

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
SPECIAL EDUCATION PROGRAM**

**Characteristics of Students with Visual Impairments
Spring 2012**

**Thursdays, 4:00pm-6:40pm
Dates: 1/26/2012-2/23/2012**

UNDERGRADUATE SYLLABUS

Host University

George Mason University
Instructor: Christina Schoch
Office phone: 520.490.9795
Office hours: by email or
phone call
Email address:
cschoch@gmu.edu

Participating Universities

- GMU – EDSE 411 5S1 Characteristics of Students with Visual Impairments
- JMU – EXED 435 Characteristics of Students with Visual Impairments
- RU – EDSP 650 Characteristics of Students with Visual Impairments
- NSU – SPE 700 Characteristics of Students with Visual Impairments
- ODU – SPED 432 Characteristics of Students with Visual Impairments

COURSE DESCRIPTION: (1:1:0) No prerequisites

Provides an overview of the characteristics of and services to persons with visual impairments; including the impact of visual impairment on infants' and children's growth and development, child and adolescent emotional and social development, and family interaction patterns. Considers the educational, conceptual, psychosocial, and physical implications of a visual impairment.

NATURE OF COURSE DELIVERY:

Learning activities in this class will include the following:

1. Class lecture, discussion, and participation via synchronous face to face, web-conferences or videoconferences
2. Video and other relevant interactive media presentations
3. Study and independent research
4. Application activities, including regular assignments

LEARNER OUTCOMES:

Upon successful completion of this course, the participants will be able to:

- Demonstrate knowledge of the history of the education of persons with a visual impairment.

- Demonstrate knowledge of the terminology used in the field of working with persons with a visual disability.
- Demonstrate knowledge of the current trends in education of persons with a visual impairment.
- Demonstrate knowledge of the educational settings, which provide education of persons with a visual impairment.
- Demonstrate knowledge of a variety of local, state, and national resources for services to persons with a visual impairment.
- Demonstrate basic knowledge of basic anatomy of the eye and eye diseases.
- Demonstrate knowledge of the impact of a visual impairment on a person's physical, conceptual, academic, vocational and social development.
- Demonstrate knowledge of the legal rights of a person with a visual impairment.
- Demonstrate knowledge of the basic techniques for adapting and modifying instruction for a student with a visual disability.
- Demonstrate knowledge of the need for specialized instruction for certain persons with a visual disability, to include orientation and mobility, low vision aids, and technology.

PROFESSIONAL STANDARDS:

Course's Relationship to Program Goals and Professional Organization

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program. This program complies with the standards for special educators established by the Council for Exceptional Children (CEC), the major special education professional organization.

The CEC Standards are listed on the following web site: <http://www.cec.sped.org> In the second column on the left, access link for "Professional Standards." On this page, to the right, there is a red book pdf document titled "What Every Special Educator Must Know." The CEC Standards are located in this document. The primary CEC standard that will be addressed in this class will be Standard 2 on Characteristics of Learners.

CEC Special Education Content Standard #2: Development and Characteristics of Learners

Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN)^{1/}. Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual's with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

REQUIRED TEXTS:

Erin, J. N. & Spungin S. (2004). When you have a visually impaired student with multiple disabilities in your classroom: A guide for teachers. New York: AFB Press.

McNear, D. & Torres, I. (2004). When You Have a Visually Impaired Student s in Your Classroom: A Guide for Teachers. New York: AFB Press.

Articles will be posted on Blackboard and students are expected to read articles as assigned.

PROPOSED SCHEDULE (SUBJECT TO CHANGE)

Date	Topic	Reading and Assignments
Jan. 26 LIVE	<ul style="list-style-type: none"> • Introductions • Review syllabus • Terminology & History ▪ Professional Roles 	*McNear & Torres, Ch. 1 Hong, Rosenblum, Petrevay & Erin
Feb. 2 RECORDED	<ul style="list-style-type: none"> ▪ Structure & Function of the Eye, Common Diseases ▪ Implications of Visual Impairment ▪ Families and Multicultural Issues 	Bishop; Barton; Topor Simulation Activity Paper Due
Feb. 9 LIVE	<ul style="list-style-type: none"> ▪ Literacy & Technology ▪ Modifying Instruction & the Learning Environment ▪ Expanded Core Curriculum 	*McNear & Torres, Ch. 2-6; Cox & Dykes
Feb. 16 RECORDED	<ul style="list-style-type: none"> ▪ Legal Rights ▪ Psychosocial Issues 	Barclay; Correa-Torres
Feb. 23 LIVE	<ul style="list-style-type: none"> ▪ Multiple Disabilities & Deafblindness ▪ Placement Options 	*Erin & Spungin; Tomasik; Griffin-Shirley & Matlock; MacFarland; Griffin, Davis & Williams “Eyes of Me” Reflection Paper Due

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA:

Assignment	500 Total Points Possible	% of grade	Due Date
Class Attendance & Participation	50	=16%	10 points per class
Simulation Activity	125	=42%	2/2/2012
Eyes On Me Reflection Paper	125	=42%	2/23/2012
Total	300		

UNDERGRADUATE GRADING SCALE:

Percentage	Grade
95-100%	A
90-94%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
60-69%	D
<60%	F

CLASS AND GRADING POLICIES:

As indicated above, each requirement has a point value allocated toward the final grade. All requirements must be completed and received by the instructor by the date (see class schedule). At the end of the semester, you will be given a grade based on the total number of points you have accumulated.

1. Unless otherwise indicated, all formal written work must be word-processed. All assignments must be typed and free of grammatical and spelling errors.
2. Acceptance of late assignments is at the discretion of the instructor and 5 points will be deducted for each day late.
3. Remediation of assignments (not exams, quizzes or attendance) is possible; however additional work will be required. Such remediation should be discussed individually with the instructor. Typically, only one revision or resubmission per assignment will be accepted.
4. Please allow time after submitting your assignment, for grades and comments to be posted. Most grades will be posted as soon as possible; however, sometimes commitments to other class or duties interfere with grading time.

ATTENDANCE POLICY:

Students are expected to attend class. Only in emergency circumstances will one absence be excused if the student submits a 200-word summary of the required reading and topics discussed in class for the missed session. In the event more than one absence is necessary, students are asked to withdraw from the course and register for this class next semester. Significant tardiness or early departure may result in the loss of some or all weekly participation points.

SIMULATION PAPER RUBRIC (125 points)

Assignment: Spend at least 2 hours in conditions simulating a visual impairment (very low vision or blindness). Prior to the simulation you should show the person who will be with you how to act as a human guide. This person should be instructed to monitor for your safety and provide information when requested, but to allow you to do things for yourself. You can borrow a sleepshade or low vision simulator from the instructor; you can purchase your own sleepshade; or you can create a blindfold from fabric.

Select a 2 hour **continuous period of time** when you will be in your home or apartment. Arrange for the human guide to be with you for the entire 2 hours. Part of the time should be spent in your home doing typical activities (e.g., laundry, preparing and eating a meal, cleaning). Part of the time should be spent in your home doing an activity that is not as familiar to you (e.g., preparing a meal you've never made before, planting plants in your garden you've never planted before, trying a new craft project, playing a new card game with someone).

Directions: Following your simulation, write a 4 to 6 page paper describing the experience emphasizing the following: (a) adaptations you used, (b) feelings you experienced, (c) interactions with others including your guide, and (d) what knowledge you gained about visual impairment and how you will apply this to your own career. Discuss things the guide did to help you, things that the guide did that made you uncomfortable, and things you learned from working with your guide.

Grading Rubric: I will assign points to your paper using the following rubric.

# Points	Item
____/10	Paper is double spaced, 12 point font, 1 inch margins, 4-6 pages in length.
____/10	Introductory paragraph provides an accurate overview of the content of the paper.
____/20	Adaptations used by the writer are described.
____/20	Feelings experienced by the writer are described.
____/25	Social interactions, including those with the human guide, are described.
____/20	Knowledge the writer gained about visual impairment and how the writer will apply this in the future are described.
____/10	Closing paragraph provides a summary of key points the writer made in the paper.
____/10	Grammar – Writer may use the word “I” in this paper. The writer uses consistent verb tenses, accurate spelling, no run on sentences, etc.

**DOCUMENTARY FILM “THE EYES OF ME” REFLECTION PAPER
(SIGNATURE ASSIGNMENT) (125 points)**

Watch the film, *The Eyes of Me*, which features four high school students, Chas, Denise, Isaac, and Meagan, with a visual impairment. After watching the film, write a 4 to 5 page paper in which you discuss the unique learning needs of students with visual impairments. Provide a *1-2 paragraph overview* of the film and use the rest of the paper to discuss in-depth the individual with visual impairment. Topics to discuss in the paper include:

- a) knowledge you gained about students with visual impairment;
- b) techniques used by the students with a visual impairment to complete tasks (e.g., cooking, traveling);
- c) how the experiences of persons with visual impairment impact family and social interactions;
- d) how the unique background of the individual (e.g. race, culture, and/or economic status) plays a role in student experiences;
- e) how the film changed any stereotypes you may have had about persons with visual impairment, and;
- f) how you will apply information gained from this film to your own work to respond to individual needs of those with students with visual impairments.

Grading Rubric: I will assign points to your paper using the following rubric.

# Points	Item
____/5	Paper is double spaced, 12-point font, 1-inch margins, 4 to 5 pages in length.
____/5	Introductory paragraph provides an accurate overview of the content of the paper.
____/15	Description of knowledge you gained about the student’s visual impairment, both medical and functional implications. (Understanding of exceptional conditions)
____/15	Techniques (both “typical” and compensatory) used by the student with a visual impairment to complete tasks (e.g. cooking, traveling).
____/15	Description of how the experiences of person with visual impairment impact family and social interactions.
____/15	Description of how the unique background of a person is a factor in individual learning and experiences.
____/20	Description of how the film has changed any stereotypes you had about persons with visual impairments and how you developed more respect for individuals with this disability as unique human beings.
____/20	Description of how you will apply information gained from this film to your own work to respond to individual needs of those with students with visual impairments.
____/5	Closing paragraph provides a summary of key points the writer made in the paper.
____/10	Grammar – Writer may use the word “I” in this paper. The writer uses consistent verb tenses, accurate spelling, no run on sentences, etc.

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

If classes are cancelled at George Mason University, a message will be posted on the class Blackboard site and all class members will receive an email. Because such cancellations are often at the last minute, it may be difficult to get this message prior to leaving for class. Please note that the cancellation of classes due to inclement weather is determined by the decision of the instructing university only. If the instructing university is open and operational then you are expected to attend class.

CELL PHONES AND WEAPONS

All cell phones and beepers should be deactivated while in the classroom. Also, University rules at all participating universities prohibit the possession any firearm, other weapon, or explosive.

COURSE MATERIALS

This course gives you access to PowerPoint files, 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 presentations, notes, and

handouts are provided on Blackboard for your convenience and to facilitate your mastery of concepts presented in this course; PowerPoints will be available on Blackboard by noon of the class day or sooner. If you plan to print copies of PowerPoint slides, this must be done before class begins (before 4 pm or 7:20 pm) and using a 3 or more slides per page handout format (do not print full slide pages). All of these materials should be regarded as authored materials, which if used or referred to must be fully credited through reference to the author, the class, and date. If used beyond citation, permission of the instructor/author is required.

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>

NON GMU Students: Your login for Blackboard Community is: x_first name.last name
For example John Smith's username would be: x_john.smith Your password is:
bbcommunity

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>

TASKSTREAM SUBMISSION

TaskStream (www.taskstream.com) is an electronic portfolio and assessment management tool that the VI Consortium is utilizing in part to meet accreditation requirements for the National Council of Accreditation of Teacher Education (NCATE) as well as for student portfolio evaluation purposes. EVERY student taking this course at EVERY university IS REQUIRED to upload and submit the signature assignment for this course to TaskStream for evaluation by the end of the semester. Directions for creating an account in TaskStream and submitting assignments are available on Blackboard in the TaskStream folder within the Syllabus section.

For student evaluation, program evaluation, and accreditation purposes, students will be required to submit a signature assignment from each of their Special Education courses to TaskStream, an electronic portfolio system. In addition, students completing Midpoint and Final Portfolio courses will use TaskStream to create a full portfolio of their work based on assignments completed throughout their program. For this reason, students

will need to retain electronic copies of all course products to document their progress through the GSE Special Education program. In addition to the signature assignment, products from this class can become part of your individual program portfolio used in your portfolio classes that documents your satisfactory progress through the GSE program and the CEC performance based standards. Grades will not be submitted at the end of the semester unless TaskStream requirement has been fulfilled.

The **signature assignment(s)** for this class is: **“Eyes on Me” Reflection Paper**

Course Facilitators

Each class will have a facilitator or assistant who will assist with the class. Learn who that person is as they will be taking role and keeping track of class participation and reporting it to me weekly. **I am going to do three live sync classes with you and two classes will be online only (async). If you would like to sync with me at a different time then the class is offered, please notify me by e-mail or phone 1-520-490-9795.** However, if you think you must miss a class, please email me ahead if at all possible (or later if need be). Because of the potential of confusion caused by people speaking at the same time in this multi-site course, it will be important to raise hands before asking questions or making comments. Along with the facilitators, I will try hard to enforce this rule and to be alert to questions from the distance sites. Facilitators will also FAX in-class written tasks following class or early the next day to me. When in class assignment forms or handouts are send the day of the class, facilitators will need to download and copy them for class members.

BLACKBOARD ASSISTANCE

This course requires that you be a regular email user and be able to use various features of Blackboard (sign on, download materials, hand in completed assignments electronically in the drop box). You may direct your questions about Blackboard to the facilitator at the class site as well as to email Christina Schoch (cschoch@gmu.edu). You will want to download all the required materials early in the semester or as soon as they are posted. Please note that some handouts/readings may be given to you in class that are not posted on blackboard. Also check Blackboard for announcements. Sometimes I will place handouts for class on Blackboard and will alert you by email or in the previous class; in these cases please download and bring them to class.

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> (new website) for fall courses.
- If students access Blackboard through <http://gmucommunity.blackboard.com> (old website) they will see only content from spring and summer. **DO NOT** use this website to access Blackboard.
- When accessing Blackboard through <http://mymason.gmu.edu> students will also have access to previous courses.
- Students will use the same login they have used for spring and summer courses.
- When students login to <http://mymason.gmu.edu>, select the “Organizations” tab

to access their classes.

- Students will notice a slightly different look to the new Blackboard system, but everything should function the same.

GMU STUDENTS ONLY: COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- 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/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- 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.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- 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/>].
- 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/>].