of 6 hours during the semester. Students will be able to select from a list of computer-based and fabrication projects. The AT lab is open Fridays from 2-5pm and on non-lecture Wednesdays from 2-5pm. Students will need to sign up for specific days, times, and projects in advance on the sign-up sheets located at the AT lab. All AT Lab projects need to be completed by April 15th.
4. **Technology Application Project:** Students will be required to apply one of the instructional or assistive technologies discussed in the course with one or more students with disabilities. Students will be required to demonstrate the effectiveness of this technology by collecting and graphing the results of its application. Students will write a paper describing the technology, how it was applied, and the results of its application (in one or more graphs produced in MS Excel) in a 4-5 page paper. The technology application project topic must be approved by the instructor by Feb 19th (submit a one-paragraph description of your proposed project typed in MS Word and saved as firstinitial+lastname+tat.doc via the Drop Box). The application project will be worth 100 pts (5 pts topic, 95 pts project write up) and is due on **Tuesday, April 22nd**.
5. **Final Exam:** The final exam will be comprehensive and will be worth 50 points. The final will be administered in the YETC. You will need to sign up for a time to take the final exam on the sign-up sheet at the AT lab. Further details about the final exam will be provided at a later date.

Grading:

Students will be able to earn up to 635 points for the course, as follows:

Syllabus Quiz & Drop Box Assignment	10 pts
Quizzes (7 @ 10pts each-lowest quiz dropped)	60 pts
Unit projects	355 pts
AT lab projects	60 pts
Technology application project	100 pts
Final exam	50 pts
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Total	635 pts

Percentage	Grade
94 - 100	A
90 - 93	A-
87 - 89	B+
83 - 86	B
80 - 82	B-
77 - 79	C+
73 - 76	C
70 - 72	C-
65 - 69	D+
60 - 64	D
Below 60	F

NOTE: Reasonable accommodations will be provided for students with disabilities, in cooperation with the Disability Resource Center. Course materials may be requested in alternative formats. Please contact the instructor during the first week of class to arrange such accommodations.

A Note on Academic Honesty and Appropriate Student Collaboration:

I expect and encourage group work in many course activities; however, in the past there have been situations in which group work could have been considered cheating or plagiarism. "Legitimate" group work is defined as that which takes advantage of consultation with your peers, providing you with ideas, suggestions, corrections, etc., which you take into consideration in the development of your unique and individual product.

Consulting with other students about technical problems that you have with assignments is legitimate and encouraged. Giving and receiving suggestions about ways to complete individual assignments is legitimate and encouraged. Copying someone else's assignment and changing some of the wording is not legitimate; it is cheating. Completing the assignments as a group project is not legitimate; it is cheating. You must make your own decisions about every detail of your assignment. Each assignment must represent your own individual work, not someone else's.

Cheating/plagiarism is a serious offense that could lead to failing the course and result in disciplinary action from the department and university. Always, if you are unsure about boundaries of legitimate group work, please (1) ask for clarification from the instructor, and (2) make full disclosure so that there is no question about your intentions. I am very happy to talk about these boundaries and work with you to maximize your learning and maintain individual accountability.

SPED 5530: Technology for Teaching Exceptional Learners Course Schedule Spring 2008

Unit #	Class Date	Class Format	Topic	Class Activities/ Assignments Due (point value)	Reading Assignment	Deadline for Unit Completion
1	Jan. 9	Lecture	Course Introduction WebCT Navigation Intro to AT	1. Drop Box assignment (5) 2. Syllabus Quiz (5)		Jan. 16
2	Jan. 16	Lecture	AT Legislation Technology Application Project Data Collection	1. Unit Quiz (10)	See Blackboard (<i>Handbook of SPED</i>) Johnston, Beard & Carpenter , Chapter 1	Jan. 23
3	Jan. 23	Lecture	Evaluating Educational Software and Educational uses of the WWW	1. Software Evaluation (20) 2. Internet Assignment (10) 3. Unit Quiz (10)	See Blackboard (<i>Ulman</i>)	Jan. 30
4	Jan. 30	Online Only	Using MS Excel for Managing and Displaying Classroom and Student Data	1. MS Excel spreadsheet #1 (10) 2. MS Excel spreadsheet #2 (10) 3. MS Excel graphing #1 (15) 4. MS Excel graphing #2 (10)	See Blackboard	Feb. 6
5	Feb. 6	Online Only	MS Powerpoint Basics: Creating Presentations	1. MS Powerpoint Assignment (20)	See Blackboard (<i>Poole, Jackson, and Randall Chapter 9</i>)	Feb. 13
6	Feb. 13	Lecture	Technology for Students with Mild/ Moderate Disabilities	1. AT for mild/moderate disabilities assignment (20) 2. Unit Quiz (10)	Johnston, Beard & Carpenter Chapter 4	Feb. 20
7	Feb. 20	Online Only	Advanced MS Powerpoint: Creating Talking Books and Interactive Slideshows	1. Advanced MS Powerpoint #1 (25) 2. Advanced MS Powerpoint #2 (30)	See Blackboard (<i>Poole, Jackson, and Randall Chapter 10</i>)	Feb. 27
8	Feb. 27	Lecture	Technology for Students with Communicative Disorders	1. AT for communicative disorders assignment (20) 2. Unit Quiz (10) 3. AT project topic approval(5)	Johnston, Beard & Carpenter Chapter 6	Mar. 5
9	Mar. 5	Online Only	Evaluating AT for Classroom Use	1. Evaluating AT assignment (20)	Johnston, Beard & Carpenter Chapter 2	Mar. 19
Spring Break						
11 * Change	Mar 19	Online Only	Multimedia Authoring using Intellitools Classroom Suite	1. Intellitools Assignment (30)	See Blackboard	Mar. 26
10 * Change	Mar. 26	Lecture	Technology for Students with Sensory Impairments	1. AT for sensory impairments assignment (20) 2. Unit Quiz (10)	Johnston, Beard & Carpenter Chapter 7	Apr. 2
12	Apr 2	Lecture	Technology for Students w/Physical Disabilities, Developmental Delays, Autism Spectrum Disorders	1. AT for physical disabilities, developmental delays, and autism assignment (20) 2. Unit Quiz (10)	See Blackboard (<i>Belson, Chapter 9</i>)	Apr. 9
13	Apr. 9	Online Only	Computer-Based IEP development & management - Goalview	1. Goalview Assignment (25) 2. AT lab projects need to be completed by Apr 15	See Blackboard	Apr. 16
14	Apr 16	Online Only	Website development	1. Website Development (30) 2. Technology Application Assignment (100)	See Blackboard	Apr. 23
15	Apr 23	Lecture	Funding Technology	1. Funding AT assignment (20) 2. Unit Quiz (10)	See Blackboard	Apr. 28 MONDAY
	Apr 30		Final Exam	Final Exam (50) 1:30-3:20pm YETC		

Course Objectives:

Course Objectives	CEC Common Core Standard(s)	Evaluation
Utilize a spreadsheet program to analyze data and produce graphical displays of data	IC4S6, CC5K3, CC5S6, CC7K4, CC7S6, CC7S13, EC7S1, EC7S2, GC7S3, IC7S2, CC8S3, CC8S9, EC8S1, GC8S1, GC8S4, GC8S5, IC8S1, IC8S7	Chapter quiz, Spreadsheet assignments, Final exam
Utilize multimedia presentation software to create multimedia presentations, interactive storybooks, and interactive non-linear slideshows	CC4S3, EC4S1, CC4S1, GC4S7, GC4S11, IC4K1, IC4K3, IC4S2, CC5S4, IC5S2, IC5S3, IC5S6, GC7S2, GC7S3, IC7S2, GC7S8, IC7S8	MS Powerpoint assignment, Final exam
Utilize computer-based IEP development/management software to create and manage student IEPs	CC7S2, CC7S6, CC7S10, EC7S1, EC7S2, GC7S2, GC7S3, IC7S2, CC8S9, GC8S1, IC8S1	Goalview assignment, Final exam
Utilize computer software to manipulate and produce digital images and print graphics	CC4S1, GC4S7, GC4S11, IC4K1, IC4K3, IC4S2, CC5S4, IC5S2, IC5S3, IC5S6, GC7S8, IC7S8	Powerpoint assignment Web page assignment, Final exam
Design a web page to share information with parents	CC7S3, EC7S1, CC10S3, CC10S4, CC10S10, EC10S2	Web page assignment, Final exam
Utilize multimedia authoring software to create a computer-based interactive learning activity	CC4S3, EC4S1, CC4S1, GC4S7, GC4S11, IC4K1, IC4K3, IC4S2, CC5S4, IC5S2, IC5S3, IC5S6, GC7S2, GC7S3, IC7S2, GC7S8, IC7S8	Intellitools assignment, Final exam
Describe the field of Assistive Technology (AT)	GC4K1, GC4S7, IC4K1, IC4S2, GC5K1, GC5K3, IC5K2, IC5K4, IC5S2, IC5S3, CC7S9, IC8S5	Chapter quiz, Final exam
Describe how AT teams work collaboratively in school district settings	EC4S1, IC5S3, CC7S2, IC8S5, CC10K2, EC10S3, IC10S1	Chapter quiz, Final exam
Describe legislation and policy relevant to providing students in educational settings with appropriate AT	CC1K2, CC1K4	Chapter quiz, Final exam
Find and evaluate information about AT products using the internet	GC4K3, IC4K1, IC4S1, IC5S2	Chapter quiz, Internet research assignment, Final exam
Describe how to select technology for the classroom	CC3K2, CC3K5, CC4S3, EC4S2, EC5S3, EC5S4, EC5S5, GC5K1, GC5K2, IC5K2, IC5K3, IC5S3, IC5S6, CC7S9, EC7S4, IC7S1, GC7S8, IC7S8	Chapter quiz, Internet research assignment, Final exam
Describe how AT can be used to assist individuals with learning disabilities	CC2K2, CC2K6, CC3K1, C3K2, CC3K5, GC3S1, IC3S1, CC4S1, CC4S3, EC4S1, EC4S2, GC4S6, GC4S7, GC4S11, IC4K1, IC4S2, IC4S5, CC5S4, GC5K2, IC5K3, IC5S2, IC5S3, IC5S6, GC6S2, GC6S3, GC6S4, IC6S2, GC7S2, GC7S3, IC7S1, IC7S2, GC7S8, IC7S8	Chapter quiz, LD assignment, Final exam
Describe how AT can be used for individuals with developmental delays	CC2K2, CC2K6, CC3K1, C3K2, CC3K5, GC3S1, IC3S1, CC4S1, CC4S3, EC4S1, EC4S2, GC4S7, GC4S11, IC4K1, IC4K3, IC4S2,	Chapter quiz, DD assignment, Final exam

	IC4S5, CC5S4, GC5K2, IC5K3, IC5S2, IC5S3, IC5S6, GC7S2, GC7S3, IC7S1, IC7S2, GC7S8, IC7S8	
Describe how AT can be used to assist students with emotional/behavioral disorders	CC2K2, CC2K6, CC3K1, C3K2, CC3K5, GC3S1, IC3S1, CC4S1, CC4S3, EC4S1, EC4S2, GC4S6, GC4S7, GC4S11, IC4K1, IC4S2, IC4S5, CC5S4, GC5K2, IC5K3, IC5S2, IC5S3, IC5S6, GC7S2, GC7S3, IC7S1, IC7S2, GC7S8, IC7S8	Chapter quiz, E/BD assignment, Final exam
Describe how AT can be used to facilitate communication	CC2K2, CC2K6, CC3K1, C3K2, CC3K5, GC3S1, IC3S1, CC4S1, CC4S3, EC4S1, EC4S2, GC4S7, GC4S11, IC4K1, IC4K3, IC4S2, CC5S4, GC5K2, IC5K3, IC5S2, IC5S3, IC5S6, CC6K4, CC6S1, GC6K2, GC6S3, GC6S4, GC6S5, IC6K2, IC6S2, IC6S3, GC7S2, GC7S3, GC7S4, IC7S1, IC7S2, GC7S8, IC7S8, GC8S4, IC8S6, IC10S1	Chapter quiz, Communicative disorders assignment, Final exam
Describe how AT can be used to assist individuals with hearing impairments	CC2K2, CC2K6, CC3K1, C3K2, CC3K5, GC3S1, IC3S1, CC4S1, CC4S3, EC4S1, EC4S2, GC4S7, GC4S11, IC4K1, IC4K3, IC4S2, IC4S5, CC5S4, GC5K2, IC5K3, IC5S2, IC5S3, IC5S6, GC7S2, GC7S3, IC7S1, IC7S2, GC7S8, IC7S8	Chapter quiz, Sensory impairments assignment, Final exam
Describe how AT can be used to assist individuals with visual impairments	CC2K2, CC2K6, CC3K1, C3K2, CC3K5, GC3S1, IC3S1, CC4S1, CC4S3, EC4S1, EC4S2, GC4S7, GC4S11, IC4K1, IC4K3, IC4S2, IC4S5, CC5S4, GC5K2, IC5K3, IC5S2, IC5S3, IC5S6, GC7S2, GC7S3, IC7S1, IC7S2, GC7S8, IC7S8	Chapter quiz, Sensory impairments assignment, Final exam
Describe how AT can be used to assist individuals with physical disabilities	CC2K2, CC2K6, CC3K1, C3K2, CC3K5, GC3S1, IC3S1, CC4S1, CC4S3, EC4S1, EC4S2, GC4S7, GC4S11, IC4K1, IC4K3, IC4S2, CC5S4, GC5K2, IC5K3, IC5S2, IC5S3, IC5S6, IC5S7, IC5S9, GC6S4, IC6S2, GC7S2, GC7S3, GC7S5, IC7S1, IC7S2, IC7S5, GC7S8, IC7S8	Chapter quiz, Physical disabilities assignment, Final exam
Describe how AT can be used to assist individuals with autism spectrum disorders	CC2K2, CC2K6, CC3K1, C3K2, CC3K5, GC3S1, IC3S1, CC4S3, EC4S1, EC4S2, GC4S7, C4S11, IC4K1, IC4K3, IC4S2, IC4S5, CC5S4, GC5K2, IC5K3, IC5S2, IC5S3, IC5S6, GC7S2, GC7S3, IC7S1, IC7S2, GC7S8, IC7S8	Chapter quiz, ASD assignment, Final exam
Identify potential funding sources for AT	CC1K2, CC1K4, GC4K1, GC10S1	Chapter quiz, Funding assignment, Final exam