



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

Fall 2024

EDAT 510 DL1: Introduction to Assistive Technology

CRN: 70626, 3 – Credits

Instructor: Dr. Yoosun Chung	Meeting Dates: 8/26/24 – 12/18/24
Phone: (703) 988-3486 (text-relay-service)	Meeting Day(s): N/A
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Office Hours: by appointment	Meeting Location: N/A; Asynchronous Online
Office Location: Finley Building, 203B	Other Phone: 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 their LMS (Learning Management System).

Prerequisite(s):

None

Co-requisite(s):

None

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.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other

students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip

Mason email is the primary method of communication used by university offices. Check your Mason email regularly: <http://mso365.gmu.edu/>.

Course Instructional Method

EDAT 510 is an asynchronous online course. Using Mason's Learning Management System (LMS), students are expected to complete assignments weekly and be engaged in course activities throughout the semester.

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 your LMS

This course will be delivered online (76% or more) using an **asynchronous** format via Mason's Learning Management System (LMS). You will log in to the course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on the posted start date of the course.

- To access your course in Blackboard Learn: <https://mymasonportal.gmu.edu/>

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 updated browsers.**
 - **Blackboard Learn** supported browsers: https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support
 - **Canvas** supported browsers: <https://guides.instructure.com/a/720329>
- **Consistent and reliable access to GMU email and the course LMS, as these are the**

official methods of communication for this course.

- Note that 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.

Expectations

- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, due dates for each module are specifically listed in the Course Schedule on this syllabus.
- Log-in Frequency:
Students must actively check the course LMS site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least two times per week.
- 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.
- 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.
- 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.**
- 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, including their preferred meeting method and suggested dates/times.
- 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, 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.

Professional Standards

This course is part of the George Mason University, School of Education, 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 Texts

Bouck, E. C. (2017). *Assistive technology*. Los Angeles: Sage Publications.

Draper, Sharon M. (2010). *Out of my mind*. New York: Atheneum Books for Young Readers

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Required Resources

Students are required to have consistent and reliable access to a computer with a high-speed internet connection. **Students are also expected to have 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.

Course Performance Evaluation

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

VIA 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 EDAT course with a required Performance-based Assessment (PBA) is required to upload the PBA to VIA/SLL (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 VIA/SLL.

For EDAT 510, the required PBA is AT Device Category Research Project. Please check to verify your ability to upload items to VIA/SLL before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment

(VIA submission required)

The Performance-based Assessment assignment for this course is the *AT Device Category Research Project*. Please see specific assignment description in the *Other Assignments* section below.

College Wide Common Assessment

(VIA submission required)

N/A

Other Assignments

Weekly Assignments

Text Exploration (15 points)

Students are required to complete text assignments posted each week for the text: *Assistive Technology*, as well as other assigned readings. 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: Out of My Mind. A minimum of 2 responses should be made per week: one response directly from the question posted and at least one other in response to a classmate's posting. All responses are due by the specified time.

Online Learning (25 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. Guidelines will be provided following the AT Funding course module.

AT Device Category Research Project (30 points) - VIA Assessment

Students are required to select an AT Device Category of their choice and create an AT PowerPoint Presentation. Students also need to review 2 peer presentations and fill out a Comparison Chart that will be provided by the instructor. Topics must be pre-approved by the instructor. Note that AT device topics that are already in the student's repertoire should not be selected for this project. The Project presentation should include:

- *Category Overview:* Provide a description of device category & 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.
- *User Characteristics:* List user characteristics of individuals who would potentially benefit from access to this device category. User characteristics can be defined as disabilities areas or areas of human function.
- *Specific Devices:* Identify at least 4 specific devices that fall under this research device category. Include a description, cost, URL and vendor information.
- *Community Support:* Reflect on how the use of this device category could potentially impact a user within the home, school, work & outside community.
- *Funding Sources:* Locate organizational, governmental, civic funding sources appropriate for acquisition of assistive technology within this device category. Include name, contact information, and eligibility.
- *Legislative Support:* Identify a governmental regulation or legislative mandate that supports using devices in this category. State why & how the law provides support.

- **Resources:** Use the Internet to identify both professional & in-formational web resources for potential users of this device category. Include the source name, the URL, & contact information.

Assignment Summary

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

Text Exploration Activities	15 points
Fiction Reading: <i>Out of My Mind</i>	15 points
Online Learning Activities	25 points
AT Funding Guide	15 points
AT Device Category Research Project	30 points
Total Points:	100 points

Student Evaluations of Teaching:

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and LMS notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at <https://oiep.gmu.edu/set/>

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

In fairness to students who make the effort to submit assignments on time, there will be a 10% cost reduction per day for late assignments. (For example, a 10 point assignment will lose 1 point per day while a 40 point assignment will lose 4 points per day). At the instructor's discretion, students may be given the opportunity to resubmit an assignment. Resubmitted assignments are not eligible for full credit and a response cost of 10 percent

will be assessed. Please note, assignments worth 1 point that are submitted late will receive a score of 0.

Other Requirements

- It is expected that students have continual access to a high-speed Internet connection and an active GMU email account for the duration of this course.
- Students are expected to be familiar with Blackboard features including downloading materials and submitting assignments. Students are expected to know their Blackboard username and password and to actively monitor the email account that is currently registered in Blackboard. Students who are experiencing problems using the Blackboard system must contact the instructor prior to the date an assignment is due for assistance.
- Please type ALL assignments unless otherwise noted. Please contact the instructor if you are using a word processing program other than Microsoft Word.
- All assignments must be posted to the Discussion Board or submitted through the "Assignment" session in Blackboard by 11:59 pm on the day the assignment is due (unless otherwise noted by the instructor) to be considered for full credit. Please note that Blackboard places a timestamp on all submitted material. If Blackboard is down for any reason at the time an assignment is due, you should email a copy of your assignment to the instructor. However, you should only email the instructor your assignment if Blackboard is down. If you are not available on the day an assignment is due, you are expected to submit that assignment early to be considered for full credit.
- All assignments should reflect graduate-level spelling, syntax, and grammar and will be graded accordingly. If you experience difficulties with the writing process you will need to document your work with the GMU Writing Center during this course to improve your skills.
- All references including Online references must be cited in proper APA format to avoid plagiarism (cut&paste is easy to do from the Internet).

Instructor – Student Communication.

The easiest and best way to contact me is through email. I will respond to your emails within 48 hours, if not sooner, on weekdays. If I will be away from email for more than two days, I will post an announcement on Blackboard.

Grading

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

A	=	95-100%
A-	=	90-94%
B+	=	87-89%
B	=	83-86%
B-	=	80-82%

C = 70-79%
 F = < 70%

***Note:** George Mason University Academic Standards will be strictly enforced *through an institutional sanctioning matrix that all colleges and departments will need to adhere to if they find there are students who are engaged in academic dishonesty.* See [Academic Standards](http://academicstandards.gmu.edu/) (<http://academicstandards.gmu.edu/>) and [GMU Catalog - Academic Standards](https://catalog.gmu.edu/policies/academic-standards/) (<https://catalog.gmu.edu/policies/academic-standards/>). Students are responsible for reading and understanding the Standards. The Office of Academic Integrity “works to promote authentic scholarship, support the institution’s goal of maintaining high standards of academic excellence, and encourages continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice.” Work submitted must be your own new, original work for this course or with proper citations.

Professional Dispositions

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See [Student Guide](https://cehd.gmu.edu/current-students/cehd-student-guide) (<https://cehd.gmu.edu/current-students/cehd-student-guide>).

Use of Generative AI

Generative AI tools should follow the principles of Mason’s Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

Class Schedule

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

<i>SESSION</i>	<i>TOPIC</i>	<i>READING</i>	<i>ASSIGNMENT</i>
Session 1 8/28 - 9/3	AT Definition	Bouck (2017) Chapter 1: pp. 1-12 Draper (2010) Chapters 1-3	<u>Session 1</u> Text Exploration Fiction Reading Online Learning

Session 2 9/4 - 9/10	History & Legislation	Bouck (2017) Chapter 1: pp. 13-16; 20-21 Draper (2010) Chapters 4-6	<u>Session 2</u> Text Exploration Fiction Reading Online Learning
Session 3 9/11 - 9/17	Speech & Communication	Bouck (2017) Chapter 3 Draper (2010) Chapters 7-10	<u>Session 3</u> Text Exploration Fiction Reading Online Learning
Session 4 9/18 - 9/24	Mobility & Positioning	Bouck (2017) Chapter 4 Draper (2010) Chapters 11-14	<u>Session 4</u> Text Exploration Fiction Reading Online Learning
Session 5 9/25 – 10/1	Sensory: Vision	Bouck (2017) Chapter 6: pp. 125- top 138 Draper (2010) Chapters 15-18	<u>Session 5</u> Text Exploration Fiction Reading Online Learning
Session 6 10/2 - 10/8	Sensory: Hearing	Bouck (2017) Chapter 6: pp. end 138-148 Draper (2010) Chapters 19-22	<u>Session 6</u> Text Exploration Fiction Reading Online Learning
Session 7 10/9 - 10/15	Information Access & Input	Bouck (2017) Chapter 5 Draper (2010) Chapters 23-28	<u>Session 7</u> Text Exploration Fiction Reading Online Learning
Session 8 10/16 - 10/22	Academic Instruction	Bouck (2017) Chapter 8 Draper (2010) Chapters 29-33	<u>Session 8</u> Text Exploration Fiction Reading Online Learning

<p>Session 9 10/23 - 11/5 <i>(2-week session)</i></p>	<p>Funding Assistive Technology</p>	<p>Will be provided on Blackboard</p>	<p><u>Session 9</u> Text Exploration Online Learning</p> <hr/> <p><i>AT Funding Topic APPROVAL</i> DUE DATE 10/29</p> <p>AT Funding Brochure DUE DATE 11/5</p>
<p>Session 10 11/6 - 11/12</p>	<p>Universal Design</p>	<p>Bouck (2017) Chapter 1: pp 17-20</p>	<p><u>Session 10</u> Text Exploration Online Learning</p>
<p>Session 11 11/13 - 11/19</p>	<p>Independent Living</p>	<p>Bouck (2017) Chapter 9: pp. 218-230</p>	<p><u>Session 11</u> Text Exploration Online Learning</p> <hr/> <p><i>AT Device Topic APPROVAL</i> DUE DATE 11/19</p>

<p>Session 12 11/20 - 11/26</p>	<p>Workplace Accommodations</p>	<p>Job Accommodation Network Benefits and Costs of Accommodation</p> <p>Equal Employment Opportunities Commission Recruiting, Hiring, Retaining, and Promoting People with Disabilities</p>	<p><u>Session 12</u> Text Exploration Online Learning</p>
<p>Session 13 11/27 - 12/3</p>	<p>Assistive Technology Frameworks</p>	<p>Bouck (2017) Chapter 2</p>	<p><u>Session 13</u> Text Exploration Online Learning</p>
<p>Session 14 12/4 - 12/10</p>	<p>Final Assignments</p>	<p>AT Device Category Research Presentation <i>DUE DATE 12/7 (Saturday)</i></p> <p>Comparison Chart <i>DUE DATE 12/9 (Monday)</i></p> <p>Final Class Survey & VIA Submission of AT Device Category Research Presentation (ONLY FOR 510) <i>DUE DATE 12/10 (Tuesday)</i></p>	

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core

Values of George Mason University. More information can be found here: [Culture](https://cehd.gmu.edu/about/culture/) (<https://cehd.gmu.edu/about/culture/>)

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason’s Academic Standards. See [Academic Standards](https://catalog.gmu.edu/policies/academic-standards/) (<https://catalog.gmu.edu/policies/academic-standards/>).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<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 [Disability Services](https://ds.gmu.edu/) (<https://ds.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 VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of your LMS should be directed to:
 - o [Blackboard Learn](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/): <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
 - o [Canvas](https://its.gmu.edu/service/canvas/): <https://its.gmu.edu/service/canvas/>
- For information about [student support resources](https://ctfe.gmu.edu/teaching/student-support-resources-on-campus) on campus, see: <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
 - o [TimelyCare](https://caps.gmu.edu/timelycare-services/): <https://caps.gmu.edu/timelycare-services/>
 - o [Writing Center](https://writingcenter.gmu.edu/): <https://writingcenter.gmu.edu/>

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as the [Student Support and Advocacy Center \(SSAC\)](#) at 703-380-1434 or [Counseling and Psychological Services \(CAPS\)](#) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).

Student and Faculty Names and Pronouns

Name and pronoun use: If you wish, please share your name and gender pronouns with me and indicate how best to address you in class and via email. I use she/her/hers for myself and you may address me as “Yoosun” or “Dr./Prof. Chung” in email and verbally. I encourage students to use tools Mason provides to change your name and pronouns on Mason records, if you so choose: <https://registrar.gmu.edu/updating-chosen-name-pronouns/>

Diversity and Inclusion Statement

The College of Education and Human Development, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic/class status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and ability status, among other characteristics.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff, and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, and become aware of their biases and how they affect their interactions with others and the world.

Land Acknowledgement Statement

Land acknowledgment engages all present in an ongoing indigenous protocol to enact meaningful, reciprocal relationships with ancestors and contemporary tribal nations. As

a state university, we have a responsibility to include and support indigenous communities and sovereign tribes in our work.

At the place George Mason University occupies, we give greetings and thanksgivings to these Potomac River life sources, to the Doeg ancestors, who Virginia annihilated in violent campaigns while ripping their lands apart with the brutal system of African American enslavement, to the recognized Virginia tribes who have lovingly stewarded these lands for millennia, including the Rappahannock, Pamunkey, Upper Mattaponi, Chickahominy, Eastern Chickahominy, Nansemond, Monacan, Mattaponi, Patawomeck, and Nottaway, past, present, and future, and to the Piscataway tribes, who have lived on both sides of the river from time immemorial.

Appendix
Assessment Rubric(s)

	Assessment Criteria	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Category Overview AT Program Standard 1.1	<i>Indicator 1.1:</i> Candidates understand the similarities and differences in human development and the characteristics between and among individuals w/ & w/o 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.

	Assessment Criteria	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
AT Program Standard 1.2	<p><i>Indicator 1.2:</i> 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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

	Assessment Criteria	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
User Characteristics AT Program Standard 1.2	<i>Indicator 1.2:</i> Candidates understand how exceptional conditions can interact with the domains of human development and consider impact 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 characteristics of users who could benefit from the specified assistive technology.	Candidate identifies characteristics of users who could benefit from the specified assistive technology.	Candidate identifies specific characteristics of users who could benefit from the specified assistive technology based on their understanding of exceptional conditions or other human factors.

	Assessment Criteria	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Specific Devices AT Program Standard 2.4	<i>Indicator 2.4:</i> 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 AT Program Standards 2.2	<i>Indicator 2.2:</i> Candidates can identify a range of funding sources and processes of acquisition of assistive technology devices and services.	Candidate fails to identify funding sources appropriate for assisting in the acquisition of assistive technology.	Candidate identifies appropriate funding sources for assisting in the acquisition of assistive technology.	Candidate identifies a range of appropriate funding sources across domains for assisting in the acquisition of assistive technology.
Resources AT Program Standards 2.3	<i>Indicator 2.3:</i> 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.

	Assessment Criteria	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Community Impact AT Program Standards 1.3	<i>Indicator 1.3:</i> Candidates understand how human diversity issues can impact families, individuals, communities, & cultures, & how these 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 AT Program Standards 2.1	<i>Indicator 2.1:</i> Candidates are knowledgeable of legislative mandates and governmental regulations related to technology and their implications for individuals with	Candidate fails to identify specific / related legislative mandates and governmental regulations related to technology and/or they provide a limited discussion of the	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 exceptional

	Assessment Criteria	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	exceptional needs.	implications for individuals with exceptional needs.	exceptional needs.	needs giving rationale within environments & settings through the life span.