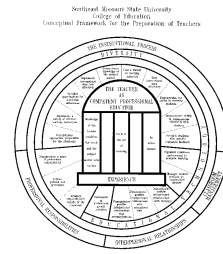


# COURSE SYLLABUS

## SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education  
Course: Assistive Technology

Course No. EX268  
New: Sp 99



### “The Teacher As Competent Professional Educator”

#### I. Catalog Description and Credit Hours of Course:

This class will provide an in-depth look at the use of existing computer-based technologies as they relate to teaching and learning and successful integration of people with disabilities. (3)

#### II. Prerequisite(s):

EL210 Integrating Technology into the Classroom

#### III. Purposes or Objectives of the Course:

By the end of the course, the student will have demonstrated acquisition of the knowledge base and skills necessary to:

- A. Identify and apply teaching techniques with computers that maximizes the potential of people with disabilities and facilitates inclusion.
- B. Demonstrate skills to facilitate the process of the selection of appropriate technology for people with disabilities.
- C. Describe and demonstrate how assistive technology facilitates language skills, remedial skills, functional skills, and life skills.
- D. Describe and demonstrate how technology can help with reading and writing skills for people with disabilities.
- E. Describe and demonstrate how technology facilitates inclusion in social studies, science, the arts and other disciplines.
- F. Describe and demonstrate how telecommunications and the Internet benefits people with disabilities.
- G. Describe and demonstrate how multimedia and hypermedia improves learning for people with disabilities.
- H. Describe and demonstrate knowledge of how assistive technology provides access to learning and careers for people with disabilities.
- I. Identify methods for facilitating change in schools created by technology.

**IV. Expectations of Students:**

- A. Students will complete all assigned readings in textbook, handouts and relevant professional journal articles.
- B. Students will participate in classroom discussions and activities.
- C. Students will demonstrate achievement of course objectives through exams and projects.
- D. Students will use instructional technology to develop class-assigned projects.

**V. Content or Outline:**

**Hours**

- |    |  |   |
|----|--|---|
| A. | Technology used in inclusion                                 | 9 |
|    | 1. Teaching/learning with technology in inclusive settings   |   |
|    | 2. Technology selection team                                 |   |
|    | 3. Integrating technology with Individual Education Programs |   |
| B. | Technology benefits in academics                             | 9 |
|    | 1. Technology's benefit to basic skills                      |   |
|    | 2. Technology's benefit to functional and life skills        |   |
|    | 3. Literacy skills and assistive technology                  |   |
|    | 4. Mathematics and assistive technology                      |   |
|    | 5. Social studies, science and assistive technology          |   |
|    | 6. Fine arts and assistive technology                        |   |
| C. | Telecommunications and the Internet.                         | 6 |
|    | 1. Internet  |   |
|    | 2. World Wide Web  |   |
|    | 3. Special access methods for people with disabilities       |   |
| D. | Assistive hardware   | 9 |
|    | 1. Alternative input devices                                 |   |
|    | 2. Augmentative technology                                   |   |
| E. | Software   | 9 |
|    | 1. Reading   |   |
|    | 2. Writing   |   |
|    | 3. Mathematics   |   |
|    | 4. Functional life skills                                    |   |
|    | 5. Study skills  |   |
|    | 6. Dance, music, theater, and the visual arts                |   |
| F. | Change in schools  | 3 |
|    | 1. Facilitating change                                       |   |
|    | 2. Allocation of resources                                   |   |
|    | 3. Funding for assistive technology                          |   |

**VI. Textbook(s) and/or Other Required Materials or Equipment:**

Male, Mary. (1997). *Technology for Inclusion*. Boston: Allyn and Bacon

## VII. Basis for Student Evaluation:

- A. Basic competency demonstration in word processing, database use, presentation package, spreadsheet, Internet, educational software, multimedia, and assistive technology.
- B. Tests
- C. Interactive hypermedia lesson

## VIII. Knowledge Base:

Ager, A. K. (1986). The role of microcomputers in teaching mentally retarded individuals. In J. Berg (Ed.), *Science and service in mental retardation* (pp. 224-231). IASSMD. London: Methuen.

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Alliance for Technology Access (1994). *Computer resources for people with disabilities*. Alameda, CA: Hunter House.

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Anderson, C. & McMahan, G. (in press). Storybook CD-ROMs for bibliotherapy. *Intervention in School and Clinic*.

Anderson, K. & Anderson, C. (1997). Helpful web sites for parents of children with disabilities. *Intervention in School and Clinic, 33*(4), 40-43.

Anderson, M. (1997). *Partnerships: teambuilding at the computer*. Arlington, VA: Ma-jo Press.

Anderson, M. (1995). *Using Hyperstudio in a resource room*. Presentation at San Jose State University.

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Blakely, C., & Kramer, H. (1994, October). *Comparing CompuServe and other BBS systems as a resource for assistive technology information*. Paper presented to the 1994 Closing the Gap Conference, Minneapolis, Minnesota.

Bowser, G. & Reed, P. (1995). Education TECH points for assistive technology planning. *Journal of Special Education Technology, XII*(4), 325-338.

Broad, C. (1991). *The writing team with the writing machine*. Santa Cruz, CA: Educational Applications.

Browning, P., White, W. A. T., Nave, G., & Zembrowski-Barkin, P. (1986). Interactive video in the classroom: A field study. *Education and Training of the Mentally Retarded, 21*, 85-92.

Burcat, B. (1995). Technology provides independence. *TECH-NJ, 6*(1), 4-5.

Burgstahler, S. (1994). Focus on technology. In N. G. Haring, L. McCormick, & T. G. Haring (Eds.), *Exceptional children and youth. An introduction to special education* (pp. 58-61). New York: Merrill.

Burgstahler, S., & Comden, D. (1994, October). *Network communication and information resources: What's in it for students with disabilities?* Paper presented to the 1994 Closing the Gap Conference, Minneapolis, MN.

Burkhart, L. (1980). *Homemade battery powered toys and educational devices for severely handicapped children*. College Park, MD: Author.

- Burkhart, L. (1982). *More homemade battery powered devices for severely handicapped children with suggested activities*. College Park, MD: Author.
- Button, C. (1991). Fast facts on individualized education programs. *A. T. Quarterly*, 2(5), 5-6.
- Cain, E. J., Jr., & Taber, F. M. (1987). *Educating disabled people for the 21st century*. Boston: Little, Brown, & Co.
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