GEORGE MASON UNIVERSITY

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

Fall 2013
EDSE 517 DL1: Computer Applications for Special Populations
CRN: 77312, 3 - Credits

Instructor: Dr. Marci Jerome	**Meeting Dates:** 8/26/2013 - 12/18/2013
Phone: 703-993-8295 (Office)	**Meeting Day(s):** Asynchronous
E-Mail: mkinas@gmu.edu	**Meeting Time(s):** Asynchronous
Office Hours: Available Sunday evenings from 7-10pm for phone or skype conference. Also available by appointment.	**Meeting Location:** Internet. All course materials are available through Blackboard Courses at mymason.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.

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

Co-requisite(s): None

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3145 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery
Learning activities include the following:
1. Learning module lectures, discussion, activities, and participation
2. Software and hardware demonstrations
3. Video and other media supports
4. Group and independent laboratory exploration activities
5. Class presentations

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
Dell, A.G., Newton, D., & Petroff, J. (2012). *Assistive technology in the classroom: Enhancing the school experiences of students with disabilities (2nd ed)*. Upper Saddle River, NJ: Pearson.

Digital Library Option
The Pearson textbook(s) for this course is available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit http://gmu.bncollege.com and search the ISBN.

- 1 year subscription $200 ISBN-13: 9781269541411
- 3 years subscription $525 ISBN-13: 9781269541381

- Individual e-book(s) also available at the bookstore link above or at http://www.pearsonhighered.com/. Search by author, title, or ISBN.

Required Resources
Students are required to have consistent and reliable access to a computer with a high-speed internet connection. Students are also expected to have consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course. Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.

Course Relationships to Program Goals and Professional Organizations
This course is part of the George Mason University, Graduate School of Education (GSE), Masters in Special Education Program. 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 that will be addressed in this class include Standard 4: Instructional Strategies and Standard 5: Learning Environments and Social Interactions and Standard 6: Language.

GMU POLICIES AND RESOURES FOR STUDENTS:
a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/honor-code/].

b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].

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. [See http://cehd.gmu.edu/values/]

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

Course Policies & Expectations
Attendance.

Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions. Grading for work completed in Lectures and Labs is specifically outlined in *Lessons and Labs Participation* within the Other Assignments section of the syllabus. Please note that while only certain learning elements are assessed through "grades", the instructor can still assess student involvement and engagement using other measures. Blackboard enables the instructor to view such data as login dates, duration of time spent online, access to specific content elements, and more. The instructor will use this data along with course grades to ensure that students are actively engaged in the course. Students struggling to complete work on time or who appear to not be engaging with course content will be asked to conference with the instructor.

Late Work.

All activities and assignments should be submitted through Blackboard by 11:59pm on the (Tuesday) dates indicated.

Module Lessons and Labs

As specified in the *Lessons and Labs Participation* within the Assignments section of the syllabus, all activities must be completed by the specified due date to receive participation points for each Lesson and Lab. Late work will not receive credit. The instructor recognizes that unexpected challenges may arise during the semester and, therefore, will allow students to request a one-time extension that they can apply to a

specific Lesson and another for a specific Lab. Students must request the extension by emailing the instructor prior to the original due date; requests made after 11:59pm on the specified due date will not be honored. Students do not need to receive confirmation from the instructor to assume they have received the extension; it will be automatic as long as it is the first request. The deadline for extended work will be Saturday at 10:00am instead of specified Tuesday at 11:59pm. All extensions will be tracked in the Blackboard gradebook.

Course Assignments (Software Review, Technology Tools, Lesson Plan)

In fairness to students who make the effort to submit assignments 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.)
All assignments should reflect graduate-level spelling, syntax, and grammar. If you experience difficulties with the writing process you will need to document your work with the GMU Writing Center during this course to improve your skills. At the instructor's discretion, students may be given the opportunity to resubmit an assignment. Resubmitted assignments are not eligible for full credit.

TaskStream Submission
Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, Assistive/Instructional Technology Lesson to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you MUST use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to http://cehd.gmu.edu/api/taskstream

Grading Scale

95-100 = A   80-82 = B-
90-94 = A-   70-79 = C
86-89 = B+   < 70 = F
83-85 = B

Assignments

      NCATE/TaskStream Assignments.

The NCATE/TaskStream assignment for this course is the *Assistive/Instructional Technology Lesson*. Please see the *Other Assignments* section for assignment description.

Common Assignments.

Courses with multiple sections often require "common" assignments across sections to ensure consistency in instruction and learning. This course does not require the use of a common assignment(s). All course assignments are outlined in the *Other Assignments* section.

Other Assignments.

1. **Lesson and Lab Participation**
   (40 points; 20 points for Lessons, 20 points for Labs)

   Each week students are expected to complete activities within the Lesson module and the corresponding Lab module for a specified topic. A Lesson module generally contains readings, videos, and activities that introduce a specific topic. A Lab module generally provides tool demonstrations, user perspectives/experiences, and opportunity for tool exploration based on a specific topic. Over the course of the semester students are expected to complete 14 Lesson and 14 Lab modules.

   Within any module, students will be presented with a series of activities. Some activities such as viewing a video or reading a chapter in the textbook are categorized as "Read/View". Other activities such as taking a quiz are categorized as "Complete". All activities identified as "Complete" must be submitted on-time and be of satisfactory quality to receive participation points for that module. Credit will not be given for partial or late submissions. Please note that while "Read/View" activities are not "graded", access to them is being tracked through Blackboard and the content is assessed through additional course assignments.

   Students will complete a Lesson module each week (14 weeks).
   Students who successfully complete 14 Lesson modules earn 20 points.
   Students who successfully complete 13 Lesson modules earn 17 points.
   Students who successfully complete 12 Lesson modules earn 14 points.
   Students who successfully complete 0-10 Lesson modules earn 0 points.

   Students will complete a Lab module each week (14 weeks).
   Students who successfully complete 14 Lab modules earn 20 points.
   Students who successfully complete 13 Lab modules earn 17 points.
   Students who successfully complete 12 Lab modules earn 14 points.
   Students who successfully complete 0-10 Lab modules earn 0 points.

All participation points are tracked in the Blackboard gradebook.

The Lesson module and Lab module will become available by 9:00am on Monday on the specified week stated in the syllabus. All work for those modules will be due on the following Tuesday (of the next week) by 11:59pm. Students who submit work on-time and of satisfactory quality will receive full participation points.

2. **Software Review (15 points)** Students will choose a piece of educational software (or mobile app) 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 as an Appendix. Students may not review a productivity/utility software program designed to create content (such as Boardmaker, Word, Inspiration/Kidspiration) for this assignment. Please refer to the scoring rubric posted on Blackboard for additional information on this assignment. **(Due October 15)**

3. **Technology Tools Assignment (10 points)**. Students will select a broad technology category to research, describe, and analyze based on the needs of an actual student or developed case study. 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 (e.g. CoWriter and TextHelp) 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 (6th Edition) format including correct referencing both within the narrative and in the reference list. Please refer to the scoring rubric posted on Blackboard for additional information on this assignment. **(Due November 19)**

4. **Assistive/Instructional Technology Lesson (35 points)** Students will 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 write a lesson plan in paragraph or bulleted format addressing all the required elements provided by the instructor and create and on-line and off-line product to be used in the lesson. Students will present the lesson and their products during the last week of

class. Please refer to the scoring rubric posted on Blackboard for additional information on this assignment. **(Topic Proposal Due November 19, Narrative and Materials Due December 10, Peer Presentation Review Due December 17)**

Course Expectations
- Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.
- Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Students will use APA 6th Edition guidelines for all course assignments.
- We will use person-first language in our class discussions and written assignments (and ideally in our professional practice).

Schedule

Module Week	Module Available*	Module Topic	Module Due**	Additional Assignments Due**
1	8/26	Course Orientation Lesson and Lab: Introduction to AT	9/3	
2	9/2	Lesson and Lab: Teacher Productivity Tools	9/10	
3	9/9	Lesson and Lab: Software Features and Evaluation	9/17	
4	9/16	Lesson and Lab: AT for Students with Learning Disabilities-Reading Tools	9/24	
5	9/23	Lesson and Lab: AT for Students with Learning Disabilities-Writing Tools	10/1	
6	9/30	Lesson and Lab: Augmentative and Alternative Communication	10/8	
7	10/7	Lesson and Lab: Accessibility	10/15	(10/15) Software Review (10/15) Course Midterm Evaluation
8	10/14	Lesson and Lab: AT for Students with Physical Disabilities	10/22	
9	10/21	Lesson and Lab: AT for Students with Sensory Impairments	10/29	
10	10/28	Lesson and Lab: Using the Internet for Instruction	11/5	
11	11/4	Lesson and Lab: AT in Curriculum, Language Arts	11/12	(11/19) Technology Tools Assignment
12	11/11	Lesson and Lab: Math, Science and Social Studies	11/19	(11/19) Assistive/Instructional Technology Lesson Plan and Adaptation Topic Proposal
13	11/18	Lesson and Lab: Authoring Tools	11/26	
	11/25	Thanksgiving Break: No Class	12/3	
14	12/2	Lesson and Lab: AT and the IEP	12/10	(12/10) Assistive/Instructional Technology Lesson Plan and Adaptation Narrative and Materials
	12/9	Student Presentations: Assistive/Instructional Technology Lesson Plan and Adaptation	12/17	(12/17) Course Final Evaluation

*   Modules will be made available by 9:00am on the scheduled availability date (Mondays)

**   All module activities and course assignments are due by 11:59pm on the scheduled due date (Tuesdays)