EDSE/EDIT 510 and EDIT 410: Introduction to Assistive Technology

Course Description

A course providing understanding of assistive technology and its application in instructional programs, career tasks and life skills for persons with disabilities. Presentation and demonstration experiences will enable students to better utilize assistive technology in education, work, community, and home environments. Knowledge and awareness components of this course may be delivered via distance education.

Course Objectives

Students will:

− participate in class sessions.
− reflect upon scenarios and participate in on-line discussions regarding technology and persons with disabilities.
− complete on-line assignments regarding AT companies, organizations, and services.
− review and create funding solutions for AT.
− develop an AT presentation.

Relationship of Course to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education, and Special Education Program for teacher licensure in the commonwealth of Virginia in the special education areas of emotional Disturbance and Learning Disabilities. This program complies with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization. As such the learning objectives for this course cover many of the competencies for curriculum and methods for teaching individuals with emotional disturbances and learning disabilities kindergarten through grade 12.

Council for Exceptional Children’s Professional Technology Standards

1K1: Concepts and issues related to the use of technology in education and other aspects of our society.
1S2: Use technology-related terminology in written and oral communication.
1S3: Describe legislative mandates and governmental regulations and their implications for technology in special education.
7K2: Funding sources and processes of acquisition of assistive technology devices and services.

9K1: Equity, ethical, legal, and human issues related to technology use in special education.

9S2: Adhere to copyright laws about duplication and distribution of software and other copyrighted technology materials.

10K1: Roles that related services personnel fulfill in providing technology services.

10K2: Guidelines for referring individuals with exceptional learning needs to another professional.

**Instructors**

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110 Krug Hall
KIHd: (703) 993-3670

**Required Text**


Bryant, D. P. & Bryant, B. R. Assistive Technology for People with Disabilities
.....................................................................................................................................$67.00

**Course Outline**

**CLASS I: What is Assistive Technology**
- Enrollment
- Course layout
- Using Blackboard for distance education
- Course syllabi
- Course materials
- [http://torrent.gmu.edu/at](http://torrent.gmu.edu/at)

**CLASS II: Funding Assistive Technology**
- Class materials & written assignments due
- Student presentations (funding & AT)
Course Requirements

1) Class Participation
Students must attend and participate in both class sessions. These required sessions will be held at GMU in Thompson 221 on 8/27 and 12/3. (10 points)

2) On-Line Book Responses (Bryant & Bryant)
Students are required to participate on the discussion board for the Bryant & Bryant text by "logging-on" to Blackboard. On-line participation will be checked on a regular basis. Response questions will be posted each Wednesday. Students should have the assignment read and respond to me by the following Wednesday.

Please note the directions below:

1. Go to the DISCUSSIONS BOARD and then "Bryant & Bryant."
2. Locate the current response assignment, and complete the reading.
3. Once read, return to the current discussion assignment and click on REPLY to create and send your response.

(15 points)

3) On-Line Workbook (Marsha Scherer)
Students are required to complete questions within an on-line workshop designed by the author. The website for the workshop is:

http://members.aol.com/IMPT97/StuckWorkbook.html

Please note the directions below:

1. Go to the website after having read the assigned chapter in "Living in the State of Stuck." Locate the chapter assignment, complete 2 Review Questions, 2 Discussion Questions and 1 Suggested Activity.

2. Send your responses via a WORD doc attached to an e-mail with subject line:

Workbook Chapter x  (Note that x = chapter number)

3. Chapter schedule: Preface 1st week then other Chapters (1-10) each week in chronological order beginning week 2 (Sept. 6).

(15 points)
4) On-Line Learning Assignments
Students are required to complete on-line course assignments presented each Wednesday using Blackboard. These assignments can be found on the ANNOUNCEMENTS section of Blackboard and are to be forwarded to the instructor at EDSEEDIT510@aol.com via an attachment with an e-mail message or within the e-mail message itself, by the following Wednesday (unless a different date is specified). Be certain that the text given with each assignment is the text you place in the subject line of your assignment and that your name is within the e-mail message for EACH & EVERY individual assignment. Note that a response to your assignment will be made within the week following your submission. Please keep all copies of your assignments as well as the instructor's responses until the end of the semester as documentation and verification of having completed that assignment. (20 points)

5) AT Funding Info (Performance-based Assessment): Students will research an assigned funding source and present the information found by creating a funding brochure, flyer, booklet, etc. This information is due on the final day of class. Students should have enough copies for each person in the class and the instructor. (15 points)

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Accomplished</th>
<th>Developing</th>
<th>Beginning</th>
<th>No Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Clear, convincing, substantial evidence</td>
<td>Clear evidence</td>
<td>Limited evidence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Content - Accuracy</td>
<td>All facts in the brochure are accurate.</td>
<td>Almost all of the facts in the brochure are accurate.</td>
<td>Most of the facts in the brochure are accurate.</td>
<td>Very few, if any, of the facts in the brochure are accurate.</td>
</tr>
<tr>
<td>Attractiveness &amp; Organization</td>
<td>The brochure has exceptionally attractive formatting and well-organized information.</td>
<td>The brochure has attractive formatting and well-organized information.</td>
<td>The brochure has well-organized information.</td>
<td>The brochure's formatting and organization are confusing.</td>
</tr>
<tr>
<td>Spelling &amp; Proofreading</td>
<td>No spelling errors remain after the brochure has been proofread.</td>
<td>No more than 2 spelling errors remain after the brochure has been proofread.</td>
<td>No more than 4 spelling errors remain after the brochure has been proofread.</td>
<td>More than 4 spelling errors are found within the brochure.</td>
</tr>
</tbody>
</table>
### References

<table>
<thead>
<tr>
<th>References</th>
<th>All sources (information and graphics) are documented within the brochure.</th>
<th>Many sources (information and graphics) are documented within the brochure.</th>
<th>Very few sources (information and graphics) are documented within the brochure.</th>
<th>Sources are not documented within the brochure.</th>
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### Knowledge Gained

<table>
<thead>
<tr>
<th>Knowledge Gained</th>
<th>Student can accurately answer all questions related to the funding facts in the brochure and to technical processes used to create the brochure.</th>
<th>Student can accurately answer most questions related to funding facts in the brochure and to technical processes used to create the brochure.</th>
<th>Student can accurately answer some questions related to funding facts in the brochure and to technical processes used to create the brochure.</th>
<th>Student appears to have no knowledge about the funding facts or technical processes used in the brochure.</th>
</tr>
</thead>
</table>

### 6) AT Presentation/Portfolio

Students will be required to create an AT Presentation. This presentation should reflect the AT knowledge gained by the student within the course NOT knowledge already known prior to class. Students can use PowerPoint or the web to complete this assignment. (Those enrolled in the AT Masters program should create this assignment as part of their electronic portfolio. See your advisor.) This assignment is due and is to be presented during the last class meeting. (25 points)

### Grading Criterion

Evaluation will be based upon a point system. The point value for each assignment is as follows:

- Assignment 1: Class Participation 10
- Assignment 2: On-Line Book Responses 15
- Assignment 3: On-Line Workbook 15
- Assignment 4: On-Line Learning Assignments 20
- Assignment 5: AT Funding Information 15
- Assignment 6: AT Presentation/Portfolio 25

TOTAL POINTS POSSIBLE 100
100 - 98 = A+
93 - 97 = A
90 - 92 = A-
88 - 90 = B+
83 - 87 = B
80 - 82 = B-
79 – 70 = C
69 or less = F

Grading Scale

The instructor reserves the right to request that a student recycle a product that is not satisfactory. In such cases a response cost of 10 percent may be assessed. Grades for late assignments will reflect a 20% response cost.

All assignments must be completed to receive a final grade.