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

Fall 2013
EDAT 610 DL1: Designing Adapted Environments
CRN: 80518, 3 - Credits

Instructor: Ms. Cindy George	**Meeting Dates:** 8/26/2013 - 12/18/2013
Phone: 571-230-7854	**Meeting Day(s):** 2 Synchronous Meetings, Mondays, 9/16 & 12/9
E-Mail: cgeorge4@gmu.edu	**Meeting Time(s):** 4:30 pm-7:10 pm
Office Hours: By appointment only	**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.*

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: 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) 993-3145 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

Learning activities include the following:

1. Learning module lectures, discussion, and participation
2. Software and hardware demonstrations
3. Group and independent laboratory exploration activities
4. Direct AT service interactions
5. Class presentations

Field Experience Requirement

A Field Experience is a part of this course. "Field Experiences" entail Mason students conducting activities that may involve students, parents, and/or teachers, etc. in a school setting. "Finding" an individual needed to complete a Field Experience Project/Case Study for a course may be a challenge. Mason's Field Placement Office, internsh@gmu.edu can assist in placing Mason students at school sites. Mason is required to track when and where Mason students complete any field experiences. Consequently, EACH PERSON ENROLLED in this course must access this link http://cehd.gmu.edu/endorse/ferf at the beginning of the semester (if not before) and complete the information requested REGARDLESS if one needs assistance in 'finding' an individual for the project/case study or not.

Learner Outcomes

• 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 Option

The Pearson textbook(s) for this course is available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription

price. Access codes are available in the school bookstore. Please visit http://gmu.bncollege.com
and search the ISBN.

- 1 year subscription $200 ISBN-13: 9781269541411
- 3 years subscription $525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at
  http://www.pearsonhighered.com/. Search by author, title, or ISBN.

Required Readings

Center for Universal Design (2011). *Priniples 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 then 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 RESOURES FOR STUDENTS:
a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/honor-code/].

b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].

c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

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

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

PROFESSIONAL DISPOSITIONS
Students are expected to exhibit professional behaviors and dispositions at all times.

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

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

Course Policies & Expectations
     Attendance.
Students 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. Grading for work completed in Lessons and Labs is specifically outlined in *Lessons and Labs Participation* within the Other Assignments section of the syllabus. 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. 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.

     Late Work.
Students are expected to participate in and keep up with all online activities and independent assignment.

Modules 1 & 2
Posted activites 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.

TaskStream 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 TaskStream (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 TaskStream. Failure to submit the assessment to TaskStream will result

in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you MUST use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to http://cehd.gmu.edu/api/taskstream

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
        NCATE/TaskStream Assignments.
The signature assignment(s) for this class is: *Environmental Adaptation Screening Project.*
Please see specific assignment description below.

        Common Assignments.
There are no comman 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 9/16. 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.

Due by 9/16/13

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 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.

Due 9/17/13

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*
   Candidate 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 candidate 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 candidate 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 candidate communicates weekly with other team members to plan, research and share technology selections and rationale. A mid-semester meeting with the instructor will review candidate's team progress and individual candidate'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 candidate collaborates with other team members to professionally write either the Interview or the Observation section of the final report for their team. The candidate 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 report will be submitted to instructor as a draft and reworked prior to its submission to the community organization.
- 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 (12/9/13; 4:30 – 7:10).

Drafts Due throughout the semester (see individual dates via Blackboard)

Final Work Due 12/9/13

Schedule

	Topic(s)	Readings & Assignments
Week 1 **8/26 - 9/1**	***Introduction to Environmental Adaptation*** • Ergonomics • ADA • Universal Design	<u>Assignment</u>: Module 1: *Modifying the Environment* <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
Week 2 **9/2 – 9/8**	***Home Modification*** • Around the Home • Fair Housing	<u>Assignment</u>: Module 2: *Modifying the Home Environment* <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
Week 3 **9/9 – 9/16**	***Project Preparation*** (Content Speakers) Project Organization & Plan	<u>Assignments</u>: *Environmental Adaptation Preparation: Notes* (Due prior to Synchronous session on 9/16) *Environmental Adaptation Preparation: Plan* (Due during synchronous session on 9/16) Online Synchronous Session Monday, 9/16/13 4:30 – 7:10

Weeks 4 - 5 **9/17 – 9/30**	***Environmental Assessments*** Final Project Work	<u>Assignments</u>: *Environmental Functional Needs Review* (Due 9/17) • Weekly team communication • Assessment Timeline • Assessment Interview notes • Environmental Observation notes <u>Readings</u>: Center for Universal Design (2011) Wirkus-Pallaske, M., Reed, P., & Stokes, S. (2000) 44-47
Weeks 6 - 7 **10/1 – 10/14**	***Environmental Needs & Objectives Research***	<u>Work Week</u>: • Team communication • Research to identify assistive technology suggestions and recommendations
Week 8 **10/14 – 10/21**	***Mid-Semester Meeting***	<u>Assignment</u>: DRAFT listing: Potential Assistive Technologies <u>Instructor Conference</u>
Weeks 9 – 11 **10/21 – 11/11**	***Assistive Technology Research, Feature/User Matching & Recommendations***	<u>Work Weeks</u>: • Weekly team communication • Interview/Observation write-up • Finalize AT device/service suggestions and recommendations/ • AT device category rationale • Specific device descriptions & Pros/Cons

Weeks 12 – 13 **11/11 – 11/25**	*Report Assembly*	<u>Assignment:</u> Environmental Adaptation Screening: Environmental Screening Report Writing/DRAFT
Weeks 14 - 15 **11/25 – 12/9**	***Environmental Adaptation Assessment Report & Presentation***	<u>Assignment:</u> Environmental Adaptation Screening: *Final Environmental Screening Report* (Due 12/9) Online Synchronous Session Monday, 12/9 4:30 – 7:10 *Oral PowerPoint Presentations* (Due during final synchronous session)