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

Spring 2015
EDSE 517 684: Computer Applications for Special Populations
CRN: 18131, 3 - Credits

Instructor: Dr. Cynthia Feist	**Meeting Dates:** 3/12/2015 - 5/14/2015
Phone: 703-431-3811(cell)	**Meeting Day(s):** Thursdays
E-Mail: cfeist@gmu.edu	**Meeting Time(s):** 4:30 pm - 9:00 pm
Office Hours: Call, text, or email me to set up an appointment.	**Meeting Location:** Computer Lab, Staff Training Center, 43711 Partlow Road, Ashburn, VA

> **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. Hours of Lecture or Seminar per week: 3Hours of Lab or Studio per week: 0

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) 993-3670 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery
Learning activities include the following:
1. Class lecture and discussion
2. Video and other multimedia supports
3. Research and presentation activities
4. Individual and group applications, with relevant hardware, software, and online activities
5. Electronic supplements and activities via Blackboard and other online resources

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. ISBN # 978-0-13-139040-9

Digital Library Option
The Pearson textbook(s) for this course **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. 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. To register your access code or purchase the Digital Library, visit:
http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html

- ▪ 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.pearsoncustom.com/va/gmu/digitallibrary/education/index.html

Additional Readings
Additional readings relevant to assistive technology will be assigned by the instructor during the course session.

Required Technology
- Since many of the course activities involve exploration of software and online resources, students are required to have consistent and reliable access to a computer with a high-speed Internet connection with a standard up-to-date browser, either Internet Explorer, Chrome, or Mozilla Firefox. Opera and Safari are not compatible with Blackboard.
- Students are expected to have consistent and reliable access to your GMU email and Blackboard, as these are the official methods of communication for this course. It is important to access Blackboard several times a week between class sessions to check posted updates and messages. A wealth of resources for this course will be posted on Blackboard. You can access Blackboard at http://courses.gmu.edu .
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to your computer as part of the course requirements.
- The following software plug-ins for PCs and Macs respectively, are available for free downloading by clicking on the link next to each plug-in:
  o Adobe Acrobat Reader: http://get.adobe.com/reader
  o Windows Media Player: http://windows.microsoft.com/en-US/windows/downloads/windows-media-player
  o Apple QuickTime Player: www.apple.com/quicktime/download
- It is recommended that students bring a USB flash drive to class to save your work.

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/the-mason-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 (a) attend all classes during the session, (b) arrive on time, (c) stay for the duration of the class time, and (d) complete weekly lab and online activities and other assignments. Class participation will be scored as a part of the overall grade as described in the assignment and evaluation section of the syllabus.
- During class time, computers 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. Cell phones should not be used during class time, except during break time.
- In-depth reading, study, and work on course requirements require outside class time.

      Late Work.

- All assignments should be submitted <u>on or before</u> the assigned due date. *Please consult with the instructor in advance if there is a problem turning in your assignment on time.* In fairness to students who make the effort to submit papers on time, there will be a 10% deduction of points per day for late assignments. (For example, a 20-point assignment will lose 2 points per day.) Please retain a copy of your assignments in addition to the one you submit.

      Other Expectations.

- All graded assignments should be submitted through the Blackboard Assignments tab. Instructions will be provided. Assignments should not be submitted by email unless there is an emergency technical issue with Blackboard.

- All assignments should reflect graduate-level spelling, syntax, and grammar. Use APA 6th Edition guidelines for all course assignments. This website provides links to APA format guidelines: 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://bit.ly/AvoidingPlagiarism

- We will use person-first language in our class discussions and written assignments (and ideally in our professional practice). Please refer to "Guidelines for Nonhandicapping Language in APA Journals" at http://bit.ly/Person-FirstLanguage

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
Total of 100 points

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

Assignments

      Performance-based Assessment (TaskStream submission required).

Assistive/Instructional Technology Lesson Assignment (33 points): Lesson and products due on 5/7/15, with oral presentation done on 5/14/15

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 also identify specific strategies for differentiating or adapting the developed lesson to serve *multiple* student populations. Students will do a 5-minute presentation on the last day of class. Please refer to the scoring rubric for additional information on this assignment.

      Performance-based Common Assignments (No TaskStream submission required).

Class and Lab Participation (27 points)

Attendance at all sessions is very important because many of the in-class activities are planned in such a way that they are difficult to re-create outside of the class session. *Please consult with the instructor in advance if there is a problem attending a class session.* Class and lab participation is demonstrated by active participation and utilization of lab time in an effective and efficient manner, and completion of activities and assignments during each class session. Each lab assignment is worth 3 points. In addition, since the time to complete in-class activities will vary

with each class session, significant tardiness or early departure may count as an absence if the student misses the in-class activity or does not complete it in its entirety during the allotted time.

Teacher Productivity Tools Assignment (20 points): Due on 4/9/15
Students will select a teacher productivity tool and develop an artifact that will be useful to you as a teacher in the classroom. For example:
- Using Word, create an interactive worksheet, quiz, or timeline
- Using PowerPoint, create an interactive lesson, quiz, or talking book
- Using Excel, create a gradebook for a class you might be teaching, a timeline or interactive worksheet, or a class data sheet with a pie chart, column graph, or pictograph
- Using OneNote, create a multimedia notebook
- Using screen capture or video software, create a video tutorial for a new user of software or hardware for the classroom (e.g. Camtasia, SnagIt, or Windows Movie Maker)

These are only a few of the possibilities. *If you have another idea for a teacher productivity tools project, please discuss it with the instructor first.* Please refer to the scoring rubric for additional information on this assignment.

Technology Tools Assignment (20 points): Due on 4/23/15
Students will select a broad technology category to research, describe, and analyze based on the needs of an actual student or a developed case study. A list of technology categories (i.e. graphic organizer software) will be provided by the instructor. Students will then select two specific technologies within their technology category (i.e. Read&Write Gold and Inspiration) as part of their analysis. In a 2-3 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 student or an invented scenario. Please refer to the scoring rubric for additional information on this assignment.

Other Assignments.

All graded assignments are detailed in the Performance-Based Assessment and Common Assignments section. *Additional ungraded tasks will be assigned during the course session.*

Graded Assignments	Available Points
Class and Lab Participation	27
Teacher Productivity Tools	20
Technology Tools	20
Assistive/Instructional Technology Lesson	33
	Total Points: 100

Schedule

Session	Date	Topics / Learning Experiences *Note: Sequence of topics may change depending on class needs*	Textbook Chapters	Assignments Due

1	3/12	• Intro to Assistive Technology and Universal Design for Learning
		• Software
		  o Features and evaluation
		  o LCPS software matrices and home supports
		  o GoToMyPC
		  o Resources for free trial software
			1, 4, 7	

2	3/19	• Teacher Productivity Tools
		  o Microsoft Office tips and tricks (Word, PowerPoint, Excel, OneNote)
		  o Capturing graphics and videos (Snipping Tool, SnagIt, PrintScreen, Camtasia, Windows Movie Maker)		

3	3/26	• Tech Tools for Students with Reading or Writing Challenges	2, 3	
~Spring Break~ 4/2/15				
4	4/9	• Meet at Instructional Resources Center (5th floor, Administration Building) to explore teacher resources and technology tools • Interactive whiteboard software		Teacher Productivity Tools
5	4/16	• Tech Tools for Math and Science	5	

6	4/23	• Using the Internet for Instruction
		  o Website accessibility
		  o Web 2.0 Tools
				Technology Tools

7	4/30	• AT for Students with Physical or Sensory Impairments • Windows Accessibility Features and Ease of Access Center	6, 8	

Session	Date	Topics / Learning Experiences	Textbook Chapters	Assignments Due
8	5/7	• Augmentative and Alternative Communication • Creating Visual Supports • Behavioral Supports	10, 11, 12	Assistive/Instructional Technology Lesson
9	5/14	• LCPS Assistive Technology Process • Student Presentations • *Grand Finale!*	9, 13, 14	Assistive/Instructional Lesson Plan *Oral Presentations*