



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

Summer 2014

EDAT 531 B01: Assistive Technology in the Workplace

CRN: 41790, 3 - Credits

Instructor: Dr. Kristine Neuber	Meeting Dates: 6/2/2014 - 7/22/2014
Phone: 703-993-5254	Meeting Day(s): Asynchronous
E-Mail: kneuber@gmu.edu	Meeting Time(s): Asynchronous
Office Hours: Mon. 1:00 – 4:00 or by appointment. – online or in-person.	Meeting Location: NET

***Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

Instructional Method

EDAT 531 is an asynchronous online course. Using Blackboard, students are expected to complete assignments weekly and be engaged in course activities throughout the semester.

Course Description

Provides an overview of workplace accommodations, functional barriers commonly experienced in the workplace, assistive technology, ergonomic strategies, and universal design approaches to improve performance of work activities for individuals with disabilities, including but not limited to mobility, dexterity, sensory, communication, and cognitive impairments. Field experience may be required.

Prerequisite(s): None

Co-requisite(s): None

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special

Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

DELIVERY METHOD:

This course will be delivered online using an **asynchronous** format via the Blackboard learning management system (LMS) housed in the MyMason portal (<https://mymasonportal.gmu.edu>). You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password. The course site will be available on (6/2).

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- 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.
- The following software plug-ins for PCs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
 - Adobe Acrobat Reader: <http://get.adobe.com/reader/>
 - Windows Media Player: <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>
 - Apple QuickTime Player: www.apple.com/quicktime/download/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

EXPECTATIONS:

- This course is taught completely online in an Asynchronous format, meaning that there is not a fixed meeting day or time. It is taught using weekly modules that include instructional materials and activities. You may login to complete work anytime during the week. New weekly modules will be posted by 4:30 PM on each Monday beginning June 2. Due dates for module activities will vary. They will be clearly marked within the module. Please see the course schedule for more detailed information regarding topics covered and due dates for major assignments.
- **Log-in Frequency:**
 - Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.

- **Participation:** Students are expected to actively engage in all 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.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course. Contact ITU (<http://itservices.gmu.edu/help.cfm>) at (703) 993-8870 or support@gmu.edu.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **at least three times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Netiquette: Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

Nature of Course Delivery

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

Field Experience Requirement

A Field Experience is a part of this course. Field Experiences may include observations, interviews, and/or trainings within community environments. All students who are directly interacting with individuals as part of their field experience must complete the CEHD Field Experience Form.

REQUIRED PROCEDURE FOR ALL STUDENTS ENROLLED IN THIS COURSE: Please Complete the online field experiences form [<http://cehd.gmu.edu/endorse/ferf>] at the beginning of the semester (if not before) and complete the information requested REGARDLESS if you need assistance in 'finding' an individual for the project/case study or not. This information is required by the state. Information on how to do this for this particular course will be provided in the first Learning Module.

OPTION 1: Request a SCHOOL-BASED placement online through the Clinical Practice Office **[NOT LIKELY for EDAT courses]**

- Complete the online request form and indicate that you need a field placement. It is important that you do this within the first two weeks of classes so that the field placement office has sufficient time to find a placement for you.

OPTION 2: Arrange for YOUR OWN placement AND complete the online field placement form indicating that you do not need assistance finding a placement. – **This is the option you will need for this class.**

a. I work in a school setting and would like to complete my course assignment in my school or with one of my own students.

→Although you are already a school employee, you should request permission from your principal BEFORE you begin your assignment.

b. I don't work in a school setting, but I have a friend or classmate who does and I would like to complete my course assignment in their school or with one of their own students.

→You need to ask the SCHOOL EMPLOYEE to request permission from the principal BEFORE you begin your assignment. (The guest GMU student should NOT contact the principal directly). The school employee needs to send an email that indicates principal consent to the course instructor so it can be forwarded to the CEHD field experience office at fieldexp@gmu.edu.

c. **I know a student/client outside of a school setting that I would like to work with for the assignment.**

→If applicable, you need to obtain consent from the parent of a minor or the guardian of a protected adult and forward written consent to the CEHD field experience office at fieldexp@gmu.edu.

Learner Outcomes

- Review existing workplace accommodation tools and ergonomic assessments.
- Locate resources and assistive technologies in the area of workplace accommodations
- Identify potential job accommodations within a given workplace environment
- Conduct a customized training of how to use a workplace accommodation for an individual with a disability, their family, employer, or other professional who works with individuals.

Required Textbooks

de Jonge, D., Roger, S. & Scherer, M. (2006). *Assistive technology in the workplace*. St. Louis, MO: Elsevier Mosby.

Required Resources

JAN Accommodation Network: a service of the U.S. Department of Labor's Office of Disability Employment Policy. <http://askjan.org>

Course Relationships to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), 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 assistive technology. The primary AT Program standards that will be addressed in this class include the following: Standard 2: Knowledge and Skills and Standard 4: Practical Experience
*NOTE: NCATE Assessments (in many but not all courses) may address additional AT Program standards.

GMU POLICIES AND RESOURCES FOR STUDENTS:

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- 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 VALUES 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. [See <http://cehd.gmu.edu/values/>]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

Course Policies & Expectations

Attendance. Students must login each week at least 2 times during the module time period in order to complete activities and check for any announcements. Due dates for all activities will be clearly noted within the module.

Late Work. Late assignments will be given a 10% cost reduction per day following the due date. (For example, a 10-point assignment will lose 1 point per day while a 30-point assignment will lose 3 points per day.) At the instructor's discretion, students may be given the opportunity to resubmit an assignment however they are not eligible for full credit. Some activities within modules will be time sensitive and therefore cannot be submitted late - these activities will be noted.

TaskStream Submission – There is no TaskStream Assignment Submission Required for this course.

Grading Scale

Grade	Points
A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C	70-79
F	<70%

Performance-based Assignments

- 1. Weekly Online Modules 40
- 2. Workplace Device Comparison 10
- 3. Environmental Workplace Review 20
- 4. Workplace Accommodation Instructional Plan 30

TOTAL POINTS..... 100

Performance-based Assignment Requirements - *Specific Grading Rubrics for Assignments are posted on blackboard.*

1. Weekly Learning Modules (40 Points) – See Learning Modules for weekly Due Dates

Students must access online class on Blackboard weekly and complete posted activities for all learning modules. Learning modules are divided into instructional lessons and lab activities. Lesson and lab activities may include PowerPoint presentations of content; Internet searches/research assignments, video exploration and viewing, community exploration, response tasks and construction activities. New learning modules will be

posted each week on Monday by 4:30 PM. All activities are due by the end of the module period listed in the proposed course schedule, unless otherwise specified in the learning module instructions. Points for each learning module will vary depending on activities. Point value for each activity within the module will be provided.

2. Workplace Device Comparison (10 Points) – Due June 16 by Midnight

Select a device category by June 11th – in Module II Activities.

Students will produce a comparison report on three specific workplace devices that identify unique device features and functionalities within a single category of workplace technology. The comparison report should include:

- Description and purpose of the *category* of workplace technology (hardware or software).
- Details on each specific device (i.e., device name, cost, contact, description, features)
- Discussion comparing and contrasting the 3 devices with regard to individual features and functionalities

3. Environmental Workplace Review (20 Points) - Due July 7 by Midnight

Select an environment for review by June 29th – In Module IV Activities.

Students are to identify a workplace environment and conduct a review of existing and potential accommodations from the perspective of 3 disability areas. The review will begin with a photograph or other graphic display of the environment along with a listing of existing accommodations. Additional accommodations that could potentially be beneficial to the environment for supporting an employee in each of the disability areas will be identified. Students will prepare a detailed listing of these accommodations along with a brief rationale as to why each was selected.

4. Workplace Accommodation Instructional Plan Project (30 Points) – Due July 20 by Midnight

Select individual/workplace and technology for plan by June 23th In Module III Activities.

Students are required to create an instructional plan for training the application of a workplace accommodation. The purpose of the plan is to introduce the use of this accommodation to a potential user (i.e., individual with disability; their parent, other family member, employer; or a professional working with an individual with a disability). The designated accommodation may be either approved through a selection process or specifically assigned by the instructor. This plan itself should be submitted as a text document and include the following:

- a. Accommodation Overview

Candidate provides a description of the assistive technology accommodation. The description should include the purpose of the accommodation, its features and functionality, and its vendor/contact information or on-line resource.

b. User Characteristics & Needs

Candidate provides a rationale for selecting the user/individual(s) for which they are designing the training. A listing of the user's prerequisite skills as well as the needs they have for potentially using the accommodation will be outlined. Consideration of diverse needs of both the user in training as well as those that may be affected by the training should be addressed.

c. Customized Training

Candidate designs a training plan customized specifically for the user that is to be trained. The plan should include: *goal(s)* of the 1 hour training, *objectives* for each section or topic being trained and allocated *timeframe* for each, a listing of training *materials*, *procedural steps* for the training that integrate *evidence-based strategies* and *data* collection, and additional *resources* for the user to take with them following the training.

d. Demonstration

Candidate records a 2-3 minute video documenting a portion of the training that shows the candidate demonstrating the use of the accommodation. The video will accompany the Instructional Plan write-up as evidence the candidate has proficiency in the use of the accommodation.

e. Reflection

Candidate provides a reflection on the implementation of the training from both the candidate/instructor and the user/student perspective. The reflection will also include of a listing of what would be done differently if the training were repeated, what steps should be taken if additional training was needed and what potential professional development needs that the candidate/trainer might require to provide additional training.

f. Community Impact

Candidate discusses the potential impact their accommodation training could have on individuals with disabilities, their families, their employers and communities across environments, settings and life span.

Proposed Schedule

Topics	Readings & Assignments Note Additional Readings/Resources will be included in Module Activities
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<p align="center">Module I: June 2 - June 9</p>	<p align="center">Introduction to Workplace Accommodations</p>	<p>Readings: Chapters 1 & 2 Explore: http://www.cap.mil/Solutions/Index.aspx Look through the accommodation solutions listed in a window at the bottom of the page.</p>
	<p align="center">Laws and Regulations</p>	<p>Reading/Review: Review: <i>The ADA, Titles I and V-</i> http://www.eeoc.gov/laws/statutes/ada.cfm Read: <i>The ADA: Your Responsibility as an Employer-</i> http://www.eeoc.gov/facts/ada17.html Read: <i>The ADA: Your Employment Rights as an individual-</i> http://www.eeoc.gov/facts/ada18.html Assignment: Weekly Online Module Activities</p>
<p align="center">Module II: June 9 – June 16</p>	<p align="center">Matching Technology to User Needs & Resources</p> <p align="center">Disability Etiquette & Workplace Culture</p>	<p>Readings: Chapter 3, 4 & 9</p>
<p align="center">Module III: June 16 - June 23</p>	<p align="center">Ergonomics</p> <p align="center">Universal Design</p>	<p>Readings: <i>Accommodation and Compliance Series: Ergonomics in the Workplace-</i> http://askjan.org/media/ergo.html Readings: <i>Universal Design and Assistive Technology in the Workplace-</i> http://askjan.org/media/eaps/udatEAP.doc <i>Universal Design and Assistive Technology as Workplace Accommodations: An Exploratory White Paper on Implementation and Outcomes-</i> http://askjan.org/research/JANUDATWhitePaper.doc Assignment: Weekly Online Module Activities Workplace Device Comparison Due 6/16 by Midnight</p>
<p align="center">Module IV June 23 – June 30</p>	<p align="center">Mobility: Accessing the Work Space & Office</p> <p align="center">Mobility: Accessing the Office Environment</p>	<p>Review: <i>JAN Webcast: Workplace Accommodations for Employees who Use Mobility Devices-</i> http://askjan.org/webcast/index.htm#Mar13 Readings: <i>Employees Who Use Wheelchairs-</i> http://askjan.org/media/downloads/WheelchairA%26Cseries10.pdf Assignment: Weekly Online Module Activities</p>
<p align="center">Module V</p>	<p align="center">Accommodating</p>	<p>Reading: <i>Employees with Hearing Loss-</i></p>

<p>June 30 – July 7</p>	<p>Communication</p>	<p>http://askjan.org/media/downloads/HearingA%26CSeries.doc Review: <i>Employees with Hearing Loss- Sections- Difficulty Communicating by Telephone-</i> http://askjan.org/media/downloads/HearingA%26CSeries.doc <i>Accommodation Ideas-</i> http://askjan.org/soar/hearing/hearingex.html Assignment: Weekly Online Module Activities Environmental Workplace Review Due July 7 by Midnight</p>
<p>Module VI July 7– July 14</p>	<p>Transportation: Accommodating Travel & Telework</p>	<p>Review: Telecommuting/Telework/Work at Home-http://askjan.org/topics/telework.htm Accommodating Job-Related Travel- http://askjan.org/corner/vol01iss15.htm Assignment: Weekly Online Module Activities</p>
<p>Module VII July 14 – July 20</p>	<p>Accommodating the Aging Employee</p>	<p>Reading: <i>Accommodation and Compliance Series: Employees who are Aging-</i> http://askjan.org/media/aging.html <i>Effective Accommodation Practices Series: Employees Who Are Aging-</i> http://askjan.org/media/eaps/employmentageEAP.doc <i>Our Aging Workforce: A Look at the Benefits of Job Accommodation-</i> http://askjan.org/corner/vol03iss03.htm Workplace Accommodation Instructional Plan Due by July 20 by Midnight – no late assignments accepted. – must be available for peer review.</p>
<p>Module VIII July 21</p>	<p>Final Project Peer Review & Course Evaluation</p>	<p>Assignment: Review of peer Workplace Accommodation Instructional Plan Projects – Due by July 22nd at Midnight.</p>