



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

Fall 2023

EDAT 410 DL1: Introduction to Assistive Technology

CRN: 70722, 3 – Credits

<b>Instructor: Dr. Yoosun Chung</b>	<b>Meeting Dates: 8/21/23 – 12/13/23</b>
<b>Phone: (703) 988-3486 (text-relay-service)</b>	<b>Meeting Day(s): N/A</b>
<b>E-Mail: ychung3@gmu.edu</b>	<b>Meeting Time(s): N/A</b>
<b>Office Hours: by appointment</b>	<b>Meeting Location: N/A; Asynchronous Online</b>
<b>Office Location: Finley Building, 203B</b>	<b>Other Phone: N/A</b>

***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):**

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. Enables students to better use assistive technology in education, work, community, and home environments.

**Course Instructional Method**

EDAT 410 is an asynchronous online course. Using Blackboard, students are expected to complete assignments weekly and be engaged in course activities throughout the semester.

**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](mailto: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**

Are you interested in an AT minor? Submit your Minor Declaration (<http://registrar.gmu.edu/wp-content/uploads/UMD.pdf>), or contact the program for more information: [atprog@gmu.edu](mailto:atprog@gmu.edu).

### **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 the 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 the posted start date of the course.

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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [Browser support \(https://help.blackboard.com/Learn/Student/Ultra/Getting\\_Started/Browser\\_Support\)](https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support)**
- **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 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/](https://get.adobe.com/reader/)

- [Windows Media Player:](https://support.microsoft.com/en-us/help/14209/get-windows-media-player)
- <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
- [Apple Quick Time Player:](http://www.apple.com/quicktime/download/) [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### **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 Blackboard 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.
- **Accommodations:**

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

### **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., Blackboard, VIA, hard copy).

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

No required upload.

## **Assignments and/or Examinations**

### **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 Sources (15 points)***

Students are to locate their state offices for Medicare, Medicaid, Social Security, and Vocational Rehabilitation. Provide the following:

- Agency name
- Agency address
- Agency phone
- Main home page URL for agency
- Description of agency (narrative)
- Eligibility requirements for the agency's funding (narrative)

#### ***AT Device Category Research Project (30 points)***

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.
- *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 & informational 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
<b>Total Points:</b>	<b>100 points</b>

### 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 Blackboard 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 undergraduate level:

A	=	95-100%
A-	=	90-94%
B+	=	87-89%
B	=	83-86%
B-	=	80-82%
C+	=	77-79%
C	=	74-76%
C-	=	70-73%
D	=	60-69%
F	=	< 60%

**\*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.

<i>SESSION</i>	<i>TOPIC</i>	<i>READING</i>	<i>ASSIGNMENT</i>
<b><i>Session 1</i></b> <b><i>8/23 - 8/29</i></b>	<b>AT Definition</b>	<b>Bouck (2017)</b> Chapter 1: pp. 1-12 <b>Draper (2010)</b> Chapters 1-3	<b><u>Session 1</u></b> Text Exploration Fiction Reading Online Learning



<i>Session 2</i> 8/30 - 9/5	<b>History &amp; Legislation</b>	<b>Bouck (2017)</b> Chapter 1: pp. 13-16; 20-21 <b>Draper (2010)</b> Chapters 4-6	<u>Session 2</u> Text Exploration Fiction Reading Online Learning
<i>Session 3</i> 9/6 - 9/12	<b>Speech &amp; Communication</b>	<b>Bouck (2017)</b> Chapter 3 <b>Draper (2010)</b> Chapters 19-22	<u>Session 3</u> Text Exploration Fiction Reading Online Learning
<i>Session 4</i> 9/13 - 9/19	<b>Mobility &amp; Positioning</b>	<b>Bouck (2017)</b> Chapter 4 <b>Draper (2010)</b> Chapters 29-33	<u>Session 4</u> Text Exploration Fiction Reading Online Learning
<i>Session 5</i> 9/20 - 9/26	<b>Sensory: Vision</b>	<b>Bouck (2017)</b> Chapter 6: pp. 125- top 138 <b>Draper (2010)</b> Chapters 11-14	<u>Session 5</u> Text Exploration Fiction Reading Online Learning
<i>Session 6</i> 9/27 - 10/3	<b>Sensory: Hearing</b>	<b>Bouck (2017)</b> Chapter 6: pp. end 138-148 <b>Draper (2010)</b> Chapters 15-18	<u>Session 6</u> Text Exploration Fiction Reading Online Learning
<i>Session 7</i> 10/4 - 10/10	<b>Information Access &amp; Input</b>	<b>Bouck (2017)</b> Chapter 5  <b>Draper (2010)</b> Chapters 23-28	<u>Session 7</u> Text Exploration Fiction Reading Online Learning
<i>Session 8</i> 10/11 - 10/17	<b>Academic Instruction</b>	<b>Bouck (2017)</b> Chapter 8	<u>Session 8</u> Text Exploration Fiction Reading Online Learning

<p><b>Session 9</b>  <b>10/18 - 10/31</b>  (2-week session)</p>	<p><b>Funding Assistive Technology</b></p>	<p>Andrew Leibs  <a href="#">Ten Ways to Fund Assistive Technology Purchases</a></p>	<p><u>Session 9</u>  Text Exploration  Online Learning</p> <hr/> <p><i>AT Funding Topic APPROVAL</i>  DUE DATE 10/24</p> <p><i>AT Funding Brochure</i>  DUE DATE 10/31</p>
<p><b>Session 10</b>  <b>11/1 - 11/7</b></p>	<p><b>Universal Design</b></p>	<p><b>Bouck (2017)</b>  Chapter 1:pages 17-20</p>	<p><u>Session 10</u>  Text Exploration  Online Learning</p>
<p><b>Session 11</b>  <b>11/8 - 11/14</b></p>	<p><b>Independent Living</b></p>	<p><b>Bouck (2017)</b>  Chapter 9: pp. 218-230</p> <p><b>Draper (2010)</b>  Chapters 7-10</p>	<p><u>Session 11</u>  Text Exploration  Online Learning</p> <hr/> <p><i>AT Device Topic APPROVAL</i>  DUE DATE 11/14</p>
<p><b>Session 12</b>  <b>11/15 - 11/21</b></p>	<p><b>Workplace Accommodations</b></p>	<p>Job Accommodation Network  <a href="#">Benefits and Costs of Accommodation</a></p> <p>Equal Employment Opportunities Commission  <a href="#">Recruiting, Hiring, Retaining, and Promoting People with Disabilities</a></p>	<p><u>Session 12</u>  Text Exploration  Online Learning</p>

<p><i>Session 13</i> 11/22 - 11/28</p>	<p><b>Assistive Technology Frameworks</b></p>	<p><b>Bouck (2017)</b> Chapter 2</p>	<p><u>Session 13</u> Text Exploration Online Learning</p>
<p><i>Session 14</i> 11/29 - 12/5</p>	<p><b>Final Assignments</b></p>	<p><b>AT Device Category Research Presentation</b> <i>DUE DATE 12/2 (Saturday)</i></p> <p><b>Comparison Chart</b> <i>DUE DATE 12/4 (Monday)</i></p> <p><b>Final Class Survey &amp; VIA Submission of AT Device Category Research Presentation (ONLY FOR 510)</b> <i>DUE DATE 12/5 (Tuesday)</i></p>	

### 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](mailto: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/>).
- [Learning Services \(learningservices@gmu.edu\)](mailto:learningservices@gmu.edu) - Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study strategy coaching, individualized programs of study, and referrals to tutoring resources. Presentations on a variety of academic topics such as time management, reading, and note taking are available to the university community. The programs are open to all George Mason University students free of charge.

### **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](mailto: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/).**