SYLLABUS
Pacific University
College of Education

Special Education 540: Technology in Special Education
Part II: Assistive Technology (1 Semester Hour)
Summer, 2004

Christine Macfarlane, Ph.D.

Time: 8:00 – 11:30 AM
Location: July 5th -- Marsh LL21
July 6 – 8, N216 Century HS July - Room 238,
Office: Room 315, Carnegie Hall, Pacific University
Office Hours: I will stay in the classroom 30 minutes after class to talk with students. I will make appointments to see you personally, talk on the telephone, or communicate via electronic means at a mutually convenient time or whenever you can catch me.
Office Phone: (503) 352-3185 or 1-877-PAC-UNIV x3185. If I am not here, please leave a message on my voice mail. I will get back to you as soon as possible. (Say your phone number slowly, please.)
Email Address: macfarlane@pacificu.edu or macf1091@pacificu.edu
I check my account at least once a day. It’s a good place to leave a message or ask a question if you don’t need to see me in person.

Please note: Pacific University is an Affirmative Action Equal Opportunity Institution. Students with disabilities and other special needs should contact Learning Support Services for Students with Disabilities at (McCormick 219; Phone 503-359-2107) to discuss services or adaptations which are deemed reasonable and necessary to accommodate specific needs. Students with disabilities are also encouraged to contact the professor privately regarding adaptations in classroom arrangement, use of audio/visual materials, testing arrangements, etc.

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University Catalog Description

Examines assistive technology for persons with disabilities at all levels (mild, moderate, severe, and profound) across various categories (mental retardation, learning disabilities, sensory impairments, physical impairments, health impairments, emotional disorders, behavior disorders) and all ages (early childhood, children, youth, and adults). Emphasis on selecting the appropriate tool to match an identified need. Includes information related to hardware, software, peripherals, evaluation, instruction, and management.
Course Prerequisites

SPED 540 Technology in Special Education (Part 1: Teacher Productivity) or Instructor approval

Purpose of the Course

The purpose of this course is to provide participants (students) with the skills necessary to evaluate, select, and utilize appropriate technology with students who have a disability and/or as a resource and management tool for education professionals. The focus will be on assessment of student or professional need within the context of specific environmental requirements. Ultimately, the use of technology should promote the integration of these students into school and society and provide them with the means by which to live, work, recreate in the community.

Course Outcomes

1. Given the need to provide students with access to technology, the student will demonstrate knowledge of assessment strategies to select appropriate technology solutions.
2. Given the need to select appropriate technology, the student will demonstrate the ability to evaluate hardware and software.
3. Given various software, the student will demonstrate the ability to use those programs to manage the classroom.
4. Given various hardware options, the student will demonstrate the ability to teach a student with a disability how to operate the hardware.
5. Given various software options, the student will demonstrate the ability to teach a student with a disability how to utilize the software program.
6. Given access to the Internet, the student will demonstrate the ability to use email and access a variety of resources on the World Wide Web.
7. Given applications in artificial intelligence, the student will demonstrate basic understanding of expert systems and robotics.
8. Given applications in technology, the student will reflect on the use of technology in our society by students with disabilities.

Course structure/approach

The course will consist of limited lectures, videos, demonstrations and activities, and internet exploration. I believe the more a student puts into the course, the more he or she gets out of it. I want all of us to have fun, yet be respectful of each other's need for an appropriate learning environment.
Required Readings

Everything you need will be given to you.

Evaluation

The number of points you receive during the course will determine your grade for the course. You will receive points for the following activities:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Assistive Technology Project</td>
<td>60</td>
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<tr>
<td>In-class projects 4 @ 5 points each</td>
<td>20</td>
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<tr>
<td>Professional Points</td>
<td>20</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
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To figure your grade, count up your total points.

A  = 96 - 100  B+ = 88 - 91  C+ = 76 - 79  D+ = 63 - 66
A- = 92 - 95  B  = 84 - 87  C  = 71 - 75  D  = 59 - 62
B- = 80 - 83  C-  = 67 - 70  F  = Below 58

Attendance

It is your responsibility to attend class. If you are unable to attend a class, you are expected to inform the professor beforehand and make alternate arrangements for receiving lecture material/handouts, etc. Excused absences will be granted for personal illness, personal non-routine doctor’s appointments, and professional obligations (e.g., interview). Excused absences may be granted for up to one day for family-related medical emergencies and/or special events (e.g., wedding). Unexcused absences or more than one excused absence will result in a loss of professional points. The instructor reserves the option to lower the grade for this class due to one or more absences. You will be held responsible for all material covered and announcements made in your absence. There will be a make-up assignment for any missed class.

Class Etiquette/“Netiquette”

Class will be held in a computer lab. Please check email, peruse web sites, and do other computer outside of class. Your attention to what is happening in class will be to everyone’s benefit. The professor reserves the right to lower your grade (i.e., loss of professional points) for inappropriate computer use during class time.
## SCOPE AND SEQUENCE

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject/Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>July 5, 2004</td>
<td>Introduction</td>
<td>Assistive technology and the IEP</td>
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<td>Using the internet as a resource</td>
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<td>Funding issues</td>
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<td>July 6, 2004</td>
<td>Augmentative communication</td>
<td>Switches</td>
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<td>Second</td>
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<td>Computer access</td>
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<td>session</td>
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<td>Electronic living devices</td>
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<td>July 7, 2004</td>
<td>Assistive technology for Reading</td>
<td>Evaluation</td>
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<td>Third session</td>
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<td>Selecting appropriate technology</td>
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<td>July 8, 2004</td>
<td>Assistive technology for Writing</td>
<td>Working with students with disabilities</td>
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<td>Final session</td>
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<td>using assistive technology</td>
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<td>• Positioning</td>
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<td>• Mobility devices</td>
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**Co-instructor: Nancy Cicirello?**

**July 12, 2004**

**12:30 PM**

**Due: Assistive Technology Project**