Term Information

Effective Term
- Summer 2016
- Previous Value: Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
Change course number to 5000 level. Shortening of course title.

What is the rationale for the proposed change(s)?
We are requesting a number change to EDUTL 5507 to allow Early Childhood Education program to take courses along with their peers in the current licensure only and MED program in visual impairments. This will allow the option for Early Childhood Education licensure majors to obtain an additional licensure in visual impairments.

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
Moving the course numbers to a 5000 level will save the university financially. Currently the licensure only program is fully funded. The grant funds are used to pay for adjunct faculty to teach courses that Dr. Wild cannot teach due to a full teaching load. It is expected that once grant funding runs out Dr. Wild will re-apply for additional funds. However it is also expected that the courses will be self-sustaining due to increased enrollment from this new program.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area: Education: Teaching & Learning
Fiscal Unit/Academic Org: School of Teaching & Learning - D1275
College/Academic Group: Education & Human Ecology
Level/Career: Graduate, Undergraduate
- Previous Value: Graduate
Course Number/Catalog: 5507
- Previous Value: 6507
Course Title: Visual Processes
- Previous Value: Visual Processes and Educational Implications of Visual Disabilities
Transcript Abbreviation: Visual Processes
Course Description: Introduces students to the historical foundations, laws, and regulations that effect students with visual impairments. Students will also learn about anatomy and physiology of the eye, diseases, disorders, and eye specialists’ reports.

Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component? No
Grading Basis: Letter Grade
Repeatable: No
Course Components: Lecture
Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Not open to students with credit for 826.

Cross-Listings

Subject/CIP Code

Subject/CIP Code: 13.1003
Subsidy Level: Doctoral Course
Intended Rank: Masters, Professional

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes
• Learn how the history of the field of visual impairment.
• Learn how to conduct a functional vision assessment.
• Learn the anatomy and physiology of the eye along with the many diseases and disorders that effect the eye.

Content Topic List
• History
• Laws and regulations
• Professionalism
• Resources
• Psychosocial needs
• Educational programming
• Anatomy and physiology of the eye
• Diseases of the eye
• Low vision evaluation
• Functional vision
• IEP goals
• Social implications

Attachments

• 5507 Visual_Process.docx
  (Syllabus. Owner: Mercerhill,Jessica Leigh)
Comments

- Approved by UGSC 1/29/16

Faculty contact is Tiffany Wild. (by Mercerhill,Jessica Leigh on 02/02/2016 02:56 PM)

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted</td>
<td>Mercerhill,Jessica Leigh</td>
<td>12/29/2015 08:54 AM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Mercerhill,Jessica Leigh</td>
<td>02/02/2016 02:56 PM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Odum,Sarah A. Zircher,Andrew Paul Warnick,Bryan R. Achterberg,Cheryl L</td>
<td>02/02/2016 02:56 PM</td>
<td>College Approval</td>
</tr>
</tbody>
</table>
Instructor: Dr. Tiffany Wild
Office: Ramseyer 222A
E-Mail: wild.13@osu.edu
Office: 222 Ramseyer

Description:
This course introduces future teachers of the visually impaired to the historical foundations of the field and the laws and regulations that effect students with visual impairments. A general overview of the unique needs of students with visual impairments will be explored. In addition, it provides students with information on the components of the process of vision, anatomy and physiology of the eye, causes of impaired vision, educational implications of eye disorders, and analyses of eye specialists’ reports.

Course Objectives:
Students will demonstrate knowledge of:

1. Educational definitions, identification criteria, labeling issues, and incidence and prevalence figures for individuals with visual impairments.
2. Basic terminology related to the structure and function of the human visual system.
3. Basic terminology related to diseases and disorders of the human visual system.
4. Issues and trends in special education and the field of visual impairment.
5. Federal entitlements that provide specialized equipment and materials for individuals with visual impairments.
6. Historical foundations of education of individuals with visual impairments.
7. Impact of visual impairment on learning and experience.
8. Effects of medications on the visual system.
9. Psychosocial aspects of visual impairment.
10. Relationships among assessment, individualized education plan development, and placement as they affect vision-related services.
11. Organizations and publications relevant to the field of visual impairment.
Textbooks:

Additional Recommended Texts:

Websites Used:
Website: www.lowvisiononline.unimelb.edu.au (low vision online)
Website: www.tsbvi.edu (vision efficiency skills resource)
Website: http://www.uic.edu/com/ophres/readnotes.htm (how to read eye reports)
Website: www.aerbvi.org (Professionalism)

Week One: History of the Education of Students Who Are Visually Impaired
August 25-30th
Read: Holbrook & Koenig - Chapter 1, pgs. 1-54
**Assignment:** Complete the study guide for chapter one and place in the dropbox labeled “Chapter One Study Guide”.

**Discussion Board:** Post at least five facts about this person on the discussion board and record your observation/response to two postings of fellow students about other famous people with visual impairments.

**Assignment** Choose an individual in the field of blindness and visual impairments who has made significant contributions. This individual may be retired or deceased. Send the name of that person to Dr. Wild so that we do not duplicate any names. A final written paper of 2-4 pages discussing the individual’s contributions will be **due September 20** in the dropbox labeled “Biography Report”. Also due that day will be a 2 paragraph brief for your fellow students on the discussion board. Some individuals to consider are: George Lee Abel, Samual Ashcroft, Phil Hatlen, Natalie Barraga, Warren Bledsoe, Father Carroll Samuel Gridley Howe, Berthold Lowenfeld, or Josephine Taylor.

**Week Two: The People We Serve**
**August 31st - September 6th**

**Assignment:** Read one autobiography or biography about a person who is blind or has low vision. Write a 3-5 page paper discussing the individual’s upbringing and/or adult years in relation to his or her acquisition of social skills, daily living skills, occupational skills and employment. When appropriate, also include the individual’s adjusting processes to low vision or blindness. Be prepared to provide a 1-2 paragraph brief for your fellow students on the discussion board. The final paper and discussion board posting will be **due November 15**. Please e-mail Dr. Wild with your choice and book title so that we can keep a running list on the homepage with no overlap.

**Week Three: Visual Impairment Resources**
**September 7th – 13th**

**Read:** Holbrook & Koenig - Chapter 2, pgs. 55-76 and Resources pgs. 322-326.

**Discussion Board:** Gather research about resources/vendors for teachers/professionals in the field of visual impairment. Post five (5) resources/vendors and write a brief description of each source. Keep this list and add to it in week 6. Do not duplicate any resources posted by fellow students.

**Assignment:** Complete the study guide for chapter two and place in the dropbox labeled “Chapter Two Study Guide”.
Week Four: Psychosocial Needs and Educational Programming  
September 14 – 20th  
Read: Holbrook & Koenig - Chapter 6, pgs. 161-172 & Chapter 9, pgs. 218-259.  
Assignment: Complete the study guide for chapters 6 and 9 and place in the dropbox labeled “Chapters 6 and 9 Study Guide”.  
Midterm: A midterm exam will be accessible for all students. Students will need to take the quiz on the Carmen site under the quizzes tab. You will only have one hour for the quiz and it can only be accessed one time. Please keep this in mind as you prepare for the quiz.

Week Five: Incidence, Prevalence, Functional Problems  
September 21st– 27th  
Related to VI  
Read: Corn, Chapters 1 and 4; Lueck, Chapters 1 and 2; Notes Week 6  
Discussion Board: Read an article from a professional journal regarding the education of blind and visually impaired students. Start with the Journal of Visual Impairment and Blindness (JVIB). This can be accessed through our library’s homepage. Post a brief summary (3-4 paragraphs) of your article on the discussion board. Read all other postings from your fellow students, and respond on the discussion board to at least two of their postings.

Week Six: Anatomy and Physiology of the Eye  
September 28th – October 4th  
Read: Corn, Chapter 5; Notes Week 6  
Assignment: Create your own glossary of the following parts of the eye. Do not copy the definitions. If you are quoting a source, be sure to include that source. However, your own definitions are strongly encouraged:

- orbit   - eyelid/eyelash  
- tears    - conjunctiva   
- limbus   - lacrimal apparatus  
- sclera   - uveal track    
- iris     - cornea  
- scillary body - choroid  
- retina   - optic nerve  
- lens     - macula  
- vitreous cavity - ophthalmologist  
- optometrist - optician
Discussion Board: questions on discussion board. Answer the following question on the discussion board: How does medication affect the visual system?

Week Seven: Access Test # 1. October 5th – October 11th
Once you log on to take the test, you have one hour to complete the test. Please note that you cannot leave the test and come back to it. Diseases of the Eye – DO THIS AFTER YOUR TEST!!!
Read: Corn, Chapter 6; Notes week 8
Assignment: Choose 2 eye diseases you are reading about. Tell about each (location, functional problems, educational implications, disease description (2 diseases, 1 page each). Use the eye condition study guide for each condition. Find five (5) resources for each disease on the internet. Provide web addresses for each. Discussion Board: Post on discussion board for classmates. Print a copy for future use as a TVI. There will be no discussion with fellow classmates this week. This assignment is due on Sunday at midnight.

Week Eight: Functional Vision Assessment October 12th – 18th
***Have reading completed before attending the training session on Functional Vision Assessments!
Read: Corn, Chapter 10; Lueck, Chapters 4, 5, & 6.
Assignment: Practice a Functional Vision Assessment on a fellow cohort member using the Sanford Form you will receive at your training session on Saturday the 17th. After the session go home and conduct a full functional vision assessment on a family member or friend. If they wear glasses have them take them off for this exercise. If you can work with a TVI in your district please take advantage of that opportunity to work together on the assessment. Use Appendix 6.2 of the Lueck book as a guideline for writing your report of your findings. Write a reflection about the experience (1-2 pages). Submit your report to the dropbox labeled “FVA Report” and reflection to the dropbox labeled “FVA Reflection”. Both the reflection and report are due on November 1st.

Week Nine: Diseases of the Eye, continued October 19– 25th
Read: Corn, Chapter 6; Notes week 10
Assignment: Choose two different eye diseases than those chosen last week. Tell about each (location, functional problems, educational implications, disease description (2 pages, 1 page each). Use the eye
condition study guide for each condition. **Find** five (5) resources for each disease on the internet. Provide web addresses for each.

**Discussion Board:** Post on discussion board for classmates. **Print** a copy for future use as a TVI. There will be no discussion with fellow classmates this week. This assignment is due on Sunday at midnight.

**Week Ten:** Eye Disease Test online (limited access); **Clinical low vision evaluation and exam**

**October 26th – November 1st**

**Visit:** [www.lowvisiononline.unimelb.edu.au](http://www.lowvisiononline.unimelb.edu.au)

Read the section on optical devices

**View:** Powerpoint on optical devices – think about the devices from our meeting.

**Read:** Corn, Chapters 7 & 8; Lueck, Chapters 1 & 3

**Assignment:** Complete week 10 study guide

**Search** online for five (5) sites related to low vision devices; **Describe** each site in three to five (3-5) sentences.

**Discussion Board:** Post the information online to share with your classmates. **Answer the following:** What happens at a clinical low vision evaluation? As a teacher, what information would you like to receive from this evaluation?

---

**Beginning to Learn about the Development of Children with Visual Impairments (Will be continued in the Professional Development Course)**

**Week Eleven: In the Beginning: Understanding Young Children with Visual Impairments**

**November 2nd – November 8th**

**Read:** Essential Elements – Chapters 1–3, Making Sense of Early Intervention

**Watch:** Choose two family videos to watch from the Family Connect website [www.familyconnect.org](http://www.familyconnect.org)

**Discussion Board Question:** How did the parents in the videos you observed handle having a child with a visual impairment? What are some unique aspects of services for infants (Early Intervention) and for preschoolers (preschool special education) who are visually impaired or blind? Consider what is included and how services are delivered, based on children and family preferences, strengths, and needs.

**Assignment:** Dr. Clarke will provide your assignment at the session on “Early Childhood Education for Students with Visual Impairments”
This assignment will be given on November 14th. Dr. Clarke will give you information about how to turn it in at the meeting.

**Week Twelve: Interventions for Early Childhood**  
**November 9th – 15th**  
**Read:** Essential Elements – Chapters 4–5  
**Assignment:** Write a written review of 2 scholarly articles about early intervention in the field of visual impairment. Each review should be at least 1 page. Place both reviews in the dropbox labeled “Early Childhood Reviews”  
**Discussion Board Question:** What are some of the unique considerations for conducting vision assessments at the early childhood level? How are they different than with school-aged students?

**Week Thirteen: Learning Strategies for Early Childhood**  
**November 16th – November 22nd**  
**Read:** Essential Elements – Chapters 8–10  
**Assignment:** Write an IEP or IFSP Plan based upon the case studies found in the content page. Place either your IEP or IFSP in the dropbox labeled “Early Childhood Plan”.  
**Discussion:** What strategies are used in working with infants and toddlers? Write about two strategies on the discussion board. How are these strategies different from those used with sighted students? How are they the same?

**Week Fourteen: Writing IEP Goals for Students with Visual Impairments**  
**November 23rd – 29th**  
**Read:** Lueck, chapters 8 & 9; D’Andrea 5 and Appendix  
**Write:** 5 IEP goals for Jason and Emily. Jason should have 3 goals and Emily 2 goals. The case studies of Jason and Emily can be found on the content page of the course. Be sure to provide a one paragraph justification for each goal you are writing. Be sure your goals are measurable. The TSBVI website may also be helpful as you complete this assignment. Place this assignment in the dropbox labeled “IEP Goals”. The IEP Goals rubric will be used to assess this assignment as found in your orientation manual.

**Week Fifteen: Psychological and Social Implications of Low Vision**  
**November 30th – December 6th**  
**Read:** Corn, chapter 3  
**Assignment:** Complete the study guide for Chapter 12
**Discussion Board:** On the discussion board the answer to the following question: What must a teacher keep in mind when working with a student with low vision? Socially? Psychologically? In the classroom?

**Final Exam:**
**DUE: December 11th**
Create a presentation for an inservice opportunity at your school to tell them about 5 students on your case load. You are serving as the school’s itinerant teacher.
1. Choose 5 eye conditions that will serve as your “case load”.
2. Describe the students, your school community, and the goals of your inservice.
3. Create a schedule for the inservice. Your “principal” is allowing you to meet with the teachers that will have your students for 3 hours.
4. Create a presentation. That might mean a powerpoint, links to videos on YouTube, a poster, etc. Get creative!
5. Place the project in the dropbox labeled “Final Project”.

**Dropbox Policy:** All assignments are due by Sunday night at midnight the week assigned unless otherwise specified in the syllabus.

**Discussion Board Policy:** All discussion board questions must initially be answered by Wednesday night of the week assigned. You have until Sunday night at midnight to comment on your fellow classmates’ postings. Dr. Wild will be checking the discussion board on Thursday unless otherwise stated on the homepage.

**Assignments:**
1. Famous Person Report – (25pts)
2. Biography Report – (50 pts.)
3. VI Resources Week 2 – (10 pts.)
4. Study Guides Weeks 1-4 – (10 pts. Each)
5. Midterm – (50 pts.)
7. Glossary of anatomy/physiology terminology (100 pts.)
4. Functional Vision Assessment and Report (100 pts.)
5. Reflection of experience conducting Functional Vision Report (25 pts.)
6. Anatomy test (100 pts.)
7. Eye Disease explanation and resources (25 pts. Each) – 4 in total
8. Eye Disease test (100 pts.)
9. Resources on low vision devices (25 pts.)
10. IEP Goals (25 pts. Each) – 2 in total
11. IEP or IFSP Project – (100 pts.)
12. Final Project (100 pts.)
13. Postings on Discussion board 12 total – 120 pts.
   5 pts. for original posting and 5 pts for response

Grading Scale:
A 93-100%
A- 90-92
B+ 87-89
B 83-86
B- 80-82
C+ 77-79
C 73-76
C- 70-72
D+ 67-69
D 60-66
E 59% or less

Policy Regarding Late Papers:
Late papers will not be accepted and will receive a zero for the assignment. In case of an emergency, contact your instructor and an alternative deadline will be established.

Student Conduct:
Students are expected to fully participate in all class assignments and papers.

Academic Misconduct – The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct
could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf).

**Intellectual Property/Audio and Video Recording** – Video or audio recording of classes without the explicit written permission of the instructor/professor is a violation of the Code of Student Conduct. Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the Code of Student Conduct.

**ODS Statement** – Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; http://www.ods.ohio-state.edu/. Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

**Grievances and Solving Problems** – According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department.”

**Statement on Diversity** – The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.
**Technology** – This course requires students to have access to Carmen and a suitable computer for this purpose. All documents created in this course can be used in the student’s electronic portfolio.

**CEC Standards:**
Standard 1: Foundations
Standard 2: Development and characteristics of learners
Standard 3: Individual Learning Differences
Standard 5: Learning Environments/Social Interactions
Standard 7: Instructional Planning
Standard 8: Assessment
Standard 9: Professional and ethic practice