![George Mason University logo]

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

Spring 2023
EDSE 597: Cortical and Cerebral Visual Impairment
Section: 6V1; CRN: 23884
Section: 6Y1; CRN: 23503
3 – Credits

| | |
|---|---|
| **Instructor:** Dr. Sandy Newcomb | **Meeting Dates:** 1/27 – 5/6/2022 |
| **Phone:** 301-412-7435 | **Meeting Day(s):** Thursday |
| **E-Mail**: snewcom@gmu.edu | **Meeting Time(s):** 4:30-7:10 |
| **Office Hours:** by appointment | **Meeting Location:** N/A; Online |
| **Office Location:** NA | |

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

**Prerequisite(s):**
Recommended: Admission to program in Graduate School of Education

**Co-requisite(s):**
None

**Course Description**
Provides advanced study on selected topic or emerging issue in Special Education.

**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).

**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 20, 2022.

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) (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 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](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 2-3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.

- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:
  Please be aware that this course is not self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due.

- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
  Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

**Learner Outcomes**

This class will provide an overview of cortical visual impairment (CVI) including causes, visual characteristics, assessments, and interventions for students with CVI. Participants will learn through a combination of lecture, video observations and application activities. Assessment procedures will include The CVI Range (Roman-Lantzy) and the CVI Pathway (CVI Scotland). Course participants will be provided with information about assessment materials and procedures, and will be provided with multiple opportunities to observe children with CVI across a variety of ages and abilities. Course participants will learn effective interventions for children in both home and school settings and how to assist the child's educational team to integrate CVI recommendations across the child's day. Finally, the course participants will have an introduction to related topics, i.e., CVI and O&M and CVI and AAC. As a result of the learning experiences in this class, participants will be able to:

- Define CVI and describe the common causes of CVI,
- Describe the visual characteristics of children with CVI,
- Observe children with CVI across a variety of ages and abilities and describe the student's visual characteristics,
- Assess children with CVI using The CVI Range,
- Describe interventions for children with CVI that match their vision needs
- Demonstrate the ability to apply assessment information to create a CVI schedule that can assist the educational team to implement interventions across the student's day
- Demonstrate the ability to complete an LMA for a student with CVI.
- Demonstrate an understanding of the principles of O&M for students with CVI.

**Professional Standards**

Not applicable

**Required Texts**

Roman-Lantzy, C. (2018) Cortical Visual Impairment: An Approach to Assessment and Intervention 2nd ed. AFB Press.

**Recommended Texts**

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

Lueck, A. H., & Dutton, G. N., Eds. (2015) Vision and the Brain: Understanding Cerebral Visual Impairment in Children. AFB Press.

**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 597, there is NO ASSESSMENT REQUIRED FOR THIS COURSE.

*Assignments and/or Examinations*

> **Performance-based Assessment**
> **(VIA submission required)**
> None required.

> **College Wide Common Assessment**
> **(VIA submission required)**
> None required.

*Assignment Summary: Descriptions of each assignment are posted in Bb under Assignments*

| Task | Points |
|---|---|
| Carly observation | 25 points |
| Family Interview | 25 points |
| Hollis – Rating II | 25 points |
| Logan –Ratings I & II | 25 points |
| CVI Schedule | 30 points |
| Complexity profile | 30 points |
| LMA & Sensory Profile | 30 points |
| Class participation | 10 points |
| Total Points | 200 points |

## Rubric for written assignments

| Student earns full points for assignment (90-100% of points) | Student earns partial points for assignments (70-80% of points) | Student responses are not adequate (below 60% of points) |
|---|---|---|
| Consistently applies information learned in class to assignments | Occasionally applies information learned in class to assignments | Assignments do not demonstrate application of information from class presentations |
| Consistently applies information learned in readings to assignments | Occasionally applies information learned in readings to assignments | Assignments do not demonstrate application of information from readings |
| Quality of assignments (well written, spelling, grammar, etc.) demonstrate high level of professional writing skills | Occasional errors in spelling, grammar, etc. that do not reflect high level of professional writing skills. | Assignments do not demonstrate high quality professional presentation |

## Class rubric for participation points

| Student earns full points for class participation (90-100% of points) | Student earns partial points for class participation (70-80% of points) | Student responses are not adequate (below 60% of points) |
|---|---|---|
| Class participation, i.e., contributes to discussion, shares experiences with peers, asks questions, etc. | Occasionally participates in class discussions, asks questions, or interacts with peers. | Rarely contributes to class discussions, asks questions, or interacts with peers. |
| Consistently discussion and written work demonstrates respect for students and families | Occasionally discussion and written work demonstrates respect for students and families | Discussion and written work do not demonstrate respect for students and families, e.g., judgmental comments |
| Consistently uses appropriate netiquette, i.e. full attention during class meetings, positive comments in chat or other electronic formats, no engagement in non-course related activities during class, attendance in all classes, etc. | Occasionally uses appropriate netiquette, i.e. full attention during class meetings, positive comments in chat or other electronic formats, no engagement in non-course related activities during class, unexcused absences, etc. | Student does not consistently attend during class, has multiple distractions, electronic comments are not positive, multiple unexcused absences, etc. |

**Course Policies and Expectations**

*Attendance/Participation*

Students are expected to attend each session and participate in class activities and discussions. Attendance/ participation is worth 10 points.

*Late Work*

Because we will often discuss assignments in class the day they are due, assignments are to be turned in by the beginning of the class when they are due.

**Grading**

| Percent | Points | Grade |
|---------|--------|-------|
| **93-100** | 186-200 | A |
| **90-92** | 180-185 | A- |
| **88-89** | 176-179 | B+ |
| **83-87** | 166-175 | B |
| **80-82** | 160-165 | B- |
| **75-79** | 150-159 | C |
| **70-74** | 140-149 | C- |
| **≤69** | ≤139 | F |

**\*Note:** The George Mason University Honor Code will be strictly enforced. See Academic Integrity Site (https://oai.gmu.edu/) and Honor Code and 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/).

**Class Schedule**

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

| Date/topic | Required readings/videos | Assignments due |
|---|---|---|
| **1-26-23**<br>**Introduction to CVI Views from the field** | **https://www.perkinselearning.org/earn-credits/self-paced/cvi-umbrella-community-ideas**<br><br>**Inside the Adaptive Brain of Individuals with Ocular Blindness and Cortical Visual Impairment. Keynote presentation by Dr. Lofti Merabet at the 2016 SWOMA conference.**<br>**https://www.youtube.com/watch?v=gOA-h6Tgb3I** | |
| **2-2-23**<br>**The visual characteristics of students with CVI** | **Roman-Lantzy, Chapter 3**<br><br>**Gordon Dutton talks about CVI**<br>**https://www.youtube.com/watch?v=yE-EMG19cCw** | |
| **2-9-23**<br>**Visual characteristics of students with CVI, con't.**<br><br>**The Parent Interview** | **Roman-Lantzy, Chapter 4**<br><br>**Dutton Parent Interview: Questions to Ask Parents and Caregivers (posted on Blackboard under Course Content)**<br><br>Teachcvi.net<br>**Screening for Cerebral Visual Impairment: Value of a CVI Questionnaire (questionnaire at end of article)**<br>**https://f9d3e3e2-4dd0-4434-a4bb-27a978ad3a27.filesusr.com/ugd/eca85c_f758c04454f74aa9a4ac928f3e85229d.pdf** | **ASSIGNMENT 1**<br>**Observation of Carly** |
| **2-16-23**<br>**Assessment of students with CVI informal observations**<br><br>**CVI Screening** | **Roman-Lantzy, Chapter 5**<br><br>**CVI Screening from Teach CVI**<br>**https://www.teachcvi.net/screening-tools** | **ASSIGNMENT 2**<br>**Parent interview** |

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|---|---|---|
| **2-23-23**<br>**Assessment of students with CVI – Rating II of The CVI Range** | **Roman-Lantzy, Chapter 5**<br><br>**CVI Scotland: scan the "Lessons" section of CVI Scotland**<br>**https://cviscotland.org/lessons.php?cat_id=5&page=1** | |
| **3-2-23**<br>**Assessment of students with CVI – Rating I of The CVI Range** | **Roman-Lantzy, Chapter 5**<br><br>**CVI Scotland: scan the "Lessons" section of CVI Scotland**<br>**https://cviscotland.org/lessons.php?cat_id=5&page=1** | **ASSIGNMENT 3:**<br>**Complete Rating II of The CVI Range for Hollis.** |
| **3-9-23**<br>**Assessment of students in Phase III** | **Dagbjört Andrésdóttir**<br>**https://www.youtube.com/watch?v=cKURRVvFkHI**<br>**or podcast at Kaleidoscope: Life with CVI and Perfect Pitch**<br><br>**https://podcasts.apple.com/au/podcast/life-with-cvi-and-perfect-pitch-dagbj%C3%B6rt-andr%C3%A9sd%C3%B3ttir-5/id1386780362?i=1000420300240**<br><br>**Donovan presentation to his team (Found under course Content on Bb** | **ASSIGNMENT 4:**<br>**Complete Rating I & II for Logan** |
| **3-16-23**<br>**Spring Break** | | |
| **3-23-23**<br>**Intervention – Phase I & II and III** | **Roman-Lantzy, Chapter 6**<br><br>**CVI Scotland: School Support**<br>**https://cviscotland.org/documents.php?did=4&sid=227** | |
| **3-30-23**<br>**Intervention – Phase III and The CVI Schedule** | **Roman-Lantzy, Chapter 6**<br>**The CVI Schedule**<br><br>**Comparison of interventions from CVI Scotland and Dr. Roman** | |
| **4-6-23**<br>**What's the Complexity?** | **https://www.perkinselearning.org/earn-credits/self-paced/whats-complexity-matt-tietjen** | **ASSIGNMENT 5:**<br>**The CVI Schedule** |

| | | |
|---|---|---|
| **2-23-23**<br>**Assessment of students with CVI – Rating II of The CVI Range** | **Roman-Lantzy, Chapter 5**<br><br>**CVI Scotland: scan the "Lessons" section of CVI Scotland**<br>**https://cviscotland.org/lessons.php?cat_id=5&page=1** | |
| **4-13-23**<br>**Sensory balance/LMA** | **https://www.perkinselearning.org/earn-credits/self-paced/approach-sensory-balance** | |
| **4-20-23**<br>**O & M for students with CVI** | **Guest speaker – Dr. Becky Hommer** | **ASSIGNMENT 6:**<br>**What's the complexity?** |
| **4-27-23**<br>**AAC and CVI** | **Guest speaker – Debbie Perry, SLP AT Specialist** | |
| **5-4-23**<br>**Literacy and Numeracy** | | **ASSIGNMENT 7:**<br>**LMA & Sensory Balance** |

**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/).

**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/).

- 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/).

- 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/).

- 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/).

## *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 (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).**

- 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/).

**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.