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

Summer 2017
EDAT 531 D01: Assistive Technology in the Workplace
CRN: 40928, 3 – Credits

Instructor: Dr. Yoosun Chung	**Meeting Dates**: 5/22/2017 – 7/29/2017
Phone: (703) 988-3486 (text-relay-service)	**Meeting Day(s)**: Asynchronous
E-Mail: ychung3@gmu.edu	**Meeting Time(s)**: Asynchronous
Office Hours: by appointment	**Meeting Location**: Online
Office Location: Finley Building, 203A	**Other Phone**: N/A

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

Prerequisite(s) None
Co-requisite(s) None

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. Offered by Graduate School of Education. May not be repeated for credit.
Registration Restrictions:
Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non Degree or Senior Plus.
Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.
Students in a Non-Degree Undergraduate degree may not enroll.
Schedule Type: Lecture

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 teacher candidates/students should

contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

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 Delivery Method
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

This course will be delivered online (76% or more) using an **asynchronous** format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on the posted start date of the course.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player: https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/

o   Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

Course Week:
Because asynchronous courses do not have a "fixed" meeting day, due dates for each module are specifically listed in the Course Schedule on this syllabus.

Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials **at least two times per week**.

Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing 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 who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not

consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

Accommodations:
<mark>Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services</mark>

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.

Course Relationship 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.

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 Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement
It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course

or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDAT 531, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations
Performance-based Assessment (Tk20 submission required)
TK20 Submission not required for this course

College Wide Common Assessment (Tk20 submission required)
N/A

Performance-based Common Assignments (No Tk20 submission required.)
Courses with multiple sections often require "common" assignments across sections to ensure consistency in instruction and learning. This course does not require the use of a common assignment(s). All course assignments are outlined in the *Other Assignments* section.

Other Assignments/Fieldwork Experience
1. Weekly Learning Modules (50 Points)

Students must access online class on Blackboard at least 2 times 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)

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.

3. Workplace Accommodation Instructional Plan Project (30 Points)

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.

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

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Total Points   **100**

Course Policies and Expectations
Attendance/Participation
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
In fairness to students who make the effort to submit assignments on time, there will be a 10% cost reduction *per day* for late papers (For example, a 20 point assignment will lose 2 points per day while a 50 point assignment will lose 5 points per day). 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 the GMU Writing Center during this course to improve your skills. The instructor reserves the right to request that a student recycle a product that is not satisfactory. In such cases, resubmitted assignments are not eligible for full credit and a response cost of 10 percent may be assessed.

Grading Scale
95-100 = A
90-94 = A-
86-89 = B+
83-85 = B

80-82 = B-
70-79 = C
< 70 = F

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted <u>must</u> be your own or with proper citations (see http://oai.gmu.edu/the-mason-honor-code/).

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times.

Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Module	Topic	Assignments and Readings
Module 1 May 24 – June 6	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 1 Part 1 – Due May 30 Module 1 Part 2 – Due June 6
Module 2 June 7 – June 13	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 Due June 13

Module	Topic	Assignments and Readings
Module 3 June 14 – June 20	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 Due June 20
Module 4 June 21 – June 27	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 Due June 27

Module	Topic	Assignments and Readings
Module 5 June 28 – July 4	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) – Due July 8 by Midnight**
Module 6 July 5 – July 11	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 Due July 11
Module 7 July 12 – July 26	Final Project Work Please note: You will receive a notification to your GMU email when the official course evaluation is available for this course. The release date for the evaluation is not in our control, but my assumption is that it will be released the second or third week of July, but could be sooner.	**Workplace Accommodation Instructional Plan Project (30 Points)** **Due July 26 by Midnight**

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason 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.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- The 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/).

- The 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/).) to enhance students' personal experience and academic performance (see http://caps.gmu.edu/).

- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs

and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://ssac.gmu.edu/make-a-referral/.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

Assessment Rubric(s)

N/A