GRADUATE SCHOOL OF EDUCATION
GEORGE MASON UNIVERSITY
EDSE / EDIT 510
EDIT 410

Spring 2010 Syllabus

COURSE: Introduction to Assistive Technology
(3 credits)

SCHEDULE: Kellar Institute for Human disAbilities
Thompson 221
Class Time: 1/25 & 5/10 face-to-face 4:30 - 7:10 p.m.
Other class work via distance ed

INSTRUCTOR: Cindy George (EDSEEDIT510@aol.com)
Phone: 571-230-7854 (work cell)
703-993-3670 (KIHd office)

Course Objectives
Students will:
1. participate in class sessions.
2. reflect upon scenarios and participate in on-line discussions regarding technology and persons with disabilities.
3. complete on-line assignments regarding AT companies, organizations, and services.
4. review and create funding solutions for AT.
5. develop an AT presentation.

Relationship of Course to Program Goals
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.

**Required Texts**

*1st Required Text*

Should be in Mason's bookstore or can be found on Amazon.com or Barnes&Noble.com

*2nd Required Text*

Should be in Mason bookstore or on Amazon.com

**Course Outline**

CLASS I: What is Assistive Technology?
- Enrollment
- Course layout
- Using Blackboard for distance education

------------------------ Distance Ed ------------------------

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

**Class Assignments**

1. Class Participation
Students must attend and participate in both class sessions. These required sessions will be held at GMU in Thompson 221 on 1/25 and 5/10.
2. On-Line Book Responses (Bryant & Bryant)
Students are required to participate on the discussion board for the Bryant & Bryant text. On-line participation will be checked on a regular basis. Initial response questions will be posted (by either the instructor or a classmate) each Monday. Students should have the assignment read and make an initial response by the following Friday. Over the following weekend, students should make at least one additional response to a classmate by that following Monday.

(15 points)

3. On-Line Workbook (Marsha Scherer)
Students are required to complete questions from an on-line workshop designed by the author of Living in the State of Stuck. The website for the workshop is: http://matchingpersonandtechnology.com - if the site happens to be done, assignment questions will be presented by the instructor.

(15 points)

4. On-Line Learning Assignments
Students are required to complete on-line course assignments presented each Monday and due by the following Monday (unless a different date is specified). Assignments will contain content from books and materials handed out in class, websites, television shows, and newspapers/magazines.

(20 points)

5. AT Funding Guide
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 class meeting. Students should make enough copies for each person in the class and the instructors.

(15 points)

Funding Guide Rubric

<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>0</td>
</tr>
<tr>
<td>Content - Accuracy</td>
<td>All facts in the brochure are accurate and complete.</td>
<td>Almost all of the facts in the brochure are accurate and complete.</td>
<td>Most of the facts in the brochure are accurate and complete.</td>
<td>Very few, if any, of the facts in the brochure are accurate or complete.</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>
<tr>
<td>References</td>
<td>All sources (information and graphics) are documented within the brochure.</td>
<td>Many sources (information and graphics) are documented within the brochure.</td>
<td>Very few sources (information and graphics) are documented within the brochure.</td>
<td>Sources are not documented within the brochure.</td>
</tr>
<tr>
<td>Guidelines</td>
<td>Student accurately and thoroughly displayed all guidelines requested within the brochure.</td>
<td>Student displayed all guidelines requested within the brochure.</td>
<td>Student accurately displayed most of the guidelines requested within the brochure.</td>
<td>Student did not include most of the guidelines requested for this brochure.</td>
</tr>
</tbody>
</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 and **NOT** to be the same as your Funding Guide topic. (For example, OTs do **NOT** present on AT that you use daily or that is covered within your discipline.) Students can use PowerPoint or the web to complete this assignment. This assignment is due and is to be presented during the last class meeting.  

(25 points)
**Grading Policies**
Evaluation will be based upon a point system. The point value for each assignment is as follows:

Class Participation ...................... 10  
On-Line Book Responses .......... 15  
On-Line Workbook ...................... 15  
On-Line Learning Assignments ... 20  
AT Funding Information .......... 15  
AT Presentation/Portfolio .......... 25  
**TOTAL POINTS** .......................... 100

Points corresponding to Grades are below. 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 (posted after midnight of the due date) will reflect a 20% response cost. All assignments must be completed to receive a final grade.