Originating Course Information

Offering of Education: Phys Actvty & Ed Svc 5716: Assistive Technology in Education
Fiscal Unit/Academic Org: Schl of Phys Act & Educ Serv - D1270
Requirement/Elective Designation: Not A General Education course

General Information

Type of Request: Flexibly Scheduled
Term of Offering: Summer 2012 - Seven Week Summer Session
Level/Career: Graduate, Undergraduate
Rationale for proposing this offering: Offered as a contract course with Columbus City Schools through EHE Outreach & Engagement.

Description for this offering: The purpose of this course is to help students gain the skills needed to assist persons with disabilities in the selection and use of assistive technology (AT).

Attachments

- 5716 OneTimeSupplement-Darling-Summer 2012.doc: Supplement Form
  (One Time Form Supplement. Owner: Zircher, Andrew Paul)
- Summer 2012 Syllabus-Darling 5716.doc: Syllabus
  (Syllabus. Owner: Zircher, Andrew Paul)

Comments

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
</tr>
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<tbody>
<tr>
<td>Submitted</td>
<td>Zircher, Andrew Paul</td>
<td>04/25/2012 04:10 PM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Wheaton, Joe Edward Zircher, Andrew Paul Ronis, Jason Chadwick</td>
<td>04/25/2012 04:10 PM</td>
<td>Unit Approval</td>
</tr>
</tbody>
</table>
A. **One-time Request Information** (This section is required for all one-time offering requests)

1. Requested Room Capacity (if university pool classroom is being requested) **n/a**
2. Enrollment Capacity **20**
3. Waitlist Capacity **0**
4. Final Exam:
   - Yes [x]
   - No [ ]
   - Last Class (Note: per faculty rules, this option is **NOT** available for the Undergraduate career)
   a. Exam Seat Spacing **20**
5. Special Instructions or Additional Information
   
   Class needs to be offered in classroom that allows the instructor computer and internet access and a projector to allow students to see instructor’s screen

6. Class Search Title (18 character limit) **Assistive Tech**
7. Display in Class Search:
   - Yes [x]
   - No [ ]
8. Credit Hours **3**
9. Course Components (check all that apply):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Laboratory
   - [x] Lecture
   - [ ] Recitation
10. Graded Component (check one):
    - [ ] Clinical
    - [ ] Field Experience
    - [ ] Independent Study
    - [ ] Laboratory
    - [x] Lecture
    - [ ] Recitation
11. Campus of Offering (check all that apply):
    - [x] **Columbus**
    - [ ] Marion
    - [ ] Newark
    - [ ] Lima
    - [ ] Mansfield
    - [ ] Wooster (ATI)
12. Prerequisites and Exclusions: n/a

13. Permission to Enroll in this course:  
   - No Consent needed
   - Department Consent
   - Instructor Consent

14. General Education Details (if applicable): Attach GE model curriculum compliance statement and GE course assessment plan.
   
   n/a

B. Group Studies Request Information (This section is required for group studies requests only)

1. Previous quarters of offering and enrollment (Regular course numbers should be sought for group studies courses taught three times with success).

2. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests).

3. Attach the course syllabus that includes the topical outline of the course, student learning outcomes and/or course objectives and methods of evaluation.

C. Flexibly Scheduled/Off Campus/Workshop Request Information (This section is required for flexibly scheduled / off-campus / workshop requests only)

1. Start Date and End Date: June 18 through August 3

2. Previous quarter(s) of offering and enrollment: Spring 2012 (but as the quarter version: PAES 716)

3. Expected enrollment for proposed quarter of offering: 20

4. Attach the course syllabus that includes the topic outline of the course, student learning outcomes and/or course objectives, methods of evaluation and off-campus field experience.

5. Off-Campus Site: Northgate Center, Columbus City Schools

6. Will course be taught in distance learning format:  
   - Yes
   - No
7. Complete the following for courses offered for less than term length or for Workshops: n/a

<table>
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<tr>
<th>Level and Credit Hours:</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
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| Class/Lab Contact Time: |                  |                  |
|------------------------|                  |                  |

| Prerequisites:         |                  |                  |
|                       |                  |                  |

| Exclusion or Limiting |                  |                  |
|                      |                  |                  |

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<tr>
<th>Grade Options (Check)</th>
<th>Letter</th>
<th>S/U</th>
<th>Progress</th>
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| Number of Hours of out-of-class preparation required: |                  |                  |
|                                                      |                  |                  |

| Total hours of class meetings: |                  |                  |
|                                |                  |                  |

| Length of each class: |                  |                  |
|                     |                  |                  |

8. Complete this section for Off-Campus courses only:

   Distribution of contact time (explain differences from on-campus offerings):
   No difference, except that the 14 sessions will occur over 7 weeks rather than 14 weeks

   Instructor  William Darling                                                      Rank  Lecturer
   Qualifications (explain any difference in rank/qualification from on-campus instructors
   n/a

   Explain differences in teaching arrangements from on-campus offerings
   Will be offered in summer at times and location convenient for Columbus City Schools Teachers; will be offered through Office of Outreach and Engagement

   Student Services (explain how they will be provided to off-campus students):
   Registration  via Outreach and Engagement
   Office Hours  by arrangement with instructor
   Academic Advising  by arrangement with instructor

D. Study Tour Request Information (This section is required for study tour requests only)

1. Previous quarters of offering and enrollment:

2. Expected enrollment for proposed quarter of offering:
3. This request has been discussed with and has the concurrence of the following academic units needing this study tour or with academic units having directly related interests (list units and this course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests):

4. Attach the academic plan that includes student learning outcomes and/or course objectives, topical outline and percent of time spent on each topic, methods of instruction, course requirements, methods of examination and percent of the final grade each method constitutes, textbooks and/or reading lists, admission procedure, orientation and debriefing plans and method of dealing with any expected language barriers.

5. Attach the administrative plan for the study tour that includes an itinerary, arrangements for travel, housing, meals, classrooms, excursions, and budget.

ATTACHMENT TYPES that may be needed for this form:

Cover Letter
Syllabus
Study Tour Academic Plan
Study Tour Administrative Plan
Concurrence Letters / Forms
GE model curriculum compliance statement
GE course assessment plan
Memo of Understanding
Appeal statement
Other supporting documentation
1. Component (Section) Type (Choose 1):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Lab
   - [X] Lecture
   - [ ] Recitation
   - [ ] Seminar
   - [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   - [ ] Clinic Field Experience
   - [ ] Computer taught
   - [ ] Distance Learning
   - [X] In Person
   - [ ] Video Taught

3. Meeting Pattern
   - [ ] MON
   - [X] TUE
   - [ ] WED
   - [X] THR
   - [ ] FRI
   - [ ] SAT
   - [ ] SUN

4. Meeting start time: 6:00 PM
5. Meeting end time: 8:45 PM

6. Instructors. Provide at least 1 primary instructor.

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Role</th>
<th>Access</th>
<th>Print name in schedule?</th>
</tr>
</thead>
<tbody>
<tr>
<td>William Darling</td>
<td>Primary</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

7. Central classroom pool facility or department room: [ ] Pool [ ] Dept

8. Room Characteristics. Specify up to 5 in priority order.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Classroom with computer and internet access for instructor</td>
</tr>
</tbody>
</table>

9. Notes: ______________________________________________________________
    ___________________________________________________________________
    ___________________________________________________________________
    ___________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After
1. Component (Section) Type (Choose 1):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Lab
   - [ ] Lecture
   - [ ] Recitation
   - [ ] Seminar
   - [ ] Workshop

2. Instruction Mode (Choose only ONE):
   - [ ] Clinic Field Experience
   - [ ] Computer taught
   - [ ] Distance Learning
   - [ ] Flexibly Scheduled
   - [ ] In Person
   - [ ] Video Taught

3. Meeting Pattern
   - [ ] MON
   - [ ] TUE
   - [ ] WED
   - [ ] THR
   - [ ] FRI
   - [ ] SAT
   - [ ] SUN

4. Meeting start time: ___________

5. Meeting end time: ___________

6. Instructors. Provide at least 1 primary instructor.

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9. Notes: ______________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After
Begin Component 3

1. Component (Section) Type (Choose 1):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Lab
   - [ ] Lecture
   - [ ] Recitation
   - [ ] Seminar
   - [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   - [ ] Clinic Field Experience
   - [ ] Computer taught
   - [ ] Distance Learning
   - [ ] Flexibly Scheduled
   - [ ] In Person
   - [ ] Video Taught

3. Meeting Pattern
   - [ ] MON
   - [ ] TUE
   - [ ] WED
   - [ ] THR
   - [ ] FRI
   - [ ] SAT
   - [ ] SUN

4. Meeting start time: ___________
5. Meeting end time: ___________

6. Instructors. Provide at least 1 primary instructor.

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</tbody>
</table>

9. Notes: ______________________________________________________________
    ______________________________________________________________
    ______________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After

End Component 3
Summer 2012

Assistive Technology for Individuals with Disabilities

EDU PAES 5716

School of Physical Activities and Educational Services
Special Education

William T. Darling, Ph.D.
Assistive Technology of Ohio
1314 Kinnear Road
Suite 1700
Columbus, Ohio 43212

darling.12@osu.edu

Office: 614-292-7721
Cell: 614-906-3646
Fax: 614-293-3621
COURSE DESCRIPTION AND RATIONALE

The purpose of this course is to help students gain the skills needed to assist persons with disabilities in the selection and use of assistive technology (AT). Technology is playing an increasing role in the lives and education of people with disabilities. Special Education teachers should be aware of and knowledgeable about the ways that technology can be used to help students with disabilities in an educational setting. This course is part of the Special Education curriculum and teaches current and future special educators in the selection and application of assistive technology.

Knowledge Skills and Disposition
Selection of assistive technology
Assist consumers in identifying and evaluating specific adaptive and assistive technologies that facilitate the achievement of the consumer’s goals. Relate consumer needs with environmental demands to ensure appropriate selection of assistive technology.

Procuring assistive technology:
Analyze the costs and benefits of specific technologies and define ethical practices cultural issues in applying these technologies. Identifying funding solutions for A.T. Apply state and federal laws that support funding of A.T.
Week 1:

Course Overview and an Introduction to Assistive Technology

Readings for week one: Assistive Technology in the Classroom: Chapter 1: Introduction to Assistive Technology

- Syllabus and course requirements
- Introduction to Assistive Technology
- Assistive Technology Resources at The Ohio State University
- Assistive Technology Resources in the state of Ohio

Laws and federal and state programs that fund assistive technology for students and people with disabilities.

- Overview of state and federal laws that allow for the funding of assistive technology
- Challenges to getting AT funded in schools and rehabilitation programs

Week 2:

Assistive Technology to Support Writing

Reading: Chapter 2: Assistive Technology to Support Writing (pp. 23-57).

- Low Tech Adaptations for Writing
- Prewriting: Graphic Organizers
- Word processors
- Word prediction
- Speech recognition applications
- Text-to-speech
- Spell checks
- Thesaurus
- Grammar checks
- Technology to support note taking

Assistive Technology to Support Reading

Reading: Chapter 6: Assistive Technology to Support Reading (pp. 58-94).

- Reading problems in student with disabilities
- How technology can address these problems
- Low Tech adaptations that support reading
- The Chafee Amendment / copyright issues
• Technology tools to access alternative formats
• Commercial e-readers
• Decision-making: Instructional tool or compensation tool?

Week 3:

Assistive Technology for People with Hearing Impairments


• Degrees of hearing loss
• Types of hearing loss
• Effects of hearing loss on language development
• Common forms of assistive technology for hearing impairments
• Telecommunication devices
• Computer software devices
• Movie: Sound and Fury (2000). A documentary following two families struggling with the decision about whether to give their children a cochlear implant.

Week 4:

Assistive Technology for Visual Impairments

Week 4 Reading: Technology for Students with Visual Impairments from Technology for Exceptional Learner

• Prevalence of visual impairments
• Educational and Social Development
• Placement Decisions
• Guiding Principles for Instructional Adaptations
• Technology Applications for Students with Visual Impairments

Week 5: Assistive Technology to Enhance Communication

Reading: Chapter 11: Assistive Technology Approaches to Teaching Early Communication and Emergent Literacy

• What is communication?
• How do communication and language develop?
• Problems students with disabilities have with early communication development
• Technology tools that support early communication development
• Presentation by Jennifer Monahan, Prentke Romich Company.

Assistive Technology to Enhance Communication, Part II

• Movie: The Diving Bell and the Butterfly (2007). French with English subtitles. Starring Mathieu Amalric. The true story of former fashion magazine editor Jean-Dominique Bauby who, as a result of a stroke, is unable to verbally communicate and is only physically able to blink one eye.

Week 6:

Assistive Technology for Behavioral Issues

• How assistive technology can be integrated into treatment plans to help children with behavioral issues
• Different types of AT for behavior and the research into best practices in this area

Universal Design / Universal Design for Learning

Reading for week 6: Technology to support Universal Design for Learning (UDL) and Differentiated Instruction (pp. 95-116)

• Principles of Universal Design
• How Universal Design applies to education
• Michigan Stadium: An ADA / Universal Design Case Study

Week 7:

Assistive Technology and the IEP

• Conducting an assistive technology assessment for a student
• Selecting the correct assistive technology for student success
• Matching technology to student abilities
• Ethical issues in using technology
OBJECTIVES

Students will learn to find information on technology, to evaluate a person’s technology needs, and to identify how and where to procure A.T. Students will analyze factors needed to integrate technology into the lives of persons with disabilities and identify variables related to successful application. Legal, ethical and funding issues will be addressed. Assistive technology in the following functional areas will be addressed: writing, reading, vision, hearing, recreation, computers, and communication.

COURSE REQUIREMENTS AND GRADING

Although this course is a U/G course, there is no difference in evaluation criteria. Grades will be assigned according to the following distribution:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
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<tbody>
<tr>
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<td>90-92%</td>
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<td>87-89%</td>
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<td>B-</td>
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<td>77-79%</td>
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<td>70-72%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
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<tr>
<td>D</td>
<td>60-66%</td>
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<tr>
<td>E</td>
<td>59% and below or work inconsistent with study at OSU.</td>
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</table>
**Weekly quizzes**
A quiz will be given each week (unless otherwise noted) on the readings, lectures and materials from the previous class. For example, a quiz given in the second week will be on the material covered in the first class. The quizzes will be given on Carmen and will be made available to students starting at 6:00 p.m. on Wednesday. The quizzes will be timed and must be completed one hour prior to the start of the next week’s class. There will be no make-up quizzes. At the end of the grading session, the lowest graded quiz will be dropped.

**Attendance and participation**
Students are expected to attend all classes and to participate in all class activities. Participation means completing the on-line assignments and contributing to class activities. Participation also means that computers will be used only for class activities. E-mailing, web browsing, playing games, etc., are not permitted. Any violation of this rule will result in the full loss of participation credit.

**TEXT BOOKS AND READINGS**


**OTHER INFORMATION**

Relationship to other courses

This course is part of the existing Special Education curriculum and specifically addresses the assistive technology needs of special educators. A similar course is taught in Allied Medicine but it focuses on the needs of occupational therapists and physical therapists.

**Diversity**

The School of PAES is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of this goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The School of PAES prohibits discrimination against any member of the school’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status or veteran status.
Technology

The course draws extensively on technology and uses Carmen as the course management tool.

Reasonable Accommodations and Accessibility

If you have a disability that affects your learning ability, you need to inform me as early in the quarter as possible. Together we will work with the Office of Disability Services to determine the interventions and accommodations needed. The Office of Disability Services is in 150 Pomerene, 1760 Neil Avenue and can be reached at 614-292-3307 (v), 614-292-0901 (TTY). This syllabus is available in alternate formats.

Academic Misconduct

I shall report to the committee on academic misconduct all instances of what may be academic misconduct.

Graduating Students

Graduating students must complete the requirements for this course by the deadline of the University to allow time to submit the grade.

Grievances and Solving Parties

According to University policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor, then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.”

Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department.”