



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

Spring 2017

EDAT 510 DL1: Introduction to Assistive Technology

CRN: 12874, 3 – Credits

|  |   |
|--|---|
| <b>Instructor:</b> Ms. Cindy George    | <b>Meeting Dates:</b> 01/23/17 – 05/17/17 |
| <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> Upon request      | <b>Meeting Location:</b> Internet         |
| <b>Office Location:</b> Krug Bldg. 105 | <b>Other Phone:</b> N/A                   |

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

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**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); EDIT 510 (2012-2013 Catalog).

Schedule Type: LEC

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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

## **Course Delivery Method**

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

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Monday, 1/23/2017.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

## *Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with PowerPoint for narrating presentations.
- 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

## *Expectations*

- Course Week:

Because asynchronous courses do not have a “fixed” meeting day, our week will start on Wednesday and finish on Tuesday.

Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.

- Log-in Frequency:

Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at 2 times per week. In addition, students must log-in for all scheduled online synchronous meetings.

- Workload:

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Participation:

Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

- Technical Competence:

Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session.

- Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

## **Learner Outcomes**

Upon completion of this course, teacher candidates/students will be able to:

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

## **Course Relationship 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.

## **Required Textbooks**

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

## **Recommended Textbooks**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

## **Additional Readings**

*Job Accommodation Network*. (2012). Workplace accommodations: Low cost, high impact. Retrieved May 5, 2014, from

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

Owen, J. (2012). The benefits of disability in the workplace. *Forbes*. Retrieved May 5, 2014, from <http://www.forbes.com/sites/judyowen/2012/05/12/a-cost-benefit-analysis-of-disability-in-the-workplace>

*Finding funding for assistive technology*. Retrieved from <http://www.family-friendly-fun.com/disability-support/technology/funding.htm>

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 May 5, 2014, from <http://www.fctd.info/assets/assets/12/laws-2010.pdf?1290022083>

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

### **Tk20 Performance-Based Assessment Submission Requirement**

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDAT 510, the required PBA is AT Device Category Research Project. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

### **Assignments**

#### **Performance-based Assessment (Tk20 submission required)**

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

#### **College Wide Common Assessment (Tk20 submission required)**

There are no college-wide common assignments with other classes.

#### **Performance-based Common Assignments (No Tk20 submission required.)**

There are no common assignments with other classes.

## Other Assignments

### WEEKLY ASSIGNMENTS

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

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

#### **Fiction Reading: Out of My Mind (15 points)**

Students are required to read assigned chapters and respond to Discussion Questions posted for the book title: *Out of My Mind*. A minimum of 2 responses should be made per week:

- one response directly from the question posted
- *at least* one other in response to a classmate's posting

All responses are due by the specified date and time.

#### **Online Learning (20 points)**

Students are required to complete weekly online learning assignments. Assignments will contain multiple activities that cover 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. All activities within each week must be completed to receive credit.

### FINAL ASSIGNMENTS

#### **AT Funding Guide (15 points)**

Students are to research a funding source for individuals in need 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 **4/4/17**. This brochure is **due 4/25/17**. Guidelines will be provided following the AT Funding course module.

#### **AT Device Category Research Project (30 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 (**4/11/17**). (Note that AT device topics that are already in the student's repertoire should not be selected for this project.) The Project presentation itself is **due 5/6/17** and should include the following:

**Rubric**

|   |   |   |  |   |   |
|---|---|---|--|---|---|
| <p><b><u>Topic Approved</u></b><br/> <b>4/11/17</b><br/> <b>~ 3 pts ~</b></p>   | <p>-3-<br/>Yes</p>  | <p>-0-<br/>No</p>   |  |   |   |
| <p><b>CRITERIA</b><br/> <b>PROJECT TOTAL</b><br/> <b>(30 possible points)</b><br/> <b>Due 5/6/17</b></p>  | <p>-4-<br/>Section elements are clearly presented &amp; valid</p> | <p>-3-<br/>Section elements are clear &amp; valid with minor errors that do not disrupt understanding</p> | <p>-2-<br/>Section elements are clear &amp; valid with multiple errors that impede understanding</p> | <p>-1-<br/>Section elements are unclear &amp;/or invalid and show minimal understanding</p> | <p>-0-<br/>Section is not included or displays little or no understanding of topic.</p> |
| <p><b><u>Category Overview</u></b><br/> <b>~ 4 pts ~</b><br/>         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><br/> <b>~ 4 pts ~</b><br/>         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><br/> ~ 4 pts ~</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><br/> ~ 4 pts ~</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><br/> ~ 4 pts ~</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><br/> ~ 4 pts ~</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>Project Presentation</b><br/> Total 24 points</p>   |                     |                    |  |  |  |
| <p><b><u>Comparison Chart</u></b><br/> 5/8/17<br/> ~ 3 pts ~</p>  | <p>-3-<br/> Yes</p> | <p>-0-<br/> No</p> |  |  |  |
| <p><b><u>TOTAL</u></b><br/> 30 possible</p>   |                     |                    |  |  |  |

**Course Policies and Expectations**

**Attendance/Participation**

Students are expected to actively engage in ***ALL*** 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

All weekly module work submitted late will automatically receive ½ credit unless arrangements are made in advance with the instructor. Work will not be accepted if submitted a week past the due date.

### Grading Scale

Online Learning: Session Modules will consist of Text Exploration, Fiction Reading and Online Learning. All Online Learning activities presented within each of these Session Modules **must be completed in full** to receive point credit for that Session Online Learning. Students who are asked to make a revision and resubmit will receive ½ credit unless otherwise noted. Student who are late submitting but do so within the session following the due date will also receive ½ credit. Students who do not complete all activities will **not** receive credit at all for that entire Session Online Learning.

Final assignments: The AT Funding and the AT Device Category Research projects are outlined in the Assignments section below. Each has its own ‘topic approval’ deadline and final project due date.

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

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

|                                     |            |             |
|-------------------------------------|------------|-------------|
| Text Exploration .....              | 20         | >100% = A+  |
| Fiction Reading.....                | 15         | 95-100% = A |
| Online Learning .....               | 20         | 90-94% = A- |
| AT Funding Guide.....               | 15         | 87-89% = B+ |
| AT Device Category Research Project | 30         | 83-86% = B  |
|                                     |            | 80-82% = B- |
|                                     |            | 70-79% = C  |
|                                     |            | < 70% = F   |
| <b>TOTAL POINTS.....</b>            | <b>100</b> |             |

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Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.**” Work submitted must be your own or with proper citations (see <http://oai.gmu.edu/the-mason-honor-code/>).

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## **Professional Dispositions**

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

## **Core Values Commitment**

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

## **GMU Policies and Resources for Students**

### **Policies**

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### **Campus Resources**

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- 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/>).
- 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/>).

- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

### Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

|                            | Topic                       | Readings & Assignments   |
|----------------------------|-----------------------------|--|
| <b>Week 1</b><br>1/25–1/31 | AT Definition               | <u>Reading:</u> <b>Bryant &amp; Bryant (2012)</b> pages 1-11 & 23-26<br><b>Draper (2010)</b> Chapters 1 & 2<br><u>Assignment:</u> Text Exploration<br>Online Learning                                    |
| <b>Week 2</b><br>2/1-2/7   | AT History & Legislation    | <u>Reading:</u> <b>Bryant &amp; Bryant (2012)</b> pages 12-23<br><b>Draper (2010)</b> Chapters 3 & 4<br><u>Assignment:</u> Text Exploration<br>Online Learning   |
| <b>Week 3</b><br>2/8-2/14  | Independent Living          | <u>Reading:</u> <b>Bryant &amp; Bryant (2012)</b> pages 181-201<br><b>Draper (2010)</b> Chapters 5 - 10<br><u>Assignment:</u> Text Exploration<br>Online Learning  |
| <b>Week 4</b><br>2/15-2/21 | Information Access: Sensory | <u>Reading:</u> <b>Bryant &amp; Bryant (2012)</b> pages 137-151<br><b>Robitaille (2010) Chapter 3</b><br><b>Draper (2010)</b> Chapters 11 - 13<br><u>Assignment:</u> Text Exploration<br>Online Learning |
| <b>Week 5</b><br>2/22-2/28 | Speech & Communication      | <u>Reading:</u> <b>Bryant &amp; Bryant (2012)</b> Chapter 5<br><b>Draper (2010)</b> Chapters 20 - 24<br><u>Assignment:</u> Text Exploration<br>Online Learning   |

|   | Topic                        | Readings & Assignments  |
|---|------------------------------|---|
| <b>Week 6</b><br>3/1-3/7  | Academic Instruction         | <u>Reading:</u> <b>Bryant &amp; Bryant (2012)</b> Chapter 7<br><b>Draper (2010)</b> Chapters 25 - 27<br><u>Assignment:</u> Text Exploration<br>Online Learning  |
| <b>Week 7</b><br>3/8-3/21<br>-----<br>Spring Break<br>3/13-3/17 | Information Access: Physical | <u>Reading:</u> <b>Bryant &amp; Bryant (2012)</b> pages 126-137<br><b>Draper (2010)</b> Chapters 14 - 16<br><u>Assignment:</u> Text Exploration<br>Online Learning  |
| <b>Week 8</b><br>3/22-3/28                                      | Mobility                     | <u>Reading:</u> <b>Bryant &amp; Bryant (2012)</b> Chapter 4<br><b>Draper (2010)</b> Chapters 17 - 19<br><u>Assignment:</u> Text Exploration<br>Online Learning  |
| <b>Week 9</b><br>3/29-4/4                                       | Funding AT                   | <u>Reading:</u> <b>Finding Funding for Assistive Technology</b><br><a href="http://www.family-friendly-fun.com/disability-support/technology/funding.htm">http://www.family-friendly-fun.com/disability-support/technology/funding.htm</a><br><br><b>Draper (2010)</b> Chapters 31 - 33<br><u>Assignment:</u> Text Exploration<br>Online Learning<br>Funding Information<br><br><b>AT Funding Guide – Topic Approval Due 4/4/17</b> |

|                             | Topic                       | Readings & Assignments  |
|-----------------------------|-----------------------------|---|
| <b>Week 10</b><br>4/5-4/11  | Accommodating the Workplace | <p><u>Reading:</u> <b>Job Accommodation Network. (2012)</b><br/> <a href="http://askjan.org/media/downloads/LowCostHighImpact.pdf">http://askjan.org/media/downloads/LowCostHighImpact.pdf</a></p> <p>Owen (2012)<br/> <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></p> <p><b>Draper (2010)</b> Chapters 28 - 30</p> <p><u>Assignment:</u> Text Exploration<br/> Online Learning</p> <p><b>AT Device Category Research Project –<br/> Topic Approval Due 4/11/17</b></p> |
| <b>Week 11</b><br>4/12-4/18 | Assessing Use of AT         | <p><u>Reading:</u> <b>Bryant &amp; Bryant (2012)</b> Chapter 2<br/> <u>Assignment:</u> Text Exploration<br/> Online Learning</p>  |
| <b>Week 12</b><br>4/19-4/25 | AT Funding Guide            | <p><u>Assignment:</u>           <b>AT Funding Guide</b><br/> <b>Due 4/25/17</b></p>   |
| <b>Week 13</b><br>4/26-5/2  | The Future of AT            | <p><u>Reading:</u> <b>Robitaille (2010) Chapter 10</b><br/> <u>Assignment:</u> Text Exploration</p>   |
| <b>Week 14</b><br>5/3-5/9   | Final Presentation          | <p><b>AT Device Category Research Project Presentation -<br/> Due 5/6/17</b></p> <p><b>Comparison Chart</b><br/> <b>Due 5/8/17</b></p> <p><b>Course Survey &amp; Tk20 Submission</b><br/> <b>Due 5/9/17</b></p>   |

**Assessment Rubric(s)  
(TK20)**

|  | <b>Assessment Criteria</b>   | <b>Does Not Meet Expectations</b>   | <b>Meets Expectations</b>  | <b>Exceed Expectations</b>  |
|--|--|---|--|---|
| Category Overview<br>AT Program Standard 1.1 | <b>Indicator: 1.1</b><br>Candidates understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional needs.   | Candidate fails to identify characteristics specific to those with exceptional needs as it relates to typical human development.  | Candidate identifies salient characteristics of those with exceptional needs as it relates to typical human development.   | Candidate identifies salient characteristics of those with exceptional needs as it relates to typical human development across environments, settings, and life span.   |
| Category Overview<br>AT Program Standard 1.2 | <b>Indicator 1.2:</b><br>Candidates understand how exceptional conditions can interact with the domains of human development and consider the impact of utilizing specific features of assistive technology devices and strategies to increase, maintain, or improve functional capabilities of individual with exceptional needs. | Candidate fails to identify specific and related features of assistive technology devices related to the selected AT category. Candidate's discussion of the impact of utilizing the specified AT to increase, maintain, or improve functional capabilities of individuals with exceptional needs is limited. | Candidate identifies specific features of assistive technology devices and considers the impact of utilizing the specified AT to increase, maintain, or improve functional capabilities of individuals with exceptional needs. | Candidate identifies specific features of assistive technology devices and considers the impact of utilizing the specified AT to increase, maintain, or improve functional capabilities of individuals with exceptional needs across environments, settings, and the life span. |
| User Characteristics                         | <b>Indicator 1.2:</b><br>Candidates  | Candidate fails to identify   | Candidate identifies   | Candidate identifies specific   |

|   | <b>Assessment Criteria</b>   | <b>Does Not Meet Expectations</b>  | <b>Meets Expectations</b>  | <b>Exceed Expectations</b>   |
|---|--|--|--|--|
| AT Program Standard 1.2                     | understand how exceptional conditions can interact with the domains of human development and consider the impact of utilizing specific features of assistive technology devices and strategies to increase, maintain, or improve functional capabilities of individual with exceptional needs. | characteristics of users who could benefit from the specified assistive technology.  | characteristics of users who could benefit from the specified assistive technology.                                      | characteristics of users who could benefit from the specified assistive technology based on their understanding of exceptional conditions or other human factors.                  |
| Specific Devices<br>AT Program Standard 2.4 | <b>Indicator 2.4:</b><br>In conjunction, candidates possess a repertoire of evidences-based strategies to develop personalized supports for individuals with exceptional needs across environments, settings, and the life span.   | Candidate fails to identify assistive technology tools developed to specifically provide personalized supports for individuals with exceptional needs. | Candidate identifies assistive technology tools to provide personalized supports for individuals with exceptional needs. | Candidate identifies numerous assistive technology tools to provide personalized supports for individuals with exceptional needs across environments, settings, and the life span. |
| Funding Sources<br>AT Program               | <b>Indicator 2.2:</b><br>Candidates can identify a range of funding  | Candidate fails to identify funding sources appropriate for  | Candidate identifies appropriate funding sources   | Candidate identifies a range of appropriate funding sources  |



|  | <b>Assessment Criteria</b>   | <b>Does Not Meet Expectations</b>  | <b>Meets Expectations</b>   | <b>Exceed Expectations</b>   |
|--|--|--|---|--|
| Standard 2.2                                   | sources and processes of acquisition of assistive technology devices and services.   | assisting in the acquisition of assistive technology.  | for assisting in the acquisition of assistive technology.   | across domains for assisting in the acquisition of assistive technology.   |
| Resources<br>AT Program Standards 2.3          | <b>Indicator 2.3:</b> Candidates are knowledgeable of and demonstrate proficiency in use of a range of assistive technology tools.   | Candidate fails to identify specific and related assistive technology tools and strategy resources that enhances their knowledge of the range of AT tools available. | Candidate identifies specific assistive technology tools and strategy resources that enhances their knowledge of the range of AT tools available. | Candidate identifies a range of assistive technology tools and strategy resources that enhances their knowledge of the range of AT tools available.                                  |
| Community Impact<br>AT Program Standard 1.3    | <b>Indicator 1.3:</b> Candidates understand how issues of human diversity can impact individuals, families, communities, and cultures, and how these complex human issues in the delivery of assistive technology. | Candidate fails to discuss the impact assistive technology can have on individuals with exceptional needs within various cultures and communities.                   | Candidate discusses the impact assistive technology can have on individuals with exceptional needs within various cultures and communities.       | Candidate discusses the impact assistive technology can have on individuals with exceptional needs and their families within various diverse environments, cultures and communities. |
| Legislative Support<br>AT Program Standard 2.1 | <b>Indicator 2.1:</b> Candidates are knowledgeable of legislative mandates and governmental regulations related to technology and their implications   | Candidate fails to identify specific and related legislative mandates and governmental regulations related to technology and/or they                                 | Candidate identifies legislative mandates and governmental regulation related to technology and discusses their implications for individuals with | Candidate identifies legislative mandates and governmental regulation related to technology and discusses their implications for individuals with                                    |

|  | <b>Assessment Criteria</b>              | <b>Does Not Meet Expectations</b>  | <b>Meets Expectations</b> | <b>Exceed Expectations</b>  |
|--|---|--|---------------------------|---|
|  | for individuals with exceptional needs. | provide a limited discussion of the implications for individuals with exceptional needs. | exceptional needs.        | exceptional needs giving rationale within environments and, settings through the life span. |