The University of Nebraska at Kearney recognizes the importance of education in and for a democratic society and has identified the following desired outcomes.

Therefore, by the time UNK students complete their education program, they will:

Demonstrate Knowledge of:

(Ka) subject area content (advanced teaching); central concepts and structure of the specific field (professional knowledge).
(Kb) purposes of schooling and professional practice in a diverse and democratic society.
(Kc) concepts of data collection, assessment, and evaluation of data to enhance learning for all learners within specific area of specialization.
(Kd) tools of inquiry and research for expanding knowledge and/or solving problems in the workplace.

Demonstrate Skills to:

(Sa) collect and analyze data within specific area of specialization to guide the planning and implementation of specialization specific methodology to enhance learning of all learners.
(Sb) utilize technology appropriate to area of specialization to deliver instruction and manage information.

Demonstrate Dispositions of:

(Da) collaboration: Demonstrates ability to work productively with others to facilitate positive influences on decision-making affecting learning of all learners in professional settings.
(Db) reflection: Demonstrates ability to independently evaluate impact of instruction/treatment (intervention)/ or management decisions on the welfare of those served.
(Dc) responsibility: Demonstrates responsibility to the profession as defined by the specific program, a readiness to lead, and advocacy at individual and systemic levels to foster learning for all in a democratic and diverse society.
Democracy

Public education is the single unifying institution charged with the preparation of the young for life in our social and political democracy. Through their continuing commitment to providing quality education for all, regardless of background or heritage, schools have the responsibility to ensure that young people acquire the knowledge, skills, dispositions, and ethical guidance needed for lifelong learning and for productive living in a democratic society. Accordingly, educator preparation programs at the University of Nebraska at Kearney demonstrate an enduring commitment to high quality education. The foundation for this commitment is insuring that graduates acquire the content knowledge and demonstrate the pedagogical skills associated with a high quality education.

Maintaining and advancing our democracy requires firm commitment to a system of education rooted in the core ideals of liberty, equality, and justice. Realization of these ideals, as set forth in the United States Constitution and in the constitutions of the fifty states, requires citizens who are both caring and compassionate, as well as skillful critical thinkers. The goal for teacher educators based in the Arts and Sciences, College of Education, and P-12 partner schools, then, is to prepare graduates who will uphold and promote these ideals in the public schools and in the broader community. Accordingly, our programs strive to prepare educators who value self-reflection as a powerful tool for purposeful change, model responsible and ethical behavior, and effectively collaborate with others.

Diversity

Demographic indicators tell us that student populations are becoming increasingly diverse in the 21st century. To prepare the young for full participation in a global society, educators need to acquire and demonstrate the ability to apply diversity-related proficiencies in the domains of knowledge, skill, and professional dispositions.

Central to our educator preparation programs is the belief that all students can become successful learners. Student success will be impacted by the educator’s skill in recognizing and understanding diversity in learners and their families, and in understanding how diverse perspectives and life experiences affect learning.

Therefore, educators must work toward both quality and equity in public education. To accomplish this, educators must be skilled in the creation of learning environments that show understanding for students with exceptionalities as well as students from diverse populations, provide students with differentiated learning tasks, and encourage both individual and collective responsibility. Consistent with this, educator programs strive to effectively prepare graduates for meaningful community and global engagement. In turn, these graduates will facilitate the active participation of their students as citizens of the pluralistic global community. To this end, teacher educators based in the Arts and Sciences, College of Education, and P-12 schools, endeavor to prepare, inspire, and support the development of its graduates by promoting dispositions that respect and value differences so that all students learn.
As our society changes and embraces a global orientation, it becomes essential for people to be informed about knowledge acquisition, data analysis and management, and how to connect to others both within and outside their communities. Technology and its many applications have provided the means to accomplish these global connections. As a result, it has become imperative that educators embrace technological advances and use them effectively.

Educators must recognize the importance of technological and information literacy and the capabilities of technology to facilitate learning while connecting students to the larger world. They should understand that instructional technologies and applications impact the dissemination of information, inform professional practice, and enhance services for students. Educators should be skilled in a variety of instructional technologies and their applications and able to reflect and discriminate in embracing and mastering appropriate information technologies. Finally, educators must be able to integrate technology with teaching strategies and curriculum design, utilize technology as a tool to diagnose and plan instruction, and be knowledgeable about legal and ethical uses of information and instructional technologies.

To this end, teacher educators based in the Arts and Sciences, College of Education, and P-12 partner schools aim to prepare graduates who can reflect and make responsible decisions concerning the use of technology as a tool to enhance the learning process.
TE 805 Overview of Assistive Technology
3 credit hours

Catalog Description

This course examines the applications of assistive technology for individuals with disabilities as it relates to teaching and learning. Existing research with students with special needs will be reviewed, and new applications of existing and developing technology will be explored.

Course Relevance

This course is a requirement for all graduate students receiving a Masters of Education degree from the Teacher Education Department.

Description of Instructor Role in Course:

See Blackboard Start Here Folder.

Text(s) and/or Required Readings:

In lieu of a text, all students are to subscribe to Solutions on the Closing The Gap website. A one year membership costs $50.00. Details on joining Solutions are provided in Course Overview in the Start Here Folder. You will be using this site to read articles and search for assistive technology. You cannot successfully complete this class without membership/subscription to this website.

Goal

The general goal of this class is twofold as listed below.

1. To expose students to the availability of assistive technology appropriate for all individuals.
2. To incorporate assistive technology into the student’s present realm of educational/instructional technology.

Online Course Objectives:

1. Access assistive technology demonstrations online.
2. Download free demos of software programs designed for individuals with disabilities.
3. Evaluate disability access to a web page.
4. Write entries that reflect critical thinking when participating in online discussions.
5. Communicate and collaborate with team members in online discussions and group projects.
6. Display appropriate netiquette in electronic communication. (See Course Necessities in the Start Here Folder.)
7. Synthesize instructor and peer comments in online discussions and respond appropriately.
Knowledge Objectives:
2. Issues in diversity and in the use of technology. (COE/DO K-b) (CEC TS 3K.1) Assessed by Quizzes and Discussion Board.
3. Ergonomic principles to facilitate the use of technology. (COE/DO K-a) (CEC TS 5K.2) Assessed by Discussion Boards and Case Study.
5. Describe legislative mandates and governmental regulations and their implications for technology in special education. (COE/DO K-a) (CEC TS 1S.3) Assessed by Quizzes.

Skills Objectives:
6. Incorporate and implement instructional and assistive technology into the educational program. (COE/DO S-b) (CEC CC 7S.9) Assessed by Interactive Book, Low Tech Communication Board, Software Identification, Case Study, and Funding Proposal.
7. Select, design, and use technology, materials and resources required to educate individuals whose disabilities interfere with communication. (COE/DO S-b) (CEC GC 7S.4) Assessed by Interactive Book, Low Tech Communication Board, Quizzes, and Software Identification.
8. Identify and operate instructional and assistive hardware, software and peripherals. (COE/DO S-b) (CEC TS 4S.1) Assessed by Discussion Boards, Case Study, and Funding Proposal.
10. Use technology to foster social acceptance in inclusive settings. (COE/DO S-b) (CEC TS 5S.2) Assessed by Case Study and Discussion Boards.
11. Use communication technologies to access information and resources electronically. (COE/DO S-a) (CEC TS 6S.1) Assessed by Scavenger Hunts, Software Identification, and Funding Proposal.

Dispositions Objectives:
12. Adhere to copyright laws about duplication and distribution of software and other copyrighted technology materials. (COE/DO D-c) (CEC TS 9S.2) Assessed by Quizzes and Interactive Book.
15. Verify proper implementation of mechanical and electrical safety practices in the assembly and integration of the technology to meet the needs of individuals with disabilities. (COE/DO D-c) (CEC TS 7S.6 ) Assessed by Discussion Boards, Case Study, and Funding Proposal.
Course Requirements:

**Interactive Book** Students will create/adapt an interactive book for use with individuals with disabilities. The book may be an adapted hard copy in the form of an electronic book or an electronic study guide. The book will be accompanied by a description of the user (age range, disability to overcome) and intended use (where, when, and how it will be used in the classroom). (15 points) (7% of final grade)

**Low Tech Communication Board** Students will create a low-tech communication board to facilitate integration of an individual with illegible or no speech into a language activity appropriate within each student’s field of study. The communication board will be accompanied by a description of the user (age range, disability to overcome) and intended use (where, when, and how it will be used in the classroom). (10 points) (5% of final grade)

**Scavenger Hunts** Students will complete two scavenger hunts: Solutions and ATP. Students will gain knowledge about their online text and an assistive technology service organization through the scavenger hunt. (2 @ 15 points for 30 total points) (14% of final grade)

**Quizzes** Students will take online quizzes as part of some modules. There are a total of six quizzes throughout the course. Quizzes will be opened for the duration of the module and may be taken as many times as the student wants (during the open timeframe) to obtain their desired grade. (1@20 points, 5@10 points for 70 total points) (32% of final grade)

**Discussion Board** Students will post their reflection of the assistive technology presented in this course. Students will post ten reflections throughout the semester and respond to at least one classmate on each topic. Students will also post an introduction to the Discussion Board. (1 @ 5 points and 5 @ 4 points for 25 total points) (11% of final grade).

**Solutions Hunt** Using Closing the Gap Solutions, students will explore software that they could use in their classroom. They will identify the software, for whom it might be appropriate for in their class, including age range and disability if any, and how they might use it. (2 @10 total points for a total of 20 points) (9% of final grade)

**Group Project** Students will work in a group to create a virtual tour of assistive technology hardware and software for a given learning disability (Math, Reading, Written Language, and Organization). Projects will graded on content and group participation. (25 points) (11% of final grade)

**Funding Proposal** Students will develop a funding proposal for an AT device(s) or software that they would like to incorporate into their class or work setting to enhance the performance of all (or one with a disability) individuals. The goal of the proposal is to convince the money holders to provide the necessary funds to purchase the device(s). The proposal will include a summary, organization, problem description, work plan, impact, evaluation, and budget. (25 points) (11% of final grade)
Grading:

The final grade assigned will be consistent with college and departmental guidelines. The instructor reserves the right to lower the percentage required for each letter grade, but not raise them. The grade of A+ must be earned without extra credit, redoing assignments, or turning in late assignments. Students may not arbitrarily redo assignments to improve grades unless specifically requested by the instructor.

Students are responsible for keeping track of due dates and their personal grades. Discrepancies in grades reported in the Grade book should be resolved as soon as possible. Discrepancies in the final grade should be resolved within one month of the posting of the grades through direct communication with the instructor.

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Please remember that in most graduate programs a C- is not an acceptable grade.

Course Policies

Academic Dishonesty: Students are expected to follow the guidelines as stated in the Student Handbook in regards to academic integrity. All written work is to be the student’s original work. Written work will be spot-checked for plagiarism throughout the semester using software provided to faculty by UNK. Any assignment considered to be plagiarized will not be accepted. Students will be asked to redo the first assignment identified as not their original work. Students will receive no credit for any additional assignments. According to the Graduate Student Handbook, acts of academic dishonesty include, but are not limited to:

- Plagiarism, which is the copying of another individual’s work without giving credit. This includes cut and pasting from Internet sources. By not citing the source or using quotation marks for copied passages, the student is certifying the work as their own.
- Cheating or assisting fellow students in committing an act of cheating;
- Falsely obtaining, distributing, using or receiving test materials or academic research materials; and
- Improperly altering and/or inducing another to improperly alter any academic record
**Life Happens**

It is important to complete the Modules in a timely manner. I understand all too well that life sometimes gets in the way of our personal plans to complete various activities. Therefore, there is a three day grace period for all assignments, excluding Discussion Boards.

**Late assignments will only be accepted within 3 days of the original due date. Assignments submitted later than the 3-day window will result in a zero for the assignment.**
* Late assignments within the 3-day grace period will receive 50% of the earned credit.
* Late assignments beyond the 3-day grace period will earn zero credit.

(On occasion, there are situations in our lives that interfere with our best intentions for completing assignments on time. I ask that you handle a rare situation like this by contacting me prior to the deadline unless the situation is an emergency. If an emergency-situation occurs, contact me as soon as you are able. We will work together to come up with a resolution to the problem.)

Reminder, the Life Happens Policy does not apply to the Discussion Board assignments.

The Life Happens Policy or grace period does not apply to any assignments due the last week of class. No assignments will be accepted after this date unless individually arranged and approved by the instructor.

**Accommodations and Modifications** UNK is committed to providing support for students with disabilities. Any student with physical, learning, emotional, or psychological disabilities is encouraged to stop by room 163 in the Memorial Student Affairs Building, the Academic Success Office and make an appointment with David Brandt, the Disabilities Coordinator at 308-865-8214 or by email at brandtddl@unk.edu.

If you have a disability but not an accommodation plan please see David Brandt as soon as possible, so we can make any arrangements necessary for your learning. No accommodations can be provided until a Reasonable Accommodation Plan is in place. Please remember, plans are not retroactive and cannot be used for assignments prior to the date of David Brandt's signature.

The module on vision has a color blindness activity. Any student with color blindness needs to contact me via email so that modifications to the activity can be made.

**Person First Vocabulary** In 1990, the federal government set down guidelines for addressing individuals with disabilities. The person is an individual first with disabilities second. Therefore when referring to persons with disabilities, we always put the person first and the disability second. For example, we say "the student with learning disabilities" as opposed to "learning disabled student". I support this guideline and enforce it in my classes. Failure to use person first vocabulary when referring to individuals with disabilities will be treated as a writing convention error and one tenth of a point will be deducted for each person first error.
Attached is a very useful 4 page handout written and provided with permission by Kathie Snow (www.disabilityisnatural.com) that further explains the concept of people first language.

**Assignments** All assignments should be saved using your last name, first initial, and name of the assignment (eg: Montgomery D Solutions). Assignments should be saved in Microsoft Office Word (Mac or PC version). If you do not use Word, you will need to save your assignments in Rich Text Format. Do **not** save as Plain Text since this type of text comes through scrambled and I am unable to open them. To save as Rich Text, you need to use the Save As feature. After typing in your last name and the name of the assignment, you need to select Rich Text Format in the Save as type box. Remember to put your name at the top of all assignments, whether you create them from scratch or use a provided template.

We will be using the Assignment feature of Blackboard. You will need to click on the link to view the assignment. Open the assignment and complete. Just type your answers onto the assignment or template if provided. To submit your assignment you will need to click on the assignment again. In the File Name box type your last name, first initial, and the name of the assignment. It is not a crisis if you forget to type your name. I ask you to do this to prevent assignment mixups. Then upload your assignment by clicking on the Browse button. **Do not cut and paste your assignment in the comment box.** If for some reason you need to resubmit an assignment, you will use the same procedure as described above. **Do not use the Digital Drop Box or email to submit assignments.**

When you check your grade book, a green exclamation mark means that your assignment has been received and I need to grade it. A grade will appear once I grade the assignment. If an assignment has a grading rubric, it will be posted on the last page of Word assignments or posted separately for Powerpoint assignments.

As instructor, I reserve the right to use any assignment as an example for future classes. I only use assignments that receive perfect scores. I will always remove your name to maintain confidentiality.

**Writing Conventions** I strongly believe it is essential for all teachers to communicate without errors. There is nothing more disturbing than a letter from my child's teacher with misspelled words and incorrect sentence structure. I understand that everyone makes mistakes, but I also believe that we need to strive for perfection in this area. Therefore, all assignments will be graded on the writing conventions (grammar, punctuation, and capitalization) as well as content. One tenth of a percent will be automatically deducted from assignments for each error in writing mechanics which includes person first errors.

**Internet Resources**
- [www.closingthegap.com](http://www.closingthegap.com) Closing the Gap (all disabilities)
- [www.hitec.com](http://www.hitec.com) Assistive Listening Devices That Work (hearing)
- [www.medgroup.com/rehab](http://www.medgroup.com/rehab) Assistive Technology at RehabCentral (physical)
- [www.assistivetech.com](http://www.assistivetech.com) Assistive Technology Inc. (communication)
- [www.abledata.com](http://www.abledata.com) ABLEDATA Resource Directory (all disabilities)
Bibliography: