VIRGINIA CONSORTIUM
FOR TEACHER PREPARATION
IN VISION IMPAIRMENT

Host University: George Mason University,
College of Education and Human Development
Division of Special Education and disAbility Research

Summer 2014
Teaching Methods for Students with Visual Impairments
3 - Credits

- GMU – EDSE 613 X01 Teaching Methods for Students with Visual Impairments, CRN: 41680
- JMU – EXED 633 Teaching Methods for Students with Visual Impairments
- RU – EDSP 653 Teaching Methods for Students with Visual Impairments
- NSU – SPE 710 Teaching Methods for Students with Visual Impairments
- ODU – SPED 638 Teaching Methods for Students with Visual Impairments

Instructor: Dr. Holly Lawson	**Meeting Dates:** 5/21/2014 - 7/9/2014
Phone: 703-993-5625	**Meeting Day(s) and Time(s):** W 4:00 pm-6:40 pm
E-Mail: hlawson2@gmu.edu	
Office Hours: via Blackboard Collaborate Mondays and Wednesdays 10-11 am	**Meeting Location:** GMU students: Off-campus Building, KA 101 Non-GMU students-videoconferencing sites

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 Description
Emphasizes methods of teaching compensatory skills, the core curriculum, and technology for use by students who are blind and visually impaired. Addresses curriculum development, adaptations, and teaching methodology for individuals with visual impairments. Provides information on adaptations within various educational programs and adaptation of general education classroom materials and procedures for use with blind and low vision children and youth.

Prerequisite(s): EDSE 511 (may be taken concurrently)

Co-requisite(s): EDSE 511 (may be taken concurrently)

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress through your program. GMU 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 at their participating university. http://kihd.gmu.edu/teacher_prep_program/contacts

Nature of Course Delivery
[Instructors, please revise in accordance with your specific course format]
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

Learner Outcomes
Upon completion of this course, students will be able to:

- recognize available local, state, and national resources for obtaining assistance and materials.
- learn techniques to facilitate effective inclusion of students with visual impairments in general education classrooms.
- acquire effective teaching strategies for working with children with visual impairment, including those with multiple disabilities, to promote academic progress and support growth in areas of the expanded core curriculum.
- demonstrate techniques of adapting materials and learning environments as needed for all curricular areas.
- demonstrate knowledge in the types of technology tools available and how specific devices can be used to accomplish instructional objectives for students with visual impairments, including those with multiple disabilities.
- use multiple sources of quantitative and qualitative assessment data to plan comprehensive long-term (transition) and short-term educational programs for students with visual impairment based on standard and the expanded core curriculum.
- demonstrate relationships among assessment, IEP development, placement and educational services.
- identify community resources, agencies, and strategies to interface with educational agencies and families when developing and planning IEPs.
- identify related services and accommodations pertaining to postsecondary transitions that increase student access to post secondary education and community resources.
- demonstrate knowledge of use and implementation of transition assessments to encourage and support students' self-advocacy and self-determination skills.

Required Textbooks

Bateman, B. & Linden, M. A. (2012). *Better IEPs: How to develop legally correct and educationally useful programs* (5th ed.). Verona, WI: Attainment Company, Inc.

Koenig, A.J. & Holbrook, M.C. (2000). *Foundations of Education (Second Edition). Volume II. Instructional Strategies For Teaching Children and Youths with Visual Impairments.* NY: AFB Press.

Recommended Textbooks

Olmstead, J.E. (2005). *Itinerant teaching: Tricks of the trade for teachers of students with visual impairments.* NY: AFB Press.

Sacks, S. Z. Wolffe, K. E. (Eds). (2006). *Teaching social skills to students with visual impairments: From theory to practice).* New York: AFB Press.

Smith, M. & Levack, N. (1996). *Teaching students with visual and multiple impairments: A resource guide.* Austin, TX: Texas School for the Blind and Visually Impaired.

Wolffe, K. (1998). *Skills for success: A career education handbook for children and adolescents with visual impairment.* NY: AFB Press.

Required Resources

For students who are granted permission to home-stream for video conferencing sessions, *a webcam and headset with audio are required*.

Additional Readings

Bardin, J. A., & Lewis, S. (2008). A survey of the academic engagement of students with visual impairments in general education classes. *Journal of Visual Impairment & Blindness*, *102*(8), 472-483.

Beal, C. R., Rosenblum, L. P., & Smith, D. W. (2011). A pilot study of a self-voicing computer program for prealgebra math problems. *Journal of Visual Impairment & Blindness*, *105*(3), 157-169.

Chamberlain, S. P. (2005). Recognizing and responding to cultural differences in the education of culturally and linguistically diverse learners. *Intervention in School and Clinic*, *40*(4), 195-211.

Corn, A. L., & Koenig, A. J. (2002). Literacy for students with low vision: a framework for delivering instruction. *Journal of Visual Impairment & Blindness*, *96*(5), 305-21.

Koenig, A. J., & Holbrook, M. C. (2000). Ensuring high-quality instruction for students in braille literacy programs. *Journal of Visual Impairment & Blindness*, *94*(11), 677-94.

Lewis, S., & McKenzie, A. R. (2010). The competencies, roles, supervision, and training needs of paraeducators working with students with visual impairments in local and residential schools. *Journal of Visual Impairment & Blindness*, *104*(8), 464-477.

McDonnall, M. C. (2010). Factors predicting post-high school employment for young adults with visual impairments. *Rehabilitation Counseling Bulletin*, *54*(1), 36-45.

Trief, E., & Feeney, R. (2003). Guidelines for a precollege curriculum for students with blindness and visual impairments. *RE:view: Rehabilitation Education for Blindness and Visual Impairment*, *35*(3), 137-143.

Course Relationship to Program Goals and Professional Organizations
This course is part of the Virginia Consortium for Teacher Preparation in Vision Impairment Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Visual Impairments PK-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC Standards are listed on the following website: http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/. The CEC standards that will be addressed in this class include Standard 1: Foundations, Standard 2: Characteristics of Learners, Standard 3: Individual Learning Differences, Standard 7: Instructional Planning, and Standard 8: Assessment.

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/].

CONSORTIUM COURSE POLICIES

HONOR CODE

Each university has its own honor code and it is important for you to review the honor code at your university. However, all students taking this course, regardless of the university they are enrolled in, are expected to follow this honor code and also to pledge all assignments and their exam to indicate that they have followed the honor code. A pledge means that you have not cheated or plagiarized, nor have you given or received assistance that violated the description of how assignments are to be completed for this course. The shortened version may be used: "Pledged" followed by the date and your full name (typed "signatures" will be OK for assignments/tests submitted electronically). A complete copy of each university's Honor System document is available through

- GMU: http://academicintegrity.gmu.edu/honorcode/
- Radford: http://www.radford.edu/dos-web/honorcode.html
- NSU: http://www.nsu.edu/studentjudicial/
- ODU: http://orgs.odu.edu/hc/pages/Honor_Code.shtml
- JMU: http://www.jmu.edu/honor/code.shtml#TheHonorCode

ACCOMMODATIONS FOR DISABILITY

Students with disabilities who seek accommodations in a course must be registered with the disability service center at their participating university and inform their instructor, in writing, at the beginning of the semester. University specific information regarding eligibility, services and accommodations can be found at:

- GMU: http://ods.gmu.edu/
- Radford: http://www.radford.edu/~dro/
- NSU: http://www.nsu.edu/disabilityservices/index.html
- ODU: http://studentaffairs.odu.edu/educationalaccessibility/
- JMU: http://www.jmu.edu/ods/

INCLEMENT WEATHER

This course has both asynchronous modules and synchronous class meetings using distance education technology. Most likely, inclement weather will not impact access to asynchronous course content. In the event that bad weather does shut down the GMU Blackboard system, the instructor may need to modify the course schedule. As for synchronous meetings, classes are cancelled at the instructor's discretion based on weather conditions and available technology services. Since students are participating in the course across regions, you are responsible for contacting the instructor as soon as possible In case of major power outages.

COURSE MATERIALS

This course gives you access to class lecture notes, handouts, and copyrighted articles. For the articles (available on Blackboard), copyright laws must be followed: print only one copy per student. The PowerPoint presentation handouts, notes, and handouts are provided on Blackboard for your convenience and to facilitate your mastery of concepts presented in this course.

TECHNOLOGY PROFICIENCIES

All students participating in this course are expected to be proficient in several technology skills. Students are expected to be proficient in using the Internet and have reliable and consistent Internet access. Students are also expected to have an active email account and to check email regularly. This course requires students to use Blackboard, which is our online course management system located at http://mymason.gmu.edu

Key Points Blackboard. Our Blackboard server has been updated from version 8.0 to 9.1. For students this means:

- Students MUST access Blackboard through http://mymason.gmu.edu.
- Login
    - GMU Students: Enter your Mason NetID (the first portion of your e-mail address, before the @) then enter your Password (PatriotPass credentials).
    - NON-GMU Students:
    - Username: x_firstname.lastname
    - Password: bbcommunity
- Select the "Organizations" tab to access classes.

Students are expected to login to this system frequently and be proficient in using its features. Students are expected to be proficient in using the computer, which includes downloading and saving files, typing, and word processing skills. Students participating in this course are expected to use Microsoft Word for all written assignments. Furthermore, students are expected to use Microsoft PowerPoint and Adobe Acrobat Reader for class documents located on the Blackboard website.
Adobe Acrobat Reader is a free software program used to read PDF files and can be downloaded at: http://www.adobe.com/support/downloads/product.jsp?product=10&platform=Windows

Course Policies & Expectations

Attendance.

Students are expected to attend class during live videoconferencing sessions and are expected to review course content on Blackboard. Participation points will be based on your accessing and engaging with the online materials and well as synchronous class participation.

Late Work.

Late assignments will not be accepted. *Only in the case of serious family emergency or illness with late assignment submission be considered. You must communicate via email with the instructor as soon as possible if there is an emergency circumstance.*

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, Transition Individualized Education Program 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.

Grading Scale

A = 95-100%
A- = 90-94%
B = 80-89%
C = 70-79%
F = 70% and below

Grades will be assigned, using a point system:

	Points Possible
1. In-class participation	80
2. On-line activities/application	40
3. IEP and Transition Plan	80
4. Adapted Teaching Unit	60
5. Expanded Core Curriculum	80
Total Possible Points	340

Assignments

NCATE/TaskStream Assignment:

Transition IEP (80 points) The purpose of this assessment is to have candidates demonstrate knowledge of the individualized planning process required for the development of educational programs for planning for students with visual impairment. Candidates will demonstrate their ability to develop the critical components of a Transition Individualized Education Program (IEP) that are legally sufficient and educationally appropriate for the described case study student. Candidates will also provide clear rationales for each components of the Transition IEP.

Adapted Teaching Unit (60 points). Students will select teaching unit (math, science, social studies, English or music, and adapt or modify it for a student who is blind or visually impaired. Include the following information.

a. targeted age range that this unit is adapted for;
b. materials or equipment needed;
c. age-appropriate activities to carry out learning;
d. Evaluation methods used.

Expanded Core Project (80). Students will develop a project pertaining to one or more of the expanded core curriculum areas. For example, a former student attended therapeutic riding school. She videotaped a student who was blind riding horseback and did research about the benefits of this recreational activity and where there were other organizations like this throughout the United States.

Schedule

Date	Topic	Readings & Assignments
May 21	• Blackboard & Adobe Connect • Review of Syllabus & Course Requirements • Career and Transition Planning • IEP Overview	Found. Ch. 1 & 19 Bateman & Linden Ch. 1 Trief, & Feeney McDonnall
On-line/AA	• Methods for working with related services • IRIS Module: Collaboration • IEP Group Activity: PLOP	
May 28	• Programming for Infants, Toddlers and Preschoolers-Kim Avila • IEP PLOP Discussion	Found. Ch. 5 & 7 Bateman & Linden Ch. 2
On-line/AA	• IEP Group Activity: Goals & Objectives	
June 4	• Culturally appropriate IEPs • Task Analysis & Ecological Inventory • IEP Goal Writing Discussion	Found. Ch. 6 Chamberlain Bateman & Linden Ch. 3
On-line/AA	• On-line Group IEP Activity: LRE & Services • Ecological Inventory activity***	
June 11	• General Techniques for Modifying Instruction • Assistive Technology Instruction • Strategies for Teaching Math and Science Instruction • LRE & Services Discussion	Found. Ch. 9, 10 Bardin & Lewis Beal & Rosenblum Bateman & Linden Ch. 4 & 6
On-line/AA	• Science Image Description*** • IEP Group Activity: State Assessment & Accommodations	
June 18	• Vocational Rehabilitation Services-Adult Panel • Self-advocacy and Social Skills	Found. Ch. 17 **Adapted Teaching Unit Due** Bateman & Linden Ch. 5
On-line/AA	• VDOE I'm determined • Looking Good Activity***	
June 25	• Strategies for Teaching Students With VI and Additional Disabilities	Found. Ch. 20, Appendix D **Transition IEP Due June 27th**
On-line/AA	• Working with Families • IRIS Module: Families	
July 2	• Accessing Large Print & Electronic Materials, AIM-VA-Ian Moore • Art, Music, Recreational & Leisure	Found. Ch. 8, 11 & 18 **ECC Project Due July 9th**
On-line/AA	• Art Beyond Sight Activity***	
July 9	• APH products-Monica Turner • Caseloads, Scheduling, Teaming, Paraprofessionals	Corn & Koenig; Koenig & Holbrook; Lewis & McKenzie

Online/AA= an online or application activity