

George Mason University
Assistive Technology Certificate Program
Kellar Institute for Human disAbilities
Spring 2004

EDSE/EDIT 510: 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

After completing the course, 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 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 fulfil in providing technology services.
10K2: Guidelines for referring individuals with exceptional learning needs to another professional.
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Instructors

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Required Text

Scherer, M. J. (2000). Living in the state of stuck: How assistive technology impacts the lives of people with disabilities. 3rd Edition. Brookline: Cambridge. \$24.95

Course Outline

CLASS I What is Assistive Technology?

Tuesday

1/20

- Enrollment
- Course layout
- Using *Blackboard* for distance education
- Course syllabi
- Course materials
- E-mail accounts

<http://itusupport.gmu.edu/student.asp>

(If you can't remember your PIN number call the registrar's Office at 703-993-2441 and they will reset it for you.)

CLASS II Funding Assistive Technology

Tuesday

5/11

AT Presentations

- Class materials & written assignments due
- Student presentations

Course Requirements

1. **Class Attendance:** Students must attend **BOTH** class sessions. These required sessions will be held at GMU in Thompon 221 on Tuesdays 1/20 and 5/11. (10 points)
2. **On-Line Book Discussions:** Students are required to participate in the discussions of the in the course by 'logging-on' to Blackboard. On-line participation will be checked on a regular basis. This assignment has two parts each week. Please note the directions below:
 - Go to the DISCUSSION BOARD section of Blackboard, click on "Living in the State of Stuck" discussion, click on the current discussion assignment & question, and complete the reading. Once read, return to the current discussion assignment & question message posted by Judie and click on REPLY to create your response to his question. (20 points)
3. **On-Line Learning Assignments:** Students are required to complete on-line course assignments presented each Monday using Blackboard. These assignments can be found on the ANNOUNCEMENTS section of Blackboard. Assignments are to be forwarded to the instructor at EDSEEDIT510@aol.com via an attachment with an e-mail message, by the following Monday unless

a difference date is specified. Be certain that the correct text is in the subject line (given with each assignment) and that the student's name is within the e-mail message for each individual assignment. (30 points)

4. **AT Funding Info:** 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)

5. **AT Presentation:** Students will be required to create an AT Presentation. This presentation should reflect the AT knowledge gained by the student. Students can use PowerPoint or the web to complete this assignment. Those enrolled in the Masters program should create this as part of their electronic portfolio. (25 points)

Grading Criteria

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 Learning Discussions | 20 |
| Assignment 3: On-Line Learning Assignments | 30 |
| Assignment 4: AT Funding Information | 15 |
| Assignment 5: AT Presentation/Portfolio | 25 |

TOTAL POINTS POSSIBLE 100

| Grading Scale | |
|---------------|---|
| 100 - 90 | A |
| 89 - 80 | B |
| 79 - 70 | C |
| 69 or less | F |

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.