### Internet as an Assistive Technology Tool

**Course Abbrev.**: EDIT

**Course Number**: 529

**Full Course Title**: Internet as an Assistive Technology Tool

**Abbrev. Course Title** (max. 24 Characters): Internet as AT Tool

**Credit Hours**: 2

**Program of Record**: Instructional Technology

**Submitted by**: Cindy George/Mike Behrmann

**Date**: March 13, 2003

**Repeatable for Credit?**

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<th>N=New</th>
<th>D=Yes, not within same term</th>
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<td>N=Cannot be repeated for credit</td>
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**Activity Code**: X LEC - Lecture, ______ LAB - Lab, ______ RCT - Recitation, ______ STU - Studio, ______ IND - Independent Study, ______ INT - Internship

**Catalog Credit Format**: 2:2:0

**Course Level**: GF (500-600) X GA (700+)

**Grade Type**: GR: graduate grading, normal (A, A-, B+, B, C, F, IN, AB)

**Grade Type**: GT: graduate grading, thesis/dissert/ind. study/internship (A, A-, B+, B, C, F, IN, AB, S, NC, IP)

**Maximum Enrollment**: 10

**Submit for New courses - First term to be offered**: Summer 2003

**Prerequisites**: HTML experience

**Corequisites**:

**Catalog Description for the course proposal (35 words or less)**: Provides an overview of the World Wide Web/Internet as an educational tool for students with disabilities. Focuses on presentation of strategies, accommodations, assistive technology, and Internet resources for educators. Students will review/evaluate web sites and develop an accessible Internet lesson plan or web site.

**Cross-list with EDSE 529**: EDIT/EDSE 529

**Submit for Modified or Deleted courses as appropriate: effective**

**Last Term Offered**: ______

**Previous Course Abbreviation**: ______

**Previous Number**: ______

**Description of modification**:

**Approval Signatures**:

Dept/Prog: ____________________________ Date: ______

College Committee: _____________________ Date: ______

Graduate Council Representative: _____________ Date: ______
GEORGE MASON UNIVERSITY
Graduate Council Course Coordination and Approval Form

Catalog description of course:
Departmental code or prefix, number, title of course and credit hours; prerequisites; and description of course as it will appear in the catalog. Note that course descriptions are limited to approximately 35 words in the Graduate Catalog.

EDIT/EDSE 529 Internet as an Assistive Technology Tool (2:2:0). Prerequisite: HTML experience. Provides an overview of the World Wide Web/Internet as an educational tool for students with disabilities. Focuses on presentation of strategies, accommodations, assistive technology, and Internet resources for educators. Students will review/evaluate web sites and develop an accessible Internet lesson plan or web site.

Cross-list with EDSE 529: EDIT/EDSE 529

For course modifications, describe the changes made to the course and justification for those changes:

Approval from other units:
Please list those units outside of your own who may be affected by these changes in the course. Each of these units must approve this change prior to its being submitted to the Graduate council for approval.

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Graduate Council approval: ________________________________________________

Graduate Council representative: ___________________________________________ Date: ________

Attach copy of school/college/institute course proposal form or modification memo showing approval date and background data on course.
COURSE DESCRIPTION

This course will provide an overview of the World Wide Web / Internet as an educational tool for students with disabilities. Primary focus of this course will be presenting strategies, accommodations, assistive technology, and Internet resources for educators to use the Internet with students with disabilities. Students will review and evaluate web sites, develop an Internet resources list, and develop an accessible internet lesson plan or accessible education website.

REQUIRED READING

• The instructor will provide handouts and Internet sites.

COURSE OBJECTIVES

At the completion of this course, students will be able to:

• Define the issues related to the accessibility of the Internet by individuals with disabilities.
• Identify appropriate accommodations and technology for Internet access.
• Select online disability and assistive technology related resources.
• Evaluate and select appropriate web-based activities for individuals with disabilities.
• Develop and design an accessible Internet lesson plan or accessible education website.

RELATIONSHIP OF COURSE TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATIONS

This course is part of the George Mason University, Graduate School of Education, and Special Education Program for teacher licensure in the commonwealth of Virginia in the special education areas of emotional Disturbance and Learning Disabilities. This program complies with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization. As such the learning objectives for this course cover many of the competencies for curriculum and methods for teaching individuals with emotional disturbances and learning disabilities kindergarten through grade 12.

COURSE OUTLINE

Session 1  Introduction
• How individuals with disabilities use the web
• Introduction to web accessibility
Session 2 Using the Internet with students with ED/LD/MR
- Learner characteristics/areas of need
- How the Internet can use helpful
- Educational activities/online resources
- Internet Barriers
- Available assistive technology

Session 3 Using the Internet with Students with Physical and/or Severe Disabilities
- Learner characteristics/areas of need
- How the Internet can use helpful
- Educational activities/online resources
- Internet Barriers
- Available assistive technology

Session 4 Using the Internet in Early Childhood and with students with Sensory Impairments
- Learner characteristics/areas of need
- How the Internet can use helpful
- Educational activities/online resources
- Internet Barriers
- Available assistive technology

Session 5 Developing Internet Lesson Plans/Website Evaluation
- Planning and Designing
- Criteria for selecting appropriate sites for students
- Accessibility Evaluation (Bobby)

Sessions 6-10 Student Implementation Project

Session 11 Student Presentations

ASSIGNMENTS

- Please type ALL assignments unless otherwise noted.
- All assignments must be submitted to the Digital Drop Box in Blackboard by 4:00pm on the day that the assignments are due unless otherwise noted by the instructor.

Assignment 1: In-Class Assignments (25 points) Due: Each Class Session

Complete the in-class assignments for each of the five class sessions. Assignments will be due at the end of each class session. Each assignment will be worth 5 points for a total of 25 points.

Assignment 2: Online Resources Handout (35 points) Due: 5th Class Session

Students will develop an Internet resources handout/brochure based on information learned in class. The handout may be developed for a specific audience (parents, teachers, co-workers) that provides both an overview/introduction and lists of important and helpful Internet resources. The overview should identify the purpose of the handout and explanation of its contents. Resources may include links to specific
disability/professional organizations, parent/teacher resources, educational activities/games, technology vendors, accessibility information/guidelines, etc. Students will be expected to provide enough copies of their handout/brochure for other students in the class.

**Final Project: Assistive Technology and the Internet Implementation Project**

**Due: Last Class Session**

For the final project, students will apply their knowledge of Internet as an assistive technology tool. Since students’ professional interests and technical knowledge vary, students will choose to complete one of two possible final project options that best meet their interests. Furthermore, students will present their project to their peers on the final day of class.

**Option 1: Accessible Internet-Based Lesson**

Students will plan and develop an accessible lesson using the Internet. The goal of this project is to enhance access to information on the Internet for designated students. If you choose to complete a lesson plan, it needs to include all of the components necessary to carry out a lesson via the Internet for your chosen students. This may require using other software and/or plug-ins for your Internet browser. The lesson will be evaluated based on the following criteria.

- **Rationale and Identification of Target Audience** 5 pts.
- **Goals and Objectives** 5 pts.
- **Accessibility Plan and Features** 10 pts.
- **Complete description of software features and components aligned with specific disability issues** 5 pts.
- **Description of Materials and Procedures** 5 pts.
- **Evaluation criteria and/or rubric for assessment** 5 pts.
- **Presentation** 5 pts.

TOTAL 40 pts.

**Option 2: Accessible Education Website Development**

Students will plan and develop an accessible education website. This site should include at least 4 pages centered on an identified theme. The website can be designed as either an information site for a specific audience (parents, teachers, co-workers) or as an educational activity for students. The website will be evaluated based on the following criteria:

- **Rationale and Identification of Target Audience** 5 pts.
- **Accessibility Plan and Features** 10 pts.
- **Layout and Navigation** 10 pts.
- **Design** 5 pts.
- **Error Free** 5 pts.
- **Presentation** 5 pts.

TOTAL 40 pts.

**Grading Criteria**

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

- **Assignment 1: Class Participation** 25 points
- **Assignment 2: Online Resources Handout** 35 points
- **Final Project: Implementation Project** 40 points
The instructor reserves the right to request that a student recycle a product that is not satisfactory. In such cases a response cost of 10 percent may be assessed.

Grades for late assignments will reflect a 20% response cost.

**All assignments must be completed to receive a final grade.**