I. Catalog Description and Credit Hours of Course:

This class will provide a hands-on examination of assistive technology usage related to teaching and learning and successful integration of people with disabilities. (3)

II. Prerequisite(s):

Admission to graduate program or consent of instructor.

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 evaluate technologies that maximize the potential of people with disabilities.

B. facilitate the team decision-making of appropriate assistive technology for students with disabilities.

C. evaluate teaching and learning processes using assistive technology for students with disabilities.

D. describe and demonstrate the use of assistive technology solutions that facilitate language skills, both written and oral, remedial skills, functional skills, and life skills.

E. describe and demonstrate the use of assistive technology solutions that facilitate inclusion in academic learning settings.

F. describe and demonstrate how people with disabilities can access and benefit from telecommunication technologies and the Internet.

G. describe and demonstrate the use of multimedia and hypermedia for people with disabilities.

H. describe and demonstrate the use of assistive technology which provides access to careers for people with disabilities.

I. identify methods for facilitating change in schools created by technology.

J. develop methods of using technology to access learning for people with disabilities.

K. compare cultural implications of assistive technology usage in academic and community settings.
IV. Expectations of Students:

Students will

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

B. participate in classroom discussions and activities.

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

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

E. develop a research paper about assistive technology for people with disabilities.

V. Content or Outline:

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<thead>
<tr>
<th>A. Types of disabilities</th>
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<td>1. Academic disabilities</td>
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<td>2. Visual disabilities</td>
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<td>3. hearing impairment</td>
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<td>4. Communication disorders</td>
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<td>5. Physical disabilities</td>
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<tr>
<th>B. Legal and policy foundations of assistive technology</th>
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<td>1. Legislative foundations of assistive technology</td>
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<td>2. Current legislation governing assistive technology</td>
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<td>3. Multidisciplinary teams and assistive technology</td>
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<th>C. Instruction and assistive technology</th>
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<td>2. Instructional delivery formats</td>
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<td>3. Multidisciplinary teams and assistive technology</td>
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<td>4. Planning for individual needs in software and hardware</td>
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<th>D. Instructional software</th>
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<td>1. Computer Assisted Instruction/Computer Managed Instruction</td>
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<td>2. Authoring packages</td>
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<td>3. Hypermedia concepts</td>
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<td>4. Evaluation of software</td>
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<th>E. Assistive hardware and software</th>
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<td>1. Assistive solutions for visually impaired</td>
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<td>2. Assistive solutions for hearing impaired</td>
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<td>3. Assistive solutions for physically disabled</td>
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<td>4. assistive solutions for academically disabled</td>
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<th>F. Current assistive technology issues</th>
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<td>2. Assistive technology training</td>
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<td>3. Family issues dealing with assistive technology</td>
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<td>4. Inclusion and assistive technology</td>
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<td>5. Cultural issues and assistive technology</td>
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VI. Textbook(s) and/or Other Required Materials or Equipment:


VII. Basis for Student Evaluations:

A. Performance assessment in word-processing, database use, presentation package, spreadsheet, Internet, educational software, and multimedia.

B. Tests.

C. Interactive hypermedia lesson.

D. Resource paper on assistive technology.

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.


