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

Summer 2016
EDAT 531 B01: Assistive Technology in the Workplace
CRN: 42245, 3 - Credits

Instructor: Dr. Kristine Neuber	**Meeting Dates:** 06/06/16 - 07/30/16
Phone: 703- 993-5254)	**Meeting Day(s):** Asynchronous
E-Mail: kneuber@gmu.edu	**Meeting Time(s):** Asynchronous
Office Hours: By Appointment	**Meeting Location:** Internet

> **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.*

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.
Schedule Type: LEC
Hours of Lecture or Seminar per week: 3
Hours of Lab or Studio per week: 0

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.

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 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 (**Monday June 6**).

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:
- **Course Week:** Refer to the asynchronous bullet below is your course is asynchronous or the synchronous bullet if your course is synchronous.
  - ➢ **Asynchronous:** Because online courses do not have a "fixed" meeting day, our week will **start** on (**Monday**), and **finish** on (**Sunday**).

- **Log-in Frequency**: Refer to the asynchronous bullet below is your course is asynchronous or the synchronous bullet if your course is synchronous.
  - ➢ **Asynchronous:** 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.

Field Experience Requirement

A Field Experience may be 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.*

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

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.

- o 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:
1. Review existing workplace accommodation tools and ergonomic assessments.
2. Locate resources and assistive technologies in the area of workplace accommodations
3. Identify potential job accommodations within a given workplace environment
4. 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
None – Required readings will be provided on blackboard. If you would like a textbook for future reference one is provided below. It is **NOT** required for this class.

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

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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. [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.

Tk20 Performance-Based Assessment Submission Requirement

Every student registered for any Special Education course with a required performance-based assessment is required to submit the (*NO ASSESSMENT REQUIRED FOR THIS COURSE*) to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through 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 Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

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

Assignments

Performance-based Assessment (Tk20 submission required).
TK20 Submission not required for this course.

Performance-based Common Assignments (No Tk20 submission required).

Workplace Accommodation Instructional Plan Project (30 Points) – Due July 30 by Midnight – Peer Review Due by July 27th

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.

Other Assignments.

1. **Weekly Learning Modules (50 Points)** <mark>See Learning Modules for weekly Due Dates</mark>

   Students must access online class on Blackboard at least 2x per week to 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. 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. Each learning module will be worth 8 points for a total of 48 points (6 Modules x 8 points each). An additional 2 points can be earned in the final project work for a total of 50 points. All module activities must be completed satisfactorily in order to earn full credit.

2. **Environmental Workplace Review (20 Points) -** <mark>Due July 10th by Midnight</mark>

   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.

Course Assignments Summary of Points
1.	Weekly Online Modules	50
2.	Environmental Workplace Review	20
3.	Workplace Accommodation Instructional Plan	30

Total Points   100

Schedule

Module	Topic	Assignments and Readings
Module 1 June 6 – June 12	Introduction to Workplace Accommodations Disability Etiquette Federal Laws and Regulations	**Readings:** ADA and Rehabilitation Act Compliance and Other Disability Related Laws https://askjan.org/links/other.htm The Americans with Disabilities Act: A Brief Overview https://askjan.org/links/adasummary.htm The ADA Amendments Act of 2008 http://askjan.org/bulletins/adaaa1.htm **Explore:** http://www.cap.mil/Solutions/Index.aspx Look through the accommodation solutions listed in a window at the bottom of the page. ADA Checklist for Readily Achievable Barrier Removal http://www.adachecklist.org/checklist.html http://www.adachecklist.org/doc/fullchecklist/ada-checklist.pdf **Assignments:** Online Module Activities
Module 2 June 13 – June 19	Effective Accommodation Practice • Determining Essential Functions • Matching Technology to User Needs • Monitoring Accommodations	**Readings:** Five Practical Tips For Providing And Maintaining Effective Job Accommodations https://askjan.org/topics/accommo.htm Monitoring Reasonable Accommodations: http://askjan.org/media/monitoring.html **Assignments:** Online Module Activities

Module	Topic	Assignments and Readings
Module 3 June 20 – June 26	Mobility: Accessing the Work Space Mobility: Accessing the Office Environment Ergonomics	**Review:** JAN Webcast: Workplace Accommodations for Employees who Use Mobility Devices- http://askjan.org/webcast/index.htm#Mar13 **Readings:** Employees Who Use Wheelchairs- http://askjan.org/media/downloads/WheelchairA%26CSeries10.pdf Accommodation and Compliance Series: Ergonomics in the Workplace- http://askjan.org/media/ergo.html **Assignments:** Online Module Activities
Module 4 June 27 – July 3	Accommodating Communication Needs	**Reading:** Employees with Hearing Loss- http://askjan.org/media/downloads/HearingA%26CSeries.doc **Review:** Employees with Hearing Loss- Sections- Difficulty Communicating by Telephone- http://askjan.org/media/downloads/HearingA%26CSeries.doc Accommodation Ideas- http://askjan.org/soar/hearing/hearingex.html **Assignments:** Online Module Activities

Module	Topic	Assignments and Readings
Module 5 July 4 – July 10	Accommodating Employees with Cognitive and Intellectual Disabilities.	**Readings:** Employees with Cognitive or Intellectual Disabilities: **https://askjan.org/media/intcog.html** Employees who are Aging: http://askjan.org/media/aging.html **Assignments:** Online Module Activities **Environmental Workplace Review (20 Points) – <mark>Due July 10 by Midnight</mark>**
Module 6 July 11 – July 17	Accommodating the Aging Employee & Universal Design	**Readings:** Universal Design and Assistive Technology in the Workplace- http://askjan.org/media/eaps/udatEAP.doc Universal Design and Assistive Technology as Workplace Accommodations: An Exploratory White Paper on Implementation and Outcomes- http://askjan.org/research/JANUDATWhitePaper.doc **Assignments:** Online Module Activities
Module 7 July 18 – July 30	Final Project Work	**Assignments:** Online Module Activities **Workplace Accommodation Instructional Plan Project (30 Points)** **<mark>Due July 30 by Midnight</mark>** **<mark>Peer Review Due by July 27th</mark>**