

Course Competencies Template - Form 112

GENERAL INFORMATION			
Name: Dr. Susan Neimand	Phone #: (305) 237-6152		
Course Prefix/Number: EEX 3243	Course Title: Instructional and Assistive Technology in Special Education		
Number of Credits: 2			
Degree Type	<input type="checkbox"/> B.A. <input checked="" type="checkbox"/> B.S. <input type="checkbox"/> B.A.S <input type="checkbox"/> A.A. <input type="checkbox"/> A.S. <input type="checkbox"/> A.A.S. <input type="checkbox"/> C.C.C. <input type="checkbox"/> A.T.C. <input type="checkbox"/> V.C.C		
Date Submitted/Revised: 02/13/08	Effective Year/Term: 20081		
<input checked="" type="checkbox"/> New Course Competency <input type="checkbox"/> Revised Course Competency			
Course to be designated as a General Education course (part of the 36 hours of A.A. Gen. Ed. coursework): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
The above course links to the following Learning Outcomes: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Numbers / Data <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Social Responsibility <input type="checkbox"/> Ethical Issues <input checked="" type="checkbox"/> Computer / Technology Usage <input type="checkbox"/> Aesthetic / Creative Activities <input type="checkbox"/> Environmental Responsibility </td> </tr> </table>		<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Numbers / Data <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective	<input type="checkbox"/> Social Responsibility <input type="checkbox"/> Ethical Issues <input checked="" type="checkbox"/> Computer / Technology Usage <input type="checkbox"/> Aesthetic / Creative Activities <input type="checkbox"/> Environmental Responsibility
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Course Description (limit to 50 words or less, must correspond with course description on Form 102): This course provides a basic foundation for technology in special education. Students will learn the educational and assistive technologies (AT) used to support low-incidence special education students and select the best technology applications for the classroom.			
Prerequisite(s): EME2040 and EEX 3071	Corequisite(s):		

Course Competencies: (for further instruction/guidelines go to: <http://www.mdc.edu/asa/curriculum.asp>)

Competency 1: The student will be learn about the historical, legal, and developmental implications of assistive and instructional technologies by:

1. Summarizing the IDEA definition of Assistive Technology and its implications on classroom instruction and the IEP process.
2. Identifying functional limitations related to vision, hearing, mobility, cognitive, and health related impairments.
3. Describing barriers to technology, and common functional adaptations, and exhibit sensitivity in terms of language and behavior.
4. Identifying practical benefits of assistive technology in different settings.
5. Demonstrating knowledge of equity, ethics, legal, and human issues concerning the use of assistive technology.
6. Describing current instructional principles, research, and appropriate assessment practices as related to the use of assistive technology resources in the curriculum.
7. Comparing and contrasting the major historical and current trends and legal issues pertinent to the use of assistive technology in education of students with disabilities.
8. Analyzing societal issues related to the use of technology with individuals with disabilities.
9. Discussing the impact of technology of all stages of development on individuals with special needs.

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Competency 2: The student will apply knowledge of assistive technology that can be used to extend the learning capabilities of students with special needs by:

1. Identifying a variety of no technology, low technology, and high technology hardware and software for students based on their individuals needs and abilities.
2. Exploring, evaluating, and using assistive technology resources including applications, tools, educational software, and associated documentation.
3. Describing the process of selection and implementation of augmentative or assistive technology devices.
4. Demonstrating familiarity with the range of assistive technology devices and services.
5. Selecting, designing, and using technology to educate individuals whose disabilities interfere with communication. (GC7S4)
6. Identifying augmentative and assistive communication strategies which utilize technology in the home, school, and community environment. (CC6K4)
7. Planning instruction in the use of alternative and augmentative communication systems which utilize technology. (GC6S5)
8. Incorporating and implementing instructional and assistive technology into the educational program. (CC7S9, FEAP 12)
9. Determining appropriate adaptations and technology for all individuals with disabilities. (GC4S7)
10. Identifying placement of devices and positioning of the individual to optimize the use of assistive technology.

Competency 3: The student will use instructional technology to enable and empower students with special needs by:

1. Identifying technology for planning and managing the teaching and learning environment. (CC7K4, FEAP 12)
2. Utilizing an interdisciplinary approach to the selection, implementation, and use of technologies to meet the educational and transitional needs of students with disabilities.
3. Identifying appropriate instructional equipment for ESOL lessons (e.g., language masters, filmstrips, video cassettes, audio cassettes, and computers). (ESOL15.5)
4. Identifying characteristics to be considered when selecting computer-assisted instructional materials for ESOL classes. (ESOL15.6)
5. Integrating instructional software and Internet resources into the instructional planning process.
6. Matching characteristics of individuals with special needs with technology products and software. (FEAP 12)
7. Evaluating, selecting, developing, and adopting technology-based curriculum materials that respond to the cognitive, physical, and emotional characteristics of the learner and cultural, linguistic, and gender differences. (FEAP 12)
8. Recognizing the use of technology in the assessment, diagnosis, and evaluation of individuals with special needs.

Competency 4: The student will become cognizant of technology funding sources, barriers, and potential solutions by:

1. Developing an awareness of cost, source, and range of assistive technology configurations and resources available for all students including persons with disabilities and students from culturally and linguistically diverse backgrounds.
2. Identifying funding sources for assistive technology devices and services.
3. Locating local, state, and national resources and associations related to assistive and instructional technologies.
4. Analyzing the cost and benefits of specific technologies.

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Competency 5: The student will identify the need for continual growth in assistive technology knowledge and skills to stay abreast of current and emerging technologies by:

1. Describing the different resources that are available as research tools for future professions, including the Internet, magazines, Oasis, libraries, and search engines.
2. Explaining how to use technology resources to engage in ongoing professional development and lifelong learning. (FEAP 3)
3. Evaluating and reflecting on professional practice to make informed decisions regarding the use of assistive technology in support of student learning. (FEAP 3)

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