



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

Summer 2017

EDSE 613: Teaching Methods for Students with Visual Impairments

3 – Credits

Section D01; CRN: 40951

Section 6V1; CRN: 44139

Section 6Y1; CRN: 44140

Instructor: Dr. Marie Celeste	Meeting Dates: 5/22/2017 – 7/29/2017
Phone: (202) 460-1474	Meeting Day(s): Wednesday
E-Mail: mceleste@gmu.edu	Meeting Time(s): 4:30 pm - 7:10 pm
Office Hours: Arranged by appointment	Meeting Location: Internet, ON LINE
Office Location: Via phone or Blackboard	Other Phone: 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.

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

Co-requisite(s) None

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.

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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip

Did you know that to receive your teaching license you need to submit your request to VDOE? Depending on your situation, you can either submit your paperwork to VDOE through your county HR office or through GMU. For instructions, visit <http://cehd.gmu.edu/teacher/instructions>.

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 using an asynchronous format via 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) and email password.

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 a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- 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/>
 - Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
 - Apple Quick Time Player: 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 2-3 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. Recognize available local, state, and national resources for obtaining assistance and materials.
2. Learn techniques to facilitate effective inclusion of students with visual impairments in general education classrooms.
3. 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.
4. Demonstrate techniques of adapting materials and learning environments as needed for all curricular areas.
5. 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.
6. 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.
7. Demonstrate relationships among assessment, IEP development, placement and educational services.
8. Identify community resources, agencies, and strategies to interface with educational agencies and families when developing and planning IEPs.
9. Identify related services and accommodations pertaining to postsecondary transitions that increase student access to post secondary education and community resources.
10. Demonstrate knowledge of use and implementation of transition assessments to encourage and support students' self-advocacy and self-determination skills.

Course 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 professional organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 1: Learner development and individual learning differences (InTASC 1,2); CEC Standard 3: Curricular content knowledge (InTasc 4,5); CEC Standard 4: Assessment (InTASC 6) & CEC Standard 5: Instructional planning and strategies (InTASC 7,8).

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., Kamei-Hannan, C. & McCarthy, T. (2017). Foundations of Education (Third Edition). Volume II. *Instructional Strategies For Teaching Children and Youths with Visual Impairments*. NY: AFB Press.

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

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

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*. NY: 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 impairments*. NY: AFB Press.

Required Resources

- Personal computer
- A reliable internet connection
- A headset with microphone
- A webcam (optional)
- Additional required sources may be posted on Blackboard

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.

Celeste, M. (2007). Social Skills Intervention for a Child Who is Blind. *Journal for Visual Impairment and Blindness*, 101, 521-533.

Celeste, M. (2006). Play Behaviors and Social Interactions of a Child Who is Blind: In Theory and Practice. *Journal for Visual Impairment and Blindness*, 100, 75-90.

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: Preparations 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 Impairments & 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.
- Thrief, 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 Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 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 Tk20 (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 Tk20.

For EDSE 613, the required PBA is Transition Individualized Education Program. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations

**Performance-based Assessment (Tk20 submission required)
IEP and Transition Plan (80 points) – Due by Midnight, June 28th - Submit via Tk20** - 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. The full assignment description and rubric can be found in the assignment folder in Blackboard.

Note. Students who are current teachers in a school system can use one of their own students and the IEP template from your school if you chose to do so. Alternatively, the VDOE has a sample IEP template on their webpage in Word format. Go to: http://www.doe.virginia.gov/special_ed/iep_instruct_svcs/iep/ Scroll down to resources, there you will find a sample transition IEP template; one is also included in the Blackboard folder. (You can put the sections required for the IEP in a word document). Students who do not have a student whom they may use to write the Transition IEP can use the *Gebisa* case study to complete the assignment (which can be found in the Blackboard folder). Detailed instructions and a grading rubric are available in Blackboard.

**Performance-based Common Assignments (Submission via Blackboard required.)
Adapted Teaching Unit (40 points) – Due by Midnight, June 21st – Submit via Blackboard** - 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.

Digital Resource File (46 points) - Due before class on July 12th – Submit via Blackboard - 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. You will present your Resource File to your classmates on the final night of class. Detailed instructions and a grading rubric are available in Blackboard.

Course Policies and Expectations

Attendance

This course comprised of interactive discussion and lectures; attendance at each synchronous course meeting is mandatory. Only in the case of an emergency or other urgent situations 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 situation. 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. 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 his/her 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.

Grading Scale

Note. The graduate grading scale does not include a “D”.

A = 95-100% <input type="checkbox"/>	161-170 points
A = 90-94% <input type="checkbox"/>	153-160 points
B + = 87-89% <input type="checkbox"/>	148-152 points
B = 84-86% <input type="checkbox"/>	143-147 points
B- = 80-83% <input type="checkbox"/>	136-142 points
C = 70-79% <input type="checkbox"/>	119-135 points
F = 69% and below	118 points and below

Grades will be assigned, using a point system:

	Points Possible
1. In-class participation (3 points for each class)	24
2. IEP and Transition Plan	60
3. Adapted Teaching Unit	40
4. Digital Resource File	46
Total Possible Points	170

*Note: The George Mason University Honor Code will be strictly enforced. 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 or with proper citations (see <http://oai.gmu.edu/the-mason-honor-code/>).

Professional Dispositions

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

Class Schedule

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

Date	Topic	Readings & Assignments
May 24	Blackboard <input type="checkbox"/> Review of Syllabus & Course <input type="checkbox"/> Requirements <input type="checkbox"/> IEP Overview <input type="checkbox"/> Co-Teaching	Foundations Ch. 1 Bateman & Linden Ch. 1 <input type="checkbox"/> & 2 Trief & Feeney (2003) <input type="checkbox"/> McDonnall (2010) <input type="checkbox"/>
May 31	Programming for Infants, Toddlers, and Preschoolers <input type="checkbox"/> Social / Emotional Development Having Difficult Conversations	Foundations Ch. 9 & 22 <input type="checkbox"/> Hatton, Ivy, & Boyer (2013)
June 7	Differentiating Instruction Instruction in Compensatory Skills <input type="checkbox"/>	Foundations Ch. 6 & 7 <input type="checkbox"/> Bateman & Linden, Ch. 3 <input type="checkbox"/> Chamberlain (2005) <input type="checkbox"/>
June 14	Strategies for Teaching Math, Science and Social Studies Instruction <input type="checkbox"/> LRE & Services Discussion <input type="checkbox"/>	Foundations Chs. 13, 14 & 15 Bateman & Linden, Ch. 4 & 6 <input type="checkbox"/> Bardin & Lewis (2008) <input type="checkbox"/> Herzberg & Rosenblum <input type="checkbox"/> (2014) <input type="checkbox"/>
June 21	Career Education Vocational Rehabilitative Services <input type="checkbox"/> Self-Determination Independent Living <input type="checkbox"/>	Foundations Chs. 21, 24 & 25 Bateman & Linden, Ch. 5 <input type="checkbox"/> Crudden (2012) <input type="checkbox"/> Adapted Teaching Unit due

Date	Topic	Readings & Assignments
June 28	Strategies for Teaching Students with VI and Additional Disabilities <input type="checkbox"/> Caseloads, Scheduling, Teaming, & Paraprofessionals <input type="checkbox"/>	Foundations Ch. 10 McMahon (2014) <input type="checkbox"/> Lewis & McKenzie (2010) <input type="checkbox"/> Transition IEP Due <input type="checkbox"/>
July 5	Accessing Large Print & Electronic Materials <input type="checkbox"/> Art, Recreation, and Leisure <input type="checkbox"/> APH Products <input type="checkbox"/>	Foundations Ch. 8, 11, 16, 23 Corn & Koenig (2002) <input type="checkbox"/> Koenig & Holbrook (2000) <input type="checkbox"/>
July 12	Online Resource File Presentations	Digital Resource Files due in Blackboard prior to start of class on July 12 <input type="checkbox"/>

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: <http://cehd.gmu.edu/values/>

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <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 or at the accommodation office at their Consortium University. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk2ohelp@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The 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/>).
- The 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/>.) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Assessment Rubric(s)

Please refer to rubrics contained in the individual assignment folders under the broader "Assignment" link in the left margin of the course's Blackboard page.