The Learning Tree Professional Development Network, LLC
Course Syllabus

Course Title: Assistive Technology and Accessible Instructional Materials
Credits: 3 credits
Class Type: Accelerated Fully Online

Participants taking this course for PDPs are required to complete ONE discussion board post, ONE written response, and a modified (to a lesser degree) final assignment in order to earn a Massachusetts' Department of Elementary and Secondary Education approved certificate.

Participants taking this course for CEUs are required to complete ONE discussion board post, ONE written response, and a written reflection on an educator's professional accomplishment and growth resulting from participation in the course.

COURSE DESCRIPTION:
This course is designed as an introductory overview in the application of assistive technology in the general education setting in compliance with IDEA requirements.   Participants will be introduced to specific types of adaptive, assistive, and augmentative technologies to enable students with disabilities, based upon the MA DOE disabilities guidelines, to access the curriculum. The course will cover the continuum of Assistive Technology devices, universal design for learning, curriculum adaptation and integration of best strategies and practices, accessible educational materials, state resources, and assessment and evaluation protocols. Family involvement in all phases of service delivery will also be discussed.

COURSE PREREQUISITES: None

LEARNING GOALS:
GLOBAL GOALS OF THE COURSE:
1. Critique and synthesize current research and theories on assistive technology and its classroom application.
2. Synthesize and recall the continuum of Assistive Technology devices.
3. Synthesize and apply principles of best integration of assistive technology and accessible educational materials.

INSTRUCTIONAL OBJECTIVES:
1. Synthesize implementation and best instructional practices of assistive technology for enable students with disabilities, based upon the MA DOE disabilities guidelines.
2. Model implementation of curriculum adaptation and integration of best strategies and practices.

3. Evaluate, design, and implement assistive technology and accessible educational materials to support development and/or access of critical skills, including, but not limited to communication, mobility, language development, sensory needs, and literacy.
4. Evaluate, design, and determine the appropriate accessible educational materials for students requiring support.
5. Model the use of assistive technology and accessible educational materials to aid in the implementation of universal design for learning.
6. Access, apply, and synthesize state resources and initiatives involving assistive technology.
7. Implement and interpret the results of assessment and evaluation protocols to assess student assistive technology needs.
8. Utilize assessment protocols, evaluating student assistive technology needs, to choose from low- and high-tech strategies.
9. Implement strategies and models for involving families in all phases of Assistive Technology service delivery.

TEACHING/LEARNING ACTIVITIES:
Video clips, PowerPoints, readings, graphic organizers, teaching tools, sample lessons, classroom discussion, lecture, etc. will all be implemented to demonstrate concepts.

REQUIRED READINGS:
McTighe, J., & March, T. (2015, May). Choosing Apps by Design. Educational Leadership, 72(8), 36-41.

Poel, E. W. (2007, February). Enhancing What Students Can Do. Educational Leadership, 64(5), 64-66.

Quenneville, J. (2001). Tech Tools for Students with Learning Disabilities: Infusion into Inclusive Classrooms. Preventing School Failure: Alternative Education for Children and Youth, 45(4), 167-170. doi:10.1080/10459880109603332

EVALUATION METHODS:

1. <u>One Page Response Journals:</u> Some week participants will be given a required article to read. Participants should write a one page response to each article on particular weeks when journals are assigned. Participants should respond to the article, not summarize it. How does it affect you as an educator? How can you implement this in your own educational setting? Would you want to implement it?
2. <u>Online Discussions:</u> Participants are asked to discuss assignments. These discussions can include **meaningful** questions, stories, examples, concerns, ideas, etc. To get full credit for these discussions, a participant must post a response, question, story, etc. at least once during the assigned week.
3. <u>Final Assignment:</u> For the final assignment, participants will create a one-hour professional development workshop presentation to be used to train educators on an overview of assistive technology for the classroom. Participants' workshops should demonstrate an understanding of information gained from course content, materials, and discussion. The final assignment is due at the end of Week Six.
Final Assignment Required Elements:
-Workshop agenda stating workshop goals, topics to be presented, and time segments **(10 points)**
-PowerPoint presentation on an overview of assistive technology for the classroom to be presented as part of your workshop. The PowerPoint shall be a minimum of 10 slides, not counting the title, closing, and/or reference slides of the presentation. Sources can be cited directly on corresponding slides or on a reference slide at the end of the presentation. **(30 points)**
-Handout to be used for the presentation (e.g., fact sheet, brochure, FAQ, etc.) The handout should be no more than one page of print (i.e. one side or two sides of one piece of paper = one page of print) **(20 points)**

-Creation of one workshop audience activity designed to teach a topic of the workshop **(30 points)**

-Inclusion of course content. Sources can be cited directly on corresponding slides or on a reference slide at the end of the presentation **(10 points)**

TESTING AND GRADING:

- 40% Written assignments (one page response journals)
- 20% Online discussions
- 40% Final Assignment

ADA Policy

If you as a student qualify as a person with a disability as defined in Chapter 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), you are strongly encouraged to register through the accrediting affiliated college or university. As a student, it is your responsibility to present your accommodation letter to your instructor at the beginning of each semester.

Academic Integrity Statement

Students are required to abide by the *Academic Integrity Policy*.

Course Credit Guidelines

For a graduate three credit course, students are expected to receive a minimum of 135 hours of instruction and work outside of the class by the conclusion of the course.

6 Week online course - This course is a 3-credit course, which means that students are expected to do at least 22.5 hours of course-related work each week of the 6-week term. This includes work done completing assigned readings, studying for test and examinations, preparing written assignments, and other course-related tasks.

Class attendance is expected of all students up to and including the last day of scheduled classes in the semester. Students must plan accordingly.

TOPICAL TIMELINE

Week One

- Review Syllabus
- Topics Covered:
    - What is Assistive Technology?
    - Current research and theories on assistive technology and its classroom application
    - Continuum of Assistive Technology devices

Other Assignments

Discussion Post.

Week Two

- Topics Covered:
    - Best instructional practices of assistive technology for enable students with disabilities, based upon the MA DOE disabilities guidelines

Required Readings

Quenneville, J. (2001). Tech Tools for Students with Learning Disabilities: Infusion into Inclusive Classrooms. Preventing School Failure: Alternative Education for Children and Youth, 45(4), 167-170. doi:10.1080/10459880109603332

Other Assignments

One Page Written Response.

Week Three
- Topics Covered:
  - Principles of best integration of assistive technology and accessible educational materials
  - Assistive technology and accessible educational materials to aid in the implementation of universal design for learning

Required Readings
McTighe, J., & March, T. (2015, May). Choosing Apps by Design. Educational Leadership, 72(8), 36-41.

Other Assignments
One Page Written Response.

Week Four
- Topics Covered:
  - Curriculum adaptation and integration of best strategies and practices.
  - Appropriate accessible educational materials for students requiring support

Required Readings
Poel, E. W. (2007, February). Enhancing What Students Can Do. Educational Leadership, 64(5), 64-66.

Other Assignments
One Page Written Response.

Week Five
- Topics Covered:
  - Assessment and evaluation protocols to assess student assistive technology needs
  - Assessment protocols, evaluating student assistive technology needs, to choose from low- and high-tech strategies

Other Assignments
Discussion Post.

Week Six
- Topics Covered:
  - Involving families in all phases of Assistive Technology service delivery
  - State resources and initiatives involving assistive technology

Other Assignments
Discussion Post.
Final Assignment.

Syllabus is subject to change.

TOPICAL OUTLINE

Instructional Activity	Description of Activity	Time Spent
Week One ● Review Syllabus	Posted Lecture Notes, Articles, PowerPoint, and Websites,	22.5

● Topics Covered: 　o What is Assistive Technology? 　o Current research and theories on assistive technology and its classroom application 　o Continuum of Assistive Technology devices **Other Assignments** Discussion Post.	Discussion Board, Written Response	
Week Two ● Topics Covered: 　o Best instructional practices of assistive technology for enable students with disabilities, based upon the MA DOE disabilities guidelines **Required Readings** Quenneville, J. (2001). Tech Tools for Students with Learning Disabilities: Infusion into Inclusive Classrooms. Preventing School Failure: Alternative Education for Children and Youth, 45(4), 167-170. doi:10.1080/10459880109603332 **Other Assignments** One Page Written Response.	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5
Week Three ● Topics Covered: 　o Principles of best integration of assistive technology and accessible educational materials 　o Assistive technology and accessible educational materials to aid in the implementation of universal design for learning **Required Readings** McTighe, J., & March, T. (2015, May). Choosing Apps by Design. Educational Leadership, 72(8), 36-41. **Other Assignments** One Page Written Response.	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5
Week Four ● Topics Covered: 　o Curriculum adaptation and integration of best strategies and practices.	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5

o Appropriate accessible educational materials for students requiring support **Required Readings** Poel, E. W. (2007, February). Enhancing What Students Can Do. Educational Leadership, 64(5), 64-66. **Other Assignments** One Page Written Response.		

Week Five
 ● Topics Covered:
  o Assessment and evaluation protocols to assess student assistive technology needs
  o Assessment protocols, evaluating student assistive technology needs, to choose from low- and high-tech strategies
 	
Other Assignments
Discussion Post.
	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5

Week Six
 ● Topics Covered:
  o Involving families in all phases of Assistive Technology service delivery
  o State resources and initiatives involving assistive technology
 	
Other Assignments
Discussion Post.
Final Assignment.
	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5

		Total 135 hours