Human Services Department
RHB 325.001 CRN 13990
Programs and Services for Individuals with Visual Impairment (Foundations)
Fall 2017

Instructor: DJ Dean
Course Time & Location: MW 11:30-12:45PM HSTC 322
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Office Hours:
Monday/Wednesday – 2:30PM - 4:00PM CST
Tuesday/Thursday – 1:30PM – 3:00PM CST
Friday (and other times) – by appointment

Credits: 3 hours

Prerequisites: None

I. Course Description:

RHB 325 - Programs and Services for Individuals with Visual Impairment.

An overview of the field of visual impairment. Topics covered include the history of the
development of educational and rehabilitation programs, legal definitions and
requirements, and a brief examination of the agencies and resources that are available to
support individuals with visual impairment. Programs and Services for Individuals with
Visual Impairment.

This class provides a broad overview of various aspects of blindness (e.g., agencies
which provide services to persons with visual impairments, psychological and
sociological aspects of blindness, history of the field).

Areas of emphasis will include:

• History of the field—United States and world
• Characteristics of students with visual impairment
• Physical and motor development
• Psychological and social aspects including diversity
• The expanded core curriculum for students with visual impairments (ECC)
• Agencies serving students with visual impairments, professional resources, and
organizations
• Roles, responsibilities and service delivery options of persons working with students
with visual impairments
• Individualized Educational Plans/Individual Family Service Plans (IEPs/IFSPs), and
Memorandums of Understanding (MOU’s) as related to students with visual impairments
• Legal perspectives, law, Individual Educational Planning meeting/Admission Review
and Dismissal (ARD) meeting
• Programs for efficiently managing caseloads
• Working with families of students with visual impairments
• Trans-disciplinary teaming

II. Program Learning Outcomes:
The following is a list of desired Program Learning Outcomes (PLOs) in which data will be collected for TracDat throughout the program. An asterisk denotes that PLO will be addressed during RHB 325.

Program Outcome #1 O&M Skill and Strategy Acquisition and Demonstration
Candidates for the O&M Program will demonstrate knowledge and understanding of the systems of orientation and mobility, and orientation and mobility skills and techniques as defined by the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP).

Program Outcome #2 – Assessment
Candidates will demonstrate knowledge and understanding of assessments necessary for implementing and addressing specific student needs in regards to specific environments and the presence of multiple disabilities.

Program Outcome #3 – Program Planning
Candidate will demonstrate the knowledge, understanding of strategies and methods used to analyze, interpret, and utilize O&M assessment information for selecting, designing and implementing O&M programs consistent with individual needs.

Program Outcome #4 – Professional Practice
Candidate will demonstrate knowledge and understanding of practices related to Orientation and Mobility including: observational techniques, design and implementation of assessment, and instructional programs and professionalism.

Program Outcome #5 – Understand the Individual*
The candidate will demonstrate the knowledge and understanding of strategies and methods used to conduct individualized assessments, program development, and to select, design, and implement O&M instruction that is responsive to individual needs, age appropriate, respects multi-cultural differences, and provides appropriate follow-up.

Program #6 – Understanding the Profession
Candidates will demonstrate understanding of the role, responsibilities, and ethical standards associated with becoming a Certified Orientation and Mobility Specialist.

PLO #5 will be the main focus of this introductory course. General topics in other PLOs will be addressed and discussed during class time.

Student Learning Outcomes:
SLO TracDat ASSESSMENT PLAN

Method of Assessment # 5 – Diversity Assignment
(ACVREP Domains 1, 11, 13; AER Standard III, X, XI, XIII)

5.3 Candidate will demonstrate knowledge and understanding of the multicultural diversity of individuals with visual impairments. Candidate will submit a reflective essay that expresses their biases, the possible impact of those biases, and reflects on how they plan to address those biases as a professional in the field of visual impairment.
Additional Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

**INTERNAL**

**University - The SFA Way:**
This course, our faculty, staff, alumni, and students believe in doing things "The SFA Way." We expect the best from ourselves and from each other, and we hold each other accountable when we fail to maintain these standards. Grounded in the five "Root Principles" below, all of us, as members of the SFA community, strive for personal excellence in everything that we do.

- **The Principle of Respect**
  Lumberjacks command respect and treat others with respect • They are considerate of others and tolerant of differences • They demonstrate respect for those around them by avoiding the use of offensive or profane language • They do not threaten or harm anyone and deal peacefully and civilly with conflict.

- **The Principle of Caring**
  Lumberjacks think of the needs of others and seek to improve the quality of life of those around them • They are compassionate, empathic and kind • They respond with humility to those they have helped and freely express gratitude to those who help them • Lumberjacks prepare themselves to become leaders in their communities and workplaces • They dedicate themselves to excellence in their chosen field of study and to using what they learn in the service of others.

- **The Principle of Responsibility**
  Lumberjacks do what is right • They persevere in times of adversity • Through self-control and self-discipline, they strive to do their best • Lumberjacks challenge each other to exceed expectations • They are active learners both inside and outside of the classroom • They are reliable; they do what they say they will do • Lumberjacks hold themselves accountable for their decisions.

- **The Principle of Unity**
  Lumberjacks are loyal to their friends, family, university, state and country • Lumberjacks stand together against any adversary • They recognize that though we are very different from one another, we are united by the Lumberjack Spirit. Lumberjacks seek to understand the people and world around them • When one lumberjack fails, all fail • When one lumberjack succeeds, all succeed.

- **The Principle of Integrity**
  Lumberjacks have the courage to do what is right, even when it is hard or unpopular • They respond to each situation with steadfast values that are not subject to change based on the actions of others • They seek opportunities to practice effective and ethical leadership • Lumberjacks are honest; they do not deceive, cheat or steal • Lumberjacks stand up for those
who cannot stand up for themselves • As lifelong learners, lumberjacks are committed to continuously improving themselves.

This course directly supports the mission and values of the SFASU College of Education - It is the mission of the Stephen F. Austin College of Education “to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.” This statement essentially sums up the intent of this class and our program as a whole. We make every effort to insure that this class (and all other vision courses) is solidly grounded in the realities of practice. It is intended to be a pragmatic, practical class with maximum emphasis being placed on equipping you to be effective and efficient facilitators of learning for individuals with visual impairments, their families, teachers, as well as caseworkers, and other stakeholders who strive to meet their unique needs.

The Core Values of our College are:
• **Academic excellence** through critical, reflective, and creative thinking
• **Life-long learning**
• **Collaboration** and shared decision-making
• **Openness** to new ideas, to culturally diverse people, and to innovation and change
• **Integrity**, responsibility, diligence, and ethical behavior, and
• **Service** that enriches the community.

The Core Foundation and Vision, Mission, Goals, and Core Values describe a shared vision and purpose for the SFASU College of Education. It provides coherence for our curriculum, clinical experiences, and assessments. It is linked to the University vision and values, and describes how those values translate into knowledge, skills, and dispositions in the College of Education. It is this philosophy and vision that helps to distinguish our graduates from those of other institutions.

This course emphasizes these values in its content, philosophy, and in its assessment of outcomes. We, as instructors, strive to reflect these principles in the teaching of this class and we also have the highest expectations that you, our students, will also demonstrate these values as you develop as leaders in the field of visual impairment. These values are analogous with ethical standards that have developed by the Association for the Education and Rehabilitation of the Blind and Visually Impaired and one intention of this course is to provide you the skills to lead others to embrace these principles.

This course directly supports the mission of the SFASU Department of Human Services The Department of Human Services prepares undergraduates and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of students personal and professional development.
This course directly supports the mission of the SFASU Orientation & Mobility Preparation Program
It is the mission of the SFASU Orientation and Mobility program to train candidates to become Certified Orientation and Mobility Specialists (COMS) who are practically and pragmatically prepared to meet the needs of persons with visual impairments across the state of Texas and across the nation as a whole. Through their training in our program, we believe graduates are prepared to successfully complete the ACVREP national O&M certification examination. We believe graduates from our program are trained to effectively deliver services which provide opportunities for students and clients who are blind or visually impaired to be more independent, lead lives to their fullest potential, and participate to a greater extent in society at large. In order to meet these goals, we believe it is our responsibility to mentor and educate our candidates to recognize and remove environmental and societal barriers, raise expectations, provide solutions, and exhibit compassionate approaches to teaching O&M skills and techniques, valuing the worth of all individuals regardless of age, gender, race, sexual orientation, or level of disability.

This course also supports the mission of the Visual Impairment Program
It is the mission of the Visual Impairment Program to train Teachers of students with Visual Impairments (TVIs) and Certified Orientation and Mobility Specialists (COMS) who are practically and pragmatically prepared to meet the needs of persons with visual impairments across the state of Texas and in the nation as a whole. We believe that completers from our program should be equipped to effectively deliver instructional services which provide opportunities for students and clients with visual impairments to be more independent, lead more meaningful lives, and participate to a greater extent in society at large. In order to meet these goals, we believe that it is our responsibility to mentor and educate our graduates in the importance of exhibiting caring and compassionate approaches to instruction and positive beliefs about the worth of all individuals regardless of age, gender, race, sexual orientation or level of disability.

VI/O&M Program
You are required to attend class meetings and be prepared to discuss reading material, complete observations, assignments and activities. You are expected to be present consistently on-location and in class. This is a graduate level class that will focus on the development and discussion of advanced ideas and concepts. Your absence will hinder the growth of you as an individual and the group as a whole. You will be expected to be professional and respectful of others in all activities and exchanges.
At the end of the semester I will evaluate you on the following criteria:

Professionalism
• Appropriateness of participation in class discussions and computer chats.
• Willingness to answer questions.
• Evidence of critical thinking during class activities.
• Demonstration of good “consulting skills” (e.g. politeness, diplomacy, etc.)
• Display of a positive attitude toward the subject material, class activities, etc.
• Attendance (physical and mental) to class activities and discussions.
• Preparation, attendance, and punctuality
• On-time completion of assignments
• Completion of the course evaluation
• Appropriate dress

**Respect for Diversity and Community**-

- *We are a small community and we are learning this together*
- *Honest disagreements in the spirit of critical academic exchange are encouraged. While you can disagree, don’t personalize it; stick to the issues. No name-calling or stereotyping.*
- *Derogatory comments based on race, ethnicity, class, gender, sexual orientation, or nationality will not be tolerated.*
- *What we say stays here, unless we agree to change that. What we learn here though, we can share with others.*
- *If you are offended, say so, and say why.*


**EXTERNAL**

This course supports the Core Objectives established by the Texas Higher Education Coordinating board:

The core objectives established by the Texas Higher Education Coordinating Board (THECB) are:

**Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. FOR THIS COURSE – This is demonstrated through resource collection, and course reading requirements.

**Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication. FOR THIS COURSE – This is achieved through the discussions, collaboration with other students, and face-to-face class meetings.

**Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. FOR THIS COURSE – This is developed through completion of assignments.

**Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. FOR THIS COURSE – This is demonstrated through discussions and face-to-face class meetings.

**Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making. FOR THIS COURSE – This is exhibited through maintaining schedules, course requirements, and meeting deadlines.

**Social Responsibility** - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. FOR THIS COURSE – This is acquired through the review of various laws and agencies as they relate to visual impairment, and completion of the multicultural essay.

The O&M program is designed to meet the standards of two separate bodies; ACVREP which establishes the standards that candidates must be able to demonstrate through
This course supports the Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER) Curricular Standards for Orientation and Mobility Specialists –

I. Medical Aspects of Blindness and Visual Impairment
II. Sensory Motor Functioning
III. Psycho-Social Aspects of Blindness and Visual Impairments
IV. Human Growth and Development over the Lifespan
V. Concept Development
VI. Multiple Disabilities
VII. Systems of Orientation and Mobility
VIII. Orientation and Mobility Skills and Techniques
IX. Instructional Methods, Strategies and Assessment
X. History and Philosophy of Orientation and Mobility
XI. Professional Information
XII. Development, Administration, and Supervision of O&M Program
XIII. Clinical Practice Competencies

This course specifically addresses the following AER Standards through practice and didactic instruction: I-d,e,f, II-a,b,c,g, III-a,b,c,e,f,h,i,j, IV-b,c,d, V-b,d,e, IX-a,n,q,r,s,t,w,x,y, X-a,b,c,f,g,h,n,o,p,q, XI-a,f, XII-c,d,f,g,h,i and XIII-a,f,j,m.

This course supports the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) guidelines for certification.
ACVREP states that to be eligible to sit for the certifying examination, applicants must provide:

- Proof of a minimum of a Bachelor’s degree from an accredited university or college in any field of study and proof of completion of an Orientation and Mobility certification preparation program from an accredited university or college that meets the following 13 core domain areas
  - Domain 1. Know Professional Information
  - Domain 2. Understanding Relevant Medical Information
  - Domain 3. Understand and Apply Learning Theories to O&M
  - Domain 4. Plan and Conduct O&M Assessment
  - Domain 5. Plan O&M Programs
  - Domain 6. Teach O&M Related Concepts
  - Domain 7. Teach Orientation Skills and Strategies
  - Domain 8. Teach Mobility Skills
  - Domain 9. Teach Use of Senses
  - Domain 10. Teach Consumers who have Additional Disabilities
  - Domain 11. Teach Diverse Consumers
  - Domain 12. Analyze and Modify Environment
  - Domain 13. Know the Psychosocial Implications of Blindness and Visual Impairment
This course specifically addresses the following ACVREP Domains through practice and didactic instruction: 1, 6, 11, and 13

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

**Instructional Strategies and Technology:**

This course will be delivered face-to-face. In addition, instruction will be supported through other material to be presented online on Desire to Learn (D2L). Assignments will be detailed on the website and discussed during class time.

**Class preparation/participation:**

You are expected to come to class prepared for discussion and activities. Please have assignments completed and materials (if applicable) read prior to attending class. Chapters from the text and information from the Modules will be covered on the mid-term and final exam. You are expected to take part in all class activities including discussions, role-plays, small group assignments, blogs, etc. This is a rigorous class that covers an enormous quantity of material that will be obtained from D2L and through the face-to-face classes. You cannot afford to get behind with your assignments.

This class is designed to be highly interactive. It works better when you are involved and asking questions. I will be asking questions and calling on every student at some point during the semester. A total of 100 points will be awarded based on your level of class participation. Please note that these points are not assigned on the basis of correct responses, but on the willingness of the student to respond and work through the problem.

At the end of the semester the instructor will use the following criteria to evaluate students:

- Appropriateness of participation in class discussions and computer chats.
- Willingness to answer questions.
- Evidence of critical thinking during class activities.
- Demonstration of good “consulting skills” (e.g. politeness, manners, diplomacy, etc.)
- Display of positive attitude toward the subject material, class activities, etc.
- Attendance (physical and mental) to class activities and discussions.
- Preparation for class
- Each student will be required to submit an item of interest to share with the class. I will post these items on the web. You will need to provide a description of the information and a method that can be used by your classmates can access to the material (website URL or actual docs)
- Completion of the course evaluation

Additionally-

- *We are a small community, and we are learning this together.*
- *Honest disagreements in the spirit of critical academic exchange are encouraged. While you can disagree, don’t personalize it; stick to the issues. No name-calling or stereotyping.*
- Derogatory comments based on race, ethnicity, class, gender, sexual orientation, or nationality will not be tolerated.
- What we say stays here, unless we agree to change that. What we learn here, though, we can share with others.
- If you are offended, say so, and say why.


**Web D2L Modules:**
The D2L modules are designed to be additional information provided over the web. Almost every topic that is covered in this class will have an accompanying module. Modules are a very important part of the class, and students are responsible for completing them (reading the materials, doing the exercises, etc.) as part of their course work. The material covered in the modules will be included on exams and in assignments associated with certain modules. Your comments and questions about the modules are valuable and should be shared in class or via email with me.

**Additional information Regarding All Assignments**
All submissions will need to be in .pdf, .rtf, .doc. or .docx format. All submissions will also need to have your name on the document and have your name in the name of the file. Naming of your files needs to be as follows….lastname_assignment.type or lastname_assignment_rhb325.type. If your last name is Higgins and you were sending me Learning Activity 1 in pdf format you would name the file higgins_la1.pdf or higgins_la1_rhb325.pdf

No capital letters-no first names-do not use my name-no spaces. **YOU** are responsible for uploading the content into the associated D2L dropbox, and ensuring that it displays correctly for grading purposes.

**IV. Evaluation and Assessments (Grading):**

**Participation & Attendance:** Evaluation and requirements of participation are listed above but include preparation, participation in class discussions and completion of assignments. Attendance will be tracked and monitored through presence in the face-to-face class meetings. Participation and attendance are worth a total of 100 points.

**Examinations:** Two examinations (a Midterm and a Final worth 200 points each) will be administered in this class. Remember that you will be responsible for all material covered in class, in readings, in D2L modules, and in any outside assignments or exercises.

**Module Assignments:** Assignments will be turned in for grading purposes and are used to reinforce the readings, web activities, discussions, and face-to-face class time. Module assignments will be worth 50 points each for a total of 350 points.
Diversity Assignment: (SLO 5.3) Assignment will be worth 100 points. Details will be
given by the instructor following the class discussion on cultural diversity and biases.

5.3 Candidate will demonstrate knowledge and understanding of the multicultural diversity of individuals
with visual impairments. Candidate will submit a reflective essay that expresses their biases, the possible
impact of those biases, and reflects on how they plan to address those biases as a professional in the field of
visual impairment.

Field Based Experiences: This class will require the documentation of a minimum of 10
Field Based Experience hours (150 Points) to be selected according to the guidelines
presented in the chart accompanying this syllabus. Forms for documenting these activities
will be provided by the instructor and should be maintained by the student. Completed forms
will be due before the final exam.

Grading Scale:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Midterm</td>
<td>200 Points</td>
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<tr>
<td>Final</td>
<td>200 Points</td>
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<tr>
<td>Module Assignments 1-7 (50 pts. Each)</td>
<td>350 Points</td>
</tr>
<tr>
<td>Class Participation/Attendance</td>
<td>100 Points</td>
</tr>
<tr>
<td>Diversity Assignment</td>
<td>100 Points</td>
</tr>
<tr>
<td>Field Hours</td>
<td>150 Points</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>1100 Points</td>
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</tbody>
</table>

The following grading scale will be used to determine letter grades awarded for this class:
A = 990-1100 Points
B = 880-989 Points
C = 770-879 Points
D =660-769 Points
F = Anything below 660 Points

Extra credit may be earned by participation in research (use of SONO) or the submission of a

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments</th>
<th>AER Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/28</td>
<td>Syllabus/Overview</td>
<td></td>
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</tr>
<tr>
<td>8/30</td>
<td>Module 1: Historical Perspectives, Common Characteristics</td>
<td>Chapter 1 (Foundations of Education 3rd Ed., Vol. I)</td>
<td>III-j, X-a,b,c,g</td>
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<tr>
<td></td>
<td></td>
<td>Historical Perspectives</td>
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<td></td>
<td></td>
<td>Chapter 3 (Foundations of</td>
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<tr>
<td>Date</td>
<td>Module</td>
<td>Activity/Discussion</td>
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<tr>
<td>9/6</td>
<td>Module 1: Historical Perspectives, Common Characteristics</td>
<td>Presentations: APH Hall of Fame Inductees</td>
<td></td>
</tr>
<tr>
<td>9/13</td>
<td>Module 2: Motor Development, FVE, ECC</td>
<td>Chapter 5 (Foundations of Education 3rd Ed., Vol. I) <em>Growth and Development of Middle Childhood and Adolescence</em></td>
<td></td>
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<tr>
<td>9/25</td>
<td>Module 2 Motor Development, FVE, ECC</td>
<td>Chapter 18 (Foundations of Education 3rd Ed., Vol. I) <em>Transition Planning for Young Adults with Disabilities</em> <em>Due: Module 1-2 Assignments</em></td>
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</tr>
<tr>
<td>10/2</td>
<td>Module 3: Psychosocial Concerns, Self-Esteem, Adjustment</td>
<td>Activity/Discussion: <em>Choices</em> article and rebuttal</td>
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<tr>
<td>10/4</td>
<td>Module 3: Psychosocial Concerns, Self-Esteem, Adjustment</td>
<td>Activity/Discussion: Color quiz, Adjustment</td>
<td></td>
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<tr>
<td>10/9</td>
<td>Module 4: Families, Cultural Diversity</td>
<td>Chapter 8 (Foundations of Education 3rd Ed., Vol. I) <em>Diversity and Its Implications</em></td>
<td></td>
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<tr>
<td>10/11</td>
<td>Module 4: Families, Cultural Diversity</td>
<td>Scholl Readings in D2L, discussion</td>
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<tr>
<td>10/16</td>
<td>Module 4: Families, Cultural Diversity</td>
<td>Activity/Discussion: Cultural</td>
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</tbody>
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*Foundations of Education 3rd Ed., Vol. I*
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/18</td>
<td>Review Module 1-4</td>
<td>Due: Module 3-4</td>
</tr>
<tr>
<td>10/23</td>
<td>Midterm</td>
<td>Bring laptop to class, exam will be on D2L Covers: ALL ASSIGNED READINGS, DISCUSSIONS, MODULES 1-4</td>
</tr>
<tr>
<td>10/25</td>
<td>Module 5: Laws Related to VI, Forms, Agencies</td>
<td>IDEA, VI Eligibility</td>
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<tr>
<td>10/30</td>
<td>Module 5: Laws Related to VI, Forms, Agencies</td>
<td>Activity: Disability Rights for People with Visual Impairments</td>
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<td>11/1</td>
<td>Module 5: Laws Related to VI, Forms, Agencies</td>
<td>Activity: Law worksheet</td>
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<td>11/8</td>
<td>Module 6: Roles and Responsibilities</td>
<td>Activity: TBD</td>
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<tr>
<td>12/4</td>
<td>Module 7: Service Delivery</td>
<td>Itinerant Model</td>
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<tr>
<td>12/6</td>
<td>Review Modules 5-7</td>
<td>Due: Module 5-7</td>
</tr>
<tr>
<td>12/11</td>
<td>FINAL</td>
<td>Bring laptop to class, exam will be on D2L Covers: ALL ASSIGNED READINGS, DISCUSSIONS, MODULES 5-7</td>
</tr>
</tbody>
</table>

VI. Readings (Required and recommended—including texts, websites, articles, etc.):

ALL STUDENTS ARE RESPONSIBLE FOR OBTAINING THEIR OWN
**TEXBOOKS. BOOKS SHOULD BE PURCHASED IN TIME TO HAVE THEM BY THE START OF CLASS.**

**Required text:**

Readings are assigned as part of the **Modules and are listed at the top of each Module.** Additional readings will be posted to the class website. There will be test questions directly from the readings.

**VII. Course Evaluations:**

You will be given an opportunity to participate in a formal evaluation at the end of the semester. In the Perkins College of Education, your evaluations are submitted to electronically through mySFA and must be submitted before finals are given. *We do receive a list of students who have not submitted an evaluation, however all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.* 100% participation is needed in the evaluation process.

Evaluation data is used for a variety of purposes, including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement.

I ask that you contact me during my office hours if you need to discuss any thoughts or concerns regarding this course or suggestions for improvement. I am committed to providing you all with a high-quality learning experience that is supportive as well as instructive. I ask that you not wait until the evaluation is due, please, let me know as soon as possible if you need assistance or clarification on anything so we can work together to resolve the issue or make accommodations if necessary.

**VIII. Student Ethics and Other Policy Information:**

**Class Attendance and Excused Absence: Policy 6.7**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in
determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

FOR THIS CLASS: Students are expected to attend class. Attendance will be taken each class day. Students may receive excused absences for illness and family emergencies, but must present written documentation for such absence (i.e. doctor's note, emergency room admissions, funeral notices). Students will be allowed one unexcused absence without penalty. After that, one letter grade will be subtracted from the final grade for each unexcused absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices.

Student Academic Dishonesty: Policy 4.1
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university. The academic policy related to the Visual Impairment Program is outlined in the 2016 Program Handbook.

**For the purposes of this course**, as part of the Visual Impairment/Orientation & Mobility Preparation (VIP) Program, any indication of academic dishonesty as defined by SFASU and the Perkins College of Education, as described above, in the VIP Program handbook, and in each course syllabus, will result in the following consequences:

**1st offense** – The student will receive an **F** in the course. A Report of Academic Dishonesty will be filed with the Associate Dean of Student Services and Advising. *Failure of the course does not rule out further actions on the part of the program and/or SFASU*. The student’s status/continuation in our graduate (M.Ed.) program will be determined by consensus of the VIP Program faculty. This may result in program discontinuation, and the student must repay associated grant fees as per initial agreement.

The student must self-pay to retake the course at a later date. All regular course assignments must be completed, along with a “re-taker packet” which requires additional coursework determined by the instructor (for instance, the student may be asked to write and submit a thesis paper on ethical practices). If the course is satisfactorily completed (passed with an A or B) on the second attempt, SFASU will replace the original (F) grade.

**2nd offense** – Dismissal from the VIP Program, and student must repay associated grant fees as per initial agreement. These consequences do not rule out further actions on the part of the VIP Program and/or SFASU.

*PROTECT YOUR INTEGRITY. BE HONEST, FOLLOW THE RULES, DO YOUR OWN WORK, AND DO NOT SHARE IT WITH OTHERS.*

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically
becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

_The below is specific to Texas and may not apply to your current situation…it is a required part of this syllabus._

**To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:**

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texes.ets.org/registrationBulletin/](http://www.texes.ets.org/registrationBulletin/)). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

**IX. Other Relevant Course Information:**

**Caveat:**

The above schedule and procedures in this course are subject to change in the event of extenuating circumstances.
<table>
<thead>
<tr>
<th>Standards</th>
<th>Target/Exemplary - 3</th>
<th>Acceptable/Proficient - 2</th>
<th>Unacceptable/Developing - 1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Importance of Cultural Awareness</td>
<td>Student clearly highlights the importance of cultural awareness and diversity and uses effective communication skills to show importance</td>
<td>Student adequately addresses the importance of cultural awareness and diversity. Communication of importance is adequately done.</td>
<td>Student fails to addresses the importance of cultural awareness and diversity in communication.</td>
<td></td>
</tr>
<tr>
<td>Reflection</td>
<td>Student proficiently reflects on his/her beliefs and cultural awareness to identify personal struggles, biases, and roadblocks.</td>
<td>Student adequately reflects on his/her beliefs and cultural awareness to identify personal struggles, biases, and roadblocks.</td>
<td>Student does not adequately reflect on his/her cultural awareness.</td>
<td></td>
</tr>
<tr>
<td>Planning to Improve Instruction</td>
<td>Student expertly details a plan to improve service and awareness based upon reflection</td>
<td>Student identifies opportunities to improve service and awareness based upon reflection</td>
<td>Student fails to discuss how to address personal challenges related to culture</td>
<td></td>
</tr>
<tr>
<td>Written Expression</td>
<td>Student’s paper shows evidence of careful proofreading and editing. The paper is well constructed with fewer than 3 errors in spelling, grammar and syntax.</td>
<td>Student’s paper shows evidence of proofreading and editing. The paper is presented in an organized manner with fewer than 5 errors in spelling, grammar and syntax.</td>
<td>Student’s paper fails to show evidence of proofreading and editing. The paper is presented in a disorganized manner with more than 5 errors.</td>
<td></td>
</tr>
</tbody>
</table>

Total