INSTRUCTOR(S):

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COURSE DESCRIPTION
This course focuses 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. It includes exploration and opportunities to design and create low tech devices for children and adults. Knowledge and awareness components may be delivered via distance learning.

NATURE OF COURSE DELIVERY
Learning activities in this class will include the following:

1. Class lecture, discussion and participation
2. Group and independent laboratory activities
3. Class presentations
4. Written papers using the American Psychological Association format (5th edition)

STUDENT OUTCOMES
At the completion of this course the students will:

1. Describe the continuum of technology and where low tech solutions fit within the continuum.
2. Explain the seven areas of human function and the application of low tech solutions for a variety of disabilities.
3. Develop basic knowledge of the types of unique challenges often associated with a variety of disabilities.
4. Design, plan, and construct appropriate low tech solutions for the unique needs of varying disabilities.
5. Demonstrate the ability to utilize the principles of low tech solutions to adapt items not typically designed to be used in an adaptive manner.
RELATIONSHIP OF COURSES TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATIONS

This course is part of the George Mason University, Graduate School of Education, and Special Education Masters Degree Program.

REQUIRED TEXTS / READINGS:

- Additional readings will be posted on Blackboard within each Module.
- There will be a $20 lab fee (checks only-payable to George Mason University) for tools and project materials. Checks are due on July 9, 2010 at the start of class.

This semester we will be using Blackboard CE6. Students login to CE6 at http://courses.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. How-To-Guides are available at http://irc.gmu.edu/CE6Transition/index.html. 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.

ASSESSMENT OF COURSE REQUIREMENTS

All assignments should be word-processed and are due at the start of the class on the dates indicated including assignments submitted through Blackboard. Consult the instructor in advance if there is a problem. In fairness to students who make the effort to submit papers and assignments on time, there will be a 10% cost reduction per day for late assignments. (For example, a 20 point assignment will lose 2 points per day while a 50 point assignment will lose 5 points per day.) 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 GMU 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.

1. It is recommended that students retain ELECTRONIC copies of all course products to document their progress through the GSE ED/LD/MR and/or SD licensure program. Products from this class can become part of your individual professional portfolio used in your portfolio classes that documents your satisfactory progress through the GSE program and the CEC performance based standards.

2. The signature assignment required for this course (Case Study Project) must be submitted electronically to Mason's NCATE management system, Task Stream: (https://www.taskstream.com). NOTE: Every student registered for any EDSE course as of the Fall 2007 semester is required to begin submitting signature assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at http://gse.gmu.edu/programs/sped/ . Failure to submit the assignment to TaskStream will result in reporting the course as Incomplete (IN).
NOTE:
If you need course adaptations or accommodations because of a disability, or if you have emergency medical information to share with me or need special arrangements, please call and/or make an appointment with me the first week of class.

COURSE EXPECTATIONS

1. Students are expected to:
   • attend all classes during the session
   • arrive on time
   • stay for the duration of the class time
   • complete in class lab assignments
   • complete Blackboard discussion boards and other assignments.
2. Use APA guidelines for all course assignments. This website links to APA format guidelines. http://www.psywww.com/resource/apacrib.htm. In particular, it is expected that you know how to paraphrase and cite information appropriately too meet both APA guidelines and to avoid plagiarism. This website provides some useful information on how to avoid plagiarism in your writing. http://collegeboard.com/article/0,3868,2-10-0-10314,00.html
3. We will use person-first language in our class discussions and written assignments (and ideally in our professional practice). Please refer to “Guidelines for Non-Handicapping Language in APA Journals” http://www.apastyle.org/disabilities.html

COURSE ASSIGNMENTS

Students will be evaluated for the timely completion of the following:

1) **Weekly online reading assignments** (24 points)
   **Due Date:** Ongoing
   **Submit an electronic response via the Discussion Posting Link on Blackboard.**
   - Students will be responsible for completing the online weekly reading assignments. You will be expected to post your response to the weekly question on Blackboard. You will also be responsible for commenting on 3 additional posts as well. You are expected to be creative and original in your comments. Responses should demonstrate knowledge of the required reading assignment and synthesis of the information.

2) **Low Tech, Make It Take It Class Projects** (11 points)
   **Due Date:** July 9 & 10
   **Completion of all lab activities is required.**
   - Students will make assigned projects during the face-to-face lab classes. Students will be graded on participation in labs and completion of all projects.
3) **Store Exploration Project**  (30 points)

   **Due Date:** July 16

   Submit electronic copy via *Assignment Submission Link on Blackboard*

   Submit electronic copy of *Store Exploration Project Rubric* via the *Assignment Submission Link on Blackboard.*

   This project may be done in Microsoft Word or Power Point.

   • Students will be expected to visit a store of their choice (dollar store, toy store, hardware store etc.). They will compile a list of items that are not typically designed to be used in an adaptive manner, but could be useful given an assistive needs scenario. The list should include 10 different items that you have found that you can adapt using low technology principles. Be sure to include:

   1. Store name and location
   2. Item name and description of item with **photograph**
   3. Photograph of its location in the store
   4. Description of how the item could be used adaptively, addressing one of the 6 design areas of function, to become a low tech solution for an individual with a disability.
   5. Researched description of the needs of the disability and how the item would enable access for the individual.
   6. Use APA style format; graduate level grammar, punctuation, spelling, etc.

4) **Final Project- Case Study**  (35 points)

   **Due Date:** July 23

   Submit electronic copy via the *Assignment Submission Link on Blackboard.*

   Submit electronic copy of *Case Study Project Rubric* via the *Assignment Submission Link on Blackboard.*

   • Students will be assigned a Case Study scenario. They will be expected to design a piece of low-tech equipment that will address the assistive technology needs they have been presented. The student will be expected to complete a Power Point Presentation that encompasses the following: (Please refer to the grading rubric)

   1. Describes the user & the accessibility need.
   2. Identifies the 7 areas of function that are impacted; discuss the rationale; demonstrate evidence of research based knowledge of the disability and potential needs.
   3. Describes the proposed device and its purpose. Provide a rationale for its implied use, and how the device was customized to meet the user’s unique needs.
   4. Describes step by step construction, including detailed pictures/photo’s.
   5. Use APA style format; graduate level grammar, punctuation, spelling etc.

**General Assignment Expectations**

• It is expected that students have continual access to a high-speed Internet connection and an active email account for the duration of this course (June 28- July 23).
• All course materials are available on the course Blackboard site, http://courses.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 Submission 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.

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA:

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

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS

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

1. Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

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

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

4. 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 or call 703-993-2474 to access the DRC.