

COURSE SYLLABUS

SPED 4040/ 4040L

Special Education Technology

**Instructor: Clay Crowder, M.Ed.
Department of Special Education**

550 Aderhold Hall
University of Georgia
Athens, GA 30602
(706) 542-1315

crowder2@uga.edu

Group 1—12:30 to 2:30

Group 2—2:45 to 4:30.

Room 228, Aderhold Hall

Course Description:

Technology is a pervasive force in modern education. In special education, we often refer to assistive technology, which encompasses a great deal more than what is usually considered “technology.” This course will focus on computer technology but uses assistive technology as a frame of reference. Part of the rationale behind this is that we employ technologies other than computers in education. Further, law stipulates assistive technology be available for students with disabilities. You will never be able to know everything about AT or computer technology in general, but you must learn enough to make appropriate decisions regarding the provision of assistive technology services to your students and how to use technology to increase your productivity as a teacher. You will need to know 1) what is available 2) how to evaluate it 3) how to assess student needs, and 4) how to use it if appropriate.

Required Readings: Readings required for the course are posted to the course website or will be disseminated to students in electronic form. Printouts for students to copy are available upon request.

General Competencies: The competencies that drive this course come from two professional organizations. The Council for Exceptional Children (CEC) and the International Society for Technology in Education (ISTE) have developed competencies that are relevant to your basic knowledge as a beginning teacher. CEC competencies relate directly to teaching students with disabilities. The ITSE standards were designed for general educators, however, they are critical for all teachers and they have modified them to account for work with students who have disabilities. Some of the competencies below are keyed to the CEC international standards for special education teachers. Other competencies are keyed to the six goal areas identified by ITSE: (I.) Technology operations and concepts; (II.) Planning and Designing Learning Environments and Experiences; (III.) Teaching, Learning, and the curriculum; (IV.) Assessment and Evaluation; (V.) Productivity and Professional Practice; (VI.) Social, Ethical, Legal, and Human Issues.

CEC and ITSE Standards:

1. Design and evaluate the quality of plans that incorporate the use of technology, including adaptive and assistive technology for young children with special needs, and school aged students who have mild/moderate mental retardation, learning disabilities, and behavior disorders. (CEC – IGC, 4S21, EC 5S2, BD 4S5, MR 4K2)
2. Design and evaluate the quality of plans that incorporate the use of technology, including adaptive and assistive technology for young children with special needs, and school aged students who severe and/or multiple disabilities. (CEC – IGC, 5K3, EC 5S2, BD 4S5, MR 4K2)
3. Articulate and analyze strategies for integrating alternative and augmentative communication systems into the curriculum for students with communication difficulties. (CEC - IGC, 4S18, 4S19, 6K4, MR 4S7)
4. Demonstrate appropriate use of technology including adaptive and assistive technology (CEC- EC 4S9, ITSE - VI)
5. Design and evaluate the quality of plans that incorporate the use of technology, including adaptive and assistive technology for individuals with physical disabilities and for those with sensory deficits (CEC- IGC, 3S4, PH – 4K2, VI – 4K1, 4K2, DH – 4K3).
6. Demonstrate proficiency in the use of common input and output devices including assistive devices for students who have disabilities; solve routine hardware and software problems; and make informed choices about technology systems, resources, and services. (ITSE - I)
7. Use technology tools and information resources to increase productivity, promote creativity, and facilitate academic learning as well as to use resources to facilitate higher order and complex thinking skills, including problem solving, critical thinking, informed decision-making, knowledge construction, and creativity. (ITSE - I, III, IV, V)
8. Use technology to locate, evaluate, and collect information from a variety of sources on topics related to improving teaching of students who have disabilities and to use technology in the development of strategies for solving problems in the real world. (ITSE – I, III, IV, V)
9. Evaluate and select new information resources and technological innovations based on their appropriateness for teaching students with disabilities. (ITSE - I, III, IV, V)
10. Demonstrate an understanding of the legal, ethical, cultural, and societal issues related to technology use with individuals who have disabilities and their families and be able to discuss diversity issues related to electronic media. (ITSE – I, VI)
11. Identify the benefits of technology to maximize student learning and facilitate higher order thinking skills in students who have mild to moderate disabilities. (ITSE - I, III)
12. Differentiate between appropriate and inappropriate uses of technology for teaching and learning while using electronic resources to design and implement learning activities. (ITSE - II, III, V, VI)
13. Identify technology resources available in schools and analyze how accessibility to those resources affects planning for instruction and the inclusion of students who have disabilities. (ITSE - I, II)
14. Identify, select, and use hardware and software technology resources specially designed for use by PK-12 students to meet specific teaching and learning objectives and determine how these resources can be modified to meet the needs of students with disabilities. (ITSE - I, II)

15. Identify specific technology applications and resources that maximize student learning, address learner needs, and affirm diversity. (ITSE - III, VI)
16. Design and teach technology-enriched learning activities that connect content standards with student technology standards and meet the diverse needs of students who have disabilities. (ITSE - II, III, IV, VI)
17. Develop a portfolio of technology-based products from coursework, including the related assessment tools. (ITSE - IV, V)
18. Apply online and other technology resources to support problem solving and related decision-making for maximizing student learning. (ITSE - III, V)
19. Participate in online professional collaborations with peers and experts relating to topics in the field of special education. (ITSE - III, V)
20. Identify issues related to equitable access to technology in school, community, and home environments and link these issues to problems faced by a diverse group of families who have children with disabilities. (ITSE - VI)

General Considerations

1. **COMMUNICATION:** Students are required to have access to a UGA e-mail account. Information regarding the course will be sent to this address, and students are expected to check the account at least every two days. I strongly encourage the use of e-mail for asking questions, soliciting feedback, or scheduling a meeting in person. You are welcome to schedule meetings with me as necessary. All office hours are by appointment.
2. **REGULAR ATTENDANCE:** Regular attendance is required for all scheduled class meetings. Students are responsible for all information covered in assigned readings, handouts, discussions, and activities. Attendance is emphasized to ensure that students receive opportunities to (a) improve their knowledge through discussions of critical topics and issues, (b) practice skills needed to engage in professional dialogue/exchange with colleagues, (c) present information to others, (d) acquire information from lectures and presentations, (e) participate in course-related activities, and (f) submit required assignments. Students who miss more than three class meetings will be dropped from the course enrollment. Some circumstances justify absences, but these must be communicated to the instructor. Unexcused absences or chronic lateness to class will result in a reduction of your final grade at the discretion of the instructor.
3. **PREPARATION:** Like the instructor, students are expected to come to class meetings thoroughly prepared. "Thoroughly prepared" is defined as having read all pre-assigned readings sufficiently to verbally and in writing (a) discuss definitions, concepts, issues, and procedures and (b) relate this information to content presented in previous classes or readings. The implication is that students have reviewed information from previous readings and class meetings. Students are responsible for preparing and presenting questions when information from readings or class meetings is unclear.
4. **PROMPTNESS:** All assignments must be submitted on or before the assigned due date. Unexcused assignments submitted after the due date may be returned ungraded or will be assigned a lower evaluation. Prior notification is required for excused late assignments.
5. **WRITTEN PRODUCTS:** Unless otherwise specified, all written assignments must be prepared in a professional manner. "Professional" is defined as following guidelines stated in the Publication Manual of the American Psychological Association (5th ed.) (2002). All final products must be typed. Products that, in the judgment of the instructor, are unreadable or unprofessionally prepared will be returned ungraded or assigned a lower evaluation.

6. **PLAGIARISM:** To plagiarize is "to steal and pass off as one's own the ideas or words of another" (Webster, 1967, p. 646), or to not acknowledge the author of an idea. If plagiarism is evident, the student may receive zero points for the assignment, and/or a grade of "F" for the course, and may be expelled from the University. For specific information, review the UGA publication A Culture of Honesty: Policies and Procedures on Academic Honesty.
7. **EVALUATION:** Every effort will be made to evaluate student performance as objectively as possible. In the case of qualitative assessment, evaluation will be based on instructor judgment. Final course grades will be based on the number of points accrued from the submission of required products. A course grading scale is provided in this syllabus.
8. **INCOMPLETE OR "I" GRADES:** The assignment of Incomplete grades is discouraged and will be used only in cases of extreme emergencies where satisfactory progress has been demonstrated and a passing grade may be earned. Should circumstances arise that warrant the assignment of an Incomplete, the instructor must be notified immediately. Upon notification, a course completion contract between the student and instructor will be developed before the last week of the semester.
9. **CELL PHONE USE:** Cell phone use during class is extremely disruptive. It shows a lack of respect for fellow students and the instructor, so please avoid it. The only exceptions are for those who: a) are pregnant or ill, or who have close family members who are, and b) have young children at home who may need to contact them.
10. **WEB CT:** A Web CT site has been constructed for this course, which allows students to access course readings, notes, and useful websites. Students must understand how to access Web CT (either from home or from a University computer), download documents, and follow posted hyperlinks to websites. Specific instruction for these skills will be provided early in the course.
11. **LIVE TEXT:** Students will be required to establish an account with College Live Text, which will be used in all classes for the development of a professional on-line portfolio. The charge for this service is approximately \$79.00. You will receive instructions on how to establish an account and on how to use to Live Text system.
12. **USB FLASH DRIVE:** Students are required to use a USB compatible memory drive for storing assignments and transferring files to the instructor. USB drives are available at retail department stores for a reasonable price and can be used to store files for other courses.
13. Students with disabilities who anticipate a need for special accommodations in this course should meet with the instructor early in the semester.