**RSED 6230**

**Rehabilitation Assistive Technology**

**Thursday in EDUC 2116**

**6:30 pm – 9:00 pm**

**Fall 2025**

**Department of Special Education, Rehabilitation, Counseling/School Psychology**

**College of Education**

**Instructor Information**

**Kelly Cadden, MCD, CCC-SLP, ATP**

**lloydke@auburn.edu**

**kellylcadden@gmail.com**

**Office Hours**

**Location: TBD**

**Before or After Class**

**Or**

**By Zoom**



# RSED 6230 Rehabilitation Assistive Technology

**Auburn University Department of Rehabilitation and Special Education**

1. Course Number: RSED 6230

## Course Title: Rehabilitation Assistive Technology

Credit Hours: 3 hours

Prerequisites**:** None

Co-requisites:None

Distance learning course: Distance learning courses: If applicable, address the issue of on-campus

prerequisites, co-requisites, or prerequisites with concurrency.

1. Day/Time: Fall Semester **Thursday 6:30pm- 9pm**

Instructor:Kelly Cadden

Office Address:Will meet before or after class via Zoom

Contact Information:email: lloydke@auburn.edu KellyLCadden@gmail.com

Office Hours:Email for an appointment

1. TEXT:

***Readings posted on Canvas***

***A microphone is required.***

***(Optional TEXT) Will be a resource used for lecturing material.***

Dell, Newton, & Petroff. Third Edition. Assistive Technology in the Classroom- Enhancing the School Experiences of Students with Disabilities.

4.COURSE DESCRIPTION**:**

This course will prepare special education teachers and other professionals to use a wide variety of existing and emerging assistive technologies to enhance the learning of all students through the use of integrating technology into the curriculum and instruction. This course will prepare individuals to use technology for instruction, progress monitoring, as well as planning and implementing accommodations for students with disabilities. This course will prepare teachers for assessment, evaluation, and implementation of assistive technology to meet the needs of students with disabilities. Students will also examine the impact of AT and how it improves the lives of individuals with a disability, their families, and the community. A primary emphasis of the course will be on examining the different types of Assistive Technology (AT) used to assist individuals to 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 a disability, models of disability and other psychosocial considerations.

1. STUDENT LEARNING OUTCOMES:

Upon completion of this course, students should be able to:

Demonstrate an understanding of the history, and legislative influences as well the purpose, function, and process of AT and demonstrate knowledge about federal, state, and local resources regarding AT***. [*[*Learner Outcome* *= A primary emphasis of the course will be on examining the different types of Assistive Technology (AT) used to assist individuals to reach their identified objectives/goals.]***

**A.** Demonstrate knowledge of the wide range of **technologies and assistive devices** that support and enhance instruction that could be used to meet students’ individual needs; including classroom and school resources as well as distance learning and online learning opportunities that support the learning of all students. **[*Learner Outcome =*** **Will prepare special education teachers and other professionals to use a wide variety of existing and emerging assistive technologies to enhance the learning of all students through use of integrating technology into the curriculum and instruction**]

**B.**Demonstrate the ability to evaluate and identify appropriate assistive technologies based on students’ individualized needs whereby the teacher and learner locate, analyze, evaluate, manage, and report information as well as communicate and collaborate online fluently using a variety of technology-based media formats. **290-3-3.42(4)(b)3. [*Learner Outcome* = Will prepare teachers for assessment, evaluation, and implementation of assistive technology to meet the needs of students with disabilities.]**

**C.**Demonstrate the ability to facilitate and inspire student learning and creativity by providing a variety of learning environments that foster collaboration and innovative thinking to solve real world issues and authentic problems using digital tools and resources. **290-3-3.42(4)(b)1**

**D.**Demonstrate the ability to design, develop, use, manage, and assess authentic digital-age learning experiences that are aligned with subject-area content and the***Alabama Course of Study: Technology Education*** to maximize content learning and address diverse learning styles, incorporating the use of formative and summative measurement tools to better inform learning **290-3-3.42(4)(b)2** in addition to how to assess students’ progress and manage records. **[*Learner Outcome* = Will prepare teachers for assessment, evaluation, and implementation of assistive technology to meet the needs of students with disabilities.]**

**E.**Demonstrate the ability to evaluate students’ technology proficiency and students’ technology-based products within content areas through the demonstrate ability to model and facilitate innovative digital-age work and learning experiences through the effective use of current and emerging tools to ensure success in a global and digital world whereby the teacher and learner locate, analyze, evaluate, manage, and report information as well as communicate and collaborate online fluently using a variety of technology-based media formats. **290-3-3.42(4)(b)3. [*Learner Outcome* =** **A primary emphasis of the course will be on examining the different types of Assistive Technology (AT) used to assist individuals to reach their identified objectives/goals.]**

**F.** Demonstrate the ability to engage in professional growth and leadership activities, including modeling lifelong learning by participating in face to face and online learning communities to continuously improve professional practice using existing and emerging digital tools, resources, and current research that focus on improved student learning, as well as promotes professional development of other educators. **290-3-3.42(4)(b)5. [*Learner Outcome* =** **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.]**

**G.** Demonstrate the ability to promote, model, and communicate the safe, legal and ethical principles of digital citizenship, equitable access, digital etiquette, and responsible online social interactions in a global culture including respect for copyright, intellectual property, the appropriate documentation of sources, and Internet user protection policies. **290-3-3.42(4)(b)4. [ *Learner Outcome* =** **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.]**

## 6. COURSE CONTENT OUTLINE:

| Week | Session Topic Reading | Assignment Due – Learner Outcome |
| --- | --- | --- |
| **Week 1****Aug 21** | **-Introduction****-Review Syllabus****-** **Explanation of Responses and projects**  | Weekly Discussion Response 1 (Due August 24th by 10pm) *All weekly discussions are TYPICALLY due by Friday at 10pm of that week.** **Explanation and Discussion Responses**

**This Applies to ALL discussion responses:** **[Learner Outcomes: #1; #2; #7 290-3-3.42 (4)(b)5. (Tech); & #8 290-3-3.42(4)(b)4]** |
| **Week 2****Aug 28** |  -Intro to Assistive Technology**-UDL** | **-READING: Chapter 1 and 4** **[Learner Outcomes:** **290-3-3.42(4)(b)2*** **Weekly Discussion Response 2**

**(Due by 10pm on 29th)** |
| **Week 3****Sept 4**  | **- AT for Writing** **-AT for Reading**  | READING: Chapter 2 and 3* **Weekly Discussion Response 3**

**(Due by 10pm on Sep 5th)** |
| **Week 4****Sept 11** | **- AT for Communication #1** | READING: Chapter 10, 11, and 12* **Weekly Discussion Response 4**

**(Due by 10pm on Sep 12th)** |
| **Week 5****Sept 18** | **- AT For Communication #2**  | * **Weekly Discussion Response 5**

(Due by 10pm Sept 19th) |
| **Week 6****Sept 25** | **-AT for Communication #3** | * **Project 1 DUE: Low-Tech AT Project and Presentation**. **[Learner Outcomes: #2 290-3-3.42(4)(b)3.; #5290-3-3.42(4)(b)2}**
* **Due Friday September 26th by 10pm**
 |
| **Week 7****Oct 2** | **--AT for Math****- AT to Enhance Communication** **-AT for Visual and Behavioral Supports** **- Study Guide for Mid Term** | READING: READING: Chapter 5,6,7* **Weekly Discussion Response 6**

**(Due by 10pm Oct 3rd)** |
| **Week 8****Oct 9** | **No Class- Enjoy Fall Break**  |  |
| **Week 9****Oct 16** | **Mid Term- No Class- Available by Zoom to answer questions by appointment only** | **Mid Term Due by 10pm on October 17th** |
| **Week 10****Oct 23** | **-AT to Access Computers**  | * **READING: Chapter 8 and 9**
* **Weekly Discussion Response 7**

**Due by 10pm Oct 24th**  |
| **Week 11****Oct 30** | **- AT Assessments** **- Decision Making in Schools** | * **READING: Chapter 13**

**PROJECT 2 DUE by 10pm on Oct 31st: [Learner Outcomes: #4290-3-3.42(4)(b)1; #6 290-3-3.42(4)(b)3].** |
| **Week 12****Nov 6** | **-Laws Pertaining to AT****-ALSDE Technology Education** | * **READING: Chapter 14**
* **Weekly Discussion Response 8**

**Due by 10 pm Nov 7th**  |
| **Week 13 Nov 13** | **-AT for Recreation & Leisure** **-AT for ADL****- AT For Transition Planning** | * **READING: Chapter 15**
* **Weekly Discussion Response 9**

**Due by 10pm Nov 14th**  |
| **Week 14****Nov 20** | **-No Class- Watch Videos on Speakers** | **PROJECT 3 DUE by 10pm on Nov 21st: [Learner Outcomes: #3 290-3-3.42(4)(b)3; #5290-3-3.42(4)(b)2.].** |
| **Week 15****Nov 27** | **NO CLASS – Thanksgiving Break** |  |
| **Week 16 Dec 4** | **- Review for Final** **\*Option to meet on ZOOM** | * **Weekly Discussion Response 10**

**Due by 10pm Dec 5th** **Final will be due by December 9th at 10pm** |

## 7. COURSE ASSIGNMENTS/PROJECTS

* **Students will be held responsible for all of the information from the lectures and assigned readings.**
* **Students should read assigned material appropriate to the class topic before class meetings.**

**TECHNOLOGY:** This course is heavily supported through Canvas, a Web based tool for material delivery and communication. Students are responsible for accessing the site on a regular basis and to access handouts or other information for the class. The instructor will send a weekly announcement, so students should check their **Tiger email/ Canvas messages** regularly and complete **ALL** activities on time. Students are encouraged to make use of the chat room feature for conferencing needed to collaborate on project work. Students are expected to try to solve their technological problems through trouble shooting and contacting **AU Help Desk** personnel before contacting the instructor. When communicating with help desk personnel, please record the name of the person helping you, the time that you called, and the difficulty you were reporting. If the instructor needs to follow up on any issues, this information will be helpful in tracking down the correct solution,

* [OIT Help Desk Webpage](http://www.auburn.edu/oit/helpdesk/)
* [Password update information](http://www.auburn.edu/oit/myaccount/)
* [AU Install (software available to students at Auburn)](http://www.auburn.edu/download/)

### **A. Regularly - Reflection - Discussions:**

Each student will answer discussion questions related to the weekly readings to demonstrate modeling lifelong learning by participating to continuously improve professional practice using existing and emerging digital tools, resources, and current research that focus on improved student learning, as well as promotes professional development of other educators. 290-3-3.42(4)(b)5. **You will respond by making a 2- 3paragraph response through “discussions” on canvas, as well as replying to 2 other people’s post with at least 2-3 sentences**. Each discussion is due by Friday of that week by 10pm. [Examples of discussion topics will address history, and legislative influence; purpose, function, and process of AT; Federal, state, and local resources regarding AT. **[Learner Outcomes: #1; #2; #7 290-3-3.42 (4)(b) 5; #8290-3-3.42(4)(b)4]**

**= 10 @ 10 Points Each = 100 Points**

### **B. Low-Tech Assistive Technology Project and Presentation – Project 1**

Each student will you use the 5- step process to design and develop a Low-Tech product and present it to your classmates. The AT project is a learning process designed to increase the awareness and the value of knowledge and reflection that improves and increases awareness of disability issues and AT. The process typically includes: (1) Identification of Issue and Consumer, (2) Defining problem, (3) Designing AT, (4) Product development. Each student will design and develop a Low-Tech Assistive Technology device that can be used for one of the following categories: Independent Living, Employment, Education, and Recreation/Leisure. **[Learner Outcomes: #2 290-3-3.42(4)(b)3.; #5290-3-3.42(4)(b)2.].** **= 100 Points**

### **C. Online Instructional Presentation – Project 2**

Each student will prepare an instructional video that will demonstrate/review a specific high tech assistive technology tool used by individuals with disabilities. Your presentation can be “recorded and edited” using various means of technology (i.e. iMovie, Zoom, Vimeo, etc.). **Learner Outcomes: #4290-3-3.42(4)(b)1; #6 290-3-3.42(4)(b)3.] = 100 Points** The recording must be 3-5 minutes long and include the following information:

* Description of high tech AT tool
* Examples of who could benefit from use of AT tool
* Implementation ideas for use of AT tool

**D.Technology Education Assessment, Plan, and Needs for Instructional Purposes – Project 3**

Each student will develop an assistive technology plan to meet that individual’s instructional needs through the demonstration of the ability to design, develop, use, manage, and assess authentic digital-age learning experiences that are aligned with subject-area content and the Alabama Course of Study: Technology Education to maximize content learning and address diverse learning styles, incorporating the use of formative and summative measurement tools to better inform learning 290-3-3.42(4)(b)2.; (c) also how to assess students’ progress and manage records **[Learner Outcomes: #3 290-3-3.42(4)(b)3.; #5290-3-3.42(4)(b)2.]. = 100 Points**

**E.Participation points= 120 points**

Each student is required to be an active participant in this class. You will earn points each class session for either being in person (RSED 6230) and actively participating or watching the presentation on Canvas within 1 week of the lecture week and commenting at least 5 times during the lecture on canvas with questions and/ or comments about the topic.

### *8.* REQUIREMENTS/EVALUATION:

Students are required to: A) successfully complete all required assignments and give them to the instructors no later than the date designated for each project, B) attend class and participate in class discussions and activities, and C) read assigned materials prior to attending classes. Final grades will be based on points assigned through completion and evaluation of course requirements and grades will be assigned on the basis of number of accumulated points, as follows:

### **9. ASSIGNMENTS:**

All written assignments are expected to conform to the current style manual of the American Psychological Association (APA). This includes the use of person-first language (i.e. “child with a disability” rather than “disabled child”). Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional.

All assignments must be posted to Canvas the day each are due. Assignments must be turned in by the student completing the assignment. **No late assignments** will be accepted unless the instructor has received **prior notice of absence** (via phone, email, etc.) that can be verified as a university approved excuse. When prior notice is provided and the student 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. **Note: Any assignments completed and/or submitted that do not comply with the above requirements will be returned and will not be accepted for credit.**

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## 10. GRADING SCALE EVALUATION:

Student’s performance in class will be determined according to the following point assignment and scale: Final grades based on points assigned through completion and evaluation of course requirements. Grades assigned on the basis of number of accumulated points, as follows:

|  |  |  |
| --- | --- | --- |
| 1. | **Participate Regularly In Online Weekly Discussions (10 weeks)*****[Learner Outcomes: #1; #2; #7 290-3-3.42 (4)(b) 5. ; #8 290-3-3.42(4)(b)4*** *]* | **100 points** |
| 2. | **Low-Tech Assistive Technology Project and Presentation****[Learner Outcomes: #2 290-3-3.42(4)(b)3.; #5290-3-3.42(4)(b)2.].** | **100 points** |
| **3.** | **High-Tech & Low-Tech Instructional Video*****[Learner Outcomes: #4290-3-3.42(4)(b)1; #6 290-3-3.42(4)(b)3. ]*** | **100 points** |
| 4. | **Technology Education Assessment, Plan and needs for Instructional purposes:*****[Learner Outcomes: #3 290-3-3.42(4)(b)3.; #5 290-3-3.42(4)(b)2.].*** | **100 points** |
| 5. |  **2 Exams over Class Lectures & Readings - Exam 1 (Mid-Term) – Exam 2 (Final)** | **200 points** |
| 6. | **Active Participation in Lectures** | **100** **Points**  |
|  |  | **TOTAL: 700 points** |
|  |  |  |

**90-100 points = A, 80-89 points = B, 70-79 points = C, 60-69 points= D, 59 and below= F**

Final grades determined by the scale above. There will be no rounding of grades (i.e. 89 points = B). Final grades will be comprised of points earned on the activities described in the syllabus. No extra credit opportunities will be provided.

### 11.CLASS POLICY STATEMENTS:

### **Participation:**

Students are expected to participate in all class discussions and participate in all exercises. Assignments are due on announced dates. Unexcused late assignments are unacceptable. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. Students must satisfy all course objectives to pass the course. It is expected that students attend class meetings and verbally participate in a meaningful way. Students are expected to attend class and participate in class discussions and activities. According to the Auburn University Bulletin, “***Specific policies regarding class attendance are the prerogative of individual faculty members.*** ***Faculty shall inform each class in writing at the beginning of the course regarding the effect of absences on the determination of grades***.”

### **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 this 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](http://www.auburn.edu/student_info/student_policies/%22%20%5Co%20%22Student%20Policy%20eHandbook) for more information on excused absences.

### **Make-Up Policy:**

Arrangement to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences.  Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.  The format of the make-up exam will be *(as specified by instructor).*

### **Disability Accommodations:**

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. To set up the meeting, please contact the instructor 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, 844-2096 (V/TT).

### **Honesty Code:**

All portions of the Auburn University student academic honesty code (Title XII) found in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/)will apply to this class.  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. LICY STATEMENTS: SCALE: & email)Among other things, students are responsible for understanding the *definition of plagiarism*. Individuals are to (a) reference materials they use, and (b) reference only material they access directly. Individuals who copy or use ideas from the works of others without properly acknowledging the author, risk grave consequences.

### **Classroom Behavior:**

Students are expected to read and adhere to all classroom polices in the Auburn University Policies site regarding classroom behavior. [Auburn University Policy Database](https://sites.auburn.edu/admin/universitypolicies/default.aspx.) “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; 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 *(including cell phones*) 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* [Auburn University Policy Database](https://sites.auburn.edu/admin/universitypolicies/default.aspx.)

### **Course contingency:**

In the unlikely event that either instructor(s) or students are unable to attend class due to serious infectious illness (documentation required), assignments and will be made available on Canvas for completion or submission.

### **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. 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

##  Rubric Scale.

**Participate Regularly In Online Weekly Discussions (10 weeks)**

**[Learner Outcomes: #1; #2; #7 290-3-3.42(4)(b) 5. (Tech); #8 290-3-3.42(4)(b)4]**

**10 Discussion Responses @ 10 points each = 100 points Total**

|  |  |  |
| --- | --- | --- |
| Area | 2.5 to 1 Point Range | point |
| **1. Reflection****2. Organization, progression**  | Topic/subject is clear and explicitly stated Maintains focus on topic/subject throughout response.Content is presented in a logical manner. Clarity and organization of writing is evident allowing for logical progression in ideas and information provided. Student is purposeful in the details that are included. | Topic/subject may be vague. May lose or may exhibit major lapses in focus on topic/subject.Content is presented in a manner that is confusing to the audience. Info associated with the presentation are disorganized or detract from the presentation |
| **3. Grammar and Spelling****4. Response Requirements met** | Free of errorsThree paragraphs with three sentences per paragraph | 1-4 errors Two paragraphs with three sentences per paragraph |
|  |  |  |

## Technology Education Presentation: Educational Materials For Instructional Purposes:

1. **Select One High-Tech educational materials** to demonstrate the ability to facilitate and inspire student learning and creativity by providing a variety of learning environments that foster collaboration and innovative thinking to solve real world issues and authentic problems using digital tools and resources. **290-3-3.42(4)(b)1.**
2. In addition, **select one Low-Tech educational materials** to demonstrate the ability to evaluate students’ technology proficiency and students’ technology-based products within content areas through the demonstrate ability to model and facilitate innovative digital-age work and learning experiences through the effective use of current and emerging tools to ensure success in a global and digital world whereby the teacher and learner locate, analyze, evaluate, manage, and report information as well as communicate and collaborate online fluently using a variety of technology-based media formats. **290-3-3.42(4)(b)3.**
3. Each student will **prepare an instructional video t**hat would instruct and assist others in implementing and **using 1 high-tech** **assistive devices** with an individual with a disability. **The finished product created will provide a resource on assistive technology for you and your peers**. Your presentation will be “presented and recorded” using various means of technology. For example, **Zoom** can be usedfor recording your presentation.

**[Learner Outcomes: #4290-3-3.42(4)(b)1; #6 290-3-3.42(4)(b)3.] = 100 Points**

|  |  |  |  |
| --- | --- | --- | --- |
| Area | 6 to 10 Point Range | 5 to 1 point Range | 0 points |
| **Technology Education Materials**  | Has one high and one low tech tool being presented |  | Only has one tool being discussed |
| **Research base** | The presentation content is based on a research article or other scholarly publication  |  | The presentation content is not based on a research from a scholarly publication |
| **Presentation content** | The presentation content is accurate. The presenter clearly explains presentation topic, provides support for topic and details | The presentation content is accurate. Explanation of the topic may be unclear or details may be missing  | The presentation content is inaccurate. |
| **Organization, progression** | Content is presented in a logical manner. Materials associated with the presentation are organized and add to the presentation in a positive way | Content is presented in a logical manner. Materials associated with the presentation are disorganized or detract from the presentation | Content is presented in a manner that is confusing to the audience  |
| **Style, enthusiasm** | Presenter appears to be enthusiastic and knowledgeable based on his/her amount of eye contact, tone and volume of voice. Presenter speaks with few long pauses. | Presenter looks down at his/her paper during some of the presentation. The presenter may be difficult to understand due to tone or volume of voice. Presenter speaks with several long pauses.  | Presenter looks down at paper throughout most of presentation ***or***The presenter mumbles, whispers, or speaks in a monotone voice throughout most of the presentation. |
| **Discussion****And Activity** | The discussion and activity appears to be engaging based on the number of comments or questions from the audience and the amount of time the audience spends on-task | The discussion appears to be somewhat engaging. There are some lapses in audience’s attention to task or level of participation | The audience appears to be disengaged throughout the presentation. |

**Technology Education Assessment, Program Plan and Needs for Instructional Purposes:**

**[Learner Outcomes: #3 290-3-3.42(4)(b)3; #5290-3-3.42(4)(b)2].**

|  |  |  |  |
| --- | --- | --- | --- |
| Area | 6 to 10 Points | 5 to 1 Point Range | 0 Points |
| **Research base** | Presentation content is based on a research article or other scholarly publication  |  | The presentation content is not based on a research from a scholarly publication |
| **Presentation content;**  | The presentation content is accurate. The presenter clearly explains the presentation topic, provides support for topic and details | The presentation content is accurate. Explanation of the topic may be unclear or details may be missing  | The presentation content is inaccurate. |
| **Organization, progression Style, enthusiasm** | Content is presented in a logical manner. Materials associated with the presentation are organized and add to the presentation in a positive way. Presenter appears to be enthusiastic and knowledgeable based on his/her amount of eye contact, tone and volume of voice. Presenter speaks with few long pauses. | Content is presented in a logical manner. Materials associated with the presentation are disorganized or detract from the presentationPresenter looks down at paper during some of the presentation. May be difficult to understand due to tone or volume of voice. Speaks with several long pauses. | Content is presented in a manner that is confusing Presenter looks down at paper throughout most of presentation **or**Presenter mumbles, whispers, or speaks in a monotone voice throughout most of the presentation. |
| **Program Plan****Present Level of Performance** | Pertains to an appropriate area of academic deficitIncludes objective from AL Course of Study and/or Curriculum Guide for the AL Course of Study | Pertains to an appropriate area of academic deficitIncludes objective from AL Course of Study and/or Curriculum Guide for the AL Course of Study | Does not pertain to an appropriate area of academic functioning OR Does not include objectives from ACS or curriculum guide to the ACS |
| **Annual Goals** | Clearly states the student’s present functioning and includes detailsClear Observable and Measurable Includes a condition, behavior, and criteria Includes objective from ACS/curriculum guide | May be lacking details or is vague Confusing or unclear Measurable Includes objective from ACS/curriculum guideDoes not include one of the following: condition, behavior, or criteria | not measurable **or**missing more than one part of a goal. **or**Missing objective from ACS/curriculum guide |
| **Special Education Services** | Special education services are reasonable and logical based on the present level of performance and annual goalSupplementary services are provided and are reasonable and logical based on present level of performance and annual goalDecisions regarding all other services are reasonable and logical based on present level of performance | Special education services are reasonable and logical based on the present level of performance and annual goalSupplementary services are provided and are reasonable and logical based on present level of performance and annual goalOther services are not clear or logical | Special education services are unclear or not logical Supplementary services are unclear or not logical |
| **Activity****Discussion****of Process**  | Discussion and activity appears to be engaging based on the number of comments or questions from the audience and the amount of time the audience spends on-task | The discussion appears to be somewhat engaging. There are some lapses in audience’s attention to task or level of participation | The audience appears to be disengaged throughout the presentation. |

## PATS Course Assessment Map

## Rehabilitation Assistive Technology

|  |  |  |
| --- | --- | --- |
| Course Objectives | Course Assessments |  |
| Participate Regularly In Online Weekly Discussions (10 weeks) | Technology Ed Presentation: 8 Ed Materials Instructional Purposes: | Technology Ed Assessment, Program Plan & needs for instructional purposes: |
| * + 1. Ability to model and facilitate innovative digital-age work and learning experiences through the effective use of current and emerging tools to ensure success in a global and digital world whereby the teacher and learner locate, analyze, evaluate, manage, and report information as well as communicate and collaborate online fluently using a variety of technology-based media formats. **290-3-3.42(4)(b)3.**
 |  |  | X |
| 4. Ability to facilitate and inspire student learning and creativity by providing a variety of learning environments that foster collaboration, innovative thinking to solve real world issues and authentic problems using digital tools and resources. **290-3-3.42(4)(b)1**  |  | X |  |
| 5. Ability to design, develop, use, manage, and assess authentic digital-age learning experiences that are aligned with subject-area content and the *Alabama Course of Study: Technology Education* to maximize content learning and address diverse learning styles, incorporating the use of formative and summative measurement tools to better inform learning. **290-3-3.42(4)(b)2.**  |  |  | X |
| 7. Ability to engage in professional growth and leadership activities, including modeling lifelong learning by participating in face to face and online learning communities to continuously improve professional practice using existing and emerging digital tools, resources, and current research that focuses on improved student learning, as well as promotes professional development of other educators. **290-3-3.42(4)(b)5** | X |  |  |
| 1. Ability to promote, model, and communicate the safe, legal and ethical principles of digital citizenship, equitable access, digital etiquette, and responsible online social interactions in a global culture including respect for copyright, intellectual property, the appropriate documentation of sources, and Internet user protection policies. **290-3-3.42(4)(b)4**
 | X |  |  |