**Special Education, Rehabilitation, & Counseling**

**Spring 2020**

**SYLLABUS**

## Course Information

**Course Number: RSED 5230**

Course Title: Rehabilitation Assistive Technology

Credit Hours: 3 semester hours

**Prerequisites: none**

**Corequisites: none**

**Location: 2204 Haley Center**

**Time: Mondays and Wednesdays, 5:00 – 6:15 pm**

**Instructor: Barclay Bentley, M.Ed., CRC**

**1228 Haley Center**

**Email:** [bentlbj@auburn.edu](mailto:rennesr@auburn.edu)

**Office Hours: Appointments by email**

**DATE SYLLABUS PREPARED**: January 2020

**TEXT: *Assistive Technology: Access for All Students*.** Carpenter, Johnson, et al. Third Edition.

**ISBN: 9780133488494** or **9780133833706**

(For the textbook, I recommend the online version)

**COURSE DESCRIPTION:** This course will introduce students in rehabilitation, or any other helping profession or fields of study to have a greater understanding of Assistive Technology (AT) and its impact on society. Students will acquire a perspective of how AT can be useful in their work, recreational, transportation, and home environments when providing services to persons with disabilities. This course will examine the impact of disability and other conditions on individuals, their families, and the community. A primary emphasis of the course will be on examining the different types of AT used to assist individuals to help them reach their identified objectives/goals. Students will be challenged and encouraged to increase their awareness of the complexity of the disability experience through in-depth examination of stigma, discrimination, individual and social representation of disability, models of disability and other psychosocial considerations.

**COURSE OBJECTIVES:**

1. Students will explore society’s attitudes and values toward persons with disabilities.

2. Students will explore and demonstrate a basic understanding of the history and legislative influences as well the purpose, function and process of AT.

3. Students will be exposed to AT devices and programs starting at a “low tech” level and moving towards “higher” levels of technology.

4. Students will become familiar with the concept of disability and different models and how AT is seen in the different models.

5. Students will explore and recognize the barriers that persons with disabilities encounter as they live with a disability

6. Students will develop an understanding of the impact of social and attitudinal factors on individuals with disabilities and will develop sensitivity to and awareness of the effects of prejudice and discrimination.

7. Students will become familiar with the models and tools available to perform AT evaluations.

8. Students will be able to apply knowledge from readings to an array of case studies presented and discussed in class.

9. Students will be more informed about attitudes towards people with disabilities.

10. Students will demonstrate knowledge about federal, state, and local resources regarding AT.

## COURSE CONTENT & SCHEDULE:

Table 1 Course Schedule

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topic** | **Readings** | **Assignments Due** |
| Jan 8 | Introductions and Syllabus Review |  |  |
| Jan 13 | Chapter 1. Introduction and Overview  Discuss GLEAN Project | Ch.1 |  |
| Jan 15 | Chapter 1 | Ch. 1 |  |
| Jan 20 | **MLK Day (No Class)** |  |  |
| Jan 22 | Chapter 2. AT and Universal Design | Ch. 2 |  |
| Jan 27 | Chapter 2 | Ch. 2 |  |
| Jan 29 | **Article Discussion During Class**  **Feedback #1 on GLEAN** |  | Article 1 DueFeedback #1 on GLEAN Project Due |
| Feb 3 | Chapter 3. AT Evaluations | Ch. 3 |  |
| Feb 5 | **NO CLASS** |  |  |
| Feb 10 | Chapter 9. AT for Autism Spectrum | Ch. 9 |  |
| Feb 12 | Chapter 9 | Ch. 9 |  |
| Feb 17 | Chapter 10. AT for Transitioning to the Adult World | Ch. 10 |  |
| Feb 19 | Chapter 10  **Feedback #2 on GLEAN** | Ch. 10 | Feedback #2 on GLEAN Project Due |
| Feb 24 | GLEAN Project Update |  |  |
| Feb 26 | Midterm Review | Ch. 1, 2, 3, 9, and 10 |  |
| Mar 2 | **Midterm Exam** |  | Midterm Exam |
| Mar 4 | **Article Discussion During Class** |  | **Article 2 Due** |
| Mar 9 | Spring Break |  |  |
| Mar 11 | Spring Break |  |  |
| Mar 16 | Chapter 4. AT for Young Children | Ch. 4 |  |
| Mar 18 | **Feedback #3 on GLEAN**  Chapter 4 | Ch. 4 | Feedback #3 on GLEAN Project Due |
| Mar 23 | Chapter 5. AT for Higher Incidence Disabilities | Ch. 5 |  |
| Mar 25 | Chapter 5 | Ch. 5 |  |
| Mar 30 | Chapter 6. AT for Positioning and Mobility | Ch. 6 |  |
| Apr 1 | Chapter 6 | Ch. 6 |  |
| Apr 6 | Chapter 7. AT for Communication | Ch. 7 |  |
| Apr 8 | **Article Discussion During Class**  **Feedback #4 on GLEAN**  Chapter 7 | Ch. 7 | Article 3 DueFeedback #4 on GLEAN Project Due |
| Apr 13 | Chapter 8. AT for Sensory Impairments | Ch. 8 |  |
| Apr 15 | **Final Project on GLEAN**  Chapter 8 | Ch. 8 | Final Summary of GLEAN Project due |
| Apr 20 | Final Exam Review | Ch. 4, 5, 6, 7, and 8 |  |
| Apr 22 | **Final Exam** |  | Final Exam |

***Assignments (Articles, Feedback, and Projects) are due on the assignment due date by 4:59 pm.***

## COURSE REQUIREMENTS/EVALUATION:

**A. Examination**: There will be a midterm exam and a final exam. The exams are each worth **25 points, for a total of 50 points.** Each exam will cover roughly half of the course material.

**B. Assignments**

**AT Articles (Due January 29, March 4, and April 8)**

During the semester, you will be required to locate three (3) journal articles or news stories related to assistive technology. You will summarize each article and produce a two-page (double-spaced) reaction to the article you selected. Reactions should be typed and should be submitted through Canvas. Please discuss the essence of the article, what you learned, how this affects services provided, etc. These articles selected can come from journals related to Rehabilitation Counseling, workplace accommodations, or related services. You may also use current news stories (online resources and/or social media). Please provide a copy (or a hyperlink) of the article with your write up. This assignment is worth a total of **15 points. (3 articles, 5 points each).**

**GLEAN Project (Feedback Due January 29, February 19, March 18, and April 8)**

**GLEAN Final Summary (Due April 15)**

More information will be provided during upcoming lectures. This project will evolve throughout the semester. Students will provide feedback about their experiences using GLEAN, as well as a Final Summary about their experience using the application compared to other note taking methods. This assignment is worth **35 points.**

***Assignments (Articles, Feedback and Projects) are due on the assignment due date by 4:59 pm.***

## GRADING & EVALUATION:

Final grades will be based on points assigned through completion and evaluation of course requirements. The grade for each activity will be expressed as the number of points earned (of the potential number assigned to that activity).

**Assignment/Activity Points**

GLEAN Project 35

Midterm Exam 25

Final Exam 25

Article submission and

write up (3 at 5 points each) 15

Total available points 100

Grades will be assigned on the basis of number of points earned on 100 scale, as follows:

**Grading Scale**

A 90-100

B 80-89

C 70-79

D 60-69

F 59 and below

**COURSE EVALUATION:** Student perception and evaluation of the course is valued by the instructor, the department, and the university. Three specific methods for obtaining student perception and evaluation of the course are requested. These evaluation procedures are both formative and summative in nature.

## CLASS POLICY STATEMENTS:

NOTE: The Student Policy eHandbook is no longer in existence. Its replacement is the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/); the URL is [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies).

1. Attendance: Students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.
2. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Student Policy eHandbook* for more information on excused absences.
3. Make-Up Policy: Arrangements to make up a missed examination (the Midterm and/or the Final Exam) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in an extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
4. Written Assignments are expected to be prepared using word processing software, grammatically accurate, and free of spelling and typographical errors. Papers should be written in accordance with the latest edition of the American Psychological Association (APA) Publication Manual. Assignments are to be of a quality that would be expected of a professional.

Assignments must be submitted the day the assignment is due, by 4:59 pm. Also, assignments must be turned in by the student completing the assignment. **Late Assignments will be penalized**. Please submit your assignment via Canvas. If Canvas is having difficulty, please email me at [BENTLBJ@auburn.edu](mailto:BENTLBJ@auburn.edu).

If a student misses turning in an assignment and has a university approved excuse, he or she will have **one week** from the time he or she returns to class to turn in the assignment.

1. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII [Academic Honesty Code](https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf) ) found in the *Student Policy eHandbook* will apply to university courses All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
2. Disability Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting with me as soon as possible. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, (334) 844-2096 (V/TT).
3. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.
4. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework [College of Education conceptual framework](http://education.auburn.edu/aboutus/conceptfmwrk.html). These professional commitments or dispositions are listed below:
   * Engage in responsible and ethical professional practices
   * Contribute to collaborative learning communities
   * Demonstrate a commitment to diversity
   * Model and nurture intellectual vitality

**Note: Auburn University Policy on Classroom Behavior**: . . . Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions . . . Students have the responsibility of complying with behavioral standards. . . Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun, eating or drinking, use of tobacco products, monopolizing discussion, persistent speaking out of turn, distractive talking, including cell phone usage, audio or video recording of classroom activities or the use of electronic devices without the permission of the instructor, refusal to comply with reasonable instructor directions, employing insulting language or gestures, verbal, psychological, or physical threats, harassment, and physical violence.(See ***Student Policy eHandbook*** [Policy on Classroom Behavior](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf)).