

George Mason University
Assistive Technology Certificate Program
Kellar Institute for Human disAbilities
Fall 2005

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

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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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?

Wednesday 8/31

- 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

Wednesday 12/7

- 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 8/31 and 12/07. (10 points)

2) On-Line Book Discussions

Students are required to participate in the discussions of the text by "logging-on" to Blackboard. On-line participation will be checked on a regular basis. Discussion questions will be posted each Wednesday. Students should have the assignment read and respond me by the following Monday so that others have the time to respond to you if they choose before the next question is posted (the next Wednesday).

Please note the directions below:

1. Go to the DISCUSSIONS BOARD and then "Living in the State of Stuck."
2. Locate the current discussion assignment & question, and complete the reading.
3. Once read, return to the current discussion assignment & question message posted and click on REPLY to create your response to the question.

Note that you must respond at least once to the discussion facilitator AND once to a member of your class for each of the Discussion Questions.

(20 points)

3) 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. (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 class meeting. Students should have enough copies for each person in the class and the instructor. (15 points)

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