



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

Fall 2013

EDAT 510 DL1: Introduction to Assistive Technology

CRN: 80513, 3 - Credits

<b>Instructor:</b> Ms. Cindy George	<b>Meeting Dates:</b> 8/26/2013 - 12/18/2013
<b>Phone:</b> 571-230-7854	<b>Meeting Day(s):</b> Asynchronous
<b>E-Mail:</b> cgeorge4@gmu.edu	<b>Meeting Time(s):</b> Asynchronous
<b>Office Hours:</b> By appointment only	<b>Meeting Location:</b> Internet

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

**Course Instructional Method**

EDAT 510 is an asynchronous online course. Using Blackboard, students are expected to complete assignments weekly and be engaged in course activities throughout the semester.

**Course Description**

Provides an understanding of assistive technology and application in instructional programs, career tasks, and life skills for individuals with disabilities. Presentation and exploration experiences enable students to better use assistive technology in education, work, community, and home environments. Equivalent to EDSE 510 (2012-2013 Catalog).

**Prerequisite(s):** None

**Co-requisite(s):** None

**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 students should contact the Special Education Advising Office at (703) 993-3145 for assistance. All other students should refer to their faculty advisor.

## **Nature of Course Delivery**

Learning activities include the following:

1. Learning module lectures, discussion, and participation
2. Software and hardware demonstrations
3. Group and independent laboratory exploration activities
4. Direct AT service interactions
5. Class presentation

## **Learner Outcomes**

- Complete online assignments regarding assistive technology companies, organizations, and services.
- Review and identify funding solutions for acquiring assistive technology.
- Explore and integrate legislative mandates and governmental regulations related to assistive technology
- Research and create a presentation on an assistive technology approved device of choice.

## **Required Textbooks**

Bryant, D. P. & Bryant, B. R. (2012). *Assistive technology for people with disabilities*. Upper Saddle River, New York: Pearson.

## **Digital Library Option**

The Pearson textbook(s) for this course is available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit <http://gmu.bncollege.com> and search the ISBN.

- 1 year subscription \$200 ISBN-13: 9781269541411
- 3 years subscription \$525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at <http://www.pearsonhighered.com/>. Search by author, title, or ISBN.

## **Required Readings**

*Job Accommodation Network*. (2012). Workplace accommodations: Low cost, high impact.

Retrieved October 29, 2012, from

<http://askjan.org/media/downloads/LowCostHighImpact.pdf>

Owen, J. (2012). The benefits of disability in the workplace. *Forbes*. Retrieved October 29, 2012, from <http://www.forbes.com/sites/judyowen/2012/05/12/a-cost-benefit-analysis-of-disability-in-the-workplace>

Robitaille, Suzanne (2010). How to Pay for Assistive Technology. *The illustrated guide to assistive technology and devices: Tools and gadgets for living independently*. New York: Demos Medical.

Robitaille, Suzanne (2010). The Future of Assistive Technology. *The illustrated guide to assistive technology and devices: Tools and gadgets for living independently*. New York: Demos Medical.

*The Family Center on Technology and Disability*. Assistive technology laws. Retrieved October 29, 2012, from <http://www.fctd.info/resources/techlaws.php>

### **Course Relationships to Program Goals and Professional Organizations**

This course is part of the George Mason University, Graduate School of Education (GSE), Assistive Technology Program. The Assistive Technology Program has developed program specific standards in accordance with NCATE requirements. The Assistive Technology Program Standards incorporate several elements within the professional standards from the Council for Exceptional Children (CEC), while also expanding upon them to meet the specific needs related to assistive technology. The primary AT Program standards that will be addressed in this class include the following: Standard 1: Characteristics and Needs and Standard 2: Knowledge and Skills.

\*NOTE: NCATE Assessments (in many but not all courses) may address additional AT Program standards.

### **GMU POLICIES AND RESOURCES FOR STUDENTS:**

a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].

b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].

c. Students are responsible for the content of university communications sent to their George Mason University 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.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a

wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

## **PROFESSIONAL DISPOSITIONS**

Students are expected to exhibit professional behaviors and dispositions at all times.

## **CORE VALUES COMMITMENT**

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

## **Course Policies & Expectations**

### **Attendance.**

Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions. Grading for work completed in Lessons and Labs is specifically outlined in *Lessons and Labs Participation* within the Other Assignments section of the syllabus. Please note that while only certain learning elements are assessed through “grades”, the instructor can still assess student involvement and engagement using other measures. Blackboard enables the instructor to view such data as login dates, duration of time spent online, access to specific content elements, and more. The instructor will use this data along with course grades to ensure that students are actively engaged in the course. Students struggling to complete work on time or who appear to not be engaging with course content will be asked to conference with the instructor.

### **Late Work.**

All work submitted late will automatically receive ½ credit unless arrangements are made in advance with the instructor.

On-Line Text Exploration & On-Line Learning Module assignments will receive total point credit if the assignment is:

- submitted on-time
- noted ‘complete,’ as indicated by the feedback submitted the instructor through Blackboard.

If a revision is recommended, also submitted as feedback on Blackboard, ½ credit will be given until that work is resubmitted and complete.

### **TaskStream Submission**

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, AT Device Research Project to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you **MUST** use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>

### **Grading Scale**

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

Text Exploration Modules .....	20
AT Learning Modules.....	20
AT Funding Information.....	25
AT Device Category Research Project ...	35
<b>TOTAL POINTS.....</b>	<b>100</b>

The following grading scale will be used at the Graduate level:

95-100% = A  
90-94% = A-  
87-89% = B+  
83-86% = B  
80-82% = B-  
70-79% = C  
< 70% = F

### **Assignments**

#### **NCATE/TaskStream Assignments.**

The signature assignment(s) for this class is: *AT Device Category Research Project*. Please see specific assignment description below.

#### **Common Assignments.**

There are no common assignments with other classes.

## **Other Assignments.**

### **Text Exploration Modules (20 points)**

Students are required to complete text assignments posted weekly for the text: *Assistive technology for people with disabilities*. Assignments will be posted on Blackboard and by the specified date and time.

### **AT Learning Modules (20 points)**

Students are required to complete learning module assignments posted weekly. Assignments will contain content from books and materials distributed in class, websites, television shows, newspapers/magazines, etc. Assignments will be posted on Blackboard and due on the specified date and time.

### **AT Funding Guide (25 points)**

Students are to research a funding source of assistive technology and present the information found by creating a funding brochure, flyer, booklet, etc. The funding source **MUST BE** approved by the instructor on November 17, 2013. This brochure is due on the final class session and post on Blackboard for classmate viewing.

### **AT Device Category Research Project (35 points)**

**(Performance Based Assessment)**

Students are required to select an AT Device Category of their choice and create an AT PowerPoint Presentation. Topics must be pre-approved by the instructor by specified date. Note that AT device topics that are already in the students repertoire should not be selected for this project. The following grading rubric provides specific areas that should be included in the research presentation.



CRITERIA	-5- Section elements are clearly presented & valid	-4- Section elements are clear & valid with minor errors that do not disrupt understanding	-3- Section elements are clear & valid with multiple errors that impede understanding	-2- Section elements are unclear &/or invalid and show minimal understanding	-1- Section is not included or displays little or no understanding of topic.
<p><b><u>Category Overview</u></b></p> <p>Provide a description of the device category and a rationale for why it was chosen. The description should include the potential features of the device as well as its range in terms of size, cost, etc.</p>					
<p><b><u>User Characteristics</u></b></p> <p>List user characteristics of individuals who would potentially benefit from access to this device category. User characteristics can be defined as disability areas or areas of human function.</p>					
<p><b><u>Specific Devices</u></b></p> <p>Identify specific assistive technologies within the chosen device category. These devices should represent a varied range; low-to-high-tech, cost, feature depiction. Sources for each should be researched to include the device's brand name, description and visual representation (photo, graphic, hand drawing).</p>					

<p><b><u>Funding Sources</u></b></p> <p>Locate organizational, governmental, civic funding sources appropriate for assisting in the acquisition of assistive technology within this device category. Sources should be listed to include name, contact information, and eligibility.</p>					
<p><b><u>Resources</u></b></p> <p>Use the Internet to identify both professional and informational web resources for potential users of this device category. A listing should include the name of the source, URL, and contact information.</p>					
<p><b><u>Community &amp; Legislative Support</u></b></p> <p>Reflect on how the use of this device category potentially would impact a user within the home, school, work and outside community. Identify a single legislative mandate or governmental regulation that supports the use of devices within this category. Reasons why the law was selected and how the law provides support for access to and use of should be included.</p>					
<p><b><u>Topic Approved</u></b></p>	<p>-5- Yes</p>	<p>-0- No</p>			
<p><b>TOTAL</b> (35 possible points)</p>					

## Schedule

	Topic	Readings & Assignments
<b>Week 1</b> 8/28–9/4	AT Definition	<u>Reading:</u> <b>Bryant &amp; Bryant (2012)</b> pages 1-11 & 23-26 <u>Assignment:</u> Text Exploration Module AT Learning Module
<b>Week 2</b> 9/4-9/11	AT History & Legislation	<u>Reading:</u> <b>Bryant &amp; Bryant (2012)</b> pages 12-23; <i>AT laws.</i> <a href="http://www.fctd.info/resources/techlaws.php">http://www.fctd.info/resources/techlaws.php</a> <u>Assignment:</u> Text Exploration Module AT Learning Module
<b>Week 3</b> 9/11-9/18	Information Access: Physical	<u>Reading:</u> <b>Bryant &amp; Bryant (2012)</b> pages 126-137 <u>Assignment:</u> Text Exploration Module AT Learning Module
<b>Week 4</b> 9/18-9/25	Mobility	<u>Reading:</u> <b>Bryant &amp; Bryant (2012)</b> Chapter 4 <u>Assignment:</u> Text Exploration Module AT Learning Module
<b>Week 5</b> 9/25-10/2	Information Access: Sensory	<u>Reading:</u> <b>Bryant &amp; Bryant (2012)</b> pages 137-151 <b>Robitaille (2010) Chapter 3</b> <u>Assignment:</u> Text Exploration Module AT Learning Module
<b>Week 6</b> 10/2-10/9	Independent Living: Soft-Technology	<u>Reading:</u> <b>Bryant &amp; Bryant (2012)</b> pages 181-190 <u>Assignment:</u> Text Exploration Module AT Learning Module
<b>Week 7</b> 10/9-10/16	Independent Living: Electronics	<u>Reading:</u> <b>Bryant &amp; Bryant (2012)</b> pages 190-201 <u>Assignment:</u> Text Exploration Module AT Learning Module
<b>Week 8</b> 10/16-10/23	Speech & Communication	<u>Reading:</u> <b>Bryant &amp; Bryant (2012)</b> Chapter 5 <u>Assignment:</u> Text Exploration Module AT Learning Module
<b>Week 9</b> 10/23-10/30	Academic Instruction	<u>Reading:</u> <b>Bryant &amp; Bryant (2012)</b> Chapter 7 <u>Assignment:</u> Text Exploration Module AT Learning Module
<b>Week 10</b> 10/30-11/6	Workplace Accommodations	<u>Reading:</u> Owen (2012) <a href="http://www.forbes.com/sites/judyowen/2012/05/12/a-cost-benefit-analysis-of-disability-in-the-workplace">http://www.forbes.com/sites/judyowen/2012/05/12/a-cost-benefit-analysis-of-disability-in-the-workplace</a> <i>Job Accommodation Network. (2012)</i> <a href="http://askjan.org/media/downloads/LowCostHighImpact.pdf">http://askjan.org/media/downloads/LowCostHighImpact.pdf</a> <u>Assignment:</u> Text Exploration Module AT Learning Module

<b>Week 11</b> 11/6-11/13	Funding AT	<u>Reading:</u> <b>Robitaille (2010) Chapter 9</b> <u>Assignment:</u> Text Exploration Module AT Learning Module AT Funding Information
<b>Week 12</b> 11/13-11/20	Assessing Use of AT	<u>Reading:</u> <b>Bryant &amp; Bryant (2012) Chapter 2</b> <u>Assignment:</u> Text Exploration Module AT Learning Module Proposed AT Funding Source due 11/17/13
<b>Week 13</b> 11/20-11/27	The Future of AT	<u>Reading:</u> <b>Robitaille (2010) Chapter 10</b> <u>Assignment:</u> Text Exploration Module AT Learning Module
<b>Week 14</b> 11/27-12/4	AT Topic & Funding Project	<u>Assignment:</u> Student Research & Final Project Development
<b>Week 15</b> 12/4-12/11	Final Presentations	<u>Instructor Conference</u> <u>Assignment:</u> Legislative Timeline and AT Topic Presentation