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

Fall 2024
EDAT 610 DL1: Designing Adapted Environments
CRN: 72626, 3 – Credits

Instructor: Cindy George	**Meeting Dates:** 8/26/24 – 12/15/24
Phone: 571-230-7854	**Instructional Method:** Mix of online synchronous and asynchronous online instruction. See the synchronous online video meeting dates below. The synchronous online video meetings will be supplemented by asynchronous online coursework.
E-Mail: cgeorge4@gmu.edu	**Meeting Day(s)/Date(s) & Time:** 4:30 pm – 7:10 pm on Monday, 9/23 & 12/9 ONLY.
Office Hours: by appointment only	**Meeting Location:** N/A; Online

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 their LMS (Learning Management System).**

Prerequisite(s):
EDAT 510; B- or EDAT 510; XS

Co-requisite(s):
None

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. Notes: Field Experience required.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip

Did you know you can order an official transcript through Patriotweb? Log on to Patriotweb. Select Student Services. Select Student Records. Select Order Official Transcript.

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 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 your LMS

This course will be delivered online (76% or more) using both synchronous and asynchronous format via Mason's Learning Management system (LMS). You will log in to the course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Friday, August 23, 2024 at 8;00 PM EST. To access your course in Blackboard Learn: https://mymasonportal.gmu.edu/

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 updated browsers.
  - Blackboard Learn supported browsers:

https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support

- o Canvas supported browsers: https://guides.instructure.com/a/720329]

- Consistent and reliable access to GMU email and the course LMS, as these are the official methods of communication for this course.

- Speakers and a microphone or a microphone-enabled headset for use with synchronous web conferencing tools.

- Note that 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.

Expectations

- Course Week:
  Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
  Students must actively check the course LMS site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week. In addition, students must log-in for all scheduled online synchronous meetings, if any.
- 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.

Learner Outcomes

Upon completion of this course, students will be able to:
1. Locate resources for adaptive environments.
2. Discuss the optimal layout design of an accessible workstation.
3. Apply the principals of universal design in assessing environments.
4. Conduct a functional needs assessment of an environment.
5. Design an adaptive environment within a community organization.

Professional Standards

This course is part of the George Mason University, School of Education, 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 to 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.

Required Texts

There is no required text.

Optional Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

Required Resources

Institute for Human Centered Design (2016). ADA *checklist for readily available barrier removal*. (NIDRR grant number H133A060092-09A). Boston, MA: New England ADA Center. Retrieved from https://www.adachecklist.org/doc/fullchecklist/ada-checklist.pdf

U.S. Department of Housing & Urban Development (2011). *Fair housing: Equal opportunity for all*. Retrieved from https://www.hud.gov/sites/documents/FHEO_BOOKLET_ENG.PDF

U.S. Department of Justice (2010). *2010 ADA standards for accessible design*. Retrieved from https://www.ada.gov/regs2010/2010ADAStandards/2010ADAstandards.htm

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., LMS, VIA, hard copy).

VIA 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 EDAT course with a required Performance-based Assessment (PBA) is required to upload the PBA to VIA/SLL (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 VIA/SLL.

For EDAT 610, the required PBA is Environmental Adaptation Screening Project. Please check to verify your ability to upload to VIA/SLL before the PBA due date.

Assignments and/or Examinations

    Performance-based Assessment
    (VIA submission required)
    Required assignment: *Environmental Adaptation Screening Project (with your direct portions highlighted)*. Please see specific assignment description below and on Blackboard.

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

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 Modules 1 & 2. Posted activities will include PowerPoint presentations of content, Internet search/research assignments, video exploration and viewing, and case study activities.

Environmental Functional Needs Review

(25 points)

> Students will select an environment and conduct a functional needs assessment due 9/11. 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 a 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 Preparation- Notes & Plan

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

> Students will access the Environmental Adaptation Preparation readings and presentation and submit notes taken from the content prior to the synchronized session on 9/17. During the synchronized session, the class will discuss the Project, prepare a Project Plan, and assign team participants. Team members must then further develop their section and submit the specific plan during the synchronous session.

Environmental Adaptation Screening Project (VIA Assignment - student sections highlighted)

(35 points)

> 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 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
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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 11/26; Final due 12/12*)
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- An oral presentation of the report will be expected of each section of the report by team members. This presentation will be supported by PowerPoint (due 12/3 by noon) and presented during the final synchronous class meeting (12/4 at 4:30 – 7:00 PM).

VIA & Final Survey due 12/13

Assignment Summary

Modifying the Environment Module	10 points
Modifying the Home Environment Module	10 points
Environmental Functional Needs Review	25 points
Preparation Notes & Plan	20 points
Environmental Adaptation Screening Project	35 points
Total Points:	100 points

Student Evaluations of Teaching:
The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and LMS notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at https://oiep.gmu.edu/set/

Course Policies and Expectations
Attendance/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. Please note that while only certain learning elements are assessed through the grade section, 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
All activities and assignments should be submitted through Blackboard by 11:59 PM on the dates indicated.

All assignments (e.g., quizzes, activities, assignments, projects) must be submitted via Blackboard on or before 11:59 PM on the stated due date. In fairness to students who submit work on time, points will be deducted for late submissions (up to 10% per day). Assignments will not be accepted more than 4 days late unless prior arrangements with the instructor have been made.

Grading

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

A+   =   >100%

A   =   95-100%

A-   =   90-94%

B+   =   87-89%

B   =   83-86%

B-   =   80-82%

C   =   70-79%

F   =   < 70%

*Note: The George Mason University Honor Code will be strictly enforced. See Academic Integrity Site (https://oai.gmu.edu/) and Honor Code and System (https://catalog.gmu.edu/policies/honor-code-system/). 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 must be your own new, original work for this course or with proper citations.

Professional Dispositions

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See Student Guide (https://cehd.gmu.edu/current-students/cehd-student-guide).

Use of Generative AI

Generative AI tools should follow the principles of Mason's Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

Other AI Information

Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. Use of Generative-AI tools should follow the fundamental principles of the Honor Code.

Class Schedule

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

MODULE	TOPIC	READINGS	ASSIGNMENT
Module 1 **8/26–9/1**	**Introduction to Environmental Adaptation.** • Ergonomics • ADA • Universal Design	Workplace Ergonomics Reference Guide 4th Edition (PDF) Simple Guide to the ADA Standards for Accessible Design ADA checklist for readily available barrier removal The Principles of Universal Design	Module 1 **Modifying the Environment**
Module 2 **9/2–9/8**	**Home Modification** • Around the Home • Fair Housing	An Accessible and Universal Home Fair Housing: Equal Opportunity	Module 2 **Modifying the Home Environment**
Module 3 **9/9–9/15**	**Environmental Functional Needs Review**	No reading assignments	**Environmental Functional Needs Review Assignment** Due 9/15

Final Project Begins: Small Group Teamwork

MODULE	TOPICS	ASSIGNMENT
Module 4 **9/16–9/22**	**Preparation Notes for Synchronized Meeting** Posted reading assignments **Environmental Assessment Introduction** View Project Introduction Presentation	**Environmental Assessment Preparation Notes** Due 9/22

MODULE	TOPICS	ASSIGNMENT
Module 5 **9/23–10/13** (3 weeks)	**Environmental Assessment Group Meeting** Team Assignments **Environmental Needs, Objectives & Research** Teamwork weeks; interview and communication	**Synchronous Class Meeting:** 9/23; 4:30 – 6:00 PM **Interview Summary** 10/13
Module 6 **10/14-10/20**	**Mid-Semester Group Meetings** **Instructor Conference**	**DRAFT listing: Potential Generic Assistive Technologies** *Due the evening before scheduled meeting*
Module 7 **10/21-11/17** (4 weeks)	**Assistive Technology Research, Feature/User Matching & Recommendations** Teamwork weeks: observations, 2-3 specific device descriptions, vendor contact & Pros/Cons. Slides for final presentation	**Individual Team Reports** Due 11/10 **Team Section Slides** Due 11/17
Module 8 **11/18-12/8** (3 weeks)	**Final Team Reports** Introduction, Sections, and Resources *DRAFT:* **Whole Class Environmental Screening Report** Due 12/1	**Final Team Presentations** Template, Introduction & Section slides **Whole Class Environmental Screening Presentation** Due 12/8

MODULE	ASSIGNMENTS
Module 9 **12/9–12/15**	**Final Presentation** **Monday 12/9** **4:30 – 7:00 PM** _____ **Environmental Adaptation Assessment Report** Report Team: Final introduction, sections, and resources Due 12/13 **End-of-Semester Tasks** VIA Submission and Final Survey Due 12/15

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here: Culture (https://cehd.gmu.edu/about/culture/)

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason's Academic Standards. See Honor Code and System (https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing. See Responsible Use of Computing (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 Disability Services (https://ds.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments.

- Questions or concerns regarding use of your LMS should be directed to:

  o Blackboard Learn: https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/

  o Canvas: https://its.gmu.edu/service/canvas/

- For information about student support resources on campus, see: https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

  o TimelyCare: https://caps.gmu.edu/timelycare-services/

  o Writing Center: https://writingcenter.gmu.edu/

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:
As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as the Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

Student and Faculty Names and Pronouns
Name and pronoun use: If you wish, please share your name and gender pronouns with me and indicate how best to address you in class and via email. I use [faculty insert your specific pronouns here] for myself and you may address me as "[YOUR NAME]", "Dr./Prof. [NAME]" or "Mr./Ms./Mx. [NAME]" in email and verbally. I encourage students to use tools Mason provides to change your name and pronouns on Mason records, if you so choose: https://registrar.gmu.edu/updating-chosen-name-pronouns/

Diversity and Inclusion Statement

The College of Education and Human Development, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic/class status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and ability status, among other characteristics.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff, and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, and become aware of their biases and how they affect their interactions with others and the world.

Land Acknowledgement Statement

Land acknowledgment engages all present in an ongoing indigenous protocol to enact meaningful, reciprocal relationships with ancestors and contemporary tribal nations. As a state university, we have a responsibility to include and support indigenous communities and sovereign tribes in our work.

At the place George Mason University occupies, we give greetings and thanksgivings to these Potomac River life sources, to the Doeg ancestors, who Virginia annihilated in violent campaigns while ripping their lands apart with the brutal system of African American enslavement, to the recognized Virginia tribes who have lovingly stewarded these lands for millennia, including the Rappahannock, Pamunkey, Upper Mattaponi, Chickahominy, Eastern Chickahominy, Nansemond, Monacan, Mattaponi, Patawomeck, and Nottaway, past, present, and future, and to the Piscataway tribes, who have lived on both sides of the river from time immemorial.

For additional information on the College of Education and Human Development, please visit our website [College of Education and Human Development](http://cehd.gmu.edu/) (http://cehd.gmu.edu/).

Appendix

Assessment Rubric(s)

	Assessment Criteria	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Environment Needs Analysis *AT Program Standards 3.4*	*Indicator 3.4:* Candidates understand the use of multiple types of assessment information.	Candidate fails to use multiple types of assessment information to provide evidence of assistive technology needs.	Candidate uses multiple types of assessment information to provide evidence of assistive technology needs.	Candidate uses multiple types of assessment information within the client's natural environment to provide evidence of assistive technology needs.
Environment Needs Analysis *AT Program Standards 4.3*	*Indicator 4.3:* Candidates develop and customize individualized technology-based solutions to address exceptional needs.	Candidate fails to apply knowledge and skills to assess specific environment needs for planning the screening of assistive technology tools and strategies that may be potentially meaningful and useful to individuals with exceptional needs, their families, and/or their community of support.	Candidate applies knowledge and skills to assess specific environment needs for planning the screening of assistive technology tools and strategies that may be potentially meaningful and useful to individuals with exceptional needs, their families, and/or their community of support.	

	Assessment Criteria	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Environment Needs Analysis *AT Program Standards 3.2*	*Indicator 3.2:* Candidates identify and match appropriate technology based on individual and environmental needs while also considering personal interests, preferences, values and cultural influences.	Candidate fails to identify and match appropriate assistive technology based on an individual's interests, preferences, values, and cultural influences.	Candidates identifies and matches appropriate assistive technology based on an individual's interests, preferences, values, and cultural influences.	Candidates identifies and matches appropriate assistive technology based on an individual's interests, preferences, values, and cultural influences across environments, settings, and life span.
Environment Needs Analysis *AT Program Standard 3.6*	*Indicator 3.6:* Candidates use results of assessments in selecting assistive technology tools and strategies for individual with exceptional needs across environment and settings.	Candidate fails to use results of needs assessments to support goals and write objectives for screening an environment for appropriate technologies for individuals with exceptional needs.	Candidate uses results of assessments to support goals and write objectives for screening an environment for appropriate technology for individuals with exceptional needs.	Candidate uses results of assessments to support goals and write objectives appropriate technology for individuals with exceptional needs across environments, settings, and life span.

	Assessment Criteria	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
AT Recommendations *AT Program Standard 2.4*	*Indicator 2.4:* In conjunction, candidates possess a repertoire of evidenced-based strategies to develop personalized supports for individuals with exceptional needs across environments, settings, and the life span.	Candidate fails to use results of assessments to identify and match assistive technology tools developed to support individuals with exceptional needs within a specific environment.	Candidate uses results of assessments to identify and match assistive technology tools appropriate for supporting individuals with exceptional needs within a specific environment.	Candidate uses results of assessments to identify and match assistive technology tools and implementation strategies appropriate for supporting individuals with exceptional needs across environments, settings, and the life span within a specific environment.