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

Spring 2015
EDAT 649 DL1: Assistive Technology Assessment
CRN: 14622, 3 - Credits

Instructor: Ms. Cindy George	**Meeting Dates:** 1/20/2015 - 5/13/2015
Phone:	**Meeting Day(s):** Asynchronous
E-Mail: cgeorge4@gmu.edu	**Meeting Time(s):** Asynchronous
Office Hours:	**Meeting Location:** 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.

Instructional Method
EDAT 649 is a combination synchronous and asynchronous course. Using Blackboard, students are expected to complete assignments weekly and be engaged in course activities throughout the semester. In addition, students are expected to connect in real time for synchronous class meetings on the following dates using Blackboard Collaborate.

Course Description
Provides an overview of AT consideration and assessment procedures with emphasis on generated assessment plan and written report. Review and administer existing assistive technology (AT) evaluation instruments. Field experiences required.Prerequisite(s): EDAT 510. Notes: Field Experience required.Hours of Lecture or Seminar per week: 3Hours of Lab or Studio per week: 0

Prerequisite(s): EDAT 510: Introduction to Assistive Technology

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 Tuesday, January 20, 2015.

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

TECHNICAL EXPECTATIONS:
- **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.

Netiquette: The goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. It is suggested that responses always be re-read carefully before being posted to encourage others from taking them as personal attacks. **Be positive in the approach to others and diplomatic with words used.** Instructors will

do the same. Remember, class is not a competion with others but a place for sharing information and learning from one another as well as from the instructor.

Nature of Course Delivery
Learning activities include the following:
1. Learning module lecture and discussion
2. Application activities
3. Software and hardware demonstration
4. Video and other media supports
5. Group and independent laboratory exploration activities
6. Electronic supplements and activities via Blackboard

Field Experience is required.
A Field Experience is a part of this course. Field Experiences may include observations of a school setting or case studies of individual students. Below are procedures that students need to follow based on their specific situation:
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 placement online through the Clinical Practice Office
• Complete the online request form and indicate that you need George Mason (Clinical Practice Specialist) to arrange a field placement, (including observations and/or case studies). It is important that you do this within the first two 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 due to one of the following situations:
a. I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.
b. I will arrange my own field experiences (observations and/or case studies) because I am conducting a case study or individualized child portfolio with an individual outside of the school system. (Note: It is not recommended that you work with your own child.)
c. I will arrange my own placement for my field experiences, (including observations and/or case studies) because my instructor has offered access to a student(s) inside of a school system. (Note: an email from the host teacher and the administrator is required to be sent to cuanseru@gmu.edu. The email serves as documentation of the approval. The administrators must approve all visitors in their school.)

If you are a consortium student that does not attend GMU, please complete the GMU online field placement form. Select an item from one of those listed in Option 2. You need to make sure that you follow the procedures for field placement at your university to identify a placement or report that you have a placement. Contact your faculty liaison for more information.

Learner Outcomes
Upon completion of this course, students will be able to:
• Determine if assistive technology has been adequately considered for individual.
• Review and identity user characteristics and match to specified toy features.
• Define and provide teaching strategies for prerequisites to computer use.
• Review and implement an existing assistive technology protocol.
• Master assessment strategies to make appropriate technology decisions.
• Conduct and compose an assistive technology assessment for individuals with disabilities.

Required Textbooks
Cook, A. M. & Polgar, J. M. (2015). Assistive technologies: Principles and practice, 4e. St. Louis, Mo: Mosby Elsevier.   *Please note: 3rd edition (2007) is acceptable.*

Required Readings
McLoughlin, J. A. & Lewis, R. B. (2007). Special Education Assessment. *Assessing students with special needs.* New Jersey: Pearson.

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 3: Assessment and Planning and Standard 5: Professional Practice and Collaboration.
*NOTE: NCATE Assessments (in many but not all courses) may address additional AT Program standards.

GMU POLICIES AND RESOURES 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 EXPECTATIONS
- **Course Week:** Because online **asynchronous** courses do not have a "fixed" meeting day, our week will go from Monday to Sunday starting 1/26/15.

- **Log-in Frequency:** Students are expected to log in to the Blackboard course and their GMU email for communications from the instructor, at least 2 times per week.

- **Workload:** 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. 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.

- **Assessment Training Modules:** Posted activites and assignments within each module for Weeks 1-7 will receive total point credit if the assignment is submitted on-time and 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.

- **Assessment Project Modules:** Posted assignments within each module for Weeks 8-13 are guided draft activities designed to provide guidance and feedback on active assessment activities. Students will receive credit for the assignment when submitted. If a revision is recommended, students are expected to resubmit till task outcomes are accepted.

- **Student/Instructor Mid-Semester Meeting:** A one-on-one meeting is to be scheduled between each student and the instructor for Week 10; 4/4-4/13. The meeting can take place via Blackboard Colloaborate, FaceTime, or face-to-face at Mason.

- **Assistive Technology Assessment Project:** Due dates are listed within the course Schedule (found at the end of the syllabus) as well as within each assignment as it is listed on Blackboard.

All work submitted late will automatically receive a response cost unless arrangements are made in advance with the instructor.

Course Policies & Expectations
Attendance.
Students are expected to actively engage in <u>all</u> weekly 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. 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.
Late Work.
Work will not be accepted if work is submitted a week past the due date.
All module work submitted late will automatically receive ½ credit unless arrangements are made in advance with the instructor. All final project work will receive a response cost unless arrangements are made in advance with the instructor.

TaskStream Submission
Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment to TaskStream, *Assistive Technology*

Assessment 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.

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

Assessment Training Modules............30
Assessment Protocol Presentation 15
Toy Evaluation...................................10
Computer Prerequisites 10
AT Assessment Project.......................35

 TOTAL POINTS 100

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
 Performance-based Assessment (TaskStream submission required).
The signature assignment(s) for this class is: *Assistive Technology Assessment Project.* Please see specific assignment description below.

 Performance-based Common Assignments (No TaskStream submission required).
There are no comman assignments with other classes.

 Other Assignments.

Assessment Training Modules
(30 points)

Students are required to view assessment content presentations posted on Blackboard for 6 weekly distance sessions. Assignments contained within and supporting these presentations are to be completed and will be due by the specified dates posted for each module assignment. Individual modules are worth 5 points each. All activities within each module must be completed to recieve total module credit.

Assessment Protocol Presentation
(15 points)

Students are to review the assigned assessment protocol. A *narrated* PowerPoint presentation should then be prepared and submitted that introduces and describes the protocol. Presenation should include: Goal of protocol, Target audience, Pre-requisites, Procedures, Personal reaction.

Toy Evaluation
(10 points)

Students are to complete a toy evaluation on a commercially available toy (approved by the instructor) using the format posted on Blackboard. The evaluation will include a photo of the toy along with reactions to its implementation with children who have varied disabilities.

Computer Prerequisites
(10 points)

Students are to explore and define prerequisite computer skills. For each skill, students will match strategies and activities using typical manipulatives for supporting each skill. A Prerequisite Form will be provided for this assignment on Blackboard.

Assistive Technology Assessment Project
(35 points)

(Performance Based Assessment)

Students are to complete an individual assistive technology assessment to provide AT solutions for an individual who has a disability. The project will consist of assessment activities and interactions throughout the semester consisting of evaluation data to match technologies and strategies that prove to benefit and support predetermined assessment objectives. A written report (format provided) outlining these activities as well as a narrated PowerPoint presentation summarizing the assessment is also required. The content of this presentation is to be modified from the written report to protect client confidentiality prior to being posted on Blackboard for peer review.

Assignment Requirements	Points	Comments
COMMUNICATION (5 points)		
Mid-Assessment Meeting ....3 pts		Due by 4/13/15
Communication w/Instructor ....2 pts		On-going
REPORT (20 points) draft due 4/27/15; final due 5/8/15		
Client Needs Analysis Goal & objectives ....2 pts		
Background...................................2 pts		
Interview of client, caretakers, and/or professionals ....2 pts		
Observational summary of client & environment ....2 pts		
Devices Identification of potential assistive technology solutions ....3 pts		
Trials Evaluation/Trial data ....3 pts		
Solutions Rationale of selection of assistive technology solutions ....3 pts		
Pros/Cons of relevant AT ....3 pts		
PRESENTATION (10 points) due 5/4/15		
Summary of report ....2 pts		
Oral presentation of report ....2 pts		
Visual presentation of report content & findings via PowerPoint....................2 pts		
Infographic of another's presentation ... 4 pts		Due 5/11/15
Total Points (out of 35 possible)		

Schedule

	Topic	Readings & Assignments
Week 1 1/26-2/2	Assessment Protocol	<u>Assignment</u>: Receipt of Assessment Protocol
Week 2 2/2-2/9	Assistive Technology Assessment Overview	<u>Reading</u>: **Cook & Polgar (2007)** Chapter 2 <u>Assignment</u>: Assessment Module 1
Week 3 2/9-2/16	Screening and Assessment Procedures	<u>Reading</u>: **Cook & Polgar (2007)** Chapter 7 <u>Assignment</u>: Assessment Module 2 *Assessment Protocol Presentation* (due 2/14/15) *Assessment Protocol Comparison* (due 2/16/15)
Week 4 2/16-2/23	Assessing Computer Prerequisties & Control of the Environment	<u>Reading</u>: **Cook & Polgar (2007)** Chapter 14 <u>Assignment</u>: Assessment Module 3
Week 5 2/23-3/2	Report Writing & Sensory Aids	<u>Reading</u>: **Cook & Polgar (2007)** Chapters 8 & 9 <u>Assignment</u>: Assessment Module 4 *Client Approval* (due 3/2/15)
Week 6 3/2-3/16 *Spring Break* *3/9-3/13*	AT Library and Internet Solution Searches & Mobility Aids	<u>Reading</u>: **Cook & Polgar (2007)** Chapters 6, 12 & 13 <u>Assignment</u>: Assessment Module 5 *Toy Evaluations* (due 3/6/15)
Week 7 3/16-3/23	AT Assessment Professionals & Augmentative and Cognition Systems	<u>Reading</u>: **Cook & Polgar (2007)** Chapters 10 & 11 <u>Assignment</u>: Assessment Module 6 *Computer Prerequisites* (due 3/16/15)

	~~ *Final AT Assessment Project Begins* ~~~~~	
Weeks 8 & 9 3/23-4/6	AT Assessment: User/Client Needs	<u>Assignment</u>: Independent field research and experience - User/Client Needs: Background Information, Observation, Interview, Goals & Objectives
Week 10 4/6-4/13	AT Assessment: Identify Potential AT Devices	<u>Assignment</u>: Instructor meeting *Device identification & Mid-Assessment Meeting* (due BEFORE 4/13/15)
Weeks 11 – 12 4/13-4/27	AT Assessment: AT Evaluation Trials, Suggestions, and Recommendations	<u>Assignment</u>: Independent field experience – Device Trials & AT Recommendations *AT Assessment Report /DRAFT* (due 4/27/15)
Week 13 4/27-5/4	AT Assessment Presentation	<u>Assignment</u>: *AT Assessment Presentation* (due 5/4/15)
Week 14 5/4-5/11	AT Assessment Report AT Presentation Peer Review	<u>Assignment</u>: *AT Assessment FINAL Report* (due 5/8/14) *Infographic Peer Review* (due 5/11/14)