

12-43
R-9/25/12
AP-10/2/12
Info-11/6/12

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: EDEX 103 Special Education Technology

Instructor(s) of Record: Dr. Nancy Yost

Phone: 724-357-3948 **Email:** njyost@iup.edu

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)
 Negative

James Baker 9/18/12
Signature of Department Designee Date

Endorsed: Edward Nardi 9/20/12
Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)
 Negative

Gail Schust 10/5/12
Signature of Committee Co-Chair Date

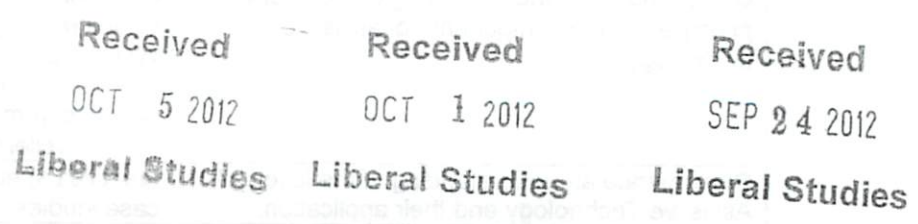
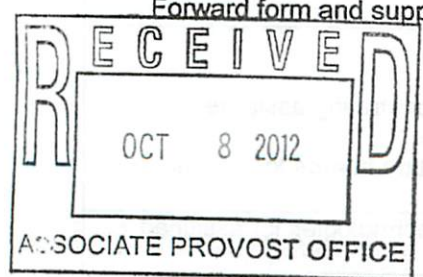
Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

Approved as distance education course Rejected as distance education course

Gregory W. Intemona 10/10/12
Signature of Provost Date

Forward form and supporting materials to Associate Provost.



Undergraduate Distance Education Review Directions

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

I have been successfully supplementing instruction and fully teaching with course management software since 2002. I have attended various trainings offered by IUP for many years. I have also conducted workshops on using the course management software. I was asked to be part of a team that looked at various packages available when IUP originally decided to go to Moodle from WebCT. I have attended many workshops at local and international conferences and read extensively in the area of successful online delivery. I have attended the best practices in online delivery that IUP offered a few years ago. In September 2006, I completed a series of online classes which resulting in a Certificate in Accessible Information Technology through the EASI (Equal Access to Software and Information Technology. This better equipped me to conduct online delivery for which provides access to all students.

The last several summers I have offered online courses at the graduate level that have been well received.

I am proposing EDEX 103 be delivered as a distance education format to better meet the needs of some of our students. I have been teaching this course for several years within the department. I currently am teaching four sections of the course. Over the last several semesters, I have slowly added content to learning management system anticipating eventually offering some of the sections online.

2. How will each objective in the course be met using distance education technologies?

Objective	
Demonstrate cognitive competency of the human factors of students with disabilities as they apply to assistive technology.	Discussion forums; Discuss online readings Create technology projects and modify to meet needs of specific populations following rubric requirements. Contribute to database of assistive technologies for specific disabilities
Demonstrate cognitive competency of the various component areas of assistive technology.	Discussion forums Research and identify AT to meet specific needs of individual Watch online videos of different assistive devices Online readings
Demonstrate an understanding of the operating principles of the components of assistive technology.	Discussion forums Online readings Watch videos demonstrating assistive technologies in use Create communication boards for various students/clients
Demonstrate an understanding of the levels of Assistive Technology and their application.	Identifies specific technologies for assigned case studies

	Create technology projects and modify to meet needs of specific populations following rubric requirements
Demonstrate a working knowledge of assessment strategies for Assistive Technology.	Online readings Discussion forum
Students will demonstrate knowledge of the internet as an assistive technology tool by completing internet based exercises pertaining to individuals with disabilities and their families.	Review sites Adapt teaching resources to meet needs of regular population, as well as students with a variety of needs as directed in rubric. Use various online resources to complete the assignments and readings
The student is expected to demonstrate knowledge of classroom technology by mastering the assigned ISTE competencies outlined for beginning teachers.	Completion of ISTE standards in required portfolio by using artifacts (assignments/projects created in this class) and writing appropriate corresponding reflection statements.

3. How will instructor-student and student-student, if applicable, interaction take place?

I will be available to the students through the learning management software, phone, email, and IM. I will be participating in the various discussion threads, answering questions, pushing the students to a higher level of discussion, and clarifying points. Having previously taught online, I know that for some students it is necessary to have one-on-one conversation over the phone and in one instance I met face-to-face with the student to provide assistance.

Student-student interaction will take place in the threaded discussion where they are encouraged to treat these as conversations, not simply a posting to answer a question. There will also be student-student interaction through sharing of projects and peer editing of reflective statements.

4. How will student achievement be evaluated?

Each assignment will have a rubric to guide the assignment and provide the foundation for grading. Each assignment has a specific point value, totals of which will be the basis for the final grades as presented in the syllabus.

Also, a rubric will be used to assess the quality of individual posting to the discussions forums.

5. How will academic honesty for tests and assignments be addressed?

Academic honesty is not an issue with tests as this class is project-based and does not have formal exams.

Academic integrity is addressed by examining what the project looks like and the skill level demonstrated previously demonstrated by the student. You can quickly identify students with strong technology skills and those with weaker skills. Projects that appear too well done by a student with weak skills will be questioned. I can ask the student to meet with me either in person or via Wimba to demonstrate their use of the particular product in question. All students will be required to reflect on their projects in the portfolios. An individual student's ability to reflect personal growth further indicate their personal level of experience with the project. Individual student projects are unique to the student because they pick their topics this personal investment encourages students to do their own work. All projects from previous students are archived within IUP's LMS and can be called up if the instructor feels the assignment looks familiar.

Instructor will ask follow up questions for elaboration in the forums and individually on assignments.

Students will be referred to the Academic Integrity Policy, IUP Computing Policies files, and Technology Civility 101 file in the syllabus.

B. Place the Undergraduate Distance Education Review Form on top of the Proposal and then submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

**COURSE SYLLABUS
SPECIAL EDUCATION TECHNOLOGY
EDEX 103
Distance Delivery**

PREREQUISITES: none

3c-01-3cr

I. Catalog Description

Prerequisites: None

Catalog Description:

Addresses the use of Assistive Technology in the classroom in areas of communication, mobility, education, recreation, vocation, independence, and therapy/rehabilitation. Emphasis is on developing awareness of the diversity of assistive technology currently available for individuals with disabilities. Specific applications of assistive technology devices, which improve and maintain the functioning capabilities of individuals with disabilities, are presented. Participants in this course will engage in independent learning activities and will receive information that will enable them to gather information about assistive technology devices, companies and related services.

Course Description:

This undergraduate course offered by faculty of the Special Education and Clinical Services Department is intended for majors of the department (Education of Exceptional Persons, Speech Language Pathology, Education of Deaf and Hard of Hearing Persons, & Rehabilitation). This course is intended to develop an ability for a special educator/therapist to use technology in the special education and inclusive classroom as well the ability to assess, select, design, and modify Assistive Technology for students with disabilities.

II. Student Outcomes

Throughout and following this undergraduate level course, students will:

1. Demonstrate cognitive competency of the human factors of students with disabilities as they apply to assistive technology.
2. Demonstrate cognitive competency of the various component areas of assistive technology.
3. Demonstrate an understanding of the operating principles of the components of assistive technology.
4. Demonstrate an understanding of the levels of Assistive Technology and their application.
5. Demonstrate a working knowledge of assessment strategies for Assistive Technology.

6. Students will demonstrate knowledge of the internet as an assistive technology tool by completing internet based exercises pertaining to individuals with disabilities and their families
7. The student is expected to demonstrate knowledge of classroom technology by mastering the assigned ISTE competencies outlined for beginning teachers.

III. Requirements

LiveText access code This is an access code for the LiveText website. Through LiveText site, you create the portfolio required by all teacher education majors. You will learn to create the portfolio as part of this class.

Textbook Required Required readings will come from the following website.
Assessing Students' Needs for Assistive Technology (ASNAT) 5th Edition <http://www.wati.org/?pageLoad=content/supports/free/index.php>

IV. Course Requirements and Evaluation

1. Assigned Readings/Attendance/Participation in class and online
2. Completion of Live Text portfolio as directed
3. Multimedia Project
4. Quizzes at discretion of faculty
5. Technology assignments -- Students will be given expectations of assignments, grading, and scoring rubrics when assignments are made

V. Course Evaluation:

Activity	Points per Activity
Completion of Portfolio	125
Peer Portfolio Reflection Statements	25
Multimedia Projects (2)	20
Active participation in online discussions (up to 15)	10
Technology assignments (up to 15)	25
Final Activity 50	50

Detailed directions and scoring expectations will be given at time of assignments. A student's final percentage will be based upon the total number of points earned for the semester and those available. Students will be able to track their progress through the LMS. If there are questions about your grades please send an email through Moodle. A letter grade will be based upon the following scale:

92 -- 100% A

84 -- 91	B
76 -- 83	C
70 -- 75	D
0 -- 69	F

VI Late Assignment Policy:

Assignments are due at the beginning of class on the specified date in the specified format and location, unless other arrangements have been made with the instructor. The instructor will NOT hunt for your assignment if it is not in the correct location; this is the same as not turning in an assignment. Ten percent of the total points available for an assignment will be deducted for each weekday an assignment is late. **NO** assignment will be accepted three calendar days past due date, these assignments will receive no credit. This includes not handing in the assignments in the proper form or the appropriate location.

VII. Academic Integrity Policy:

This policy is clearly outlined in the IUP catalog. Please familiarize yourself with the policy. Any breach of academic integrity will not be tolerated and will result in failure for the assignment and potential failure of the course.

The policy is located at: <http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=84877>

ASSESSMENT MATRIX

Course Objective	INTASC Standards	CEC/NAEYC Standards	ISTE Standards	Course Assessment Measuring Objective
Demonstrate cognitive competency of the human factors of students with disabilities as they apply to assistive technology.	1	CEC: 2,3,6 NAEYC: 1,2	1, 2, 3	Portfolio
Demonstrate cognitive competency of the various component areas of assistive technology.	2	CEC: NAEYC:	1, 2, 3	Portfolio
Demonstrate an understanding of the operating principles of the components of assistive technology.	2,3	CEC: NAEYC:	1,5	Portfolio
Demonstrate an understanding of the levels of Assistive Technology and their application.	9	CEC: 5, 8 NAEYC:	1, 5	Portfolio
Demonstrate a working knowledge of assessment strategies for Assistive Technology.	6	CEC: NAEYC: 3,4,5	1, 5	Portfolio
Students will demonstrate knowledge of the internet as an	3, 4, 5, 6, 7	CEC: 3, 4, 5, 6 NAEYC: 3, 4,	1, 2, 3, 4, 5	Portfolio

assistive technology tool by completing internet based exercises pertaining to individuals with disabilities and their families.		5		
The student is expected to demonstrate knowledge of classroom technology by mastering the assigned ISTE competencies outlined for beginning teachers.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	CEC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 NAEYC: 1, 2, 3, 4, 5, 6, 7,	1, 2, 3, 4, 5	Portfolio

**Special Education Technology
EDEX 103**

Class Session Date	In-class Topic and Activities
Week 1	Introduction to D2L
	Templates for Differentiated Instruction Assignment: Resume
Week 2	What is Assistive Technology Assistive technology shopping chat. Assignment: AT Needs Case Study
Week 3	Begin making connections between artifacts and standards— writing reflections Introduction to LiveText --- you MUST have your registration number for class today. Assignment: Uploading Files into Live Text and starting the appropriate COE-ET portfolio template
Week 4	Photo Story--- classroom tool, differentiated instruction or social story Assignment: Creating a Classroom Appropriate Video using PhotoStory with a text file of audio
Week 5	Copyright laws Assignment: Using Publisher to create a brochure explaining copyright laws
Week 6	PowerPoint in the classroom Learning about PowerPoint 2010 Assignment: PowerPoint Game
Week 7	Graphic Organizers Assignment: Inspiration/Kidspiration Files
Week 9	Research Project – Bullying and Technology Assignment: Bullying Presentation with PowerPoint
Week 10	Clicker Software Assignment: Clicker files
Week 11	Audacity Software

	Assignment: Using Audacity to PSA file for parents or students
Week 12	EXCEL in the classroom Data collection with EXCEL
Week 14	Writing of reflections for portfolios
Week 15	Peer editing of reflective statements
Week 16 - final	Culminating activity – Presenting Live Text portfolios

SAMPLE MODULE Graphic Organizers

Note to committee: Because of the issues with printing and small unreadable print, I have moved the module into Word. In the current LMS students entering each module are greeted with just a series of links. These are explained in week one. My modules contain the same sections:

Introduction (*an overview of module*)

Readings (*to build background knowledge*)

Classroom Examples (*links to locations where they can view the topic in actual use in classrooms*)

Tutorials (*links to web resources both text and videos to help the student learn the product*)

Assignment (*directions and rubric*)

Resources (*links to other materials that might be helpful as the student works through the assignment if they need additional support*)

The content below is what the students see at each of these links.

Graphic Organizers

Introduction:

This module has you exploring the use of graphic organizers. Organizers are a great way to for students to take notes while reading or for you to give to the student to help them with reading. Students can present information that they are learning through organizers. Organizers can be used as an option for several types of assignments. After you have decided to use the organizers, you can then easily modify the assignment up or down to meet needs. There are so many ways that they can be utilized and that is part of the intent of this module -- to open your eyes as to use graphic organizers across the curriculum.

Move on to readings.

Objectives:

In this module, teachers will:

1. be able to discuss using graphic organizers to enhance their teaching
2. be able to use graphic organizers to differentiate their instruction
3. be able to use the graphic organizer software, Inspiration or Kidspiration

ISTE Standards:

This module will help teachers accomplish the following teacher standards:

- Facilitate and Inspire Student Learning and Creativity
 - Design and Develop Digital-Age Learning Experiences and Assessment
 - Model Digital-Age Work and Learning
 - Engage in Professional Growth and Leadership
-

Key Terms:

At the outset, some key terms are important to understand about graphic organizers:

1. graphic organizer: Graphic Organizers are structures or diagrams which visually represent information. They can be used in all phases of learning from brainstorming to generate ideas, for analyzing and organizing information to presenting findings. (<http://members.shaw.ca/priscillatheroux/graphicorganizers.html>)
2. webs: a type of graphic organizer
3. mind map: a type of graphic organizer

Background Readings on Graphic Organizers

The following links contain information to give you a better understanding of what graphic organizers are and how they assist students in their learning process. The links go to both text and video materials.

CAST defines graphic organizers as: Visual and graphic representations of information that show both units of information and the relationship between these units. Graphic organizers-also known as concept maps, story maps, advance organizers, story webs, semantic maps, and cognitive organizers-are often used to teach text structure, to aid comprehension, support writing organization and planning and to help students understand vocabulary.

Graphic organizers can be used to assist students with note taking, organizing thoughts for writing, collecting data, and so much more. Teachers can create organizers for students to complete or to give out to help them understand content can create organizers. In the articles below, you will see many types of organizers at different grade levels.

Readings:

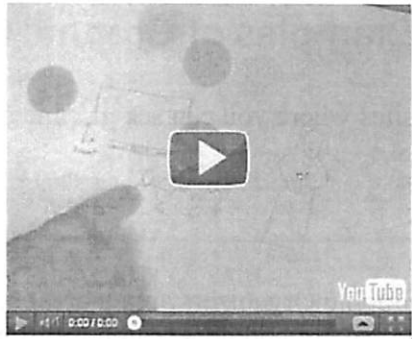
http://www.cast.org/publications/ncac/ncac_go.html

<http://www.ttac.odu.edu/Articles/Graphic.html>

<http://www.graphic.org/>

<http://www.writedesigonline.com/organizers/>

[http://www.inspiration.com/sites/default/files/documents/How Digital Tools Prepare Students for the 21st Century.pdf](http://www.inspiration.com/sites/default/files/documents/How_Digital_Tools_Prepare_Students_for_the_21st_Century.pdf)



Classroom Examples of Graphic Organizers

The links below will take you to sites where you can see graphic organizers at work in classrooms.

Research has demonstrated that Graphic Organizers are a great support to students with learning disabilities. Go to <http://www.ldonline.org> and do a search for graphic organizers. It will bring up articles discussing the application to classroom needs of students.

A student's perspective of graphic organizers:
<http://www.ldonline.org/article/22746>

Primary teacher explaining using Venn diagrams
<http://www.youtube.com/watch?v=11robXT2uVs>

BrainPop's Bubble Lab
<http://www.youtube.com/watch?v=36K9tDZD0pQ>

Video:

Insert link to videos to be watched.
<http://www.youtube.com/watch?v=RM8S-XLnh20>

WebSites

The following sites have completed examples of graphic organizers for you to view.

Scholastic website some ready to use organizers.
http://www2.scholastic.com/content/collateral_resources/pdf/r/reading_bestpractices_vocabulary_sr_allgo.pdf

<http://www.enchantedlearning.com/graphicorganizers/vocab/>

<http://www.eduplace.com/graphicorganizer/>

<http://www.emints.org/ethemes/resources/S00000554.shtml>

<http://www.sw-georgia.resa.k12.ga.us/Math.html>

Tutorials for Graphic Organizers

We will be using Inspiration or Kidspiration to complete this project. This is not free software, but I know that many schools have purchased it for use in classroom and teachers don't have time to explore the program. Now is your time!

You will need to go to the [Inspiration.com](http://inspiration.com) website and download the 30 trial. You can use either [Inspiration](http://inspiration.com) or [Kidspiration](http://inspiration.com). The difference is that Kidspiration is appropriate for PreK-4 (the site recommends it through 6th but I find it a little juvenile for upper elementary). Kidspiration also reads the material for the student. This means that you can write an instruction textbox for the student to hear over and over.

Video:

You do not have to watch ALL the videos and podcasts on these pages. Do view the overview and look at some of the others. You may come back to look at these in Module 4 also.

Inspiration overview video: <http://inspiration.com/videos/Inspiration>

Kidspiration overview video: <http://inspiration.com/Videos/Kidspiration>

Inspiration Tutorials:

Youtube Tutorial Inspiration:

<http://www.youtube.com/watch?v=XTfo3EIZViM&feature=related>

Youtube Tutorials Kidspiration: <http://www.youtube.com/watch?v=P5-7LrDWR7g>

Tutorials:

Inspiration:

Quick start tutorial: http://cf.inspiration.com/download/pdf/insp_quick_start.pdf

5 brief tutorials: <http://www.sd6.k12.mt.us/techhelp/inspiration/inspiration.html>

Inspiration in the Classroom: <http://www.vickiblackwell.com/inspiration.html>

Kidspiration:

Quick start: <http://www.vigoschools.org/~misdpt/KidspirationQuickStart.pdf>

Tutorial manual:

<http://summit.k12.co.us/SummitTechnology/TechnologyImages/KIDSPIRATION.pdf>

Kidspiration resources:

<http://www.northcanton.sparcc.org/~technology/Tutorials/kidspiration.html>

Additional Resources for Graphic Organizers

The following are links to other Inspiration, Kidspiration, and graphic organizer sites. These templates must be opened with the software.

Kidspiration:

<http://www.globalclassroom.org/together/kidspiration.html>

http://t4.jordan.k12.ut.us/teacher_resources/Kidspiration/

<http://www.edina.k12.mn.us/concord/studentlinks/kidspiration/kidspiration.htm>

<http://www.northcanton.sparcc.org/~ptk1nc/Frosty2003/>

<http://www.northcanton.sparcc.org/~elem/kidspiration/collection.html>

<http://www.rockingham.k12.va.us/resources/elementary/1science.htm#5kidspiration>

Inspiration:

<http://techteachers.com/inspirationtemplate.htm>

http://teach.fcps.net/trt3/inspiration_templates.htm

<http://www.spart5.k12.sc.us/Techtraining/InspirationMatrix.htm>

Both Inspiration and Kidspiration

<http://webtech.kennesaw.edu/jcheek3/inspiration.htm>

<http://schoolweb.missouri.edu/morganr2.k12.mo.us/resources/templates.htm>

Graphic Organizer general information:

<http://freeology.com/graphicorgs/>

<http://themes.pppst.com/graphic-organizers.html>

http://www.educationoasis.com/curriculum/graphic_organizers.htm

Assignment for Graphic Organizers

You are to create 4 graphic organizers for at least 3 different curriculum areas. Make the organizers appropriate for your chosen grade level. You are to use either Inspiration or Kidspiration to make the organizers. Make sure to check out the templates they have some wonderful suggestions. You can use the templates as a starting point for 3 of your organizers. All 4 organizers must include a text box with directions for the student on what they must do to complete the graphic organizer at the computer. Create a second textbox in which to put your name and grade level.

Save the individual files using the following names: GO1, GO2, GO3, GO 4

Finally, open each organizer, and save a second time by going to FILE →EXPORT → Graphic, select JPG, using the same file names: go1, go2, go3, go4.

Upload the 4 jpeg files to this assignment tool.