



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

Fall 2021

EDSE 513: Medical and Educational Implications of Visual Impairments

Section: 001; CRN: 83090

Section: 6V1; CRN: 86747

Section: 6Y1; CRN: 86726

3 – Credits

Instructor: Dr. Kim Avila	Meeting Dates: 8/23/2021 – 12/4/2021
Phone: 703.993.5625	Meeting Day(s): Monday
E-Mail: kavila@gmu.edu	Meeting Time(s): 4:30 pm – 7:10 pm
Office Hours: Before and after class or by appointment	Meeting Location: N/A; Online
Office Location: Finley 203a and online	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.

Quick Links

[Assignments](#) [Course Schedule](#)

Prerequisite(s):

EDSE 511 (may be taken concurrently)

Co-requisite(s):

None

Course Description

Provides an introduction to anatomy and physiology of the visual system and the educational implications of visual pathology. Covers 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. Field experience is required.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

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: <http://masonlive2.gmu.edu/>.

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 (76% or more) using a synchronous format via the 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. The course site will be available on August 23, 2021.

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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [Browser support \(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/#supported-browsers\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/#supported-browsers)

To get a list of supported operation systems on different devices see: [Tested devices and operating systems](#)

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- 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/) (<https://get.adobe.com/reader/>)
 - [Windows Media Player](https://support.microsoft.com/en-us/help/14209/get-windows-media-player) (<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>)
 - [Apple Quick Time Player](http://www.apple.com/quicktime/download/) (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 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 ensure 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. Demonstrate knowledge of the parts of the eye, their purposes, and functions.
2. Describe the process of vision and the workings of the visual pathway.
3. Describe the stages in typical development of the human visual system.
4. Demonstrate an understanding of basic optics and common refractive errors.
5. Demonstrate knowledge of common visual disorders and their impact on learning.
6. 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.
7. Conduct, interpret and apply the results of formal and informal assessments of functional vision.
8. Use information from functional vision evaluations to develop recommendations for the student's learning environment and educational materials.
9. 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.
10. Demonstrate an understanding of low vision aids and training methods.

Professional Standards

(Council for Exceptional Children [CEC] and the Interstate Teacher Assessment and Support Consortium [InTASC]). Upon completion of this course, students will have met the following professional standards: 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).

This course contains at least one Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP).

Required Texts

Corn A.L., Erin J.N. (2010) Foundations of low vision: Clinical and functional perspectives (2nd edition). AFB Press.

Sanford, L., Burnett, R. and Kitchel, E. (2008) Functional vision and learning media assessment for students who are Pre-academic or academic and visually impaired in grades K12. American Printing House for the Blind.

The following books are provided through Mason's online library, you do not need to buy the books below, but can access online.

Cleveland, J. et. al. (2020). *Essential tools of the trade: A "how to" for functional vision, learning media and ECC evaluations*. Texas School for the Blind.

Daw, N. (2014). *Visual development. 3rd ed.* Springer, 2013.

Hall Lueck, A., & Dutton, G.D. (Eds.). (2015). *Vision and the brain: Understanding cerebral visual impairment in children*. AFB Press.

Roman-Lantzy, C. (2018). *Cortical visual impairment: An approach to assessment and intervention* (2nd ed.). AFB Press.

Roman-Lantzy, C. (Ed.) (2019). *Cortical visual impairment advanced principles*. APH Press.

Wright, K., Spiegel, P., & Thompson, L. (2006). *Handbook of Pediatric Neuro-Ophthalmology*. [https://doi.org /10.1007/0-387-27930-X](https://doi.org/10.1007/0-387-27930-X)

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Cleveland, J., Grimmatt, E., Lindsey-Ramirez, L., McGraph, J., & Sewell, D. (2019). *Essential tools of the trade: A "how to" guide for completing functional vision, learning media and ECC evaluations*. TSBVI Publications.

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

Hall-Lueck, A. (2004). *Functional vision: A practitioner's guide to evaluation and intervention*. APH Press.

Henderer, J. (Ed.) (2019). *Dictionary of Eye Terminology, Seventh Edition*. American Academy of Ophthalmology.

Required Resources

Download of applications specified in class with vision assessments on smartphone, tablet, or computer.

Additional Readings

Posted on Blackboard.

Course Performance Evaluation

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

VIA 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 VIA (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 VIA.

For EDSE 513, the required PBA is Instructional Plan and Intervention Project. Please check to verify your ability to upload items to VIA before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment

(VIA submission required)

Instructional Plan and Intervention Project (Same as above)

Complete instructions and full rubric on Blackboard.

Develop an intervention and instructional plan for the assigned student. A detailed description of the assignment and rubric are posted on Blackboard. This project will be presented to the class.

**College Wide Common Assessment
(VIA submission required)
N/A**

Field Experience Requirement

A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or tutor. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE.

1. Complete the online EDSE Field Experience form. This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the form, regardless of whether you need assistance in locating a field experience placement or not. This information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at EDSEfld@gmu.edu.

If you are arranging your own field experience because you are a full-time contracted school system employee and will complete the field experience at your worksite, you will be asked to specify the school at which you will be completing the field experience.

If you request a field experience placement to be arranged, you will receive information via your GMU email account about your assigned internship placement from the Clinical Practice Specialist in the College's Educator Preparation Office (EPO). Check your GMU email regularly for important information regarding your field experience. Follow all instructions for the necessary Human Resource (HR) paperwork required to access the assigned field experience placement.

2. View the EDSE Field Experience Introduction presentation. On the first week of classes and prior to representing George Mason in off-campus settings, your instructor will show a video presentation or provide a link to the presentation, which includes important information about the registration process for EDSE field experiences and tips for a successful field experience. After the presentation, sign the document provided by your instructor to indicate that you have watched the presentation and are aware of the EDSE field experience professionalism expectations.

3. Document your field experience hours. Your instructor will provide you with access to field experience documentation forms to use. There are two different field experience documentation forms – one for those completing field experience at their worksite and one for those completing field experiences in other classroom settings (e.g., GMU arranged a placement for you). Use the form that is most appropriate for your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.

4. Complete the field experience end-of-semester survey. Towards the end of the semester, you will receive an email from EDSEfld@gmu.edu with a link to an online survey. This brief survey asks you to report about important features of your field experience placement.

5. Students must be able to perform the essential functions of the practicum site assigned with or without an accommodation. Contact Disability Services (ods@gmu.edu) for questions related to accommodations.

Other Assignments

Please note: all assignments in this course must be completed within the current semester of this class. The field assignment, functional vision assessment, must be conducted and written on a current student during the timeframe of this class. Please do not use a former assessment written for your field assignment student. Mentoring teachers may provide feedback, but all data and written reports must be the product of the candidate enrolled in this class.

Participation and Interactive Responses

Each week, interactive content will be presented. This includes discussions (whole class, group, discussion board posts) written or verbal responses required online or in class, and tasks assigned individually or in groups/pairs. "Quiz" type questions will be asked through Blackboard on certain weeks that will assess anatomy of the eye, conditions affecting vision, functional vision considerations, medical reporting, vision report interpretations, and other content presented in this course.

Candidates are required to be present in each class and to submit or participate in each week's content and assigned tasks to obtain these points.

Report and Presentation: Conditions that Cause Blindness and Visual Impairment

Rubric posted on Blackboard.

Each candidate will create a presentation on an assigned vision condition that causes blindness and vision impairment. Presentations should last between 8-10 minutes and include:

- A definition of the diagnosis
- A description of the parts of the eye/visual system that are impacted and how the diagnosis is different from typical vision
- A description of the condition: congenital, adventitious, how it progresses, which populations are at greater risk, etc.
- Basic genetic information, if applicable
- Any data/statistics available on the prevalence of the condition in the U.S. and globally
- Typical prognosis of the diagnosis (Stabilizes, non-progressive, degenerative, etc.).
- The impact on functional vision

- List of resources for persons diagnosed with this condition and for parents/family members, teachers, and other service providers

Your report must include:

- Precise terminology and information
- Citations from peer reviewed, scholarly sources
- Respectful language

Graduate Student Assignment: CVI Identification, Assessment, and Intervention Project

Complete instructions and rubric are posted on Blackboard. This assignment integrates foundations of characteristics associated with CVI, assessment methods, research, and intervention strategies. Please download the assignment packet on Blackboard, read the assigned articles and watch the videos, then complete the written elements of this assignment before submitting.

Functional Vision Assessment

Complete instructions and full rubric are posted on Blackboard. Candidates must first get approval for the field experience, observe the assigned student who is visually impaired, review relevant information about the student, discuss and interview teachers, family members/parents and other stakeholders about the student’s visual functioning, assemble the FVA kit and conduct the FVA in multiple settings, across different days. Candidates must write up the FVA report. An FVA report template is provided in this class, but candidates who work in a school system may use the FVA report template in their county. However, make sure to include all of the required elements.

Assignment Summary

Task	Points Possible	Due
<u>Participation and Interactive Responses (14 weeks, 5 points each week)</u>	70	Weekly
<u>Report and Presentation: Conditions that Cause Blindness and Visual Impairment</u>	30	September 20, 2021
<u>CVI Identification, Assessment, and Intervention Project</u>	30	November 1, 2021
<u>Functional Vision Assessment</u>	70	November 8, 2021
<u>Instructional Plan and Intervention Project</u>	70	November 22, 2021
Total	270	

Course Policies and Expectations

Attendance/Participation

Attendance in every class session is required and is monitored through the synchronous web-conference program. Activities in class are planned in such a way that they cannot be replicated outside of the class session. Live lectures, activities, and guest speakers supplement the textbook and can only be experienced in class. Furthermore, as part of this course you are expected to be an active and respectful participant, which includes engaging in class discussions and activities. Only in the event of an emergency or serious illness will one class absence be excused with the opportunity to make up participation points.

Late Work

Due to the rapid nature of this course, no late assignments will be accepted unless there is a documented emergency or disability accommodation that is arranged for in advance. Any late work may be subject to point penalty or may not be counted for credit.

- Assignments are due by the dates posted in the schedule.
- Assignments (including interactive responses) 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 on Blackboard as the Course Schedule is subject to change.

Grading

Grade	Percentage	Points
A	95-100%	256-270
A-	90-94%	243-255
B+	89%	240-242
B	84-88%	226-239
B-	80-83%	216-225
C	70-79%	189-215
F	70% and below	<188

***Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site \(https://oai.gmu.edu/\)](https://oai.gmu.edu/) and [Honor Code and System \(https://catalog.gmu.edu/policies/honor-code-system/\)](https://catalog.gmu.edu/policies/honor-code-system/). 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 new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures \(https://cehd.gmu.edu/students/polices-procedures/\)](https://cehd.gmu.edu/students/polices-procedures/). Professional dispositions are an essential function of a special educator’s job, indicating that these dispositions are critical to develop and assess in special education licensure programs. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student’s program – a self-evaluation at the start of their program, a self-evaluation at the mid-point of their program, and a university supervisor’s evaluation during internship. In special education graduate licensure programs, the initial self-evaluation is completed in a designated course (EDSE 501), the mid-point self-evaluation is completed in designated courses (EDSE 627, EDSE 661, and EDSE 616), and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. In addition to these three designated evaluation times, instructors may complete instructor-rated disposition assessments other times throughout the program. When dispositions are assessed, it is important that for areas where a positive disposition is rated as “not proficient,” the student takes steps to grow as an educator. See <https://cehd.gmu.edu/epo/candidate-dispositions>.

Class Schedule

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

Date	Tasks	Assignments and Readings
Week 1 August 23	<ul style="list-style-type: none"> • Course Overview • Blackboard • Assignments and Requirements • Introduction to the visual system • Basic terminology 	Reading: Corn & Erin (2010) Ch. 5 Additional readings on Bb.
Week 2 August 30	<ul style="list-style-type: none"> • The visual system • Congenital and adventitious vision conditions • Basic of genetics and hereditary vision conditions • Injuries and environmental/health related vision conditions 	Reading: Corn & Erin (2010) Ch 6 Lawson, Hall Lueck, Moon, & Topor (n.d.) Additional readings on Bb.

Date	Tasks	Assignments and Readings
	<ul style="list-style-type: none"> • Ophthalmologist, optometrist, and other eye care professional reports/evaluations • Introduction to functional vision 	
Week 3 September 6	Labor Day: Asynchronous Class <ul style="list-style-type: none"> • Development of the visual system • Anatomy and physiology of the eye • Vision v. sight 	Video: Lewis (2010) <i>Understanding vision development</i> Reading: Corn & Erin (2010) Chs. 5 and 9 Additional readings on Bb.
Week 4 September 13	<ul style="list-style-type: none"> • Clinical assessment of vision • Clinical Low Vision Evaluation • Clinical treatment of various vision conditions • Functional vision evaluations v. clinical vision assessments 	Reading: Corn & Erin (2010) Ch. 8 Essential Assessment http://earubric.com/ Additional readings on Bb.
Week 5 September 20	Presentations: <ul style="list-style-type: none"> • Conditions that Cause Blindness and Visual Impairment • Overview of the functional vision assessment: purpose, procedures, settings, and planning; customizing an FVA kit for each student 	Reading: Corn & Erin (2010) Ch. 10 FVA-APH: Appendix A Additional readings on Bb. DUE: Presentation on assigned vision condition
Week 6 September 27	FVA Components: Color, contrast, lighting, visual fields, oculomotor function, and acuity	Reading: Corn & Erin (2010) Ch. 10 FVA-APH: pp. 33-93 Additional readings on Bb.

Date	Tasks	Assignments and Readings
Week 7 October 4	Individuals with Visual Impairments Panel Discussion (tentatively scheduled) <ul style="list-style-type: none"> • FVA components cont'd: Practical assessment methods • FVA documentation and data recording • FVA: Report writing 	Reading: Corn & Erin (2010) Ch. 13 Additional readings on Bb.
Week 8 October 11	Asynchronous Class Week <ul style="list-style-type: none"> • Optics overview • Changes to functional vision 	Reading: Corn & Erin (2010) Ch. 7 Additional readings on Bb.
Week 9 October 18	<ul style="list-style-type: none"> • Instructional strategies and techniques for students with visual impairments • Accommodations for students with low vision 	Reading: Corn & Erin (2010) Chs. 11, 14, and 15 Additional readings on Bb.
Week 10 October 25	<ul style="list-style-type: none"> • Introduction to cortical/cerebral visual impairment (CVI) • CVI guest presenter 	Reading: CVI Range: Lantzy (2010) Lueck (2010) Lam et. al. (2010) Lantzy & Lantzy (2010) Additional readings on Bb.
Week 11 November 1	<ul style="list-style-type: none"> • CVI: assessment and instruction considerations • Developmental and educational considerations for children with low vision and CVI • Intervention strategies and research 	Reading: APH CVI Perkins CVI CVI Range: Lantzy (2010) Lantzy (2007) Additional readings on Bb.

Date	Tasks	Assignments and Readings
		Due: CVI identification, assessment, and intervention project
Week 12 November 8	Psychosocial aspects of blindness and visual impairment for individuals and families	Reading: Corn & Erin (2010) Ch. 3 Due: FVA Additional readings on Bb.
Week 13 November 15	Overview of adult-onset visual impairment: conditions and implications	Reading: Corn & Erin (2010) Ch. 21 Iskrow (2010) Additional readings on Bb.
Week 14 November 22	Presentations: Instructional plan	Additional readings on Bb. Due: Instructional plan
Week 15 November 29	Project and assessment feedback Course conclusion and evaluation	

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: See [Core Values](http://cehd.gmu.edu/values/) (<http://cehd.gmu.edu/values/>).

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<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. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. See [Disability Services](https://ds.gmu.edu/) (<https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to either Tk20 or VIA should be directed to <https://cehd.gmu.edu/aero/assessments/>
- Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/) (<https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>).

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

- As a faculty member, I am designated as a “non-confidential employee” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing the [Title IX Coordinator](mailto:titleix@gmu.edu) (titleix@gmu.edu).
- **For information on student support resources on campus, see [Student Support Resources on Campus](https://ctfe.gmu.edu/teaching/student-support-resources-on-campus) (<https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>).**
- For additional information on the College of Education and Human Development, please visit our website [College of Education and Human Development](http://cehd.gmu.edu/) (<http://cehd.gmu.edu/>).

Appendix

Assessment Rubric(s)

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Learner Information for the IEP Goal	Candidate omits or provides limited,	Candidate provides accurate information on the effects of the	Candidate provides accurate information on

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>B&VI Standard 1</p> <p>The candidate will create and support an IEP goal based on information on the student's visual system and the effects of visual impairment on development and learning experiences.</p>	<p>incomplete, or inaccurate information on the visual system and the effects on development and learning for the IEP goal.</p> <p>Candidate provides limited or no goal information of the educational implications of characteristics of students with low vision and provides a limited, inaccurate, or incomplete rationale in any or all of these areas:</p> <p>a. The student's current visual skills, incorporating terminology related to the function of the human visual system b. The student's capacity for visual intervention (e.g. considers student's age and visual prognosis) c. The methods by which the student can learn visual skills d. The sensory requirements of the student's identified critical tasks (e.g. visual and secondary senses, if applicable)</p>	<p>visual system on learning, development, and experiences to support the IEP goal.</p> <p>Candidate provides information about the educational implications of characteristics of students with low vision and provides a thorough rationale for choosing the skill area by including:</p> <p>a. The student's current visual skills, incorporating terminology related to the function of the human visual system b. The student's capacity for visual intervention (e.g. considers student's age and visual prognosis) c. The methods by which the student can learn visual skills d. The sensory requirements of the student's identified critical tasks (e.g. visual and secondary senses, if applicable)</p>	<p>the effects of the visual system on learning, development, and experiences to support the IEP goal.</p> <p>The candidate provides references and citations to support information on the visual system and the impact on development, learning, and experiences.</p> <p>Candidate provides information about the educational implications of characteristics of students with low vision and provides a thorough rationale for choosing the skill area by including:</p> <p>a. The student's current visual skills, incorporating terminology related to the function of the human visual system b. The student's capacity for visual intervention (e.g. considers student's age and visual prognosis) c. The methods by which the student can learn visual skills d. The sensory requirements of the student's identified critical tasks (e.g. visual and secondary senses, if applicable)</p>
<p>IEP Goal B&VI Standard 3</p>	<p>Candidate does not select an appropriate IEP goal or provides only a partial</p>	<p>Candidate identifies an appropriate IEP goal and relates how the selected goal is drawn from the functional vision and learning media</p>	<p>Candidate identifies an appropriate IEP goal and relates how the selected goal is drawn</p>

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Candidate will select/identify an IEP goal that demonstrates a relationship among assessment data and the development of Individualized Education Program	<p>explanation of how the goal relates data from the functional vision and learning media assessments, and clinical low vision evaluation.</p> <p>Candidate's IEP goal provides incomplete, limited, or no information on the following:</p> <p>a. compensatory methods needed to accomplish each critical task. b. Behavior that is both observable and measurable c. A description the conditions in which the skill is to be observed d. Specific performance criteria used to evaluate performance.</p>	<p>assessments, and eye reports, clinical low vision evaluation, and other relevant data</p> <p>The IEP goal:</p> <p>a. Includes the compensatory methods needed to accomplish each critical task. b. Describes a behavior that is both observable and measurable c. Describes the conditions in which the skill is to be observed d. Identifies the specific performance criteria used to evaluate performance.</p>	<p>from the functional vision and learning media assessments, and eye reports, clinical low vision evaluation, and other relevant data.</p> <p>The IEP Goal:</p> <p>a. Includes the compensatory methods needed to accomplish each critical task. b. Describes a behavior that is both observable and measurable c. Describes the conditions in which the skill is to be observed d. Identifies the specific performance criteria used to evaluate performance. e. Candidate cites 2 scholarly works from class or other sources to support data and information presented.</p>
<p>Unit Planning B&VI Standard 5</p> <p>Candidate will develop an instructional unit plan and select, develop, and adapt learning experiences that based on the student's individual abilities, interests, learning environment, and cultural and linguistic factors.</p>	<ul style="list-style-type: none"> •Candidate develops an incomplete instructional unit with a limited rationale for the scope and sequence of lessons, OR •Candidate does not consider the differing ways of learning of students with low vision, OR •Candidate does not determine classroom organization needed to accommodate materials, equipment, and technology for the student with low vision. 	<ul style="list-style-type: none"> •Candidate describes the overall purpose of the unit plan that is being designed to promote positive learning results related to visual efficiency. The purpose is directly related to student need. •Candidate provides a rationale for the progression of skills covered in the unit and the expected achievement for overall unit that is directly related to the critical task/IEP goal identified for the student. •Candidate prepares a unit that includes clear plans for connecting the concepts from one lesson to the next throughout the unit. •Candidate selects and adapts instructional strategies to address unique learner needs, addressing student background (e.g. cultural, ability, gender, etc.). •Candidate identifies an appropriate classroom organization to 	<ul style="list-style-type: none"> •Candidate describes the overall purpose of the unit plan that is being designed to promote positive learning results related to visual efficiency. The purpose is directly related to student need. •Candidate provides a rationale for the progression of skills covered in the unit and the expected achievement for overall unit that is directly related to the critical task/IEP goal identified for the student. •Candidate prepares a unit that includes clear plans for connecting

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
		accommodate materials, equipment, and technology for students with low vision.	the concepts from one lesson to the next throughout the unit. •Candidate selects and adapts instructional strategies to address unique learner needs, addressing student background (e.g. cultural, ability, gender, etc.). •Candidate identifies an appropriate classroom organization to accommodate materials, equipment, and technology for students with low vision. •Candidate creates a table or graphic organizer of the whole unit, which offers a snapshot of the unit goal, lesson objectives, setting, instructional strategies, and link to evidence-based practices.
Three lesson plans with evidence-based practices B&VI Standard 5 The candidate will use evidence-based practices to develop three lesson plans.	Candidate prepares incomplete lesson plans for instructional unit and does not include evidence-based teaching methods and strategies appropriate to the needs of learners with low vision.	•Candidate writes 3 lesson plans that focus on the identified critical skill and progress in a logical sequence. •Each lesson includes a specific learning objective. Student progress on the learning objective is assessed at the conclusion of the lesson. •Each lesson plan also includes: a. An advanced organizer for introducing the lesson content and linking previous instruction and/or experience. b. Using task analysis, a step-by-step description of how you will provide guided and/or independent practice. c. At least one measurable lesson objective. d. A description of the levels of support as related to the needs of the student. e. A closure; finish each lesson plan with a review or summary discussion or activity to reinforce the concepts taught. •Candidate lists and briefly describes at least 2 evidence-based strategies and uses APA style references.	•Candidate writes 3 lesson plans that focus on the identified critical skill and progress in a logical sequence. •Each lesson includes a specific learning objective. Student progress on the learning objective is assessed at the conclusion of the lesson. •Each lesson plan also includes: a. An advanced organizer for introducing the lesson content and linking previous instruction and/or experience. b. Using task analysis, a step-by-step description of how you will provide guided and/or independent practice. c. At least one measurable lesson objective. d. A description of the

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
			<p>levels of support as related to the needs of the student.</p> <p>e. A closure; finish each lesson plan with a review or summary discussion or activity to reinforce the concepts taught.</p> <ul style="list-style-type: none"> •Candidate lists and briefly describes at least 2 evidence-based strategies and uses APA style references. •Candidate develops comprehensive lesson plans that are written with high levels of detail such that a substitute TVI could carry them out.
<p>Adapted materials for student with low vision B&VI Standard 5</p> <p>The candidate will select and adapt instructional materials according to characteristics of the learner with low vision.</p>	<ul style="list-style-type: none"> •Candidate does not identify an instructional material or curriculum readily available for instructing students with low vision in the selected ECC area. •Candidate does not adapt instructional materials according to characteristics of the learner with low vision (e.g. adaptation may be unnecessary, material has low contrast for student who needs visual contrast). 	<ul style="list-style-type: none"> •Candidate identifies instructional materials and/or curricula readily available for instructing students with low vision in the selected visual efficiency area. •Candidate describes how s/he plans integrate the use of the tool into instructional unit. •Candidate selects and adapts instructional materials according to characteristics of the learner with low vision. 	<ul style="list-style-type: none"> •Candidate identifies instructional materials and/or curricula readily available for instructing students with low vision in the selected visual efficiency area. •Candidate describes of how s/he plans integrate the use of the tool into instructional unit. •Candidate selects and adapts instructional materials according to characteristics of learner with low vision. •Candidate clearly identifies adaptation(s) and/or accommodations that are least restrictive, balancing the need for specialized tools and/or skills with successful task completion.
<p>Assessment B&VI Standard 4</p> <p>The candidate will implement assessment procedures to evaluate the targeted skill(s) and use this data to guide future</p>	<p>Candidate develops incomplete assessment data forms for each lesson plan or assessment protocol does not accurately measure targeted skill(s).</p> <p>Assessment protocol does not provide</p>	<p>Candidate develops assessment data forms for each lesson plan and assessment protocol accurately measures targeted skill(s).</p> <p>Candidate incorporates knowledge from course to appropriately monitor learner progress.</p>	<p>Candidate develops assessment data forms for each lesson plan and assessment protocol accurately measures targeted skill(s).</p> <p>Candidate incorporates knowledge from course to appropriately</p>

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educational decisions.	adequate data for candidate to conduct appropriate self-evaluation of instruction.	Candidate discusses how assessment data will be used to guide future education decisions.	monitor learner progress. Candidate prepares an assessment for the overall unit, which goes beyond the lesson-by-lesson assessments. Candidate discusses how assessment data will be used to guide future education decisions.
Generalization of Skills within the Standard(s) of Learning B&VI Standard 3 The candidate will identify the Virginia Standards of Learning (general curricula knowledge) and relate it to the academic content of the selected classroom for the student with low vision.	An appropriate SOL was not selected or provides only a partial explanation of how the SOL relates to the academic content of the selected classroom for the student with low vision.	Candidate clearly identifies a SOL and relates it to the academic content of the selected classroom for the student with low vision. Candidate provides a discussion of the SOL within the context of the selected classroom and clearly justifies the need for the unit to access the general curriculum.	Candidate clearly identifies a SOL and relates it to the academic content of the selected classroom for the student with low vision. •Candidate provides a discussion of the SOL within the context of the selected classroom and clearly justifies the need for the unit to access the general curriculum. •Candidate observes student with low vision in the classroom during routine SOL related instruction or interviews the classroom teacher. Candidate writes a summary of observations or teacher feedback and proposed strategies for facilitating active participation in educational activities using visual efficiency skills.
Generalization of Skills B&VI Standard 5 Candidate will use general curricula knowledge and the Expanded Core Curriculum to facilitate	•Candidate considers only a few activities outside of the selected SOL during which the identified visual efficiency skill can be generalized. •Candidate does not consider both core academic and expanded core curriculum areas.	•Candidate identifies additional activities outside of the selected SOL during which the identified visual efficiency skill can be generalized including tasks in school, home, and in the community. •Candidate considers both core academic and expanded core curriculum areas. •Candidate provides a description of how s/he proposes strategies to facilitate integration of visual	•Candidate identifies additional activities outside of the selected SOL during which the identified visual efficiency skill can be generalized including tasks in school, home, and in the community. •Candidate considers both core academic and expanded core

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generalization of the targeted skills.	<ul style="list-style-type: none"> Assessment of generalization of skills is inadequate and does not provide enough information to plan for continuous progress monitoring. 	efficiency skills throughout the day. <ul style="list-style-type: none"> Candidate includes at least one checklist, form, and/or other material that s/he would present to paraprofessionals and/or general and/or special educators 	curriculum areas <ul style="list-style-type: none"> Candidate provides a description of how s/he proposes strategies to facilitate integration of visual efficiency skills throughout the day. Candidate includes at least one checklist, form, and/or other material that s/he would present to paraprofessionals and/or general and/or special educators. The candidate prepares a short resource document and data sheet for family members and/or student to encourage generalization of skills at home and in the community.



VI Consortium Syllabi Addendum

Disability Accommodations

Students with disabilities who seek accommodations in VI Consortium courses must be registered with their university disability services office and provide documentation of approved accommodations privately to instructors in a timely manner each semester. No accommodations will be implemented before official notification from the student's home Consortium university is received. Accommodations will be implemented as stated in the official notification from the university.

Honor Code

All students participating in BVI courses must adhere to their university honor code and will be asked to pledge adherence to the honor code. Additionally, all work submitted must be the students' own work and contain proper citations and any work submitted for a grade must be completed during the academic semester in which it is submitted for grading. Any deviations from the home university honor code will be reviewed by that university's governing body. The VI Consortium agrees to accept the actions or sanctions imposed by the home university's governing body.

Field Experiences

Many VI Consortium courses require field and practical experiences in schools or other settings. Students may not arrange their own field experiences. All students must comply with their home university protocol for participation in field experiences, including:

- Immediate and timely correspondence with the home university field placement office to submit field placement request procedures by home university deadlines;
- Timely compliance with submitting applications, documentation, background checks, and credentialing by the university and participating school system and/or agency for field work within the required deadlines; and
- Compliance with provisions and protocol for engaging in field experiences with the selected school, student(s), teachers, and administration.

No field experience placements will be made until all Consortium and home university requirements have been successfully met. Students may be removed from field placement settings if deemed necessary by the Consortium or home university.

Identification, Course, and Resource Access

While students apply to and register through their Consortium universities, all Consortium BVI courses operate through Mason and all VI Consortium students are given Mason credentials and a Mason G number. Students must keep record of their Mason G number, as this will serve as their identification should they ever pursue education or employment directly through Mason. All courses require Mason credentials to log on, as does access to the electronic library and other resources used in courses. All students are also given Mason electronic mail accounts. Please activate and maintain this account, as course and program information are supplied through this account.

Advising

All students taking BVI courses must have current advising and a program of studies to ensure course enrollment follows the advised program for individual candidate circumstances.

Copyrighted Material and Intellectual Property

Materials (e.g., case studies, technology, books, articles, videos, and other media) shared through BVI courses may contain those with copyright and/or intellectual property protections. Students may not share any materials or media outside of this course, on social media, or other means. References with proper citations may be made to refer to these materials and media in all uses, whether in class or elsewhere.

Live Course Sessions and Course Recordings

Generally, synchronous courses are recorded and stored for future access should students experience a disruption to internet or power service during live sessions. Under no circumstances are these recordings to be shared with anyone. Likewise, live sessions and recordings may not be audited or accessed by individuals not currently

enrolled in the specified courses. Please also do not disclose personal information about yourself or anyone else during live and recorded sessions, including messages submitted in chat functions. Any personal information needing to be relayed to the instructor must be done so privately.

Full Attention

Students must give 100% of their attention during synchronous class meetings and are expected to be fully engaged. Students may not drive or supervise others during class time or engage in non-course related activities that divert their attention away from the class.