



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

Spring 2023

EDSE 518: Curriculum and Assessment of Students with Blindness and Visual Impairments

Section: DL1; CRN: 13151

Section: 6V1; CRN: 23888

Section 6Y1; CRN: 23887

3 – Credits

Instructor: Dr. Kim Avila	Meeting Dates: 1/25/23 – 5/6/23
Phone: 703.993.5625	Meeting Day(s): Wednesday
E-Mail: kavila@gmu.edu	Meeting Time(s): 4:30 pm – 7:10 pm
Office Hours: Monday/Wednesday 3:30-430pm virtually or by appointment	Meeting Location: N/A; Online
Office Location: Virtual office via Ultra and Zoom; Finley 203a	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.

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

Prerequisite(s):

EDSE 511 (may be taken concurrently)

Co-requisite(s):

None

Course Description

Provides students with knowledge and understanding of the educational assessment of students who are blind, visually impaired, and have additional disabilities including deaf-blindness. Provides opportunities to practice assessing and planning educational programs for students with blindness and visual impairments. Addresses assessment of technology for students with blindness and visual impairments. Examines determination of learning needs and appropriate learning media, relationship of assessment, IEP development, and placement.

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

Do you need to apply for internship? Students completing special education teacher licensure programs apply ahead of time for internships so supervisors, and sites if needed, can be arranged. Check your program plan or talk with your advisor if you are unsure when you should be applying for internship.

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 January 25, 2023.

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 Service.

Learner Outcomes

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

1. Demonstrate knowledge of ethical considerations, legal provisions, and guidelines as related to the valid and relevant assessment of students who are blind and visually impaired.
2. Demonstrate an understanding of accommodations and modifications commonly used by students who are blind and visually impaired on standardized and non-standardized assessments.
3. Recognize the similarities between regular education curricula and the curricular needs of students who are blind and visually impaired, including those with multiple disabilities.
4. Gather background and family information relevant to the individual student's visual and educational needs.
5. Complete assessments, including the Learning Media Assessment (LMA), specific to students who are blind and visually impaired, including those with multiple disabilities.
6. Use assessment information to recommend literacy interventions for students with blindness and visual impairments.
7. Use assessment data to develop specific recommendations for modifications and accommodations for learning environments and educational materials.
8. Identify assessment strategies and tools for assessing areas of the expanded core curriculum.
9. Identify participation criteria for alternate and alternative assessment programs for students with blindness and visual impairments.

10. Apply course concepts to preK-12 school settings through field-based learning experiences (e.g., field experiences in preK-12 classrooms, field-based case studies, field-based virtual/online learning experiences, etc.).

Professional Standards

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. (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 4: Assessment (InTASC 6); CEC Standard 5: Instructional planning and strategies (InTASC 7,8); CEC Standard 6: Professional learning and ethical practice (InTASC 9) & CEC Standard 7: Collaboration (InTASC 10).

Required Texts

[Cleveland, J., Grimmer, E., Lindsey-Ramirez, L., McGraph, J. & Sewell, D \(2018\). *Essential tools of the trade: A “how to” guide for completing functional vision, learning media and ECC Evaluations.* Texas School for the Blind and Visually Impaired.](#)

[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.* Louisville, KY: American Printing House for the Blind.](#)

Note: The *Essential Tools* book is from Texas and contains specific information and procedures for Texas educators. Information will be provided in the class on book elements that are not applicable for Virginia. Likewise, some procedures in the book are not recommended. All teacher candidates are responsible for noting these recommendations presented in the class.

The books below are available for free from Mason’s digital library, do not purchase:

Goodman, S.A., & Wittenstein, S.H. (Eds.). (2003). *Collaborative assessment: Working with students who are blind or visually impaired, including those with additional disabilities.* AFB Press.

Kamei-Hannan, C., & Ricci, L.A. (2015). *Reading connections: Strategies for teaching students with visual impairments.* AFB Press.

Sacks, S., & Zatta, M. (2016). *Keys to educational success: Teaching students with visual impairments and multiple disabilities.* AFB Press.

Recommended Texts

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

This book is available online from ERIC and from ATI in accessible format:

Koenig, A., & Holbrook, C. (1995). *Learning media assessment of students with visual impairments: A resource guide for teachers* (2nd ed.). Texas School for the Blind and Visually Impaired. <https://files.eric.ed.gov/fulltext/ED440492.pdf>

Johns, J. Beth, J., & Elish-Piper, L. (2016). *Basic reading inventory: Kindergarten through grade twelve and early literacy assessments*. Kendall Hunt Publishing.

Holbrook, M.C., McCarthy, T., & Kamei-Hannan, C. (2017). *Foundations of education: Volume I history and theory of teaching children and youths with visual impairments*. AFB Press.

Holbrook, M.C., McCarthy, T., & Kamei-Hannan, C. (2017). *Foundations of education* (Second Edition). Volume II. Instructional strategies for teaching children and youths with visual impairments. AFB Press. ISBN: 978-0-89128-339-3

Lantzy, C. & Tietjen, M. (2020). *Sensory balance: An approach to learning media planning for students with CVI*. Perkins School for the Blind.

Nelson, C., van Dijk, J., Oster, T. & McDonnell, A (2009). *Child-guided Strategies: The van Dijk Approach to Assessment*. American Printing House for the Blind, Inc

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

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/SLL 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/SLL (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/SLL.

For EDSE 518, the required PBA is Learning Media and Informal Reading Assessments. Please check to verify your ability to upload to VIA/SLL before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (VIA/SLL submission required)

Assessment History Report: All candidates will complete a thorough record review of a student who is blind or visually impaired, conduct interviews with family members and past teachers/support persons to create an assessment history on a student with a visual impairment. This will provide a comprehensive, all-in-one place record of all assessment information that has been gathered about this child and shaped the educational history. There will be four major tasks involved in this assignment:

1. Research and synthesis of major reports and records
2. Creation of assessment history document
3. Interview of family member or legal guardian, student, and teacher when applicable
4. Analysis of child's assessment history and write-up

Rubric provided on Blackboard.

Learning Media Evaluation: All students will complete an assessment of learning media on a student who is blind or visually impaired. You are to review the student's records, write an assessment history report, and conduct an appropriate assessment of learning media, which is to include a literacy evaluation. You will need to conduct observations of the student's use of sensory channels, integrate literacy and other data-based assessment information, and interview relevant persons (student, teacher, and parent) about the child's literacy skills and needs. Based on the information you gather you will write the LMA report. Comprehensive directions and the rubric are available on Blackboard.

Note: Both the assessment history report and learning media/reading assessment assignments must be conducted, completed, and written during the timeframe of this course. Candidates must complete the field assignment with an actual child who is visually impaired and may not use a report or scenario from a time prior to enrolling in this class. Reports must be conducted and written primarily by the teacher candidate in this class. Consultation and support with mentoring teachers/service providers is permitted and encouraged, but the assignments and report must be solely that of the candidate enrolled in this course.

College Wide Common Assessment (VIA/SLL submission required)

N/A

Other Assignments

Weekly Participation. Active participation in this course is required, as much of the content necessitates full engagement in discussions and activities. Each week, participation points are available and may require submitting products, surveys, discussion board posts, or other documentation. In certain weeks, candidates may not be required to submit an item or complete a course module. Participation points may be deducted for late arrival or early departure, or all points may be withheld for an absence.

Graduate student presentation of assessment or curriculum for students with blindness and visual impairment: Each candidate will select an assessment or a curriculum/program and prepare a presentation to share with the class on the procedures and relevancy for students with b/vi. Candidates may select an assessment or curriculum that is specifically designed for students who are b/vi, one that may be used and adapted to meet the needs of this population or that is available and often used in education but may or may not be suitable for students who are b/vi. Examples of assessments are: *The Brigance, Early Learning Accomplishment Profile, The Oregon Project for Preschool Children who are Blind or Visually Impaired, The Woodcock Johnson, The Developmental Reading Assessment, The Basic Reading Inventory, Kamei-Hannan Ricci Reading Assessment* (in *Reading Connections* book), *VISSIT, VSSRS*, etc.

Candidates who choose to evaluate and present on curricula may select one specifically designed for students who are VI or for the general population that may or may not be adaptable. Suggestions include, *I'm Determined, I-M-Able, Transition Tote System* from APH, *Reach for the Stars* from APH, social skills curricula, self-advocacy programs, and core academic curricula, such as *Touch-Math*, etc. Candidates may check out assessments and curricula from their respective university libraries or may use a tool from their school system or own personal collection.

Candidates must sign up for a presentation date and selected curriculum/assessment by the second week of this course. Presentations will coincide with the topic outlined on each week. For example, if you choose to present on an early childhood assessment, your presentation will be on the date in which the class addresses early childhood assessments.

Presentations must include a slideshow or handout with the content described below and should last no more than 15-20 minutes. Slideshows/handouts must be posted at least one hour prior to your scheduled presentation to Blackboard on the designated discussion board for the entire class to access.

Criteria	Assessment Presentation	Curriculum/program Presentation
Title, APA citation, goals, target population	Clearly state the goals of the assessment, what it assesses, the population it is intended for and why it is conducted.	Clearly state the goals of the curriculum and which population can benefit from working through this curriculum/program.

Criteria	Assessment Presentation	Curriculum/program Presentation
Procedures	Describe the assessment and scoring procedures.	Describe the procedures to work through this curriculum/program.
Relevancy for students who are b/vi	Was this test normed/standardized for students who are b/vi? Is the assessment recommended for this population? Do the publishers include a disclaimer/information for administering this exam to students who are b/vi?	Discuss if this program was created for students who are b/vi and/or if you believe it is suitable and/or can be adapted for this population.
Accessibility and Adaptations	What adaptations are available? How are standardization and results affected with adaptations? What are suitable adaptations for students who are b/vi? How can the test be adapted for students with b/vi and multiple disabilities? Is the exam accessible? Is it available in alternative formats? Is this test standardized on students who speak English as a second language?	What adaptations are available? Are curriculum materials available in accessible format? How can the curriculum be adapted for students who are b/vi, including those who have multiple disabilities? What language adaptations are available?
Measuring progress	How are scores reported and how may they influence eligibility, plan development, and instructional programming decisions?	What formative and summative assessment procedures or other measures are available to assess progress during and at the conclusion of the program?
Your perspective	Please share your insights on this assessment, if you would use/recommend it, when might you consider using all or parts and anything else that is important for other TBVIs to know.	Please share your insights on this curriculum/program, if you would use/recommend it, when might you consider using all or parts and anything else that is important for other TBVIs to know.

Reading and course content reflection. This course contains a written and question/answer assignment based on readings, lecture, and discussion content. Please ensure you stay current on course readings and take notes on lecture and discussions. Questions may include, but are not limited to, eligibility for students with blindness and visual impairment, assessment considerations, challenges related to

evaluation, accessibility, availability of reliable and valid instruments, recommendations for assessments and curricula/intervention based on case studies and scenarios, team collaboration, advocacy, and laws and policies that govern assessment and education. Citations will be required to support answers on certain questions. Candidates are advised to keep notes and reference records throughout the course of key information.

Assignment Summary

Assignment	Points	Due date
Participation 14x3 plus 20 additional points for course module assignments	62	Weekly
Graduate Project Presentation: Assessment or Curriculum	30	Designated week
Assessment history report	30	March 22, 2023
Reading and course content reflection	40	April 5, 2023
Complete learning media evaluation	70	April 26, 2023
Total	232	

Student Evaluations of Teaching:

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at <https://oiep.gmu.edu/set/>

Course Policies and Expectations

This course is comprised of interactive discussions and lectures; attendance at each synchronous course meeting is mandatory. Only in the case of an emergency or other urgent situation 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. 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 in the designated location on Blackboard. 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 the 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.

Other Requirements

Assignment completion and submission policies

All assignments must be original work completed during this semester (Spring 2022). Assignments, papers, assessments or other products from other semesters or courses may not be submitted for credit in this class.

All assignments are to be posted in the designated location on Blackboard or with the specific directions provided by the instructor. Assignments that are sent via electronic mail or posted to the incorrect assignment location may not be counted as completed or submitted for credit. Please post your final products in one attempt on Blackboard (multiple submissions are permitted in one attempt). Students must confirm their assignments have submitted properly and in full. Certain assignments might require posting video(s) photo(s) and other multi-media elements. [Kaltura allows students to post video content to Blackboard, directions found on this link.](#)

Grading

Percent	Points	Grade
93-100	215-232	A
90-92	208-231	A-
88-89	204-207	B+
83-87	192-203	B
80-82	185-191	B-
75-79	174-184	C
70-74	162-173	C-
≤69	≤161	F

***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 \(https://cehd.gmu.edu/students/policies-procedures/\)](https://cehd.gmu.edu/students/policies-procedures/). Students are expected to exhibit professional behaviors and dispositions at all times. 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	Topic	Reading and Assignments
<p>Week 1 Jan. 25</p>	<ul style="list-style-type: none"> • Course overview • Introduction to assessments and evaluations for students who are blind and visually impaired • Eligibility 	<p>G&W Ch. 3</p> <p><u>Blankenship (2011) Essential Assessment</u></p> <p><u>Guidelines for Working with Students who are Blind and Visually Impaired in Virginia Public Schools</u></p> <p><u>Evaluation and Eligibility For Special Education and Related Services: Guidance Document (VDOE, 2017)</u></p>

Date	Topic	Reading and Assignments
<p>Week 2 Feb. 1</p>	<ul style="list-style-type: none"> • Assessment overview continued • Background and history data collection • Interview data collection • Report writing overview • Assessment data collection: methods for observation, quantitative, criteria, and performance based 	<p>G&W Ch. 5 G&W Ch. 10</p> <p><i>Essential Tools</i>: pp. 51-55 Interviews</p>
<p>Week 3 Feb. 8</p>	<ul style="list-style-type: none"> • Assessment history cont'd • Assessment of learning media: Part I • Various LMA models • Developing an assessment plan and kit • Literacy evaluations and IRIs • Impact of visual fatigue on learning and reading 	<p><i>Essential Tools</i>: The LMA and IRI pp. 249-258</p> <p>Linked on Bb:</p> <p>Lusk, Lawson, & McCarthy (2013)</p> <p>Rosenblum, Herzberg, & Mason (2021)</p>
<p>Week 4 Feb. 15</p>	<ul style="list-style-type: none"> • Assessment for learning media: Part II • Sensory channels • Selecting literacy media • Dual media readers • Print accommodation selections 	<p><i>Essential Tools</i>, pp. 217-248</p> <p>LMA Basic Information</p> <p>Linked on Bb:</p> <p>Lueck, Erin, Corn, & Sacks (2011)</p> <p>Herzberg, Rosenblum, & Robbins (2017)</p>
<p>Week 5 Feb. 22</p>	<ul style="list-style-type: none"> • Assessment for learning media: Part III • LMAs for students with neurological/cortical visual impairment (CVI) 	<p><i>Essential Tools</i>, pp. 131-163 CVI</p> <p><i>Essential Tools</i>, pp. 225-248</p>

Date	Topic	Reading and Assignments
	<ul style="list-style-type: none"> • Literacy media assessments: options for assessment methods and instruments 	APH LMA CVI
<p>Week 6 March 1</p>	<ul style="list-style-type: none"> • Assessment for learning media: Part IV • Implementing learning media evaluation findings into the IEP, planning, curriculum, and instruction • Print accommodations • Braille accommodations 	<p>G&W Ch. 11</p>
<p>Week 7 March 8</p>	<ul style="list-style-type: none"> • Assessment for Learning Media, Part V • <i>The National Reading Media Assessment</i> 	<p>NRMA (NFB) Bell, Ewell, & Mino, (2013) Readings linked on Bb Due: NRMA Assignment</p>
<p>March 15</p>	<ul style="list-style-type: none"> • Spring Break, no class meeting 	
<p>Week 8 March 22</p>	<ul style="list-style-type: none"> • Assessment for Learning Media, Part VI • Completing the learning media evaluation and report • Adapting the LMA for various scenarios • Standardized psychological assessments and blindness/visual impairment 	<p>G&W Ch. 6 Goodman, Evans, & Loftin (2011) <i>Essential Tools</i>, pp. 291-306 FVE/LMA for Students with Visual and Multiple Impairments Morash & McKerracher (2017) Mullins & Munro (2017)</p>

Date	Topic	Reading and Assignments
		Due: Assessment history report
<p>Week 9 March 29</p>	<ul style="list-style-type: none"> • Technology assessment for students who are blind and visually impaired • Technology assessment, instruction, configuration, and implementation models and methods 	<p>Technology assessment frameworks and resources posted on Blackboard:</p> <p>HAAT</p> <p>SETT</p> <p>WATI</p> <p>Paths to Technology</p> <p>Smith, Kelly, & Kapperman (2011)</p>
<p>Week 10 April 5</p>	<ul style="list-style-type: none"> • Accessibility and UDL • Accessibility assessment • Embedding accessibility in the physical and electronic learning environments • Universal Design for Learning (UDL) 	<p>Readings linked on Bb:</p> <ul style="list-style-type: none"> • UDL: Perkins School for the Blind (Video) • UDL: CAST • Accessibility toolbars and assessments <p>Due: Reading and course content reflection</p>
<p>Week 11 April 12</p>	<ul style="list-style-type: none"> • Guest presenter: Hilary Hodes • Assessment for students with multiple disabilities • Service delivery allocation and caseload assessments • Early childhood assessments 	<p>Readings linked on Bb:</p> <p>AER Position Papers:</p> <ul style="list-style-type: none"> • Caseload Analysis: A Critical Component of Quality Services for Students with Visual Impairments • Caseloads Based on Students' Assessed Needs

Date	Topic	Reading and Assignments
	<ul style="list-style-type: none"> • Adapting materials for students who are blind and visually impaired 	<p>Service delivery scales</p> <ul style="list-style-type: none"> • Vision Services Severity Rating Scales • VISSIT: Visual Impairment Scale of Service Intensity of Texas • Additional reading posted on Bb.
<p>Week 12 April 19</p>	<ul style="list-style-type: none"> • ECC curriculum and assessment • Data based IEP ECC goal development and evaluation • Adaptations, accommodations, and modifications for students who are blind, visually impaired, and have multiple disabilities 	<p>G&W Ch. 5</p> <p><i>Essential Tools</i>, pp. 313-336</p> <p>Sacks, Lueck, Corn, & Erin (2011)</p> <p>Tutt, Lieberman, & Brasher (2012)</p>
<p>Week 13 April 26</p>	<ul style="list-style-type: none"> • Guest presenter: Megan Smith: SOL exams for students who are blind and visually impaired. • SOL assessments and other standardized exams for students with visual impairments (SAT, ACT): test administration, accessibility, accommodations, and other considerations 	<p>Due: Complete assessment of learning media report</p>
<p>Week 14 May 3</p>	<p>ECC: Transition and advocacy Instruction and planning</p> <p>Assessment reviews and reflection</p> <p>Course conclusion</p>	

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 VIA/SLL should be directed to viahelp@gmu.edu or <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/>).
- [Learning Services](http://learningservices@gmu.edu) (learningservices@gmu.edu) - Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study strategy coaching, individualized programs of study, and referrals to tutoring resources. Presentations on a variety of academic topics such as time management, reading, and note taking are available to the university community. The programs are open to all George Mason University students free of charge.

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

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 the [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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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)

Criteria	Limited	Meets	Exceeds	Points Possible
Introduction	<p>Candidate provides a limited summary of the student and does not use pseudonyms for all names and proper nouns.</p> <p>Candidate provides a limited narrative of the student’s blindness/vision impairment diagnosis and other conditions. The candidate does not cite or uses non-professional sources for definitions, terminology, and information.</p> <p>Candidate provides little or no information on the</p>	<p>Candidate summarizes general information of the student, using pseudonyms for all names and proper nouns, and DOB.</p> <p>Candidate accurately provides a narrative of the student’s blindness/vision impairment diagnosis and other conditions as appropriate.</p> <p>The candidate cites professional sources for definitions,</p>	<p>Candidate provides a clear general summary of the student, using pseudonyms for all names and proper nouns, DOB, etc. Candidate clearly, accurately, and objectively provides a narrative of the student’s blindness/vision impairment diagnosis and other conditions with supporting details as appropriate. The candidate cites optimal professional sources for definitions, terminology, and information requiring</p>	7

Criteria	Limited	Meets	Exceeds	Points Possible
	student's current placement and summarizes the background and history, including presence of other disabilities, and language.	terminology, and information. Candidate provides the student's current placement and summarizes the background and history, including presence of other disabilities, and language.	explanation. Candidate succinctly explains the student's current placement and summarizes the background and history, including presence of other disabilities, language, and other unique learner characteristics.	
Research and Synthesis of Major Reports and Records	Candidate does not provide or gives a limited or inaccurate overview of assessment data and documentation, including (when available) reports from eye care professionals, visual impairment specific evaluations, such as former FV/LMAs, technology evaluations, ECC inventories, and other tools. Evaluations, if available, for other testing provided or accepted by the school, are	Candidate provides a clear and objective overview of assessment data and documentation, including (when available) reports from eye care professionals, visual impairment specific evaluations, such as former FV/LMAs, technology evaluations, ECC inventories, and other tools. Evaluations, if available, for other testing	Candidate provides a clear, succinct, and objective overview of assessment data and documentation, including (when available) reports from eye care professionals, visual impairment specific evaluations, such as former FV/LMAs, technology evaluations, ECC inventories, and other tools. Evaluations, if available, for other testing provided or accepted by the school, are clearly and succinctly summarized. Candidate accurately and	10

Criteria	Limited	Meets	Exceeds	Points Possible
	omitted, disorganized, or inaccurately interpreted or misrepresented.	provided or accepted by the school, are summarized. Candidate precisely interprets information from assessments.	precisely interprets information from assessments.	
Interviews	<p>Candidate did not initiate process to interview parents or legal guardians, (as available) and a teacher/service provider or interviewed these stakeholders and provided information about the interview that is not relevant.</p> <p>Candidate chose an interview protocol that was not relevant for the situation and did not adapt it to the unique circumstances.</p> <p>Candidate provides a limited or unclear summary of the interview data obtained.</p>	<p>Candidate interviews parents or legal guardians, (as available) and a teacher/service provider and reports information and strengths and concerns noted by family members.</p> <p>Candidate selects an interview protocol and adapts it for relevancy to the specific student and family.</p> <p>Candidate provides an objective summary of the interview data obtained.</p>	<p>Candidate interviews parents or legal guardians (as available), and a teacher/service provider and reports relevant background information and strengths and concerns noted by family members.</p> <p>Candidate selects an interview protocol and adapts it for relevancy to the specific student and family.</p> <p>Candidate provides an objective and clear summary of the interview data obtained.</p>	7
Writing and Organization	Report has limited organization, and/or poor writing.	Report is well-organized, well-written, reports	Report is ideally organized, well-written, reports	6

Criteria	Limited	Meets	Exceeds	Points Possible
	<p>Inaccurate or biased information is provided; tone does not reflect respectful and objective writing.</p> <p>Writing style has limited clarity and may not be interpreted by a school team.</p> <p>Limited or no citations are provided when needed.</p>	<p>accurate and objective information in a respectful tone.</p> <p>Report highlights student strengths and identifies areas of need using objective and accurate terminology.</p> <p>Writing style can be read and interpreted by the student's team members.</p> <p>Information in the report is supported and cited as needed.</p>	<p>accurate and objective information in a respectful tone.</p> <p>Report emphasizes student strengths and identifies areas of need using objective and accurate terminology.</p> <p>Writing style can be read and interpreted by the student's team members.</p> <p>Information in the report is optimally supported and cited.</p>	
<p>Permission and Confidentiality</p>	<p>Candidate did not obtain all permissions necessary to conduct this assessment history report and/or issues with confidentiality arose in which this report may not be considered for credit. Candidate did not adhere to</p>	<p>Candidate obtained all permissions necessary to conduct this assessment history report and to the evaluator's knowledge, complied with all confidentiality procedures.</p>		<p>Criteria to be counted for credit</p>

Criteria	Limited	Meets	Exceeds	Points Possible
	some or all professionalism standards throughout this field assignment.	Candidate adhered to professionalism standards throughout this field assignment.		



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, observed, or accessed by individuals not currently enrolled in the specified courses. All students must ensure the confidentiality of others in the class. 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.