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

Fall 2018
EDSE 517: Computer Applications for Special Populations
Section 001 CRN: 81029
Section P01 CRN: 83539
3 – Credits

Instructor: Dr. Marci Kinas Jerome	**Meeting Dates**: 8/27/2018 – 12/19/2018
Phone: 703-993-8295	**Meeting Day(s)**: Thursday
E-Mail: mkinas@gmu.edu	**Meeting Time(s)**: 4:30 pm – 7:10 pm
Office Hours: By Appointment	**Meeting Location**: KH 102
Office Location: Finley 205C	**Other Phone**: N/A

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

Prerequisite(s): Graduate standing, or permission of instructor
Co-requisite(s): None

Course Description
Explores the applications of computer technology for instructional programs and computer skills used by teachers of special populations. Provides experience with computer technology designed for special populations. Offered by Graduate School of Education. May not be repeated for credit.

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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip
Did you know you can order an official transcript through Patriotweb? Logon to Patriotweb. Select Student Services. Select Student Records. Select Order Official Transcript.

Course Delivery Method

Learning activities include the following:

1. Class lecture, discussion, and participation
2. Group and independent laboratory activities
3. Video and other media supports
4. Research and presentation activities
5. Electronic supplements and activities via Blackboard

Learner Outcomes

Upon completion of this course, teacher candidates/students will be able to:

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

Course Relationship 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, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 2: Learning environments (InTASC 3) & CEC Standard 5: Instructional planning and strategies (InTASC 7,8).

Required Textbooks

Dell, A.G., Newton, D., & Petroff, J. (2017). *Assistive technology in the classroom: Enhancing the school experiences of students with disabilities (3rd ed)*. Upper Saddle River, NJ: Pearson.

Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Additional Readings
Additional readings will be posted on Blackboard.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement
It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 517, the required PBA is Assistive/Instructional Technology Lesson. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)
The performance-based assessment for this course is the *Assistive/Instructional Technology Lesson*. Please see the *Other Assignments* section for assignment description.

College Wide Common Assessment (TK20 submission required)
None

Performance-based Common Assignments (No Tk20 submission required)
None

Other Assignments

1. **Class and Lab Participation (30 points)** Attendance at all 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 during each class period (or submission of online labs). Students will complete an in-class (or online lab) activity each week (14 weeks).
    - Students who successfully complete 13-14 in-class activities (or online labs) will earn 30 points.
    - Students who successfully complete 12 in-class activities (or online labs) will earn 24 points.
    - Students who successfully complete 11 in-class activities (or online labs) will earn 18 points.
    - Students who complete between 0-10 in-class activities (or online labs) will receive 0 points.

    Completion of in-class activities (or online labs) 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. Also, since the time to complete in-class activities will vary 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. Participation points are tracked in the Blackboard gradebook.

    Online labs will be become available the week before the scheduled online class session and work. Students will have at least two weeks to complete the online lab and submit any work. All work is due by 4:30pm on the due date to be considered on-time. Students who submit work on-time and of sufficient quality will receive full participation points.

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 (4:30 pm) on the due date. Please refer to the scoring rubric posted on Blackboard for additional information on this assignment. **(Due September 27)**

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 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 25)**

4. **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 approved 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 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 15)**

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 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 on the last day of class. Please refer to the scoring rubric posted on Blackboard for additional information on this assignment. **(Due December 6)**

Course Policies and Expectations

Attendance/Participation

Please see *Class Participation* within the assignment section.

Late Work

All assignments should be word-processed and are due at the start of class (4:30 pm) on the dates indicated, including assignments submitted through Blackboard. Consult with the instructor in advance if there is a problem. 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 up to 5 days. (For example, a 20 point assignment will lose 2 points per day while a 50 point assignment will lose 5 points per day.) After 5 days, students will earn a 0 for the missed assignment. Please retain a copy of your assignments in addition to the one you submit. 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 your university's 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.

Grading Scale

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

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted must be your own or with proper citations (see https://catalog.gmu.edu/policies/honor-code-system/).

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/polices-procedures/.

Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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

Core Values Commitment
The College of Education and 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/

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason 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.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/.

Appendix

Assessment Rubric(s)

Assistive Instructional Technology Lesson

	Does Not Meet Expectations	**Meets Expectations**	**Exceeds Expectations**
Lesson Plan	• Candidate creates a basic or incomplete lesson plan that does not integrate assistive technology in useful and meaningful ways. • The purpose for and/or integration of online and offline tools are not clearly described.	• Candidate creates a basic lesson plan that integrates assistive technology in useful and meaningful ways. • Purpose for and integration of online and offline tools are clearly described.	• Candidate creates a basic lesson plan that integrates assistive technology in useful and meaningful ways. • Purpose for and integration of online and offline tools are clearly described. • AT tools and strategies integrated into lesson for multiple purposes (e.g., assessment, independent practice, and guided practice) OR • AT tools and strategies integrated into the lesson for multiple students with various disabilities to participate.

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Differentiations	• Candidate does not identify specific strategies that will support students with various disabilities within the lesson. • The strategies identified are not explicitly linked to student characteristics and needs. • The strategies may come from course material.	• Candidate identifies specific strategies that will support students with various disabilities within the lesson. • The strategies are explicitly linked to student characteristics and needs. • The strategies come from course material.	• Candidate identifies and provides detailed descriptions of specific strategies that will support students with various disabilities within the lesson. • The strategies are explicitly linked to student characteristics and needs. • The strategies come from and/or beyond course material.
Online Activity	• Candidate may describe the use of an authoring tool discussed in class. • The online activity is NOT interactive and/or DOES NOT incorporate advanced features of the authoring program.	• Candidate describes the use of an authoring tool discussed in class. • The online activity is interactive and incorporates advanced features of the authoring program.	• Candidate describes the use of an authoring tool discussed in class. • The online activity is interactive and incorporates advanced features of the authoring program. • The online activity is thoughtful and creative in design and utilizes multiple assistive technology strategies to support students' needs.

Offline Activity	• Candidate creates an offline activity that utilizes a single assistive technology strategy.	• Candidate creates an offline activity that utilizes multiple assistive	• Candidate creates an offline activity that utilizes multiple assistive technology strategies.

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	• Candidate creates an offline activity that is NOT relevant to the lesson plan. • Candidate creates an offline activity that is NOT targeted to students' needs.	technology strategies. • Candidate creates an offline activity that is relevant to the lesson plan.	• Candidate creates an offline activity that is relevant to the lesson plan. • Candidate creates an offline activity that is thoughtful and creative in design AND • Utilizes targeted assistive technology strategies to support students' needs.