I. Course: Assistive Technology

II. Prerequisite(s):

EL210 Integrating Technology into the Classroom

III. Purposes or Objectives of the Course:

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

A. Identify and apply teaching techniques with computers that maximizes the potential of people with disabilities and facilitates inclusion.

B. Demonstrate skills to facilitate the process of the selection of appropriate technology for people with disabilities.

C. Describe and demonstrate how assistive technology facilitates language skills, remedial skills, functional skills, and life skills.

D. Describe and demonstrate how technology can help with reading and writing skills for people with disabilities.

E. Describe and demonstrate how technology facilitates inclusion in social studies, science, the arts and other disciplines.

F. Describe and demonstrate how telecommunications and the Internet benefits people with disabilities.

G. Describe and demonstrate how multimedia and hypermedia improves learning for people with disabilities.

H. Describe and demonstrate knowledge of how assistive technology provides access to learning and careers for people with disabilities.

I. Identify methods for facilitating change in schools created by technology.
IV. Expectations of Students:

A. Students will complete all assigned readings in textbook, handouts and relevant professional journal articles.

B. Students will participate in classroom discussions and activities.

C. Students will demonstrate achievement of course objectives through exams and projects.

D. Students will use instructional technology to develop class-assigned projects.

V. Content or Outline:

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<tr>
<th>Hours</th>
<th>Technology used in inclusion</th>
<th>Technology benefits in academics</th>
<th>Telecommunications and the Internet.</th>
<th>Assistive hardware</th>
<th>Software</th>
<th>Change in schools</th>
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<td>9</td>
<td>1. Teaching/learning with technology in inclusive settings</td>
<td>1. Technology’s benefit to basic skills</td>
<td>1. Internet</td>
<td>1. Alternative input devices</td>
<td>1. Reading</td>
<td>1. Facilitating change</td>
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<td>5. Social studies, science and assistive technology</td>
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<td>5. Study skills</td>
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<td>6. Fine arts and assistive technology</td>
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<td>6. Dance, music, theater, and the visual arts</td>
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VI. Textbook(s) and/or Other Required Materials or Equipment:

VII. Basis for Student Evaluation:

A. Basic competency demonstration in word processing, database use, presentation package, spreadsheet, Internet, educational software, multimedia, and assistive technology.

B. Tests

C. Interactive hypermedia lesson

VIII. Knowledge Base:


Parette, H. P. (in press). Effective and promising assistive technology practices for students with mental retardation and developmental disabilities. In A. Hilton & R. Ringlaben (Eds.), *Effective and promising practices in developmental disabilities.* Austin, TX: PRO-ED.


