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

Fall 2023
EDSE 513: Medical and Educational Implications of Blindness and Visual Impairments
Section: 6V1; CRN: 84419
Section: 6Y1; CRN: 84416
3 – Credits

Instructor: Dr. Kim Avila	**Meeting Dates:** 8/21/23 – 12/2/23
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.**

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, 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

Mason email is the primary method of communication used by university offices. Check your Mason email regularly: http://mso365.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 21, 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/Ultra/Getting_Started/Browser_Support)
- 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:
  o Adobe Acrobat Reader: https://get.adobe.com/reader/
  o Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  o Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations
- Course Week:

Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.

- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 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 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 on 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. (2012) *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.

Recommended Texts
**The following books are provided through Mason's online library, <u>you do not
need to buy the books below</u>, but can access online.**
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

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

Cleveland, J., Grimmett, E., Lindsey-Ramierez, 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/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 513, the required PBA is Instructional Plan and Intervention Project. Please check to verify your ability to upload to VIA/SLL before the PBA due date.

Assignments and/or Examinations
> **Performance-based Assessment**
> **(VIA submission required)**
> Functional Vision Assessment
> **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 teach. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THS 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 a full-time contracted school system employee and will complete the field experience at your worksite with administrator and instructor approval, 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 TEACHERtrack Office. 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. Note that you may NOT arrange your own 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. Complete the GMU Experiential Learning Agreement packet (ELP). Mason requires all students completing off-campus field experiences in schools or other agencies to complete this packet. Once you have received your field experience placement, complete and submit this packet to the provided link.

4. Document your field experience hours. Your instructor will provide you with access to field experience documentation forms to use in documenting the hours and activities completed in your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.

5. 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.

6. 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.

Anatomy and Visual System Modules

This course contains five modules on the anatomy of the eye, eye exams, causes of visual impairment, reading eye reports, and understanding refractive prescriptions. A lecture and question/response document are included in each module to complete for module credit.

Report and Presentation: Conditions that Cause Blindness and Visual Impairment

Rubric posted on Blackboard.

Each candidate will create a presentation on an <u>assigned</u> 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

Assignment Summary

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
Anatomy and Visual System Modules	25	Assigned weeks
Participation and Interactive Responses (12 weeks, 5 points each week)	60	Weekly
Report and Presentation: Conditions that Cause Blindness and Visual Impairment	30	September 25, 2023
Functional Vision Assessment	70	November 13, 2023
CVI Identification, Assessment, and Intervention Project	30	November 22, 2023
Total	**215**	

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

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%	204-215
A-	90-94%	193-203
B+	89%	191-192
B	84-88%	180-190
B-	80-83%	172-179
C	70-79%	150-171
F	69% and below	149 and below

*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/policies-procedures/). Students are expected to exhibit professional behaviors and dispositions at all times. See Policies and 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.

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 21	• 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 28	• Modules 1 and 2 • Anatomy of the eye and common causes of blindness and visual impairment	Reading: Corn & Erin (2010) Chs 5 and 6 Lawson, Hall Lueck, Moon, & Topor (n.d.) Additional readings on Bb. Due: Modules 1 and 2 questionnaires.
Week 3 September 4	• Labor Day: Asynchronous	Video: Lewis (2010) *Understanding vision development* Corn & Erin (2010) Ch. 9
Week 4 September 11	Modules 3 and 4 • Basics of clinical eye exams • Interpreting Eye exam reports	Reading: Corn & Erin (2010) Chs. 5 and 8 Additional readings on Bb. Due: Modules 3 and 4 questionnaires.

Date	Tasks	Assignments and Readings
Week 5 September 18	Module 5 • Refractive prescriptions • Functional vision evaluations v. clinical vision assessments	Reading: Corn & Erin (2010) Ch. 8 Essential Assessment http://earubric.com/ Due: Module 5 questionnaire. Additional readings on Bb.
Week 6 September 25	Presentations: • 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 7 October 2	FVA elements: Color, contrast, lighting, visual fields, oculomotor function, and acuity	Reading: Corn & Erin (2010) Ch. 10 FVA-APH: pp. 33-93 Kaiser & Hertzberg (2021) Additional readings on Bb.
Week 8 October 9 Indigenous Peoples' Day	Asynchronous Class Week Clinical low vision exams: overview and case studies	Reading: Corn & Erin (2010) Ch. 7 Additional readings on Bb.
Week 9 October 16	FVA components cont'd: Practical assessment methods FVA documentation and data recording FVA: Report writing	Reading: Corn & Erin (2010) Ch. 10 FVA-APH: pp. 33-93 Kaiser & Hertzberg (2021) Additional readings on Bb.
Week 10 October 23	Individuals with low vision Panel Discussion (tentatively scheduled)	Reading: Corn & Erin (2010) Chs. 11, 14, and 15 Additional readings on Bb
Week 11 October 30	• Continue FVA topics • Instructional strategies and techniques for students with visual impairments	Additional readings on Bb

Date	Tasks	Assignments and Readings
	• Accommodations for students with low vision	
Week 12 November 6	• Introduction to cortical/cerebral visual impairment (CVI)	Reading: CVI readings posted on Bb
Week 13 November 13	• CVI: assessment and instruction considerations • Developmental and educational considerations for children with low vision and CVI • Intervention strategies and research	Reading: CVI readings posted on Bb Due: FVA
Week 14 November 20	Psychosocial aspects of blindness and visual impairment for individuals and families Overview of adult-onset visual impairment: conditions and implications	Reading: Corn & Erin (2010) Ch. 3 Corn & Erin (2010) Ch. 21 Iskow (2010) Due: CVI identification, assessment, and intervention project Additional readings on Bb.
Week 15 November 27	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/).

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 VIA 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/).

- Learning Services (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/).

Appendix
Assessment Rubric(s)

	Does Not Meet Standard	**Meets Standard**	**Exceeds Standard**
Description of learner background B&VI, Standard 1 Candidate summarizes learner	0-3 Candidate provides an incomplete summary of relevant background	4 •Candidate describes the impact of learner's	5 •Candidate describes the impact of learner's academic and social

	Does Not Meet Standard	**Meets Standard**	**Exceeds Standard**
background information from interviews and existing data and describes the impact of learners' academic and social abilities, attitudes, interests, and values on instruction.	information. The candidate does not or partially provides the impact of learners' academic and social abilities, attitudes, interests, and values on instruction.	academic and social abilities, attitudes, interests, and values on instruction.	abilities, attitudes, interests, and values on instruction.
Relevant background information. B&VI Standard 4 The candidate gathers relevant background information from existing assessments and learner data. Candidate summarizes existing eye reports accurately.	0-3 Candidate provides a partial or incomplete synthesis of other existing assessment data or reports. Candidate inaccurately or incompletely summarizes eye report, information, and data or omits this when it is available.	4 Candidate gathers relevant background information by synthesizing data from a variety of reports, evaluations, and interviews. Candidate correctly summarizes eye reports when available.	5 •Candidate gathers relevant background information by synthesizing data from all available reports, evaluations, and interviews. Candidate optimally summarizes available eye reports and provides a clear description for the team to understand pertinent information.
Interviews	0-5 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. Candidate chose an interview protocol that was not relevant for the situation and did not adapt it to the unique circumstances.	6-7 Candidate interviews parents or legal guardians, (as available) and a teacher/service provider and reports information and strengths and concerns noted by family members. Candidate selects an interview protocol and adapts it for relevancy to the specific student and family.	8 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. Candidate selects an interview protocol and adapts it for relevancy to the specific student and family.

	Does Not Meet Standard	Meets Standard	Exceeds Standard
	Candidate does not inquire or report on functional vision considerations expressed by the interviewees. Candidate provides a limited or unclear summary of the interview data obtained.	Candidate inquires and reports on functional vision use as expressed by the interviewees. Candidate provides an objective summary of the interview data obtained.	Candidate optimally inquires and reports on functional vision use as expressed by the interviewees. Candidate provides an objective and clear summary of the interview data obtained.
Selection and use of appropriate FVA approach for individual student B&VI Standard 4 The candidate plans for, develops, and modifies individualized assessment strategies and administers and interprets vision-related assessments. The candidate uses specialized terminology used in assessing individuals with visual impairments.	5 •Candidate evaluates functional vision assessment evaluation options and selected one that may not be suitable for the individual student. •Candidate inaccurately administered elements of the FVA framework(s). •Candidate uses limited strategies to adapt and provide equitable and effective assessment for students with co-occurring disabilities. •Candidate uses limited or no sources of data to determine appropriate functional vision assessment methods. •Candidate uses limited or no collaboration with team members to triangulate data and make collaborative observations.	6 •Candidate evaluates all functional vision assessment options and selects an appropriate approach to assess the unique needs of the student. •Candidate accurately administers elements of the FVA framework(s) selected and adapts FVA data collection methods as needed to meet unique student characteristics. •Candidate selects age and disability appropriate methods, tools, materials, and observations to collect specified functional vision assessment data for the evaluation.	7 •Candidate thoroughly evaluates all functional vision assessment options and selects an optimal approach to assess the unique needs of the student. •Candidate accurately administers elements of the FVA framework(s) selected and skillfully adapts FVA data collection methods as needed to meet unique student characteristics. •Candidate selects age and disability appropriate methods, tools, materials, and observations to collect specified functional vision assessment for the evaluation. •Candidate employs strategies to provide equitable and effective assessment for students with co-occurring disabilities.

	Does Not Meet Standard	Meets Standard	Exceeds Standard
	•Candidate incorporates limited or no collaborative data collection and observation measures to account for parents, the student, and other professionals who work with the student. •Candidate uses limited data collection times, days, and environments. •Candidate does not integrate data sources, including, when available, low vision exams, LMA, technology evaluations, ECC screenings, to guide learning media decisions. • Candidate inaccurately uses specialized terminology used in assessing individuals with blindness and visual impairments. Candidate provides biased, limited, or no data to document any impact the child's vision has on education and to support eligibility team discussions.	•Candidate employs strategies to provide equitable and effective assessment for students with co-occurring disabilities. •Candidate uses multiple sources of data to determine appropriate FVA data. •Candidate integrates data collection methods to support the IEP team in guiding equitable access. •Candidate collaborates with team members to triangulate data and make collaborative observations. •Candidate incorporates collaborative data collection and observation measures to account for parents, the student, and other professionals who work with the student. •Candidate collected data across multiple settings, environments, times, subjects, and	•Candidate uses multiple sources of data for the FVA. •Candidate integrates data collection methods that are reflective of the educational access and placement of the student for supporting the IEP team in guiding equitable access. •Candidate collaborates with team members to triangulate data and make collaborative observations. •Candidate incorporates collaborative data collection and observation measures extensively to account for parents, the student, and other professionals who work with the student. •Candidate collected ample data across multiple settings, environments, at various and differing times of days, and in a plethora of tasks, content subjects, and circumstances to promote generalizability of observations and data collection. •Candidate thoroughly integrates multiple data sources, including, when available, low vision exams, LMA, technology evaluations, ECC

	Does Not Meet Standard	Meets Standard	Exceeds Standard
		circumstances to promote generalizability of observations and data collection. •Candidate integrates data sources, including, when available, low vision exams, LMA evaluations, ECC screenings, to guide the FVA process. • Candidate accurately uses specialized terminology used in assessing individuals with blindness and visual impairments. Candidate collects unbiased data to document any impact the child's vision has on education and to support eligibility team discussions.	screenings, to guide learning media decisions. • Candidate accurately uses specialized terminology used in assessing individuals with blindness and visual impairments. Candidate collects unbiased and thorough data to document any impact the child's vision has on education and to support eligibility team discussions.
Collects and interprets FVA data B&VI, Standard 4 The candidate will administer FVA, collect relevant data, or supplement with already documented sources. Candidate interprets results accurately.	≤13 •Candidate inaccurately collects and/or interprets information and data gathered from the FVA process. •Candidate collects limited, inappropriate, and/or inaccurate data on functional vision as for the student. •Candidate does not identify limitations in data and/or does not suggest supplemental	13-19 •Candidate accurately collects and interprets information and data gathered from the FVA process. •Candidate collects data on multiple and varied aspects of functional vision as appropriate for the student. •Candidate provides a	20 •Candidate effectively and accurately collects and interprets information and data gathered from the FVA. •Candidate collects data on multiple and varied aspects of functional vision as optimal for the student. •Candidate provides a clear summary of student's use of

	Does Not Meet Standard	**Meets Standard**	**Exceeds Standard**
	sources as appropriate. •Candidate does not consider future needs.	summary of student's use of functional vision on each element. •Candidate identifies limitations in data and identifies and suggests supplemental sources as appropriate. •Candidate clearly articulates FVA tools and strategies that promote effective learning, considering both current and future needs.	functional vision on each element. •Candidate identifies limitations in data and identifies and supplements with additional data sources as appropriate. •Candidate clearly articulates functional vision and strategies that promote effective learning, considering both current and future needs.
Recommendations Section Standard 5	≤9 Candidate provides some, limited, or no options for the student. Items selected are not or minimally based on data, do not include student preference, and this student's unique needs. Limited or no options for no-tech, low-tech, and high-tech alternatives are supplied. Candidate does not or minimally integrates student and family preferences to guide recommendations and decisions. Candidate does not or minimally considers the need for additional	10-14 Candidate provides recommendations for the student based on the FVA. Suggestions reflect data, student's unique needs, and student preferences. Multiple no-tech, low-tech, and high-tech options are supplied. Candidate integrates student and family preferences to guide recommendations and decisions.	15 Candidate provides ample recommendations for the student based on the FVA. Suggestions reflect optimal options based on data, student's unique needs, and student preferences. Multiple no-tech, low-tech, and high-tech options are supplied. Candidate skillfully integrates student and family preferences to guide recommendations and decisions. Candidate considers the need for additional services, evaluations, and local, state, and national sources for

	Does Not Meet Standard	Meets Standard	Exceeds Standard
	services, evaluations, and local, state, and national sources for accommodations, audio, accessible, braille and electronic books and media, technology, and other resources.

Candidate did not or minimally integrated current and future needs and includes multi-sensory options and methods for compensatory access. | Candidate considers the need for additional services, evaluations, and local, state, and national sources for accommodations, audio, accessible, braille and electronic books and media, technology, and other resources.

Candidate considered and applied decisions for current and future needs and includes multi-sensory options and methods for compensatory access.

Candidate explains and gives options for varied accommodations

•Candidate identifies and prioritizes areas of the general curriculum and accommodations for individuals with visual impairment.
•Candidate selects and adapts instructional strategies and materials according to characteristics of the learner with visual impairment. | accommodations, audio, accessible, braille and electronic books and media, technology, and other resources.

Candidate thoroughly accounted for current and future needs and includes multi-sensory options and methods for compensatory access.

Candidate thoroughly explains and gives a plethora of ideal options for accommodations

•Candidate clearly identifies and prioritizes areas of the general curriculum and accommodations for individuals with blindness and visual impairment.
•Candidate selects and adapts instructional strategies and materials according to characteristics of the learner.
•Candidate provides a detailed description of how to evaluate and modify instructional practices in response to ongoing assessment data, emphasizing the need for continued assessment in at least three identified areas. Of the three or more, at least one area of the Expanded Core Curriculum is included. |

	Does Not Meet Standard	Meets Standard	Exceeds Standard
		•Candidate provides a description on how to evaluate and modify instructional practices in response to ongoing assessment data in at least one identified area.	
Report Writing	≤7 Report has limited organization, and/or poor writing. Inaccurate or biased information is provided; tone does not reflect respectful and objective writing. Report has grammatical, spelling, and other usage errors.	8-9 Report is well-organized, well-written, reports accurate and objective information in a respectful tone. Writing style is clear and can be read and interpreted by the student's team members. Report has minimal grammatical, spelling, and other usage errors. Information in the report is supported and cited as needed.	10 Report is ideally organized, well-written, reports accurate and objective information in a respectful tone. Writing style is clear, concise, and can be read and interpreted by the student's team members. Report is free from grammatical, spelling, and other usage errors. Information in the report is optimally supported and cited.
Professional and Ethical Standards B&VI, Standard 6	•Candidate did not obtain proper permission for the field experience and to conduct FVA in compliance with school district policies; OR •Candidate fails to maintain confidentiality of learner with visual	•Candidate obtains written permission to conduct FVA in compliance with school district policies. •Candidate maintains confidentiality of learner with visual	N/A

	Does Not Meet Standard	Meets Standard	Exceeds Standard
	impairment and/or did not use a pseudonym; OR •Candidate does not demonstrate sensitivity for the culture, language religion, gender, disability, socioeconomic status, and sexual orientation of individuals with interactions or by writing report using nonbiased, objective language; OR Candidate did not follow all CEC Ethical and Professional Principals, did not display professional dispositions at the field assignment location, **or** did not follow safety practices. If any of the aforementioned conditions are present, the assignment will not be graded (i.e., will earn zero points).	impairment and uses a pseudonym. •Candidate demonstrates sensitivity for the culture, language religion, gender, disability, socioeconomic status, and sexual orientation of individuals with all interactions and by writing the report using nonbiased, objective language. Candidate followed all CEC Ethical and Professional Principals, displayed professional dispositions at the field assignment location and with preparing and working on this assignment, **and** followed safety practices. If all aforementioned conditions are met, the assignment will be eligible for grading in accordance with the rest of the rubric.	

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.