



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

Fall 2022

EDSE 517: Computer Applications for Special Populations

Section: 001; CRN: 81630

Section: P01; CRN: 83264

3 – Credits

Instructor: Dr. Marci Kinas Jerome	Meeting Dates: 8/22/22 – 12/14/22
Phone: 703-993-8295	Meeting Day(s): Thursdays
E-Mail: mkinas@gmu.edu	Meeting Time(s): 4:30 pm – 7:10 pm
Office Hours: By appointment	Meeting Location: Fairfax; IN 333
Office Location: Finley 205C	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 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 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

Did you know you can evaluate your progress in the program at any time by running a Degree Evaluation in Patriotweb? Step by step instructions are available at <http://registrar.gmu.edu/students/degree-evaluation/>.

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

(Council for Exceptional Children [CEC] and the Interstate Teacher Assessment and Support Consortium [InTASC]). Upon completion of this course, students will have met the following professional standards: 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 Texts

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

Recommended Texts

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

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, 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 EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to VIA (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.

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

Assignments and/or Examinations

Performance-based Assessment (VIA submission required)

None

College Wide Common Assessment (VIA 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 22)
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, Pear Deck) for this assignment. Please refer to the scoring rubric posted on Blackboard for additional information on this assignment. (Due October 20)
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 10)

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 1)

Assignment Summary

Class and Lab Participation	30 points
Teacher Productivity Tools Assignment	10 points
Software Review	15 points
Technology Tools Assignment	10 points
Assistive Technology Implementation Project	35 points
TOTAL	100 Points

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

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

***Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site](https://oai.gmu.edu/) (<https://oai.gmu.edu/>) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>). 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 new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures](https://cehd.gmu.edu/students/policies-procedures/) (<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	8/25	Lecture and Lab: Introduction to AT	1	
2	9/1	Lecture and Lab: Teacher Productivity Tools	8	
3	9/8	Lecture and Lab: Software Features and Evaluation	9	
4	9/15	Lecture and Lab: AT for Students with Learning Disabilities-Reading Tools	3, 4	
5	9/22	Lecture and Lab: AT for Students with Learning Disabilities-Writing Tools	2	<ul style="list-style-type: none"> Teacher Productivity Tools Assignment
6	9/29	Lecture and Lab: AT for Students with Physical Disabilities	9	
7	10/6	Lecture and Lab: Augmentative and Alternative Communication	6, 10	<ul style="list-style-type: none"> Completed midterm evaluation in Blackboard
8	10/13	Lecture and Lab: Accessing the General Curriculum	4, 5, 7	
9	10/20	Lecture and Lab: AT for Students with Sensory Impairments Guest Speaker: Dr. Kristine Neuber		<ul style="list-style-type: none"> Software Review
10	10/27	Lecture and Lab: Authoring Tools		
11	11/3	AT Maker Lab Part 1		
12	11/10	ONLINE: Lecture and Lab: AT and the IEP	13, 14	<ul style="list-style-type: none"> Technology Tools Assignment
13	11/17	AT Maker Lab Part 2		
	11/24	NO CLASS: Thanksgiving Break		
14	12/1	Student Presentations: AT Implementation Project		<ul style="list-style-type: none"> AT Implementation Project and Presentation Completed final evaluation in Blackboard
	12/8	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: See [Core Values](http://cehd.gmu.edu/values/) (<http://cehd.gmu.edu/values/>).

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>).
- 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 Blackboard should be directed to [Blackboard Instructional Technology Support for Students](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/) (<https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>).

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/).

Appendix

Assessment Rubric(s)

See Blackboard