

COURSE APPROVAL DOCUMENT

Southeast Missouri State University

Department: Elementary, Early & Special Education

Course No. EL 300

Title of Course: Assistive and Instructional Technology in a Universal Design for Learning Environment

Date: College Council Approval Jan. 21, 2015

Please check: X New Revision

- I. Catalog Description (Credit Hours of Course): Advanced study of instructional technology for teacher candidates into the P-12 curriculum to tailor instruction to individual students' needs. (3 hours credit)

- II. Prerequisite: Admission to Teacher Education Program or Instructor Permission

- III. Purposes or Objectives of the Course:
Teacher Candidates will:
 - A) demonstrate current instructional technology resources by creating a universally designed learning environment. (DESE 4C2)
 - B) implement current instructional technology resources to design and enhance instruction for all students. (DESE 3C2)
 - C) apply appropriate use of technology to track student progress. (DESE 7C2)
 - D) demonstrate knowledge and implementation of assistive technology to support students' functional capabilities and academic achievement.
 - E) apply appropriate use of technology to effectively communicate with families. (DESE 6C4)
 - F) demonstrate current instructional resources to foster collaborative learning.
 - G) facilitate opportunities to engage in professional development and life-long learning. (CAEP 1.5)
 - H) promote and model digital citizenship and responsibility.

IV. Student Learning Outcomes

	Assessment	Method
1. Create an instructional activity that integrates multimedia technologies that include the principles of universal design for learning (UDL).	Original activity presentation	Rubric
2. Effectively use digital tools engage in reciprocal communication with families.	Create a digital newsletter	Rubric

3. Demonstrate the use of digital tools to effectively participate in collaborative learning.	Contribute to and create a wiki	Checklist
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V. Optional departmental/college requirements:

Course Objectives	Assessment	MoSPE Quality Indicators	ISTE Standards
Demonstrate current instructional technology resources by creating a universally designed learning environment	Personal Resource File	3.2, 3.3	2b
Implement current instructional technology resources to design and enhance instruction for all students	Presentation	4.2	1a
Apply appropriate use of technology to track student progress	Class activity		2b
Demonstrate knowledge and implementation of assistive technology to support students' functional capabilities and academic achievement	Quiz	3.2	2c
Apply appropriate use of technology to effectively communicate with families	Newsletter	6.4	3b, 3c
Demonstrate current instructional resources to foster collaborative learning	Create wiki	7.1	1d
Facilitate opportunities to engage in professional development and life-long learning	Forum discussions	8.2	5a
Promote and model digital citizenship and responsibility	Cyberbullying research project	5.3	4a

VI. Course Content or Outline (number of class hours per unit or section)

Main Topics	# of Hours
1. Universal Design for Learning	10
2. Assistive Technology	5
3. Assessment	5
4. Collaborative learning	5
5. Engage in Professional Growth	4
6. Digital Citizenship	4
7. Instructional technology resources	12
Total	45 hours

Signature: _____ Date: _____

Chair

Signature: _____ Date: _____

Dean

COURSE SYLLABUS

Southeast Missouri State University

Department: Elementary, Early & Special Education

Course No. EL 300

Title of Course: Assistive and Instructional Technology in a Universal Design for Learning Environment

Date: College Council Approval Jan. 21, 2015

Please check: X New Revision

- I. Catalog Description (Credit Hours of Course): This course is designed for teacher candidates to investigate and implement the effective integration of technology into the P-12 curriculum. (3 hours credit)

- II. Prerequisite: Admission to Teacher Education Program or Instructor Permission

- III. Purposes or Objectives of the Course:
Teacher Candidates will:
 - A) demonstrate current instructional technology resources by creating a universally designed learning environment. (DESE 4C2)
 - B) implement current instructional technology resources to design and enhance instruction for all students. (DESE 3C2)
 - C) apply appropriate use of technology to track student progress. (DESE 7C2)
 - D) demonstrate knowledge and implementation of assistive technology to support students' functional capabilities and academic achievement.
 - E) apply appropriate use of technology to effectively communicate with families. (DESE 6C4)
 - F) demonstrate current instructional resources to foster collaborative learning.
 - G) facilitate opportunities to engage in professional development and life-long learning. (CAEP 1.5)
 - H) promote and model digital citizenship and responsibility.

VI. Student Learning Outcomes

	Assessment	Method
1. Create an instructional activity that integrates multimedia technologies that include multiple means of engagement, representation and expression.	Original activity presentation	Rubric
2. Effectively use digital tools engage in reciprocal communication with families.	Create a digital newsletter	Rubric

3. Demonstrate the use of digital tools to effectively participate in collaborative learning.	Contribute to and create a wiki	Checklist
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VII. Expectations of the Teacher Candidate:

- A. Students must exhibit the professionalism and ethical behavior of a preservice teacher throughout the course.
- B. Students are expected to actively participate in regularly scheduled class meetings and complete assigned work by scheduled due dates.

VIII. Course Content or Outline (number of class hours per unit or section)

Main Topics	# of Hours
Universal Design for Learning	10
Assistive Technology	5
Assessment	5
Collaborative learning	5
Engage in Professional Growth	4
Digital Citizenship	4
Instructional technology resources	12
Total	45 hours

IX. Class Concerns

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Julie Ray, Chair of the Department of Elementary, Early and Special Education.

X. Accessibility

Southeast Missouri State University and Disability Support Services remain committed to making every reasonable educational accommodation for students with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various types of disabilities. It is the student's responsibility to contact Disability Support Services to become registered as a student with a disability in order to have accommodations implemented.

XI. Civility

Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of

others, as to respect private and public property. In their academic activities, students are expected to maintain high standards of honesty and integrity and abide by the University's Policy on Academic Honesty. Alleged violations of the Code of Student Conduct are adjudicated in accordance with the established procedures of the judicial system.

XII. Academic honesty

Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes:

Plagiarism. In speaking or writing, plagiarism is the act of passing someone else's work off as one's own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one's own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include: 1. Presenting the exact words of a source without quotation marks; 2. Using another student's computer source code or algorithm or copying a laboratory report; or 3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit. Cheating. Cheating includes using or relying on the work of someone else in an inappropriate manner. It includes, but is not limited to, those activities where a student: 1. Obtains or attempts to obtain unauthorized knowledge of an examination's contents prior to the time of that examination. 2. Copies another student's work or intentionally allows others to copy assignments, examinations, source codes or designs; 3. Works in a group when she/he has been told to work individually; 4. Uses unauthorized reference material during an examination; or 5. Have someone else take an examination or takes the examination for another

XIII. Grading scale and policies:

90% - 100% A
80% - 89% B
70% - 79% C
60% - 69% D
Below 60% F

Students must obtain a C or better in this course.

XIV. References

- Ayala, E., Brace, H.J., & Stahl, S. (2012). Preparing teachers to implement universal design for learning. In T. Hall, D. Rose, & A. Meyer (Eds.), *Universal design for learning in the classroom: Practical applications*. (pp. 135-151). New York, NY: Guilford Press.
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- Daley, S.G., Willett, J.B., & Fischer, K.W. (2014). Emotional responses during reading: Physiological responses predict real-time reading comprehension. *Journal of Educational Psychology, 106*(1), 132-143. doi: 10.1037/a0033408
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- McGhie-Ruchmond, D., & Sung, A. (2013). *International Journal of Whole Schooling, 9*(1), 43.
- Meyer, A., Rose, D.H., & Gordon, D.T. (2014). *Universal design for learning: Theory and practice*. Wakefield: MA: National Center on Universal Design for Learning.
- Nelson, L.L. (2014) *Design and deliver: Planning and teaching using universal design for learning*. Baltimore, MD: Brookes Publishing.
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1225. doi: 10.1037/a0033217

Rose, D.H. & Meyer, A. (1999). *The future is in the margins: The role of technology and disability in*

educational reform (Contract 282-98-0029). Retrieved from Center for Technology in Education

at Johns Hopkins School of Education website:

http://www.cte.jhu.edu/accessibility/primer/resources/data/universaldesign/future_i_in_the_margins.pdf

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learning. Alexandria, VA: Association for Supervision and Curriculum Design.

Spooner, F., Baker, J.N., Harris, A.A., Ahlgrim-Delzell, L., & Browder, D.M. (2007).

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plan training in universal design for learning on lesson plan development.

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Sporns, O. (2011) *Networks of the Brain*. Cambridge: MIT Press.UDL-IRN (2011)

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