Human Services Department  
Programs and Services for Individuals with Visual Impairment (Foundations)  
RHB 340-001 CRN 11391  
Fall 2018

Instructor: Deborah “Cricket” Cady  
Office: Human Services #218  
Office Phone: 936-468-2034  
Email Through Course D2L

Course Time & Location: T/T 2:00-3:15 PM  
HMS Room #314  
Office Hours: MW 1-2, TT 3:30-5  
Credits: 3  
Email: cadyd@sfasu.edu

Prerequisites: None. This course is traditionally composed of students who are majoring in rehabilitation.

I. Course Description
This course is designed to familiarize the student with the various parts of the visual system and their impact on the process of seeing. The Functional Vision/Learning Media Assessment process is also introduced.

Purpose
This course is designed to provide the student with:
• knowledge of the anatomy of the visual system
• experience with, and knowledge of the function of, the various structures of the eye
• tools to research how various visual pathologies may impact the function of these structures
• investigation into the functional and educational impact of various conditions on vision
• the development of skills in the assessment of vision
• practice in informative and collaborative communication skills of concepts and findings to meet the needs of various audiences

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes): 
The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.

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.

Program Learning Outcomes(PLOs): Orientation & Mobility
The following is a list of desired PLOs in which data will be collected throughout the program. An asterisk denotes that PLO will be addressed during RHB 340*

PLO #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).

PLO #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.

PLO #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.
PLO #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.

PLO #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.

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

This course directly supports the mission and values of SFA State University:
Stephen F. Austin State University is a comprehensive institution dedicated to excellence in teaching, research, scholarship, creative work, and service. Through the personal attention of our faculty and staff, we engage our students in a learner-centered environment and offer opportunities to prepare for the challenges of living in the global community. Our role is to help you develop in these areas so that you can help us serve persons who are blind or visually impaired.

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 course and our program as a whole. We make every effort to ensure that this course (and all other vision courses) is solidly grounded in the realities of practice. It is intended to be a pragmatic, practical course 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.

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 course 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 (AER).

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

- **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. **FOR THIS COURSE**, this will be addressed through the selection and compilation of relevant information and resources.

- **Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication. **FOR THIS COURSE**, this will be addressed through written assignments, interpersonal skills, and various written/online contributions.

- **Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. **FOR THIS COURSE**, this will be addressed through a study of optics, eye charts, and eye medical prescriptions to evaluate visual needs and functional understanding of measurements.

- **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 will be developed and assessed through group activities and presentations.

- **Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making. **FOR THIS COURSE**, this will be evaluated via the attached professionalism rubric.

- **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 will be addressed through effective contributions to class discussions, both during class meetings and online asynchronous discussions.

This course also supports the mission of the Visual Impairment Preparation 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. Included in the outcomes of this mission is:

1. The student will demonstrate applied knowledge of the characteristics of students with visual impairments.
2. The student will demonstrate understanding and applied knowledge of formal and informal assessments designed to address and measure the unique needs of students with visual impairments.
3. The student will model and demonstrate applied knowledge of strategies that improve access to curriculum and promote the development of learners with visual impairments.
4. The student will document and express knowledge, ideals, skills, and standards associated with professional practice in the field of visual impairment.

This course supports the codes of ethics for professional practice developed for professionals in the field of visual impairments by the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER):
I. Commitment to the student
II. Commitment to the community
III. Commitment to the profession
IV. Commitment to colleagues, other professionals and to professional employers

This course supports the codes of ethics for professional practice developed for professionals in the field of visual impairments by Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP):
I. Commitment to the learner
II. Commitment to the community
III. Commitment to the profession
IV. Commitment to colleagues, other professionals and to professionals
V. Commitment to professional employment practices

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 – subsection: a, b, c, e, f
II. Sensory Motor Functioning – subsection: a, b, c, d, f
III. Psycho-Social Aspects of Blindness and Visual Impairments – subsection: a, d, f
IV. Human Growth and Development over the Lifespan – subsection: a, e
V. Concept Development – subsection: f
VI. Multiple Disabilities – subsection: a
VII. Systems of Orientation and Mobility – subsection: g
VIII. Orientation and Mobility Skills and Techniques – subsection:
IX. Instructional Methods, Strategies and Assessment – subsection: a, e, j, o
X. History and Philosophy of Orientation and Mobility – subsection: I
XI. Professional Information – subsection: b, c
XII. Development, Administration, and Supervision of O&M Program – subsection: a, b, i, j
XIII. Clinical Practice Competencies – subsection: a

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, an asterisk denoting the domains that will be addressed during RHB 340*.

- 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 directly supports the standards of the Council for Exceptional Children (CEC), specifically:
• Standard 1: Learner Development and Individual Learning Differences
• Standard 2: Learning Environments
• Standard 4: Assessment
• Standard 5: Instructional Planning and Strategies
• Standard 7: Collaboration

This course supports Student Learning Outcome Objectives (SLOs) that have been developed for the program, specifically:
SLO – 1: The student will demonstrate applied knowledge of the most common conditions causing visual dysfunction in the population of students with visual impairments.

The student will:
1. research and compile data on various common etiologies associated with visual impairment and demonstrate knowledge of the impact on the development and educational needs of students with visual impairments. To accomplish this the student will:
   • identify common conditions. CEC standard 1 (B&VI-1K3)
   • identify part of the eye that is affected.
   • identify effects of condition on visual abilities. CEC 3 (ICC 3K1)
   • identify functional and educational implications of condition. CEC 2 (ICC 2K2, B&VI 2K4) CEC 3 (ICC 3K1)
   • detail references and resources for specific conditions. CEC 10 (B&VI 10K2)
   • effectively communicate information. CEC 1 (B&VI 1K4)

2. demonstrate knowledge of the impact on the development and educational needs of students with visual impairments. The students will research and develop a group class presentation on etiology and impact of one of the most common occurring eye conditions. Conditions will be selected by the instructor to reflect current incidence and prevalence. To do this the students will:
   • work collaboratively to develop and plan presentation CEC 10 (ICC10K1)
   • define condition and detail prevalence.
   • identify part of the eye that is affected.
   • identify effects of condition on visual abilities. CEC 3 (ICC 3K1)
   • identify functional and educational implications of condition. CEC 3 (B&VI 3S2) CEC 5 (ICC 5S1)
   • perform a case study detailing implications of condition on the life of an individual or their family CEC 10 (ICC 10S2), CEC 8 (ICC 8S1)
   • detail references and available resources for individuals with specific condition. CEC 10 (B&VI 10K2)
   • develop materials to effectively communicate information to others. CEC standard 1 (B&VI 1K4)
III. **Course Assignments, Activities, Instructional Strategies, use of Technology:**
This course will be delivered primarily in a traditional classroom setting. Instruction will be supported through material presented online using D2L. Assignments will be detailed on the website and discussed during class time. Activities and assignments, some which will be individual in nature, while others will be group work, will be used as a way for the students to demonstrate their knowledge and practice their skills in the field of visual impairment.

A. **Class Participation:**
This course is designed to be highly interactive. It works better when you are involved and asking questions. The instructor will be asking questions and calling on every student at some point during the semester. 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:

- Attendance (physical and mental) to class activities and discussions
- Preparation for class
- Appropriateness of participation in class discussions
- Willingness to answer questions
- Evidence of critical thinking and creativity during class discussions and activities
- Demonstration of good “consulting skills” (politeness, manners, diplomacy, etc.)
- Display of a positive attitude toward the subject material, class activities, etc.
- Completion of the course evaluation

Additionally, remember that we are a small community, and we are learning this together. Therefore:
- 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.

*Adapted from The Guide for training study circle facilitators (1998)*
*Study Circle Resource Center, © Topsfield Foundation.*

B. **Student Course Objectives:**
At the end of this course the student will be able to apply the following skills to their service in support of individuals who are visually impaired.
- The student will investigate and explore the fundamentals of visual dysfunction.
- The student will be able to identify the structures of the eye and the role of each structure in vision.
- The student will be able to apply knowledge of the eye to identify functional implications of various eye conditions.
- The student will develop materials about ocular issues to facilitate communication with parents and teachers.
- The student will be able to interpret prescriptions and describe the optics of the eye and of corrective lenses.
The student will be able to analyze and interpret eye medical reports to draw conclusions and discover areas of concern.

The student will experience an eye exam and identify the needs, purposes, and practices surrounding various pieces of exam equipment so that they may better serve their client/students.

The student will practice and develop skills in the direct assessment of functional vision.

The student will investigate the impact of various prescriptions medications on the visual performance and abilities.

The student will categorize the needs and functions of various low vision devices.

The student will take part in real world experiences and interactions with individuals with visual impairments, parents/caregivers/families of these individuals, and professionals who serve them

C. Modules of Instruction: MOST of the instructional material for this course will be provided through Modules on the Desire2Learn (D2L) internet platform, and supplemented and enhanced through each class meeting. The material and requirements covered in each Module contribute to grades counted in discussions, study guides, quizzes, assignments, and tests. Because this course is very dependent on the internet, the student must be able to use the internet to obtain instructions on completing assignments, submitting assignments, and participating in class activities. It is, therefore, essential that the student not only have ready access to the internet, but also that they are comfortable in using it. Detailed instructions for using D2L are available on their “My Home” page on D2L, under the title “Helpful Links”, including the phone number for D2L Support, which is 936-468-1919.

D. Graded Assignments: The requirements for this course include:

1. Assignments – A specific set of instructions will be provided for each assignment. While the method for completing the assignments may change, the objective is to give the student an opportunity to APPLY the information obtained in the class. The following assignments will be required, and their points count toward the total assignment points:

   a. Eye Care Specialist’s Office Tour– Students are required to visit an eye care specialist’s office and discuss with him/her the procedures used in a standard optometric/ophthalmological assessment. A series of specific questions and objectives will be provided to help guide the student’s visit.

   b. Resource Notebook – Each student will compile a resource file in electronic or notebook form covering the contents of the course, designed to serve as a resource in the student’s future practice.

   c. Reflection Activities) – Students are required to complete interviews with the following individuals:
      • A Certified Orientation and Mobility Instructor, VI Rehabilitation Specialist or Teacher of Students with Visual Impairments
      • A person with visual impairment or the primary caregiver of a person with visual impairment
      A series of guiding questions will be assigned which will help students express what was learned from the interviews; and how they felt about the information they received.

2. Quizzes – There are a series of quizzes throughout the course, to check understanding, and to be used to review for the midterm and final exams.
3. **Exams** – Two exams will be administered, which will be composed of multiple choice, fill in the blank, and/or short answer questions.

IV. **Evaluation and Assessments (Grading):**
Learning Activities and exams will be submitted to the instructor and will be evaluated based on a weighted rubric basis. Final grades will be computed on a percentage with letter grades assigned as follows:

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Points</th>
<th>Grade Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation</td>
<td>100</td>
<td>A = 90-100% of total points (756-840)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B = 80-89% of total points (672-755)</td>
</tr>
<tr>
<td>Assignments</td>
<td>300</td>
<td>C = 70-79% of total points (588-671)</td>
</tr>
<tr>
<td>Quizzes</td>
<td>90</td>
<td>D = 60-69% of total points (336-587)</td>
</tr>
<tr>
<td>Discussions</td>
<td>50</td>
<td>F = Below 60% (&lt; 336)</td>
</tr>
<tr>
<td>Exams</td>
<td>300</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>840</td>
<td></td>
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</tbody>
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V. **Tentative Course/Outline Calendar**
Please see last page attached to this document

VI. **Readings, Texts**

**FEM Statement:**
In this course, you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $18.00 for a multiple year subscription.

**LiveText Statement:**
This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

VII. **Course Evaluations:**
Near the conclusion of the semester, students will be given an opportunity to participate in an anonymous electronic formal evaluation through MySFA. The evaluation data is used for a variety of important 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 faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical! Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information, [https://www.sfasu.edu/policies](https://www.sfasu.edu/policies):

A. Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments is 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 (including the first 12-day attendance report) 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.

B. 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, and Room 325, 936-468-3004 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/](http://www.sfasu.edu/disabilityservices/)

C. Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**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;
- 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;
incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

D. 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.

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

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.

F. 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.

G. 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 policy 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 http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703. Included towards the end of this syllabus is a disposition checklist that informs students of the importance of professionalism in their behaviors within the classroom and faculty members’ commitment to provide feedback accordingly.

H. Additional Information:
Code of Ethics for the Texas Educator:
The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at: https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y.

I. To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:
1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public-school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:
• You enrolled or planning to enroll in an educator preparation program, or
• You are planning to take a certification exam for initial educator certification, and
• You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.
You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/<http://www.texas.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.

   For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:
   The above schedule and procedures in this course are subject to change in the event of extenuating circumstances.

   Please see attached documents on the following pages:
RHB 340 – SLO 5.1, BSRHB O&M Undergrad TracDat
Medical Fact Sheets Assignment

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.

Method of Assessment # 1 – Medical

A. **Assessment:** The candidate will research and compile data on various common etiologies associated with visual impairment and demonstrate knowledge of the impact on the development and educational needs of students with visual impairments. The candidate will develop five detailed fact sheets which:
   1. identify common conditions.
   2. identify parts of the eye affected.
   3. identify effects of condition on visual abilities.
   4. identify functional and educational implications of conditions.
   5. detailed references and resources for specific conditions.
   6. effectively communicate information.

B. **Criteria for success:** The candidate will demonstrate knowledge and understanding of the etiology of visual impairments and the effects of these impairments on visual functioning. Each student will assemble a catalog of all fact sheets created in class. The fact sheets will be evaluated using the following Fact Sheet Evaluation Rubric. All students are expected to meet or exceed standards on each of the fact sheets developed. Fact sheets that are below standard will be remediated until they meet the standard.
## RHB 340 – SLO 5.1, BSRHB O&M Undergrad TracDat – Medical Fact Sheets Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds Standard 3</th>
<th>Meets Standard 2</th>
<th>Below Standard 1</th>
<th>NA</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Candidate has explored subject, has included pertinent details, and has provided extensive and accurate information pertaining to condition and the effect upon the visual system.</td>
<td>Candidate has explored subject, has included pertinent details, and has provided adequate and accurate information pertaining to condition and the effect upon the visual system.</td>
<td>Candidate has failed to explore subject, has omitted pertinent details, or has included inaccurate information pertaining to condition and the effect upon the visual system.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Educational &amp; Functional Implications</strong></td>
<td>Candidate has extensively researched and synthesized information to predict educational and functional implications of condition.</td>
<td>Candidate has researched and compiled information to predict educational and functional implications of condition.</td>
<td>Candidate has failed to effectively research information and/or failed to accurately predict educational and functional implications of condition.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Candidate effectively communicates concepts, analyzes information, and explains terminology. Fact sheets have no mistakes in grammar, spelling, and formatting.</td>
<td>Candidate communicates concepts, information, and explains most terminology. Fact sheets have few mistakes in grammar, spelling, and formatting.</td>
<td>Candidate fails to communicate concepts and information. Jargon and terms are not explained. Fact sheets have several mistakes in grammar, spelling, and formatting.</td>
<td></td>
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</tr>
<tr>
<td><strong>Resources &amp; References</strong></td>
<td>Candidate includes information on numerous resources that are current and valuable. References indicate substantial research and are in appropriate style (APA).</td>
<td>Candidate has included minimum number of appropriate resources. References indicate research and include some errors in style (APA).</td>
<td>Candidate has not provided adequate resources and/or references to meet assignment standard. References show numerous errors in style (APA).</td>
<td></td>
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</tr>
<tr>
<td><strong>Compilation of Fact Sheets</strong></td>
<td>Candidate has compiled a comprehensive resource including all developed fact sheets. Fact sheets are organized and cataloged.</td>
<td>Candidate has compiled an adequate resource including most of the fact sheets. Fact sheets are collected in a usable manner.</td>
<td>Candidate has failed to develop resources or failed to compiled an adequate resource including most of the fact sheets. Fact sheets are collected in a usable manner.</td>
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</table>

**Total Score:**
BIG 3: Group Presentation

Each of you will be assigned to a group and, as a group, you will develop materials and prepare a **15-20-minute presentation on ONE assigned eye condition**. The group project is a combination of required developed materials AND the presentation, itself. The purpose of the presentation is to provide in-depth knowledge to the class regarding the nature of the eye condition and its impact on the child, family, and community. The group will be given a group grade. All do not have to speak, but it must be clearly demonstrated that all contributed in some way.

All presentations must include:

A. **Visual aid, such as a powerpoint, which must include**
   1. The name of the condition
   2. A description of the condition that is understandable to all and explains terms, including no jargon
   3. The parts of the visual system affected
   4. The effects on the condition of the visual system
   5. Common treatments, including medications
   6. Whether the condition is congenital or adventitious
   7. Whether the condition is progressive or stable
   8. Anticipated functional implications of the condition
   9. References in APA styling: a minimum of 5 sources, at least 2 of which must be web sites.

B. **A case study of one child and/or family with the condition.** Here are a couple of samples for you to check out. These are ONLY SAMPLES, not templates for you to have to use.
   - Retinoblastoma Case Study Sample
   - Optic Nerve Hypoplasia Case Study Sample

C. **A handout or brochure designed for classroom teachers and/or parents which must include information on the condition.** This handout should be written in a way that is both professional and useful to the classroom teacher. Explain, describe, predict, and detail what the condition is and how the reader should expect the student to perform in the general education classroom. For now, you can be general in your descriptions. In future practice, you may/should/could tailor the information to a specific student, covering issues such as acuities & specific modifications, etc.

D. **A resource list for individuals and/or families of an individual with the condition.** You should include support groups, agencies, and web sites that may be useful.

E. Any additional materials, tools, tests, or other interesting item that may help the other students in our SFASU class understand the condition that you are discussing. These materials may, in turn, help others explain the condition to others (individuals, families, administrators, teachers, etc.).

Here is the Rubric that will determine the grades, individually and for the group:

**Group Presentation Rubric**
RHB – SLO 5.2, BSRHB O&M Undergrad TracDat - Eye Condition Group Presentation Rubric

Student: __________ Semester: __________ Evaluator: __________ Score: __________

<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
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<tr>
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<tr>
<td>Student has explored subject, included pertinent details, and has provided extensive and accurate information pertaining to condition and the effect upon the visual system.</td>
<td></td>
<td>Student has explored subject, included pertinent details, and has provided adequate and accurate information pertaining to condition and the effect upon the visual system.</td>
<td>Student has failed to explore subject, omitted pertinent details, or has included inaccurate information pertaining to condition and the effect upon the visual system.</td>
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<tr>
<td><strong>Educational and Functional Implications</strong> (ICC2-K3, B&amp;VI3-S2)</td>
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<tr>
<td>Student has extensively researched and synthesized information to predict educational and functional implications of condition.</td>
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<td>Student has researched and compiled information to predict educational and functional implications of condition.</td>
<td>Student has failed to effectively research information and/or failed to accurately predict educational and functional implications of condition.</td>
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<td><strong>Case Study</strong> (ICC1-K7, ICC2-K4, ICC3-K4)</td>
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<tr>
<td>Student has conducted detailed case study. Case study shows insight and reflection.</td>
<td></td>
<td>Student has conducted detailed case study. Insight and reflection are shown in some areas.</td>
<td>Student has conducted limited case study. Insight and reflection are shown in some areas.</td>
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<tr>
<td><strong>Brochure and/or Fact Sheet</strong> (B&amp;VI1 K5, B&amp;VI2-K3)</td>
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<tr>
<td>Student has developed detailed materials. Materials are usable and show insight and reflection. All terms are defined and explained</td>
<td></td>
<td>Student has developed detailed materials. Materials are somewhat usable and show insight and reflection in some areas Most terms are defined and explained</td>
<td>Student has developed limited materials. Materials are not significantly usable and fail to show insight and reflection in many areas Terms are Not fully defined and explained.</td>
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<td><strong>Communication</strong> (ICC10-S10, B&amp;VI1K4, ICC8-S5)</td>
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<tr>
<td>Student effectively communicates concepts, analyzes information, and explains terminology. Presentation materials have no mistakes in grammar, spelling, and formatting.</td>
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<td>Student communicates concepts, information, and explains most terminology. Presentation materials have few mistakes in grammar, spelling, and formatting.</td>
<td>Student fails to communicate concepts and information. Jargon and terms are not explained. Presentation materials have several mistakes in grammar, spelling, and formatting.</td>
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<td><strong>Resources and References</strong> (B&amp;VI 10-K2)</td>
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<td>Student includes information on numerous resources that are current and valuable. References indicate substantial research and are in appropriate style (APA).</td>
<td></td>
<td>Student has included minimum number of appropriate resources. References show research. References show some style errors.</td>
<td>Student has not provided adequate resources and or references to meet assignment standard. References show numerous style errors.</td>
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Total Score
### Professionalism Assessment Instrument

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<tr>
<td>Demonstrates punctuality and professional attendance</td>
<td>Shows dedication by arriving early and staying late as needed</td>
<td>Has regular attendance; does not leave early</td>
<td>Excessive absences and late arrivals/early departures</td>
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<tr>
<td>Works positively with supervisors and other professionals</td>
<td>Open and responsive to suggestions</td>
<td>Follows through on suggestions</td>
<td>Rejects suggestions</td>
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<td>Dresses professionally and appropriately</td>
<td>Always dressed in clean professional attire</td>
<td>Dressed in appropriate clothes</td>
<td>Dressed in casual clothes; dirty clothes and/or inappropriate wear such as flip flops and t-shirts</td>
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<tr>
<td>Demonstrates collaboration with teachers and other professionals</td>
<td>Respects others; participates in group activities; values other perspectives</td>
<td>Participates in collaboration</td>
<td>Does not participate and may have a negative attitude</td>
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<tr>
<td>Is organized and prepared for class</td>
<td>Takes initiative and ask for feedback</td>
<td>Assignments are on time and meet minimum standards</td>
<td>Work is late or incomplete</td>
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<td>Interacts ethically with students</td>
<td>Maintains confidentiality; supports students and respects them</td>
<td>Attempts to support students</td>
<td>Engages in gossip; derides school and/or students</td>
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<tr>
<td>Uses appropriate language in classrooms</td>
<td>Set an example for correct grammar</td>
<td>Uses appropriate words and sentences</td>
<td>Uses profanity, insults or inappropriate jokes/stories</td>
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<tr>
<td>Models openness to all students and ideas</td>
<td>Models tolerance and acceptance to all students; differentiates for all students</td>
<td>Listens to students and makes need modifications</td>
<td>Dismisses some students; does not include all students in learning</td>
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<tr>
<td>Shows enthusiasm and an interest in teaching</td>
<td>Maintains high engagement and interest in course work and class</td>
<td>Is interested in teaching and learning</td>
<td>Has no effort or interest in teaching</td>
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<tr>
<td>Uses classroom and school resources appropriately</td>
<td>Consistently uses computers and phones appropriately and models behavior for students</td>
<td>Adheres to school and university guidelines</td>
<td>Abuses computer privileges and uses phones during class</td>
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<td>Class #</td>
<td>Module</td>
<td>Covering</td>
<td>Readings/Articles/Web Videos/PoW</td>
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<td>1. Structure of the Visual System</td>
<td>Syllabus &amp; Introduction</td>
<td>Module 1 Readings</td>
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<td>Eye Anatomy</td>
<td>What Man Devised That He Might See — Article</td>
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<td>Eye Structure &amp; Function (AER I-a)</td>
<td>Online: Goldberg: Chapter 1. Anatomy, Structure &amp; Function of the Eye - PowerPoint</td>
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<td>Module 2 Readings</td>
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<td>Optic Tract (AER I-a)</td>
<td>Module 2a Quiz: Virtual Cow Eye Dissection</td>
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<td>Virtual Eye Dissection</td>
<td>Module 2b Quiz: Optic Pathway</td>
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<td>Cow Eye Dissection</td>
<td>Module 2c Quiz: Parts of the Eye – In Class</td>
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<td>Visual Consequences (AER II-a, b)</td>
<td>Color Blindness - <a href="https://edexcel.co.uk/colorblindness.htm">https://edexcel.co.uk/colorblindness.htm</a></td>
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<td>4: Visual Development</td>
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<td>Visual Impairment</td>
<td>Vision Development to 12 months</td>
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<td>Guide to Visual Development 0-3</td>
<td><a href="https://www.iowaoptometry.org/birth-to-age-three">https://www.iowaoptometry.org/birth-to-age-three</a></td>
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<td>On the Lookout for FVAs</td>
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<td>Module 6a Assignment: Interpreting Eye Reports</td>
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<td>Module 6b Assignment: Eye Care Specialist's Office Interview</td>
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<td>Module 6 Quiz: Eye Exam Matching Terms</td>
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<td>25-26</td>
<td>7: Optical Devices</td>
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<td>Magnification: Background Information for Educators - Audrey Smith - Four Types of Magnification - Notes</td>
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<td>Module 7 Assignment: Optical Devices</td>
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<td>Optical Devices Video Clips: Mirror Magnifier</td>
<td>OTHER 1: Resource Notebook</td>
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<td>Bioptic Telescopes</td>
<td>OTHER 2: Reflection 1 - Interview with COMS-VRT-TVI</td>
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<td>Low Vision Online - Optical Devices</td>
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**Webinar - Dr. Christine Roman – Article**
- Characteristics of CVI in Children - Mercer
- Strategy to See https://strategytosee.com
- CVI Tips for Home & School

**Impact of Aging on Vision (AER IV-a)**
- Specific Tips for Enhancing the Visual Functioning of Children Who Have CVI
- Visual Dysfunction PowerPoint
- DVD - Through Their Eyes
- DVD - Sensory Perspective

**15-18 4: Visual Development**
- **Typical Vision Development (AER IV-a)**
- **Module 4**
- **Vision Development to 12 months**
- **Normal Vision Development**
- **Guide to Visual Development 0-3**
  - https://www.iowaoptometry.org/birth-to-age-three
- **Baby See: Mobile App**
  - http://vector.childrenshospital.org/2015/04/babysee-mobile-app-lets-you-see-through-an-infants-eyes

**19 Midterm in Class - Modules 1-4**

**20-22 5: Functional Vision Evaluation**
- **FVE for COMS, Other Assessments (AER I-f, IX-j,o)**
- **Module 5**
- **Cady Partial FVE Protocol for COMS**
- **On the Lookout for FVAs**
- **Some FVE Terms**
- **FVE in class**
- **Module 5 Quiz: FVE Matching Terms**

**23-24 6: Eye Doctor Reports & Prescriptions**
- **Optics and Prescriptions (AER I-a, b, f)**
- **Module 6a Assignment: Interpreting Eye Reports**
- **Module 6b Assignment: Eye Care Specialist's Office Interview**
- **Module 6 Quiz: Eye Exam Matching Terms**

**25-26 7: Optical Devices**
- **Optical Devices**
- **Magnification: Background Information for Educators - Audrey Smith - Four Types of Magnification - Notes**
- **Module 7 Assignment: Optical Devices**
- **Optical Devices Video Clips: Mirror Magnifier**
  - https://www.youtube.com/watch?v=rMh9AsprZnY
- **Bioptic Telescopes**
  - https://www.youtube.com/watch?v=njoe6KVKxM
- **Microscopes**
- **Low Vision Online - Optical Devices**

**OTHER 1: Resource Notebook**
- **OTHER 2: Reflection 1 - Interview with COMS-VRT-TVI**
<table>
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<tr>
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<th>Final in Class</th>
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<tr>
<td>28</td>
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