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

Fall 2014
3 - Credits

- GMU – EDSE 513 6V1: Medical and Educational Implications of Visual Impairments, CRN: 81976,
- JMU – EXED 631 Medical and Educational Implication of Visual Impairments
- RU – EDSP 658 Medical and Educational Implication of Visual Impairments
- NSU – SPE 708 Medical and Educational Implication of Visual Impairments
- ODU – SPED 434/534 Medical and Educational Implication of Visual Impairments

Instructor: Kathryn D Botsford	**Meeting Dates:** 8/25/2014 - 12/8/2014
Phone: 206-849-3021	**Meeting Day(s):** Mondays
E-Mail: kbotsfor@gmau.edu or kdbotsford.ver@gmail.com	**Meeting Time(s):** 4:30 pm-7:10 pm
Office Hours: By Appointment	**Meeting Location:** Off-campus, KAI 101

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
Provides an introduction to anatomy and physiology of the visual system and the educational implications of visual pathology. Topics include anatomy of the human eye, normal visual development, pathology of the eye, examination procedures for the identification of visual pathology, and the effects of pathology on visual learning and development.

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

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.

Nature of Course Delivery

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:

- demonstrate knowledge of the parts of the eye, their purposes, and functions.
- describe the process of vision and the workings of the visual pathway.
- describe the stages in typical development of the human visual system.
- demonstrate an understanding of basic optics and common refractive errors.
- demonstrate knowledge of common visual disorders and their impact on learning.
- interpret eye reports and other information related to visual impairments, including the clinical low vision evaluation report, information from families, and educational and related service providers.
- conduct, interpret and apply the results of formal and informal assessments of functional vision.
- use information from functional vision evaluations to develop recommendations for the student's learning environment and educational materials.
- identify instructional strategies to increase visual access and efficiency to and within learning environments as related to instruction in the use of print adaptations and optical and non-optical devices.
- demonstrate an understanding of low vision aids and training methods.

Required Textbooks

Corn A.L., Erin J.N. (2010) *Foundations of Low Vision: Clinical and Functional Perspectives (2nd ed).* New York: AFB Press. ISBN 978-0-89128-883-1

Cassin, B., Rubin, M. I. (2011). Dictionary of eye terminology (6th ed., rev'd.). Gainesville, FL: Triad Publishing Co. ISBN 093740473X

D'Andrea, F. M., & Farrenkopf, C. (2000). *Looking to learn: Promoting literacy for students with low vision.* New York: AFB Press. ISBN 978-0-89128-346-1

Required Video Rental

Going Blind (2010), directed by Joe Lovett
This documentary film explores issues around losing vision. In addition to the story of the director (a filmmaker who discovers he is losing his eyesight due to glaucoma), this film introduces us to many adults and even a child who are all adjusting to vision loss. Published and distributed by Filmakers Library, this movie is available for rent as streaming video in both standard and audio description formats from:
www.amazon.com
or directly from the director/producer
http://lovett-vod.com/going-blind-movie/

Recommended Textbooks

There are only three required textbooks for this course. The following resources contain helpful information about assessment and programming for persons with visual impairments. They are not texts required, but it is recommended that students review these materials for data-collection forms and instructional strategies related to: learning media assessment, assessment of children with visual impairments and additional exceptionalities, and assessment-based accommodations and instructional strategies as they progress in their program and professional practice with children with visual impairments.

Koenig, A. J., & Holbrook, M. C. (1994) *Learning Media Assessment of Students with Visual Impairments: A Resource Guide for Teachers* (2nd ed.). Austin, TX: Texas School for the Blind and Visually Impaired. TSBVI Order # 59422LVP.

Levack, N. (1995). *Low Vision: A Resource Guide with Adaptations for Students with Visual Impairments* (2nd ed.). Austin, TX: Texas School for the Blind and Visually Impaired. TSBVI Order # 59423LMP.

Lofting, M. (2006). *Making Evaluation Meaningful: Determining Additional Eligibilities and Appropriate Instructional Strategies for Blind and Visually Impaired Students.* TSBVI Order # 59443MEM.

Lueck, A. H. (2004). *Functional Vision: A Practitioner's Guide to Evaluation and Intervention*. New York: AFB Press. ISBN 978-0-89128-871-8

Roman-Lantzy, C. (2007). *Cortical Visual Impairment: An Approach to Assessment and Intervention*. New York: AFB Press. ISBN 978-0-89128-829-9

Smith, A. J., & O'Donnell, L. M. (1991). *Beyond Arm's Reach: Enhancing Distance Vision*. Pennsylvania College of Optometry Press. ISBN B0006QSJ1U

While this text is out of print, it is still available directly from Salus University in Elkins Park, PA. Contact: Tracey Robbins at 215-780-1359.

Required Resources

- Access to standard eye charts and other formal assessment tools is preferred but not required. The VI Consortium has a variety of assessment tools that can be borrowed during the course.
- High-speed Internet, most recent version of Java, headset and webcam to access Blackboard Collaborate

Additional Readings

Additional articles, handouts, and resources are also posted on the Blackboard site. It is expected prior to class meetings that students will have read the materials on Blackboard in addition to the chapters from the book*s*. PowerPoint notes in Word format for the methods lectures will be available on Blackboard.

Course Relationships 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 that will be addressed in this class include Standard 1: Foundations, Standard 2: Characteristics of Learners, Standard 3: Individual Learning Differences, 4: Instructional Strategies, Standard 5: Learning Environments and Social Interactions, 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/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/]

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.

Attendance and Class Participation, including Discussion Board (30 points) for all sessions is very important since many of the activities in class are planned in such a way that they cannot easily be recreated outside of the class session. Live lectures, activities, and guest speakers supplement the textbook and can only be experienced in the class sessions. Furthermore, as part of this course you are expected to be an active and respectful participant, which includes engaging in class discussions and activities. Students who miss a class will not have the opportunity to make up missed in-class assignments. Successful completion of Blackboard class activities will be tracked in the blackboard grade book.

- As a courtesy, please email me to let me know if you will not be in class.

Late Work.

Due to the fast paced nature of this course, no late assignments will be accepted unless there is a documented medical or family emergency.

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, *Instructional Plan and Intervention 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

	400 Total Points Possible
Class Attendance & Participation	30
Quizzes (3x20)	60
Eye part presentation	30
Functional vision assessment kit	50
Interpretation of eye report letter	30
Functional vision assessment	100
Low vision plan and intervention project	100

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

F = 70% and below

Assignments

NCATE/TaskStream Assignments.

Low Vision Instructional Plan and Intervention Project (100 points). Develop a low vision plan and intervention project based on the results of the functional vision assessment for a student with low vision. A detailed description of the assignment will be posted on Blackboard. Present your project to the class using PowerPoint.

Other Assignments.

1. **Quizzes**—Three quizzes **(20 points each = 60 points total)** will be incorporated into the course. Each will cover material previously reviewed in class and online. Online material from required readings may also be covered on the quizzes. Each quiz will be allotted time according to the difficulty level of the material. The quizzes are available online for a week, but once you begin the quiz, be prepared to answer the questions in the allotted time given to you on Blackboard, e.g., 1 hour –2 hours.
2. **Eye Parts Class Presentation (30 points).** Prepare a class presentation on a part of the eye designed to last 3-5 minutes. Provide a 1-2 page handout summarizing the key points of the presentation and provide graphics to illustrate points.
3. **Functional Vision Assessment Kit (50 points).** Assemble a functional vision assessment kit to utilize with students. Identify potential uses of materials for a particular individual or population of individuals with low vision. Include samples of toys, writing instruments, colored paper, etc. and describe visual skills that you will assess with the materials included. A table of contents with a brief rationale for why you included items in the kit is required. Items that you want to include in the kit but are unable to purchase, may be included in a "wish list." For suggested items to include in your FVA kits, refer to the *Looking to Learn* text.
4. **Eye Report Summary (30 points)**. In small groups, interpret a report from an ophthalmologist, translating it into *everyday language* Submit your interpretation as a letter to parents and other IEP team members.
5. **Functional Vision Assessment (100 points).** Conduct a functional vision assessment for a student with low vision and submit a written report of the results and recommendations. Videotape the sequence of the FVA process so that I can give you feedback. Follow the format(s) discussed in class and in your textbook.

Schedule

Date	Topic	Readings	Assignment
Aug. 25	Overview of syllabus, requirements, beliefs about persons with low vision, definitions	C & E- Chapters 1 & 2	**Watch video: *Going Blind* and participate in the discussion board.**
Sept. 1	Anatomy and physiology of the eye, how the visual system works	C & E- Chapter 5 Additional resource readings	**Eye parts presentations due**
Sept. 8	Visual development	C & E- Chapter 9	**Quiz 1 opens**
Sept. 15	Clinical assessment of low vision, ophthalmologic, CLVE	C & E- Chapter 8 D'A & F: Chapters 1 & 3	
Sept. 22	FVA: oculomotor & acuity modules	C & E- Chapter 10	**FVA kit due**
Sept. 29	FVA: color, contrast & lighting & visual fields	C & E- Chapter 10	**Eye report assignment due**
Oct. 6	Introduction to optics Learn about the characteristics of telescopes and near magnification	C & E-Chapter 7 D'A & F Chapters 4-6	**Quiz 2 opens**
Oct. 14*	Instruction in visual techniques	C & E Chapter 11	*** Asynchronous Class this week** to accommodate GMU's Columbus Day schedule
Oct. 20	Instruction in the use of optical devices	C & E- Chapter 14 D'A & F Chapters 4-6	**Functional vision assessment due**
Oct. 27	Instruction in the use of optical devices continued	C & E- Chapter 14 D'A & F Chapters 4-6	
Nov. 3	Eye conditions and functional implications	C & E- Chapter 6	
Nov. 10	Eye conditions (continued) Cortical/cerebral visual impairment	C & E- Chapter 6	
Nov. 17	Cortical/cerebral visual impairment (continued)		**Quiz 3 opens**

Date	Topic	Readings	Assignment
Nov. 24	Adults with low vision	C & E- Chapters 17 & 19	
	THANKSGIVING BREAK (Wednesday 11/26-Sunday 11/30)		
Dec. 1	**Class presentations and discussion on Low Vision Instructional Plan and Intervention Project.**		**Class presentations on, and discussion of, Low Vision Instructional Plan and Intervention Projects**
Dec. 8	As per GMU Calendar. The final two weeks are reserved for reading for and final exams. Our class will not meet on Monday December 8th so that students can make final adjustments to the **Low Vision Instructional Plan and Intervention Project.**		
Dec 15	The final exam for this course is scheduled for December 15th at 4:30 pm. Course Final Exam: **NCATE/TaskStream Assignment** For the final exam, students will have turned in the Low Vision Instructional Plan and Intervention Project to **both** the instructor and TaskStream.		**Low Vision Instructional Plan and Intervention Project due by 4:30 PM**

C&E = Corn A.L., Erin J.N. (2010) *Foundations of Low Vision: Clinical and Functional Perspectives (2nd ed).* New York: AFB Press.

D'A & F = D'Andrea, F. M., & Farrenkopf, C. (2000). *Looking to learn: Promoting literacy for students with low vision.* New York: AFB Press.