



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

Fall 2014

EDAT 522 6V1: Assistive Technology for Individuals with Sensory Impairments
CRN: 81450, 3 - Credits

Instructor: Dr. Kristine Neuber	Meeting Dates: 8/25/2014 - 12/5/2014
Phone: 703-993-5254	Meeting Day(s): Asynchronous
E-Mail: kneuber@gmu.edu	Meeting Time(s): Asynchronous
Office Hours: By Appointment	Meeting Location: Internet, NET NET

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

Course Description

Provides an overview of specific technology and resources available to enhance and improve the ability of individuals who are visually impaired/blind or hearing-impaired/deaf. Field experience may be required. Hours of Lecture or Seminar per week: 3 Hours of Lab or Studio per week: 0

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) 993-3670 for assistance. All other students should refer to their faculty advisor.

DELIVERY METHOD:

This course will be delivered online using an **asynchronous** format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu”) and email password. The course site will be available on August 22. In addition, students are expected to connect in real time with the instructor twice during the semester either over the phone or through web conferencing to discuss plans for the assistive technology assessment assignment and final project.

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
 - Adobe Acrobat Reader: <http://get.adobe.com/reader/>
 - Windows Media Player: <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>
 - Apple QuickTime Player: www.apple.com/quicktime/download/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

EXPECTATIONS:

- This course is taught completely online in an Asynchronous format, meaning that there is not a fixed meeting day or time. It is taught using weekly modules that include instructional materials and activities. You may login to complete work at any time during the week. New weekly modules will be posted by 4:30 PM on each Friday beginning August 29th. An orientation module will be posted on August 22nd. Due dates for module activities will vary. They will be clearly marked within the module. Please see the course schedule for more detailed information regarding topics covered and due dates for major assignments.

- **Log-in Frequency:**
 - Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.

- **Participation:** 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.

- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course. Contact ITU (<http://itservices.gmu.edu/help.cfm>) at (703) 993-8870 or support@gmu.edu.

- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- **Workload:** Expect to log in to this course **at least three times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Netiquette: Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

Nature of Course Delivery

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments

4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Field Experience Requirement

A Field Experience MAY BE a part of this course. Field Experiences may include observations, interviews, and/or trainings within community environments. All students who are directly interacting with individuals as part of their field experience must complete the CEHD Field Experience Form.

REQUIRED PROCEDURE FOR ALL STUDENTS ENROLLED IN THIS COURSE: Complete the online field experiences form [<http://cehd.gmu.edu/endorse/ferf>] at the beginning of the semester (if not before) and complete the information requested REGARDLESS if you need assistance in 'finding' an individual for the project/case study or not. This information is required by the state.

OPTION 1: Request a SCHOOL-BASED placement online through the Clinical Practice Office [NOT LIKELY for EDAT courses]

- Complete the online request form and indicate that you need a field placement. It is important that you do this within the first two weeks of classes so that the field placement office has sufficient time to find a placement for you.

OPTION 2: Arrange for YOUR OWN placement AND complete the online field placement form indicating that you do not need assistance finding a placement. – This is the option you will need for this class.

a. I work in a school setting and would like to complete my course assignment in my school or with one of my own students.

→Although you are already a school employee, you should request permission from your principal BEFORE you begin your assignment.

b. I don't work in a school setting, but I have a friend or classmate who does and I would like to complete my course assignment in their school or with one of their own students.

→You need to ask the SCHOOL EMPLOYEE to request permission from the principal BEFORE you begin your assignment. (The guest GMU student should NOT contact the principal directly). The school employee needs to send an email that indicates principal consent to the course instructor so it can be forwarded to the CEHD field experience office at fieldexp@gmu.edu.

c. **I know a student/client outside of a school setting that I would like to work with for the assignment.**

→If applicable, you need to obtain consent from the parent of a minor or the guardian of a protected adult and forward written consent to the CEHD field experience office at fieldexp@gmu.edu.

Learner Outcomes

- Define the issues and/or cultural perspectives and background related to the hearing impaired/deaf and visually impaired/blind populations as they relate to technology.
- Identify environmental issues related to access for individuals who have vision or hearing impairments.
- Locate resources available for hearing impaired/deaf and visually impaired/blind populations.
- Compare the range of technology available for individuals with sensory impairments.
- Conduct a customized training of how to use one piece of hardware or one piece of software technology designed for individuals with a sensory impairment, their family, or a professional who works with individuals.

Required Textbook

Presley, I., & D'Andrea, F. (2009). In *Assistive Technology for Students Who Are Blind or Visually Impaired*. New York: AFB Press.

This book can also be rented

at: <http://www.afb.org/store/Pages/ShoppingCart/ProductDetails.aspx?ProductId=978-0-89128-890-9>

Also available at Amazon.com

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 assistive technology. The primary AT Program standards that will be addressed in this class include the following: Standard 2: Knowledge and Skills and Standard 4: Practical Experience
*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/the-mason-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 must login each week at least 2 times during the module time period in order to complete collaborative activities within the module. Due dates for all activities will be noted.

Late Work. Late assignments will be given a 10% cost reduction per day following the due date. (For example, a 10-point assignment will lose 1 point per day while a 30-point assignment will lose 3 points per day.) At the instructor's discretion, students may be given the opportunity to resubmit an assignment however they are not eligible for full credit. Some activities within modules will be time sensitive and therefore cannot be submitted late - these activities will be noted

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment to TaskStream, *Sensory Device Instruction Project*, (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>.

Graduate Grading Scale

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

Assignments

Performance-based Assessment (TaskStream submission required).

Sensory Device/Software Instructional Plan Project (30 Points) – Due Dec. 1

Students are required to create an instructional plan for training the use of a device used designed for individuals who have sensory impairments. The purpose of the plan is to introduce the use of this device to a potential user (i.e., individual with sensory impairment, their parent or other family member, or a professional working with an individual with a sensory impairment). The designated sensory device may be either approved through a selection process or specifically assigned by the instructor. This plan itself should be submitted as a text document and include the following:

a. Device Overview

Student provides a description of the sensory device. The description should include the purpose of the device, its features, and its vendor/contact information.

b. User Characteristics & Needs

Student provides a rationale for selecting the user/individual(s) for which they are designing the training. A listing of the user's prerequisite skills as well as the needs they have for potentially using the device will be outlined. Consideration of diverse needs of both the user in training as well as those that make be affected by the training should be addressed.

c. Customized Training

Student designs a training plan customized specifically for the user that is to be trained. The plan should include: *goal(s)* of the 1 hour training, *objectives* for each section or topic being trained and allocated *timeframe* for each, a listing of training *materials*, *procedural steps* for the training that integrate *evidence-based strategies* and *data* collection, and additional *resources* for the user to take with them following the training.

d. Demonstration

Student records a 2-3 minute video documenting a portion of the training that shows the Student demonstrating the use of the sensory device. The video will accompany the Instructional Plan write-up as evidence the student has proficiency in device use.

e. Reflection

Student provides a reflection on the implementation of the sensory device training from both the Student/instructor and the user/student perspective. The reflection will also include a listing of what would be done differently if the training were repeated,

what steps should be taken if additional training was needed and what potential professional development needs that the Student/trainer might require to provide additional training.

f. Community Impact

Student discusses the potential impact their device training could have on individuals with sensory impairments, their families, and communities across environments, settings and life span.

Performance-based Common Assignments (No TaskStream submission required)

Other Assignments.

Weekly Learning Modules (45 Points) – See Learning Modules for weekly Due Dates

Students must access online class on Blackboard weekly and complete posted activities for all learning modules. Learning modules are divided into instructional lessons and lab activities. Lesson and lab activities may include PowerPoint presentations of content; Internet searches/research assignments, video exploration and viewing, community exploration, response tasks and construction activities. Learning modules are scheduled and designed to include two weekends in which to complete the work. All activities are due by the end of the module period listed in the proposed course schedule, unless otherwise specified in the learning module instructions. Each learning module will be worth 3 points for a total of 45 points (15 modules x 3 points = 45).

Assistive Technology Assessment Report (25 Points) – Due Nov. 16

Students are required to write an AT assessment report for individuals who has a sensory impairment. The assessment will be based on an individual the student is currently working with or a case study provided by the instructor. Assessment templates will be provided on blackboard. Specific areas to be covered in the report include:

- Background Information
- Purpose of the assessment
- Recommendations in the following areas:
 - Assistive technology devices and software,
 - Instructional strategies and
 - Environmental Considerations

Proposed Course Schedule

Module	Topic(s)	Readings & Assignments
Module I: Aug. 29 – Sept. 7	Course Orientation & VI and HI Characteristics	Reading: Materials included in Module I Activities Assignment: Weekly Online Module Activities Posted on Blackboard
Module II: Sept. 5 – Sept. 14	Assistive Technology for Daily Living Resources for VI & HI	Readings: Chapter 1 pp. 6 - 11 (Presley & D'Andrea, 2009) Assignment: Weekly Online Module Activities Posted on Blackboard
Module III: Sept. 12 - Sept. 21	Technology for Communication (Deaf & Hard for Hearing)	Readings: Assistive Technology for Students who are Deaf or Hard of Hearing (Chapter 13) from Assessing Students' Needs for Assistive Technology (ASNAT) 5th Edition – available online http://sped.dpi.wi.gov/sped_at-wati-asnat Assignment: Weekly Online Module Activities Posted on Blackboard
Module IV: Sept. 19 - Sept. 28	Accessing Print Information – Visually <ul style="list-style-type: none"> • Non-optical and optical devices • Video Magnification Systems • Scanning with OCR 	Reading: Chapter 2 pp. 24-56 Presley & Chapter 5 pp. 147 – 15. D'Andrea, 2009) Assignment: Weekly Online Module Activities Posted on Blackboard
Module V: Sept. 26 - Oct. 5	Accessing Electronic Information Visually <ul style="list-style-type: none"> • Screen Magnification • Cursor Enhancements 	Readings: Chapter 2 pp. 79-98 (Presley & D'Andrea, 2009) Assignment: Weekly Online Module Activities Posted on Blackboard
Module VI: Oct.3- Oct. 12	Assessment Process: <ul style="list-style-type: none"> • Completing an AT Assessment • Writing Recommendations 	Readings: Chapter 6 pp. 173-197 & Chapter 8 pp. 316 - 334 (Presley & D'Andrea, 2009) Review Chapter 7 - Look through assessment checklists Assignment: Weekly Online Module Activities Posted on Blackboard
Module VII: Oct. 10 - Oct. 19	Accessing Print and Electronic Textbooks Auditorily <ul style="list-style-type: none"> • Readers • Audio Recordings • Digital Audio Formats • Reading Machines 	Readings: Chapter 2. pp 61 - 72 (Presley & D'Andrea, 2009) Chapter 5 pp. 145 – 147 & 165 – 169. Assignment: Weekly Online Module Activities Posted on Blackboard

Module	Topic(s)	Readings & Assignments
Module VIII: Oct. 17 - Oct. 26	Accessing Electronic Information Auditorily – <ul style="list-style-type: none"> • Screen Reading • Document Reading 	Readings: Chapter 3 pp. 104-119 (Presley & D'Andrea, 2009) Assignment: Weekly Online Module Activities Posted on Blackboard
Module IX: Oct. 24 - Nov. 2	Accessing Print and Electronic Information – Tactilely <ul style="list-style-type: none"> • Braille • Braille Writing Tools • Refreshable Braille • Tactile Graphics • 	Readings: Chapter 2 pp. 56 – 61 & Chapter 3 pp. 100 – 104; Chapter 4 pp. 132 – 141; Chapter 5 pp. 153 – 155. (Presley & D'Andrea, 2009) Assignments: Weekly Online Module Activities Posted on Blackboard
Module X: Oct 31 - Nov. 9	Producing Electronic Files <ul style="list-style-type: none"> • Electronic Writing Tools • Keyboarding • Managing Electronic Files 	Readings: Chapter 4 pp. 120 – 132 & 141 - 144 (Presley & D'Andrea, 2009) Assignment: Weekly Online Module Activities Posted on Blackboard *Assessment Report Due Nov. 16
Module XI: Nov. 7 - Nov. 16	Training on Technology Strategies & Best Practices Final Project Requirements	Readings: Materials included in Module XI Activities Assignment: Weekly Online Module Activities Posted on Blackboard
Module XII: Nov.14 - Nov.23	Laws/Regulations & Funding	Readings: Appendix A (Presley & D'Andrea, 2009) & Materials included in Module XI Activities Assignment: Weekly Online Module Activities Posted on Blackboard
Module XIII: Nov. 21 – Nov 30	Review of Final Project Submission Requirements. Review of Tools for Recording Final Presentation	Readings: Materials Provided in Module Assignment: *Submit Final Project Instructional Plan Due December 1
Module XIV: Nov. 28 - Dec. 5	Final Project Submission (December 1) and Peer Review (December 5)	Readings: NONE Assignment: Peer Review of Final Project Presentations Due December 5.

Note: Please check due dates within online modules - some activities may be due prior to the end date of the module in order to allow for discussions among classmate