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

Summer 2015
EDSE 613 N01/6V1: Teaching Methods for Students with Visual Impairments
CRN: 41842/43612, 3 - Credits
JMU – EXED 633 Teaching Methods for Students with Visual Impairments
RU –EDSP 653 Teaching Methods for Students with Visual Impairments
NSU – SPE 710 Teaching Methods for Students with Visual Impairments
ODU – SPED 638 Teaching Methods for Students with Visual Impairments

Instructor: Dr. Rebecca Sheffield	**Meeting Dates:** 5/18/2015 – 7/8/2015
Phone: 830-832-5534	**Meeting Day(s):** Wednesdays
E-Mail: rsheffi2@gmu.edu	**Meeting Time(s):** 4:30 pm-7:10 pm
Office Hours: via phone or Blackboard Collaborate, after class or by appointment	**Meeting Location:** GMU Students: Fairfax KH 3 (optional); Non-GMU students: connect remotely via BlackBoard Collaborate

Note: This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

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

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

Co-requisite(s): None

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Technical Requirements and Expectations:

All students have been granted permission to home-stream for video conferencing sessions. This course will use BlackBoard Collaborate. A webcam and headset with audio are required. The instructor will provide opportunities to test your system capabilities and ability to access BlackBoard Collaborate prior to the first class. All sessions will be recorded. In the event that you lose power or internet capabilities, please return to the session as soon as possible and use the recordings to catch up on anything you may have missed.

Learner Outcomes

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

• Recognize available local, state, and national resources for obtaining assistance and materials.

• Learn techniques to facilitate effective inclusion of students with visual impairments in general education classrooms.

• Acquire effective teaching strategies for working with children with visual impairment, including those with multiple disabilities, to promote academic progress and support growth in areas of the expanded core curriculum.

• Demonstrate techniques of adapting materials and learning environments as needed for all curricular areas.

• Demonstrate knowledge in the types of technology tools available and how specific devices can be used to accomplish instructional objectives for students with visual impairments, including those with multiple disabilities.

• Use multiple sources of quantitative and qualitative assessment data to plan comprehensive long-term (transition) and short-term educational programs for students with visual impairment based on standard and the expanded core curriculum.

• Demonstrate relationships among assessment, IEP development, placement and educational services.

• Identify community resources, agencies, and strategies to interface with educational agencies and families when developing and planning IEPs.

• Identify related services and accommodations pertaining to postsecondary transitions that increase student access to post secondary education and community resources.

• Demonstrate knowledge of use and implementation of transition assessments to encourage and support students' self-advocacy and self-determination skills.

Required Textbooks

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

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

Digital Library

Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at Molly.Haines@pearson.com.

Recommended Textbooks

Allman, C. B., Lewis, S., & Spungin, S. J. (2014). *ECC Essentials: Teaching the expanded core curriculum to students with visual impairments.* NY: AFB Press.

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

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

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

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

Required Resources
All students have been granted permission to home-stream for video conferencing sessions. This course will use Blackboard Collaborate. A webcam and headset with audio are required. Internet access and presentation software are also required for the completion of required assignments.

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

Key Points for Blackboard. Our Blackboard server has been updated from version 8.0 to 9.1. For students this means:
- Students MUST access Blackboard through http://mymason.gmu.edu.
- Login
  - GMU Students: Enter your Mason NetID (the first portion of your e-mail address, before the @) then enter your Password (PatriotPass credentials).
  - NON-GMU Students:
    - Username: x_firstname.lastname
    - Password: bbcommunity
- Select the "Organizations" tab to access classes.

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

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

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

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

Crudden, A. (2012). Transition to employment for students with visual impairments: Components for success. *Journal of Visual Impairment & Blindness*, *106* (7), 389-399.

Hatton, D., Ivy, S., & Boyer, C. (2013). Severe visual impairments in infants and toddlers in the United States. *Journal of Visual Impairment & Blindness*, *107*(5), 325-336.

Herzberg, T. S., & Rosenblum, L. P. (2014). Print to braille: Preparation and accuracy of mathematics materials in K-12 education. *Journal of Visual Impairment & Blindness, 108*(5), 355-367.

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

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

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

McMahon, E. (2014). The role of specialized schools for students with visual impairments in the continuum of placement options: The right help, at the right time, in the right place. *Journal of Visual Impairment & Blindness, 108*(6), 449-459.

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

Course Relationships to Program Goals and Professional Organizations

This course is part of the Virginia Consortium for Teacher Preparation in Vision Impairment Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Visual Impairments PK-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC standards that will be addressed in this class include Standard 1: Foundations, Standard 2: Characteristics of Learners, Standard 3: Individual Learning Differences, Standard 7: Instructional Planning, and Standard 8: Assessment.

GMU POLICIES AND RESOURES FOR STUDENTS:

a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code/].

b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].

c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
- 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/

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

PROFESSIONAL DISPOSITIONS
Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT
The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See http://cehd.gmu.edu/values/]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/]

Course Policies & Expectations
Attendance.

Due to the condensed nature of this summer course and the interactive nature of class meetings, attendance is expected of all students, every week, via Blackboard Collaborate. Sometimes absences are unavoidable. For each class, 10 points are earned for "in-class participation." Five of those points are for attendance, and five are for participation. Students may have one excused absence (no documentation required), for which the five attendance points will not be deducted; students must arrange with the instructor to make up the 5 participation points, otherwise those will be lost. For a second absence, students will lose all 10 in-class participation points. Students with three or more absences must meet with the professor to discuss continuing in the course. (Absences due to technology failures should be discussed with the instructor on an individual basis).

Late Work.
Late assignments will not be accepted. You must communicate via email with the instructor as soon as possible if there is an emergency circumstance.

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

TaskStream Submission
Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, *Transition Individualized Education Program* to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you MUST use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to http://cehd.gmu.edu/api/taskstream.

Grading Scale

Grades will be assigned, using a point system:

	Points Possible
1. In class participation	80 (10 points per class)
2. On-line activities/application	40 (5 possible points per week + 5 points for notes to guest speakers)
3. IEP and Transition Plan	80
4. Adapted Teaching Unit	45
5. Expanded Core Curriculum Presentation	45
6. Digital Filing Cabinet	50
Total Points Possible:	340

Letter grades will be determined as follows:

A	95-100%	322-340 points
A-	90-94%	305-321 points
B	80-89%	271-304 points
C	70-79%	237-270 points
F	69% and below	236 points and below

Opportunities will be available to earn bonus points throughout the course. Bonus points will be used towards individual assignments.

Assignments

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

Other Assignments
Adapted Teaching Unit (45 points). Students will select a teaching unit from the general curriculum and adapt or modify it for a student who is blind or visually impaired. Include the following information.
- targeted age range that this unit is adapted for;
- materials or equipment needed;
- age-appropriate activities to carry out learning;
- Evaluation methods used.

The grading rubric, sample teaching unites, and detailed instructions are available in Blackboard.

Expanded Core Presentation (45 points). Students will develop and present a 15 minute presentation for one of the nine expanded core curriculum areas. Presentations will include summaries from journal articles, ECC resources, data collected from an interview with a practicing TVI, and a design for a hypothetical teaching unit or project targeting objectives within an ECC area. The grading rubric and detailed instructions are available in Blackboard.

Digital Filing Cabinet (50 points). The goal of this assignment is for students to finish the course with a portable, accessible resource file which contains helpful information that they can reference and share whenever needed as a TVI. Detailed instructions and a grading rubric are available in Blackboard.

On-line activities/application (40 points). Between class meetings, the instructor will assign one to three, short application activities related to the readings, class discussions, or preparations for larger assignments. Points will be allocated among these smaller activities each week, for a total of 7 weeks and 35 points. Additionally, for each guest speaker in the course, students are asked to write a brief thank you email sharing something that they learned during the presentation (the email can be sent to the instructor to forward to the presenter or directly to the presenter with a carbon-copy (cc) to the instructor). Five "all or nothing" points will be earned for sending these thank you emails.

Schedule

Date	Topic	Readings & Assignments
May 20	• Blackboard • Review of Syllabus & Course Requirements • IEP Overview • Career and Transition Planning (Guest Presentation)	• Foundations Ch. 1 & 19 • Bateman & Linden Ch. 1 • Trief & Feeney (2003) • McDonnall (2010)
Online/AA	• Related Services Activity (discussion board) • Collaboration Activity (IRIS Module) • IEP Group Activity: PLOP	
May 27	• Programming for Infants, Toddlers, and Preschoolers • IEP PLOP discussion	• Foundations Ch. 5 & 7 • Bateman & Linden, Ch. 2 • Hatton, Ivy, & Boyer (2013)
Online/AA	• IEP Group Activity: Goals & Objectives • Ecological Inventory	

June 3	• Culturally Appropriate IEPs • Task Analysis and Ecological Inventory • IEP Goal Writing Discussion	• Foundations Ch. 6 • Chamberlain (2005) • Bateman & Linden, Ch. 3
Online/AA	• IEP Group Activity: LRE & Services • Cultural and Linguistic Differences Activity (IRIS Module)	
June 10	• General Techniques for Modifying Instruction • Assistive Technology Instruction • Strategies for Teaching Math and Science Instruction • LRE & Services Discussion	• Foundations Ch. 9 & 10 • Bardin & Lewis (2008) • Herzberg & Rosenblum (2014) • Bateman & Linden, Ch. 4 & 6
Online/AA	• IEP Group Activity: State Assessment & Accommodations • Science Image Description • YouDescribe Activity	
June 17	• Vocational Rehabilitative Services • Self-Advocacy and Social Skills	• Foundations Ch. 17 & 20 • Bateman & Linden, Ch. 5 • Crudden (2012) • **Adapted Teaching Unit due June 19th**
Online/AA	• VDOE I'm determined • Looking Good Activity	
June 24	• Strategies for Teaching Students with VI and Additional Disabilities • Caseloads, Scheduling, Teaming, & Paraprofessionals	• Foundations Ch. 20, Appendix D • McMahon (2014) • Lewis & McKenzie (2010) • **Transition IEP Due June 26**
Online/AA	• Working with Families (IRIS Module)	
July 1	• Accessing Large Print & Electronic Materials • Art, Music, Recreation, and Leisure • APH Products	• Foundations Ch. 8, 11, 18 • Corn & Koenig (2002) • Koenig & Holbrook (2000)
Online/AA	• Art Beyond Sight Activity	
July 8	• **ECC Project Presentations**	• **ECC Projects due in Blackboard prior to start of class on July 8th** • **Digital Filing Cabinet due July 8th by midnight**

Online/AA = an online or application activity