April 14, 2008

TO: Kaveh Tagavi
             Senate Council
             201 Main Bldg.
             CAMPUS 0032

Dear Dr. Tagavi,

I am transmitting to you the Proposal for Graduate Certificate in Assistive and Rehabilitation Technology. The Graduate Council approved this Certificate on April 10, 2008.

Sincerely Yours,

Jeannine Blackwell, Dean
The Graduate School

Cc: Sheila Brothers

From:	Mendiondo, Marta
Sent:	Thursday, December 18, 2008 3:14 PM
To:	Brothers, Sheila C
Subject:	SAPC

Sheila,

At the December 12, 2008 meeting the SAPC approved the recommendation of the following programs:

New Graduate Certificate: Assistive and Rehab Technology
New Program: Gender and Women Studies
New Graduate certificate: Global Health

We did not discuss the PharmD / MPH Dual Program. The primary reviewer was not there due to a sick child, otherwise we had perfect attendance.

Please let me know what other programs are for the January agenda. I will send an email tomorrow morning to make sure that we are going to have a quorum on the 9th, otherwise I will postpone it to the 16th if more convenient.

Tx,
Marta

Marta S. Mendiondo,PhD
University of Kentucky College of Public Health - Biostatistics Department
121 Washington Avenue - Suite 201 - Lexington, Kentucky 40536-0003
Sanders Brown Center on Aging
Rm 309B Sanders-Brown Bldg. - 800 S. Limestone St. - Lexington, KY 40536 - 0230
(859) 257-1412 ext 274 - FAX (859) 323-2866
marta@email.uky.edu

UK
UNIVERSITY OF KENTUCKY

College of Education
Office of the Associate Dean
Research and Graduate Studies
107 Taylor Education Building
Lexington, Kentucky 40506-0001
Phone: (859) 257-9795
Fax: (859) 323-1365

MEMORANDUM

To: Graduate Council
From: Deborah Slaton, Associate Dean for Research and Graduate Studies
Date: February 14, 2008
Subject: Proposed Graduate Certificate in Assistive and Rehabilitation Technology

Attached please find the College of Education's proposal for a new Graduate Certificate in Assistive and Rehabilitation Technology. This proposal is the result of collaborations among faculty and researchers in Special Education and Rehabilitation Counseling in the College of Education, Rehabilitation Sciences in the College of Allied Health, and the Interdisciplinary Human Development Institute.

Assistive and rehabilitation technology is a fast-developing field. Federal mandates require that assistive technology be considered for every student who is eligible for special education services in P-12 schools. The accrediting agency for rehabilitation counselor preparation programs requires that professionals receive training in this area. Other professions serving individuals with disabilities of all ages are interested in using and developing assistive technologies with applications in homes, schools, and community settings.

The University of Kentucky has developed a national reputation for leadership in assistive technology. In part this is due to the award-winning work of faculty, researchers, and graduate students associated with the UK National Assistive Technology Institute (NATRI). The ability to offer a graduate certificate in assistive and rehabilitation technology will be useful in future grant proposals for research and training grants.

We anticipate that the proposed graduate certificate will be of interest to students in special education, rehabilitation counseling, communication disorders, physical therapy, and interdisciplinary early childhood education. Faculty members working in this area expect that some practicing professionals may enroll at UK with the purpose of adding this graduate certificate to their credentials.

Thank you for your consideration of this proposal.

FEB 2 0 2008

U₀K

UNIVERSITY OF KENTUCKY

College of Education

*Department of Special Education
and Rehabilitation Counseling
229 Taylor Education Building
Lexington, KY 40506-0001
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January 15, 2008

Rosetta Sandidge, Associate Dean
Academic and Student Services
College of Education
University of Kentucky
Campus, 0001
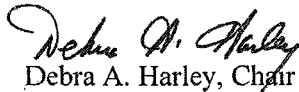
Dear Dean Sandidge:

Enclosed are materials for a Graduate Certificate in Assistive and Rehabilitation Technology in the Department of Special Education and Rehabilitation Counseling. The proposal was approved unanimously by department faculty is ready to be forwarded to the college Courses and Curricula Committee.

Questions or requests may be sent to me at DHARL00@email.uky.edu or 7-7199.

Thank you for your attention to this matter.

Sincerely,

Debra A. Harley, Chair

Proposal for a Graduate Certificate
in
Assistive and Rehabilitation Technology

Introduction

The College of Education proposes a graduated certificate in Assistive Technology. The certificate will be a collaborative effort between the Department of Special Education and Rehabilitation Counseling, and the Department of Rehabilitation Sciences in the College of Allied Health, and the Human Development Institute. Students may choose an emphasis from either Special Education or Rehabilitation Counseling. Both emphases will require three foundation courses, one related elective, and one practicum course for a total of 15 graduate credit hours.

Need

Assistive Technology (AT) devices and services have been legally mandated for several years. However, the passage of the Individuals with Disabilities Education Act Amendments (IDEA, 1997) and the Individuals with Disabilities Education Improvement Act Amendments (IDEIA, 2004), which state that every student with an Individualized Program (IEP) must be considered for AT, had enormous implications impacting approximately six million school-aged students identified with a disability. As a result, states have written assistive technology policies, procedures, guidelines and technical assistance manuals to reflect the change in federal laws. In order to comply with state policies, school districts are in need of qualified personnel to plan, develop, and implement assistive devices and services. Additionally, the Council on Rehabilitation Education (CORE), which accredits Rehabilitation Counseling programs, requires that students are competent in AT.

The National Assistive Technology Research Institute (NATRI) at the University of Kentucky examined the skills that AT service providers needed to perform their jobs in 43 districts in 10 different states and the amount of preservice and in-service training they had received. Results indicate that very few AT service providers currently serving in Special Education roles received training at the preservice level. Because of the lack of AT degree and certification programs currently available, it is often problematic for school districts and rehabilitation agencies find AT trained personnel. Regrettably, the ultimate impact is on the individuals with disabilities who are being denied services.

Content

The content of this graduate certificate in assistive technology is broad. Major areas of content will include assistive technology devices, assistive technology assessment, and coordination of assistive technology services. See the list below and the attached course syllabi for more specific content. A practicum, offered by Special Education and Rehabilitation Counseling, will be available to provide field experiences in assistive technology and assistive technology research.

- General awareness of AT devices
- Understanding AT Legislation
- Conducting AT Assessments
- Including AT in the individualized program planning (IFSP, IEP, ITP, 504 Plans)
- Applying universal design principles to instruction
- Selecting or making equipment to help an individual eat, dress, toilet, and bathe
- Selecting or making equipment to position, support, or stabilize an individual

- Selecting or making equipment to help an individual communicate (expressive or receptive)
- Selecting or making equipment to help an individual with independent mobility
- Selecting or making equipment to help an individual access their environment (e.g., lights, computer)
- Selecting or making materials to help an individual access the curriculum
- Selecting or making equipment to help an individual play games, participate in hobbies, sports and fitness activities
- Teaching individuals how to use AT devices
- Making low tech AT devices
- Selecting and using tool software (e.g., word processing, spreadsheets) to aid instruction
- Training service providers and or parents how to use AT devices
- Evaluating AT Service Delivery
- Coordinating AT services
- Locating information about AT
- Using technology to provide appropriate test accommodations
- Integrating AT into the curriculum
- Funding AT
- Evaluating school district or agency AT implementation programs
- Monitoring performance of individuals using AT
- Selecting and using appropriate AT software, (e.g., screen reader, word prediction) in school and work settings
- Selecting and using appropriate instructional software

Admission Requirements

A pre-requisite to admission to the assistive technology certificate program is admission to the University of Kentucky Graduate School. This requires evidence of an awarded baccalaureate degree from an accredited institution of higher learning in the areas of Special Education, Rehabilitation Counseling, Occupational Therapy, Physical Therapy, Speech and Language Therapy, Vision Impairments, Hearing Impairments, or other related degree.

Students must also be admitted to the Department of Special Education and Rehabilitation Counseling. In order to be admitted to the department, an application, transcripts, three letters of reference, and a statement describing the career goals for the student seeking preparation at the University of Kentucky. The application and materials must be submitted the Director of Graduate Studies, Department of Special Education and Rehabilitation Counseling.

Faculty

The foundation courses in the Department of Special Education and Rehabilitation Counseling will be taught and coordinated by Dr. Margaret Bausch and Dr. Ralph Crystal. Dr. Brian Bottge will teach the Instructional Technology in Special Education elective. Dr. Linda Gassaway will teach core courses and electives, when available, as a part-time instructor. The electives in Rehabilitation Counseling will be taught by Dr. Kathy Sheppard-Jones. The electives in the Division of Communication Disorders in the Department of Rehabilitation Sciences will be taught by Dr. Gilson Capilouto or Dr. Judith Page.

Graduate Certificate Director

The certificate will be administered by the Department of Special Education and Rehabilitation Counseling. Dr. Margaret Bausch will approve the AT Certificate check sheets.

Division of Labor

Courses will be taught by the respective faculty as part of the distribution of effort in teaching.

Resources

The College of Education currently has the resources for assistive technology course work. The certificate in assistive technology will not require additional resources.

~~Program Design~~

The students will have three foundation courses and a technology practicum. They will also be required to take one elective course related to assistive technology from the list below. The minimum graduate credit hours for the certificate will be 15.

Assistive Technology Certificate Required Courses

*EDS 640 Advanced Assistive Technology (Bausch) 3
EDS 641 Assistive Technology Assessment (Gassaway or Bausch) 3
EDS 648 Coordinating Technology Programs (Crystal) 3
EDS 649 Practicum in Special Education Technology: Assistive and
        Rehabilitation Technology (Bausch) 3

*EDS 517: Introduction to Assistive Technology may be substituted for EDS 640 if taken during the Spring 2006 semester or later.

Assistive Technology Certificate Elective Courses

CD 521 Nonspeech Communication (Page) 3
CD 621 Alternate and Augmentative Communication (Capilouto) 3
*RC 558 Supported Employment, Transition, and Independent Living (Sheppard-Jones) 3
EDS 514 Instructional Technology in Special Education (Bottge/Gassaway) 3
EDS 558 Variable Topics in Special Education...3

*A proposal has been submitted to change "Supported Employment, Transition, and Independent Living" from the variable topic course number RC 558 to course number RC 560. If the proposal is approved, the course number for this certificate will also change.

Other suitable electives will be considered.

See attached course description/syllabi
- EDS 640 Advanced Assistive Technology
- EDS 641 Assistive Technology Assessment
- EDS 649 Practicum in Special Education Technology: Assistive and Rehabilitation Technology
- EDS 648 Coordinating Assistive Technology Programs
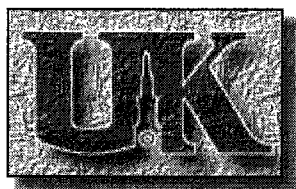
UNIVERSITY OF KENTUCKY
Department of Special Education
and Rehabilitation Counseling

EDS 640

Assistive Technology

Summer 2007 • Syllabus

Table of Contents - Selected Items

- **Announcements**

- **Course Objectives**

- **Relationship of this Course to the UK Professional Education Unit's Conceptual Framework**

- **Assignment Descriptions**

- **Schedule**

Related Links

UK College of Education

Department Home Page

University of Kentucky Home Page

ANNOUNCEMENTS

Please e-mail me at <u>meb@uky.edu</u> 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.**

|| <u>Return to Top of Page</u> ||

Prerequisites

EDP 203 or EDS 375 or equivalent; or permission of the Instructor. It is preferred that you have previously taken EDS 514, but not required.

Class Schedule

Monday - Thursday - June 18 - June 28
240 Taylor Education Building
8:00 AM - 12:45 PM

Instructor

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

Graduate Assistant

Lynn Gagle
E-mail: <u>lynn.gagle@asbury.edu</u>

Office Hours

Dr. Bausch - Monday-Thursday 1:00 - 3:30 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.

Multi Purpose Labs

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.

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.

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 one's 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?
Section=Ethics_and_Practice_Standards&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 "tools" 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		
June 18	Syllabus review KARTT logistics Overview of Assistive Technology - The Functional Model Essential Elements of the AT related Laws AT for Existence Activities and Activities of Daily Living	Sign up for QIAT listserv AT for Existence Activities and Activities of Daily Living Assignment
June 19	Introduction to Switch Construction Switch Construction	http://natri.uky.edu/ resources/fundamentals/funmenu.html Fully Functioning Switch QIAT Comments
June 20	AT for Body Support, Alignment, and Positioning AT for Travel and Mobility - Physical Management Techniques Using Alternate Input Assistive Technologies to Access Computers	Computer Access Assignment QIAT Comments
	AT for Augmentative	

June 21	Communication Low Tech Communication Devices High Tech Communication Devices - Direct Selection High Tech Communication Devices -Scanning Quiz 1	Positioning Adaptation Assignment QIAT Comments Quiz 1
WEEK 2		
June 25	Introduction to Universal Design for Learning Acess to the Curriculum - Reading, Writing, & Math Materials	Low Tech Communication Assignment High Tech Communication Assignment QIAT Comments
June 26	Acess to the Curriculum - Reading, Writing, & Math Materials	QIAT Comments
June 27	Access to the Curriculum - Reading, Writing, & Math Materials	Creating accessible materials QIAT Comments
June 28	Quiz 2 Assistive Techologies for Sports, Fitness, & Recreation	Creating accessible materials Quiz 2 QIAT Comments

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.

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 turned in.

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).

Graduate Student Assignments

University student guidelines state that "Combined instruction of graduate and undergraduate students in 400G and 500-level courses must be structured to ensure appropriate attention to both groups, and a corresponding differentiation in expectations. This differentiation is to be accomplished by (i) the completion of additional or distinct assignments by enrolled graduate students that are consistent with graduate-level scholarship; and/or (ii) the establishment of different grading criteria in the course for graduate students versus undergraduate students, reflecting a higher standard for graduate students. The grading scales for both graduate and undergraduate students must be clearly stated in the syllabus." In compliance with that University guideline, you will find additional requirements for graduate students listed on individual assignments that are distributed in this course.

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. Because of their specialized uses and cost, these devices and software programs are available on a limited bases and are not available outside of the the classroom TEB 240. **You will be expected to spend many of your outside course-related activity time in the TEB 240 computer lab or in the Instructional Technology Center.**

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 miss a hands on activity may be required to complete an alternate 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
D - 720 - 789 points (Graduate students may not earn a grade of D)
E - Below 720 points

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	June 18	50	
2	Switch	June 19	75	
3	Computer Access Assignment	June 20	150	

4	Quiz 1	June 21	100	
5	Positioning Adaptation	June 21	50	
6	Low Tech Communication Assignment	June 25	50	
7	Programmed High Tech Communication Device	June 25	75	
8	Accessible Materials Part 1	June 27	125	
9	Accessible Materials Part 2	June 28	125	
10	Quiz 2	June 28	125	
11	Attendance/QIAT contribution (10 points/day + 5 free points!)	Daily	75	
	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. Your switch will be graded on the last day of class where you will be required to demonstrate its operation to the class. You will use this switch periodically throughout the class and it is your responsibility to keep it good working order.

Assignment 3: Computer Access Parts 1 and 2 (150 points total)

These assignments will be completed individually, in pairs, or small groups. Detailed instructions will be given in class, however, you will be required to set up, use, and demonstrate proficiency of numerous computer access devices.

Assignment 4: Quiz 1 (100 points)

The quiz will test material covered 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 5: Positioning Adaptation (50 points)

This assignment will be completed individually. You will describe an individual and an environment in which s/he will be positioned. Develop an appropriate seating system for an individual with a disability which is made from everyday/recycled materials. You do not need to buy anything. Use what is available. Keep in mind the basic premises of appropriate seating and positioning and basic safety guidelines. A written description of the individual, demand, materials, and process should accompany your project. You must include how you will support ALL body parts.

Assignment 6: Low Tech Communication Assignment (50 points)

Following directions distributed in class, you will complete a low tech communication assignment.

Assignment 7: High Tech Communication Device (75 points)

Working individually, in pairs, or small groups, you will program an electronic augmentative communication device for a specific use by an individual.

Assignment 8 & 9: Computer Access Projects (125 points each/250 points total)

This assignments will be completed individually, in pairs, or small groups. Detailed instructions will be given in class, however, you will be required to create lessons in three different programs following the premises of UDL.

Assignment 10: Quiz 2 (75 points)

The quiz will test material covered 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 11: Attendance and Contribution from QIAT (75 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. **You**

may not turn a QIAT assignment in late.

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NCATE/EPSB 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 (EPSB) New Teacher StandardsEPSB & COE Technology Standards, EPSB 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 Knowledge and Skill Standards for	
All Beginning Special Education Teachers	
1: Foundations	
2: Development and Characteristics of Learners	X
3: Individual Learning Differences	X
4: Instructional Strategies	X
5: Learning Environments and Social Interactions	X
6: Language/Communication	X
7: Instructional Planning	X
8: Assessment	
9: Professional and Ethical Practice	X
10: 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   X
learning.
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 .

SYLLABUS
EDS 641 ASSISTIVE TECHNOLOGY ASSESSMENT
DEPARTMENT OF SPECIAL EDUCATION
UNIVERSITY OF KENTUCKY

COURSE: EDS 641
Assistive Technology Assessment (3 credits)

MEETING TIME: Monday 4:30-7:00 pm
240 Taylor Education Building

INSTRUCTORS: Margaret Bausch, Instructor
232 Taylor Education Building
(606) 257-8810

OFFICE HOURS: Tuesday -12:00 pm – 4:30 pm
Wednesday 12:00 pm -4:30 pm
Thursday 10:00 am -1:00 pm
or Call for an appointment

PREREQUISITES: EDS 517 or EDS 640 or Permission from the Instructor

COURSE DESCRIPTION: The course will cover topics related to computer access assessment of persons with physical and/or sensory disabilities. The course will require assessment role play, observation, and participation in performing a computer access assessment.

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

1. Identify individuals' functional needs for assistive technology.

2. Identify assessment team members and their perspective roles.

3. Participate as a team member in a Computer Access System Assessment.

4. Follow an assessment protocol or develop an appropriate assessment protocol for a Computer Access System Assessment.

5. Make recommendations regarding a computer access system for persons with physical disabilities.

6. Locate assistive technologies through a variety of sources.

7. Evaluate commercial and/or available assessment systems for conducting a Technology Access System Assessment.

REQUIRED TEXT: Purcell, S. L., Grant, D. (2005). *Using assistive technology to meet literacy standards.* Verona, WI, IEP Resources.

DeCoste, D. (2005). *Assistive technology assessment: Developing a written productivity profile.* Volo, IL: Don Johnston, Inc.

REQUIRED READINGS: Students will be responsible for completing readings by assigned dates. Readings will be assigned from the required text and handouts as individual topics are addressed.

INSTRUCTOR'S EXPECTATION OF THE STUDENT:

1. Full participation in each class session.
2. Completion of all assignments on time and to criterion level.
3. Enthusiasm toward professional growth, exploration, and change.

STUDENT'S EXPECTATIONS OF THE INSTRUCTOR:

1. Planned and organized class sessions.
2. Fairness in evaluation procedures.
3. Creation of an environment in which ideas may be openly shared and discussed.
4. Available for questions and support.

CLASS SCHEDULE

Class 1:   Syllabus
Definition, Needs, and Issues related to Assistive Technology
   Assessments
The Team: Education & Related Services Purposes & Responsibilities
Overview of Team Collaboration Models

Class 2:   Transdisciplinary Model
Barriers to Team Collaboration
Steps for Implementing Integrated Teams
          • Introduction
          • Concepts & Terminology

Class 3:   The Role of the Rehabilitation Engineer
The Role of the Occupational Therapist
Overview of Assessment Protocols

Class 4:   The Role of the Speech/Language Pathologist
The Role of the Physical Therapist
Observation Procedures

Class 5:   The Role of the Educational Assessment Clinician

Direct Selection Assessment
Alternate Keyboard Assessment
Keyboard Direct Selection Assessment

Class 6: Input Device Hierarchy
Software Selection

Class 7: Midterm
Definitions & Illustrations of Access
System Characteristics
Switch Access - Encoding Assessment
Switch Access - Scanning Assessment

Class 8: Specific Device Assessments
- Switch
- Alternate keyboards
- Head access
- Sensory output
Personalizing the Access System
Training in Operational Use

Class 9: Existing Assessment Models
Implementation in the Home & Community
Monitoring Progress
Case Examples

Class 10: Locating Devices
- ADLS
- ABLEDATA
- Solutions
Case Examples

Class 11: Trial Assessments
Video Simulations

Class 12: Trial Assessments
Role Play
Individual Scenarios

Class 13: Trial Assessments
Role Play
Individual Scenarios

Class 14: Final Report Development

Class 15: Final Exam

ASSIGNMENTS

Assignment 1:   **Open Lab & Weekly Log**

Time will be set aside at the end of each of the remaining classes for review of at least one piece of software and/or adaptive hardware. The purpose of this time is for you to become familiar with the available technologies for future use during assessments. A short evaluation form will be due at the beginning of the following class session.

Assignment 2:   **Locating Assistive Devices**

Use SOLUTIONS, ADLS, & ABLEDATA databases to locate assistive technology. Complete a form that will be distributed in class at the time the databases are studied.

Assignment 3:   **Assessment Observation**

In order to become familiar with the assessment process of persons with physical disabilities and/or sensory impairments, each student will be responsible for observing two assessments and submitting a written description. Students observing an assessment will be responsible for checking out the clinic folder prior to the assessment to become familiar with the background information on the client. This report should be word processed and double-spaced.

Assignment 4:   **Individual Scenarios**

Two case scenarios will be distributed in class. For the first scenario you are to develop the preliminary plan for the assessment procedure. For the second case scenario more information will be provided, and you will be required to make recommendations.

Assignment 5:   **Assessment**

Preliminary Plan: An assessment plan should be devised including a detailed summary of activities that are proposed and hardware & software that are appropriate for age and functioning level of the client. This should be in narrative form (later will be part of final report).

Proposal for Recommendations: A list of recommendations must be presented in a meeting with the instructor within three days after the actual assessment for final approval. Recommendations should be well thought out and written in outline form.

Assessment Recommendations Draft: This assignment is optional. The purpose is to get input from the instructor for the final report.

Final Report: The final report should adhere to the format distributed in class. This report should be word processed and double-spaced.

GRADING CRITERIA

Midterm		20%
Open Lab & Weekly Log		10%
Locating Assistive Devices		10%
Observation & Report		10%
Role Play Activities		15%
Assessment		-
Preliminary Plan	*5%*	
Actual Assessment	*10%*	
Proposal for Recommendations	*5%*	
Optional Report Draft	*0%*	
Final Report	*15%*	
		35%
TOTAL PERCENTAGE		**100%**

The instructor reserves the right to request that a student recycle a product that is not satisfactory. In such cases a response cost of up to 10% of the point value for the assignment may be assessed. A 10% response cost will also be assessed for submitting products late, unless prior approval has been obtained from the instructor.

Points will be totaled for all assignment and test and percentages will be calculated. Students may earn up to 5 bonus points for exemplary performance in class discussions, efforts that go beyond typical course requirements, or very exemplary products produced as a result of the assignments. Bonus points are based upon the subjective judgment of the instructor. These are added to the percentage scores. Grades are then computed according to the following scale:

90 - 100%	**A**
80 - 89%	**B**
70 - 79%	**C**
69 and below	**F**

Students should familiarize themselves with the Student Code regarding plagiarism, which can be obtained from the office of the Dean of Students. Plagiarism of any type will result in a failing grade.

Students making unauthorized copies of copyrighted computer software will also receive a failing grade.

SYLLABUS
EDS 649 ASSISTIVE TECHNOLOGY PRACTICUM
DEPARTMENT OF SPECIAL EDUCATION
UNIVERSITY OF KENTUCKY
FALL 2007

COURSE: EDS 649
Assistive Technology Practicum (3 credits)

MEETING TIME: Thursday, October 4 with other meetings TBA
240 Taylor Education Building

INSTRUCTORS: Margaret E. Bausch, Instructor
232 Taylor Education Building
(859) 257-8810

OFFICE HOURS: Monday -Friday, 9:00 a.m. -4:00 p.m. on most days. E-mail or call for an appointment.

PREREQUISITES: Assistive Technology and Permission from the Instructor

COURSE DESCRIPTION: The course will require students to systematically implement assistive technology with a student with a disability in a home, school, work, medical, or community environment. It will provide supervised practicum activities associated with the delivery of technology services to individuals with disabilities. Practicum settings may include schools, rehabilitation agencies, clinics, hospitals, technology resource centers, administrative offices, and other facilities involved in the development or delivery of technology services.

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

1. Develop plans for the implementation of instructional technology services for people with disabilities in applied settings.

2. Collaborate with others in a professional manner for the delivery of special education technology services in practicum sites.

3. Demonstrate the application of technology knowledge and skills in settings in which technology services are being delivered to children or adults with disabilities.

4. Engage in a process of reflective self-evaluation of strengths and weaknesses and design a professional development plan based upon this

analysis.

5. Perform responsibilities in an ethical fashion.

6. Maintain a professional development program to ensure the acquisition of knowledge and skills about new developments in technology as they become available.

FALL 2007 AREA OF FOCUS: INSTRUCTIONAL TECHNOLOGY IMPLEMENTATION

1. Develop a plan for technology use in a special education program.

2. Use technology to facilitate instruction in special education programs.

3. Disseminate information about applications in special education.

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.

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.

RELATIONSHIP TO THE KENTUCKY EDUCATION REFORM ACT (KERA)

EDS 649 is an upper division practicum course designed to focus on issues or topics of relevance to students in the Department of Special Education and Rehabilitation Counseling Assistive Technology program. As such, the course content is broadly based on the current understanding of human development and performance. The course does not specifically or solely deal with educational issues in Kentucky but rather the assessment and design of alternative modes of motor, sensory, and intellectual performance to access education across all age levels. However, as KERA raises significant issues with regard to equity of school services for all students regardless of ability, place of residence, socio-economic status of parents or guardians, gender, race, or religious preference, discussion in the course meetings will reflect the impact of KERA on school age individuals who are in need of technology-based adaptations.

This course most closely addresses the following KERA New Teacher Standards which are component parts of the College of Education's conceptual framework designed to result in reflective and collaborative teachers:

New Teacher Standard 1: Designs/Plans Instruction and Learning Climates. This standard is addressed in part through the inclusion of the student's learning environment as part of the instructional plan. Students focus on the accommodation of that environment for learning.

New Teacher Standard II: Creates/Maintains Learning Climates. This standard is addressed in part through the course's focus on assessment, design of alternative strategies, and ongoing evaluation of student function.

New Teacher Standard III: Implements/Manages Instruction. This standard is addressed in part through the course's focus on the development, implementation, and monitoring of training and evaluation plans for technology-based adaptations to improve student function.

New Teacher Standard V: Reflect on and Evaluate Specific Teaching/Learning Situations.

Through this course the student will reflect on themselves as an assistive technology specialist and evaluate this role within a classroom.

New Teacher Standard VI: Collaborates with Colleagues/Parents/ Others. This course will directly address this standard through its focus on the role of an assistive technology specialist that requires collaboration with professionals from a variety of disciplines, administrators, parents, and outside experts.

New Teacher Standard VII: Implement a Professional Development Plan. This course will directly address this standard through student self-assessments and the development of a personal professional development plan in the area of technology planning and implementation.

REQUIRED TEXT: None

INSTRUCTOR'S EXPECTATION OF THE STUDENT:

1. Full participation in each class session.
2. Completion of all assignments on time and to criterion level.
3. Enthusiasm toward professional growth, exploration, and change.

STUDENT'S EXPECTATIONS OF THE INSTRUCTOR:

1. Planned and organized class sessions.
2. Fairness in evaluation procedures.
3. Creation of an environment in which ideas may be openly shared and discussed.
4. Available for questions and support.

ATTENDANCE

Student's attendance and punctuality at times regularly scheduled to be in the practicum site are imperative. If the student is absent more than twice or accumulates more than 60 minutes of late arrival time, an E (fail) will be assigned. If a student is going to be absent he/she must contact the course instructor as well as the agency supervisor, (contact the course instructor at home or the office). Each student is responsible for keeping a log that summarizes instructional technology implementation hours.

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.

ASSIGNMENTS

An assignment handed in after the due date will automatically receive an NA unless prior consent of the instructor has been obtained (which will be given only for extreme emergencies). However, all assignments must be successfully completed and will receive feedback from the instructor.

An incomplete grade (I) will be negotiated only in the case of extreme emergencies and must be negotiated by the student prior to November 18, 2007.

Activities Journal (20% of your grade)

Maintain a journal of practicum activities. Following each session, describe/list the activity and annotate it for use in your results or discussion section. Include any changes that you are making in your instructional program. Share this journal with the instructor at least once a week.

Site Visits (15 % of your grade)

The instructor will make a minimum of two (2) on-site visitations to the student's practicum site. Specific dates for these visitations will not necessarily be scheduled with each individual practicum student. Students will be observed during their intervention study and will conference with the instructor either at the site or within one week of the visit.

Important: Students should provide the instructor with directions to their school or agency, address, principal or supervisor's name, and the student's home and work telephone number. The student is responsible for notifying the appropriate persons in the school or agency prior to the instructor's visits.

Design and Implement a Study that includes AT devices (65 % of your grade)

This practicum assignment will require students to design, implement, and write-up the results of the study in article format. The write-up must include the following sections: Introduction (including a literature review and research questions), Methods, Results (including graphs) , and Discussion (including limitations and future research). Students should plan on reporting progress to the instructor at least once a week in their Activities Journal.

GRADING CRITERIA

Weekly Activities Journal – study progress report	**20%**
Instructor Observations	**15%**
Implementation of AT Devices	**65%**

Introduction, Lit Review, & Questions	20%
Methods	15%
Results including graphs	15%
Discussion including limitations and future research	15%
TOTAL PERCENTAGE	**100%**

The instructor reserves the right to request that a student recycle a product that is not satisfactory. In such cases a response cost of up to 10% of the point value for the assignment may be assessed. A 10% response cost will also be assessed for submitting products late, unless prior approval has been obtained from the instructor.

Points will be totaled for all assignment and percentages will be calculated. Students may earn up to 5 bonus points for exemplary performance in class discussions, efforts that go beyond typical course requirements, or very exemplary products produced as a result of the assignments. Bonus points are based upon the subjective judgment of the instructor. These are added to the raw scores. Grades are then computed according to the following scale:

90 - 100%	A
80 - 89%	B
70 - 79%	C
69 and below	F

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.

Students should familiarize themselves with the Student Code regarding plagiarism,

NCATE/EPSB Checklist for Syllabi: EDS 649

University of Kentucky College of Education (COE) Functional Skills & Dispositions, Council for Exceptional Children Knowledge and Skill Standards, Education Professional Standards Board (EPSB) New Teacher StandardsEPSB & COE Technology Standards, EPSB	Addressed In Course

Themes, and Kentucky Education Reform Act Initiatives	
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 Knowledge and Skill Standards for All Beginning Special Education Teachers	
1: Foundations	
2: Development and Characteristics of Learners	X
3: Individual Learning Differences	X
4: Instructional Strategies	X
5: Learning Environments and Social Interactions	X
6: Language/Communication	X
7: Instructional Planning	X
8: Assessment	X
9: Professional and Ethical Practice	X
10: Collaboration	X
Education Professional Standards Board (EPSB) New Teacl Standards	
Standard 1: Designs and Plans Instruction	X
Standard 2: Creates and Maintains Learning Climates	X
Standard 3: Implements and Manages Instruction	X
Standard 4: Assesses and Communicates Learning Results	X
Standard 5: Reflects and Evaluates Teaching and Learning	X
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	X

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	X
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

EDS 648 Coordinating Assistive Technology Programs

Contact Information

Rehabilitation Counseling
224 Taylor Education Building
Office: 859-257-8275
Fax: 859-257-3835

Lead Instructor:
Ralph M. Crystal
Crystal@uky.edu

Goals and Objectives

The course emphasizes the basic principles of helping persons with disabilities within the special education and rehabilitation process, and fosters both an appreciation and knowledge of how various theoretical positions and research findings translate into appropriate special education and rehabilitation counseling techniques. Exploration of how theory and research are integrated into the education and rehabilitation process is enriched by understanding the roles and functions of the assistive technologist as s/he works within, and in collaboration with, a variety of settings, facilities, and agencies.

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

1. Understand how to establish rapport with consumers, emphasizing them as co-participants in the assistive technology (AT) process.

2. Assist AT teams and consumers in examining and evaluating information concerning education, training, and career opportunities.

3. Assist AT teams and consumers in clarifying values and defining education and rehabilitation goals.

4. Assist AT teams and consumers in identifying behavioral changes necessary to achieve their goals.

5. Identify, examine, use, and evaluate AT strategies in assisting consumers.

6. Assist AT teams and consumers with the implementation of educational and rehabilitation goals.

7. Assist AT teams and consumers in evaluating AT, education, and rehabilitation goals.

8. Develop effective procedures and techniques to manage cases through the team process.

9. Communicate effectively in writing information for assessment reports and AT Implementation Plans.

Core Standards

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 to be attached to this syllabus. 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?Section=Ethics_
and_Practice_Standards&Template=/CM/ContentDisplay.cfm&ContentID=3458

In addition, this course addresses the following rehabilitation counseling accreditation standards:

C.2 The required curriculum of graduate study shall provide for obtaining essential knowledge, skills, and attitudes necessary to function effectively as a professional assistive technologist. Study units or courses would typically include, but are not limited, to the following areas:

C.2.1 Foundations of Rehabilitation Counseling

C.2.2 Counseling Services

C.2.3 Case Management

C.2.4 Vocational and Career Development

C.2.5 Job Development and Placement

C.2.7 Research

C.5 The program shall provide ongoing opportunity throughout the course of study for experience with individuals with disabilities in a variety of community and rehabilitation settings.

Course Outline

Note: Some weeks will contain journal article readings in addition to the readings listed here. Weekly course materials will describe additional readings and discussion board activities.

Week 1

- Introduction to the Assistive Technology Profession and the Assistive Technologist as a Professional Person
  - Historical foundations
  - The roles and functions of the assistive technologist
  - A theoretical framework for AT
  - Professionalism in AT.
- Reading: Roessler & Rubin, Chapters 1-2

Week 2

- Introduction to the Assistive Technology Profession and the Assistive Technologist as a Professional Person (continued)
  - Developing Clinical Judgment
  - The Process of Rehabilitation - Input, Process, Outcome

- Readings: Roessler & Rubin, Chapter 3

Week 3

- Role of the Family and Significant Others
- Referral Sources
- Issues in Evaluation including Community Based Assessment

- Change Issues - Knowledge, Beliefs, Attitudes, Motivation and Behaviors
- Confidentiality Issues
- Readings: Roessler & Rubin, Chapters 5-7
  Brammer & McDonald, Chapters 2-3

Week 4

- Determining AT Readiness
- Heirarchy of Needs and Suitable Vocational Outcomes
- Patterson's Continum of the Helping Relationship
- Respect and Positive Regard
- **Midterm Exam**
- Readings: Brammer & McDonald, Chapter 6

Week 5

- The Individual Assistive Technology Implementation Plan
- Case Study
- Reading: Roessler & Rubin, Chapters 8 & 9

Week 6

- Case Study
- Placement Issues
- Using Community Resources
- Time Management
- Reading: Roessler & Rubin, Chapters 8 & 9

Week 7

- Ethical Considerations in Case Management
- Multicultural Considerations in Case Management
- Case Study
- Readings: Roessler & Rubin, Chapters 11-12
  Brammer & McDonald, Chapter 7

Week 8

- Family-Centered Case Management
- **Final Exam**
- Reading: Roessler & Rubin, Chapter 13

Text

Roessler, R.T., and Rubin, S.E. (2006) *Case management and rehabilitation counseling: Procedures and techniques (4th ed.)*. Austin, Texas: Pro-Ed.

Brammer, L.M. and MacDonald, G. (2003). *The helping relationship: Process and skills (8th ed.)*. Allyn and Bacon, Boston, MA.

Additional journal readings will be assigned throughout the semester.

Assignments

Note: ALL papers and assignments are to be submitted via Blackboard.

1. **Discussion Board: Ongoing (20% total grade)**
   The class has been broken into four discussion groups. You can find out which group you belong to by entering the "Group Discussion" section to find a list of the groups and their members.

2. **Midterm Exam: (20% of total grade)**
   Check Announcements for due date. A multiple choice exam based on assigned lectures and readings. The exam is open book, but time limited.

3. **Final Exam: (25% of total grade)**
   Check Announcements for due date. A multiple choice exam based on assigned lectures and readings. The exam is open book, but time limited.

4. **Written Assignment: (35% of total grade)**
   Check Announcements for due date. This assignment is based on a case study of a client, presented in the course materials. Students will be asked to develop a complete assistive technology plan based on the background information provided. Complete directions for this assignment will be provided during the course.

Experiential Learning

Aspects of this course may require students to divulge personal information as

part of the training and learning processes. Participation in these self-understanding growth experiences is done on a voluntary basis. All information is assumed to be confidential and no evaluative judgments will be made for the quality of participation or non-participation.

General Course Information

Completion of all course assignments/activities, including discussion board participation is mandatory. Acceptable reasons for excused absences/late assignments are listed in Student Rights and Responsibilities (5.2.4.2). Acceptance of late assignments is at the discretion of the course instructor. According to university guidelines, students are allowed an excused absence for specified reasons. The burden of proof is on the student; sufficient documentation may be required.

In order to achieve and maintain sufficient progress it is necessary to complete and submit assignments/class activities by the due date indicated. A due date is provided on the course schedule with regard to each individual assignment. The submission window will close for each respective assignment after the due date indicated. Failure to submit an assignment by the due date could result in a failing grade for the assignment unless prior arrangements are made with the course instructor.

Any student in need of accommodations in order to meet the requirements of the course should inform the instructor at the beginning of the course. Additionally, students may obtain information related to classroom accommodations through the university Disability Resource Center (DRC). The DRC certifies the need for, and specifies the particular type of, such accommodations on a student-by-student basis. DRC staff can answer questions and provide guidance and assistance.

Any cheating or plagiarism will be addressed in accordance with University guidelines. Plagiarism or cheating could result in a grade of "E" for the course, and a recommendation for expulsion from the university. Please see section 3.1 of the university Student Rights and Responsibilities for a detailed discussion of student plagiarism/cheating.

Cclassroom behavior, decorum, and civility: The university, and the course instructor and facilitator(s), maintain a commitment to respect the dignity of all students/guests, and to value responsible differences among members of the academic community. Discussion and debate are integral components of academic discovery, and every individual retains the rights to disagree respectfully in the

course of that discovery. Students/guests have the right to take reasoned and respectful exception to opinions voiced by the course instructor or facilitator(s), other students, or guests. The expected level of civility in this course will not tolerate attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other such personal factors.

Grades

Your final grade will be determined on the basis of the weights for each assignment multiplied by your grade for that assignment. This will then be translated into a letter grade as follows. Late assignments (including discussion board participation), will not be accepted without permission from the instructor. These are the minimums required to achieve each grade:

A = 90-100% (High Achievement)
B = 80-89% (Satisfactory Achievement)
C = 70-79% (Minimum Passing Grade)
E = 0-69% (Failing Grade)