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

Fall 2015
EDSE 513 6V1: Medical and Educational Implications of Visual Impairments
CRN: 83433, 3 - Credits
JMU – EXED 631 Medical and Educational Implication of Visual Impairments
RU – EDSP 658 Medical and Educational Implication of Visual Impairments
NSU – SPE 525 Medical and Educational Implication of Visual Impairments
ODU – SPED 434/534 Medical and Educational Implication of Visual Impairments

Instructor: Dr. Kathryn D Botsford	**Meeting Dates:** 08/31/15 - 12/07/15
Phone: 206-849-3021	**Meeting Day(s):** Monday
E-Mail: kbotsfor@gmu.edu	**Meeting Time(s):** 4:30 pm-7:10 pm
Office Hours: Wednesdays 5:00 pm -8:00 PM via Bb Collaborate. Or By Appointment	**Meeting Location:** NET

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

Course Description
Provides an introduction to anatomy and physiology of the visual system and the educational implications of visual pathology. Topics include anatomy of the human eye, normal visual development, pathology of the eye, examination procedures for the identification of visual pathology, and the effects of pathology on visual learning and development. Prerequisite(s): EDSE 511 (may be taken concurrently). Notes: Delivered online. Hours of Lecture or Seminar per week: 3 Hours of Lab or Studio per week: 0

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.

Advising Tip
Did you know that Mason email is the primary method of communication used by university offices including those arranging internships, reviewing records for graduation, etc.? Check your Mason email regularly or use the instructions at http://masonlive2.gmu.edu/tutorials/forwardemail.cfm to forward to an email account you check frequently.

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

DELIVERY METHOD:
This course will be delivered online using both **asynchronous & synchronous** format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before "@masonlive.gmu.edu) and email password. The course site will be available on August 31st, 2015.

Our first synchronous class meeting is at 4:30 PM on Monday, August 31st

TECHNICAL REQUIREMENTS:
To participate in this course, students will need the following resources:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- 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 the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
  - Adobe Acrobat Reader: http://get.adobe.com/reader/

- Windows Media Player: http://windows.microsoft.com/en-US/windows/downloads/windows-media-player
  - Apple QuickTime Player: www.apple.com/quicktime/download/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

EXPECTATIONS:
- **Course Week:** Refer to the asynchronous bullet below is your course is asynchronous or the synchronous bullet if your course is synchronous.
  - ➢ **Asynchronous:** Because online courses do not have a "fixed" meeting day, our week will **start** on (**Monday**), and **finish** on (**Sunday**).
  - ➢ **Synchronous:** Our course week will begin on the day that our synchronous meeting take place as indicated on the Schedule of Classes.
- **Log-in Frequency**: Refer to the asynchronous bullet below is your course is asynchronous or the synchronous bullet if your course is synchronous.
  - ➢ **Asynchronous:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.
  - ➢ **Synchronous:** Students must log-in for all scheduled online synchronous meetings. In addition, students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.
- **Participation**: Students are expected to actively engage in all course activities throughout the semester, which include viewing of 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 are expected to seek assistance if they are struggling with technical components of the course. Contact ITU (http://itservices.gmu.edu/help.cfm) at (703) 993-8870 or support@gmu.edu.
- **Technical Issues**: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload**: Expect to log in to this course **at least three times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Netiquette: Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

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

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

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

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

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

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

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

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

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

Smith, A. J., & O'Donnell, L. M. (1991). Beyond Arm's Reach: Enhancing Distance Vision. Pennsylvania College of Optometry Press. ISBN B0006QSJ1U.   While this text is out of print, it is still available directly from Salus University in Elkins Park, PA. Contact: Tracey Robbins at 215-780-1359.

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

Additional Readings

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

Course Relationships to Program Goals and Professional Organizations

This course is part of the Virginia Consortium for Teacher Preparation in Vision Impairment Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Visual Impairments PK-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC standards that will be addressed in this class include Standard 1: Learner development and individual learning differences; Standard 3: Curricular content knowledge; Standard 4: Assessment; Standard 5: Instructional planning and strategies.

GMU Policies and Resources for Students:

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

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

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

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

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

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

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

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times.

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

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

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

　　• As a courtesy, please email the instructor to let her know if you will not be in class.

　　Late Work.
　Due to the fast paced nature of this course, no late assignments will be accepted unless prearranged with the instructor or there is a documented medical or family emergency.
　　• **Assignments are due by the dates posted in the schedule.**
　　• **Assignments (including quizzes) are due by 11:59 PM on the posted date.**
　　• **All times referenced in this course are East Coast Times.**
　　• **Check the Assignment Due Dates posted in Blackboard as the Course Schedule is Subject to Change.**

Blackboard Submission
Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, Instructional Plan and Intervention Project to Blackboard (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 Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

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

Assignments
> **Performance-based Assessment (Blackboard submission required).**
1. **Quizzes**—Three quizzes **(20 points each = 60 points total)** will be incorporated into the course. Each will cover material previously reviewed in class and online. Online material from required readings may also be covered on the quizzes. Each quiz will be allotted time according to the difficulty level of the material. The quizzes are available online for a week, but once you begin the quiz, be prepared to answer the questions in the allotted time given to you on Blackboard, e.g., 1 hour –2 hours.
2. **Eye Parts Class Presentation (30 points).** Prepare a class presentation on a part of the eye designed to last 3-5 minutes. Provide a 1-2 page handout summarizing the key points of the presentation and provide graphics to illustrate points.
3. **Eye Condition Report (15 points).** Prepare a short report on a common eye condition (conditions will be assigned in class). Your reports will include the following information: Name the Eye Condition, Identify if it is congenital (if yes, is it also *in utero*), acquired, and/or hereditary (genetic), Identify if the condition is considered stable or progressive, Identify the affected anatomical structures, Identify any secondary or associated eye conditions that may also occur. Students will cite all references (books, websites, etc.)--this is a very important step so that you and your colleagues have a list of future resources that you can use as TVIs.
4. **Functional Vision Assessment Kit (50 points).** Assemble a functional vision assessment kit to utilize with students. Identify potential uses of materials for a particular individual or population of individuals with low vision. Include samples of toys, writing instruments, colored paper, etc. and describe visual skills that you will assess with the materials included.

A table of contents with a brief rationale for why you included items in the kit is required. Items that you want to include in the kit but are unable to purchase, may be included in a "wish list." For suggested items to include in your FVA kits, refer to the *Looking to Learn* text.

5. **Interpretation of an Eye Report Summary (15 points)**. In small groups, interpret a report from an ophthalmologist, translating it into *everyday language* Submit your interpretation as a letter to parents and other IEP team members.

6. **Functional Vision Assessment (100 points).** Conduct a functional vision assessment for a student with low vision and submit a written report of the results and recommendations. Videotape the sequence of the FVA process so that I can give you feedback. Follow the format(s) discussed in class and in your textbook.

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

Other Assignments
Performance-based Common Assignments (No Blackboard submission required).
1. Interviews (Due for in class discussion during Week 1)
2. Discussion Board posts (30 Points)
3. Class Participation

Schedule

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

- **Assignments are due by the dates posted in the schedule.**
- **Assignments (including quizzes) are due by 11:59 PM on the posted date.**
- **All times referenced in this course are East Coast Times.**
- **Check the Assignment Due Dates posted in Blackboard as the Course Schedule is Subject to Change.**

Date	Topic	Readings *Due Prior to Class meetings*	Assignment

Aug. 31	Overview of syllabus, requirements, beliefs about persons with low vision, definitions	C & E- Chapters 1 & 2	**Watch video: *Going Blind* and respond in the discussion board by 09/03** **Be prepared to share the results of your Interviews in class August 31st.** **Quiz 1 opens Complete Quiz 1 by 09/20**
Sept. 7	Anatomy and physiology of the eye, how the visual system works	C & E- Chapter 5 Additional resource readings	**Eye parts presentations due in class 09/07**
Sept. 14	Visual development	C & E- Chapter 9	**Quiz 1 due by 09/20** **Eye Conditions Report Due 09/19** **Post revised reports to discussion board by 09/21**
Sept. 21	Eye conditions and functional implications (Part I)	C & E- Chapter 6	**Eye Condition Forum (discussion)**
Sept. 28	Clinical assessment of low vision, ophthalmologic, CLVE FVA: eye reports module	C & E- Chapter 8 D'A & F: Chapters 1 & 3	
Oct 5	FVA: oculomotor & acuity modules	C & E- Chapter 10	**Interpretation of Eye Report Assignment due 10/11**
Oct. 12*	FVA: color, contrast & lighting & visual fields module	C & E- Chapter 10	***Asynchronous Class this week** to accommodate GMU's Columbus Day
Oct. 19	Introduction to optics Learn about the characteristics of telescopes and near magnification	C & E-Chapter 7 D'A & F Chapters 4-6	**Quiz 2 opens Complete Quiz 2 by 11/15** **FVA kit due 10/25**
Oct. 26	Instruction in visual techniques	C & E Chapter 11	**Bring your 5 favorite FVA Kit materials to class 10/25**

Nov 2	Instruction in the use of optical devices	C & E- Chapter 14 D'A & F Chapters 4-6	**Functional vision assessment due 11/01**
Nov. 9	Instruction in the use of optical devices continued	C & E- Chapter 14 D'A & F Chapters 4-6	**Complete Quiz 2 by 11/15**
Nov. 16	Eye conditions (Part II-continued) Cortical/cerebral visual impairment	View CVI Lecture Series R-L - textbook	
Nov. 23	Adults with low vision	C & E- Chapters 17 & 19	**Quiz 3 opens. Complete Quiz 3 by Nov. 29th**
Nov	**THANKSGIVING BREAK (Wednesday 11/25-Sunday 11/29)**		
Nov. 30	**Class presentations and discussion on Low Vision Instructional Plan and Intervention Project.**		**Post your instructional Unit to Blackboard. Class presentations on, and discussion of, Low Vision Instructional Plan and Intervention Projects Due 12/06 by 11:59 PM EST**
Dec. 7	Class Presentations of Low Vision Instructional Plan and Intervention Projects, **Low Vision Instructional Plan and Intervention Project Due this week.**		**Class presentation of Low Vision Instructional Plan and Intervention Projects Due in class on 12/7** ** Final Drafts of Low Vision Instructional Plan and Intervention Project Due 12/10**

Dec 14	In place of a final exam, students will have turned in the final draft of the Low Vision Instructional Plan and Intervention Project to the instructor via Bb **no later than 11:59PM on December 10th**.		

** Note: consortia universities adhere to different semester dates & deadlines. If you are NOT a GMU student, provide the instructor with your university's last day of class for the semester.

- C&E = Corn A.L., Erin J.N. (2010) *Foundations of Low Vision: Clinical and Functional Perspectives (2nd ed).* New York: AFB Press.
- D'A & F = D'Andrea, F. M., & Farrenkopf, C. (2000). *Looking to learn: Promoting literacy for students with low vision.* New York: AFB Press.
- R-L = Roman-Lantzy, C. (2007). *Cortical Visual Impairment: An Approach to Assessment and Intervention*. New York: AFB Press. ISBN 978-0-89128-829-9
- **Movie =** Going Blind (2010), **directed by Joe Lovett Published and distributed by Filmmakers Library, this movie is available for rent as streaming video in both standard and audio description formats from either:** www.amazon.com **or** http://lovett-vod.com/going-blind-movie/