



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

Spring 2021

EDSE 418 DL1: Curriculum and Assessment of Students with Blindness and Visual Impairments

CRN: 17837, 3 – Credits

<b>Instructor:</b> Dr. Kim Avila	<b>Meeting Dates:</b> 1/27/21 – 5/5/21
<b>Phone:</b> 703.993.5625	<b>Meeting Day(s):</b> Wednesday
<b>E-Mail:</b> kavila@gmu.edu	<b>Meeting Time(s):</b> 4:30 pm – 7:10 pm
<b>Office Hours:</b> Monday/Wednesday 3:30-430pm virtually or by appointment	<b>Meeting Location:</b> N/A; Online
<b>Office Location:</b> Virtual office via Ultra and Zoom; Finley 203a	<b>Other Phone:</b> N/A

**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 Blackboard.**

[Assignments](#) [Course Schedule](#)

**Prerequisite(s):**

EDSE 311, (may be taken concurrently)

**Co-requisite(s):**

None

**Course Description**

Provides students with knowledge and understanding of the educational assessment of students with visual impairments and additional disabilities including deaf-blindness. Provides practice assessing and planning educational programs for students with visual impairments. Addresses assessment of technology for students with visual impairments. Examines determination of learning needs and appropriate learning media, relationship of assessment, IEP development, and placement.

## **Course Overview**

EDSE 418 instructs teacher candidates on methods to assess students who are blind and visually impaired, including those who have multiple disabilities. The course content includes assessments for learning media and specialized evaluations specific to blindness and visual impairment and instructional planning and IEP development.

## **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](mailto:speced@gmu.edu) for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

## **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 Blackboard

This course will be delivered online (76% or more) using a synchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before [@masonlive.gmu.edu](mailto:@masonlive.gmu.edu)) and email password. The course site will be available on January 27, 2021.

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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [Browser support \(https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support/#supported-browsers\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/#supported-browsers)

To get a list of supported operation systems on different devices see: [Tested devices and operating systems](#)

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- 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.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - [Adobe Acrobat Reader](https://get.adobe.com/reader/) (<https://get.adobe.com/reader/>)
  - [Windows Media Player](https://support.microsoft.com/en-us/help/14209/get-windows-media-player) (<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>)
  - [Apple Quick Time Player](http://www.apple.com/quicktime/download/) ([www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/))

## 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 Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- **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.
- **Accommodations:**  
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

### **Learner Outcomes**

Upon completion of this course, teacher candidates/students will be able to:

1. Demonstrate knowledge of ethical considerations, legal provisions, and guidelines as related to the valid and relevant assessment of students with blindness and visual impairments.
2. Demonstrate an understanding of accommodations and modifications commonly used by students with blindness and visual impairments on standardized and non-standardized assessments.
3. Recognize the similarities between regular education curricula and the curricular needs of students with blindness and visual impairments, including those with multiple disabilities.
4. Gather background and family information relevant to the individual student's visual and educational needs.
5. Complete assessments, including the Learning Media Assessment (LMA), specific to students with visual impairments, including those with multiple disabilities.
6. Use assessment information to recommend literacy interventions for students with blindness and visual impairments.
7. Use assessment data to develop specific recommendations for modifications and accommodations for learning environments and educational materials.
8. Identify assessment strategies and tools for assessing areas of the expanded core curriculum.
9. Identify participation criteria for alternate and alternative assessment programs for students with blindness and visual impairments.

## Professional Standards

(Council for Exceptional Children (CEC), Interstate Teacher Assessment and Support Consortium (InTASC). Upon completion of this course, students will have met the following professional standards: CEC Standard 1: Learner Development and Individual Learning Differences(InTASC 1,2); CEC Standard 4: Assessment(InTASC 6); CEC Standard 5: Instructional Planning and Strategies(InTASC 7,8); CEC Standard 6: Professional Learning and Ethical Practice(InTASC 9).

## Required Texts

### Required Texts

[Goodman, S., & Wittenstein, S. \(2003\). Collaborative assessment: working with students who are blind or visually impaired, including those with additional disabilities. New York, NY: AFB Press.](#)

[Sanford, L., Burnett, R. and Kitchel, E. \(2008\) Functional vision and learning media assessment for students who are Pre-academic or academic and visually impaired in grades K12. Louisville, KY: American Printing House for the Blind.](#)

**The book below is available for free from Mason's digital library, do not purchase:**

Kamei-Hannan, C., & Ricci, L.A. (2015). *Reading connections: Strategies for teaching students with visual impairments*. New York, NY: AFB Press.

This book is available online from ERIC and from ATI in accessible format:

[Koenig, A., & Holbrook, C. \(1995\). 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](#)

### Recommended Texts

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

Basic Reading Inventory Print w/CD-Rom: ISBN: 978-0-7575-9852-4

Loftin, Marnee. (2005). *Making evaluation meaningful: Determining additional eligibilities and appropriate instructional strategies for blind and visually impaired students*. Austin: Texas School for the Blind and Visually Impaired.

Holbrook, M.C., McCarthy, T., & Kamei-Hannan, C. (2017). *Foundations of education: Volume I history and theory of teaching children and youths with visual impairments*. New York, NY: American Foundation for the Blind Press.

Holbrook, M.C., McCarthy, T., & Kamei-Hannan, C. (2017). *Foundations of education* (Second Edition). Volume II. Instructional strategies for teaching children and youths with visual impairments. NY: AFB Press. ISBN: 978-0-89128-339-3

- Lantzy, C. & Tietjen, M. (2020). *Sensory balance: An approach to learning media planning for students with CVI*. Watertown, MA: Perkins School for the Blind.
- Olmstead, J.E. (2005). *Itinerant teaching: Tricks of the trade for teachers of students with visual impairments*. NY: AFB Press.

### **Additional Readings**

Additional readings posted on Blackboard

- Bell, E. C., Ewell, J. V., & Mino, N. M. (2013). National reading media assessment: Complete report. *Journal of Blindness Innovation and Research*, 3.
- Celeste, M. (2006). Play behaviors and social interactions of a child who is blind: In theory and practice. *Journal of Visual Impairment & Blindness* 100, 75-90.
- Erin, J. N., Hong, S., Schoch, C., & Kuo, Y. (2006). Relationships among testing medium, test performance, and testing time of high school students who are visually impaired. *Journal of Visual Impairment & Blindness*, 100, 523-532.
- Erin, J.N. & Koenig, A.J. (1997). The student with a visual disability and a learning disability. *Journal of Learning Disabilities*, 30, 309-320.
- Ferreira, V., & Albuquerque, C. P. (2017). Adaptation of a developmental test to accommodate young children with low vision. *Journal of Visual Impairment & Blindness*, 111, 97-111.
- Herzberg, T., Rosenblum, P., & Robbins, M. (2017). Teachers' experiences with literacy instruction for dual-media students who use print and braille. *Journal of Visual Impairment & Blindness*, 111, 49–59.
- Holbrook, M. C., & Spungin, S. J. (2009). Supporting students' literacy through data-driven decision-making and ongoing assessment of Achievement. *Journal of Visual Impairment & Blindness*, 10, 133-136.
- Kamei-Hannan, C., Holbrook, M., & Ricci, L. A. (2012). Applying a Response-to-Intervention model to literacy instruction for students who are blind or have low vision. *Journal of Visual Impairment & Blindness*, 106, 69-80.
- Kamei-Hannan, C. (2007). Exploring assessment processes in specialized schools for students who are visually impaired. *Journal of Visual Impairment and Blindness*, 101, 69-79.
- Kamei-Hannan, C. (2008). Examining the accessibility of a computerized adapted test using assistive technology. *Journal of Visual Impairment & Blindness*, 102(5), 261-271.
- Knowlton, M., Seeling, S., Martin, J., & Archer, M. (2003). Assessment review process for addressing visual impairment bias in the state of Minnesota's standardized tests. *Re:View*, 35, 7.
- Lohmeier, K. L. (2009). Aligning state standards and the expanded core curriculum: Balancing the impact of the No Child Left Behind Act. *Journal of Visual Impairment & Blindness*, 103(1), 44-47.
- Lusk, K. E., & Corn, A. L. (2006a). Learning and using print and braille: A study of dual-media learners, Part 1. *Journal of Visual Impairment & Blindness*, 100(10), 606-619.
- Lusk, K. E., & Corn, A. L. (2006b). Learning and using print and braille: A study of dual-media learners, Part 2. *Journal of Visual Impairment & Blindness*, 100(11), 653-

665.

- McKenzie, A. R. (2007). The use of learning media assessments with students who are deaf-blind. *Journal of Visual Impairment & Blindness*, 101(10), 587-600.
- Morash, V. & McKerracher, A. (2017). Low reliability of sighted normed verbal assessment scores when administered to children with visual impairments. *Psychological Assessment*, 29, 343-348.
- Morash, V. S., & McKerracher, A. (2017). Beware of intelligence results based on common verbal tests. *Journal of Visual Impairment & Blindness*, 111, 187-190.
- Mullins, J. & Munro, M.P. (2017) Pursuing a common goal: Measuring the comfort level of educational diagnosticians to manage a caseload of students with visual impairments," *Journal of Human Services: Training, Research, and Practice*, 2. <http://scholarworks.sfasu.edu/jhstrp/vol2/iss2/2>
- Smith, D. W., & Amato, S. (2012). Synthesis of available accommodations for students with visual impairments on standardized assessments. *Journal of Visual Impairment & Blindness*, 106, 299-304.
- Steer, M., Gale, G., & Gentle, F. (2007). A taxonomy of assessment accommodations for students with vision impairments in Australian schools. *British Journal of Visual Impairment*, 24, 169-177.
- Towles-Reeves, E., Kleinert, H., & Muhomba, M. (2009). Alternate assessment: Have we learned anything new? *Exceptional Children*, 75, 233-52.
- Tutt, L.M., Lieberman, L.J., & Brasher, B. (2012). Physical education for students with visual impairments: A position paper of the Division on Visual Impairments Council of Exceptional Children. CEC, Arlington, VA.
- Zebehazy, K., Hartmann, E., & Durando, J. (2006). High-stakes testing and implications for students with visual impairments and other disabilities. *Journal of Visual Impairment & Blindness*, 100, 598-601.
- Zebehazy, K. T., Zigmond, N., & Zimmerman, G. J. (2012). Performance measurement and accommodation: Students with visual impairments on Pennsylvania's alternate assessment. *Journal of Visual Impairment & Blindness*, 106, 17-30.
- VDOE (2017). Evaluation and eligibility for special education and related services: Guidance document. Richmond, VA.

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, 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 EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to VIA (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.

For EDSE 518, the required PBA is Learning Media and Informal Reading Assessments. F Please check to verify your ability to upload items to VIA before the PBA due date.

**Assignments and/or Examinations**  
**Performance-based Assessment**  
**(VIA submission required)**

**Assessment History Report:** All candidates will complete a thorough record review of a student who is blind or visually impaired, conduct interviews with family members and past teachers/support persons to create an assessment history on a student with a visual impairment. This will provide a comprehensive, all-in-one place record of all assessment information that has been gathered about this child and shaped the educational history. There will be four major tasks involved in this assignment:

1. Research and synthesis of major reports and records
  2. Creation of assessment history document
  3. Interview of family member or legal guardian, in addition to information from the history document
  4. Critical analysis of child's assessment history and write-up
- Rubric provided on Blackboard.

**Learning Media and Informal Reading Assessment:** All students will complete an assessment of learning media on a student who is blind or visually impaired. You are to review the student's records, write an assessment history report, and conduct an appropriate assessment of learning media, which is to include a literacy evaluation. You will need to conduct observations of the student's use of sensory channels, integrate literacy and other data-based assessment information, and interview relevant persons (student, teacher, and parent) about the child's literacy skills and needs. Based on the information you gather you will write the LMA report. Comprehensive directions and the rubric are available on Blackboard.

Note: Both the assessment history report and learning media/reading assessment assignments must be conducted, completed, and written during the timeframe of this course. Candidates must complete the field assignment with an actual child who is visually impaired and may not use a report or scenario from a time prior to enrolling in this class. Reports must be conducted and written primarily by the teacher candidate in this class. Consultation and support with mentoring teachers/service providers is permitted and encouraged, but the assignments and report must be solely that of the candidate enrolled in this course. A case study will be provided in this semester for students who cannot be placed in a field assignment.

## **College Wide Common Assessment (VIA submission required)**

N/A

### **Field Experience Requirement**

A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or tutor. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016).

Students must be able to perform the essential functions of the practicum site assigned with or without an accommodation. Contact Disability Services (ods@gmu.edu) for questions related to accommodations.

\*Please note that due to barriers with accessing field experience placements in spring 2021 as a result of COVID-19, there will be changes to the field experience process in this course. Students will be notified well in advance with changes and provided with alternative options. Check your Mason email regularly for important information regarding your field experience.

### **Other Assignments**

**Weekly Participation.** Active participation in this course is required, as much of the content requires full engagement in discussions and activities. Each week, three participation points are available and may require submitting products, surveys, discussion board posts, or other documentation. In certain weeks, candidates may not be required to submit an item. Participation points may be deducted for late arrival or early departure or all points may be withheld for an absence.

**Presentation of assessment or curriculum for students with blindness and visual impairment:** Each candidate will select an assessment or a curriculum/program and prepare a presentation to share with the class on the procedures and relevancy for students with b/vi. Candidates may select an assessment or curriculum that is specifically designed for students who are b/vi, one that may be used and adapted to meet the needs of this population or that is available and often used in education, but may or may not be suitable for students who are b/vi. Examples of assessments are: *The Brigance, Early Learning Accomplishment Profile, The Oregon Project for Preschool Children who are Blind or Visually Impaired, The Woodcock Johnson, The Developmental Reading Assessment, The Basic Reading Inventory, Kamei-Hannan Ricci Reading Assessment* (in *Reading Connections* book), *VISSIT, VSSRS*, etc.

Candidates who choose to evaluate and present on curricula may select one specifically designed for students who are VI or for the general population that may or

may not be adaptable. Suggestions include, *I'm Determined*, *I-Am-Able*, *Transition Tote System* from APH, *Reach for the Stars* from APH, social skills curricula, self-advocacy programs, and core academic curricula, such as *Touch-Math*, etc. Candidates may check out assessments and curricula from their respective university libraries or may use a tool from their school system or own personal collection.

Candidates must sign up for a presentation date and selected curriculum/assessment by the second week of this course. Presentations will coincide with the topic outlined on each week. For example, if you choose to present on an early childhood assessment, your presentation will be on the date in which the class addresses early childhood assessments.

Presentations must include a slideshow or handout with the content described below and should last no more than 15-20 minutes. Slideshows/handouts must be posted prior to your scheduled presentation to Blackboard on the designated discussion board for the entire class to access.

<b>Criteria</b>	<b>Assessment Presentation</b>	<b>Curriculum/program Presentation</b>
<b>Title, APA citation, goals, target population</b>	Clearly state the goals of the assessment, what it assesses, the population it is intended for and why it is conducted.	Clearly state the goals of the curriculum and which population can benefit from working through this curriculum/program.
<b>Procedures</b>	Describe the assessment and scoring procedures.	Describe the procedures to work through this curriculum/program.
<b>Relevancy for students who are b/vi</b>	Was this test normed/standardized for students who are b/vi? Is the assessment recommended for this population? Do the publishers include a disclaimer/information for administering this exam to students who are b/vi?	Discuss if this program was created for students who are b/vi and/or if you believe it is suitable and/or can be adapted for this population.
<b>Accessibility and Adaptations</b>	What adaptations are available? How are standardization and results affected with adaptations? What are suitable adaptations for students who are b/vi? How can the test be adapted for students with b/vi and multiple disabilities? Is the exam accessible? Is it available in alternative formats? Is this test standardized on students who speak English as a second language?	What adaptations are available? Are curriculum materials available in accessible format? How can the curriculum be adapted for students who are b/vi, including those who have multiple disabilities? What language adaptations are available?

Criteria	Assessment Presentation	Curriculum/program Presentation
<b>Measuring progress</b>	How are scores reported and how may they influence eligibility, plan development, and instructional programming decisions?	What formative and summative assessment procedures or other measures are available to assess progress during and at the conclusion of the program?
<b>Your perspective</b>	Please share your insights on this assessment, if you would use/recommend it, when might you consider using all or parts and anything else that is important for other TBVIs to know.	Please share your insights on this curriculum/program, if you would use/recommend it, when might you consider using all or parts and anything else that is important for other TBVIs to know.

**Reading and course content reflection.** This course contains a written and question/answer assignments based on readings, lecture, and discussion content. Please ensure you stay current on course readings and take notes on lecture and discussions. Questions may include, but are not limited to, eligibility for students with blindness and visual impairment, assessment considerations, challenges related to evaluation, accessibility, availability of reliable and valid instruments, recommendations for assessments and curricula/intervention based on case studies and scenarios, team collaboration, advocacy, and laws and policies that govern assessment and education. Citations will be required to support answers on certain questions. Candidates are advised to keep notes and reference records throughout the course of key information.

**Course Policies and Expectations**

**Attendance/Participation**

This course is comprised of interactive discussions and lectures; attendance at each synchronous course meeting is mandatory. Only in the case of an emergency or other urgent situation will an absence be excused. Candidates must inform the instructor in advance of an upcoming, unavoidable absence, or as soon as possible if there is an emergency. It is up to the discretion of the instructor to excuse the absence, which may or may not allow makeup for participation points

**Late Work**

All coursework must be submitted on time in the designated location on Blackboard. A candidate who has an approved accommodation for extended time must inform the instructor in writing, in advance with documentation for this approved accommodation from the Consortium university before an assignment requiring extended time is due. In the event of an emergency, candidates must inform the instructor of the situation; it is up to the instructor to determine if a scenario may warrant a time extension. Time

extensions will not be granted retroactively and late work for any reason may be penalized points.

### Other Requirements

#### Assignment completion and submission policies

All assignments must be original work completed during this semester (Spring 2021). Assignments, papers, assessments or other products from other semesters or courses may not be submitted for credit in this class.

All assignments are to be posted in the designated location on Blackboard or with the specific directions provided by the instructor. Assignments that are sent via electronic mail or posted to the incorrect assignment location may not be counted as completed or submitted for credit. Please post your final products in one attempt on Blackboard (multiple submissions are permitted in one attempt). Students must confirm their assignments have submitted properly and in full. Certain assignments might require posting video(s) photo(s) and other multi-media elements. [Kaltura allows students to post video content to Blackboard, directions found on this link.](#)

#### Course assignments and points

Assignment	Points	Due date
Participation 14x3 plus 8 additional points for asynchronous session and NRMA assignment	50	Weekly
Presentation: Assessment or curriculum	50	Designated week
Assessment history report	30	March 17, 2021
Reading and course content reflection	30	March 31, 2021
Complete learning media evaluation	70	April 21, 2021
Total	230	

#### Grading Scale

Percent	Grade	Points
93-100	A	213-230
90-92	A-	207-212
88-89	B+	202-206
83-87	B	190-201
80-82	B-	184-189
78-79	C+	179-183
73-77	C	167-178
70-73	C-	161-166
60-69	D	138-160
<60	F	

**\*Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site \(https://oai.gmu.edu/\)](https://oai.gmu.edu/) and [Honor Code and System \(https://catalog.gmu.edu/policies/honor-code-system/\)](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**

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures \(https://cehd.gmu.edu/students/polices-procedures/\)](https://cehd.gmu.edu/students/polices-procedures/). Students are expected to exhibit professional behaviors and dispositions at all times. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least two points in each student’s program – a self-evaluation at the start of their program, and a university supervisor’s evaluation during internship. In special education licensure programs, the self-evaluation is an online survey distributed via email upon program entry for graduate students and within initial courses (EDSE 241, EDSE 361, and EDSE 311) for undergraduate students. When dispositions are assessed, it is important that for areas where a positive disposition is ‘occasionally evident’ or ‘rarely evident,’ the student takes steps to grow as an educator. See <https://cehd.gmu.edu/epo/candidate-dispositions>.

**Class Schedule**

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

**Reading abbreviations in course schedule:**

**G&W:** Goodman, S., & Wittenstein, S. (2003). Collaborative assessment: working with students who are blind or visually impaired, including those with additional disabilities.

**APH FVLMA:** Sanford, L., Burnett, R. and Kitchel, E. (2008) Functional vision and learning media assessment for students who are Pre-academic or academic and visually impaired in grades K12

**K&H:** Koenig, A., & Holbrook, C. (1995). Learning media assessment of students with visual impairments: a resource guide for teachers (2nd ed).

Date	Topic	Reading and Assignments
<b>Week 1</b> Jan. 27	<ul style="list-style-type: none"> <li>• Course overview</li> <li>• Introduction to assessments and evaluations for students who are blind and visually impaired</li> <li>• Reliability and validity of assessments for students who are blind and visually impaired</li> </ul>	<a href="#">Blankenship (2011) Essential Assessment</a>  G&W Ch. 1 G&W Ch. 2

Date	Topic	Reading and Assignments
		<p><a href="#">Guidelines for Working with Students who are Blind and Visually Impaired in Virginia Public Schools</a></p> <p><a href="#">Evaluation and Eligibility For Special Education and Related Services: Guidance Document (VDOE, 2017)</a></p>
<p><b>Week 2</b> Feb. 3</p>	<ul style="list-style-type: none"> <li>• Assessment overview continued</li> <li>• Background and history data collection</li> <li>• Report writing overview</li> <li>• Assessment data collection: methods for observation, quantitative, criteria, and performance based</li> </ul>	<p>G&amp;W Ch. 3 G&amp;W Ch. 4 G&amp;W Ch. 10</p> <p>APH FVLMA pp. 13-18</p>
<p><b>Week 3</b> Feb. 10</p>	<ul style="list-style-type: none"> <li>• Assessment history cont'd</li> <li>• Assessment of learning media: Part I</li> <li>• Developing an assessment plan and kit</li> <li>• Literacy evaluations and IRIs</li> <li>• Impact of visual fatigue on learning and reading</li> </ul>	<p>K&amp;H Ch. 1</p> <p><a href="#">Lusk, Lawson, &amp; McCarthy (2013)</a></p> <p>Holbrook &amp; Spungin (2009)</p>
<p><b>Week 4</b> Feb. 17</p>	<ul style="list-style-type: none"> <li>• Assessment for learning media: Part II</li> <li>• Sensory channels</li> <li>• Selecting literacy media</li> <li>• Dual media readers</li> <li>• Making data-based decisions</li> </ul>	<p>K&amp;H Ch. 2 K&amp;H Ch. 3 K&amp;H Ch. 4</p> <p>APH FVLMA pp. 73-93</p> <p>Linked on Bb: Lueck, Erin, Corn, &amp; Sacks (2011)</p> <p>Herzberg, Rosenblum, &amp; Robbins (2017)</p>

Date	Topic	Reading and Assignments
<b>Week 5</b> Feb. 24	<ul style="list-style-type: none"> <li>Assessment for learning media: Part III</li> <li>LMAs for students with neurological/cortical visual impairment (CVI)</li> <li>Literacy media assessments: options for assessment methods and instruments</li> </ul>	K&H Ch. 5 K&H Ch. 6 K&H Appendices  Morash & McKerracher (2017)  Mullins & Munro (2017)  <a href="#">APH LMA CVI</a>
<b>Week 6</b> March. 3	<ul style="list-style-type: none"> <li>Assessment for learning media: Part IV</li> <li>Implementing learning media evaluation findings into the IEP, planning, curriculum, and instruction</li> <li>Standardized psychological assessments and visual impairment</li> </ul>	G&W Ch. 6  APH FVLMA Appendix C: LMA Decision Making Guide, p. 123
<b>Week 7</b> March 10	<ul style="list-style-type: none"> <li><i>The National Reading Media Assessment</i></li> </ul>	<a href="#">NRMA (NFB)</a>  <a href="#">Bell, Ewell, &amp; Mino, (2013)</a> Readings linked on Bb  <b>Due:</b> NRMA Assignment
<b>Week 8</b> March 17	<ul style="list-style-type: none"> <li>Technology assessment for students who are blind and visually impaired</li> <li>Technology assessment, instruction, configuration, and implementation models and methods</li> </ul>	Technology assessment frameworks and resources posted on Blackboard:  HAAT SETT WATI  <b>Due:</b> Assessment history report
<b>Week 9</b> March 24	<ul style="list-style-type: none"> <li>Accessibility and UDL</li> <li>Accessibility assessment</li> </ul>	G&W Ch. 8  <a href="#">Smith, Kelly, &amp; Kapperman (2011)</a>

Date	Topic	Reading and Assignments
	<ul style="list-style-type: none"> <li>• Embedding accessibility in the physical and electronic learning environments</li> <li>• Universal Design for Learning (UDL)</li> </ul>	<ul style="list-style-type: none"> <li>• Readings linked on Bb:</li> <li>• <a href="#">UDL: Perkins School for the Blind</a> (Video)</li> <li>• UDL: CAST</li> <li>• Accessibility toolbars and assessments</li> </ul>
<p><b>Week 10</b> March 31</p>	<ul style="list-style-type: none"> <li>• Adapting materials for students who are blind and visually impaired</li> <li>• Early childhood assessments</li> </ul>	<p>G&amp;W Ch. 11</p> <p>Readings and early childhood assessment linked on Bb</p> <p><b>Due:</b> Reading and course content reflection</p>
<p><b>Week 11</b> April 7</p>	<ul style="list-style-type: none"> <li>• Assessment for students with multiple disabilities</li> <li>• Service delivery allocation and caseload assessments</li> </ul>	<p><b>Readings linked on Bb:</b> <b>AER Position Papers:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Caseload Analysis: A Critical Component of Quality Services for Students with Visual Impairments</a></li> <li>• <a href="#">Caseloads Based on Students' Assessed Needs</a></li> </ul> <p>Service delivery scales</p> <ul style="list-style-type: none"> <li>• <a href="#">Vision Services Severity Rating Scales</a></li> <li>• <a href="#">VISSIT: Visual Impairment Scale of Service Intensity of Texas</a></li> </ul> <p>Additional reading posted on Bb.</p>
<p><b>Week 12</b> April 14</p>	<ul style="list-style-type: none"> <li>• ECC curriculum and assessment</li> <li>• Data based IEP ECC goal development and evaluation</li> <li>• Adaptations, accommodations, and modifications for students who are blind, visually impaired, and have multiple disabilities</li> </ul>	<p>G&amp;W Ch. 5</p> <p>APH FVLA: ECC Screening Record, pp. 103-115</p>

Date	Topic	Reading and Assignments
		Sacks, Lueck, Corn, & Erin (2011)  <a href="#">Tutt, Lieberman, &amp; Brasher (2012)</a>
<b>Week 13</b> April 21	<ul style="list-style-type: none"> <li>• Guest presenter: Megan Smith: SOL exams for students who are blind and visually impaired.</li> <li>• SOL assessments and other standardized exams for students with visual impairments (SAT, ACT): test administration, accessibility, accommodations, and other considerations</li> </ul>	Erin, Hong, Schoch & Kuo (2006)  Knowlton, Seeling, Martin & Archer (2003)  Smith & Amato (2012)  Zebehazy, Hartmann & Durando (2006)  <b>Due:</b> Complete literacy media assessment report
<b>Week 14</b> April 28	ECC: Transition and advocacy Instruction and planning  Assessment reviews and reflection	Please be prepared to discuss your experiences conducting the assessment of learning media.
<b>Week 15</b> May 5	Course conclusion	

### Core Values Commitment

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

### GMU Policies and Resources for Students

#### Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-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/) (<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 \(https://ds.gmu.edu/\)](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 either Tk20 or VIA should be directed to <https://cehd.gmu.edu/aero/assessments/>
- Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students \(https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/\)](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).

### **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

- As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, 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 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 from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing the [Title IX Coordinator \(titleix@gmu.edu\)](mailto:titleix@gmu.edu).
- **For information on student support resources on campus, see [Student Support Resources on Campus \(https://ctfe.gmu.edu/teaching/student-support-resources-on-campus\)](https://ctfe.gmu.edu/teaching/student-support-resources-on-campus).**
- 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)**

	<b>Does Not Meet Standard</b> <b>1</b>	<b>Meets Standard</b> <b>2</b>	<b>Exceeds Standard</b> <b>3</b>
<p>Description of learner background and interviews</p> <p>B&amp;VI, Standard 1</p> <p>Candidate summarizes learner background information from interviews and existing data and describes the impact of learners' academic and social abilities, attitudes, interests, and values on instruction.</p>	<p>Candidate provides an incomplete summary of relevant background information. Candidate does not interview a family member or legal guardian, teachers, or student. The candidate does not or partially provides the impact of learners' academic and social abilities, attitudes, interests, and values on instruction.</p>	<ul style="list-style-type: none"> <li>•Candidate describes the impact of learner's academic and social abilities, attitudes, interests, and values on instruction.</li> <li>•Candidate interviews parents or legal guardians and reports relevant background information (e.g. family and medical history) and concerns of family members.</li> </ul>	<ul style="list-style-type: none"> <li>•Candidate describes the impact of learner's academic and social abilities, attitudes, interests, and values on instruction.</li> <li>•Candidate interviews parents or legal guardians and reports relevant background information (e.g. family and medical history) and concerns of family members.</li> <li>•Candidate reports gaps and/or discrepancies in assessment data and seeks clarification and/or recommends continuing assessment.</li> </ul>
<p>Relevant background information.</p> <p>B&amp;VI Standard 4</p> <p>The candidate gathers relevant background information from existing assessments and learner data.</p>	<p>Candidate provides a partial or incomplete synthesis of other existing assessment data or reports.</p>	<p>Candidate gathers relevant background information by synthesizing assessment data from a variety of reports, evaluations, and interviews.</p>	<ul style="list-style-type: none"> <li>•Candidate gathers relevant background information by synthesizing assessment data from all available reports, evaluations, and interviews.</li> </ul>

	<b>Does Not Meet Standard</b> <b>1</b>	<b>Meets Standard</b> <b>2</b>	<b>Exceeds Standard</b> <b>3</b>
<p>Description of communication and linguistic background</p> <p>B&amp;VI, Standard 1</p> <p>The candidate will describe the effects of visual impairment on learning, experience and receptive and expressive literacy and communication and the effects of cultural and linguistic differences on growth and development.</p>	<p>Candidate does not adequately address the effects of visual impairment on learning and experience and receptive and expressive literacy and communication.</p> <p>Candidate does not adequately address the effects of cultural and linguistic differences and growth and development.</p>	<ul style="list-style-type: none"> <li>•Candidate describes the effects of visual impairment on learning, experience and receptive and expressive literacy and communication.</li> <li>•Candidate describes individualized strategies that are currently being used to enhance language development and teach communication skills to learner with visual impairment.</li> <li>•Candidate addresses the effects of cultural and linguistic differences on growth and development.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate describes the effects of visual impairment on learning, experience and receptive and expressive literacy and communication.</li> <li>•Candidate describes individualized strategies that are currently being used to enhance language development and teach communication skills to learners with visual impairment.</li> <li>•Candidate addresses the effects of cultural and linguistic differences on growth and development.</li> <li>•Candidate cites and summarizes research literature from the field of visual impairment to support statements related to the above topics.</li> </ul>
<p>Use of specialized terminology</p> <p>B&amp;VI Standard 4</p> <p>The candidate uses specialized terminology in assessing individuals</p>	<p>Candidate does not use or inaccurately uses specialized terminology in assessing students with visual impairment.</p>	<p>Candidate accurately uses specialized terminology used in assessing individuals with visual impairments.</p>	<p>Candidate precisely uses specialized terminology used in assessing individuals with visual impairments.</p>

	<b>Does Not Meet Standard</b> <b>1</b>	<b>Meets Standard</b> <b>2</b>	<b>Exceeds Standard</b> <b>3</b>
with visual impairments			
<p>Use of sensory channels</p> <p>B&amp;VI Standard 4</p> <p>The candidate develops and modifies individualized assessment strategies and administers and interprets vision-related assessments. The candidate uses specialized terminology used in assessing individuals with visual impairments.</p>	<p>Candidate does not accurately or completely administer Use of Sensory Channel portion of assessment. Candidate does not effectively interpret data collected using the Sensory Channel portion of the assessment.</p>	<ul style="list-style-type: none"> <li>•Candidate correctly administers and reports Use of Sensory Channel portion of assessment.</li> <li>•Candidate effectively interprets information from Use of Sensory Channel assessment.</li> <li>• Candidates uses specialized terminology used in assessing individuals with visual impairments.</li> </ul>	<ul style="list-style-type: none"> <li>•Candidate correctly administers Use of Sensory Channel portion of assessment.</li> <li>•Candidate effectively and interprets information from Use of Sensory Channel assessment.</li> <li>• Candidates uses specialized terminology used in assessing individuals with visual impairments.</li> <li>•Candidate collaborates with family and/or other IEP team members by training additional team member to complete sensory channel assessment forms; assessment data is compared across multiple data collectors.</li> </ul>
<p>General learning media</p> <p>B&amp;VI, Standard 4</p> <p>The candidate will</p>	<p>Candidate does not accurately or completely administer General Learning Media portion of assessment or candidate does not</p>	<ul style="list-style-type: none"> <li>•Candidate correctly administers and reports data for General Learning Media portion of assessment.</li> <li>•Candidate effectively interprets information from</li> </ul>	<ul style="list-style-type: none"> <li>•Candidate correctly administers and reports data for General Learning Media portion of assessment.</li> <li>•Candidate effectively interprets information from</li> </ul>

	<b>Does Not Meet Standard</b> <b>1</b>	<b>Meets Standard</b> <b>2</b>	<b>Exceeds Standard</b> <b>3</b>
administer and interpret vision-related assessments for general learning media.	effectively interpret information.	<p>General Learning Media assessment.</p> <ul style="list-style-type: none"> <li>•Candidate articulates learning media tools and strategies that promote effective learning, considering both current and future needs.</li> <li>•Candidate considers instructional needs related to the learner's current IEP goals.</li> </ul>	<p>General Learning Media assessment.</p> <ul style="list-style-type: none"> <li>•Candidate clearly articulates learning media tools and strategies that promote effective learning, considering both current and future needs.</li> <li>•Candidate considers instructional needs related to the learner's current IEP goals.</li> <li>•Candidate identifies appropriate general learning media across the expanded core curriculum</li> </ul>
<p>Selection of literacy media</p> <p>B&amp;VI, Standard 4</p> <p>The candidate will use assessment information to make a program decision and rationale for the selection of literacy media for the individual with blindness or visual impairment.</p>	<p>Candidate provides inadequate assessment data or does not provide clear and logical rationale for selection of learning media.</p>	<ul style="list-style-type: none"> <li>•Candidate provides rationale for selection of literacy media based on assessment data from the learning media evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>•Candidate provides a clear rationale for selection of literacy media based on assessment data from the learning media evaluation.</li> </ul> <p>The candidate supports this decisions by reiterating the effects of visual impairment on receptive and expressive literacy and communication and by drawing on past and current assessment data and IEP team member concerns.</p>

	<b>Does Not Meet Standard</b> <b>1</b>	<b>Meets Standard</b> <b>2</b>	<b>Exceeds Standard</b> <b>3</b>
			<ul style="list-style-type: none"> <li>•Candidate cites characteristics of students who are likely to be print readers or braille readers from the LMA textbook and presents data holistically, integrating relevant data gathered during the Learning Media Assessment process.</li> </ul>
<p>Informal reading inventory (IRI)</p> <p>B&amp;VI, Standard 4</p> <p>The candidate will administer an information reading inventory as a nonbiased part of the learning media evaluation.</p> <p>The candidate will interpret information from the Informal Reading Inventory.</p> <p>The candidate integrates alternative assessment techniques for individuals with visual impairments.</p>	<ul style="list-style-type: none"> <li>•Candidate does not accurately or incompletely administers the Informal Reading Inventory portion of assessment.</li> <li>•Candidate does not effectively interpret information.</li> </ul>	<ul style="list-style-type: none"> <li>•Candidate correctly administers and reports data for the Informal Reading Inventory portion of assessment.</li> <li>•Candidate correctly interprets information from Informal Reading Inventory assessment.</li> <li>•Candidate implements alternative assessment techniques for individuals with visual impairments by selecting and adapting assessment materials and uses appropriate technology to conduct assessments (e.g. slantboard, magnifier, etc.) and reports effectiveness of tools.</li> </ul>	<ul style="list-style-type: none"> <li>•Candidate correctly administers and reports data for Informal Reading Inventory portion of assessment.</li> <li>•Candidate correctly interprets information from Informal Reading Inventory assessment.</li> <li>•Candidate implements alternative assessment techniques for individuals with visual impairments by selecting and adapting assessment materials and uses appropriate technology to conduct assessments (e.g. slantboard, magnifier, etc.) and reports effectiveness of tools.</li> <li>•Candidate writes a</li> </ul>

	<b>Does Not Meet Standard</b> <b>1</b>	<b>Meets Standard</b> <b>2</b>	<b>Exceeds Standard</b> <b>3</b>
			summary of how he/she involved the learner with visual impairment in the assessment process and how he/she taught the learner to use self-assessment strategies related to literacy skills.
<p>Assessment Summary Section &amp; Recommendations Section</p> <p>B&amp;VI Standard 5</p>	<ul style="list-style-type: none"> <li>•Candidate provides an incomplete summary and recommendations for learner with visual impairments.</li> <li>•Recommendations are not clearly written to convey critical information to stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>•Candidate identifies and prioritizes areas of the general curriculum and accommodations for individuals with visual impairment.</li> <li>•Candidate selects and adapts instructional strategies and materials according to characteristics of the learner with visual impairment.</li> <li>•Candidate provides a description of how s/he would evaluate and modify instructional practices in response to ongoing assessment data in at least one identified area.</li> </ul>	<ul style="list-style-type: none"> <li>•Candidate clearly identifies and prioritizes areas of the general curriculum and accommodations for individuals with visual impairment.</li> <li>•Candidate selects and adapts instructional strategies and materials according to characteristics of the learner with visual impairment.</li> <li>•Candidate provides a detailed description of how s/he would evaluate and modify instructional practices in response to ongoing assessment data, emphasizing the need for continued assessment in at least three identified areas. Of the three or more, at least one area of the Expanded Core Curriculum is included.</li> </ul>

	<b>Does Not Meet Standard</b> <b>1</b>	<b>Meets Standard</b> <b>2</b>	<b>Exceeds Standard</b> <b>3</b>
Professional and Ethical Standards  B&VI, Standard 6	<ul style="list-style-type: none"> <li>•Candidate does not obtain written permission to conduct LMA in compliance with school district policies; OR</li> <li>•Candidate fails to maintain confidentiality of learner with visual impairment, using a pseudonym; OR</li> <li>•Candidate does not demonstrate sensitivity for the culture, language religion, gender, disability, socioeconomic status, and sexual orientation of individuals by writing report using nonbiased, objective language; OR</li> <li>•Report is not written well and does not clearly communicates with school personnel and family members the needs of learner with visual impairment.</li> </ul>	<ul style="list-style-type: none"> <li>•Candidate obtains written permission to conduct LMA in compliance with school district policies.</li> <li>•Candidate maintains confidentiality of learner with visual impairment, using a pseudonym.</li> <li>•Candidate demonstrates sensitivity for the culture, language religion, gender, disability, socioeconomic status, and sexual orientation of individuals by writing report using nonbiased, objective language.</li> <li>•Report is written well and clearly communicates with school personnel and family members the needs of learner with visual impairment.</li> </ul>	<ul style="list-style-type: none"> <li>•Candidate obtains written permission to conduct LMA in compliance with school district policies.</li> <li>•Candidate maintains confidentiality of learner with visual impairment, using a pseudonym.</li> <li>•Candidate demonstrates sensitivity for the culture, language religion, gender, disability, socioeconomic status, and sexual orientation of individuals by writing report using nonbiased, objective language.</li> <li>•Report is written well and clearly communicates with school personnel and family members the needs of learner with visual impairment.</li> <li>•Candidate writes a reflection of his/her assessment practices and provides a description of self-evaluation, highlighting knowledge gained and areas for continued development.</li> </ul>
Alignment with CEC Standards	Candidate inaccurately discusses, orally or in	Candidate accurately	

	<b>Does Not Meet Standard</b> <b>1</b>	<b>Meets Standard</b> <b>2</b>	<b>Exceeds Standard</b> <b>3</b>
	writing, the connection between the content of this assignment and CEC Standards.	discusses, orally or in writing, the connection between the content of this assignment and CEC Standards.	



## **VI Consortium Syllabi Addendum**

### **Disability Accommodations**

Students with disabilities who seek accommodations in VI Consortium courses must be registered with their university disability services office and provide documentation of approved accommodations privately to instructors in a timely manner each semester. No accommodations will be implemented before official notification from the student's home Consortium university is received. Accommodations will be implemented as stated in the official notification from the university.

### **Honor Code**

All students participating in BVI courses must adhere to their university honor code and will be asked to pledge adherence to the honor code. Additionally, all work submitted must be the students' own work and contain proper citations and any work submitted for a grade must be completed during the academic semester in which it is submitted for grading. Any deviations from the home university honor code will be reviewed by that university's governing body. The VI Consortium agrees to accept the actions or sanctions imposed by the home university's governing body.

### **Field Experiences**

Many VI Consortium courses require field and practical experiences in schools or other settings. Students may not arrange their own field experiences. All students must comply with their home university protocol for participation in field experiences, including:

- Immediate and timely correspondence with the home university field placement office to submit field placement request procedures by home university deadlines;
- Timely compliance with submitting applications, documentation, background checks, and credentialing by the university and participating school system and/or agency for field work within the required deadlines; and
- Compliance with provisions and protocol for engaging in field experiences with the selected school, student(s), teachers, and administration.

No field experience placements will be made until all Consortium and home university requirements have been successfully met. Students may be removed from field placement settings if deemed necessary by the Consortium or home university.

### **Identification, Course, and Resource Access**

While students apply to and register through their Consortium universities, all Consortium BVI courses operate through Mason and all VI Consortium students are given Mason credentials and a Mason G number. Students must keep record of their Mason G number, as this will serve as their identification should they ever pursue education or employment directly through Mason. All courses require Mason

credentials to log on, as does access to the electronic library and other resources used in courses. All students are also given Mason electronic mail accounts. Please activate and maintain this account, as course and program information are supplied through this account.

### **Advising**

All students taking BVI courses must have current advising and a program of studies to ensure course enrollment follows the advised program for individual candidate circumstances.

### **Copyrighted Material and Intellectual Property**

Materials (e.g., case studies, technology, books, articles, videos, and other media) shared through BVI courses may contain those with copyright and/or intellectual property protections. Students may not share any materials or media outside of this course, on social media, or other means. References with proper citations may be made to refer to these materials and media in all uses, whether in class or elsewhere.

### **Live Course Sessions and Course Recordings**

Generally, synchronous courses are recorded and stored for future access should students experience a disruption to internet or power service during live sessions. Under no circumstances are these recordings to be shared with anyone. Likewise, live sessions and recordings may not be audited or accessed by individuals not currently enrolled in the specified courses. Please also do not disclose personal information about yourself or anyone else during live and recorded sessions, including messages submitted in chat functions. Any personal information needing to be relayed to the instructor must be done so privately.

### **Full Attention**

Students must give 100% of their attention during synchronous class meetings and are expected to be fully engaged. Students may not drive or supervise others during class time or engage in non-course related activities that divert their attention away from the class.