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

Spring 2015
EDSE 517 685: Computer Applications for Special Populations
CRN: 18196, 3 - Credits

Instructor: Dr. Tara Jeffs	**Meeting Dates:** 1/20/2015 - 5/4/2015
Phone: 252-321-0108 (Cell) Feel free to text message if you prefer!	**Meeting Day(s):** Asynchronous
E-Mail: tjeffs@gmu.edu	**Meeting Time(s):** Asynchronous
Office Hours: Virtually any time! Virtual Office Hours-Wed 6-10 pm or make an appointment through email tjeffs@gmu.edu	**Meeting Location:** NET

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.

DELIVERY METHOD:

This course will be delivered online using an (asynchronous – flexible schedule, no set time for being online to access course) format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before "@masonlive.gmu.edu) and email password. The course site will be available on (January 12, 2015).

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- 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.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
  - Adobe Acrobat Reader: http://get.adobe.com/reader/
  - Windows Media Player: http://windows.microsoft.com/en-US/windows/downloads/windows-media-player
  - Apple QuickTime Player: www.apple.com/quicktime/download/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

EXPECTATIONS:

- **Course Week:**
  - **Our Course is Asynchronous:** Because online courses do not have a "fixed" meeting day, our week will **start** on (**Monday**), and **finish** on (**Sunday**). With the Exception being the first week of class. The first week will start on Tuesday (Jan. 20th) and run through Sunday due to the Holiday.
- **Log-in Frequency**:
  - **Our Course is Asynchronous:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 3 times per week.
- **Participation**: 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.
- **Technical Competence**: 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. Contact ITU (http://itservices.gmu.edu/help.cfm) at (703) 993-8870 or support@gmu.edu.

- **Technical Issues**: 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.
- **Workload**: Expect to log in to this course **at least three times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due. If you have any questions please feel free to contact (email, call, text) me for clarification.

Netiquette: Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

Nature of Course Delivery

Learning activities include the following:

1. Topic Introductions and discussions
2. Application activities/ Hands- on lab activities
3. Small group activities and assignments
4. Video and other media supports
5. Reading, research and presentation activities

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 Sadle 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

Recommended Textbooks
Meyer, A.; Rose, D. H.; & Gordon, D. (2014). Universal Design for Learning: Theory and Practice. CAST Professional Publishing , E-Book ISBN # 978-0-9898674-1-2/
Available Free online at http://udltheorypractice.cast.org/
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.

Additional Readings
Students will be asked to research and read scholarly articles to supplement the textbook.

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 actively engage in all course activities throughout the semester, which include viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions. Grading for work completed in Lecture and Labs is specifically outlined in *Lessons and Labs Participation* within in 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 in the course content will be asked to conference with the instructor.

Late Work.

All Lesson and Lab assignments should be submitted through Blackboard by midnight on (Sunday) dates indicated. Other major assignments for the course are due on specified date posted in Blackboard. If an emergency arises please communicate with the instructor that an extension is needed. Be aware that it is the instructor's discretion to implement a 10% deduction of assignment points. Excused late work will only be accepted and graded at the discretion of the instructor. Late assignments will not be excused and graded unless specific circumstances are discussed and approved by the instructor.

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

100 Points Possible
100-95 pts = A
94-90 pts = A-
89-86 pts = B+
85-83 pts = B
82-80 pts = B-
79-70 pts = C
Below 70 pts = F

Assignments

Performance-based Assessment (TaskStream submission required).

Assistive/Instructional Technology Lesson (40 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 a Universal Design for Learning **(UDL)** format addressing all the required elements provided by the instructor and create an 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 via Blackboard or video recording. Please refer to scoring rubric in Blackboard for additional information on this assignment. (Topic Proposal **Due on or before April 12th,** Lesson Plan and Materials/products **Due April 20th**, Peer Presentation Review **Due May 3rd**, 2015)

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

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.

Lesson and Lab Participation
(30 points; 10 points for Lessons, 20 points for Labs)

1. **Lesson and Lab Participation**
   (Total of 30 points; 10 points for Lessons (1 pt each), 20 points for Labs (2pts each)
   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 10 Lessons and 10 Labs. There are a total of 11 Lessons and Labs

in the course. This allows the student to elect not to complete one Lesson and Lab at their discretion.

Within any module, students will be presented with a series of Lesson 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/Incomplete". All activities identified as "Complete/Incomplete" 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 Lesson or Lab Assignment 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.
This course is divided into Three Modules therefore:
The Lessons and Labs will become available by 9:00am on Monday on the specified week stated in the syllabus. All work for each module will be due on the Sunday by midnight before the start of the next Module. Students who submit work on-time and of satisfactory quality will receive full participation points. Refer to grading rubrics posted in the Blackboard Course.

2. **Technology Tools Assignment (15 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 March 1st , 2015)**

3. **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 2 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 March 30th, 2015)**

4. **Assistive/Instructional Technology Lesson (40 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 2 weeks of class **(April 20th, 2015)**

Schedule

Module 1 – Benefits of Computer Use in Special Education		
Jan 20th- Mar 1st	Topic/Title	Due Date
Reading Chapters 1, 2, 3, 4, 5, 6 (10, 11, 12 optional)		On or Before March 1st
Week 1 Jan 20-25th		
Lesson 1	Intro to AT	On or Before Jan 20th
Lesson 2	Universal Design for Learning (UDL)	On or Before Jan 20th
Lab 1	Intro to AT	On or Before Jan 20th
Lab 2	Universal Design for Learning (UDL)	On or Before Jan 20th
Week 2 Jan 26- Feb 1st		
Lesson 3	Reading and Writing Tools	On or Before Feb 1st
Lab 3	Reading and Writing Tools	On or Before Feb 1st
Week 3 Feb 2nd -8th		
Lesson 4	Math and Science Tools	On or Before Feb 8th
Lab 4	Math and Science Tools	On or Before Feb 8th
Week 4 Feb 9th- 15th		
Lesson 5	Social Studies Tools	On or Before Feb 15th
Lab 5	Social Studies Tools	On or Before Feb 15th
Week 5 Feb 16th- 22nd		
Lesson 6	AAC /Visual Supports	On or Before Feb 22nd
Lab 6	AAC /Visual Supports	On or Before Feb 22nd
Week 6 Feb 23- Mar 1st	Work on Technology Tools Assignment	
Technology Tools Assignment		**Due on or Before March 1st**
Module 2 – Access to Computers		
March 2nd - Mar 29th Reading Chapters 7, 8, 9,		
Week 7 Mar 2nd- 8th		
Lesson 7	Accessibility and Computer access	On or Before Mar 8th
Lab 7	Accessibility and Computer access	On or Before Mar 8th
Lesson 8	Tech Tools for students with Physical /Sensory Disabilities	On or Before Mar 8th
Lab 8	Tech Tools for students with Physical /Sensory Disabilities	On or Before Mar 8th
Week 8 Mar 9th- 15th	**Spring Break- No Class**	
Week 9 Mar 16th-22nd		
Lesson 9	AT & IEP	On or Before Mar 22nd

Lab 9	AT & IEP	On or Before Mar 22nd
Lesson 10	Selecting Software and Apps	On or Before Mar 22nd
Lab 10	Selecting Software and Apps	On or Before Mar 22nd
Week 10 Mar 23rd – 29th	Work on Software Review Assignment	
Software Review Assignment		**Due on or Before Mar 30th**
Module 3- Technology Integration : Making it Happen		
March 30 – May 4th Reading Chapters 13, 14		
Week 11 March 30th – April 5th		
Lesson 11	Teacher Productivity/ Web 2.0 Tools/ Authoring Tools	On or Before Apr 5th
Lab 11	Teacher Productivity/ Web 2.0 Tools/ Authoring Tools	On or Before Apr 5th
Week 12 April 6th -12th	Work on Assistive /Instructional Technology Lesson	**Topic Proposal for Lesson is Due on or Before April 12th**
Week 13 April 13th – 19th	Work on Assistive /Instructional Technology Lesson	
Week 14April 20th – 26th	Presentation of Work on Assistive /Instructional Technology Lesson	On or Before Apr 26th
Week 14Apr 27th - May 3rd	Peer Review of Presentation of Work on Assistive /Instructional Technology Lesson	On or Before May 3rd
Assistive /Instructional Technology Lesson		**Due on or Before Apr 20th**

Appendix- None