Assistive Technology in the Classroom and Community
EXED 419
Fall 2008

Instructor:  Kelly E. Copas

Contacting Your Instructor:  The easiest and fastest way to reach me is through WKU email:  Kelly.Copas@wku.edu.  You may also contact me at my cell number:  270-776-6374.  Please leave a message and I will return your call later in the day.  I do not have an office at WKU.  I am a special education teacher in public school and cannot answer phone calls during the day; I can check email during breaks.  Should you need to meet in person, I will arrange for a meeting place on campus.

Course Discipline:  Exceptional Education, Learning Behavior Disorders and Moderate and Severe Disabilities P-12; birth to early childhood.

Semester:  Fall 2008

Prerequisites:  EXED 330

Text:  

ISBN:0-618-07359-0

EXED 419 GOAL:  Utilize this class as a tool to learn as much as possible regarding effectively educating students with disabilities in a regular education environment to the extent possible.  In addition, focus on assistive technology that facilitates success in school for children with disabilities and allows all children access to the wide variety of learning experiences/materials offered in public school today.  Remember, all children have a right to a free and appropriate education!  You will be instrumental in ensuring their success.

Schedule:  Both sections of this course are web-based.  Assignments, discussions, grades, etc. will begin to be posted August 25, 2008.  You are responsible for checking the class site and your WKU email daily, Monday through Friday, for information regarding this course.

Course Description:  EXED 419 is designed to provide an overview of assistive technology including augmentative/alternate communication devices and their application in exceptional child education and early childhood education.  This class enables participants to develop a sound technology plan and resource list that will enhance learning and success in school for children with disabilities.
Course Objectives:
* Identify appropriate assistive technology based on the assessment of individual needs of a student with a disability.
* Choose a variety of assistive technology options based on the individual needs of a group of students.
* Identify and describe techniques for use of assistive technology in the following settings: regular class, resource room, self-contained class, etc.
* Explain how the use of assistive technology may allow a child to be educated in the regular education classroom.
* Create an adapted learning device focusing on assistive technology for a student with a disability.

Kentucky’s Teacher Standards
Standard 1: The teacher demonstrates applied content knowledge.
Standard 2: The teacher designs and plans instruction.
Standard 3: The teacher creates and maintains a learning climate.
Standard 4: The teacher implements and manages instruction.
Standard 5: The teacher assesses and communicates learning results.
Standard 6: The teacher demonstrates the implementation of technology.
Standard 7: The teacher reflects on and evaluates teaching and learning.
Standard 8: The teacher collaborates with colleagues, parents, and others.
Standard 9: The teacher evaluates teaching and implements professional development.
Standard 10: The teacher provides leadership within the school, community, and profession.

CEC Code of Ethics for Educators of Persons with Exceptionalities

Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.

Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.

Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.

Special education professionals exercise objective professional judgment in the practice of their profession.

Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.

Special education professionals work within the standards and policies of their profession.

Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

Student Disability Services
In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in Downing University Center, A-200. The phone number is 270 745 5004.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Course Requirements/Point Designations/Grading

Note: As a student in a web-based course, you are expected to check the class site on Blackboard daily (Monday-Friday) as well as your WKU email account for messages from your instructor regarding this course.

EXED Majors will focus on grades P-12.

IECE Majors will focus on birth to early childhood.

Ample time will be allotted for each assignment.

Scores for late coursework (case studies/critical performance indicator) will be reduced by 10% for each day the work is late. Discussion board assignments may not be made-up and on-going participation and meaningful input in each discussion is required from the date the topic is posted.

Edit all work carefully. I expect you to submit professional/scholarly work to me at all times. Remember, this is a 400 level class and you are going to be a teacher soon. I will read your work carefully!

Grading Scale:
90-100 A
80-89 B
70-79 C
60-69 D
<60% F

Discussion Boards: Ten topics will be presented and students will interact on the discussion board throughout the semester. Specific scoring criteria and beginning and ending dates will be provided for each discussion board topic. **10 points each-100 points**
Case Studies-Four case studies will be completed during the semester. Case studies will be application-based (meaning you should be able to use the information in your future daily jobs as teachers). Hopefully, you will be able to use information resulting from interacting with an actual student. Specific scoring criteria, instructions for completion, and due dates will be provided for each case study. **100 points each-400 points total**

Critical Performance Project-To be announced. I am currently attempting to revise the critical performance project for this class. I would like to add more flexibility and choices. I will advise you when a decision has been reached and this will be early in the semester. **100 points**

Field Experience-

Plagiarism Policy:
To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. (Source: WKU Faculty Handbook, 16th ed., p. 59). If it is determined that a student has plagiarized any work, a grade of “F” will be recorded as a final grade for this class and the WKU department will be notified.

**Note:** Student work may be checked using plagiarism detection software.