



THE  
HADLEY SCHOOL  
FOR THE BLIND

## Introduction to Low Vision ComD 3330 Course Syllabus

### **Course Goal**

By the end of this course, students will be able to understand the unique learning needs of students with low vision, and apply adaptations and strategies to enhance success with the core curriculum and the expanded core curriculum for students who are visually impaired at school, at home and in the community.

### *Required Textbooks*

Corn, A.L.& Koenig, A.J., (2000) *Foundations of low vision*. New York, AFB Press.

D'Andrea, F.M.& Farrenkopf, (2000). *Looking to learn: Promoting literacy for students with low vision*. New York, AFB Press.

### *Recommended Resources*

Erin, J., (2004). *When You Have a Visually Impaired Student with Multiple Disabilities in Your Classroom: A Guide for Teachers*. New York, AFB Press.

Levack, N. (1991) *Low Vision: A Resource Guide with Adaptations for Students with Visual Impairments*. Austin, TX, TSBVI.

### *Additional Readings*

A variety of internet articles and chapters from various texts will be assigned.

### **Required Assessments, Tests, & Projects**

<b>Form of Assessment</b>	<b>Points</b>	<b>Per Cent of Total Course Grade</b>
Discussion Board	30 points	5%
Weekly Quizzes	140 points	25%
Midterm	50 points	10%
Project 1: Eye Condition/Functional Implications	50 points	10%
Project 2: Experience Low Vision	50 points	10%
Project 3: Create a game or series of activity to teach the use of a low vision device	50 points	10%

Form of Assessment	Points	Per Cent of Total Course Grade
Project 4: Develop activities that a student who has low vision can invite others to do at recess or lunch time	50 points	10%
Final Exam	100 points	20%
Total	520 points	100%

### Optional Assignments

Weekly Flash Cards
Matching Activities
Study Guide Fill-Ins
Additional readings
Experiential Activities and Reflections

### Description of Required Assignments

**Discussion Board:** Each week the course instructor will post two discussion board questions. Each student is required to respond to each question at least once during the week. In addition, each student must respond to a fellow student's responses at least once for each question posted. The following rubric will be used for grading discussion questions:

0 points	Student has not posted responses to the discussion questions for the week, and has not responded to other students' comments.
1 point	Student has responded to the discussion questions or responses to classmates in an incomplete or minimal manner. Student has completed only half of the discussion board response.
2 points	Student responses to the discussion questions are complete & thorough. Student responses to classmate show genuine interest and analysis of the topic.

**Weekly Quizzes:** On-line quizzes will be given weekly except during the midterm and final weeks of the course. The quizzes will consist of ten questions worth 1 point each. Questions will be multiple choice, true/false, and/or matching.

**Projects:** Students will be asked to complete four projects throughout the semester. Each project is worth 50 points. The projects are designed so that students can use the project products with students who have low vision.

- **Eye Disease/Functional Implications Project:** Explore one of the childhood eye diseases discussed in class, or choose your student's eye disease. Design a facts sheet, brochure or poster to give to those

working with the student that includes information about the eye disease, how the eye disease affects the student's performance in the classroom, on the playground, and in community environments. Also, provide suggestions to assist the student at school, and in the community. (2-3 pages typed- use bullets and icons to make your point and include list of references you used). (Due Week 4)

- Experience Low Vision Project: You will be provided with directions to create vision simulators for various eye diseases. Determine which eye disease you would like to experience. Spend one day performing the following activities with a simulator: walking in the neighborhood, preparing a snack, ordering food at a fast-food restaurant, reading a book, and copying information from a white board at a distance. In a two to three page narrative, describe your experiences and your feelings. (Due Week 6)
- Create a Game or Activity to teach the use of a low vision device: Design at least three activities or a game that includes at least three skills to teach the use of a low vision device. This can be activities for a single student who has low vision or for that student and sighted peers. Present the game or activities to your visually impaired student or to a group of students. Demonstrate your game or activities to us by taking photos of students engaged in the game or activities. Provide a one-page description of the activities, the skills/lessons they are designed to teach and an evaluation of your experience with the student(s). (Due Week 12)
- Develop activities a visually impaired student could share: Develop at least three activities that a student who is visually impaired could invite other students to engage in during recess or lunch at school. Report on your activities by showing pictures of students engaging in them. Provide a two or three page description of the activities and list the equipment needed, if any. Include in your description information about whether the activities fit the school rules or whether your student needed "reasonable accommodations" to engage in the activities. Give a brief evaluation of how the interaction of the students worked during these activities. (Due Week 15)

### Rubric for Projects

45-50 points = A	The student has completed all aspects of the assignment. The project elements are well-written, free of spelling or grammatical errors. The project is accurate and presented in a creative manner.
40-44 points = B	The student has completed most aspects of the assignment. The project elements are evident, but the student's writing style, spelling, or use of grammar is not consistent. The project presentation is complete, but requires more creativity.
35-39 points = C	Some elements of the project are missing. Spelling and grammar mistakes are evident. The project presentation does not clearly address the topic.
30-34 points = D	Many elements of the project are missing. There are numerous spelling and grammatical errors. Student's writing is weak. The presentation is weak.
25- 29 points = F	All elements of the project are missing. Student's writing, spelling, and grammar are extremely weak. The presentation of the project is poor.

Midterm Examination: The midterm exam will consist of 50 questions taken from the weekly quizzes for weeks 1-7 of the class. The question format will be multiple choice, true/false, matching, and short essay questions.

Final Examination: The final exam will cover material from the entire course. Questions will be taken from the weekly quizzes. The question format will be multiple choice, matching, and short-essay.

### Weekly Lessons

- Week 1:** What is Low Vision? What is Your Role in Serving Low Vision Students?
- Week 2:** Involving the Families in the Education of Students Who Are Visually Impaired
- Week 3:** Causes of Visual Impairment in Children: A Review
- Week 4:** Functional Vision Assessment: What is the role of the classroom teacher and the paraeducator?
- Week 5:** The Clinical Low Vision Evaluation
- Week 6:** Basic Optics of the Eye and of Magnifying Devices
- Week 7:** Low Tech Adaptations for the Low Vision Student: Making the Classroom and Other Environments a Positive Experience

**Week 8: Midterm Examination**

**Week 9:** Activities and Techniques for Teaching the Use of Magnifiers

**Week 10:** Activities and techniques for teaching the use of monocular telescopes

**Week 11:** Activities and Techniques for teaching the use of electronic magnification and visual enhancement software

**Week 12:** Psychological & Sociological Implications for Low Vision Students

**Week 13:** Helping Students Develop Skills for Self-Advocacy

**Week 14:** Orientation and Mobility, Daily Living Skills and Recreation Activities

**Week 15:** Working with Students who have Low Vision and have Additional Disabilities

**Week 16: Final Exam**