A. Course Description

Credits: 3

Lab Hours/ Weeks: Corequisites: None

Lecture Hours/ Week :

MnTC Goals: None

This course will familiarize students with the legal guidelines and required technology practices governing the use of technology devices and accommodations for individual with disabilities in school settings. Components include (a) current legislation governing uses of technology for students with disabilities (b) practices in the use of assistive technology and services in the classroom, (c) implications of technology use for students with various forms of disability, (d) assessment of student needs for "high" and "low" technology use in the classroom, and (e) methods for using computer-based planning and data recording in special education.

B. Course Effective Dates: 05/07/2019 - Present

C. Outline of Major Content Areas:

See Course Description for major content areas.

D. Learning Outcomes (General)

1. Review and reflect upon legal requirements for the provisions of assistive and alternative technology for the education of individuals with disabilities including collaboration with parents, caregivers, and agencies.
2. Review and practice computer management, information technology applications, and educational productivity for instructional settings including special education planning and record-keeping.
3. Review organizations in the field of assistive technology for determining technology supports in individualized, small group, and large group educational settings.
4. Identify empirically validated culturally and linguistically responsive educational technology supports in the education of diverse students in educational settings.
5. Review, discuss, present, and write about enhancing and integrating core curriculum in the content area with research-supported educational technology, assistive technology devices and services, and information technology.
6. Demonstrate competencies in the use of information technology and use of electronic media for practices in educational settings.
7. Conduct observations, identify research literature, and present research related to high- and low-technology strategies.
8. Use Universal Design principles to adapt instruction and assistive support equipment for students with disabilities.
9. Develop and maintain an electronic portfolio for documenting UTP and Minnesota teaching standards competencies.
10. Conduct an educational assessment for assistive technology and services for an individual with disability (student choice of disability category).

E. Learning Outcomes (MN Transfer Curriculum)

This contains no goal areas.

G. Special Information

None