Instructor: Cynthia Feist  
Course Dates: July 6, 7, and 9 from 4:30 to 7:10 PM and August 20 from 4:30 to 5:50 PM  
Course Location: Krug 205  
Phone: Office: (703) 993-3670, Home (703) 777-5095  
Email: efeist@gmu.edu or FeistyOT@aol.com  
Office Hours: By appointment, Krug Hall, Room 110A

Course Materials

Course information, lectures, and readings will be posted on Blackboard at http://blackboard.gmu.edu. Additional readings will be handed out in class. There is no required textbook, but there is a $40 lab fee (check payable to George Mason University) for tools and project materials.

Course Description

A focus will be made on functional applications of low-technology solutions within the areas of self-care; mobility and transfer; communication; stability and support; sports, recreation, and leisure; and academic and work environments. The course will include exploration and opportunities to design and create low-tech devices for children and adults.

Course Objectives

At the completion of the course students will:
1. Have knowledge of the continuum of high to low-tech assistive technology solutions
2. Be able to identify potential needs within six areas of function
3. List potential low-tech solutions within each of the six areas of function
4. Be able to plan, design and build appropriate low-tech solutions

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.

**Council for Exceptional Children’s Professional Technology Standards**

2K1: Impact of technology at all stages of development on individuals with exceptional learning needs.

7S4: Design, fabricate, and install assistive technology materials and devices to meet the needs of individuals with exceptional learning needs.

**GSE Syllabus Statements of Expectations**

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See [http://gse.gmu.edu](http://gse.gmu.edu) for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See [http://mail.gmu.edu](http://mail.gmu.edu) and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

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**Course Outline**

1st Class  
Tuesday, July 6  
• Course Orientation  
  • Hierarchy of ‘No-to-High Tech’; Smart-Tech Approach; Positioning; Accessing materials; Slantboards; Pointers and Mouthsticks; Mounting devices; Switches  
  • Switch Development Workshop  

2nd Class  
Wednesday, July 7  
• Transfers and Mobility; Self-care; Academic Environment; Work Environment  
  • Battery-Operated Toy/Device Adaptation Workshop  

3rd Class  
Friday, July 9  
• Communication; Sports, Recreation, and Leisure  
  • Adapting Books, Reading Materials, and Educational Activities Workshop  

4th Class  
Friday, August 20  
• Student Presentations of Final Project
Assignments and Evaluations

Students will be evaluated on the following:

1. **Low-tech, make-and-take class projects** (15 points per project for a total of 45 points)

   Students will make assigned projects that are to be completed in each class (total of 3).
   - Notebook switch *(July 6)*
   - Adapted battery-operated toy/device *(July 7)*
   - Adapted book/reading materials/educational activity *(July 9)*

2. **Store exploration assignment** (20 points)

   Send an electronic copy to Blackboard’s Digital Drop Box or to my email by August 13. Make copies to share with the class on August 20.

   Visit a store of your choice (toy, dollar, hardware, kitchen, office supply, electronic, etc.) and compile a list of items that are not designed to be used adaptively, but could be useful in a specific situation as a low-tech solution. The list should include 10 different entries including:
   - Store name and location
   - Item name and description (if possible, provide a picture or drawing)
   - Description of a situation for potential need and use of this item
   - Description of how the item could be used adaptively as a low-tech solution

3. **Final project** (35 points)

   Design and create a low-tech assistive device for an individual with a disability and do a PowerPoint presentation to the class, including a demonstration of the device, on August 20 that:
   - Describes the user
   - Describes the purpose of the device and how to customize the device to meet the user’s needs
   - Describes how to create the device
   - Discusses a potential implementation plan to use the device with the user

   Make copies of your PowerPoint presentation to share with the class. Also, please send an electronic copy to Blackboard’s Digital Drop Box or to my email.

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**Grading Scale**

A = 90-100  
B = 80-89  
C = 70-79  
D = 60-69  
F = <69