



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

Fall 2014

EDAT 610 DL1: Designing Adapted Environments

CRN: 77316, 3 - Credits

<b>Instructor:</b> Ms. Cindy George	<b>Meeting Dates:</b> 8/25/2014 - 12/17/2014
<b>Phone:</b> 571-230-7854	<b>Meeting Day(s):</b> Mondays (9/22, 11/3, & 12/8 Only)
<b>E-Mail:</b> cgeorge4@gmu.edu	<b>Meeting Time(s):</b> 4:30 pm-7:10 pm
<b>Office Hours:</b> Contact for appointment	<b>Meeting Location:</b> Mason Online, NET NET

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

**Course Instructional Method**

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

**Course Description**

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

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

**Co-requisite(s):** None

**Advising Contact Information**

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

### **DELIVERY METHOD:**

This course will be delivered online using primarily an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. Two class sessions will be held synchronously; 9/22 and 11/3. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password. The course site will be available on (8/22/14).

### **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/](http://www.apple.com/quicktime/download/)
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

### **TECHNICAL EXPECTATIONS:**

- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course. Contact ITU (<http://itservices.gmu.edu/help.cfm>) at (703) 993-8870 or [support@gmu.edu](mailto:support@gmu.edu).
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

**Netiquette:** The goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. It is suggested that responses always be re-read carefully before being posted to encourage others from taking them as personal

attacks. **Be positive in the approach to others and diplomatic with words used.** Instructors will do the same. Remember, class is not a competition with others but a place for sharing information and learning from one another as well as from the instructor.

### **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 MAY BE a part of this course. Field Experiences may include observations, interviews, and/or trainings within community environments. All students who are directly interacting with individuals as part of their field experience must complete the CEHD Field Experience Form.

**REQUIRED PROCEDURE FOR ALL STUDENTS ENROLLED IN THIS COURSE:** Complete the online field experiences 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/case study or not. This information is required by the state.

**OPTION 1:** Request a **SCHOOL-BASED** placement online through the Clinical Practice Office [NOT LIKELY for EDAT courses]

- Complete the online request form and indicate that you need a field placement. It is important that you do this within the first two weeks of classes so that the field placement office has sufficient time to find a placement for you.

**OPTION 2:** Arrange for **YOUR OWN** placement **AND** complete the online field placement form indicating that you do not need assistance finding a placement.

a. I work in a school setting and would like to complete my course assignment in my school or with one of my own students.

→Although you are already a school employee, you should request permission from your principal **BEFORE** you begin your assignment.

b. I don't work in a school setting, but I have a friend or classmate who does and I would like to complete my course assignment in their school or with one of their own students.

→You need to ask the **SCHOOL EMPLOYEE** to request permission from the principal **BEFORE** you begin your assignment. (The guest GMU student should **NOT** contact the principal directly). The school employee needs to send an email that indicates principal consent to the course instructor so it can be forwarded to the CEHD field experience office at [fieldexp@gmu.edu](mailto:fieldexp@gmu.edu).

c. I know a student/client outside of a school setting that I would like to work with for the assignment.

→If applicable, you need to obtain consent from the parent of a minor or the guardian of a protected adult and forward written consent to the CEHD field experience office at fieldexp@gmu.edu.

### **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 **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. 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. To register your access code or purchase the Digital Library, visit:

<http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

- 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.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

### **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 2<sup>nd</sup> edition: A publication of the computer/electronic accommodations program*. Retrieved from [http://cap.mil/Documents/CAP\\_Ergo\\_Guide.pdf](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](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](http://www.ada.gov/2010ADASTandards_index.htm)

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

### **Course Relationships to Program Goals and Professional Organizations**

This course is part of the George Mason University, Graduate School of Education (GSE), Assistive Technology Program. The Assistive Technology Program has developed program specific standards in accordance with NCATE requirements. The Assistive Technology Program Standards incorporate several elements within the professional standards from the Council for Exceptional Children (CEC), while also expanding upon them to meet the specific needs related assistive technology. The primary AT Program standards that will be addressed in this class include the following: Standard 3: Assessment and Planning, Standard 4: Practical Experience, and Standard 5: Professional Practice and Collaboration.

\*NOTE: NCATE Assessments (in many but not all courses) may address additional AT Program standards.

### **GMU POLICIES AND RESOURCES FOR STUDENTS:**

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

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

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

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

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

## PROFESSIONAL DISPOSITIONS

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

## CORE VALUES COMMITMENT

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

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

## COURSE EXPECTATIONS

- **Course Week:** Because online **asynchronous** courses do not have a “fixed” meeting day, our week will go from Monday to Monday starting 8/25/14.
- **Log-in Frequency:** Students are expected to log in to the Blackboard course and their GMU email for communications from the instructor, at least 2 times per week.
- **Workload:** Remember, this course is not self-paced. There are specific deadlines and due dates listed in the CLASS SCHEDULE section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due. Students struggling to complete work on time or who appear to not be engaging with course content will be asked to conference with the instructor.
- **Modules 1 & 2:** Posted activities and assignments within each module for Weeks 1 and 2 will receive total point credit if the assignment is submitted on-time noted ‘complete,’ as indicated by the feedback submitted the instructor through Blackboard. If a revision is

recommended, also submitted as feedback on Blackboard, ½ credit will be given until that work is resubmitted and complete.

- **Environmental Functional Needs Review & the Environmental Adaptation Screening Project:** Due dates are listed within the course Schedule (found at the end of the syllabus) as well as within each assignment as it is listed on Blackboard.

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

## Course Policies & Expectations

### Attendance.

Students are expected to actively engage in all weekly course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions. Please note that while only certain learning elements are assessed through “grades”, the instructor can still assess student involvement and engagement using other measures. Blackboard enables the instructor to view such data as login dates, duration of time spent online, access to specific content elements, and more. The instructor will use this data along with course grades to ensure that students are actively engaged in the course.

### Late Work.

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

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

## TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment to TaskStream, *Environmental Adaptation Screening Project*, (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
<b>TOTAL POINTS</b>	

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

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

**Assignments**

**Performance-based Assessment (TaskStream submission required).**

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

**Performance-based Common Assignments (No TaskStream submission required).**

There are no common assignments with other classes.

**Other Assignments.**

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

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

**Environmental Adaptation Preparation- Notes & Plan**

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

Students will access the *Environmental Adaptation Preparation* presentation and submit notes taken from its content *prior to* the Synchronized class session on the 9/16. 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 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 9/20/13*



## **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**

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

#### **b. Identify Assistive Technology Suggestions and Recommendations**

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

#### **c. Environmental Screening Report Writing**

The environmental screening report will include the following sections:

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

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

- The report will be submitted to instructor as a draft and reworked prior to its submission to the community organization. (*Draft due Wednesday, 11/26*)

- 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 (12/15; 4:30 – 7:10).

*Final Work Due 12/15/14*

### Grading Rubric

Assignment Requirements	Points	Comments
<i>COMMUNICATION</i> (9 points)		
Mid-Semester Meeting .....4 pts		
Class Communication via Blackboard .....5 pts		
<i>REPORT</i> (20 points)		
Introduction of environment .....3 pts		
Interview of organization professionals and clients .....3 pts		
Observational summary of the environment .....3 pts		
Identification of potential assistive technology solutions .....4 pts		
Rationale of selection of assistive technology solutions .....4 pts		
Literature to support report .....3 pts		
<i>PRESENTATION</i> (6 points)		
Summary of report content & findings .....2 pts		
Oral presentation of report .....2 pts		
Visual presentation of report content & findings via PowerPoint ....2 pts		
<b>Total Points</b> (out of 35 possible)		

### Schedule

	Topic(s)	Readings & Assignments
<p style="text-align: center;">Week 1 8/25 - 9/2</p>	<p><i>Introduction to Environmental Adaptation</i></p> <ul style="list-style-type: none"> <li>• Ergonomics</li> <li>• ADA</li> <li>• Universal Design</li> </ul>	<p><u>Assignment:</u> Module 1: <b>Modifying the Environment</b></p> <p><u>Readings:</u> <b>Workplace Ergonomics Reference Guide</b> <a href="http://cap.mil/Documents/CAP_Ergo_Guide.pdf">http://cap.mil/Documents/CAP_Ergo_Guide.pdf</a></p> <p><b>2010 ADA Standards for Assessable Design</b> <a href="http://www.ada.gov/2010ADASTandards_index.htm">http://www.ada.gov/2010ADASTandards_index.htm</a></p> <p><b>The Principles of Universal Design</b> <a href="http://design-dev.ncsu.edu/openjournal/index.php/redlab/article/viewFile/130/79">http://design-dev.ncsu.edu/openjournal/index.php/redlab/article/viewFile/130/79</a></p>
<p style="text-align: center;">Week 2 9/2 - 9/8</p>	<p><i>Home Modification</i></p> <ul style="list-style-type: none"> <li>• Around the Home</li> <li>• Fair Housing</li> </ul>	<p><u>Assignment:</u> Module 2: <b>Modifying the Home Environment</b></p> <p><u>Readings:</u> <b>Access Virginia: Virginia's Accessible Housing Resource</b> <a href="http://www.accessva.org">http://www.accessva.org</a></p> <p><b>Fair Housing: Equal Opportunity for All</b> <a href="http://portal.hud.gov/hudportal/documents/huddoc?id=DOC_11868.pdf">http://portal.hud.gov/hudportal/documents/huddoc?id=DOC_11868.pdf</a></p>
<p style="text-align: center;">Week 3 9/8 - 9/15</p>	<p><i>Project Preparation</i> (Content Speakers)</p> <p>Project Organization &amp; Plan</p>	<p><u>Assignments:</u> <b>Environmental Adaptation Preparation: Notes</b> (Due prior to Synchronous session on 9/16)</p> <p><b>Environmental Adaptation Preparation: Plan</b> (Due during synchronous session on 9/16)</p> <p>Online Synchronous Session Monday, 9/16/13 4:30 - 7:10</p>

<p style="text-align: center;"><b>Weeks 4 - 5</b> 9/15– 9/29</p>	<p><i>Environmental Assessments</i></p> <p>Final Project Work</p>	<p><u>Assignments:</u></p> <p><b>Field Experience Form with CEHD</b> (Due 9/15)</p> <p><b>Environmental Functional Needs Review</b> (Due 9/20)</p> <p><b>Synchronous Class Meeting: 9/22 4:30 – 7:10 PM</b></p> <ul style="list-style-type: none"> <li>• Weekly team communication</li> <li>• Assessment Timeline</li> <li>• Assessment Interview notes</li> <li>• Environmental Observation notes</li> </ul> <p><u>Readings:</u></p> <p>Center for Universal Design (2011) Wirkus-Pallaske, M., Reed, P., &amp; Stokes, S. (2000) 44-47</p>
<p style="text-align: center;"><b>Weeks 6 - 7</b> 9/29 – 10/13</p>	<p><i>Environmental Needs &amp; Objectives Research</i></p>	<p><u>Work Week:</u></p> <ul style="list-style-type: none"> <li>• Team communication</li> <li>• Research to identify assistive technology suggestions and recommendations</li> </ul>
<p style="text-align: center;"><b>Week 8</b> 10/13 – 10/20</p>	<p><i>Mid-Semester Meeting</i></p>	<p><u>Assignment:</u></p> <p>DRAFT listing: Potential Assistive Technologies</p> <p style="text-align: center;"><b><u>Instructor Conference</u></b></p>
<p style="text-align: center;"><b>Weeks 9 – 11</b> 10/20 – 11/10</p>	<p><i>Assistive Technology Research, Feature/User Matching &amp; Recommendations</i></p>	<p><u>Work Weeks:</u></p> <ul style="list-style-type: none"> <li>• Weekly team communication</li> <li>• Interview/Observation write-up</li> <li>• Finalize AT device/service suggestions and recommendations/</li> <li>• AT device category rationale</li> <li>• Specific device descriptions &amp; Pros/Cons</li> </ul>

<p><b>Weeks 12 – 13</b> <b>11/10 – 11/26</b></p>	<p><i>Report Assembly</i></p>	<p><u>Assignment:</u> Environmental Adaptation Screening: Environmental Screening Report Writing</p> <p><b>DRAFT (Due 11/26)</b></p>
<p><b>Thanksgiving Holiday</b></p>		
<p><b>Weeks 14 - 15</b> <b>12/1 – 12/15</b></p>	<p><i>Environmental Adaptation Assessment Report &amp; Presentation</i></p>	<p><u>Assignment:</u> Environmental Adaptation Screening:</p> <p><b>Final Environmental Screening Report (Due 12/15 before noon)</b></p> <p>Online Synchronous Session Monday, 12/15 4:30 – 7:10</p> <p><b>Oral PowerPoint Presentations (Due during final synchronous session)</b></p>