College of Education and Human Development
Division of Special Education and disAbility Research

EDSE 517-002: *Computer Applications for Special Populations*
CRN: 72590, 3 - Credit(s)
Fall 2012

Instructor: Dr. Yoosun Chung	**Meeting Dates:** 08/27/12 - 12/13/12
Phone: (703) 993-4179	**Meeting Day(s):** Thursday
E-Mail: ychung3@gmu.edu	**Meeting Times:** 7:20pm - 10:00pm
Office Hours: by appointment	**Meeting Location:** KH 102

Course Description:
Lecture and laboratory course for teachers of special populations in applications of computer technology for instructional programs and computer skills. Students learn to use computer technology designed for special populations.

Prerequisite(s): Graduate standing, or permission of instructor.

Advising Contact Information:
Please make sure that you are being advised on a regular basis as to your status and progress through your program. For assistance contact the Special Education Advising Office at (703)993-3145.

Nature of Course Delivery:
Learning activities include the following:
1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

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

Required Textbooks:
There is no required textbook. Online book is posted on Blackboard. Most course information, lectures, and readings will be posted on Blackboard.

This semester we will be using Blackboard 9.1. Students login to 9.1 at http://mymason.gmu.edu. The User Name is the first part of your Mason email address and the same password that you use to access your Mason email account. If you cannot log in or are having technical difficulties, please direct any technical problems to the ITU Support Center at 703-993-8870 or support@gmu.edu

Recommended Textbooks:
N/A

Required Materials:
Students are required to bring a USB memory drive (also known as jump drives or thumb drives) to class to save student work.

Additional Readings:
Additional readings will be posted on Blackboard.

Course's Relationship to Program Goals and Professional Organizations:
This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by

the Council for Exceptional Children (CEC), the major special education professional organization. The CEC Standards are listed on the following website: http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/ The CEC standards that will be addressed in this class include Standard 4: Instructional Strategies and Standard 5: Learning Environments and Social Interactions and Standard 6: Language. *NOTE: NCATE Assessments (in many but not all courses) may address additional CEC standards.

Policies (Attendance and Late Work Policies):

Attendance Policy:

- Students are expected to (a) attend all classes during the session, (b) arrive on time, (c) stay for the duration of the class time and (d) complete Blackboard discussion boards and other assignments.

- Students will be awarded up to two and a half (2.5) points each class session for successful completion of in-class activities and online assignments (total of 14 class sessions). At the end of the semester, the instructor will drop the lowest two participation scores. Students can earn a maximum of 30 points for participation.

Late Work Policy:

- In fairness to students who make the effort to submit papers on time, there will be a 10% cost reduction **per day** for late papers (For example, a 20 point assignment will lose 2 points per day while a 50 point assignment will lose 5 points per day).

- The instructor reserves the right to request that a student recycle a product that is not satisfactory. In such cases, resubmitted assignments are not eligible for full credit and a response cost of 10 percent may be assessed.

Course Expectations

- During class time, computers and printers are to be used only for work related to the class. Students found using the computer (whether personal laptop or lab computer) for purposes other than the assigned in class activity will be asked to turn off their equipment and will not receive participation points for that class session.

- In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot approximately three hours for class study and preparation for *each* credit hour weekly (a three credit hour course would require nine hours of work weekly in a 45-hour, semester course).

- Use APA 6th Edition guidelines for all course assignments. This website links to APA format guidelines. http://www.psywww.com/resource/apacrib.htm. 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" http://www.apastyle.org/manual/related/guidelines-reporting-and-writing.pdf

Course Assignments

1. *Class Participation (In-Class Activity and Online Assignment) (30 points)* Attendance at all face-to-face sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Class and lab participation is demonstrated by participation and utilization of lab time in an effective and efficient manner, and completion of in-class assignments handed in at the end of each class period. Completion of in-class activities includes both active participation in the activity as well as submission of a permanent product (form, summary statement, reflection, etc.). Students who miss a class will not have the opportunity to make up missed in-class assignments, and therefore, will not earn class participation points for that missed class session. Since the time to complete in-class activities will vary each class session, significant tardiness or early departure will also count as an absence if the student misses the in-class activity or does not complete it in its entirety during the allotted time. In addition to complete in-class activities, completing all online assignments for the online sessions is equally important. Students will be awarded up to two and a half (2.5) points each class session for successful completion of in-class activities and online assignments (total of 14 class sessions). At the end of the semester, the instructor will drop the lowest two participation scores. Students can earn a maximum of 30 points for participation.

2. *Teacher Productivity Tools Assignment (10 points)* Students will select a teacher productivity tool such as Microsoft Excel, Word, or PowerPoint and develop an artifact that will be useful to them as a teacher in the classroom. For instance, using Microsoft Excel students can create a grade sheet for a class that they teach or might be teaching or they can create an interactive worksheet or quiz using Microsoft Word. A list of possible projects will be provided by the instructor. This assignment will be submitted through Blackboard and is due by the start of class on the due date. Please refer to the scoring rubric for additional information on this assignment.

3. *Software Review (15 points)* Students will choose a piece of software of interest to review; it should be a recent version. The software review includes two elements, a written narrative and a completed software evaluation checklist. The narrative should provide a brief description of the software followed by a thorough review of the software and its possible 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). The software review

should be 3-4 pages in length and will serve as a reference for a potential software user. Students will use the software review format introduced in class to evaluate the selected software. Please include a copy of your completed evaluation checklist. This assignment will be submitted through Blackboard and is due by the start of class on the due date. Please refer to the scoring rubric for additional information on this assignment.

4. ***Technology Tools Assignment (10 points)*** Students will select a broad technology category 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 WordQ) as part of their analysis. In a 3-4 page paper, students should provide a description of the overall technology including its intended purpose, audience, and important features. Students then should provide a brief description of each specific technology they have selected along with a comparison of product similarities and differences. Finally the paper should include a recommendation for one of the specific technologies based on the needs of a real client or an invented scenario. 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 including correct referencing both within the narrative and in the reference list. This assignment will be submitted through Blackboard and is due by the start of class on the due date. Please refer to the scoring rubric for additional information on this assignment.

5. ***Assistive/Instructional Technology Lesson (35 points)*** Students will design an interactive computer-based lesson that has been adapted for a specific population and includes an on-line product. This lesson should integrate instructional and assistive technology and should engage students actively with the technology. Students will write a lesson plan in paragraph or bulleted format addressing all the required elements provided by the instructor and create an on-line product to be used in the lesson. Students will present the lesson and their products on the last day of class. Please refer to the scoring rubric for additional information on this assignment.

Grading Scale:
95 - 100% = A
90 - 94% = A-
80 - 89% = B
70 - 79% = C
<70% = F

Schedule:

PROPOSED CLASS SCHEDULE

Session	Date	Topic/Learning Experiences	Assignments Due
1	8/30	Lecture and Lab: Introduction to AT	
2	9/6	Lecture and Lab: Teacher Productivity Tools	
3	9/13	Lecture and Lab: Software Features and Evaluation	
4	9/20	Lecture and Lab: AT for Students with Learning Disabilities-Reading Tools	**Teacher Productivity Tools Assignment**
5	9/27	Lecture and Lab: AT for Students with Learning Disabilities-Writing Tools	
6	10/4	Lecture and Lab: AT for Students with Physical Disabilities	
7	10/11	Lecture and Lab: Augmentative and Alternative Communication	
8	10/18	Lecture and Lab: AT for Students with Sensory Impairments Guest Speaker: Kristine Neuber	**Software Review**
9	10/25	Lecture and Lab: Accessing the General Curriculum-Math, Science and Social Studies Guest Speaker – Soojin Jang	
10	11/1	Lecture and Lab: Using the Internet for Instruction (No Class: Online Assignment)	
11	11/8	Lecture and Lab: Accessing the General Curriculum-Language Arts	**Technology Tools Assignment**
12	11/15	Lecture and Lab: Authoring Tools	
	11/22	Thanksgiving Break: No Class	
13	11/29	Lecture and Lab: AT and the IEP	
14	12/6	Student Presentations: Assistive/Instructional Technology Lesson Plan and Adaptation	**Assistive/Instructional Technology Lesson Presentation and Adaptations Presentation**
	12/13	Reserved as a make up day in case class is cancelled for inclement weather	

GMU POLICIES AND RESOURES FOR STUDENTS:

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

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

c. 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.

d. 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/].

e. 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/].

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

g. 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/].

PROFESSIONAL DISPOSITIONS

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

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. http://cehd.gmu.edu/values/Revised 06/25/12

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

> *Note: This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*