



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

Spring 2016

EDSE 517 698: Computer Applications for Special Populations

CRN: 18529, 3 - Credits

<b>Instructor:</b> Dr. Cynthia Feist	<b>Meeting Dates:</b> 3/16/16 - 05/11/16
<b>Phone:</b> 703-431-3811 (cell)	<b>Meeting Day:</b> Wednesday
<b>E-Mail:</b> <a href="mailto:cfeist@gmu.edu">cfeist@gmu.edu</a>	<b>Meeting Time(s):</b> 4:30 pm - 9:30 pm
<b>Office Hours:</b> Call, text, or email me to set up an appointment.	<b>Meeting Location:</b> Computer Lab 7, Staff Training Center, 43711 Partlow Road, Ashburn, VA 20147

**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.

Hours of Lecture or Seminar per week: 3

Hours 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. 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
7. Online 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**

A textbook is not required, but readings relevant to assistive technology will be assigned by the instructor throughout the course session.

## **Digital Library**

Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an

option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at [Molly.Haines@pearson.com](mailto:Molly.Haines@pearson.com).

### **Required Technology**

- Since many of the course activities involve exploration of online resources, students are required to have consistent and reliable access to a computer with a high-speed Internet connection with an up-to-date browser, either Internet Explorer, Chrome, or Mozilla Firefox.
- 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 are available for free download:
  - 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](http://www.apple.com/quicktime/download)
  - Java: [www.java.com/en/download/windows\\_ie.jsp](http://www.java.com/en/download/windows_ie.jsp)
- *It is highly 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 2: Learning environments; Standard 5: Instructional planning and strategies.

### **GMU Policies and Resources 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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. <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 and participate 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 on or before 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 submit their assignments 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 Blackboard Assignments. Instructions will be provided. Assignments should not be submitted by email unless there is an emergency technical issue with Blackboard. Before submitting your assignment, please be sure to use the following naming convention for your file, so that I don't get numerous assignments with the same file name: *FirstinitialLastnameAssignmentTitle*. For example, if I submit my Teacher Productivity tools assignment, I would name the file *CFeistTeacherProductivityTools*.
- All assignments should reflect graduate-level spelling, syntax, and grammar. Use APA 6<sup>th</sup> Edition guidelines for all course assignments. Website resources include [www.apastyle.org](http://www.apastyle.org) and <https://owl.english.purdue.edu/owl/section/2/10>. 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>. Another wonderful resource is at [www.ouhsc.edu/thecenter/products/documents/PeopleFirstLanguage.pdf](http://www.ouhsc.edu/thecenter/products/documents/PeopleFirstLanguage.pdf).

### **Tk20 Performance-Based Assessment Submission Requirement**

Every student registered for any Special Education course with a required performance-based assessment is required to submit the *Assistive/Instructional Technology Lesson* to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

### **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 (TK20 submission required).**

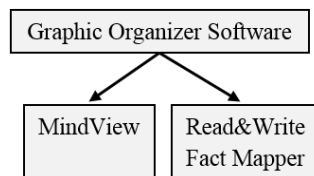
**Assistive/Instructional Technology Lesson Assignment (36 points): Lesson plan and online and offline products due on 5/6/16. Student presentations will be done on 5/11/16.**

Students will design an interactive computer-based lesson that has been adapted for a *specific* population and includes online (computer file or web page) and offline (low tech) 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, or 10 minute presentation if it's a team presentation of 2-3 members, on the last day of class.* Please refer to the scoring rubric for additional information on this assignment.

**Performance-based Common Assignments (No TK20 submission required).**

**Technology Tools Assignment (20 points): Due on 4/6/16**

Students will select a broad technology category (software or hardware) 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. MindView and Read&Write's Fact Mapper software) 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.



**Teacher Productivity Tools Assignment (20 points): Due on 4/20/16**

Students will select a teacher productivity tool and develop a new artifact that will be useful to you as a teacher in the classroom. For example:

- Using Word, create an interactive lesson, worksheet, timeline, or electronic quiz.
- Using PowerPoint, create an interactive lesson, quiz, or talking book.
- Using Excel, create a gradebook for a class you might be teaching, a timeline, quiz, interactive worksheet, or a class data sheet with a pie chart, column graph, or pictograph.
- Using OneNote, create a multimedia notebook lesson.
- Using MindView or Read&Write’s Fact Mapper, create an interactive graphic organizer template.
- Using ActivInspire or SMART Notebook, create a flipchart with an interactive lesson.
- 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.


### **Other Assignments.**

#### **Class and Lab Participation (24 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. Class and lab participation is demonstrated by active participation and discussion, utilization of lab time in an effective and efficient manner, and completion of activities and assignments during each class session. Some in-class activities will involve online extension activities that must be completed in the time specified. 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. Each class and lab session is worth 3 points (8 sessions). ***Please consult with the instructor in advance if there will be a problem attending a class session.***

<b>Assignments</b>	<b>Available Points</b>
Assistive/Instructional Technology Lesson	36
Technology Tools	20
Teacher Productivity Tools	20
Class and Lab Participation	24
	<b>Total Points: 100</b>

### **Schedule**

<b>Session</b>	<b>Date</b>	<b>Topics / Learning Experiences</b> <i>Note: Sequence of topics may change depending on class needs.</i>	<b>Graded Assignments Due Dates</b>
1	3/16	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Review course syllabus and assignments</li> <li>• Intro to Assistive Technology and Universal Design for Learning</li> <li>• LCPS AT website</li> <li>• LCPS AT Service Delivery Model</li> <li>• LCPS software - home supports</li> <li>• Resources for free trial software</li> <li>• GMU's Kellar Library</li> <li>• GMU's GoToMyPC</li> <li>• EDSE 517 online survey</li> </ul>	
	3/23		
2	3/30	<ul style="list-style-type: none"> <li>• Teacher Productivity Tools: Part 1 <ul style="list-style-type: none"> <li>○ Microsoft Office tools</li> <li>○ Google tools</li> </ul> </li> </ul>	
3	4/6	<ul style="list-style-type: none"> <li>• Teacher Productivity Tools: Part 2 <ul style="list-style-type: none"> <li>○ Microsoft Office tools</li> <li>○ Google tools</li> </ul> </li> </ul>	Technology Tools
4	4/13	<ul style="list-style-type: none"> <li>• Tech Tools for Students with Reading or Writing Challenges</li> <li>• Read&amp;Write 11</li> </ul>	
5	4/20	<ul style="list-style-type: none"> <li>• Tech Tools for Math and Science</li> <li>• Software features and evaluation</li> </ul>	Teacher Productivity Tools
6	4/27	<ul style="list-style-type: none"> <li>• AT for Students with Physical or Sensory Impairments</li> <li>• Windows Accessibility Features and Ease of Access Center</li> <li>• Website accessibility</li> </ul>	
<b>Session</b>	<b>Date</b>	<b>Topics / Learning Experiences</b>	<b>Graded Assignments Due Dates</b>



7	5/4	<ul style="list-style-type: none"><li>• Augmentative and Alternative Communication</li><li>• Visual behavioral supports</li><li>• Boardmaker</li></ul>	Assistive/Instructional Technology Lesson <i>Lesson Plan and Online and Offline Products due on 5/6</i>
8	5/11	<ul style="list-style-type: none"><li>• Student Presentations</li><li>• <i>Grand Finale!</i></li></ul> 	Assistive/Instructional Technology Lesson <i>Student Presentations</i>