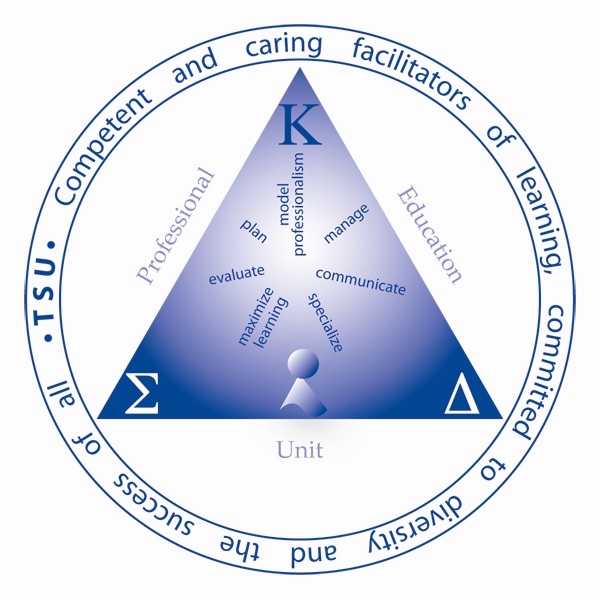
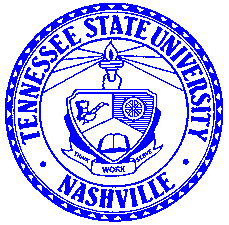
**Tennessee State University**





**Department of Teaching and Learning**

**EDSE 5800**

**Technology for Special Education and Rehabilitation**

**Instructor**: XXXXXXXXXX

**Phone**: XXXXXXXXXX

**E-mail**: XXXXXXXXXX

**Office Location:** XXXXXXXXXX

**Class Days/Times**: XXXXXXXXXX

**Office Hours**: XXXXXXXXXX

## **Pre-requisites**

* EDSE 5530: Education and Psychology of Exceptional Children;
* EDSE 554: Theory and Procedure of Teaching Exceptional Children for Add-on Certification; and General core course requirements for initial certification

## **Required Text(s)**

Required Text (s)**:**

Beard, L.A.; Carpenter, L.B.; & Johnston, L.B (2011). Assistive technology: Access for all students (2nd ed.). Boston, MA: Pearson

The Alliance for Technology Access, (2004). Computer and web resources for people with disabilities (3rd. ed). Alameda, CA: Hunter House Inc. Publishers

**Catalog Description**

The course works consists of in-depth study of the various technologies utilized in Special Education and Rehabilitation. Theories, goals, and intervention strategies for developing and implementing assistive technology, adaptive technology, remedial technology and instructional technologies for individual with exceptional needs for today’s and tomorrow’s classroom will be discussed throughout the semester.

## **Field Experience**

Students will complete active observation in a setting that serve children with disabilities and that is taught by a special educator. This activity is intended to provide on-site experience of use of technology for children with disabilities. The observation requirement is related to course objectives. Students are expected to maintain an observation log, and required to submit an extensive written report at the end of observation. Evaluation will be based upon the successful completion of the observation hours, the observation log, and the teacher interview. Specific evaluation requirements can be found on the grading rubric that is listed in the syllabus.

##### (Content Knowledge, Skills, Dispositions)

### Content Knowledge

**KS1. *Plan:*** Design and implement instructional plans that reflect sound content knowledge and include meaningful learning for all, utilizing appropriate technology and accommodating diverse needs.

**KS2. *Maximize Learning:*** Encourage critical thinking, problem solving, active inquiry, and cultural pluralism; and differentiate learning opportunities for diverse needs, using human, literary, and technology resources effectively.

**KS4. *Manage:*** Competently apply theory to create a caring, positive and productive learning environment, facilitated by technology and with sensitivity to diversity.

**KS5. *Model Professionalism.*** Demonstrate professional ethics, standards, and responsibilities, including respect for diversity; pursue service and professional growth opportunities, and use technology effectively.

### Dispositions

**D1. *Plan:*** Value learners’ experiences and strengths as a basis for growth and their errors as learning opportunities.

**D2. *Maximize Learning:*** Provide quality education to *all* learners, encourage critical thinking and self efficacy, and believe in and help *all* to succeed.

**D4. *Manage:*** Maintain a positive and productive learning environment that also both encourages and protects learners.

**D5. *Model Professionalism:*** Consistently demonstrate caring, fairness, responsibility, professional dress and behaviors, appropriate interactions, professional standards and ethics, commitment to service, and respect for *all* learners and constituents

**All students must have a liability insurance (can be purchased from Ms. Jackson from room 212) in order to participate in any field experiences**

##### Course Proficiencies (Content Knowledge, Skills, Dispositions)

**Instructional Strategies**

|  |  |
| --- | --- |
| Lecture | Classroom lectures on Technology implementation |
| Discussion | Chapter discussion, hand on activity |
| Laboratory Exercises | None |
| Exhibits/Displays | Students are required to exhibit/display a quality lesson plan in class; Students are trained to develop aa lesson implementing AT, It, RT, ADT for children with disabilities |
| Technology (instructor) | On-line instruction; Course information posting online, on-line syllabus |
| Technology (students) | On-line participation; web-based research, electronic assignment submission |
| Case Studies | Final Exam Case Studies |
| Field Experience | On-site field-based participant observation/service learning in different counties |
| Log/Diary/Journal | Electronic Observation Log |
| Portfolio | Electronic Portfolio using TK-20 |
| Individual Presentations | None |
| Group Discussions | On-line group discussion through chat |
| Group Presentations | None |
| Report/Paper | One Research paper in the area of Technology and Rehabilitation |

**REQUIREMENTS**

1. **Key Assignment One:**

**Field Based Observation of use and application of technology (100 points)**

**Requirements**

* 1. You will visit two settings.
     1. Technology Access Center (2 hrs)
     2. Harris Hillman school (10 hrs), or any other school of your choice where technologies, high or, low tech has been used to increase, enhance, and maintain the functional abilities of students with disabilities according to AT Act of 1998 and IDEA 2004.
  2. (**Reflection #1**),

You will describe the situation you have observed to include the location of the school/setting, type of classroom, number of children and adults, subjects taught during your period of observation, or, the type of technology that you observed at the Technology Access Center and Harris Hillman. Your description will include but not limited to the implementation, integration of technology into the instructional process and the benefit of technology to students, teachers’ teaching strategies incorporating AT, IT, RT, and ADT technologies (Harris Hillman). Reflect on the implementation/integration towards students’ learning. Write Five questions/concerns that you would like to have answered at the end of your observation. Include at least five concerns or questions that you would like to have answered. The length of this paper should be at least **2 pages from each observation.**

* 1. **Reflection #2)**

Reflect on your questions. Discuss whether your perceptions of the child, teacher and the settings have changed or remained the same since you learned more about helping children with disabilities or the disability incorporating AT, IT, RT, and ADT. Provide in-depth explanation of your understanding and experiences with research support. In the research component, **do not just add quotes from other people. Weave these ideas in to support your experiences or to suggest alternatives**. **Examine the strategies that are being used in the classroom**. Find at least one journal article that support your observation or provide additional strategies that may be helpful. Interweave summaries of the article into your report and attach copies of the article that you used. Using **APA format**, summarize information concerning the disability of focus in your paper. You may support what you have been observing or find articles that may indicate a different method of implementing AT, IT, RT, and ADT for improving instruction. Reflect on how this research may be useful in this classroom or with this student. This report should be at least **4 pages** in length. It should also include a reference page with APA style citations and a copy of the article that you used.

**Field Observation Grading Criteria**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Expected Criteria** | **Total Points**  **100** | **Points earned** | **School/Agency**  **And contact Names and Phone #** | **Comments and /or signature by Cooperating Teacher one at the end of the observation** |
| Description of Classroom (HH), and setting (TAC) and the technology tools. implementation, integration of technology, i.e., AT, ADT, RT, IT into the instructional process, | 20X2= 40 |  |  |  |
| An explanation of the benefit of technology to students with Exceptionalities at your observation sites | 10X2=20 |  |  |  |
| Typed Summary with personal reflection and future recommendation with two research supports | 20X2= 40 |  |  |  |
| **Total** | 100 |  |  |  |

1. **Key Assignment Two**

**Lesson Plan**  for **K-12** settings incorporating Assistive technology, Adaptive Technology, Remedial Technology, and Instructional Technology **(100 points). Must include but not limited to (Follow the Matrix Guideline):**

* Description of the theme of the lesson
* Purpose and objective of the lesson
* Activity: Methods of instruction incorporating AT, ADT, IT, RT,
* Incorporation and identification of AT, ADT, IT, RT, materials into instruction
* Collaboration with the community agencies and parents in purchasing/implementing technology into instructional process
* Evaluation, future outcome of technology usage/learning
* Originality

**Lesson Plan Grading Criteria**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Expected Criteria** | **Total Points**  **100** | **Points earned** | **Comments** |
| Grade Level, Area of need  Theme (description, clarity) | 5 |  |  |
| Clear Purpose, and objectives | 10 |  |  |
| Materials (handouts, technology incorporation: high tech and low tech, etc) | 20 |  |  |
| Methods of Instruction incorporating AT, IT, RT, ADT | 30 |  |  |
| Collaboration (community, parents, other agencies) in purchasing/ implementing technology into instructional process | 10 |  |  |
| Research (references to support your purpose) | 5 |  |  |
| Modification (for all exceptional needs) | 10 |  |  |
| Originality | 10 |  |  |

1. **Key Assignment Three**

Develop an electronic portfolio (e-portfolio at [www.elarn.tnstate.edu](http://www.elarn.tnstate.edu) ; or [www.epsilen.com](http://www.epsilen.com) to build your portfolio) which must include but not limited to the following criteria **(Follow the Matrix Guideline): 100 points**. **Please add me to your guest list to view your portfolio.** Portfolio must follow the rubric criteria as follows

* Table of contents
* A statement of your personal philosophy of education and special education and the justification of Assistive Technology and special education
* Entries from field experiences (you can include classroom pictures student work samples), interviews, text, lecture,
* Include a sample of past and present researches in technology and rehabilitation area
* KSD Relationship to NCATE /CEC Principles, State guidelines
* Your personal gains through this course reflection: Then and Now

**Portfolio Information**

**Artifact(s) for Portfolio:**

**Portfolio Grading Criteria for EDSE 5800**

**Portfolio Total Points Points Earned Comments**

Organization, Creativity, Table of Content 10

Philosophy of

Special Education,

Assistive

Technology, \_\_\_\_\_ 10

Content (EDSE 5800 class

lectures, web-discussion, chat,

handouts, etc.):\_\_\_\_\_\_\_\_\_\_\_ 20

Classroom

Implementation

(lesson plans,

other samples, and

observations)\_\_\_\_\_\_\_\_\_\_\_ 20

### Relationship to CEC Standards To Course Learning

### How do you consider

Yourself highly qualified, Course reflection,

and

Then & Now \_\_\_\_\_ 20

Research

a sample of past and present

researches in technology and

rehabilitation area \_\_\_\_\_\_\_\_\_\_\_ 10

Originality/creativity \_\_\_\_\_\_\_\_\_\_\_\_\_ 10

**Total: 100**

1. **Key Assignment Four**

**Comparative paper**

Comparative analysis paper conducting literature reviewes (minimum ten) in the area of assistive technology and it’s relation to special education and general education from accredited journals. The topic must be **approved by the professor prior to two weeks of the due date.** The paper must include an abstract (separate page), introduction, discussion, & future recommendation in APA format (do not include “in my opinion, or, I think” etc.) Plagiarism will result into grade **“0”** The paper must be written in APA format **(100 points).**

**Comparative Paper grading criteria**

**Total Points Points Earned Comments**

Organization: \_\_\_\_\_\_\_\_\_\_\_ 10

Abstract \_\_\_\_\_\_\_\_\_\_\_ 10

Ten or, more

Literature Reviews

and analysis: \_\_\_\_\_\_\_\_\_\_\_ 40

Relevant to

AT, RT, ADT, IT

Supporting Literature

Reviews \_\_\_\_\_\_\_\_\_\_\_ 10

Future Implication\_\_\_\_\_\_\_\_\_\_\_ 10

APA\_\_\_\_\_\_\_\_\_\_\_\_\_ 20

Total \_\_\_\_\_\_\_\_\_\_\_ 100

5. Two examinations **2X100=200 points)**

6. Classroom participation, attendance, creativity, originality and professionalism **(50 points)**

### Grading System

**GRADING**

***Four Key Assignments***

**Field Based Observation: 100 points**

**Lesson Plan: 100 points**

**Comparative Paper: 100 points**

**Electronic Portfolio 100 points**

**Two Exams: 200 points**

**Classroom participation 50 points**

Total:  **650 points**

595 + /650= A 90-100%

540 + /594= B 80-89%,

485 + /539 = C 70-79%,

Each assignment will be graded on a point basis and a letter grade assigned according to the following scale: A = 90-100%, B = 80-89%, C = 70-79%, 69 and below= F

**Expectations and General Information:**

1. **Academic Integrity** - You are responsible for what you achieve in this class; therefore neither cheating nor plagiarism will be tolerated. Any material taken from another work must be documented, and in no case should one represent another’s work as one’s own, this includes information received from others during examinations or submitting another’s assignments, papers, etc. as one’s own. **Students involved in collaborative research, to avoid questions of plagiarism, should exercise extreme caution. If in doubt, students should check with the major professor. In addition to the other possible disciplinary sanctions which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an “F” or a zero for the exercise or examination, or to assign an “F” in the course.**
2. **Classroom conduct** –The instructor has the primary responsibility for control over classroom behavior and maintenance of academic integrity, and can order temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct in violation of the general rules and regulations of the institution.
3. **Official Course Enrollment** - Students who are not on the official class roll may not remain in class. These students must leave class and may not return to class until they enroll in the course and their names show up on the official class roster. Please make sure you are in the correct section.
4. **Disabled Student Services** – Any student who has a condition which might interfere with his/her performance in class is required to contact the office of Disabled Student Services. This office is located in room #117 Floyd Payne Student Center. The phone number is 963-7400. They will provide you with a document stating what type of classroom accommodations, if any, are to be made by the instructor. The student is to give a copy of this document to the instructor no later than the end of the second week of class. Failure to do so will result in the instructor making no special accommodations of any kind.
5. **Late Assignment**—All assignments are due at the due date. Late assignments will not be accepted unless it is approved by the instructor, technical failure (must notify the instructor by e-mail or, calling the department), or, medical emergency. **All late assignments will result in to one grade lower of the actual assignment grade.**

**Additional Readings/Resources**

**Bibliography**

Belson, S. I. (2003). Technology for Exceptional Learners: Choosing Instructional Tools to Meet the Students’ Needs. Boston, MA: Houghton Mifflin Company.

T. W. King, (1999). Assistive technology: Essential human factors. Boston MA: Allyn & Bacon

J. A. Carroll, & T. L. Witherspoon, (2002). Linking technology and curriculum (2nd Ed.) Upper Saddle River, NJ: Merrill/Prentice Hall.