GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
SPECIAL EDUCATION

EDSE 517 Sections 659 and 661 (3 credits)
Computer Applications for Special Populations
Spring 2011
February 4-5, 25-26, March 25-26
Aquia Building 219

INSTRUCTOR
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COURSE DESCRIPTION
This course is a hybrid: online and lecture/laboratory course providing understanding of computer technology and its implications for instructional programs and career skills for students with disabilities. Laboratory and demonstration experiences will enable students to better utilize devices and software in special education settings.

NATURE OF COURSE DELIVERY
Learning activities in this class will include the following:

1. Online lectures and reflections via Blackboard 9.1(www.mymason.gmu.edu)
2. Class discussion and participation
3. Software and hardware presentations
4. Group and independent in-class activities
5. Class presentations
6. Written papers using the American Psychological Association format (6th edition)

STUDENT OUTCOMES
Upon completion of this course, students will be able to:
1. Demonstrate an understanding of the history of assistive technology
2. Describe and implement a comprehensive set of procedures for software review and evaluation for specific populations
3. Describe and utilize key devices and software tools designed to help individuals with disabilities in educational settings including learning, physical, sensory, and intellectual disabilities
4. Describe key features in selecting and using an augmentative and alternative communication device for an individual
5. Define issues related to the accessibility of the Internet by individuals with disabilities
6. Evaluate and select appropriate web-based activities for individuals with disabilities
7. Adapt and modify general education curriculum and class activities using assistive technology to meet the needs of diverse learners

8. Design an appropriate technology integrated lesson plan for a specific special education population

RELATIONSHIP OF COURSES TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATIONS

This course is part of the George Mason University, Graduate School of Education, and Special Education Master's Degree Program.

REQUIRED TEXTS

This semester we will be using Blackboard 9.1 (https://mymason.gmu.edu) course management system. Course information, lectures, and readings will be posted under the Courses Tab >> EDSE 517 (659/661) on Blackboard 9.1. If you cannot log in or are having technical difficulties, please direct any technical difficulties to the ITU Support Center at 703-993-8870 or support@gmu.edu

PowerPoint lectures will be posted prior to class. It is the students' responsibility to print PowerPoints before they come to class if they wish to have them during class. There is no required textbook. Students are required to bring a USB memory drive (also known as jump drives or thumb drives) to class to save work.

ASSESSMENT OF COURSE REQUIREMENTS

All assignments should be word-processed and are due at the start of class on the dates indicated, including assignments submitted through Blackboard. Consult with the instructor in advance if there is a problem. In fairness to students who make the effort to submit papers on time, points will be taken off assignments submitted late unless prior arrangements with the instructors have been made. At the instructor's discretion, students may be given the opportunity to resubmit an assignment. Resubmitted assignments are not eligible for full credit.

* It is recommended that students retain ELECTRONIC copies of all course products to document their progress through the GSE ED/LD/MR and/or SD/VI licensure programs. Products from this class can become part of your individual professional portfolio used in your portfolio classes to document your satisfactory progress through the GSE program and the CEC performance based standards.
* The signature assignment required for this course (Assistive Technology Lesson) must be submitted electronically to the Mason's NCATE Management System, TaskStream: https://www.taskstream.com. **NOTE:** Every student registered for any EDSE course as of the Fall 2007 semester is required to begin submitting signature assignments to TaskStream (regardless of whether the course is an elective or part of undergraduate minor). TaskStream information is available at http://gse.gmu.edu/programs/sped/. Failure to submit the assignment to the TaskStream will result in reporting the course grade as Incomplete (IN).

COURSE EXPECTATIONS

* Students are expected to (a) access and review all course lectures via Blackboard 9.1 as well as complete all online discussions and reflections prior to face-to-face meeting; (b) attend all

face-to-face classes during the session, (b) arrive on time, (c) stay for the duration of the class time and (d) complete all course assignments on time.

- Students are expected to allot approximately four hours for review of course lectures and online reflection posts in place of the usual Friday night face-to-face meetings (substituted by the online component this semester).
- During class time, computers and printers are to be used only for work related to the class.
- Use APA guidelines for all course assignments (http://www.apastyle.org). In particular, it is expected that you know how to paraphrase and cite information appropriately to meet both APA guidelines and to avoid plagiarism. This website provides some useful information on how to avoid plagiarism in your writing http://www.collegeboard.com/student/plan/college-success/10314.html
- We will use person-first language in our class discussions and written assignments (and ideally in our professional practice). Please refer to "Guidelines for Reporting and Writing about People with Disabilities in APA Journals" http://www.apastyle.org/manual/related/guidelines-reporting-and-writing.pdf

COURSE ASSIGNMENTS
Refer to Blackboard 9.1 (https://mymason.gmu.edu) for further information about the assignments.

1. **Online and Class Participation (46 points)** Participation in all online activities is very important. Attendance at all face-to-face sessions is mandatory because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Online and class participation is demonstrated by:
   a. Online reflection posts (6 posts x 4 points = 24 points total)
   b. Online reflection feedback (3 posts x 2 points = 6 points total)
   c. Completion of in-class activities handed in at the end of each class period (8 activities x 2 points = 16 points total)
   Students can earn a maximum of 46 points for online and in-class participation.

2. **Software Review (10 points)** Students will choose a piece of educational software and/or mobile application available in their classroom and/or school to review. The review includes a completed software evaluation form. The software review should provide a brief description of the software followed by a thorough review of the software guided by the provided checklist, as well as the discussion of possible software application within a chosen environment. The review should address the primary features of the software including accessibility and other topics addressed in class (content, user friendliness, adult management features, support materials, and value). Students will use the software review format introduced in class to evaluate the selected software. Please refer to the scoring rubric for additional information on this assignment available on the Blackboard. You must post the software program you intend to review under Discussion Forum on Blackboard for instructor's approval by February 13. (**Due February 26**)

3. **Technology Tools Assignment (10 points)** Students will select a broad technology category that could be helpful to one of the students in their classroom to research, describe, and analyze. A list of technology categories (i.e. word prediction) will be provided by the instructor. Students will then select two specific technologies within their category (i.e.

CoWriter and TextHelp) as part of their analysis. In a 2-3 page paper, provide (1) a description of the overall technology category including its intended purpose, audience, and important features; (2) a brief description of each specific device/software they have selected along with a comparison of product similarities and differences (3) a recommendation for one of the specific technologies based on the needs of the student. A template with the required elements will be available on Blackboard. **Please note:** It is anticipated that students will use the Internet and/or product catalogs to obtain product information and descriptions; however, students are expected to reference such information using proper APA format. This includes correct referencing both within the narrative and in the reference list. Please refer to the scoring rubric for additional information on this assignment available on the Blackboard. **(Due March 26)**

4. **Assistive Technology Lesson Plan (34 Points)** Design an interactive computer-based lesson that has been adapted for a specific population and includes on-line and off-line products. This lesson should integrate instructional and assistive technology and should engage students actively with the technology. Students will:
    a. Submit a written lesson plan in paragraph or bulleted format addressing all the required elements provided by the instructor as well as the online product (20 points)
    b. Create and post on the Blackboard a narrated presentation that describes the lesson plan as well as the online and off-line products to be used in the lesson (10 points)
    c. Review lesson plans in groups and provide meaningful feedback to one of the classmates (4 points)

Please refer to the scoring rubric available on the blackboard for additional information on this assignment. **This is your Signature Assignment to be posted to Task Stream**. **(Due April 26)**

GRADING SCALE

95-100 = A
90-94 = A-
85-89 = B
80-84 = B-
70-79 = C
 < 70 = F

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].

- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

PROPOSED CLASS SCHEDULE

Session	Date	Topic/Learning Experiences	Major Assignments Due
1	February 4-5	**Introduction to EDSE 517** **Teacher Tools and Software** • Introduction to AT & IEP • Teacher Productivity Tools • Educational Software	1 Reflection Post

2	February 25-26	**AT Accommodations for Different Abilities**
		• AT for Students with:
		  ○ Learning Disabilities
		  ○ Physical Disabilities
		  ○ Sensory Impairments
		• Augmentative and Alternative Communication
			Software Review
			2 Reflection Posts

3	March 25-26	**AT in the Curriculum** • Using the Internet for Instruction • Accessing Language Arts • Accessing Math, Science and Social Studies • Authoring Tools	Technology Tools Assignment 2 Reflection Posts
4	April 26	Online Peer Feedback	AT Lesson & Presentation Peer Feedback 1 Reflection Post