**SPE 219**

**Assistive Technology II (.5 credits)**

**Course Description:** Module 1 – An introduction to information and research on methods and organizational approaches to integrating assistive and educational technologies in the classroom. Module 2 – An introduction to information and research on integrating technology that supports accessibility and mobility.

**Course prerequisites:** SPE 200

**This course requires field experiences**.  You must provide a copy of your criminal background check (CBC) to hosting schools.  Before beginning or continuing in any field experiences, you must disclose to the building administrator if there is an arrest on your CBC or if there has been any change in the status of your CBC (a subsequent arrest or pending court ruling).

**Required Texts:**

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

**Recommended Text:**

APA Manual or guide book with the 6th edition APA rules

**Required Materials:** Access to a computer with Microsoft Word and internet capabilities

**TEACHER EDUCATION Goals & Outcomes** (Aligned with *2010* Illinois Professional Teaching Standards)

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| **Teacher Education Goals** | **Teacher Candidate Outcomes** | | |
| #1: Integrate content knowledge across disciplines and construct pedagogical content knowledge to provide culturally relevant instruction that prepares all students for the literacies needed in a changing and interdependent world. | 1A: subject area content knowledge in planning, instructional delivery, and assessment.  (IPTS 2 & 5) | 1B: culturally relevant pedagogical content knowledge in planning, instructional delivery, and assessment.  (IPTS 2 & 5) | 1C: best practices in literacy so all students can acquire subject area content knowledge.  (IPTS 6) |
| #2: Apply differentiation, evidence-based practices and assessments, and innovative technologies to meet the characteristics and needs of all students. | 2A:  differentiation and evidence-based practices to address the diverse characteristics and needs of all learners.  (IPTS 1 & 3) | 2B: developmentally-appropriate teaching strategies and innovative technologies that encourage critical thinking and problem solving. (IPTS 5) | 2C:  a variety of assessments to identify and evaluate learning targets by analyzing data to make instructional decisions. (IPTS 7) |
| #3: Provide safe, caring classroom environments that demonstrate and encourage creative, engaged learning to become lifelong learners, critical thinkers, and responsible citizens. | 3A: effective communication, organization, and behavior management strategies to support a safe and healthy learning environment.  (IPTS 4) | 3B: strategies to successfully engage all students in purposeful learning.  (IPTS 4) |  |
| #4: Collaborate with students, families, colleagues, and community members to create learning communities that value diversity. | 4A: engage families while creating learning experiences that value diverse student needs. (IPTS 8) | 4B: collaborate with colleagues to create and sustain supportive learning environments. (IPTS 8) | 4C: use community resources to expand learning opportunities. (IPTS 8) |
| #5: Act as reflective and ethical professionals who are committed to schools and the profession. | 5A: reflective practices that directly contribute to student learning and development.  (IPTS 8) | 5B: advocate for students and their families.  (IPTS 9) | 5C: demonstrate leadership as part of their ethical responsibility to their colleagues and the profession. (IPTS 9) |

**Course Outcomes** (Aligned with Teacher Education goals, *2010* Illinois Professional Teaching Standards and Special Education State Content Standards)

1. Demonstrate the ability to integrate assistive and instructional technology to meet a student’s individual needs. (**TE Goal:** 2; **Content Standard:** CC4P)
2. Identify the adaptive equipment necessary to facilitate eating, dressing, grooming, bowel and bladder management, independent living, and mobility. (**TE Goal:** 2; **Content Standards:** CC4J, LBS4G)
3. Identify ways in which technology can assist with creating and managing the learning environment in relation to a student’s needs with mobility. (**TE Goal:** 2; **Content Standard:** CC4O)
4. Identifies guidelines, explains and participates in the selection, implementation, and assessment of augmentative or alternative communication devices and systems to accomplish instructional objectives necessary to meet an individual’s needs. (**TE Goals:** 1, 2 & 4; **Content Standards:** LBS3J, LBS4H,LBS6M)
5. Adapts formal assessment devices to accommodate a student’s mode of communication and response (**TE Goal:** 2; **Content Standard:** LBS3K)
6. Interprets sensory, mobility, reflex, and perceptual information to create appropriate lessons (**TE Goal:** 1; **Content Standard:** LBS6K)
7. Designs learning experiences to promote student skills in the use of technologies (**TE Goal:** 1; **Content Standard:** CC4X).

**College and Department Policies**

The College will make reasonable accommodations for persons with documented disabilities. If you have a disability that may have some impact on your work in this course, please contact Maureen Connolly in the Learning Center. Additional inquiries may be directed to the Vice President for Academic Affairs and the Dean of the Faculty, or to the Chicago Office of the Office of Civil Rights, United States Department of Education. Once the College has documented the disability, you will be directed to initiate and maintain communication with your professor regarding your needs.

*Incomplete* (“I”) grades must be requested in writing by the final class meeting, if you cannot complete the term for emergency reasons. Forms are available from your professor. Completion of field experiences is not considered an emergency. Incompletes must be resolved within three weeks of the end of the term. Late assignments at the time of a request for an *Incomplete* will incur any late penalty. Students in teacher education programs may not continue in education courses with an *Incomplete* pending.

Academic integrity and dishonesty are clearly defined in the *E-Book*, as are the professor’s responsibilities and options should academic dishonesty occur. Department of Education Policy states that the minimum penalty for academic dishonesty is an “F” on the assignment.

College Policy requires all teacher candidates to self-disclose a criminal history or any pending court hearing to building administrators prior to beginning or continuing field experiences. Candidates may not observe or participate in field experiences until the administrator has given approval and the approval has been confirmed by the program director. The policy is provided in the *Guide to Policies and Procedures for Undergraduate and Certification Teacher Education Programs*. Violation of this policy will result in a recommendation for dismissal from the teacher education program.

Attendance is expected and written documentation is required to make-up a course examination as defined in the *College Catalog*. Completing field experiences is not a valid reason for being tardy to or absent from class.

# Department of Education Professional Conduct Guidelines

Aligned with Illinois Professional Teaching Standard *Professionalism, Leadership, and Advocacy* (9H, 9I, 9J, 9O, 9P, 9Q, 9R, 9S, 9T

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| Responsibility: | Demonstrates timeliness in course attendance and responsibilities. Attend class, be on time, and stay for the duration of class.  Follows syllabus guidelines. Complete assignments on time, which is the beginning of class on a due date. Assignments are late if class is not attended or if there are technical problems. Work may not be faxed or e-mailed to the professor without prior approval.  Communicates questions and concerns to the instructor. Communicate in a timely and appropriate manner. Use instructor office hours or make an appointment to ask individual questions or discuss progress. |
| Ethics | Practices academic integrity and honesty. Assignments often involve collaboration and the use of multiple resources. Clearly cite ideas from other sources and acknowledge the assistance of others. Portions of assignments used for credit in different courses must be pre-approved by both professors and should be referenced clearly for dual credit on the cover page.  **Submits accurate accounts of field experiences** and have them verified by a licensed supervising professional.  **Maintains confidentiality** in all field reports and discussions of fieldwork. Fabrication of field hours, experiences, or signatures or failure to notify the College or schools of your criminal background check status are violations of the College’s *Academic Integrity Policy.* |
| Attitude | Participates regularly and positively. Active participation is expected during every class meeting. Electronic devices should not interrupt class or distract others. Set cell phones to vibrate or turn them off. Electronic tools are to be used for coursework or activities directly related to the class -- not used for entertainment, personal communications, or other coursework during class meetings or in field settings.  Respectful of other’s contributions and demonstrates appreciation of diversity and new ideas. Valuing of diverse ideas and beliefs is expected through courteous debate and dialogue as well as in respectful written evaluation and analysis.  **Responds positively to feedback.** Accept feedback from instructor, mentor teachers, and peers in a positive receptive manner. Use feedback from instructors and mentor teachers in course activities, course assignments, and field experience activities to improve coursework, teaching practices, and professional dispositions. |
| Collegiality | Made equitable contributions to group efforts. Give your maximum efforts in promoting equitable group work and completing field experiences. Maintain commitments to classmates and professionals in the field.  Collaborates with peers and school staff members and mentor teachers in a professional manner. Take initiative in the field. Volunteer your time and share professional resources and responsibilities. Show appreciation for the time and efforts of others. |
| Honor | Communicates high regard for the profession, educators, students, and parents. Professional demeanor (e.g., conduct and attire) is expected in school settings. Honor the commitments of hosting professionals by providing details of all course assignments at the beginning of the term.  Viewed course assignments as opportunities to enhance content area knowledge and skills. Demonstrate professionalism in formal class presentations. All written work must be word-processed and edited prior to submission. Use APA style. |

**Field Experience Requirements**

Each education course requires field experiences. Professional education courses are designed to provide a minimum of **15 hours of fieldwork** per 1.0 course unit (a minimum of 8 hours in a .5 course). For example, teacher candidates completing 2 education courses in one term should plan to spend approximately 30-35 hours in the field during the term with approximately 15-18 hours recorded on the Field Experience Verification (FEVs) forms for each course. These course-based field hour requirements will be increased in practicum courses (e.g., EDU 121, EDU 421, EDU 445, ECE/EED/SEC/SPE 200, 300, 450, etc.).

Review the Guide to Field Experiences at http://public.elmhurst.edu/education/1281647.html.

Field experiences may not represent a professional conflict of interest. Teacher candidates may **not** document field experiences completed in the school district in which they reside or at schools they attended on their field experience spreadsheets. Field experiences documented on the spreadsheet may not reflect any professional conflicts of interest (see *Polices & Procedures* for a definition of “conflict of interest”). Courses in which the instructor requires a specific placement location are the only exception to this requirement.

**Minimum hour requirements.** Field experience spreadsheets are used to document the minimum of 100 hours for admission to student teaching. Of these 100 hours, 80 hours must be participation and 40 hours must be in diverse settings. A maximum of 10 field experience hours in private school settings may be counted toward the 100 hours if they are completed with a licensed teacher. Some licensure programs allow teacher candidates to student teach in private settings (e.g., preschools, special education residential settings), so more hours may be accepted for field work in some private settings because they can serve as potential student teaching placements. Candidates should consult with their program directors if they have questions.

**Teacher candidates that are completing the ESL endorsement will need to document the 100 hours required for that endorsement on a separate field experience spreadsheet – titled FIELD EXPERIENCE SPREADSHEET FOR ESL ENDORSEMENT. This additional spreadsheet will need to be turned in to the Department Chairperson before ESL endorsement will be issued by the Licensure Officer.**

Field Experience Reminder: Bensenville #2, Berkeley #87, and Schaumburg #54 do not accept students for any field placements for observation. Elmhurst #205 does not allow more than 15 hours of observation – these hours must be arranged through the Department of Education Satellite Program.

**Updated Department-wide Grading Scale language**.

All grading will be completed as objectively as possible. Different sections of this course have common assessments (e.g., rubrics, test specification tables) and use the same number of possible points.

"A" 92-100% 155-168 points

"B" 84-91% 143-154

"C" 76-83% 128-142

"D" 68-75% 115-127

Grades below C (2.0) will not fulfill the Department of Education's requirements for licensure or major in Education. The Department of Education does not use +/- grading.

**LATE ASSIGNMENT POLICY**

The maximum point value of a late assignment is the course equivalent of a C+. Late assignments will be accepted up to 1 week after the assigned due date, unless an official ***Incomplete*** has been signed by the professor. The maximum value for all late assignments at the time that an ***Incomplete*** is requested will be equivalent to a C+ on that course assignment.

**Blackboard**™ **Page & E-mail Communications**

All course assignments, course-related links, documents, the course bibliography, assignment materials, individual grade updates, last minute schedule changes (“announcements”), and so forth may be found by accessing the course’s electronic Blackboard™. **Professor e-mails will be sent via Blackboard and** **students should check the page prior to each class meeting.** All communications are sent via Blackboard to students’ College e-mail accounts.

**Course Assignments**

*Evaluation rubrics for major assignments are posted on Blackboard*

**Those assignments with a \* are Program Assessments and must be completed with a “C” or better.**

**Online Course Participation**

*Course Objectives: 1-7; Content Standards: CC4P, CC4O, CC4X, LBS3J, LBS3K, LBS4G, LBS4H, LBS6K, LBS6M*

Each course participant is expected to participate in the online course (through Blackboard). All course assignments, course-related web sites, assignment questions, individual grade updates, last minute schedule changes, and so forth, may be found by accessing the course’s electronic blackboard. Assignments will be posted and course participants are expected to do those assignments and send them to the course instructor by the deadline stated in the assignment description. For each assignment that is not sent to the course instructor by the deadline, there will be a 5 point deduction per day. A complete understanding and synthesis of the course information requires full participation in all online activities that are required of the student.

**Case Study (138 points)**

*Course Objectives: 1, 3, 4, 6, & 7; Content Standards: CC4P, CC4O, CC4X, LBS3J, LBS4H, LBS6K, LBS6M*

Each course participant is expected to find a placement in the field where they can work with a student with communication needs. During this 4 part case study, the candidate will interview stakeholders, and observe and participate with an individual student with communication needs. They will then select, participate, implement, and assess the augmentative or alternative communication system. Finally, they will create lessons to enhance the learning of the target student.

**Exam (30 points)**

*Course Objectives: 2, 3, & 5; Content Standards: CC4J, CC4O, LBS3K, LBS4G*

Examination will cover major course topics: integrating assistive technology, types of adaptive devices and equipment for positioning, access, and mobility, use of technology to improve learning environments, selecting and adapting assessments to accommodate student’s mode of communication, and strategies that foster inclusive educational practices. Exam will be in an objective format (e.g., multiple choice, matching, true/false, constructed response). A study guide will be provided.

**Tentative Schedule**

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|  | **Week of:** | **Class Topics** | **Assignment Due by Thursday at Midnight** |
| 1 | Aug 26 | Course Overview |  |
| 2 | Sep 2 | Technology to Support Differentiated Instruction and Universal Design for Learning | Chapter 4 |
| 3 | Sep 9 | Assistive Technology to Enhance Communication | Chapter 6 |
| 4 | Sep 16 | Providing Access to Computers: Using What You Have | Chapter 7  **Case Study: Reflection 1** |
| 5 | Sep 23 | Assistive Technology for Computer Access | Chapter 8 |
| 6 | Sep 30 | Issues in Selection of Access Methods | Chapter 9 |
| 7 | Oct 7 | Augmentative Communication Systems | Chapter 10 |
| 8 | Oct 14 | Integrating Augmentative Communication in the Classroom, Home, and Community | Chapter 12 |
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| 9 | Oct 21 | Mobility Aids | Assigned Readings |
| 10 | Oct 28 | Seating and Positioning | Assigned Readings |
| 11 | Nov 4 | Aids to Daily Living | Assigned reading  **Case Study: Reflection 2** |
| 12 | Nov 11 | Implementation of Assistive Technology in Schools | Chapter 13 |
| 13 | Nov 18 | Integrating Assistive Technology into the IEP | Chapter 13  **Case Study: Reflection 3** |
| 14 | Nov 25 | Implementation of Assistive Technology in Transition Planning  Pre-Vocational and Vocational Aids | Chapter 14 |
| 15 | Dec 2 | Dissemination of semester  Case Study Presentations  Review for Exam  Course Evaluation | Case Study: Reflection 4  DUE DURING CLASS |
| 16 | Dec 9 | Final Exam | Exam |

Face-to-Face Meetings

**Course Bibliography**

*See Blackboard site – “Course Information”* http://bb.elmhurst.edu/