

REQUEST FOR COURSE CHANGE (MAJOR AND MINOR)

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.					
a.	Submitted by the College of:	<u>Education</u>	Today's Date:	<u>1/20/2010</u>	
b.	Department/Division:	<u>Department of Special Education and Rehabilitation Counseling</u>			
c.	Is there a change in "ownership" of the course?			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, what college/department will offer the course instead? _____				
d.	What type of change is being proposed?	<input checked="" type="checkbox"/> Major	<input type="checkbox"/> Minor ¹ (place cursor here for minor change definition)		
e.	Contact Person Name:	<u>Margaret Bausch</u>	Email:	<u>meb@uky.edu</u>	Phone: <u>257-8810</u>
f.	Requested Effective Date:	<input checked="" type="checkbox"/> Semester Following Approval	OR	<input type="checkbox"/> Specific Term ² :	_____
2. Designation and Description of Proposed Course.					
a.	Current Prefix and Number:	<u>EDS 640</u>	Proposed Prefix & Number:	<u>EDS 640</u>	
b.	Full Title:	<u>Assistive Technology</u>	Proposed Title:	<u>Advanced Assistive Technology</u>	
c.	Current Transcript Title (if full title is more than 40 characters): _____				
e.	Proposed Transcript Title (if full title is more than 40 characters): _____				
d.	Current Cross-listing:	<input checked="" type="checkbox"/> N/A	OR	Currently ³ Cross-listed with (Prefix & Number):	_____
	Proposed – <input type="checkbox"/> ADD ³ Cross-listing (Prefix & Number): _____				
	Proposed – <input type="checkbox"/> REMOVE ^{3, 4} Cross-listing (Prefix & Number): _____				
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.				
Current:	<u>3</u> Lecture	_____ Laboratory ⁵	_____ Recitation	_____ Discussion	_____ Study <u>_____</u> Indep.
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
Proposed:	<u>3</u> Lecture	_____ Laboratory	_____ Recitation	_____ Discussion	_____ Study <u>_____</u> Indep.

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

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	<u> </u> <i>Clinical</i>	<u> </u> <i>Colloquium</i>	<u> </u> <i>Practicum</i>	<u> </u> <i>Research</i>	<u> </u> <i>Residency</i>	
	<u> </u> <i>Seminar</i>	<u> </u> <i>Studio</i>	<u> </u> <i>Other – Please explain:</i>		<u> </u>	
f.	Current Grading System:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail			
	<i>Proposed Grading System:</i>	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail			
g.	Current number of credit hours:	<u> 3 </u>	<i>Proposed number of credit hours:</i>	<u> 3 </u>		
h.	Currently, is this course repeatable for additional credit?			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	<i>Proposed to be repeatable for additional credit?</i>			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	<i>If YES:</i>	<i>Maximum number of credit hours:</i>		<u> </u>		
	<i>If YES:</i>	<i>Will this course allow multiple registrations during the same semester?</i>			YES <input type="checkbox"/>	NO <input type="checkbox"/>
i.	Current Course Description for Bulletin:	<u>An introduction to the techniques and devices which assist individuals with disabilities in performing functional tasks and achieving increased independence. Emphasis is placed on the functional use of technology by persons with disabilities and the integration of assistive technology into the home, community, school, and workplace. Topics include the transdisciplinary approach to service delivery, toy adaptation, switch construction and use, environmental control, alternate computer access, curricular adaptations, and augmentative communication.</u>				
	<i>Proposed Course Description for Bulletin:</i>	<u>An advanced study of assistive technology devices and services for individuals with learning, cognitive, physical, and sensory disabilities. The course includes lecture, hands-on experiences, and discussions of current trends and issues in assistive technology consideration and implementation for teachers, families, and administrators.</u>				
j.	Current Prerequisites, if any:	<u>EDS 514 and EDS 600, or permission of instructor.</u>				
	<i>Proposed Prerequisites, if any:</i>	<u>EDS 600 or equivalent or permission of instructor</u>				
k.	Current Distance Learning(DL) Status:	<input type="checkbox"/> N/A	<input type="checkbox"/> Already approved for DL*	<input checked="" type="checkbox"/> Please Add ⁶	<input type="checkbox"/> Please Drop	
	*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/>) that the proposed changes do not affect DL delivery.					
l.	Current Supplementary Teaching Component, if any:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both		
	<i>Proposed Supplementary Teaching Component:</i>	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both		
3.	Currently, is this course taught off campus?			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	<i>Proposed to be taught off campus?</i>			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
4.	Are significant changes in content/teaching objectives of the course being proposed?			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	

⁶ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

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	If YES, explain and offer brief rationale: _____	
5.	Course Relationship to Program(s).	
a.	Are there other depts and/or pgms that could be affected by the proposed change?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
	If YES, identify the depts. and/or pgms: _____	
b.	Will modifying this course result in a new requirement ⁷ for ANY program?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
	If YES ⁷ , list the program(s) here: _____	
6.	Information to be Placed on Syllabus.	
a.	<input type="checkbox"/> Check box if <u>changed to 400G or 500.</u>	If <u>changed to 400G-</u> or 500-level course you must send in a syllabus and <i>you must include the differentiation</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See <i>SR 3.1.4.</i>)

⁷ In order to change a program, a program change form must also be submitted.

REQUEST FOR COURSE CHANGE (MAJOR AND MINOR)

Signature Routing Log

General Information:

Course Prefix and Number: EDS 640
 Proposal Contact Person Name: Margaret Bausch Phone: 2578810 Email: meb@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
EDSRL Faculty	11/3/09	Debra Harley 7-7199 dharley@uky.edu	<i>Debra Harley</i>
Courses & Curricula	2/22/10	Jeff Reese 7-4909 jeff.reese@uky.edu	<i>Jeff Reese</i>
College of Education	3/9/10	Robert Shapiro 7-9795 rshap01	<i>Robert Shapiro</i>
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁸
Undergraduate Council			
Graduate Council		<i>Jasmine Blackwell</i> 2010.04.02 11:47:47 -04'00'	
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁸ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: EDS 640	Date: February 5, 2010
Instructor Name: Margaret Bausch	Instructor Email: meb@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input type="checkbox"/>	Interactive Video <input checked="" type="checkbox"/>
Hybrid <input type="checkbox"/>	

<i>Curriculum and Instruction</i>	
1.	How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? The course will be synchronous using Adobe Connect or other web based video feed. There will be students on campus and off. The course syllabus conforms to University Senate guidelines.
2.	How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. All students will participate in class lectures, discussions, and group activities. There will be no distinction between what is expected of students in either the on campus or off campus groups. Students may also interact with the instructor via phone, e-mail, or web-based instructional tool such as Blackboard.
3.	How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. Student work may be submitted through Blackboard or other password-protected course portal. In place of exams, students will submit papers and be responsible for reporting on application based activities.
4.	Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? no If yes, which percentage, and which program(s)? *As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.
5.	How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? All materials needed for the course will be posted on a course website or available as a download online.
<i>Library and Learning Resources</i>	
6.	How do course requirements ensure that students make appropriate use of learning resources? Students will access journal articles via the UK online library or the instructor may assist a student who has

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

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	other needs
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>Students will typically be teachers employed in school districts with access to any equipment necessary to fulfil assignments. Additionally, trial versions of the software used in the course is downloadable for free from the internet. Both on campus and off campus students will be utilizing the software.</p>
Student Services	
8.	<p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</p> <p>The above information is in the syllabus.</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</p>
10.	<p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <p>Instructor's <i>virtual</i> office hours, if any.</p> <p>The technological requirements for the course.</p> <p>Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300).</p> <p>Procedure for resolving technical complaints.</p> <p>Preferred method for reaching instructor, e.g. email, phone, text message.</p> <p>Maximum timeframe for responding to student communications.</p> <p>Language pertaining academic accommodations:</p> <ul style="list-style-type: none"> o "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu." <p>Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)</p> <ul style="list-style-type: none"> o Carla Cantagallo, DL Librarian o Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6) o Email: dllservice@email.uky.edu o DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&lilib_id=16
11.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: Margaret E. Bausch</p> <p style="text-align: right;"><i>Margaret E. Bausch</i> Instructor Signature:</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs



UNIVERSITY OF KENTUCKY
Department of Special Education
and Rehabilitation Counseling

EDS 640

Advanced Assistive Technology

Syllabus

Table of Contents - Selected Items

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Related Links

[UK College of Education](#)

[Department Home Page](#)

[University of Kentucky Home Page](#)

ANNOUNCEMENTS

Please e-mail me at meb@uky.edu to "introduce" yourself. In your e-mail message, please

- Use "EDS 640 Intro - your name" as the Subject Line. For example *EDS 640 Intro - Joe Smith*.
- Summarize your experience with assistive technology,
- Include a phone number where you can be reached in case of late breaking class news, and
- Tell me at least one interesting thing about yourself.

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Prerequisites

EDS 600 or equivalent; or permission of the Instructor. It is preferred that you have previously taken EDS 514, but not required.

Class Schedule

Tuesday
240 Taylor Education Building
Section 001 - 4:30 - 7:00

Instructor

Dr. Margaret E. Bausch
232 Taylor Education Building
859.257.8810
E-mail: meb@uky.edu

Office Hours

Dr. Bausch - Tuesday 11:00 - 4:00 PM. However please let me know if you need more than a 15 minute appointment so that I can block my schedule to accommodate your needs. Office appointments are available on most other days by e-mailing me for an appointment.

Technology Services

240 Taylor Education Building (Classroom)

If you need to use the 240 TEB Classroom, you must make arrangements with Dr. Bausch.

Instructional Technology Center (ITC) -151 Taylor Ed. Building (257-7967)

Monday - Thursday: 8:00 a.m. - 5:00 p.m. and Friday 8:00 a.m. - 4:30 p.m.

TASC Information

<http://www.uky.edu/TASC>

859-257-8272

Information Technology Customer Service Center

<http://www.uky.edu/UKIT>

859-257-1300

Library Services

Distance Learning Library Services:

<http://www.uky.edu/Libraries/DLLS>

Carla Cantagallo, DL Librarian

859-257-0500, ext. 2171

800-828-0439 (option #6)

dllservice@email.uky.edu

Internet Library Loan Service:

http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llob_id=16

Course Description

This course is designed to enable students to critically discuss issues relating to the educational, psychosocial, medical, and therapeutic aspects of teaching students with specific cognitive, physical, and sensory disabilities and health impairments. Students will learn to design appropriate instructional programs utilizing instructional and assistive technology. This will include selecting appropriate adaptive devices/strategies, programming for their use in an educational setting, and identifying professionals who make and support these selections. The conceptual underpinning of the course is based on the Human Function Model which identifies assistive technologies to assist with the areas of existence; communication; body support, alignment and positioning; travel and mobility; education and transition; environmental adaptation; and sports, recreation, and leisure.

Course Objectives

Upon completion of this course, students will be able to:

- Describe terms used to describe various physical disabilities.
- Identify adaptive equipment (i.e., prosthetic, orthotic, computer related) and describe their use in the areas of existence; communication, travel and mobility; environmental adaptation, travel and mobility, education and transition, and sports, fitness and recreation.

- Demonstrate selected physical management techniques: positioning, lifting, oral motor intervention.
- Demonstrate an understanding of the need, operation, and maintenance of specific prosthetic, orthotic, and adaptive devices.
- Describe ways of positioning and modifying the physical environment for children with physical disabilities and sensory impairments.
- Identify and describe the responsibilities of the related service professionals in the education of children with physical disabilities and sensory impairments.
- Identify and explore national and local agencies, organizations, associations, and centers specializing in specific disability areas as well as manufacturers and distributors of specialized equipment for individuals with disabilities.
- Describe the role of assistive technology across educational settings in the appropriate education of students with physical and multiple disabilities.

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Relationship of this Course to the UK Professional Education Unit & Conceptual Framework:

This course will address the four themes of the conceptual framework for the UK professional education unit: *research*, *reflection*, *learning*, and *leading*. Students will be given the opportunity to review, analyze, discuss, and apply *research* from diverse perspectives in special education, including professional scholarship and data-based interventions, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. *Reflection* will also be integrated into students learning opportunities through analyses of assistive technology practices as presented in case studies and hands-on practice to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on ones own teaching. This course emphasizes *learning* in two ways. First, the course addresses knowledge and skills that teachers may use to provide effective special education services and accomplish positive learning outcomes for students with disabilities. Second, this course conveys the commitment of the professional education unit to ensure that its graduates move into their professional lives equipped for life-long *learning* as educators who will be active in *leading* colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Unit, State, and National Standards Addressed by this Course:

This course is designed to address standards designed to accomplish high quality teacher education. Some of these standards apply to all educator preparation programs in Kentucky, and some are particular to special education teacher education. A summary of these standards appears in a checklist attached to this syllabus. In this checklist, the particular standards addressed by this course are noted in the far left column. For additional information and description of these standards, please see the following websites:

Kentucky Education Professional Standards Board:

<http://www.kyepsb.net/teacherprep/standards.asp>

Council for Exceptional Children, Multicategorical Standards:

[http://www.cec.sped.org/AM/Template.cfm?](http://www.cec.sped.org/AM/Template.cfm?Section=Ethics%20and%20Practice%20Standards&Template=/CM/ContentDisplay.cfm&ContentID=3458)

[Section=Ethics and Practice Standards&Template=/CM/ContentDisplay.cfm&ContentID=3458](http://www.cec.sped.org/AM/Template.cfm?Section=Ethics%20and%20Practice%20Standards&Template=/CM/ContentDisplay.cfm&ContentID=3458)

KERA Initiatives Addressed by this Course:

This course will provide students an opportunity to advance their knowledge and mastery of the skills associated with Kentucky education reform, including the Kentucky Learning Goals and Academic Expectations (LGAE), the Kentucky Program of Studies (POS), and the Commonwealth Accountability Testing System (CATS), which includes the Core Content for Assessment. As students carry out projects and complete assignments that involve instructional activities for P-12 students in Kentucky schools, they will address one or more components of the KERA initiatives.

EPSB/NCATE Themes Addressed by this Course:

In this course, the four EPSB themes of **literacy, diversity, assessment, and closing the achievement gap** are heavily emphasized. Additionally, the entire course is focused on **technology** with an emphasis on technologies to increase, improve or maintain the academic and functional capabilities of individuals with disabilities. Students will be engaged in activities that, through high and low technology, allow individuals access to the curriculum regardless of their ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, or geographic area in order to close the achievement gap.

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Required Textbook and Readings

No formal textbook is required for this course, however several readings will be required which will be distributed in class or available on the Internet.

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Instructor's Expectations of the Student

- Full participation in each class session.
- Completion of all assignments on time.
- Sufficient outside time spent on the course to meet the course objectives.
- Demonstrated effort toward excellence in class work.
- Enthusiasm toward professional growth, exploration, and change.

Student's Expectations of the Instructor

- Planned and organized class sessions.
- Demonstration of good practices of teaching with technology.
- Fair evaluation procedures.
- Creation of an environment in which ideas may be openly shared and discussed.
- Availability for questions and support.

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Class Schedule

The following is a tentative schedule of course topics and due dates for assignments. Changes in assignment due dates may be necessary to meet the needs of the students during the semester. If there are major changes in the course schedule, students will be provided with a new schedule.

DATE	TOPICS	ASSIGNMENTS DUE
Week 1 January 19	Syllabus review Overview of Assistive Technology - The Functional Model Essential Elements of AT related Laws	
Week 2 January 26	AT for Existence Activities and Activities of Daily Living Introduction to Switches	http://natri.uky.edu/resources/fundamentals/funmenu.html Sign up for Quality Indicators of Assistive Technology (QIAT) listserv QIAT comment
Week 3 February 2	Switch Construction	QIAT comment AT for Existence Activities and Activities of Daily Living Assignment

<p>Week 4 February 9</p>	<p>Using Alternate Input Assistive Technologies to Access Computers</p> <p>Receive Alternate Input Activity Packet (Completed packet due at the end of class on February 16)</p>	<p>QIAT comment</p> <p>Fully Functional Switch to be used with selected activities during weeks 4 & 5</p>
<p>Week 5 February 16</p>	<p>Using Alternate Input Assistive Technologies to Access Computers</p> <p>Bring Alternate Input Activity Packet to Class</p>	<p>QIAT comment</p> <p>Alternate Input Activity Packet and Switch</p>
<p>Week 6 February 23</p>	<p>AT for Body Support, Alignment, and Positioning</p> <p>AT for Travel and Mobility - Physical Management Techniques</p> <p>AT for Sports, Fitness, & Recreation</p>	<p>QIAT comment</p>
<p>Week 7 March 2</p>	<p>Sports, Fitness, and Recreation Presentations</p> <p>Review for Exam</p>	<p>QIAT comment</p> <p>Sports, Fitness, and Recreation Assignment</p>

Week 8 March 9 (Midterm Week)	Midterm Paper Due	QIAT comment
Week 9 March 16	Spring Break - No Class	
Week 10 March 23	AT for Augmentative Communication Low Tech Communication Devices & Board Maker Software	QIAT comment
Week 11 March 30	High Tech Communication Devices - Direct Selection High Tech Communication Devices - Scanning	QIAT comment Low Tech Communication Assignment
Week 12 April 6	Introduction to Universal Design for Learning Access to the Curriculum	QIAT comment High Tech Communication Assignment
Week 13 April 13	Access to the Curriculum	QIAT comment UDL Project I

Week 14 April 20	Access to the Curriculum	QIAT comment UDL Project II
Week 15 April 27	Access to the Curriculum	QIAT comment UDL Project III - Completed in Class
May 4	Final Paper	

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Assignments

All readings, class activities, and assignments must be completed by the date listed on the schedule. All assignments must be submitted in order to receive a final course grade. The instructor reserves the right to request that a student recycle a product that is unsatisfactory. A 10% response cost will be assessed for all returned products.

A 10% deduction in total points possible will be made for each day an assignment is late unless specific arrangements have been made with the instructor prior to the assigned due date, but must be turned in within one week of the due date. EXCEPTION: QIAT comments may not be turned in late. QIAT comments must be completed BEFORE the start of each class session.

Students who have an excused absence and miss a hands on activity will be required to complete an alternate assignment. Students who have an unexcused absence and miss a hands on activity, will not be allowed to make up the assignment.

All assignments, unless otherwise stated in class, must be word-processed. Assignments, unless otherwise stated in class, may be sent to the professor via e-mail. Expect an e-mail confirmation within 2-3 days. If you do not receive a confirmation, please contact the instructor to ensure that your assignment was received.

Regardless of discipline, teachers have the right -and the obligation- to expect that students use English properly in all aspects of the course. (S.R.5.2.4.3). All assignments are subject to a point deduction of up to 10% of the total point value of the assignment for spelling and grammatical errors that demonstrate the assignment was not proofread before it was submitted.

Please note that no final examinations are permitted during the last week preceding finals. Regular course activities, such as homework, quizzes, or laboratory practica may continue as usual. A term paper assigned early in the course can be due during Dead Week, since students would have been informed well in advance. Make-up exams may be given during Dead Week as well. (Dead Week - S.R.5.2.4.6).

Work Outside Of Class

This class has time built into it for hands-on activities. However, this will not be enough to gain competency in all of the areas addressed in this class. It is **expected** that students will spend additional time reading and using a computer to practice the skills taught and become competent before the conclusion of the course.

University student guidelines state that students should expect to spend an average of three hours each week on outside course-related activities for each credit hour taken. In other words, the University guidelines say that you should spend 9 hours per week outside of class on a three hour course. Although it is not anticipated that you will need 9 hours every week for this course, you will be expected to plan for sufficient time to be spent outside of class in order to meet the course objectives. If the class is taking more time than that stated in the University guidelines, please see the instructor so adjustments can be made.

Since EDS 640 is a Special Education technology course, you should anticipate that specialized software and devices will be used to complete the assignments in this course. Demonstration versions of the software will be available for free download by students in the class.

Class Attendance and Participation

Class attendance is required for all class sessions. Five points for each week of class missed will be deducted from your total points. Students who arrive after roll has been taken need to check in with the instructor after class and a minimum of one point will be deducted. Information will be presented in each class that is not available through other means. Successful completion of course objectives requires that students have hands-on experience with hardware and software that is used during class sessions. In cases of absences, the student should contact the instructor as soon as possible. Always leave a message via e-mail, or voice mail. See above for contact information. **Students who have an excused absence and miss a hands on activity will be required to complete an alternate assignment. Students who have an unexcused absence and miss a hands on activity, will not be allowed to make up the assignment.**

Excused Absences: S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: 1) serious illness; 2) illness or death of family member; 3) University-related trips; 4) major religious holidays; 5) other circumstances the instructor finds to be "reasonable cause for nonattendance." Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (257-2754).
Make-up opportunity: When there is an excused absence, students will be given the opportunity to make up missed work and/or exams. It is the student's responsibility to inform the instructor of the absence preferably in advance, but no later than one week after it. Verification of Absences Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family.

The University Health Services (UHS) will provide a printed statement that specifies that the University Health Services does not give excuses for absences from class due to illness or injury. It will be possible for these forms to be date stamped so as to show that students went to the trouble of going to University Health Services. It does not mean, however, that a student was actually seen by a physician or a nurse. If there have been multiple or prolonged absences from class and was seen by UHS, a student may be asked to sign a release of information form (available from UHS) that will give permission for the staff to talk with the instructor.

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Grading Criteria

Evaluation will be based upon a point system. The point value for each assignment is listed on the assignment table.

Points will be totaled for all assignments, competency checks, and class participation. Assignments constitute 100% of the total points. Several of the assignments will be completed in class. Students may earn bonus points for exemplary performance in class discussions, efforts that go beyond typical course requirements, or exemplary products produced as a result of the assignments. Bonus points are based upon the subjective judgment of the instructor. Grades are then computed according to the following scale:

- A - 930 - 1000 points
- B - 860 - 929 points
- C - 790 - 859 points
- E - Below 720 points
- (Graduate students may not earn a grade of D)

Plagiarism

Students should familiarize themselves with the Student Code regarding plagiarism (section 6.3.1), which can be obtained from the office of the Dean of Students or retrieved from <http://www.uky.edu/StudentAffairs/Code/part2.html> section 6.3.1. Plagiarism of any type will result in a failing grade and possible expulsion from the University of Kentucky. Students making unauthorized copies of copyrighted microcomputer software will receive a failing grade and face possible expulsion.

Learning Accommodations

All university instructors are required to make reasonable accommodations for physical and/or learning disabilities that could inhibit student academic success. Any student requesting such an accommodation must bring certification from the Disability Resource Center. The Disability Resource Center certifies the need for and specifies the particular type of such accommodations on a student-by-student basis. Contact Mr. Jake Karnes, 257-2754 for more information.

List of Assignments

The following is a tentative schedule of assignments and due dates. Changes in assignment due dates may be necessary to meet the needs of the students during the semester.

Assignment #	Assignment	Due Date	Possible Points	Points Earned
1	Existence Activities	February 2	50	
2	Switch	February 9	75	
3	Alternate Input Activity Packet	February 16	100	
4	Sports, Fitness & Recreation	March 2	50	
5	Paper I	March 9	150	
6	Low Tech Communication Assignment	March 30	50	
7	High Tech Communication Assignment	April 6	75	
8	UDL Project I	April 13	80	
9	UDL Project II	April 20	80	
10	UDL Project III - done in class	April 27	80	
11	Paper II	May 5	150	
12	12 QIAT contributions (5 points each)	Weekly	60	
	TOTAL POSSIBLE POINTS		1000	

Assignment Descriptions

On overview of each assignment is provided below. You may complete some assignments in pairs or small groups. Others are to be completed individually. Please read the descriptions carefully and use supporting materials distributed in class to complete each assignment.

Assignment 1: Existence Activities (50 points)

Using the Internet, complete the activities distributed in class. Be prepared to share your findings with fellow students.

Assignment 2: Switch (75 points)

After a demonstration in class, construct an operable switch that can be used with toys, computers, and other switch interface devices. Much of this assignment will be completed in class, however, if your switch is not completed in class, you must make arrangements to use the materials to complete your switch. You will be required to use your switch to complete Assignment 3: Alternate Input Activity Packet.

Assignment 3: Alternate Input Activity Packet (100 points total)

These assignments will be completed individually or in pairs. Detailed instructions will be given in class, however, you will be required to set up, use, and demonstrate proficiency of numerous computer access devices. Much of this assignment will be completed in class, however, if you do not complete it in class, you must make arrangements to use

the lab.

Assignment 4: Sports, Fitness, and Recreation (50 points)

This assignment will be completed individually. You will choose a Hobby, Sport, or Recreational Activity that you are interested in exploring for a person with a disability. You will write an Introduction to the hobby, sport, or recreational activity. Tell why you chose it and why you think persons with disabilities could benefit from participating in the hobby, sport, or recreational activity. You must list and describe the equipment including accessible venues that are needed for a person with a disability to participate in the hobby, sport, or recreational activity. You must also discuss the Positioning Considerations that must be addressed for the person with disabilities in order to participate in the hobby, sport, or recreational activity and discuss the Safety Considerations that must be addressed for the person with disabilities in order to participate in the hobby, sport, or recreational activity. Your write up will include at least 3 Organization or Center Websites, 2 vendor websites, and at least 5 captioned Pictures (in your document) or 1 picture and 1 Video (include the direct link if it is online) related to the hobby, sport, or recreational activity you chose and briefly describe their purpose. You will give a brief presentation to the class that includes your pictures and video. This can be a Word document, PowerPoint, or other format.

Assignment 5: Exam I (150 points)

The exam cover material presented in class and in assigned readings to date. Expect multiple formats including short answer, fill-in-the-blank, matching. Questions will test recall and application of information learned.

Assignment 6: Low Tech Communication Assignment (50 points)

Following directions distributed in class, you will create a communication board using Board Maker software. Much of this assignment will be completed in class, however, if you do not complete it in class, you must make arrangements to use the lab.

Assignment 7: High Tech Communication Device (75 points)

Working individually, you will use communication software to create a communication program for a specific use by an individual. Much of this assignment will be completed in class, however, if you do not complete it in class, you must make arrangements to use the lab.

Assignment 8, 9, & 11: UDL Projects I, II, & III (80 points each/240 points total)

These assignments will be completed individually. Detailed instructions will be given in class, however, you will be required to create lessons in different programs following the premises of UDL.

Much of the work on these assignments will be completed in class, however, if you do not complete them in class, you must make arrangements to use the lab.

Assignment 10: Exam II (150 points)

The exam will cover material presented in class and in reading assignments to date. Expect multiple formats including short answer, fill-in-the-blank, matching. Questions will test recall and application of information learned.

Assignment 12: Attendance and Contribution from Quality Indicators of Assistive Technology (QIAT) (60 points)

Beginning on week 2, you will be responsible for bringing to class a printed question, comment, or solution provided on the QIAT listserv. You are to answer, comment, or question the information you obtained. There will be a discussions of noteworthy items as time permits. You will be awarded 5 points for class attendance, participation, and 5 points for a submission of a QIAT item. **QIAT comments may not be turned in late. QIAT comments must be completed before the start of each class session.**

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NCATE/EPSTB Checklist for Syllabi: EDS 640

University of Kentucky College of Education (COE) Functional Skills & Dispositions, Council for Exceptional Children Knowledge and Skill Standards, Education Professional Standards Board (EPSTB) New Teacher Standards& COE Technology Standards, EPSTB Themes, and Kentucky Education Reform Act Initiatives

Addressed in Course

University of Kentucky College of Education (COE) Functional Skills & Dispositions

- | | |
|--|---|
| 1: Candidates communicate appropriately and effectively. | X |
| 2: Candidates demonstrate constructive attitudes | X |
| 3: Candidates demonstrate ability to conceptualize key subject matter ideas and relationships | X |
| 4: Candidates interact appropriately and effectively with diverse groups of colleagues, administrators, students, and parents in educational settings. | X |
| 5: Candidates demonstrate a commitment to professional ethics and behavior. | X |

Council for Exceptional Children Advanced Teacher Standards

- | | |
|--|---|
| 1 Leadership and Policy | X |
| 2: Program Deveopment and Organization | X |
| 3: Research and Inquiry | X |
| 4: Student and Program Evaluation | X |

5:Professional Development and Ethical Practice	X
6: Collaboration	X
Education Professional Standards Board (EPSB) New Teacher Standards	
Standard 1: Designs and Plans Instruction	X
Standard 2: Creates and Maintains Learning Climates	
Standard 3: Implements and Manages Instruction	X
Standard 4: Assesses and Communicates Learning Results	
Standard 5: Reflects and Evaluates Teaching and Learning	
Standard 6: Collaborates with Colleagues, Parents, and Others	X
Standard 7: Engages in Professional Development	
Standard 8: Knowledge of Content	X
Standard 9: Demonstrates Implementation of Technology	
EPSB & COE Technology Standards	
Standard 1: Candidates integrate media and technology into instruction	X
Standard 2: Candidates utilize multiple technology applications to support student learning.	X
Standard 3: Candidates select appropriate technology to enhance instruction.	X
Standard 4: Candidates integrate student use of technology into instruction.	X
Standard 5: Candidates address special learning needs through technology.	X
Standard 6: Candidates promote ethical and legal use of technology disciplines.	X
EPSB Themes	
Diversity	X
Assessment	
Literacy Education	X
Closing the Achievement Gap	X
Kentucky Education Reform Act Initiatives	
KERA Goals and Academic Expectations	X
Program of Studies	X
Core Content for Assessment	X

Please direct all questions and comments regarding this page to meb@uky.edu .