



Syllabus for SPED 529: Assistive Technology

(2 Credits) Online

Date: Summer 2017

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Required Texts:

Barnes, D. and Bryant, B. (2012). *Assistive technology for people with disabilities*. Pearson Publishing. ISBN: 978-13-705009-3

Catalog Description:

Provides an introduction to the use of assistive technology to support students who have disabilities. Introductory material is presented related to technology that may be used to aid communication, mobility, learning, and independence. Issues regarding assessment of student technology needs and funding assistive technologies are also covered.

CEC Advanced Preparation Standards Addressed:

Advanced Preparation Standard 2 Curricular Content Knowledge - Special education specialists use their knowledge of general³ and specialized⁴ curricula to improve programs, supports, and services at classroom, school, community, and system levels.

Key Elements

2.1 Special education specialists align educational standards to provide access to challenging curriculum to meet the needs individuals with exceptionalities.

2.2 Special educators continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.

2.3 Special education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.

Student Outcomes:

The successful student will:

1. Understand the unique features of speech, language, and communication in individuals with developmental disabilities/autism spectrum disorders. (Readings Lectures, Portfolio)
2. Match levels of support to changing needs of the individual. (Assessment)
3. Implement instructional programs that promote effective communication skills using verbal and augmentative/alternative communication systems for individuals with developmental disabilities/autism spectrum disorders. (portfolio)
4. Provide specialized instruction for spoken language, reading and writing for individuals with developmental disabilities/autism spectrum disorders. (Assistive Tech. WATI)
5. Use instructional strategies that fall on a continuum of child-directed to adult-directed in natural and structured context. (WATI)
6. Structure the physical environment to provide optimal learning for individuals with developmental disabilities/autism spectrum disorders. (WATI)
7. Provide pragmatic language instruction that facilitates social skills. (Social Language Lecture)
8. Provide individuals with developmental disabilities/autism spectrum disorders strategies to avoid and repair miscommunications. (WATI, portfolio)
9. Assessments of environmental conditions that promote maximum performance of individuals with developmental disabilities/autism spectrum disorders. (WATI, ABLLS)
10. General education curriculum and supports to facilitate the success of individuals with developmental disabilities/autism spectrum disorders. (WATI)
11. Range of environmental supports that maximize learning for individuals with developmental disabilities/autism spectrum disorders. (AT lecture on funding sources)
12. Modify the verbal and non-verbal communication and instructional behavior in accord with the needs of individuals with developmental disabilities/autism spectrum disorder. (Portfolio)
13. Design activities and techniques for developing independent living skills. (Portfolio, final)
14. Implement instructional strategies that promote the generalization of skills across domains and settings. (Portfolio, final)
15. Arrange program environments to facilitate spontaneous communication. (Portfolio, Social Language Lecture)
16. Design and implement instruction that promotes effective communication and social skills for individuals with disabilities. (Portfolio, Social Language Lecture)

17. Provide varied instruction and opportunity to learn play and leisure skills. (final)
18. Create opportunities and provide supports for individuals to organize and maintain personal materials across environments. (Portfolio, Social Language Lecture)
19. Understand the benefits of low- to high-technology across all areas of development. (AT module)
20. Model the use of and implementation of assistive technology and augmentative alternative communication to aid in individual's comprehension and level of engagement (AT module)

Course Assignments: (refer to specific rubrics in the course modules)

1. Discussions: There will be class discussions on important topics or issues concerning assistive technology and special education. Thorough reading and study of course readings and thoughtful discussion/interaction with fellow classmates is expected. Quality of contributions in group discussions will be assessed and the instructor will monitor all activity during discussions and when necessary facilitate, intercede, or contribute feedback. You are required to post an original thought and respond to your classmates appropriately. (30 points for each discussion)

Netiquette

- ☐ Keep paragraphs and messages short and to the point.
- ☐ Focus on one subject per message and always include a pertinent subject title for the message, that way the user can locate the message quickly.
- ☐ Use the jargon associated with the course, but otherwise keep your language simple.
- ☐ Reply to others by using their name and include your signature at the bottom of messages.
- ☐ Capitalize words only to highlight an important point or to distinguish a title or heading. *Asterisks* surrounding a word also can be used to make a stronger point. Capitalizing whole words that are not titles is generally termed as SHOUTING!
- ☐ Avoid control (special non-language) characters.
- ☐ Be professional and respect the views and opinions of others.
- ☐ Be careful what you say about others. Course mail is easily forwarded.
- ☐ Cite all quotes, references, and sources and respect copyright and license agreements.
- ☐ Be careful when using sarcasm and humor. Without face to face communications your joke may be viewed as criticism.

2. Written Practical application/Assignments: Students will learn to apply course material to real life situations. 20 points per chapter. Submissions of assignment due each Sunday by 11:59 p.m. CST, one per week.

3. Portfolio Contents/Final assignment: Create a portfolio with the following information regarding Assistive Technology Devices. You will be asked to research Assistive Technology Devices for each of the following areas:

- ☐ AT for individuals with physical impairments,
- ☐ AT for individuals with Speech Communication impairments,
- ☐ AT to enhance access to information,
- ☐ AT for academic instruction, and
- ☐ AT for independent living.
- ☐ Create a working portfolio highlighting five AT devices for each area listed above. In the end, you will choose five of the AT devices in your working portfolio and build a voiced over PowerPoint presentation describing the chosen AT devices, for who it is best suited, what environment it is appropriate to be used, etc. 100 points.

4. Assessments: There will be an OPEN BOOK comprehension quiz each week. Quizzes will be essay format and must be completed by Sunday of each week by 11:59 p.m. CST. Each quiz is worth 50 points.

5. Cumulative Final Exam: Participants will construct written responses to an instructor-developed open book final exam. The exam will cover information explored throughout the course. (100 points)

Grade Scale:

Grade	Percent
A	92-100
B	84-91
C	76-83
F	<76

Course Policies:

Communication Requirements

The instructor will respond to course communications within 48 hours. Students are expected to meet the same standard. Please use the course email to contact the instructor and/or submit assignments.

Library

You will be involved in extensive writing and editing processes, and will be required to access many literature resources, both in the MSU library and on the Internet. If you are not familiar with how to do so, please contact the instructor.

Technology Requirements

To successfully complete this online course, students must have Adobe Reader, and Microsoft Office Word. Assignments will be submitted using the Assignments Tool found in the Lesson pages. Students must submit all assignments using Microsoft Word unless otherwise indicated. Remember, it is the student's responsibility to back-up all assignments on their personal computer. Plug-ins (PDF, PowerPoint Reader, etc.) necessary for the operation of software in this course can be downloaded for free by selecting the Software Downloads link under the Web Links on the Home Page.

Help Desk

Direct your inquiries about course operations to the instructor. MSU Online students have access to help with their Online technology related questions or problems. The number you call is based on the time of day you need assistance. Use the information below to determine which Help Desk to contact.

MSU Help Desk hours of operation: (All times are CST.)

- Monday - Thursday: 7:30 am to 7:30 pm
- Friday: 7:30 am to 4:30 pm
- Saturday: 10:00 am to 2:00 pm

For assistance during these times, call the MSU Online Help Desk at 858-4444 or 1-800-777-0750 extension 4444 or E-mail us your questions at helpdesk@minotstateu.edu The university switchboard is closed on Saturdays and students must dial 1-701-858-4444 or send an E-mail for assistance.

- For additional help desk coverage call the [North Dakota University System Help Desk](#) at: 1-866-HLP-NDUS (457-6387)
- Available 8 AM to Midnight (CST), 7 days a week

Academic Honesty

Academic honesty is at the core of pre-professional and professional programs. Any behavior deemed as academically dishonest by the Special Education department will result in disciplinary action including, but not limited to, a failing grade for the assignment and/or course, and/or dismissal from the program. Academic dishonesty includes, but is not limited to, the following types of behaviors:

- A. Misrepresenting another individual's work as one's own, e.g. plagiarism.
- B. Copying from another student during an exam.
- C. Altering one's exam after grading for the purpose of enhancing one's grade.
- D. Submitting the same paper to more than one class.
- E. Use of any material not approved by the instructor during an exam.
- F. Turning in reports intended to be based on field collected data but, in fact, is not.
- G. Failure to respect the confidentiality of students/persons served or studied.
- H. Failure to uphold the professional standards for ethical conduct as set forth by the Council for Exceptional Children.

ADA Accommodation Statement:

In coordination with the Disability Support Service, reasonable accommodations will be provided for qualified students with disabilities (LD, Orthopedic, Hearing, Visual, Speech, Psychological, ADD/ADHD, Health Related & Other). Please contact the instructor during the first week of class to make arrangements. Accommodations and alternative format print materials (large print, audio, disk or Braille) are available through the Disability Support Service, located in the basement of Lura Manor, phone number 701-858-3371 or evelyn.klimpel@minotstateu.edu.

Title IX Statement:

Minot State University is committed to a safe and violence free campus. If you experience any form of violence or sexual harassment. Please don't hesitate to reach out or contact one of the resources available at <http://www.minotstateu.edu/keepusafe/>.

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to accountability and support. If you or someone you know has been harassed or assaulted, you can find the appropriate resources off/on Minot State University's campus. These resources include:

Lisa Dooley
Title IX Coordinator
Memorial Hall, 4th floor, Room 412
701-858-3447
lisa.dooley@minotstateu.edu

Minot State University does not discriminate on the basis of sex, religion, creed, national origin, race, age, disability, or any other basis prohibited by law. If you believe you have been discriminated against unlawfully, please bring this matter to the attention of your instructor or the MSU's Human Resource Office at 701-858-3352

Tentative Class Schedule:

Lesson 1 – Introduction:

- Read Bui Chapters 1 & 10 , Research Design Chapter 1, 4 & Educational Research Chapter 1
- View Lectures
- Post Why a Master's? response to Discussion Board
- Complete Lesson 1 Application Activity

Lesson 2 – Research Basics:

- Read Bui Chapter 2, Research Design Chapters 5, 6, and 7, and Educational Research Chapters 2 & 4
- View Lectures
- Complete Application Activity and Post to the Discussion Board
- Complete Practice Paper 1 and Submit

Lesson 3 – The Literature Review:

- Read Bui Chapter 3, Research Design Chapters 2 & 3 and Educational Research Chapter 3
- View Lectures
- Complete Application Activity and Post to the Discussion Board
- Complete Practice Paper 2 and Submit

Lesson 4 – Quantitative Methods:

- Read Educational Research Chapters 5 & 6 (use chapters 10-17 for reference), Research Design Chpt. 8, use Bui Chpts. 5-7 as reference
- View Lecture
- Complete Application Activity and Post to the Discussion Board
- Complete Practice Paper 3 and Submit
- Contact potential graduate committee members via e-mail and copy Dr. P

Lesson 5 – Qualitative Methods:

- Read Educational Research Chapters 7 & 8 (use 10-17 for reference), Research Design Chapter 9, use Bui Chpts. 5-7 as reference
- View Lecture
- Complete Application Activity and Post to the Discussion Board
- Complete Practice Paper 4 and Submit

Lesson 6 – Mixed Methods:

- Read Research Design Chapter 10, use Educational Research Chapters 10-17 for reference and Bui, Chaps. 5-7 for reference
- View Lecture
- Complete Application Activity and Post to the Discussion Board
- Complete Practice Paper 5 and Submit
- Complete Committee Form and Submit for Signatures

Lesson 7 – Issues & Ethics:

- Read Bui Chapter 4, Research Design Chapter 4 and Education Research Chapter 5 p. 147-150 and Chapter 7 p. 210-211
- View Lecture
- Complete Application Activity and Post to the Discussion Board
- Complete IRB Training

Finals Week:

- Submit Final Drafts of Chapters 1 & 2