



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

Fall 2019

EDSE 517 001: Computer Applications for Special Populations

CRN: 77139, 3 – Credits

<b>Instructor:</b> Dr. Marci Kinas Jerome	<b>Meeting Dates:</b> 08/26/2019 – 12/18/2019
<b>Phone:</b> 703-992-8295	<b>Meeting Day(s):</b> Thursday
<b>E-Mail:</b> mkinas@gmu.edu	<b>Meeting Time(s):</b> 4:30 pm – 7:10 pm
<b>Office Hours:</b> By Appointment	<b>Meeting Location:</b> Fairfax, KH 102
<b>Office Location:</b> Finley 205C	<b>Other Phone:</b> N/A

- **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.

**Prerequisite(s):** Graduate standing, or permission of instructor

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

### **Course Description**

Explores the applications of computer technology for instructional programs and computer skills used by teachers of special populations. Provides experience with computer technology designed for special populations.

### **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.

### **Advising Tip**

Did you know you can order an official transcript through Patriotweb? Logon to Patriotweb. Select Student Services. Select Student Records. Select Order Official Transcript.

### **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

### **Learner Outcomes**

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

1. Demonstrate an understanding of the history of assistive technology.
2. Describe and implement a comprehensive set of procedures for software review and evaluation for specific populations.
3. Describe and utilize key devices and software tools designed to help individuals with disabilities in educational settings including learning, physical, sensory, and intellectual disabilities.
4. Describe key features in selecting and using an augmentative and alternative communication device for an individual.
5. Define the issues related to the accessibility of the Internet by individuals with disabilities.
6. Evaluate and select appropriate web-based activities for individuals with disabilities.
7. Adapt and modify general education curriculum and class activities using assistive technology to meet the needs of diverse learners.
8. Design an appropriate technology integrated lesson plan for a specific special education population.

### **Professional Standards**

This course is part of the George Mason University, Graduate School of Education (GSE), Masters in Special Education Program. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 2: Learning environments (InTASC 3) & CEC Standard 5: Instructional planning and strategies (InTASC 7,8).

### **Required Textbooks**

Dell, A.G., Newton, D., & Petroff, J. (2017). *Assistive technology in the classroom: Enhancing the school experiences of students with disabilities (3rd ed)*. Upper Saddle River, NJ: Pearson.

### **Additional Readings**

Additional readings will be posted on Blackboard.

### **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 *EDSE 517*, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). Please check to verify your ability to upload items to Tk20 before the PBA due date.

### **Assignments and/or Examinations**

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

None

#### **College Wide Common Assessment (TK20 submission required)**

None

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

None

#### **Other Assignments**

1. **Class and Lab Participation (30 points)** Attendance at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Class and lab participation is demonstrated by participation and utilization of lab time in an effective and efficient manner, and completion of in-class assignments handed in during each class period (or submission of online labs). Students will complete an in-class (or online lab) activity each week (14 weeks).
  - Students who successfully complete 13-14 in-class activities (or online labs) will earn 30 points.
  - Students who successfully complete 12 in-class activities (or online labs) will earn 24 points.
  - Students who successfully complete 11 in-class activities (or online labs) will earn 18 points.
  - Students who complete between 0-10 in-class activities (or online labs) will receive 0 points.

Completion of in-class activities (or online labs) includes both active participation in the activity as well as submission of a permanent product (form, summary statement, reflection, etc.). Students who miss a class will not have the opportunity to make up missed in-class assignments, and therefore, will not earn class participation points for

that missed class session. Also, since the time to complete in-class activities will vary each class session, significant tardiness or early departure may count as an absence if the student misses the in-class activity or does not complete it in its entirety during the allotted time. Participation points are tracked in the Blackboard gradebook.

Online labs will become available the week before the scheduled online class session. Students will have at least two weeks to complete the online lab and submit any work. All work is due by 4:30pm on the due date to be considered on-time. Students who submit work on-time and of sufficient quality will receive full participation points.

2. **Teacher Productivity Tools Assignment (10 points)** Students will select a teacher productivity tool such as Microsoft Excel, Word, or PowerPoint and develop an artifact that will be useful to them as a teacher in the classroom. For instance, using Microsoft Excel students can create a grade sheet for a class that they teach or might be teaching or they can create an interactive worksheet or quiz using Microsoft Word. A list of possible projects will be provided by the instructor. This assignment will be submitted through Blackboard and is due by the start of class (4:30 pm) on the due date. Please refer to the scoring rubric posted on Blackboard for additional information on this assignment. **(Due September 26)**
3. **Software Review (15 points)** Students will choose a piece of educational software (or mobile app) of interest to review; it should be a recent version. The software review includes two elements, a written narrative and a completed software evaluation checklist. The narrative should provide a brief description of the software followed by a thorough review of the software and its possible application within a chosen environment. The review should address the primary features of the software including accessibility and other topics addressed in class (content, user friendliness, adult management features, support materials, and value). The software review should be 3-4 pages in length and will serve as a reference for a potential software user. Students will use the software review format introduced in class to evaluate the selected software. Please include a copy of your completed evaluation checklist as an Appendix. Students may not review a productivity/utility software program designed to create content (such as Boardmaker, Word, Inspiration/Kidspiration) for this assignment. Please refer to the scoring rubric posted on Blackboard for additional information on this assignment. **(Due October 24)**
4. **Technology Tools Assignment (10 points).** Students will select a broad technology category to research, describe, and analyze based on the needs of an actual student or developed case study. A list of approved technology categories (i.e. word prediction) will be provided by the instructor. Students will then select two specific technologies within their category (e.g. CoWriter and TextHelp) as part of their analysis. In a 3-4 page paper, students should provide a description of the overall technology including its intended purpose, audience, and important features. Students then should provide a brief description of each specific technology they have selected along with a comparison of product similarities and differences. Finally, the paper should include a recommendation for one of the specific technologies based on the needs of a real

client or an invented scenario. Please note: it is anticipated that students will use the Internet and/or product catalogs to obtain product information and descriptions. However, students are expected to reference such information using proper APA format including correct referencing both within the narrative and in the reference list. Please refer to the scoring rubric posted on Blackboard for additional information on this assignment. **(Due November 14)**

5. **Assistive Technology Implementation Project (35 points)**. Students will design an academic or functional activity/lesson intended to support a child(ren) with a disability that integrates assistive technology. Students will discuss the target student and activity goal, the learning environment, activity tasks/procedures and the learning tools. Students will consider how their activity can be differentiated for different disabilities. Students will design and create a custom AT solution using tools and strategies learned during the course. Finally, students will present their project on the last day of class. Please refer to the scoring rubric posted on Blackboard for additional information on this assignment. **(Due December 5)**

## **Course Policies and Expectations**

### **Attendance/Participation**

Please see *Class Participation* within the assignment section.

### **Late Work**

**All assignments should be word-processed and are due at the start of class (4:30 pm) on the dates indicated, including assignments submitted through Blackboard.** Consult with the instructor in advance if there is a problem. In fairness to students who make the effort to submit papers on time, there will be a 10% cost reduction per day for late papers for up to 5 days. (For example, a 20 point assignment will lose 2 points per day while a 50 point assignment will lose 5 points per day.) After 5 days, students will earn a 0 for the missed assignment. Please retain a copy of your assignments in addition to the one you submit. All assignments should reflect graduate-level spelling, syntax, and grammar. If you experience difficulties with the writing process you will need to document your work with your university's Writing Center during this course to improve your skills. At the instructor's discretion, students may be given the opportunity to resubmit an assignment. Resubmitted assignments are not eligible for full credit.

## **Grading Scale**

95-100 = A	80-82 = B-
90-94 = A-	70-79 = C
86-89 = B+	< 70 = F
83-85 = B	

\*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 <https://catalog.gmu.edu/policies/honor-code-system/>).

### **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>.

## Class Schedule

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

Session	Date	Topic/Learning Experiences	Chapters	Assignments Due to Blackboard
1	8/29	Lecture and Lab: Introduction to AT	1	
2	9/5	Lecture and Lab: Teacher Productivity Tools	8	
3	9/12	Lecture and Lab: Software Features and Evaluation	9	
4	9/19	Lecture and Lab: AT for Students with Learning Disabilities-Reading Tools	3, 4	
5	9/26	Lecture and Lab: AT for Students with Learning Disabilities-Writing Tools	2	<ul style="list-style-type: none"> <li>Teacher Productivity Tools Assignment</li> </ul>
6	10/3	ONLINE: Intro to AT for Students with Physical Disabilities and Augmentative and Alternative Communication	6, 9, 10	
7	10/10	Lab for AT for Students with Physical Disabilities and Augmentative and Alternative Communication	6, 9, 10	<ul style="list-style-type: none"> <li>Completed midterm evaluation in Blackboard</li> </ul>
8	10/17	Lecture and Lab: Accessing the General Curriculum-Language Arts	4, 7	
9	10/24	Lecture and Lab: AT for Students with Sensory Impairments Guest Speaker: Dr. Kristine Neuber		<ul style="list-style-type: none"> <li>Software Review</li> </ul>
10	10/31	ONLINE: Lecture and Lab: AT and the IEP	13, 14	
11	11/7	Lecture and Lab: Math, Science and Social Studies		
12	11/14	Lecture and Lab: Authoring Tools	5	<ul style="list-style-type: none"> <li>Technology Tools Assignment</li> </ul>
13	11/21	AT Maker Lab		
	11/28	NO CLASS: Thanksgiving Break		
14	12/5	Student Presentations: AT Implementation Project		<ul style="list-style-type: none"> <li>AT Implementation Project and Presentation</li> <li>Completed final evaluation in Blackboard</li> </ul>
	12/12	Reserved as a make-up day in case class is cancelled for inclement weather		

## 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 <https://catalog.gmu.edu/policies/honor-code-system/> ).
- 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 silence all sound emitting devices 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/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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



## Appendix

### Assessment Rubric(s)

#### Assistive Technology Implementation Project Scoring Rubric

	Does Not Meet Expectation	Approaches Expectation	Meets Expectation
Student and Activity Description	<p>0 Points</p> <p>Does not describe pertinent details of student including age, grade, disability and needs. Does not discuss the purpose of activity/lesson or outlines appropriate goals.</p>	<p>5 points</p> <p>Describes some details of student that may include age, grade, disability and needs. Limited discussion of purpose of activity/lesson and/or goals.</p>	<p>10 points</p> <p>Describes pertinent details of student including age, grade, disability and needs. Discusses purpose of activity/lesson and outlines appropriate goals.</p>
Environment	<p>0 Points</p> <p>Does not describe where the activity/lesson will take place or discusses important environmental considerations.</p>	<p>5 points</p> <p>Limited description of where the activity/lesson will take place and/or limited discussion of environmental considerations.</p>	<p>10 points</p> <p>Describes where the activity/lesson will take place and discusses important environmental considerations.</p>
Tasks and Procedures	<p>0 Points</p> <p>Does not describe the specific procedures of the activity/lesson including materials and task steps. Does not describe the custom AT tool and how it is incorporated into the activity/lesson.</p>	<p>5 points</p> <p>Describes some procedures of the activity/lesson and/or limited description AT tool and how it is incorporated into the activity/lesson.</p>	<p>10 points</p> <p>Describes the specific procedures of the activity/lesson including materials and task steps. Describes the custom AT tool and how it is incorporated into the activity/lesson.</p>
AT Tools	<p>0 Points</p> <p>Does not provide specific examples of low, mid, and high-tech tools and strategies that align</p>	<p>5 points</p> <p>Provides some examples of low, mid, and high-tech tools and strategies and/or the tools may not align with the activity/lesson goals and/or not</p>	<p>10 points</p> <p>Provides specific examples of low, mid, and high-tech tools and strategies that align with the activity/lesson goals and</p>

	with the activity/lesson goals nor matches target student(s)' needs.	appropriately match target student(s)' needs.	appropriately match target student(s)' needs.
Differentiation	<p>0 Points</p> <p>Does not identify at least two appropriate AT tools and strategies for each of the 5 identified disability categories. Does not explain how the AT would benefit each disability category is plausible.</p>	<p>5 points</p> <p>Does not identify at least two appropriate AT tools and strategies for each of the 5 identified disability categories or does not adequately or accurately explain how the AT would benefit each disability category.</p>	<p>10 points</p> <p>Identifies at least two appropriate AT tools and strategies for each of the 5 identified disability categories. Explanation of how the AT would benefit each disability category is plausible.</p>
Custom AT Tool Development	<p>0 Points</p> <p>Does not design or demonstrate a custom-created, high-tech or low-tech AT tool that corresponded with the planned activity/lesson.</p>	<p>10 points</p> <p>Designs and demonstrates a custom-created, high-tech or low-tech AT tool that may not corresponded with the planned activity/lesson. The custom AT tool may not be complete and/or be clearly visible in the video presentation.</p>	<p>20 Points</p> <p>Designs and demonstrates a custom-created, high-tech or low-tech AT tool that corresponded with the planned activity/lesson. The custom AT tool is complete and clearly visible in the video presentation.</p>
Student Presentation	<p>0 Points</p> <p>Does not create and post video presentation that include the activity/lesson goal and a brief overview of the student(s), environment(s), tasks, and AT tools.</p>	<p>5 points</p> <p>Creates and posts a video presentation but it may not include discussion of activity/lesson goal and a brief overview of the student(s), environment(s), tasks, and AT tools.</p>	<p>10 points</p> <p>Creates and posts a 3-5 video presentation that include the activity/lesson goal and a brief overview of the student(s), environment(s), tasks, and AT tools.</p>