Visual Impaired Training Program

School of Education

North Carolina Central University

EDEC 5631 - ASSESSMENT AND PLANNING OF DIVERSE POPULATIONS OF STUDENTS WITH VISUAL IMPAIRMENTS

FALL 2018- 3 CREDIT HOURS

Note: This syllabus may change according to class needs. Students will be advised of any changes immediately via NCCU email and via weekly course announcements.

INSTRUCTOR	Stephanie Freudenheim, M.S., COMS	PHONE	(843) 810-9770 phone
	Teacher of the Visually Impaired		

CONTACT	Preferred contact is email	E-MAIL	sfreuden@nccu.edu
	Twitter: StephanieFreudenheim@SFreudenheim		noelnoveldirections@gmail.com
	LinkedIn: https://www.linkedin.com/in/stephaniefreudenheim		

OFFICE HOURS

I am available on Fridays to have one-to-one meetings with students by WebEx or on the phone. Contact me by email or text to make an appointment.

PREREQUISITES:

Prerequisites: EDEC 5601, EDEC 5602, and EDEC 5604 or instructor permission

COURSE DESCRIPTION:

This course covers the comprehensive planning and necessary steps and tools for evaluation of individuals with visual impairments, including students who have multiple disabilities. Candidates will use formal and informal instruments and assessment procedures appropriate to the population. Participants will learn how to complete a functional vision evaluation and a learning media assessment. They will also review strategies for ongoing assessment. Other assessments areas that will also be covered include: ECC, early childhood intervention, cortical visual impairment, as well as, considerations related to standardized assessment and psychological assessment. Emphasis will be on the candidates' future role as members of interdisciplinary assessment teams.

Nature of Course Delivery:

Classes will be conducted via course modules in NCCU Blackboard Learn. On specified dates within the course, there will be **optional** live virtual classroom sessions. Students need a personal computer with webcam and microphone and up-to-date browsers, as well as, high speed internet to successfully participate in this course. Throughout the course you will be accessing information in the NCCU Blackboard Learn course management system as well as other online resources to complete research for assignments.   Students will be working collaboratively on a learning media assessment and will need to communicate with each other via a wiki, group text, phone meetings, virtual meetings, and email.

REQUIRED MATERIALS:

Students will be given a number of different sources of material within NCCU Blackboard Learn LMS for exploration and assigned readings for each module in this course.

Required Texts

Goodman, S. A., & Wittenstein, S. H. (Eds.). (2003). Collaborative assessment: Working with students who are blind or visually impaired, including those with additional disabilities. New York: AFB Press. ISBN: 978-0-89128-869-5

 D'Andrea, F. M. & Farrenkopf, C. (2000). Looking to learn: Promoting literacy for students with low vision. NY: American Foundation for the Blind.

Koenig, A.J. & Holbrook, M.C. (1995). Learning media assessment of students with visual impairments: A resource guide for teachers. TX: TSBVI.

Sanford & Burnett. FVLMA Kit: Functional Vision and Learning Media Assessment available through American Printing House for the Blind: Catalog #7-96151-00

COURSE REQUIREMENTS:

Students are expected to have access to the required readings and actively participate in discussion and chat. Discussion and chat will be graded based on the quality of posts and level and frequency of participation with other classmates. Learners final grades will be calculated based on participation in discussion and chat activities, individual assignments, the group collaborative assessment, and the functional vision assignment. All learners are responsible for meeting required deadlines for tasks and assignments.

OUTCOME GOALS:

Upon completion of this course you will be able to:

- Analyze eye reports and case medical history records to determine eligibility for vision-related services and to consider the effects of particular visual impairments on the use of functional vision.
- Compile appropriate interview questions for completing a variety of assessments.

- Identify assessment tools that are age/specific/disability specific for infants and young children.
- Write a functional vision report that details visual functioning information to team members/families as a means to help determine appropriate specialized materials and necessary accommodations for access to instructional programs.   Describe contents of a functional vision kit and explain the use of materials to examine the standard components of a student's functional vision.
- Identify assessment strategies and tools for assessing areas within the ECC-Expanded Core Curriculum.
- Examine the unique needs and processes for evaluating learners with **multiple impairments** and learners who are **deaf-blind**.
- Discuss the need for differing assessment strategies for children with cortical visual impairment (CVI) based on the visual and behavioral characteristics of children with CVI.
- Collaborate within a group to complete a Learning Media Assessment.
- Plan for ongoing assessment related to student's IEP goals.

Competencies:

This course was written to address the following AER Curriculum Standards – University Review TVI Standards

Section X: Specialized Assessment and Techniques

The university provides learning and field-based experiences that prepare candidates to demonstrate knowledge, understanding, and implementation pertaining to:

- Methods for conducting functional vision assessment.
- Methods for conducting learning media assessment to determine appropriate reading media.
- Methods of assessment of literacy skills.
- Interpretation of assessment results to determine learners' unique needs related to the Expanded Core Curriculum (ECC).
- Assessment techniques related to ECC areas for learners with visual impairment including learners who are deaf-blind and those with additional disabilities.
- Specialized terminology used in assessing learners who are visually impaired, both as it related to the visual system and to each assessment area of importance.
- The selection, procurement, and use of fair, accessible, and unbiased informal/formal assessment procedures of the ECC.
- Determining appropriate accommodations, modifications, and or test/variations, with regard to learners' visual impairment
- Communication of learners' needs in collaboration with other professionals and service providers to assure appropriate decision making for the selection of assessment tools and methods.

Section XI Determining Learning Medium

The university provides learning and field-based experiences that prepare candidates to demonstrate knowledge, understanding, and implementation pertaining to:

- Use of multiple sources of information including functional vision assessment, observation of sensory channels, formal and informal literacy assessment, as criteria in determining the appropriate reading and learning medium or media.
- The various learning modalities: visual, tactile, and aural, and understanding how they all interact with one another.
- Incorporating multiple measurements such as functional vision, sensory channels, and reading performance, to determine appropriate learning media or medium for the visually impaired learner.
- Identifying the primary reading and writing medium, as well as, alternate learning media appropriate to age, educational setting, and present levels of functioning.
- The need for ongoing assessment performance and literacy skills in continuing the use of chosen media or medium.

EVALUATION:

1. Participation in assigned discussion and chat activities (5) 20 points each = 100 (25%)
2. Individual assignments (3) 40 points each = 120 (30%)
3. Functional Vision Assignment 80 points (20%)
4. Group Learning Media Assessment 100 points (25%)

GRADING: Total Points = 400

Grading: Calculated based on percentage of points earned towards the 500 total points.

Grades are assigned according to the percentage based on total points earned by the student.

Grade	Points
A	360-400
B	320-360
C	280-320
D	240-280
F	Below 240

VIRTUAL CLASSROOM SESSION SCHEDULE:

There will be many Monday night virtual sessions that will run from 6:30 – 7:30 or 8:00 pm. Students will receive a link for these sessions in their NCCU emails each week. These sessions will take place via the WebEx virtual classroom.

COURSE SCHEDULE:

Weeks	Module	Requirements
8/13-8/19	**Orientation Module** Introduction to EDEC 5631	**Icebreaker Post**- Post info about yourself in the discussion forum. Meet your fellow students. WEBEX Monday 8/13 6:30 pm Review the syllabus. Review the assignment list. Acquire your textbooks.
8/20--8/26	**Module 1 – Pre-Assessment Steps** Gathering Background Information Eye Condition/Medical Information Assessment Team Collaboration	Read and review Module 1 material. Read the textbook reading assignments. <table><tr><td>Collaborative Assessment</td><td>Intro – xvii-xxii Eligibility p 13-18 Federal Law p 25-43 Common causes 353-374</td></tr><tr><td>Looking to Learn</td><td>CH 1 Interpreting Eye Report</td></tr></table> WEBEX Monday 8/20 6:30 pm **Complete and turn in Assignment 1 Eye Report Interpretation**
8/27-9/02	**Module 2 – Functional Vision Assessment** FVA Informal Steps	Read and review Module 2 material. WEBEX Monday 8/27 6:30 pm Participate in **Discussion & Chat #1** - Parts of the FVA – Check which part of the FVA you have been assigned in the Discussion Board area. Examine your area in the FVLMA textbook and then in the Discussion & Chat compose a post to explain to your classmates what you are looking for when assessing this area and how you will assess this area. Also, explain some educational implications.

Weeks	Module	Requirements
		Read the textbook reading assignments.

<table>
<tr><td>Collaborative Assessment</td><td>Vision Assessment CH 4 p 71-93</td></tr>
<tr><td>Looking to Learn</td><td>Components of FVA p 43-72</td></tr>
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Weeks	Module	Requirements
9/3/18	**NO CLASS – LABOR DAY**	
9/04-9/09	**Functional Vision Assessment (continued)**	
	FVA Formal Steps	<mark>Start Functional Vision Assessment due 9/30/18</mark>
		Gather materials FV KIT
9/10-9/16	**Functional Vision Assessment**	WEBEX Monday 9/10 6:30 pm
		<mark>Continue Functional Vision Assessment</mark>
9/17-9/23	**Functional Vision Assessment**	WEBEX Monday 9/17 6:30 pm
		Complete and turn in Assignment 2 FV Kit PowerPoint
9/24-9/30	**Functional Vision Assessment**	WEBEX Monday 9/24 6:30 pm
		<mark>Turn in Functional Vision Report</mark> DUE 9/30
10/01-10/07	**Module 3- Assessment of Young Children (birth to five)**	Read and review Module 3 material.
		WEBEX Monday 10/01 6:30 pm
		Participate in **Discussion & Chat #2** Imagine that you had to do a functional vision assessment on a low vision child who is 22 months of age and is visually impaired due to retinopathy of prematurity. The boy has no other diagnosed disabilities. Using information from this and previous module and course material, discuss the types of things that you would be looking at during an assessment of this child within his home with the parent present. What materials would you use during your

Weeks	Module	Requirements
		assessment?
10/08--10/14	**Module 4 – ECC Assessment**	WEBEX Monday 10/08 6:30 pm

Read and review Module 4 material.

Read the textbook reading assignments.

Collaborative Assessment	Skim Chapters 8 & 9 Technology, O & M
FVLMA - APH	ECC Directions and Resources pp. 1-20 dark brown tabs

Complete and turn in Assignment 3 - ECC Assessment

FALL BREAK 10/15 10/16

Weeks	Module	Requirements
10/17 – 10/28	**Module 5 - Assessment of Children with Multiple Disabilities**	Read and review Module 5 material.

Participate in **Discussion & Chat #3** – When you view some of the video clips in this module in which classrooms are presented with children who have multiple disabilities, think of some ways that your functional vision assessment information could help a classroom teacher within one of these classrooms. Describe how you might make a recommendation to a classroom teacher, for one of your students, based on a couple of the activities that you see occurring in the videos.

WEBEX Monday 10/22 6:30 pm

Read the textbook reading assignments.

Collaborative Assessment	Checklist for Classroom Observation Appendix E
	CH 11 Henry Collaboration in Action

Weeks	Module	Requirements	
		LMA Koenig &Holbrook	CH 2 Use of Sensory Channels

Weeks	Module	Requirements
10/29-11/04	**Module 6 – Learning Media Assessment**	Read and review Module 6 material. WEBEX Monday 10/29 6:30 pm-Group Meeting at 7:30 Read the textbook reading assignments.

	FVLMA - APH	Pages 73-98 Appendix C pp 123-127
	LMA Koenig & Holbrook	Pp 1-20, 29-36 CH 3, CH 4, CH 5

Weeks	Module	Requirements
11/05-11/11	**Module 6 – LMA Continued**	Group Collaboration Work on your own WEBEX Group Meetings Monday 11/05.
11/12-11/20	**Module 7 -Assessment of Students with Cortical Visual Impairment**	WEBEX Monday 11/12 6:30 pm Read and review Module 7 material. Participate in **Discussion & Chat #4.** This discussion will be related to Cortical Visual Impairment. Compose a post in which you describe how you would address interviewing/questioning a teacher of a CVI child that you plan to evaluate to gather information about CVI characteristic levels for this student. Your interview questions will be different from those in which you are doing a typical functional vision assessment. Why is this? Make a list of 5 questions you would use during your interview and share them with your peers. Turn in Group Learning Media Assessment by 11/20/18

Weeks	Module	Requirements
	THANKSGIVING BREAK 11/21-11/25	
11/26-12/02	**Module 8–Formal Testing**	Read and review Module 8 material.
	Considerations	WEBEX Monday 11/26 6:30 pm
	Standardized Assessment	Read the textbook reading assignments.
	Psychological Assessment for Students with Visual Impairment	<table><tr><td>Collaborative Assessment</td><td>Psychological Assessment CH 6</td></tr></table>
		Participate in **Discussion & Chat #5** Following your review of the module material, compose a post in which you point out the complex challenges of performing psychological testing of blind children or adults. In your post, cite information from one of the module link or the textbook reading.
12/03-12/05	**End of Course Wrap-up**	Complete Course Survey
		Turn in missing assignments.

ACADEMIC INTEGRITY:

Students must adhere to the academic integrity policy of the North Carolina Central University. Plagiarism or obtaining unauthorized assistance in any academic work is prohibited. Please review the consequences of and due process procedures for Academic Integrity Policy violations in the School of Education Graduate Handbook.

COPYRIGHT:

Some materials in this course may be copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of this course.

ACCESSIBILITY:

Statement of Inclusion/Non-Discrimination

North Carolina Central University is committed to the principles of affirmative action and non-discrimination. The University welcomes diversity in its student body, its staff, its faculty, and its administration. The University admits, hires, evaluates, promotes, and rewards on the basis of the needs and relevant performance criteria without regard to race, color, national origin, ethnicity, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran's status, or religion. It actively promotes diversity and respectfulness of each individual.

Student Accessibility Services

Students with disabilities (physical, learning, psychological, chronic or temporary medical conditions, etc.) who would like to request reasonable accommodations and services under the Americans with Disabilities Act must register with the Office of Student Accessibility Services (SAS) in Suite 120 in the Student Services Building. Students who are new to SAS or who are requesting new accommodations should contact SAS at (919) 530-6325 or SAS@nccu.edu to discuss the programs and services offered by SAS. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the SAS website at www.nccu.edu/SAS and logging into *Eagle Accommodate*. Students are expected to renew previously granted accommodations at the beginning of each semester, preferably during the first two (2) weeks of class. Reasonable accommodations can be requested at any time throughout the semester; however, they will not be effective retroactively. Students are strongly encouraged to contact their professors to discuss the testing and academic accommodations that they anticipate needing for each class.

Students identifying as pregnant or other pregnancy-related conditions who would like to request reasonable accommodations and services under Title IX must register with the Office of Student Accessibility Services.

Confidentiality and Mandatory Reporting

All forms of discrimination based on sex, including sexual misconduct, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Misconduct Policy (POL 01.04.4). NCCU faculty and instructors are considered to be *responsible employees* and are required to report information regarding sexual misconduct to the University's Title IX Coordinator. The Sexual Misconduct Policy can be accessed through NCCU's Policies, Rules and Regulations website at www.nccu.edu/policies/retrieve.cfm?id=450. Any individual may report a violation of the Sexual Misconduct Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-7944 or TitleIX@nccu.edu, or submitting the online form through https://cm.maxient.com/reportingform.php?NCCentralUniv&layout_id=15.

Other Campus Programs, Services, Activities, and Resources

Other campus resources to support NCCU students include:

- *Student Advocacy Coordinator.* The Student Advocacy Coordinator is available to assist students in navigating unexpected life events (e.g. short-term illness/injury, loss of a loved one, personal crises) and guide them to the appropriate University or community resources. Students may also receive assistance with resolving some emergency financial concerns; understanding NCCU policies, rules and regulations; or general problem-solving strategies. Contact Information: Student Services Building, Suite 236, (919) 530-7492, studentadvocacy@nccu.edu.

- *Counseling Center.* The NCCU Counseling Center is staffed by licensed psychologists and mental health professionals who provide individual and group counseling, crisis intervention, substance abuse prevention and intervention, anger management, and other services. The Counseling Center also provides confidential resources for students reporting a violation of NCCU's Sexual Misconduct Policy. Contact Information: Student Health Building, 2nd Floor, (919) 530-7646, counseling@nccu.edu.

- *University Police Department.* The University Police Department ensures that students, faculty and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, (919) 530-6106, nccupdinfo@nccu.edu.