

College of Education

COURSE SYLLABUS

Course Objectives
<u>InTASC Standards</u>
<u>Interstate Teacher Assessment and Support Consortium</u>
Standard 1 – Learner Development
Standard 2 – Learning Differences
Standard 3 – Learning Environments
Standard 7 - Planning for Instruction
Standard 9 - Professional Learning and Ethical Practice

Learning Methods and Course Objectives:

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case study student with multiple disabilities.

Learning Topic 1 – Learner Development (InTASC Standard 1)

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Learning Activities/Performance Tasks:

families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Learning Activities/Performance Tasks:

AT Case Study Proposal Project

Activities to understand and enhance participation home-school, agency, and specialists' collaboration

Course Guide:

Week #	Topics	Assignments	Points
1	<ul style="list-style-type: none"> • Introduce yourself to the course and to your classmates and instructor • Explore your own and others' perceptions of individuals with disabilities. • Consider how those perceptions impact inclusion in the general education curriculum and classroom (and beyond) as well as the utilization of AT. • Learn about the history of AT and its place in the classroom and in the lives of individuals with disabilities. • Understand the laws, critical issues, and policies regarding disabilities and AT. • Understand the Universal Design for Learning (UDLs). 	Introductory Discussion Board	0
		Beginning of Course Acknowledgement	0
		Week 1.1 Discussion board	50
		Week 1.2 Quiz	50
2	<ul style="list-style-type: none"> • Explore the Universal Design for Learning and the 7 principles of UDLs. • Learn how to use the UDLs to create a classroom environment conducive to learning for all students. • Interpret an IEP and understand how AT fits into IEPs for students with disabilities. • Expand your knowledge on how AT can be used for academic instruction in reading, writing, and math. 	Week 2.1 Quiz	50
		Week 2.2 AT Proposal Part I	50
3	<ul style="list-style-type: none"> • Learn about and utilize the WATI environmental observation scale. • Use the WATI to assess and summarize classroom environments and in turn, justify and propose AT to enhance student learning. 		

Week #	Topics	Assignments	Points
4	<ul style="list-style-type: none"> • Learn about local organization and resources for assessing, obtaining and funding AT devices and services. • Gain knowledge about the various ATs available to as well as collaboration the team members for students with hearing and vision impairments. • Obtain a deeper understanding of the assessment process for determining AT for students. 	Week 4.1 Presentation and Discussion Board	100
		Week 4.2 Quiz	25
5	<ul style="list-style-type: none"> • Explore additional ways to assess for, determine, propose, and create AT for students with disabilities in collaboration with your school team and students' families. • Gain an understanding of AT devices that assist individuals with autism, communication, early literacy, mobility, and independent living needs. 	Week 5.1 Quiz	

Specific late policies will be established by your instructor.

Additionally, the [Student Success Center](#) requires instructors to send [Early Alerts](#) to students

SEA Assignment: Week 7.2 Final AT Proposal Rubric

Criteria	Rating				
	Distinguished	Proficient	Satisfactory	Emerging	Unsatisfactory
Content/Prompt	Thorough, detailed, logical, and accurate in answering all of the proposed questions. Reveals an advanced understanding of the topic that is supported by research/citations.	Thorough, detailed, logical, and accurate in answering some of the proposed questions. Acceptable understanding of the topic is demonstrated and supported by research/citations.	Logical and accurate in answering about 75% of the proposed questions. General understanding of the topic is supported by research, but more research is needed.		

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