



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

EDSE 513-6V1: *Medical and Educational Implications of Visual Impairments*

CRN:81104, 3 – Credits

Fall 2012

80369-5S1, 6VI-81104

GMU – EDSE 513 Section 5SI/6VI Medical and Educational Implications of Visual Impairments

JMU – EXED 631 Medical and Educational Implications of Visual Impairments

RU – EDSP 658 Medical and Educational Implications of Visual Impairments

NSU – SPE 708 Medical and Educational Implications of Visual Impairments

ODU – SPED 434/534 Medical and Educational Implications of Visual Impairments

Instructor: Dr. Colleen McNerney	Meeting Dates: 08/27/12 - 12/05/12
Phone: (703) 408-2741	Meeting Day: Wednesday
E-Mail: cmcnerne@gmu.edu	Meeting Times: 4:00pm - 6:40pm
Office Hours: By appt., before & after class	Meeting Location: KA 101

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: EDSE 511 (may be taken concurrently).

Advising Contact Information:

Please make sure that you are being advised on a regular basis as to your status and progress through your program. For assistance contact the Special Education Advising Office at (703) 993-3145.

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.

Cassin, B., & Rubin, M.I. (2011). *Dictionary of eye terminology* (6th ed.) Gainesville, FL: Triad Publishing Co.

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

Recommended Textbooks:

Johns, J.L. & Elish-Piper, L. (2012). *Basic reading inventory: Pre-primer through grade twelve and early literacy assessments* (11th ed.). Dubuque, IA: Kendall Hunt Publishing Co.

Roman-Lantzy, C. (2007). *Cortical visual impairment: An approach to assessment and intervention*. New York: AFB Press.

Sanford, L. & Burnett, R. (2008) *FVLMA Practitioner's Guidebook: Functional vision and learning media assessment*. Louisville, KY: American Printing House for the Blind.

Required Articles and Readings:

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

Course's Relationship to Program Goals and Professional Organizations:

This course is part of the Virginia Consortium for Teacher Preparation in Vision Impairment program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Visual Impairments PK-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education organization. The CEC Standards are listed on the following website:

<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/>

The CEC standards that will be addressed in this class include Standard 1: Foundations, Standard 2: Characteristics of Learners, Standard 4: Individual Learning Differences, Standard 4: Instructional Strategies, Standard 5: Learning Environments and Social Interactions, Standard 7: Instructional Planning, and Standard 8: Assessment. *NOTE: NCATE Assessments (in many but not all courses) may address additional CEC standards.

Course Requirements, Performance Based Assessment and Evaluation Criteria:

1. Quizzes—Three quizzes 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. Prepare a class presentation on a part of the eye. The presentation will last 3-5 minutes. Each student will provide a 1-2 page handout summarizing the key points of the presentation and provide graphics to illustrate points.
3. Assemble a functional vision assessment kit to utilize with students/clients. Identify potential uses of materials for a particular individual or population of individuals with low vision. You will include samples of toys, writing instruments, colored paper, etc. and describe what you will assess with the materials included. A table of contents and rationale for why you included items in the kit is required. A card catalogue with items to include in the kit will be accepted. For items that you want to include in the kit but are unable to purchase, include them on a “wish list” as a part of the kit. For ideas of things to include in your FVA kits, refer to the *Looking to Learn* text.
4. Interpret a report from an ophthalmologist, translating it into *everyday language*. Submit your interpretation as a letter to parents, with a copy to the student's classroom teacher.
5. Conduct a functional vision assessment for a student with low vision and submit a written report of the results and recommendations. Videotape the sequence so the instructors can give you feedback about what is seen on tape and on your report. Follow the format(s) discussed in class and in your textbook.

- Develop a 4-week low vision plan and intervention project based on the results of the functional vision assessment. A detailed description of the assignment will be posted on Blackboard. Present your project to the class using PowerPoint.

Attendance Policy:

Attendance (**30 points**) at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Information, activities, and guest speakers will be presented in class that are not a part of the text 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 actively 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.

Grading:

Class Requirements	400 Total Points Possible
1. Class Attendance & Participation	40
2. Quizzes (3)	60
3. Eye part presentation	25
4. Functional vision assessment kit	50
5. Interpretation of eye report letter	25
6. Functional vision assessment	100
7. Low vision plan and intervention project	100

Grading Scale:

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

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.

- Unless otherwise indicated, all formal written work must be word-processed. All assignments must be typed and free of grammatical and spelling errors.
- Acceptance of late assignments is at the discretion of the instructor and 5 points will be deducted for each day late.
- 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.

4. Remediation of assignments (not quizzes or attendance) is not possible. If I notice that an assignment does not meet standards (e.g., incomplete), I will ask you to resubmit your work before submitting the final grade.

Schedule:

Date	Topic	Readings	Assignment
Aug. 29	Overview of syllabus, requirements, beliefs about persons with low vision, definitions	C & E- Chapters 1 & 2	
Sept. 5	Anatomy and physiology of the eye, how the visual system works	C & E- Chapter 5 Add'l resource rdgs.	Eye parts presentations due
Sept. 12	Visual development	C & E- Chapter 9	Quiz 1 opens
Sept. 19	Clinical assessment of low vision, ophthalmologic, CLVE FVA: eye reports module	C & E- Chapter 8 D'A & F-Chap 1& 3	
Sept. 26	FVA: oculomotor & acuity modules	C & E- Chapter 10	FVA kit due
Oct. 3	FVA: color, contrast & lighting & visual fields module	C & E- Chapter 10	Eye report assignment due
Oct. 10	Introduction to optics Learn about the characteristics of telescopes and near magnification	C & E-Chapter 7 D'A & F – Chap 4-6	Quiz 2 opens
Oct. 17	Instruction in visual techniques	C & E Chapter 11	
Oct. 24	Instruction in the use of optical devices	C & E- Chapter 14 D'A & F - Chap 4-6	Functional vision assessment and report due
Oct. 31	Instruction in the use of optical devices continued	C & E- Chapter 14 D'A & F - Chap 4-6	
Nov. 7	Eye conditions and functional implications	C & E- Chapter 6	
Nov. 14	Eye conditions continued Cortical/cerebral visual impairment	C & E- Chapter 6	Quiz 3 opens
Nov. 21	NO CLASS		
Nov. 28	Class presentations and discussion on 4-week low vision plan and intervention project		Low vision plan & intervention project due
Dec. 5	Adults with low vision	C & E- Chap 17& 19	

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 quizzes 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://hs.odu.edu/advising/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. 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 AND BLACKBOARD

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>.

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.

The **signature assignments** for this class are: Written FVA Report and 4-week Low Vision Plan and Intervention Project.

Note: Please submit these items together as ONE pdf file into TaskStream.

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 email Colleen McNerney (cmcnerne@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 POLICIES AND RESOURCES FOR STUDENTS:

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- 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 or 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. <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>].

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.