SCHEDULE
This course meets from 10/02/11 to 12/04/11 via the Internet

PROFESSOR
Yoosun Chung, Ph.D.
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Office location: Finley 205A
Office hours: by appointment
Email address: ychung3@gmu.edu (Email is the fastest and easiest way to reach me).

COURSE DESCRIPTION
Focuses on software evaluation and design for individuals with disabilities. Explores existing software resources, and identifies design features to meet individual’s special needs. Students will create a software program using existing authoring tools for a person with a disability. Class components may be delivered via distance education.

NATURE OF COURSE DELIVERY
This course consists of a variety of delivery modes to include lecture, product demonstration, hands-on lab experiences, software design & development, and direct, client-based service interactions.

STUDENT OUTCOMES
Upon completion of this course, students will be able to:
1. gather and organize software resources.
2. identify software features for individuals with disabilities.
3. design a software program with accessibility features.
4. create a software program with accessibility features.
5. outline and defend their software program and its use.
RELATIONSHIP OF COURSE TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATIONS

EDSE 525 is part of the George Mason University, Graduate School of Education, a Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education. The program aligns with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization in the United States. As such the curriculum for the course includes competencies for teaching students with disabilities from preschool through grade 12.

REQUIRED READING

The instructor will provide handouts and Internet sites. All course materials are available on the course Blackboard 9.1 site, http://mymason.gmu.edu.

The User Name is the first part of your Mason email address and the same password that you use to access your Mason email account. If you cannot log in or are having technical difficulties, please direct any technical problems to the ITU Support Center at 703-993-8870 or support@gmu.edu

DETAILED COURSE OUTLINE

<table>
<thead>
<tr>
<th>Module</th>
<th>Dates</th>
<th>Topic/ Learning Activities</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Oct 2 to 15</td>
<td>Topic: Introduction • Evaluating Educational Software • What makes a piece of software ‘special’? • What is meant by an accessibility feature? • Learner characteristics / areas of need</td>
<td>Please refer to the document “Module 1 Learning Activities” located on Blackboard. The “Getting to Know You” assignment is due 10/07. All others are due 10/15</td>
</tr>
<tr>
<td>2</td>
<td>Oct 16 to 29</td>
<td>Topic: Software Exploration (Part A) • Demonstration and review of existing educational software • Matching software with use characteristics</td>
<td>Please refer to the document “Module Two Learning Activities” located on Blackboard. All assignments are due 10/29</td>
</tr>
<tr>
<td>3</td>
<td>Oct 30 to Nov 5</td>
<td>Topic: Software Exploration (Part B)</td>
<td>Please refer to the document “Module Three Learning Activities” located on Blackboard. All others are due 10/29</td>
</tr>
</tbody>
</table>
### Exploration Continued

- Demonstration and review of special needs software including switch software, scanning, and life skills
- Online/offline Connection

Activities” located on Blackboard.

All assignments are due 11/05

<table>
<thead>
<tr>
<th>4</th>
<th>Software Design/Authoring Tools</th>
<th>Nov 6 to 12</th>
<th>Topic: Software Design / Authoring Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Flow charting</td>
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<td></td>
<td></td>
<td></td>
<td>Screen design</td>
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<td></td>
<td></td>
<td></td>
<td>Screen development</td>
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<td></td>
<td></td>
<td></td>
<td>Including accessibility features in design</td>
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<td></td>
<td></td>
<td></td>
<td>Begin review of authoring Programs</td>
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</tbody>
</table>

Please refer to the document “Module Four Learning Activities” located on Blackboard.

All assignments are due 11/12

<table>
<thead>
<tr>
<th>5</th>
<th>Authoring Tools</th>
<th>Nov 13 to 19</th>
<th>Topic: Authoring Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>IntelliTools</td>
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<td></td>
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<td>PowerPoint</td>
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<td></td>
<td>Pixie</td>
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<td></td>
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<td>Clicker &amp; Clicker Paint</td>
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</tbody>
</table>

Please refer to the document “Module Five Learning Activities” located on Blackboard.

All assignments are due 11/19

<table>
<thead>
<tr>
<th>6</th>
<th>Final project development</th>
<th>Nov 20 to Dec 4</th>
<th>Final project development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Independent work on final project</td>
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</tbody>
</table>

Final Project Rational Due 11/21

Final Project submitted to Blackboard by 12/4

### ASSIGNMENTS

#### Assignment Expectations

- 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.

- This semester we will be using Blackboard 9.1. Students login to Blackboard at [http://mymason.gmu.edu](http://mymason.gmu.edu). The User Name is the first part of your Mason email address and the same password that you use to access your Mason email account.

- If you cannot log in or are having technical difficulties, please direct any technical problems to the ITU Support Center at 703-993-8870 or support@gmu.edu
• All course materials are available on the course Blackboard site, http://mymason.gmu.edu
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 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 Upload Link” 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.

• 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.

• 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- DON’T DO IT WITHOUT PROPERLY CITING THE SOURCE!

GRADING CRITERIA

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

Assignment 1: Module Learning Activities components for a total of 60 points
Assignment 2: Implementation Project components for a total of 40 points

Total Possible Points 100
Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>100-95</td>
</tr>
<tr>
<td>A-</td>
<td>94-90</td>
</tr>
<tr>
<td>B+</td>
<td>89-86</td>
</tr>
<tr>
<td>B</td>
<td>85-83</td>
</tr>
<tr>
<td>B-</td>
<td>82-80</td>
</tr>
<tr>
<td>C</td>
<td>79-70</td>
</tr>
<tr>
<td>F</td>
<td>69 &amp; Less</td>
</tr>
</tbody>
</table>

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 also reflect a 10% response cost per day.

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

**Assignment 1: Module Learning Activities (60 points) Due: End of Each Learning Module**

The course is divided into learning modules. Each module lasts for 7 days, except Module One and Module Two which lasts 14 days. Within Module One through Five, students will complete a set of learning activities. These activities include course readings, website reviews, software explorations, and personal reflections. Students are expected to summarize, analyze, evaluate, and reflect on the presented course material. Assignments include posting reflections to various forums on the Discussion Board as well as submitting written assignments through the Upload Assignment Link on Blackboard.

The number and type of assignments vary within each module. A complete description of the Module Learning Activities including expectations and the point scale of the graded assignments for that module is posted within each Course Module section on the Blackboard course site.

**Assignment 2: Software Implementation Project (40 points) Due: Dec 4**

For the final project, students will apply their knowledge of software for individuals with special needs. 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 (via Blackboard) to their peers on the final day of class.

**Option 1: Develop a software program or App**

Students will design and develop a software program that is appropriate for individuals with disabilities. Students can choose to use one of several authoring programs, which include PowerPoint, Clicker, IntelliTools products, to name a few. Software programs will be evaluated based on layout quality and consistency, program content, appropriate use of student and teacher features, and accessibility through alternate access methods. Students will also create an offline activity that can be used in conjunction with the software program.
The operation of an App can be simulated using PowerPoint templates with interactive components. Directions will be provided.

The final project will be evaluated based on the following criteria (TOTAL 40 pts)

- Rationale/Storyboard 5 pts.
- Software Program 20 pts.
- Offline Activity 10 pts.
- Presentation 5 pts.

The detailed grading rubric for the final project will be posted on Blackboard.

**Option 2: Software and/or App Assessment**

Students will identify an individual with a disability to conduct a software assessment. Based on the individual’s learning needs, students will select 2-3 pieces of software to use with the individual over a 3-5 day period. Using a developed data collection method, students will instruct, observe, and evaluate the individual using the software program. Students will then write an assessment report identifying the strengths and limitations of the software programs (including access methods, data reporting options, and other software features). The report will also include 2-3 recommendations for other software programs that would be appropriate for the individual. The recommendations should include a brief program description, vendor information, and price. Students will also create an offline activity for at least one of the software programs used during the assessment. Students will present the highlights of their software assessment and their offline activity.

The final project will be evaluated based on the following criteria (TOTAL 40 pts).

- Rationale/data collection method 5 pts.
- Assessment Report 20 pts.
- Offline Activity 10 pts.
- Presentation 5 pts.

The detailed grading rubric for the final project will be posted on Blackboard.

**TaskStream Submission**

TaskStream (www.taskstream.com) is an electronic portfolio and assessment management tool that the Assistive Technology program is utilizing in part to meet accreditation requirements for the National Council of Accreditation of Teacher Education (NCATE) as well as for student portfolio evaluation purposes. EVERY student taking this course IS REQUIRED to upload and submit the signature assignment to TaskStream for evaluation by the end of the semester. Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete.
Directions for creating an account in TaskStream and submitting assignments are available on Blackboard.

The signature assignment(s) for this class is the: **Software Implementation Project**

<table>
<thead>
<tr>
<th>Levels/Criteria</th>
<th>Do Not Meet Expectations (value: 1.00)</th>
<th>Meets Expectations (value: 2.00)</th>
<th>Exceeds Expectations (value: 3.00)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation</td>
<td>Failure to demonstrate knowledge and skills in the application of assistive technology tools including researching, developing, designing, and/or evaluating a series of AT solutions that match the needs of target individual(s).</td>
<td>Includes and clearly describes the following elements: a) Demonstrates knowledge and skills in using specific assistive technology tools. b) Provides an overview of target individual(s) in need of AT support, including strengths and needs c) Researches, develops, designs, and/or evaluates a series of AT solutions that match the needs of target individual(s) d) Summarizes and presents individual case in written form.</td>
<td>Few errors in written content and format. Provides in-depth understanding and application in the selection and application of specific AT tools that match the needs of a target individual(s) in need of AT support.</td>
</tr>
</tbody>
</table>

**GMU POLICIES AND RESOURCES FOR STUDENTS**

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].
- b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].
- c. Students are responsible for the content of university communications sent to their George Mason University 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.
d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students’ personal experience and academic performance [See http://caps.gmu.edu/].

e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUE COMMITMENT

The College of Education & 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/