Code # ED69 (2014) REV 3

**New/Special Course Proposal-Bulletin Change Transmittal Form**

x☐ **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

☐ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

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| x☐**New Course or** ☐ **Special Course (Check one box)***Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.*  |

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| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**COPE Chair (if applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Department Chair:**  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**General Education Committee Chair (If applicable)**   |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Vice Chancellor for Academic Affairs** |

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

ELSE 4173

2. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Assistive Technology in Special Education

ASST Tech in SPED

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

7. Brief course description (40 words or fewer) as it should appear in the bulletin.

Assistive technology for persons with disabilities at all levels and ages, in a variety of categories.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

a. Are there any prerequisites?

Admission to undergraduate special education program

b. Why?

University requirement

9. Course frequency(e.g. Fall, Spring, Summer). Not applicable to Graduate courses.

Fall, Spring, Summer

10. Contact Person (Name, Email Address, Phone Number)

Jacques Singleton, School of Teacher Education and Leadership

jsingleton@astate.edu

11. Proposed Starting Term/Year

Fall 2015

12. Is this course in support of a new program? Yes

If yes, what program?

K-12 Undergraduate Special Education

13. Does this course replace a course being deleted? No

If yes, what course?

Enter text...

Has this course number been used in the past? No

*Submit Course Deletion Proposal-Bulletin Change Transmittal Form.*

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

The student will gain the skills to:

To be familiar with the historical aspects of assistive technology

To understand how assistive technology can be applied in the different major content areas (i.e. Literacy, Mathematics, Science, Social Studies, and “Electives”)

To understand how assistive technology can be applied to students with various disabilities (i.e. high incidence and low incidence disabilities)

To understand and be able to make decisions regarding how to employ assistive technology with particular students and within particular classroom situations

To be able to locate resources regarding assistive technology for students with exceptionalities

To understand and be able to implement assistive technology to help teachers better meet the needs of students

Demonstrate knowledge of the range of assistive technology available to pupils with disabilities, including both low-tech and high-tech devices

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

This course is a required course in Arkansas State University’s K-12 Special Education degree and licensure program. The B.S. Ed program is an approved program by the Arkansas State Department of Education and accredited by the Council for the Accreditation of Educator Preparation. Thus, the course content has been developed with reference to the licensure and accreditation standards for K-12 Special Education identified by the State of Arkansas, the Council for Exceptional Children, and the National Association for the Education of Young Children. The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. In addition, the course has been developed to be congruent with the mission of the College of Education and Behavioral Science as a unit. Specifically, the course addresses the College’s commitment to families and communities, to research-based practices, and to social justice.

c. Student population served.

ASU undergraduate special education students

d. Rationale for the level of the course (lower, upper, or graduate).

Requires admission to teacher education program.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

**First session**-Introduction

Assistive technology and the IEP; Using the internet as a resource Funding issues

**Second session** –session Augmentative communication; Switches; Computer access; Electronic living devices

**Third session**- Assistive technology for Reading Evaluation; selecting appropriate technology

Fourth session- Assistive technology for Writing; Working with students with disabilities using assistive technology

**Fifth session**- Positioning; Mobility devices

**Sixth session-** Assistive Technology & Academic Instruction *–* Literacy (Reading)

**Seventh session**- Assistive Technology & Academic Instruction – Literacy (Writing)

**Eighth session**-Assistive Technology & Academic Instruction – Mathematics

**Ninth session-** Assistive Technology & Disabilities - High Incidence Disabilities (LD)

**Tenth session**- Assistive Technology & Disabilities - Physical & Health Impairments

**Eleventh session**-Assistive Technology & Disabilities - Visual Impairments

**Twelve session**- Assistive Technology & Disabilities - Hearing Impairments

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**Thirteenth session**- Assistive Technology & Disabilities - Other Disabilities (Autism)

**Fourteenth session**- Assistive Technology & Transition/Post-School

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Lecture; discussion; readings; collaboration and teamwork in small- and large-group activities; role-playing; simulations; video-recorded practice exercises; interviewing; in-class and out-of-class activities; written assignments; article reviews; quizzes and exams

18. Special features (e.g. labs, exhibits, site visitations, etc.)

There will be 10 hours field experience in this course

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

Existing faculty will be sufficient

20. What is the primary intended learning goal for students enrolled in this course?

The candidate will be able to evaluate, select, and utilize appropriate technology with students who have a disability.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

Assistive Technology in the Classroom: Enhancing the School Experiences of Students with Disabilities, 2/E

Amy G Dell

Deborah Newton

Jerry G Petroff

ISBN-10: 0131390406 • ISBN-13: 9780131390409

©2012 • Pearson • Paper, 384 pp

Published 08/10/2011

b. Number of pages of reading required per week: 30

c. Number of pages of writing required over the course of the semester: Enter text...

22. High-Impact Activities (Check all that apply)

☐xCollaborative assignments

☐Research with a faculty member

☐xDiversity/Global learning experience

☐xService learning or community learning

☐Study abroad

☐xInternship

☐Capstone or senior culminating experience

☐Other Explain: Enter text...

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

**Outcome #1:** (For example, what will students who meet this goal know or be able to do as a result of this course?)

Students will be able to demonstrate an understanding of assistive technology in special education.

Learning Activity:(For example, what instructional processes do you plan to use to help students reach this outcome?)

Lecture; discussion; readings; collaboration and teamwork in small- and large-group activities; role-playing; simulations; video-recorded practice exercises; interviewing; in-class and out-of-class activities.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

Final examination.

*(Repeat if needed for additional outcomes 2 and 3)*

**Outcome #2:**

Learning Activity:

Assessment Tool:

**Outcome #3**:

Learning Activity:

Assessment Tool:

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

* 1. Global Awareness

☐xMinimally
☐Indirectly
☐Directly

* 1. Thinking Critically

☐Minimally
☐Indirectly
☐xDirectly

* 1. Using Technology

☐Minimally
☐Indirectly
☐xDirectly

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**To copy from the bulletin:**

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the “select” button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on “copy”.
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose “paste”.
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

Paste bulletin pages here...