Fitchburg State University

EDUCATOR Program

Comprehensive Syllabus

Semester: Spring, 2016 – A five week, online course

# Course Title: Introduction to Cerebral Visual Impairment in Children:

# Visual Impairment Due to Damage to the Brain

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## COURSE DESCRIPTION:

Features of visual impairment due to brain damage will be discussed along with assessment of children with this condition. Methods to design appropriate interventions for these children that take into account individual differences, the learning environment, and the need for multidisciplinary teamwork will be presented. Emphasis will be placed on integrating knowledge from a variety of sources and applying this knowledge to gain a better understanding of how children with cerebral visual impairment see their world and interact with it.

If you plan on matriculating into a graduate program at Fitchburg State University, please be aware that twelve semester hours of Fitchburg State University credit taken within a year prior to the student’s admission may be applied to the degree program with the approval of the program chairperson. Anything over 12 credits prior to matriculation will NOT be accepted towards the degree.

## TEXTS:

Fitchburg State University Teacher Preparation Programs. (2012).  Conceptual framework.  Fitchburg, MA: Author. [Online] Available: <http://www.fitchburgstate.edu/academics/academic-departments/education-unit/conceptual-framework/>

Massachusetts Department of Elementary and Secondary Education. (1999-2011). Curriculum frameworks. Malden, MA: Author. [Online] Available: <http://www.doe.mass.edu/frameworks/current.html>

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

## Fitchburg State University Teacher Education Conceptual Framework

 

## LEARNING OUTCOMES/OBJECTIVES:

This course will address the dispositions of the Conceptual Framework in the following way(s):

Knowledge: As a result of the learning experiences in the course, you will become more cognizant of:

* Differences between ocular visual impairment and cerebral visual impairment
* Causes of cerebral visual impairment
* Functional consequences of cerebral visual impairment
* Assessment strategies for children with cerebral visual impairment
* Intervention methods for children with cerebral visual impairment
* Social consequences of cerebral visual impairment for children and families

Skill: As a result of the learning experiences in the course, you will become better able to:

* Describe functional consequences of cerebral visual impairment associated with various causes of damage to the visual brain
* Identify a range of assessment strategies suitable for children with cerebral visual impairment at different ages and with different functional manifestations of the condition.
* Identify a variety of intervention strategies suitable for children with cerebral visual impairment of different ages and with different manifestations of the condition
* Work with multidisciplinary teams to assess and determine intervention strategies for students with cerebral visual impairment
* Explain psychosocial consequences of cerebral visual impairment to students, families, school staff, and other professionals

Caring: As a result of the learning experiences in the course, you will become more competent in your ability to

* Describe ways in which cerebral visual impairments may affect students and families in their daily lives
* Identify potential accommodations and modifications to be included in a educational program for students with cerebral visual impairment
* Identify potential specially-designed instructional needs to be included in an educational program for students with cerebral visual impairment

Ethical: As a result of the learning experiences in the course, you will become more competent in your ability to:

* Refer children who may have cerebral visual impairment for appropriate evaluations who might otherwise be misidentified with other disabilities or not identified at all
* Describe how school and home environments need to be adapted or designed to accommodate the needs of children with cerebral visual impairment
* Identify ways in which members of educational teams need to work collectively to address the needs of students with cerebral visual impairments

## INSTRUCTIONAL STRATEGIES

|  |  |
| --- | --- |
| X Lecture | X Data Collection and Analysis  |
| X Discussion/Questioning |  Pre-Practicum |
|  Laboratory |  Role Playing/Simulation |
| X Problem Finding/Solving  | X Independent Learning |
|  Discovery |  Field Trips |
| X Interviewing |  Computer Applications |
| X Collaborative Learning Groups |  Viewing or Listening, Followed by Discussing |
| X Reflective Responses  |  |
|  Creating Visual Illustrations of Concepts | Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

## COURSE REQUIREMENTS:

The required assignments for this course are as follows:

* Readings
* Lectures
* Videos
* Participant Introductions
* Case Study Assignment
* Case Study Feedback Assignment
* Wiki Assignment
* Discussion Forums

Readings: Students are expected to complete assigned chapters each week from the course textbook:

Lectures: Participants are expected to review each week’s lecture. Due to the complexity of the material covered in this class, course lectures will review and summarize key portions from weekly readings along with other material to assist participants as they digest and integrate course content.

Videos: Participants are expected to view assigned videos

### Course Assignments:

All assignments must be posted by the designated due date. No late assignments will be accepted.

### Introduce yourself!

Earn 2 points by introducing yourself to the course participants! Upload a profile photo if you like, and tell us about yourself. In your introduction, please include the following:

* your name
* where you live
* your school or place of business
* why you are taking this course

Wiki: There will be one Wiki assignment. Instructions will be provided within the assignment.

The rubric point scale will be used to assess your work based on a 5 point scale.

One Wiki (during Session 1 only) is assigned at 14 points possible = 14 points.

Rubric =

7 pts. possible for choice of websites

7 pts. possible for quality response (well-written, appropriate response to the question/topic).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Rubric for Wiki Assignment | 7 points | 5 points | 3 points | 1 point | 0 points |
| Choice of websiteMax pts: 7 | 2 websites are chosen that are highly relevant to the assignment | 2 websites are chosen: 1 website chosen is highly relevant to the assignment; 1 website chosen is only moderately relevant to the assignment | Only 1 website is chosen that is highly relevant to the assignment | 2 Websites are chosen that are moderately relevant to the assignment | Websites are not chosen or are not relevant to the assignment |
| Quality responseMax pts: 7 | Response to the assignment is thorough providing a careful explanation of term chosen with no errors  | Response to the assignment is thorough providing a careful explanation of the term chosen with minor errors | Response to the assignment is thorough providing a careful explanation of the term chosen with major errors.  | Response to the assignment provides an incomplete explanation of the term chosen with critical information missing  | No response is submitted |

### Case Study Assignments and Feedback

Each participant will choose a child that they know well to follow throughout the class for a case study. You will introduce the child and then be teamed with another participant who will provide feedback on your assessment and intervention methods for that child. The course instructor will pair participants for this assignment during Week 3 of the course. Participants will apply the information they learn each week to the case that they are working and will also apply this information to feedback to their partner.

For each Case Study project, the Case Study Assignment will need to be posted by the end of the initial week for Sessions 2, 3, 4, 5 so that partners have time to read the assignment in order to provide feedback. The Case Study Feedback Assignments are due by the end of the final week for each Session. See the table below for clarification of due dates:

|  |  |  |
| --- | --- | --- |
| Session | **Case Study Assignment Due Date** End of First Week of Session | **Case Study Feedback Assignment Due** **Date** End of Second Week of Session |
| Case Study Session 1(Weeks 1 and 2) | Case Study Assignment Due Week 1 | No Case Study Feedback Assignment for this session |
| Case Study Session 2 (Weeks 3 and 4) | Case Study Assignment Due Week 3 | Case Study Feedback Assignment Due Week 4 |
| Case Study Session 3(Weeks 5 and 6) | Case Study Assignment Due Week 5 | Case Study Feedback Assignment Due Week 6 |
| Case Study Session 4(Weeks 7 and 8) | Case Study Assignment Due Week 7  | Case Study Feedback Assignment Due Week 8 |
| Case Study Session 5(Weeks 9 and 10) | Case Study Assignment Due Week 9 | Case Study Feedback Assignment Due Week 10 |

Five case study assignments are assigned at 6 possible points for a total of 30 points

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Rubric for Case Study | 6 points | 4 points | 2 points | 0 points |
| Quality responseMax pts: 6 | Response to the assignment is thorough, providing a complete answer to the specific information requested with a clear explanation when it is not possible to collect specific information or information is difficult to interpret | Response to the assignment is thorough, providing a complete answer to the specific information requested but reasons behind the inability to collect specific information or information is difficult to interpret are only partially provided  | Response to the assignment provides superficial answers to the information requested  | No response is submitted |

Four case study feedback opportunities are assigned at 6 possible points for a total of 24 points

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Rubric for Case Study Feedback | 6 points | 4 points | 2 points | 0 points |
| Quality responseMax pts: 6 | Response to the case study posting provides relevant feedback and integrates information from course readings and personal experience | Response to the case study posting provides relevant feedback but does not integrate information from course readings and personal experience | Response to the case study posting provides feedback that is somewhat relevant | No response is submitted |

Case Study Discussion Forums: There will be a case study discussion forum assignment in each of the five sessions. This course will consist of 12 groups of 2 – you and your Case Study partner. Each group will be assigned a number 1-12.

Each week three of the 12 groups will post their most burning question/issue related to their individual case studies which will result in three discussion posts. **All participants are expected to respond to all three posts on a weekly basis.**  During the week when you are responsible to post, please respond to the comments to your post as well as the other two posts and this will count as your third post.

Each participant is required to contribute to each forum using information and knowledge gathered from the class lecture, assigned reading, website visits, etc. Participation in the discussion forums is critical for maximizing your learning experiences in this course. You are required to be part of an online community where individuals interact, through discussion, to enhance and support the professional development of the group. Part of the assessment criteria for the course includes assessing the quality and quantity of your participation in the discussion forum.

Some characteristics that are considered to be part of excellent discussion contributions are outlined below.

* A minimum of three posts are required. You should submit your initial post early in the session and your subsequent responses to the posts of other participants at timely intervals within the duration of the session. Keep in mind that the goal is to have a dynamic discussion that lasts throughout the entire session.
* Your posts and responses should be thorough and thoughtful. Just posting an “I agree” or “Good ideas” will not be considered adequate. Support your statements with examples, experiences, or references. You are, however, encouraged to be brief – keep each post and response to one or two short paragraphs. Keep in mind that your fellow participants will be reading and responding to you too.
* Make certain to address the discussion prompt(s). This does not mean you should not extend the topic, but do not stray from the topic.
* Discussions occur when there is dialogue. Build upon the posts and responses of other learners to create discussion threads. Make sure you revisit the discussion forum and respond (if necessary) to what other participants have posted to your initial responses.
* When relevant, add to the discussion by including prior knowledge, work experiences, references, web sites, resources, etc. (giving credit when appropriate).
* Your contributions to the discussions should be complete and free of grammatical or structural errors.
* Keep your posted clear and relevant;directly respond to the issue under discussion so that what you say is clear but also not long-winded.

The rubric point scale will be used to assess your work based on a 5 point scale.

Six case study discussion forums (two for Session #5) are required at 5 points possible for each = 30 possible points.

1 pt. possible for appropriate incorporation of and reference to the readings

2 pts. possible for the appropriate number of responses (three responses per discussion – one to the question and one to another participant’s post)

2 pts. possible for quality response (well-written, appropriate response to the question/topic).

|  |  |  |  |
| --- | --- | --- | --- |
| Case Study Discussion Forum Rubric | 2 points | 1 point | 0 points |
| Incorporation of and reference to the readings in discussion responsesMax pts: 1 | Max pts: 1 | Responses include reference to the readings assigned for the week. | Responses do not include any reference to the readings for the week. |
| Quality, well-written responsesMax pts: 2 | Responses clearly address the discussion topic including student’s own thoughts as well as the responses posted by others. | Responses address the discussion topic but do not respond to responses posted by others. | Responses do not address the discussion topic. |
| Appropriate number of responsesMax pts: 2 | A minimum of three responses are posted, with one posted early in the weekly session | Only one response is posted  | No responses are posted. |

## EVALUATION OR GRADING POLICY:

### Methods of Evaluation

Participants are evaluated by the following methods:

Introduction of Participant 2 possible points

Case Study Assignment 30 possible points

Case Study Feedback Assignment 24 possible points

Case Study Discussion Forums 30 possible points

Wiki 14 possible points

 **Overall Total 100 points**

### GRADES

|  |  |  |
| --- | --- | --- |
| 4.0 | 95 - 100 | A |
| 3.7 | 92 - 94 | A- |
| 3.5 | 89-91 | A-/B+ |
| 3.3 | 86-88 | B+ |
| 3.0 | 83-85 | B |
| 2.7 | 80-82 | B- |
| 2.5 | 77-79 | B-/C+ |
| 2.3 | 74-76 | C+ |
| 2.0 | 71-73 | C |
| 0.0 | 0-70 | F |
| W | Withdrawn |  |
| IN | Incomplete |  |
| IP | In-Progress |  |

Grades that fall between intervals will be rounded to the higher number.

## COURSE CONTENT / TOPICAL OUTLINE

### Session One: Overview of Cerebral Visual Impairment

#### Learning Objectives:

Upon completion of this session, the participant will be able to:

* Describe ways in which ocular visual impairment differs from cerebral visual impairment
* Describe the brain’s role in the visual system
* Identify terms related to disorders of the visual brain

#### Readings: Vision and the Brain

 Introduction

 Chapter 1 Impairment of Vision Due to Damage to the Brain

 Chapter 2 The Brain and Vision

Lecture: Introduction and Background to Disorders of the Visual Brain and How They Can Affect Vision

Case Study Assignment for Session 1

(Note: There is no Case Study **Feedback** Assignment for this session.)

Choose one child with cerebral visual impairment you know well but whose needs and behaviors have been baffling to you and to others. You will follow this student throughout the course. Use a fictitious name and remove any other identifying markers for the child (location, school, names of teachers, etc) when discussing the child. For this week’s assignment, you’ll need to pull together basic information about the child so that we can begin our quest to understand how this child sees his or her world.

Prepare background information (one or two phrases but not more than one sentence for each point below) that includes information on the following when available.

* Age
* Gender
* Birth history
* Cause of CVI
* Additional impairments
* Date of last eye exam
* Visual acuity (with best correction)
* Visual field
* Contrast sensitivity
* Oculomotor function
* Diagnostic imaging results related to the visual brain (e.g., MRI)
* Major functional vision assessment results (this can be a little longer than other responses.)
* Type of school program (inclusion, special day class, number of children in class, amount of service from specialist teachers, etc.)
* Other information of importance

#### Case Study Discussion Forum Session 1:

Present one to two behaviors of the child with CVI you have selected for your case study assignment that you don’t quite understand.

Wiki: Language Associated with Vision and the Brain

Let’s become familiar with a language associated with the visual brain. Complete a web search for one of the terms below and post

1. a brief summary of what you learned
2. the 2 best websites that you found for course participants to have as a resource

You can add to the Wiki at any time during the course when you find a piece of technical information you would like to share with your colleagues. You can add terms or modify wiki responses at any time.

Choose one term from the list below for the Wiki Assignment

Akinetopsia/Dyskinetopsia

Alexia

Apraxia of gaze

Balint’s syndrome

Blindsight

Color anomia

Dorsal stream

Higher order visual functions

Optic ataxia

Parietal lobes

Prosopagnosia

Simultanagnosia

Temporal lobes

Topographic agnosia

Ventral stream

Visual neglect

### **Session Two:** Learning More about Patterns of Cerebral Visual Impairment plus Social Consequences of the Condition

#### Learning Objectives:

Upon completion of this session the participant will be able to:

* Discuss disorders of the visual brain and their functional consequences
* Describe patterns of cerebral visual impairment
* Describe social consequences of CVI for children and families

Lecture: Knowing what to look for when working with a student with cerebral visual impairment

Readings: Vision and the Brain

 Chapter 3 Disorders of the Brain and How They Can Affect Vision

 Chapter 23 Supports for Children and Families

Chapter 11 Assessment of Functional Vision: History Taking for Children with CVI

Video: Nicola McDowell and Gordon Dutton Interview

#### Case Study Assignment Session 2

Complete the inventory form on page 270 in your text for this child from your interactions with the child. You may not be able to complete all the questions. If your child is very young, complete the structured history taking inventory in Sidebar 20.1 pp. 540.

List the areas that stand out for further assessment related to CVI for this child.

Go to the chart in Appendix 3B beginning on page 80. List the visual features you should look for based upon the child’s background information and the inventory form.

See if you can divide what you find into dorsal, ventral stream. Your findings may relate to other areas affected by the visual brain. Some of these things will be reviewed during next week’s session.

#### Case Study Feedback Assignment Session 2

Put on your “thinking caps”; these assignments require you to become CVI detectives.

Review your partner’s case study and posts about the history-taking information for this child.

Provide any feedback related to assessment areas to consider that you might have to assist in this case study. You may have some insights related to ocular visual impairment, brain function, social issues, environment, additional impairments for example. If your partner has covered everything then please acknowledge this and provide your reasons for feeling this way.

#### Case Study Discussion Forum Session 2:

Groups One, Two, and Three should post a burning question / issue for the rest of the class. All participants are expected to respond to the three posts. This week groups One, Two, and Three should respond to the comments on their posts as well as the other two posts for the week.

### **Session Three:** Evaluation Of Children With Cerebral Visual Impairment In Educational Settings

#### Learning Objectives:

Upon completion of this session the participant will be able to:

* Organize the assessment process for children with cerebral visual impairment
* Identify various assessment methods and tools for children with cerebral visual impairment
* Understand the assessment needs of children with profound visual impairment
* Integrate collaborative assessment threads to present a comprehensive picture of children with cerebral visual impairment

Lecture: Determining Appropriate Multidisciplinary Assessment Methods for Children with Cerebral Visual Impairment

Readings: Vision and the Brain

 Chapter 10 Assessment of Children with CVI: Introduction and Overview

Chapter 12 Assessment of Visual Function and Functional Vision: Clinical Assessment and Suggested Methods for Educators (Focus on suggestions for teachers since this is a long chapter. You may be interested in reading more though.)

Optional Video: Watch this video made by Alfie Fox as he explains how he sees

 [www.youtube.com/watch?v=NoPMX5lqT6A](http://www.youtube.com/watch?v=NoPMX5lqT6A)

#### Case Study Assignment Session 3

Complete and post the following recording forms for your case study to the best of your ability

**Observation**

* For children able to do some functional academics or academically oriented students:
	+ Recording form for observational assessment of functional vision (Figure 10.2; p. 228)

or

* for young children or children with severe multiple disabilities:
	+ Form for Recording a Child’s Level of Visual Attention in Different Activities (Figure 12.4 p. 404)

**Evaluation of Child-related factors**

* Summary form for evaluation of dorsal stream disorders Figure 10.6 p. 236
* Summary form for evaluation of ventral stream disorders Figure 10.7 p. 237
* NOTE: If your case study child does not have obvious dorsal or ventral stream disorders, you do not need to post these forms. Summarize what might be the basic brain functions compromised instead. Check out Chapter 3 in Vision and the Brain for assistance. If you are not able to pinpoint brain functions that are compromised, you can discuss this by describing the child’s behaviors and why these do not fit what has been discussed in this course. (The latter can occur because CVI is so complex and can manifest in so many ways.)

**Evaluation of Environmental-related factors**

* Aspects of visual stimuli to consider and analyze (Sidebar 14.1 p. 397). List those relevant for your case study and state what makes them relevant
* Observation of competing sensory stimuli in critical tasks (Figure 10.8; p. 239) for two critical tasks for your case study.

**OPTIONAL.** List any behaviors or environmental conditions that you feel are important and are not covered by these forms

#### Case Study Feedback Assignment Session 3

Provide feedback to your case study partner that you believe will be helpful such as the implications of the findings, where more information might be gathered, how additional specialists might be needed, and any other things that are relevant. You can also talk about what you have learned about the cerebral visual impairment from this assessment or ask questions to your case study partner to clarify information and findings.

#### Case Study Discussion Forum Session 3:

Groups Four, Five, and Six should post a burning question / issue for the rest of the class. All participants are expected to respond to the three posts. This week groups Four, Five, and Six should respond to the comments on their posts as well as the other two posts for the week.

### Session Four: Assessment Tied to Intervention

#### Learning Objectives:

Upon completion of this session participants will be able to:

* Describe a variety of goals for intervention
* Describe diagnostic teaching
* Identify vision intervention techniques for children with profound visual impairment as well as those with normal or near normal visual acuity

Lecture: Assessment methods tied to intervention for children with cerebral visual impairment

Readings: Vision and the Brain

 Chapter 19 Intervention Methods: Overview and Principles

Chapter 20 Cerebral Visual Impairment and Cerebral Blindness in Very Young Children: Connecting Assessment to Intervention

Chapter 21 Improving Functional Use of Vision for Children with CVI and Multiple Disabilities

Video: Enjoy this video: The Blind Woman Who Saw the Rain

<https://www.youtube.com/watch?v=9ABQ-U6V0tY>

http://webvision.med.utah.edu/2014/05/the-blind-woman-who-sees-rain-but-not-her-daughters-smile/

#### Case Study Assignment Session 4

Complete the following for your case study

* Use the Framework for a Team Assessment Report for Children who have CVI (Sidebar 10.2 p. 242)

From that report provide the following information (which may be hypothetical):

* + Critical areas where you are ready to design interventions and explain very briefly why these were chosen,
	+ Give examples of two areas where you will need to explore some of your assessment results further during intervention through diagnostic teaching. How will you set this up?
	+ What referrals will you need to make to other specialists and why (name specialty area)

#### Case Study Feedback Assignment Session 4

Provide feedback to your case study partner that you believe will be helpful such the possibility of other critical areas for intervention, other possibilities for diagnostic teaching, additional referrals. You can also talk about what you have learned about the cerebral visual impairment from this assessment or ask questions to your case study partner to clarify information and findings with your reason(s) for asking.

#### Case Study Discussion Forum Session 4:

Groups Seven, Eight and Nine should post a burning question/issue for the rest of the class. All participants are expected to respond to the three posts. This week groups Seven, Eight and Nine should respond to the comments on their posts as well as the other two posts for the week.

### Session Five: Intervention Methods

#### Learning Objectives:

Upon completion of this session, the participant will be able to:

* Describe management of the environment for children who have cerebral visual impairment
* Describe general presentation styles and formats that need to be considered for children who have cerebral visual impairment
* Systemically examine existing curricula and infuse appropriate interventions or accommodations to improve performance outcomes in
	+ Reading and math
	+ Daily Living Skills
	+ Technology
	+ Orientation and mobility

Lecture: Intervention methods for children with cerebral visual impairment

Readings: Vision and the Brain

 Chapter 15 Assessment Linked to Intervention: Literacy and Math

Chapter 16 Assessment Linked to Intervention: Independent Living Skills

Chapter 17 Assessment Linked to Intervention: Orientation and Mobility

Chapter 18 Assessment Linked to Intervention: Computers, Tablets, and Other Assistive Technology (Table 1 pp. 480-485 only)

Chapter 22 Parent-Recommended Strategies to Assist Children with CVI

#### Additional Post-Class Readings You Might Enjoy (optional):

Goodale M, & Milner AD. (2013). *Sight Unseen: An exploration of conscious and unconscious vision.* Oxford University Press: Oxford.

Wright, R., (2015). *Cortical Visual Impairment* (2015) Royal Institute For Deaf and Blind Children (Books) North Rocks, NSW, Australia (great for caregivers ) <http://www.ridbc.org.au/cviibook>

Zihl, J. & Dutton, G.N. (2015). *Cerebral Visual Impairment in Children: Visuoperceptive and Visuocognitive Disorders.* New York: Springer

#### Case Study Assignment Session 5

**Choose one functional academic, academic, or developmental area for your case study Prepare an instructional plan for this student in this area with one major goal.**

Since some people taking the class will be from different regions, the instructional plan can be in the format required by your region. But it should include the following

1. List the overall goal along with benchmarks (also called objectives)
	1. Include a discussion of your reasons for thinking this is an important goal for your student
2. List instructional methods
	1. Include a discussion of your reasons for thinking the those methods were chosen for your student with CVI
		1. What is your hypothesis?
		2. What will let you know that your hypothesis is correct?
3. List how you plan to record of instruction and progress?
4. How will you involve other school staff in these activities?
5. How will you involve the family in these activities?
6. How will you let the child guide you in these activities and flex to the child’s moment-to-moment needs?
7. What environmental modifications will you implement (and be prepared to modify based upon diagnostic teaching)?
8. What curricular adaptations will you implement (and modify based upon diagnostic teaching)
9. What technology and adaptations to technology will you plan to use, if any?
10. How will you involve the student’s peers in the learning experience?

#### Case Study Feedback Assignment Session 5

Provide feedback to your case study partner that you believe will be helpful in the design of the interventions chosen by your partner. You can also ask questions to your case study partner to clarify information and findings, and explain your reason(s) for asking.

#### Case Study Discussion Forum Session 5:

**For this final session, there will be two questions for the Case Study Discussion Forums**.

**Question 1:** Groups Ten, Eleven, and Twelve should post a burning question / issue for the rest of the class. All participants are expected to respond to the three posts. This week groups Ten, Eleven, and Twelve should respond to the comments on their posts as well as the other two posts for the week.

**Question 2:** What information in this course was most valuable to you in your work with children with CVI and how will you implement this knowledge and share it with others? Your responses are not limited to the Case Study Assignments for this question.

### Summary of Weekly Topics and Assignments

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  Session | Topic(s) | Assignments Due | Possible points | Due Date |
| 1 | Overview of CVI | IntroductionCase Study Assignment #1Case Study Discussion Forum #1Wiki | 2 pts.5 pts.5 pts.14 pts. | Mar 13Mar 13Mar 20Mar 20 |
| 2 | Patterns and Social Consequences | Case Study Assignment #2Feedback Assignment #2Case Study Discussion Forum #2 | 6 pts.6 pts.5 pts. | Mar 27Apr 3Group 1,2,3 post question by Mar 27; responses due Apr 3 |
| 3 | Evaluation | Case Study Assignment #3Feedback Assignment #3Case Study Discussion Forum #3 | 6 pts.6pts.5 pts. | Apr 10Apr 17Group 4,5,6 post question by Apr 10; responses due Apr 17 |
| 4 | Assessment Tied to Intervention | Case Study Assignment #4Feedback Assignment #4Case Study Discussion Forum #4 | 6 pts.6 pts.5 pts | Apr 24May 1Group 7,8,9 post question by Apr 24; responses due May 1 |
| 5 | Intervention Methods | Case Study Assignment #5Feedback Assignment #5Case Study Discussion Forum #5 (2 questions this session) | 6 pts.6 pts.10 pts. | May 8May 15Group 10, 11, 12 post question by May 8; responses due May 15 |

Fitchburg State University encourages all Extended Campus students to take advantage of our online student services. We have created a “virtual student center” just for you. Here you will find access to Counseling Services, Career Services, The Student Activity Center, the university bookstore and many other helpful links. You can access our student center by going to the university homepage at <http://www.fitchburgstate.edu> and clicking on Offices and Services. Scroll down and click on Extended Campus Center. You will find links to Library Services, our Virtual Student Center and other important information.

## FITCHBURG STATE UNIVERSITY

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The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges; document delivery (books and articles mailed to your home); Interlibrary Loan; reference assistance via: phone, email, IM, Blackboard’s Collaboration and Elluminate tools, Skype and in-person; library instruction; research help and more. Any questions relating to library services should be directed to the Linda LeBlanc, Access Services Librarian, at 978-665-3062 or dllibrary@fitchburgstate.edu. There is also a special section for Distance Learning and Extended Campus Services at <http://fitchburgstate.libguides.com/dlservices> outlining the wide range of services available to you and how to access them.

Students who are currently registered with the university may access any of the library’s subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library’s homepage at <http://www.fitchburgstate.edu/academics/library> and clicking on the Research Databases button in the center of the page. Select the resource you want to access from the alphabetical or subject listing. Once you click on the database title you will be prompted for your Falcon Key logon information; this is the same logon you will use for your Fitchburg State email account and if you have any online Blackboard courses. If you do not know your Falcon Key username and password or if you have any problems logging in, contact the university’s Technology Help Desk at 978-665-4500 or helpdesk@fitchburgstate.edu. The Library can issue you a temporary guest Falcon Key to use while the Technology Department is setting up your account: contact us at 978-665-3062 or dllibrary@fitchburgstate.edu

All registered Fitchburg State University students are eligible for a Fitchburg State University OneCard ID which also serves as his/her library card. If you have not received your OneCard yet, you can still access all of our online services as long as you have activated your library account. Activate your library account online at <http://www.fitchburgstate.edu/librarycf/cardrequest.cfm> or in person at the Circulation Desk. After activation by the Gallucci-Cirio Library and receipt of your OneCard, students may also use any Massachusetts State College/University Library as well as participating libraries in the Academic and Research Collaborative (ARC) during the current semester. OneCards are available on campus all year round. Students wanting a OneCard must either complete the online Extended Campus OneCard request form <http://web.fitchburgstate.edu/technology/onecard/photoless/index.cfm> or present a course registration confirmation at the OneCard Office in the Anthony Building, main campus. Please call 978-665-3039 for available times or if you have any questions about your OneCard.

### UNIVERSITY AND EDUCATION UNIT POLICIES

#### Policy on Disability

 Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978-665-4020 (voice/relay). If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment at the beginning of the course to talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

#### Attendance and Participation

As an emerging professional, you are expected to attend every class session, to be on time, and to communicate with the instructor regarding any absences. Absences and tardiness may result in a permanent grade change. Attendance at all pre-practicum sessions is mandatory.

Participation in class discussions and cooperative groups is expected. All candidates are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. Completion of assigned reading is imperative to your individual development as a professional.

All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for successful teaching and thus are factored into the final grade.

If you have questions for the instructor please post them in the Q&A forum found at the top of the home page for the course. Your instructor will respond to any questions posted within 48 hours. This is the best place to post all non-private questions that pertain to the course since other members of the class will benefit from the answers as well.

The instructor will make every effort to check email frequently. However, please avoid any last minute “crises” regarding any of your assignments by reviewing the requirements with sufficient time to obtain clarification prior to the deadline.

Participants are welcome to use the “email the class” feature. Please keep messages sent to the whole class related to course content and maintain the same professionalism as you would in a face-to-face class.

Participants often have the misperception that taking a course online is easier since they don’t have to physically go to a classroom. While the convenience of “attending class” on your own schedule does make taking an online course easier, this type of educational environment requires discipline to ensure that you don’t get behind. This medium does give participants flexibility in attending class – it is more convenient – not easier!

#### Education Unit Computer Literacy Requirement

All assignments must be typed, doubled-spaced; follow the Department Writing Guide; and use APA format when appropriate.

You are expected to use word processing for all assignments (unless otherwise instructed). [If your course has other requirements list those also, e.g., ‘You are expected to use e-mail for dialogues with other class members, to examine the use of software in the field, and to use the Internet to obtain information, ideas and resources.’]

#### Cellular Telephones and Other Devices

Kindly turn-off cellular telephones during class time and field experiences and place them in book bags or purses. Please no texting in class. It reflects negatively upon you as a developing professional. Once class begins and if use of the laptop is not required, all laptops should be closed during class time so that your full attention can be focused on your colleagues and the discussion or lecture in progress. If you prefer to take class notes on your laptop, please inform the instructor. You are on your honor to be focused on note taking and not on e-mail, Facebook or other technological enterprise not germane to the class in progress. Thank you in advance for your consideration of colleagues and students.

#### Grade Appeal

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in your Student Handbook.

#### Academic Integrity Policy

The faculty in the Education Unit at Fitchburg State University that work submitted in fulfillment of course requirements will be solely that of the individual candidate and all other sources will be cited appropriately. University Academic Integrity Policy, as outlined in the University Catalogue, will be strictly adhered to.

#### Copyright Policy

You are reminded that, in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. See the Student Handbook for more details.

## READING AND RESOURCES

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

10/5/15