



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

Fall 2015

EDAT 610 DL1: Designing Adapted Environments

CRN: 77291, 3 - Credits

Instructor: Ms. Cindy George	Meeting Dates: 08/31/15 - 12/21/15
Phone:	Meeting Day(s): Monday, 9/21, 11/2, & 12/7 ONLY
E-Mail: cgeorge4@gmu.edu	Meeting Time(s): 4:30pm – 7:10pm
Office Hours:	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.*

Course Instructional Method

EDAT 610 is a combination synchronous and asynchronous course. Using Blackboard, students are expected to complete assignments weekly and be engaged in course activities throughout the semester. In addition, students are expected to connect in real time for synchronous class meetings on the following dates using Blackboard Collaborate.

Course Description

Provides an overview of environmental adaptations for individuals with disabilities to increase their access to community, workplace, and school activities. Covers legal issues within the ADA for adapting environments and addresses programmatic and physical access issues. Field experience is required. Prerequisite(s): EDAT 510. Notes: Field Experience required. Hours of Lecture or Seminar per week: 3 Hours of Lab or Studio per week: 0

Prerequisite(s): EDAT 510: Introduction to Assistive Technology

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.

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

DELIVERY METHOD:

This course will be delivered online using primarily an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. 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 (8/28/14) and begin Monday, 8/31/15.

In addition to the asynchronous classes, there will be three class sessions held synchronously from 4:30 – 7:10 PM on 9/21, 11/2 and 12/7.

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

TECHNICAL EXPECTATIONS:

- **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.

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.

Field Experience Requirement

A Field Experience is a part of this course. A field experience is a variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, and/or conduct research. Field experiences may occur in off-campus settings, such as schools (NCATE, 2008). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE

1. Prior to representing George Mason in off-campus settings, visit this site: <http://cehd.gmu.edu/teacher/internships-field-experience>. The site has a comprehensive PowerPoint on the registration process and tips for a successful field experience. This is called the Field Experience Presentation. View this.
2. Complete the online field experience registration 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/assignment or not. This information is required by the state. It is important that you do this within the first two classes so that the Clinical Practice Office has sufficient time to find a placement for you.

Please indicate how your placement will be arranged.*

- I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies).
- I have been assigned a placement by my program for my field experiences (including observations and/or case studies).

- I will arrange my own field experience (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.
- I will arrange my own field experiences (observations and/or case studies) because I am conducting a case study or individualized child portfolio with an individual outside of the school system (Special Education, Early Childhood Education PK-3, Dual Licensure Early Childhood Education PD-3 and Early Childhood Special Education only).
- I will arrange my own placement for my field experiences (including observations and/or case studies) because my instructor has offered access to a student(s) inside of a school system.

Fields marked with * are required. Your preferences may not be guaranteed.

NOTE: When selecting options of “I will arrange my own...” you will be asked to specify further, and/or identify the region and/or school of your arrangement. You will also be asked to obtain permission from a school principal or school administrator. Students should keep this documentation.

- I understand that I must obtain permission from my principal/school administrator.

NOTE: It is not recommended that you work with your own child.

NOTE: If you selected the last option above, an email from the host teacher and the administrator is required to be sent to cuanseru@gmu.edu. The email serves as documentation of the approval. The administrators must approve all visitors in their school.

Learner Outcomes

Upon completion of this course, students will be able to:

- Locate resources for adaptive environments.
- Discuss the optimal layout design of an accessible workstation.
- Apply the principals of universal design in assessing environments.
- Conduct a functional needs assessment of an environment.
- Design an adaptive environment within a community organization.

Required Textbooks

There is no required text.

Digital Library

Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted.

Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at Molly.Haines@pearson.com.

Required Readings

Center for Universal Design (2011). *Principles of universal design*. Retrieved from North Carolina State University Web Site: <http://design-dev.ncsu.edu/openjournal/index.php/redlab/article/viewFile/130/79>

Institute for Human Centered Design (2011). *ADA checklist for readily available barrier removal*. (NIDRR grant number H133A060092-09A). Boston, MA: New England ADA Center. Retrieved from <http://www.adachecklist.org/doc/fullchecklist/ada-checklist.pdf>

U.S. Department of Defense (n.d.). *Workplace ergonomics reference guide 2nd edition: A publication of the computer/electronic accommodations program*. Retrieved from http://cap.mil/Documents/CAP_Ergo_Guide.pdf

Access Virginia: Virginia's Accessible Housing Resource <http://www.accessva.org>

U.S. Department of Housing & Urban Development (2008). *Fair housing: Equal opportunity for all*. Retrieved from http://portal.hud.gov/hudportal/documents/huddoc?id=DOC_11868.pdf

U.S. Department of Justice (2010). *2010 ADA standards for accessible design*. Retrieved from http://www.ada.gov/2010ADASTandards_index.htm

Wirkus-Pallaske, M., Reed, P., & Stokes, S. (2000). *Wisconsin Assistive Technology Initiative*. Oshkosh, WI: Wisconsin Assistive Technology Initiative.

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 3: Assessment and Planning, Standard 4: Practical Experience, and Standard 5: Professional Practice and Collaboration.

*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 EXPECTATIONS

- **Course Week:** Because online **asynchronous** courses do not have a “fixed” meeting day, our week will go from Monday to Monday starting 8/31/15.
- **Log-in Frequency:** Students are expected to log in to the Blackboard course and their GMU email for communications from the instructor, at least 2 times per week.
- **Workload:** 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. Students struggling to complete work on time or who appear to not be engaging with course content will be asked to conference with the instructor.
- **Modules 1 & 2:** Posted activities and assignments within each module for Weeks 1 and 2 will receive total point credit if the assignment is submitted on-time noted ‘complete,’ as indicated by the feedback submitted the instructor through Blackboard. If a revision is recommended, also submitted as feedback on Blackboard, ½ credit will be given until that work is resubmitted and complete.
- **Environmental Functional Needs Review & the Environmental Adaptation Screening Project:** Due dates are listed within the course Schedule (found at the end of the syllabus) as well as within each assignment as it is listed on Blackboard.

All work submitted late will automatically receive ½ credit unless arrangements are made in advance with the instructor.

Course Policies & Expectations

Attendance.

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.

Work will not be accepted if work is submitted a week past the due date.

All work submitted late will automatically receive ½ credit unless arrangements are made in advance with the instructor.

Blackboard Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, Environmental Adaptation Screening Project to Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

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

Modifying the Environment Module	20
Modifying the Home Environment.....	20
Environmental Functional Needs Review	25
Environmental Adaptation Screening Project.....	35
TOTAL POINTS	100

The following grading scale will be used at the Graduate level:

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

Assignments

Performance-based Assessment (Blackboard submission required).

The signature assignment(s) for this class is: *Environmental Adaptation Screening Project*.

Please see specific assignment description below.

Performance-based Common Assignments (No Blackboard submission required).

There are no common assignments with other classes.

Other Assignments.

Modifying Modules 1 & 2 (10 points each; total 20 points)

Students must access the modifying the environment module and complete posted activities on Blackboard for Weeks 1 & 2. Posted activities within Module 1 & 2 will include PowerPoint presentations of content, Internet search/research assignments, video exploration and viewing, and case study activities. *Due at the beginning of the following week's date.*

Environmental Adaptation Preparation- Notes & Plan

(Notes/Plan each =10 points; total 20 points)

Students will access the *Environmental Adaptation Preparation* presentation and submit notes taken from its content *prior to* the Synchronized class session on the 9/21. During the synchronized session, the class will discuss the Project, prepare a Project Plan, and assigned team participants. Team members must then further develop their section and submit the specific plan as a whole during the synchronous session.

Environmental Functional Needs Review (25 points)

Students will select an environment and conduct a functional needs assessment. The assessment can be performed in a home, school, community, or workplace environment. Using principles of design, students will identify accessibility issues related specifically to three disability areas of their choice, plan a systematic approach for their resolution, and provide a visual representation of the specific environment. An observation form will be posted on Blackboard that can be modified to fit the environment observed.

Environmental Adaptation Screening Project (35 points)

(Performance Based Assessment)

Students are required to participate as a team member to complete an assistive technology screening for a community organization that services individuals with disabilities. The screening will consist of the following:

a. User Needs within Environment

Student helps the class as a whole develop the goals of the proposed AT screening using information presented by the targeted organization. The class then divides into teams; one team associated with one goal. The student assists their team in the development of specific outcome objectives associated with the assigned goal. The objectives are formulated following interviews with the organization's representatives, other organizational personnel and individuals who have disabilities and/or family members who potentially will benefit from the environmental screening.

b. Identify Assistive Technology Suggestions and Recommendations

Team members are assigned to research specific objectives. The student considers the organization's interests, preferences, and needs to research and match technologies and strategies that may prove beneficial in supporting the screening objective. Attention to technology that spans within the hierarchy of no-tech to high-tech solutions that can also be used within different settings is made. Using Blackboard's Discussion Board, the student communicates weekly with other team members to plan, research and share technology selections and rationale. A mid-semester meeting with the instructor will review student's team progress and individual student's preparedness.

c. Environmental Screening Report Writing

The environmental screening report will include the following sections:

- Community Organization Information
- Desired Goals & Objectives
- Interviews
- Observations
- Suggestions/Recommendations

The student collaborates with other team members to professionally write either the Interview or the Observation section of the final report for their team. The student individually produces their Suggestion/Recommendation section for the objective to which they are assigned. These recommendations include: a rationale for selection, description, a photo and vendor info (if applicable), and pros/cons in terms of acquisition and implementation.

- The written report will be submitted to instructor as a draft and reworked prior to its submission to the community organization. (*Draft due Wednesday, 11/25*)
- An oral presentation of the report will be expected of each section of the report by team members. This presentation should be supported by PowerPoint and be presented during the final synchronous class meeting (12/7/15 at 4:30 – 7:10 PM).

All Final Work Due 12/11/14

Grading Rubric

Assignment Requirements	Points	Comments
<i>COMMUNICATION</i> (9 points)		
Mid-Semester Meeting4 pts		
Class Communication via Blackboard5 pts		
<i>REPORT</i> (20 points)		
Introduction of environment3 pts		
Interview of organization professionals and clients3 pts		
Observational summary of the environment3 pts		
Identification of potential assistive technology solutions4 pts		
Rationale of selection of assistive technology solutions4 pts		
Literature to support report.....3 pts		
<i>PRESENTATION</i> (6 points)		
Summary of report content & findings2 pts		
Oral presentation of report2 pts		
Visual presentation of report content & findings via PowerPoint2 pts		
Total Points (out of 35 possible)		

Schedule

	Topic(s)	Readings & Assignments
Week 1 8/31 - 9/6	<p><i>Introduction to Environmental Adaptation</i></p> <ul style="list-style-type: none"> • Ergonomics • ADA • Universal Design 	<p><u>Assignment:</u> Module 1: Modifying the Environment</p> <p><u>Readings:</u> Workplace Ergonomics Reference Guide http://cap.mil/Documents/CAP_Ergo_Guide.pdf 2010 ADA Standards for Assessable Design http://www.ada.gov/2010ADASTandards_index.htm The Principles of Universal Design http://design-dev.ncsu.edu/openjournal/index.php/redlab/article/viewFile/130/79</p>
Week 2 9/8 – 9/13	<p><i>Home Modification</i></p> <ul style="list-style-type: none"> • Around the Home • Fair Housing 	<p><u>Assignment:</u> Module 2: Modifying the Home Environment</p> <p><u>Readings:</u> Access Virginia: Virginia’s Accessible Housing Resource http://www.accessva.org Fair Housing: Equal Opportunity for All http://portal.hud.gov/hudportal/documents/huddoc?id=DOC_11868.pdf</p>
Week 3 9/14 – 9/20	<p><i>Environmental Functional Needs Review</i></p>	<p>Field Experience Form with CEHD (Due 9/15/15)</p> <p><u>Assignment:</u> (Due 9/20/15)</p> <p>Environmental Adaptation Preparation: Notes (Due prior to Synchronous session on 9/21/15)</p>

<p style="text-align: center;">Weeks 4 - 5 9/21 – 10/4</p>	<p style="text-align: center;"><i>Environmental Assessments</i></p> <p style="text-align: center;">Final Project Preparation</p>	<p><u>Assignments:</u></p> <p>Synchronous Class Meeting: 9/21/15 4:30 – 7:10 PM</p> <ul style="list-style-type: none"> • Weekly team communication • Assessment Timeline • Assessment Interview notes • Environmental Observation notes <p>Environmental Adaptation Preparation: Group Plan (Due during synchronous session on 9/21/15)</p>
<p style="text-align: center;">Weeks 6 - 7 10/4 – 10/18</p>	<p style="text-align: center;"><i>Environmental Needs & Objectives Research</i></p>	<p><u>Work Week:</u></p> <ul style="list-style-type: none"> • Team communication • Research to identify assistive technology suggestions and recommendations
<p style="text-align: center;">Week 8 10/19 – 10/25</p>	<p style="text-align: center;"><i>Mid-Semester Meeting</i></p>	<p><u>Assignment:</u></p> <p style="text-align: center;">DRAFT listing: Potential Assistive Technologies</p> <p style="text-align: center;"><u>Instructor Conference</u></p>
<p style="text-align: center;">Weeks 9 – 11 10/26 – 11/15</p>	<p style="text-align: center;"><i>Assistive Technology Research, Feature/User Matching & Recommendations</i></p>	<p><u>Work Weeks:</u></p> <ul style="list-style-type: none"> • Weekly team communication • Interview/Observation write-up • Finalize AT device/service suggestions and recommendations/ • AT device category rationale • Specific device descriptions & Pros/Cons

<p>Weeks 12 – 13 11/16 – 11/29</p>	<p><i>Report Assembly</i></p>	<p><u>Assignment:</u> Environmental Adaptation Screening: Environmental Screening Report Writing DRAFT (Due 11/25/15)</p>
<p>Thanksgiving Holiday</p>		
<p>Weeks 14 11/30 – 12/7</p>	<p><i>Environmental Adaptation Assessment Report & Presentation</i></p>	<p><u>Assignment:</u> Environmental Adaptation Screening: Final Environmental Screening Report (Due 12/7/15 before noon)</p> <p>Online Synchronous Session Monday, 12/7 4:30 – 7:00 PM</p> <p>Oral PowerPoint Presentations (Due during final synchronous session)</p>