

Instructor/TA Info

Instructor Information

Name: Vanessa Rapier

Office Phone: 385-210-5604 (text preferred)

Office Hours: Wed 7:00pm-8:00pm

Or By Appointment



Email: vrapier@byu.edu

Course Information

Description

This course will provide opportunities to learn about assistive technology for students with disabilities as well as the integration of technology into teaching and learning within the field of special education. In particular assistive technologies for individuals with different disabilities as well as those that are aligned with different domains will be discussed.

Materials

Item	Price (new)	Price (used)
Choose 1 of the following options:		
<i>Option 1: 1 Item</i>		
 <p><u>Assistive Technology - Required</u> by Bouck, E</p>	60.00	45.00
OR <i>Option 2: 1 Item</i>		
 <p><u>Assistive Technology - Required</u> by Bouck, Emily C.</p>		

Grading Policy

Please turn assignments in on time. Late assignments are eligible for 90% of the possible points.

Participation Policy

This class involves discussion and in-class activities. Your involvement will be a critical part of the success of the course. Attending class, being prepared and on time, and participating actively (paying attention, commenting, asking/answering questions, etc.) are part of the attendance/participation grade. Please read assigned chapters prior to class.

Attendance Policy

Attendance in class and on activities off-campus is required.

Assignments

Assignment Descriptions

Participation 1--Ch 1, AT Background

Apr
27

Due: Wednesday, Apr 27 at 11:59 pm

AT Resources Collection--Organization Decision

Apr
29

Due: Friday, Apr 29 at 11:59 pm

Decide how you will keep track of and organize the projects and information we cover this term so that you can use them later as a resource. This could be in slide form (PowerPoint, Google Slides, etc.), a folder with documents (Word, Google Docs, etc.), a note system (OneNote, Google Keep, Notes, etc.), or some other digital method of your choice. Share preferred method here (a change in format is acceptable any time, please notify me of your plans.) The collections will include notes from the textbook on each topic as well as your reflections on each chapter (see Chapter Reflections), discussions on each topic, and anything else you would like to include for future reference. You will be asked to share the organization plan (10 pts.) and what you have tracked twice during the term (at mid-term--15 pts and at the end of term-25 pts.) Submit the organization plan here--this can be a description or file upload of an example.

Introduce Yourself

Apr
29

Due: Friday, Apr 29 at 11:59 pm

Help me get to know you better! We are in this together. Knowing a little more about you, your background, your experience with technology, and your own learning preferences will help me make sure this class is meaningful to you and the students you will serve one day. In paragraph form, please tell me who you are, where you are from, any types of technology you are familiar with in the classroom already (could be technology you have used, seen, etc.), and how you typically learn the best.

Reflection Paper: Assistive Technology Background

Apr
30

Due: Saturday, Apr 30 at 11:59 pm

After reading the chapter and taking notes in class on this topic, write and submit a one-page (double-spaced) reflection paper. Share your thoughts about this chapter and the insights you gained from the discussions and any additional resources and activities you explored. Include at least three items/resources from the chapter you feel you would like to/will be able to use as a teacher and your opinions about them—will they be hard to implement at all? Why or why not? Consider each level of tech (no/low, mid, and high) in these choices. Include at least one reference showing evidence for use of one of the AT items highlighted (this can be from the book.) These reflection papers will be compiled and submitted as the "AT Resources Collection" assignment for additional points, and are for you to have as a reference in the future.

Participation 2--Ch 2, AT Frameworks

May
02

Due: Monday, May 02 at 11:59 pm

Reflection Paper: AT Frameworks

Reflection Paper: AT Frameworks

May**03**

After reading the chapter and taking notes in class on this topic, write and submit a one-page (double-spaced) reflection paper. Share your thoughts about this chapter and the insights you gained from the discussions and any additional resources and activities you explored. Include at least three items/resources from the chapter you feel you would like to/will be able to use as a teacher and your opinions about them—will they be hard to implement at all? Why or why not? Consider each level of tech (no/low, mid, and high) in these choices. Include at least one reference showing evidence for use of one of the AT items highlighted (this can be from the book.) These reflection papers will be compiled and submitted as the "AT Resources Collection" assignment for additional points, and are for you to have as a reference in the future.

Participation 3--Ch 5, AT for Computer Access

May**04**

Due: Wednesday, May 04 at 11:59 pm

5/4: Meet IN CLASS (rm 230) for guest speaker from BYU Accessibility Center

May**04**

Due: Wednesday, May 04 at 11:59 pm

4 pm: Guest speaker BYU Accessibility Center (meet in class, please be on time, 230 MCKB)

After guest speaker: AT Ch. 5, Computer Accessibility

Reflection Paper: AT for Computer Access

May**05**

Due: Thursday, May 05 at 11:59 pm

After reading the chapter and taking notes in class on this topic, write and submit a one-page (double-spaced) reflection paper. Share your thoughts about this chapter and the insights you gained from the discussions and any additional resources and activities you explored. Include at least three items/resources from the chapter you feel you would like to/will be able to use as a teacher and your opinions about them—will they be hard to implement at all? Why or why not? Consider each level of tech (no/low, mid, and high) in these choices. Include and cite at least one reference to a research article or something similar showing evidence for using of one of the AT items highlighted (this can be from the book.) These reflection papers will be compiled and submitted as the "AT Resources Collection" assignment for additional points, and are for you to have as a resource in the future. Follow APA 7 guidelines for the citation.

Participation 4--Ch. 8, AT for Instructional Aids

May**09**

Due: Monday, May 09 at 11:59 pm

Reflection Paper: AT as Instructional Aids

May**10**

Due: Tuesday, May 10 at 11:59 pm

After reading the chapter and taking notes in class on this topic, write and submit a one-page (double-spaced) reflection paper. Share your thoughts about this chapter and the insights you gained from the discussions and any additional resources and activities you explored. Include at least three items/resources from the chapter you feel you would like to/will be able to use as a teacher and your opinions about them—will they be hard to

implement at all? Why or why not? Consider each level of tech (no/low, mid, and high) in these choices. Include and cite at least one reference to a research article or something similar showing evidence for using of one of the AT items highlighted (this can be from the book.) These reflection papers will be compiled and submitted as the "AT Resources Collection" assignment for additional points, and are for you to have as a resource in the future. Follow APA 7 guidelines for the citation.

Participation 5--Ch 7, AT to Support Behavior and Organization

May
11

Due: Wednesday, May 11 at 11:59 pm

Reflection Paper: AT to Support Behavior and Organization

May
12

Due: Thursday, May 12 at 11:59 pm

After reading the chapter and taking notes in class on this topic, write and submit a one-page (double-spaced) reflection paper. Share your thoughts about this chapter and the insights you gained from the discussions and any additional resources and activities you explored. Include at least three items/resources from the chapter you feel you would like to/will be able to use as a teacher and your opinions about them—will they be hard to implement at all? Why or why not? Consider each level of tech (no/low, mid, and high) in these choices. Include and cite at least one reference to a research article or something similar showing evidence for using of one of the AT items highlighted (this can be from the book.) These reflection papers will be compiled and submitted as the "AT Resources Collection" assignment for additional points, and are for you to have as a resource in the future. Follow APA 7 guidelines for the citation.

Participation 6--Ch 6, AT for Vision and Hearing

May
16

Due: Monday, May 16 at 11:59 pm

Reflection Paper: AT for Vision and Hearing

May
17

Due: Tuesday, May 17 at 11:59 pm

After reading the chapter and taking notes in class on this topic, write and submit a one-page (double-spaced) reflection paper. Share your thoughts about this chapter and the insights you gained from the discussions and any additional resources and activities you explored. Include at least three items/resources from the chapter you feel you would like to/will be able to use as a teacher and your opinions about them—will they be hard to implement at all? Why or why not? Consider each level of tech (no/low, mid, and high) in these choices. Include and cite at least one reference to a research article or something similar showing evidence for using of one of the AT items highlighted (this can be from the book.) These reflection papers will be compiled and submitted as the "AT Resources Collection" assignment for additional points, and are for you to have as a resource in the future. Follow APA 7 guidelines for the citation.

Participation 7--Ch 10, AT and Young Children

May
18

Due: Wednesday, May 18 at 11:59 pm

AT Resources Collection--Midterm Check

May
19

Due: Thursday, May 19 at 11:59 pm



Share the progress you've made on your collection of resources. As a reminder, this should include notes from the textbook on each topic as well as your reflections on each chapter (see Chapter Reflections), discussions on each topic, and anything else you would like to include for future reference. This is the mid-term check (15 pts). Let me know here if you have changed the format from your original plan, if you haven't let me know already. Submit one document, one set of slides, a link to the folder you are keeping, etc. This should show how you are compiling and keeping track of your resources (not separate documents--those have been submitted in the reflections section and discussions.)

Also, please let me know in a paragraph or separate document how things are going for you, and how you are feeling about the class in general--is the workload manageable? Is there something you would like to see that we have not covered yet? I would appreciate feedback from you, I do want this class to be valuable to you and to have an impact on your future endeavors.

Reflection Paper: AT for Young Children

May
19

Due: Thursday, May 19 at 11:59 pm

After reading the chapter and taking notes in class on this topic, write and submit a one-page (double-spaced) reflection paper. Share your thoughts about this chapter and the insights you gained from the discussions and any additional resources and activities you explored. Include at least three items/resources from the chapter you feel you would like to/will be able to use as a teacher and your opinions about them--will they be hard to implement at all? Why or why not? Consider each level of tech (no/low, mid, and high) in these choices. Include and cite at least one reference to a research article or something similar showing evidence for using of one of the AT items highlighted (this can be from the book.) These reflection papers will be compiled and submitted as the "AT Resources Collection" assignment for additional points, and are for you to have as a resource in the future. Follow APA 7 guidelines for the citation.

Participation 8--Ch.9, AT to Enhance Independence and Transition

May
23

Due: Monday, May 23 at 11:59 pm

Reflection Paper: AT to Enhance Independence and Transition

May
24

Due: Tuesday, May 24 at 11:59 pm

After reading the chapter and taking notes in class on this topic, write and submit a one-page (double-spaced) reflection paper. Share your thoughts about this chapter and the insights you gained from the discussions and any additional resources and activities you explored. Include at least three items/resources from the chapter you feel you would like to/will be able to use as a teacher and your opinions about them--will they be hard to implement at all? Why or why not? Consider each level of tech (no/low, mid, and high) in these choices. Include and cite at least one reference to a research article or something similar showing evidence for using of one of the AT items highlighted (this can be from the book.) These reflection papers will be compiled and submitted as the "AT Resources Collection" assignment for additional points, and are for you to have as a resource in the future. Follow APA 7 guidelines for the citation.

Participation 9--Ch 3, AT for Communication

May
25

Due: Wednesday, May 25 at 11:59 pm

AT Case Study #1

May

25

Think of a person you are familiar with who has a disability. Consider their strengths and their areas of need, to the best of your knowledge. Download and use the Ch. 1 ASNAT Process form from the resources section of [wati.org](http://www.wati.org) (<http://www.wati.org/free-publications/assessing-students-needs-for-assistive-technology/>). Using the AT Consideration Guide Form (p. 7), determine the category that would address their area/s of need. Locate the corresponding category in pages 22-43 and fill out the assessment form. Complete the Environmental Observation Guide (p. 47) and then WATI AT Assessment Checklist (p. 61 & 62.)

Use the information from the forms and consider how the AT could be used in the classroom. Create a plan for implementation (1-2 paragraphs.) If this person were in your classroom, how could you integrate the use of the AT you determined would be helpful? Will they need training? Ongoing support? How would you monitor it's use? How will you measure whether or not it is helping? Refer to Ch. 15, Documenting AT Into the IEP from the WATI website for ideas. In addition to the implementation plan, write one goal tied to the area of need, integrating the use of the assistive technology.

Upload the completed forms for this assignment as well as a document or text with the implementation plan and goal.

Reflection Paper: AT for Communication

May

26

Due: Thursday, May 26 at 11:59 pm

After reading the chapter and taking notes in class on this topic, write and submit a one-page (double-spaced) reflection paper. Share your thoughts about this chapter and the insights you gained from the discussions and any additional resources and activities you explored. Include at least three items/resources from the chapter you feel you would like to/will be able to use as a teacher and your opinions about them—will they be hard to implement at all? Why or why not? Consider each level of tech (no/low, mid, and high) in these choices. Include and cite at least one reference to a research article or something similar showing evidence for using of one of the AT items highlighted (this can be from the book.) These reflection papers will be compiled and submitted as the "AT Resources Collection" assignment for additional points, and are for you to have as a resource in the future. Follow APA 7 guidelines for the citation.

Extra Credit: Handout for AT Learning Project for Young Children

May

31

Due: Tuesday, May 31 at 11:59 pm

Create a handout for the AT learning project for young children.

Participation 10--AT Learning Project Presentations

Jun

01

Due: Wednesday, Jun 01 at 11:59 pm

AT Learning Project--Young Children

Jun

01

Due: Wednesday, Jun 01 at 11:59 pm

Make an AT item you can use in your future classroom and be prepared to share it in class--show the item, share what it does and the type of student who would use it. You can use a slide or video if that helps you present it, or if you need to submit it remotely. Consider age-appropriateness of images, colors, etc., for the project.

For extra credit (1 pt): Create a handout that could be used to share information about it (this can be a slide, a PDF, etc.) Highlight its benefits and any precautions others should be aware of when using it with a student. Include images/visual representations of the technology as well as narrative text. There should be some creative element to your

representations of the technology as well as narrative text. There should be some creative element to your presentation/submission, and it can be in printable or digital format (PDF, video, etc.) Consider parents and general education teachers as your audience. Your handout should be uploaded here.

AT Case Study #2

Jun
01

Due: Wednesday, Jun 01 at 11:59 pm

Think of a person you are familiar with who has a disability. Consider their strengths and their areas of need, to the best of your knowledge. Visit <https://www.joyzabala.com/> (<https://www.joyzabala.com/>), and locate the SETT Scaffolds. Using the SETT Scaffold for Consideration of AT Needs, determine an area and category of concern. Fill out the SETT Scaffold for Data Gathering, SETT Scaffold for Tool Selection, and SETT Scaffold for Implementation and Evaluation of Effectiveness Planning.

Use the information from the forms to create a plan for implementation and evaluation of progress (1-2 paragraphs.) If this person were in your classroom, how could you integrate the use of the AT you determined would be helpful? Will they need training? Ongoing support? How would you monitor it's use? How will you measure whether or not it is effective? As part of the implementation plan, write one goal tied to the area of need, integrating the use of the assistive technology. Upload the completed forms for this assignment as well as a document or text with the implementation plan and goal.

AT Learning Project--Older Students

Jun
01

Due: Wednesday, Jun 01 at 11:59 pm

Make an AT item you can use in your future classroom and be prepared to share it in class--show the item, share what it does and the type of student who would use it. You can use a slide or video if that helps you present it, or if you need to submit it remotely. Consider age-appropriateness of images, colors, etc., for the project.

For extra credit (1 pt): Create a handout that could be used to share information about it (this can be a slide, a PDF, etc.) Highlight its benefits and any precautions others should be aware of when using it with a student. Include images/visual representations of the technology as well as narrative text. There should be some creative element to your presentation/submission, and it can be in printable or digital format (PDF, video, etc.) Consider parents and general education teachers as your audience. Your handout should be uploaded here.

Experience Write-up--AT for Communication

Jun
04

Due: Saturday, Jun 04 at 11:59 pm

Write a one-page summary of the activities you participated in for the AAC chapter. Include some type of documentation from your exploration, such as a printout/PDF about a product or service, a screen capture, or another creative way to illustrate what you discovered. You may upload that separately. This write-up should be included in your AT Resources Collection (see info for that assignment separately.)

Your reflection must include (i.e., address all points).

- What AT you explored/discussed
- What type of student and content you feel would benefit from the AT.
- How you would consider integrating it into your teaching
- The potential benefits it may bring to students with disabilities
- The challenges you face, if any, and the anticipated challenges students may face.

Participation 11--Ability 1st Field Trip & Ch 4, AT for Mobility and Positioning

Jun
06

Due: Monday, Jun 06 at 11:59 pm

Meet at Ability 1st at 4:15 for tour:

1455 W 820 N, Provo, UT 84601

After tour, go to Grandview Learning Center (about 5 pm)
1591 Jordan Ave, Provo, UT 84604

6/6 4 PM: Meet at Ability 1st Utah in Provo

Jun
06

Due: Monday, Jun 06 at 11:59 pm

4 pm, meet off-campus:

Ability 1st Utah Building (1455 W 820N Provo, UT 84601 (<https://goo.gl/maps/cGjxvLdCw9Hq9TQp9>))

Visit their website for more info about Ability 1st (<https://ability1stutah.org/>).

Reminder: 5:30 pm back in the classroom, ready to share AT prepared for both AT Learning Projects

Reflection Paper: AT for Mobility and Positioning

Jun
07

Due: Tuesday, Jun 07 at 11:59 pm

After reading the chapter and taking notes in class on this topic, write and submit a one-page (double-spaced) reflection paper. Share your thoughts about this chapter and the insights you gained from the discussions and any additional resources and activities you explored. Include at least three items/resources from the chapter you feel you would like to/will be able to use as a teacher and your opinions about them—will they be hard to implement at all? Why or why not? Consider each level of tech (no/low, mid, and high) in these choices. Include and cite at least one reference to a research article or something similar showing evidence for using of one of the AT items highlighted (this can be from the book.) These reflection papers will be compiled and submitted as the "AT Resources Collection" assignment for additional points, and are for you to have as a resource in the future. Follow APA 7 guidelines for the citation.

6/8 9:30 AM: Meet at UCAT in SLC

Jun
08

Due: Wednesday, Jun 08 at 11:59 pm

9:30 AM: Meet at UCAT Building

1595 W 500 S, Salt Lake City, UT 84104 (<https://goo.gl/maps/8FmRwTznyfH4AM2c7>)

Visit

<https://jobs.utah.gov/usor/vr/services/ucat.html> (<https://jobs.utah.gov/usor/vr/services/ucat.html>)

and

<https://jobs.utah.gov/usor/vr/services/uatt.html> (<https://jobs.utah.gov/usor/vr/services/uatt.html>)

for info about their programs.

Participation 12--UCAT Field Trip 9:30 AM in SLC

Jun
08

Due: Wednesday, Jun 08 at 11:59 pm

9:30 AM: Meet at UCAT Building

1595 W 500 S, Salt Lake City, UT 84104 (<https://goo.gl/maps/8FmRwTznyfH4AM2c7>)

Visit

<https://jobs.utah.gov/usor/vr/services/ucat.html> (<https://jobs.utah.gov/usor/vr/services/ucat.html>)

and

<https://jobs.utah.gov/usor/vr/services/uatt.html> (<https://jobs.utah.gov/usor/vr/services/uatt.html>)

for info about their programs.

Lab/Experience Write-up #1

Jun
11

Due: Saturday, Jun 11 at 11:59 pm

Write a one-page reflection on your activity and learning. This write-up can be for a field trip or an activity in class besides the AAC Lab. Please refer to the assignment rubric for point details. You are to include some type of documentation from your exploration, such as a printout/PDF about a product or service, a screen capture, or another creative way to illustrate what you discovered. You may upload that separately. This write-up should be included in your AT Resources Collection (see info for that assignment separately.)

Your reflection must include (i.e., address all points).

- What AT you explored/discussed
- What type of student and content you feel would benefit from the AT.
- How you would consider integrating it into your teaching
- The potential benefits it may bring to students with disabilities
- The challenges you face, if any, and the anticipated challenges students may face.

Lab/Experience Write-up #2

Jun
11

Due: Saturday, Jun 11 at 11:59 pm

Write a one-page reflection on your activity and learning. This write-up can be for a field trip or an activity in class besides the AAC Lab. Please refer to the assignment rubric for point details. You are to include some type of documentation from your exploration, such as a printout/PDF about a product or service, a screen capture, or another creative way to illustrate what you discovered. You may upload that separately. This write-up should be included in your AT Resources Collection (see info for that assignment separately.)

Your reflection must include (i.e., address all points).

- What AT you explored/discussed
- What type of student and content you feel would benefit from the AT.
- How you would consider integrating it into your teaching
- The potential benefits it may bring to students with disabilities
- The challenges you face, if any, and the anticipated challenges students may face.

Extra Credit for 0 Absences

Jun
13

Due: Monday, Jun 13 at 11:59 pm

Extra credit for perfect attendance.

AT Showcase--Upload handout here, present item in class

Jun

13

Due: Monday, Jun 13 at 11:59 pm

This is a project for you as a teacher candidate to create a brief (5 min) training related to assistive technology and/or technology integration in special education which you must deliver in class. You will select a topic related to assistive technology/technology integration. You will then devise a workshop/training (minimum of 3 minutes, maximum of 5 minutes) related to the topic (anything related to assistive technology and/or technology integration in special education). You must discuss the AT device/service (technology) as well as what type of student it would benefit, its strengths and limitations. You must create some sort of handout for the training. The handout needs to include at least one resource participants can access for more information. You should tailor the training to your anticipated audience—this can be for parents or for colleagues. You will be required to share your inservice/workshop video, handouts, and notes with the class. NOTE: You must turn in a handout for your presentation. You should also be prepared to share the handouts via link or printed version during the presentation.

Participation 13--AT Showcase**Jun****13**

Due: Monday, Jun 13 at 11:59 pm

Present in class

Extra Credit: Handout for AT Learning Project for Older Students**Jun****13**

Due: Monday, Jun 13 at 11:59 pm

Create a handout for the AT Learning Project for Older Students

Student Rating**Jun****14**

Due: Tuesday, Jun 14 at 11:59 pm

AT Resources Collection--Final**Jun****15**

Due: Wednesday, Jun 15 at 5:00 pm

Share your completed collection of resources. This should include notes from the textbook on each topic as well as your reflections on each chapter (see Chapter Reflections), notes from class, and anything else you would like to include for future reference. This is the final collection and should contain information from each chapter. You should also include activity write-ups as they apply to each topic. Submit one document, a link to one folder, one set of slides, etc., using whatever format you chose to use--this should show how you have compiled and kept track of your resources.

Attendance: Record for each class**Jun****15**

Due: Wednesday, Jun 15 at 11:59 pm

Please mark your own attendance for each class period.

Final Paper**Jun****15**

Due: Wednesday, Jun 15 at 11:59 pm

Complete a write-up pulling together (synthesizing) all you have learned. This should be at least 5 pages, no

more than 7. Pull from what you have learned in the class (including textbook readings, lectures, and activities). Include your plans for using what you have learned in your own future classroom, and how AT applies to

promoting successful outcomes for students with disabilities. You can choose to categorize your thoughts and ideas however you would like. Include and cite at least 5 references to show your plans are evidence-based. The reference page is not included in the page count. For all formatting, follow APA 7 guidelines.

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Misconduct

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu> (<http://titleix.byu.edu>), or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Diversity

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Mental Health

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

Schedule

Date	Column 1
Week 1	
W Apr 27 Wednesday	Participation 1--Ch 1, AT Background
F Apr 29 Friday	AT Resources Collection--Organization Decision Introduce Yourself
Sa Apr 30 Saturday	Reflection Paper: Assistive Technology Background
Week 2	
M May 02 Monday	Participation 2--Ch 2, AT Frameworks
T May 03 Tuesday	Reflection Paper: AT Frameworks
W May 04 Wednesday	5/4: Meet IN CLASS (rm 230) for guest speaker from BYU Accessibility Center Participation 3--Ch 5, AT for Computer Access
Th May 05 Thursday	Reflection Paper: AT for Computer Access
F May 06 Friday	
Week 3	
M May 09 Monday	Participation 4--Ch. 8, AT for Instructional Aids

T May 10 Tuesday	Reflection Paper: AT as Instructional Aids
W May 11 Wednesday	Participation 5--Ch 7, AT to Support Behavior and Organization
Th May 12 Thursday	Reflection Paper: AT to Support Behavior and Organization
F May 13 Friday	
Week 4	
M May 16 Monday	Participation 6--Ch 6, AT for Vision and Hearing
T May 17 Tuesday	Reflection Paper: AT for Vision and Hearing
W May 18 Wednesday	Participation 7--Ch 10, AT and Young Children
Th May 19 Thursday	AT Resources Collection--Midterm Check Reflection Paper: AT for Young Children
F May 20 Friday	
Week 5	
M May 23 Monday	Participation 8--Ch.9, AT to Enhance Independence and Transition
T May 24 Tuesday	Reflection Paper: AT to Enhance Independence and Transition
W May 25 Wednesday	AT Case Study #1 Participation 9--Ch 3, AT for Communication
Th May 26 Thursday	Reflection Paper: AT for Communication
F May 27 Friday	
Week 6	
M May 30 Monday	Memorial Day
T May 31 Tuesday	Extra Credit: Handout for AT Learning Project for Young Children
W Jun 01 Wednesday	AT Case Study #2 AT Learning Project--Older Students AT Learning Project--Young Children Participation 10--AT Learning Project Presentations
Th Jun 02 Thursday	
F Jun 03 Friday	
Sa Jun 04 Saturday	Experience Write-up--AT for Communication
Week 7	
M Jun 06 Monday	6/6 4 PM: Meet at Ability 1st Utah in Provo Participation 11--Ability 1st Field Trip & Ch 4, AT for Mobility and Positioning
T Jun 07 Tuesday	Reflection Paper: AT for Mobility and Positioning
W Jun 08 Wednesday	6/8 9:30 AM: Meet at UCAT in SLC Participation 12--UCAT Field Trip 9:30 AM in SLC
Sa Jun 11 Saturday	Lab/Experience Write-up #1 Lab/Experience Write-up #2
Week 8	
M Jun 13 Monday	AT Showcase--Upload handout here, present item in class Extra Credit for 0 Absences Extra Credit: Handout for AT Learning Project for Older Students Participation 13--AT Showcase
T Jun 14 Tuesday	Spring Exam Preparation (06/14/2022 - 06/14/2022) Student Rating

	Student Rating
W Jun 15 Wednesday	First Day of Spring Final Exams (06/15/2022 - 06/16/2022) Final Exam: 230 MCKB 5:00pm - 6:50pm AT Resources Collection--Final Attendance: Record for each class Final Paper
Th Jun 16 Thursday	