I. Course Description:

This course will focus on assessment and intervention methods for persons with low vision.

Purpose:
The course is designed to give the student knowledge and skills to work with persons with low vision. Topics will include development of the field of low vision, effect of low vision on performance, adaptations to improve visual efficiency, the social/emotional impact of low vision, and working with families, teachers and other parties connected to persons with low vision.

The information in this course provides a foundation of knowledge and skills related to low vision that is necessary to develop competencies for working with persons with visual impairments. These competencies apply to all students enrolled in the program to prepare professionals in the field of visual impairment (Teachers of Students with Visual Impairments, Orientation and Mobility Specialists and Rehabilitation Specialists working with individuals with visual impairments).

II. Intended Learning Outcomes/Goals/Objectives/Standards

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 Perkins 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.

This class 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 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.

**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 will be accomplished through the performance of observations, simulation, and recommendations related to assessments.

• **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 the development of an assessment report, article summary, and annotations.

• **Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. **FOR THIS COURSE** - this may be addressed through the collection and analysis of data related to environmental and/or O&M assessments related to Low Vision.

• **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 addressed through the practice of cooperative and reciprocal simulation activities (including the collection of experiential feedback from both partners).

• **Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making. **FOR THIS COURSE** - this will be addressed through the development of individualized, effective, and manageable recommendations AND the meeting of assignment 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 will be addressed through effective contributions to class discussions (both during class meetings and online asynchronous discussions).

**This course directly supports the standards of the Council for Exceptional Children:**

Standard 1: Learner Development and Individual Learning Differences
Standard 2: Learning Environments
Standard 3: Curricular Content Knowledge
Standard 4: Assessment
Standard 5: Instructional Planning and Strategies
Standard 6: Professional Learning and Ethical Practice Language
Standard 7: Collaboration

**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 Curricular Standards through practice and didactic instruction:

Standard I – Medical Aspects of Blindness and Visual Impairment -subsections a, b, c, f
Standard II – Sensory Motor Function –subsection a, b, c, d
Standard III – Psycho-Social Aspects of Blindness and Visual Impairments – subsections a, b, d, e, g, h, j
Standard IV – Human Growth and Development over the Lifespan – subsection b, f
Standard VII – Systems of Orientation and Mobility - subsections f, g, i
Standard VIII – Orientation and Mobility Skills and Techniques – subsection i
Standard IX - Instructional Method, Strategy & Assessment -subsections a, b, e, g, h, m
Standard X - History & Philosophy of Orientation and Mobility - subsections c, f, h, i, l
Standard XI - Professional Information - subsection a, c, d, e, f;
Standard XII - Development, Administration, and Supervision of O&M Program – subsections e, g;
Standard XIII - Clinical Practice Competencies - subsections a, b, c, d, f, g, i, j

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 exam, 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 Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) Body of Knowledge Domains through practice and didactic instruction:

Domain 4: Plan and conduct O&M assessment (4.1, 4.2, 4.4, 4.5)
Domain 6: Teach O&M Related Concepts (6.2, 6.4)
Domain 9: Teach the use of senses (9.1, 9.2, 9.3)
Domain 11: Teach Diverse Consumers (11.1, 11.2)
Domain 12: Analyze and Modify Environment (12.1)
Domain 13: Know the Psychosocial Implications of Blindness and Visual Impairment (13.1)

This course directly 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, specifically:

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 development of competencies that are accepted across professions in Visual Impairment, specifically:

Domain I - Understanding students with visual impairment.
  Competency 1 - Knowledge of the visual system
  Competency 2 - Effects of visual impairments on development and learning
  Competency 4 - Effects of factors other than disabilities.
Domain II - Assessment of students with visual impairments.
  Competency 5 -- Selecting, adapting, and administering assessments.
  Competency 6 -- Interpreting and communicating assessment results.
  Competency 7 -- IEP and IFSP development.
Domain III - Fostering student learning and development
  Competency 8 -- Organizing the learning environment
  Competency 9 -- Communication and literacy.
  Competency 11 -- Sensory efficiency.
  Competency 12 -- Social interaction and recreation and leisure skills.
  Competency 13 -- Independent living and orientation and mobility.
Domain IV - Professional Knowledge
  Competency 16 -- Working collaboratively with families.
  Competency 17 -- Legal and ethical foundations and professionalism.
Program Learning Outcomes: Orientation & Mobility

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 493***.

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

Program Learning Outcomes: Visual Impairment

Program Outcome #1 The student will demonstrate applied knowledge of the most common conditions causing visual dysfunction in the population of students with visual impairments.

Program Outcome #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.

Program Outcome #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.

Program Outcome #4 The student will document and express knowledge, ideals, skills, and standards associated with professional practice in the field of visual impairment.

Program Outcome #5 The Master’s candidate will demonstrate advanced knowledge and understanding in the field of visual impairment.
Program Outcome #6 Student will demonstrate proficiency in Braille production and interpretation using both the literary and the Nemeth code

Program Outcome #7 The student should be able to demonstrate cultural awareness and professional behavior in all settings related to the provision of services to students with visual impairments.

Student Learning Outcomes

This course supports TracDat objectives that have been developed for the program:

SLO – 2.1 - The candidate will model and demonstrate applied knowledge and understanding of strategies and methods to assess and recommend modifications to environments that improve accessibility, safety, and independence for persons who have low vision. (AER Standard I-c, f; Standard III- g, j; Standard IX- f, g; Standard XIII – b, c, d.) (ACVREP Body of Knowledge – Domains sections 4.1, 4.2, 4.3, 6.1, 6.4, 7.1, 9.1, 9.3, 12.1)

Standards/domains are listed below and rubric for the assignment is attached

The candidate will:
1) collaborate with client to identify meaningful tasks to address
2) perform a comprehensive environmental evaluation including observation of current performance
3) address changing environments and abilities
4) suggest appropriate modifications that are efficient, effective, and non-obtrusive
5) effectively communicate findings and suggestions avoiding or explaining specialized terminology

The following additional outcomes are linked directly to this course:

1. The student will demonstrate applied knowledge of the characteristics (including psychosocial aspects) of persons with visual impairments and low vision.
2. The student will demonstrate understanding and applied knowledge of formal and informal assessments designed to address and measure the unique needs of persons with visual impairments.
3. The student will model and demonstrate applied knowledge of strategies that improve access to curriculum and other materials and promote the development of learners with visual impairments and low vision.
4. The student will document and express knowledge, ideals, skills, and standards associated with professional practice in the field of visual impairment and other professional positions providing services to persons with low vision.
5. The student will use, train, plan, and write goals for the use of optical devices for people with low vision.

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

1. Instructional Strategies and Technology: Some sections of this course meet face to face on campus every Monday night from 5:30p – 8:00p in Room 320 of the Human
SFASU RHB 493-602, Low Vision Workshop, CRN 24409, Spring 2018, with Jennifer Perry

Services Building. Some sections of this course are online, in which case, students and instructor will meet synchronously (all at the same time) using web conferencing and D2L.

2. **Attendance:** Attendance is imperative and will be documented. Students are expected to arrive on time either to the physical classroom location or online at the web conference site. Excused absences will be given for illness and family emergencies, but the student must present written documentation for each absence (i.e. doctor's note, emergency room admissions, funeral notices). Students must make arrangements with classmates to obtain notes they may have missed, and students who miss class are still responsible to understand course content and submit assignments. As this course focuses on the development and discussion of advanced ideas and concepts, your absence will hinder the growth of you as an individual and of the group as a whole. **More than three absences will yield a failing grade for the course.**

3. **Class participation:** In addition to attending class, students must also be prepared to participate in class. Readings and assignments should be completed prior to class so that you will be able to discuss topics, reading material, lessons, and completed learning activities. Online students are able to participate vocally through the use of a working headphone set and microphone. Online students are encouraged to log on to the conference site 30 minutes prior to the start of class to check their audio equipment through Audio Wizard; students who attend online classes with broken equipment are subject to losing participation points. Take note that missing class, excused or not, will deduct participation points from your grade.

The primary methods of instruction for this class revolve around discussion, questioning, and participation by each class member. Class participation points are based on the criteria listed below:

- Attendance and punctuality
- Assignments completed on time
- Preparation & ability to answer questions – requires working headset for online students
- Evidence of critical thinking and creativity during class discussions and activities
- Use of manners and diplomacy
- Display of a positive attitude
- Professionalism, diplomacy, and manners
- Respect for diversity and community.

Remember:

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

4. **Web Modules are on D2L are for Everyone:** Please note: additional instructional material and explanations will be provided through Web Modules on D2L. Please refer to D2L often to access this additional instructional material, information, quizzes, and discussions. Your assignments will also be submitted via D2L Dropbox.

**Course Assignments/Activities:** The following assignments will be used as a way for you to demonstrate your knowledge and practice your skills related to course materials. There are 7 writing assignments for this course, 3 quizzes, 4 discussions, and 2 exams. The assignments will integrate each of the following concepts with visual impairment, using discipline-specific knowledge and skills to achieve the activities. All projects and activities will support your development as a professional in the field of visual impairment.

**Writing Assignment 1 - Low Vision Simulation Report**
Students will be assigned low vision simulators to wear while completing tasks.

**Writing Assignment 2 - Article Summary and Annotations**
The article summary is 4-page submission using APA format. You will have a cover page, an abstract, the summary which utilizes headings, and a reference page. Your reference page must have 4 references: two books and two articles. Students will be graded heavily on use of APA and using Steen library. You may consider using the on campus resources available in the AARC prior to submission and/or purchasing the APA 6th edition manual.

**Writing assignment 3 - Task Analysis: How to brush your teeth**
This is similar to the assignments you have heard about how to make a peanut butter and jelly sandwich. [https://www.youtube.com/watch?v=cDA3_5982h8](https://www.youtube.com/watch?v=cDA3_5982h8)
You will need to be exact and specific with your instructions for tooth brushing!

**Writing assignment 4 Environmental Evaluation Report**
How you will modify the environment to complete tasks using the Corn model on Page 14 of your textbook. Color, contrast, time, space, and illumination will be thoroughly discussed in relation to the completion of two tasks. Look at the example and use the forms available in module 7. Be thorough and describe all components. This assignment must be submitted to LiveText as well as D2L.

**Writing assignment 5 Low Vision Device Plan, PLAAFP, IEP**
On campus students will write a goal for instructing a student on how to use a monocular.
Writing assignment 6 Collaboration Plan to Achieve ECC Goals:

ECC (Extended Core Curriculum) goals are:
Compensatory Skills (Braille; listening skills; handwriting skills; abacus)
Assistive Technology
Orientation & Mobility
Social Interaction Skills
Independent Living Skills
Recreation and Leisure Skills
Career Education and Transition
Self Determination
Visual Efficiency Skills

You will need to understand the role of another specialist/professional with whom you may be expected to collaborate. Then you will describe three collaborative activities that explains YOUR role AND the role of the other person.
*TVI must write plans that collaborate with OM
*OM must write plans that collaborate with TVI
**Other disciplines may select other roles as appropriate.

Writing assignment 7 Service Learning Event Experience

Each spring the SFASU Braille and Cane Club plans and hosts an event for area students who are visually impaired. It is hoped that you will be a part of, and contribute to, the event. You will be required to develop a reflection (2-page minimum) on your experiences in the event. Examples include:

- Our annual Easter party for area students March 22, 2018
- The disability pride parade
- A meeting/activity of the Braille and Cane Club
- A beep baseball practice or game
- Observing an O&M lesson or trip, receive training under blindfold

Discussions – There are four opportunities for you to engage in a discussion with your peers. While discussions may ask for your opinion, you should be able to link your reply to the readings or modules to support what you add to the discussion thread (for example, As Corn on page 45 says….)

Quizzes – There are three module quizzes on D2L.

Examinations - Two examinations (worth 150 points each) will be administered in this class. A proctor system will be used to take each of these exams. Remember that students will be responsible for all material covered in class, in readings, and in any outside assignments or exercises.
IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>100 Points</td>
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<tr>
<td>Exam 1 - Midterm</td>
<td>150 Points</td>
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<tr>
<td>Exam 2 – Final (comprehensive)</td>
<td>150 Points</td>
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<tr>
<td>Writing assignment 1 Low Vision Simulation Report</td>
<td>100 Points</td>
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<tr>
<td>Writing assignment 2 Article Summary</td>
<td>100 Points</td>
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<tr>
<td>Writing assignment 3 Task Analysis</td>
<td>100 Points</td>
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<tr>
<td>Writing assignment 4 Environmental Analysis Report</td>
<td>200 Points</td>
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<tr>
<td>Writing assignment 5 Low Vision Device Plan, PLAAFP, IEP</td>
<td>100 Points</td>
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<tr>
<td>Writing assignment 6 Collaboration Plan to Achieve ECC Goals</td>
<td>100 Points</td>
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<tr>
<td>Writing assignment 7 Service Learning Event Experience</td>
<td>100 Points</td>
</tr>
<tr>
<td>Quizzes and discussions from Modules</td>
<td>200 Points</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1400 Points</strong></td>
</tr>
</tbody>
</table>

The following grading scale will be used to determine letter grades awarded for this class:

- A = 1400 - 1261 Points
- B = 1260 - 1121 Points
- C = 1120 - 981 Points
- F = 980 and below

EXTRA CREDIT - EXTRA CREDIT - For this course extra credit may be available to students who participate in university sponsored research or to students who complete a book review. This is at the discretion of the Instructor, require prior approval, may have limited opportunities for completion, and are limited to a maximum of 4% (48 points) toward your final point total.

RESEARCH POINTS
Every student will be given the opportunity to earn 4 research points (R-Points) by participating in departmental research projects. For every 30 minutes of research participation, students earn a research point worth 1% or 12 points (2 hours of participation will get you 4 R points or 48 points toward your final grade). Students must sign up for R-Points through the Department of Human Services’s SONA Systems Software [https://sfasuhumanservices.sona-systems.com](https://sfasuhumanservices.sona-systems.com). Any student with an objection to participating in psychological research is encouraged to see the instructor as soon as possible to obtain instructions for alternate projects. R-Points must be completed by the first day of dead week (the week of the semester before finals).

V. Tentative Course Outline/Calendar:
Be sure to attend also to readings, online discussions, and online content in D2L.

RHB 493
Revised 2018 Spring CLASS CALENDAR
<table>
<thead>
<tr>
<th>MEETING</th>
<th>TOPICS (for this session)</th>
<th>READING (for next session)</th>
<th>Additional Readings and Assignments</th>
</tr>
</thead>
</table>
| Class #1 Jan 22 | - Review syllabus and assignments  
- What is Low Vision?  
- How to define Low Vision. (AER III-j)  
- History of Low Vision (AER X- c, h, i)  
- Treatment and advances in low vision (AER X- l)  
- **PPTS** (AER III - d, e, g, h, j)  
- Intro to Low Vision  
- Low Vision Services  
- Low vision curriculum | - Corn Ch. 1 Perspectives on Low Vision  
- Corn Ch. 2 Low Vision: History in Progress  
- Corn Ch. 17 Rehab Services  
- Discussion: About YOU!  
- D2L Module 1  
- Module 1 Quiz  
- Module 1 Discussion: “My child doesn’t need a white cane”  
- D2L Module 2  
- Module 2 Quiz |
| Class #2 Jan 29 | - Low Vision Population (causes, agency/gov./school services/medical – including LV specialist/team – including rehabilitation (AER II – b, c, d)  
- Roles of professionals in visual impairment. (eye medical, low vision specialists roles) (AER Standard I - b, c, f)  
- Psychosocial Aspects of Low Vision perspectives on low vision. AER III - d, e, g, h, j) | - Corn Ch. 3 Psychological and Social Aspects of Low Vision  
- Corn Ch. 8 Clinical LV Services  
- Jose Ch. 2 Psychosocial Aspects of LV  
- Levak Ch. 8 – Psychosocial | - D2L Module 3  
- Module 3 Discussion: Low Vision Profiles |
### PPTs
- Psychosocial Aspects of Low Vision. (AER XI – a, d, e)
- What Every Student with Low Vision Needs to Know (AER III – a, b)

### Implications of VI
- Corn Ch. 4 – Integration of Visual Skills for Independent Living
- Levak Ch. 5 - Adaptations

### Class #3
**Feb 5**
- Visual skills and development. AER II –a)  
- Low Vision Simulation activity – D2L module exercises  
- D2L Module: Research and writing article summary

### PPTs
- Visual Skills and Development (AER IV – b) (Class #3)  
- Model for Visual Functioning  
- Classification of Functional Vision

### Class #4
**Feb 19**
- Introduction to environmental factors (AER IX – g)  
- Evaluation and modification of environmental factors. (AER IX – e, g, h)  
- Simulation experiences Debriefing  
- Discuss Writing Assignment 2 (AER X – l; XI – a)

### Class #4
**Feb 19**
- Corn Ch. 9 – Visual Development  
- Corn Ch. 21 Aging and Loss of Vision  
- CEC-DVI papers

### Class #4
**Feb 19**
- Writing Assignment #1 due.  
- D2L Module 5  
- D2L Module 7
<table>
<thead>
<tr>
<th>Class #5</th>
<th>Feb 26</th>
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<tbody>
<tr>
<td><strong>PPTS</strong></td>
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<tr>
<td>Environmental Modifications -</td>
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<tr>
<td>• Lighting, Contrast, Space, Time (AER IX – g)</td>
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<tr>
<td>• Applying Environmental factors of the Corn model to the real environments</td>
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<tr>
<td>• Review requirements of Writing assignment #2 - Article Summary</td>
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<tr>
<td>• Review requirements of Writing assignment #4 – Env. Analysis Report</td>
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<tr>
<td>• Review Service Learning Experience (Writing Assignment #7, D2L Module 10) (AER XIII – a, j)</td>
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<thead>
<tr>
<th>Class #6</th>
<th>Mar 5</th>
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<tbody>
<tr>
<td><strong>PPTS</strong></td>
<td></td>
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<tr>
<td>• Module 6 Task Analysis (AER IX –b)</td>
<td></td>
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<tr>
<td>• Midterm review</td>
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<tr>
<td>• Corn Ch. 16 O&amp;M for Children</td>
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<tr>
<td>• Corn Ch. 20 – O&amp;M for adults</td>
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<tr>
<td>• Munro Article</td>
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<tr>
<td>• Writing Assignment #2 due</td>
<td></td>
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<tr>
<td>• Begin Writing Assignment #3: Task Analysis</td>
<td></td>
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**SPRING BREAK**
March 12 – 16

<table>
<thead>
<tr>
<th>Class #7</th>
<th>Mar 19</th>
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<tbody>
<tr>
<td><strong>PPTS</strong></td>
<td></td>
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<tr>
<td>MIDTERM</td>
<td></td>
</tr>
<tr>
<td>All material from D2L modules, Collaborate sessions, and readings</td>
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<tr>
<td>Class #8</td>
<td>Mar 26</td>
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**Class #9**

<table>
<thead>
<tr>
<th>Apr 2</th>
<th>Magnification</th>
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<tbody>
<tr>
<td></td>
<td>Device training</td>
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<tr>
<td></td>
<td>Device training sequences.</td>
</tr>
<tr>
<td></td>
<td>Distance training.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Jose Ch. 11 Establishing a Training and Instructional Program and Jose 12-Distance</th>
<th>Writing assignment #4 due</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPT</td>
<td>Training Techniques</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>• Intro to Magnification</td>
<td>• Jose Chapter 13 Near Training Techniques</td>
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<tr>
<td>• Optical Devices/Types</td>
<td></td>
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<tr>
<td>• Device training</td>
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</table>

| Class #10 Apr 9                          |                                                          |
|                                          |                                                          |
| • Optical devices.                       | • Corn Ch. 14 Optical devices for Children               |
| • Diopter Math                           | • Corn Ch. 11 – Instruction in Visual Techniques         |
| • Using non optical devices for training |                                                          |
| • Advantages and disadvantages of devices (AER VII- g, I, XIII - i) |                                                          |

<table>
<thead>
<tr>
<th>PPTS</th>
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<tbody>
<tr>
<td>• Distance Training</td>
<td></td>
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<tr>
<td>• Optics and Optical Devices</td>
<td></td>
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<tr>
<td>• Training Sequence review</td>
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</table>

| Class #11 Apr 16                         |                                                          |
|                                          |                                                          |
| • D2L Module 8 – writing goals.          | • Begin Writing Assignment #5                           |
| • PLAAFPS (AER XII- g; XIII b, c, d, f)  |                                                          |

| Class #12 Apr 23                         |                                                          |
|                                          |                                                          |
| • D2L Module 9 - Collaboration and policy. (AER I-f; IX – a; XIII – a) | • Writing assignment #5 due |
| • Review of ECC through the years – Hatlen; Sapp; etc. | • Begin Writing Assignment #6 |
|                                          |                                                          |
VI. Readings (Required and recommended—including texts, websites, articles, etc.):

**Required texts:**


**Articles:**


VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. 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 COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. 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. You will receive points toward your final grade for the completion of the evaluation (again, what you say will be anonymous).

VIII. Student Ethics and Other Policy Information:

Attendance:

Faculty members are required to include the official policy of the university on attendance in their syllabi,

**Class Attendance and Excused Absence**

Original Implementation: November 9, 1981
Last Revision: January 15, 2002

**Class Attendance**

Regular and punctual attendance is expected at all classes, laboratories, and other activities for which a student is registered. For those classes where attendance is a factor in the course grade, the instructor shall make his/her class policy known in writing at the beginning of each term and shall maintain an accurate record of attendance. Regardless of attendance, every student is responsible for course content and assignments.

**Excused Absences**

It is University policy to excuse students from attendance for certain reasons. Among these are absences related to health, family emergencies, and student participation in certain University-sponsored events. Students are responsible for providing documentation satisfactory to the instructor for each class missed. Students with acceptable excuses will be permitted to make up work for absences to a maximum of three weeks of a semester or one week of a six-week summer term when the nature of the work missed permits.

**FOR THIS CLASS:** You are expected to attend class. Attendance will be taken each class day. You 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). You will be allowed one unexcused absence without penalty. After that, **one letter grade will be subtracted from the final grade for each unexcused absence**. Remember your attendance counts. You must be in class to participate fully in the course.

**Students with Disabilities**

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, 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/.

**Academic Integrity**

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 (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) 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 your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

For purposes of this class, any student who is identified as cheating based on the definition above will receive an “F” in the class. If the student is pursuing a M.Ed., the student’s status in the program will be reevaluated and the individual may be dismissed from the program.

**Withheld Grades Semester Grades Policy (A-54)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, 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. If students register for the same course in future terms the WH
will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Acceptable Student Behavior**
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 (see the Student Conduct Code, policy D-34.1). 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 Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

The following information may apply to you if you are not a certified teacher…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; the completed information form is due __________________________. 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.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.

**LiveText Statement**
This course collects 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, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA Titan email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. 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 LiveText, call ext. 1267 or e-mail SFALiveText@sfasu.edu.

**LiveText**

Students who do not have an existing LiveText account will receive an access code via your SFA Jacks email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. 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 LiveText, call ext. 1267 or e-mail SFALiveText@sfasu.edu.

**IX. Other Relevant Course Information:**

**Caveat:**

The above schedule and procedures in this course are subject to change in the event of extenuating circumstances.

ENVIRONMENTAL EVALUATION and PROFESSIONALISM RUBRIC IS BELOW
SLO 2.1 RHB 493

Environmental Evaluation Assessment Rubric

AER standards VII –g, i; IX – f, g; XI- f; XIII –b, c, d;

<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Below Standard</th>
<th>No Attempt</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task Selection</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>(Need)</strong></td>
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<tr>
<td><strong>Task Selection</strong></td>
<td>Student selects task that is multi-faceted, challenging, and involves indoor and outdoor environments. Aspects of micro-environments are addressed</td>
<td>Student selects task that has essential facets of indoor and outdoor environments, but is either too easy or cannot be adapted effectively. Micro-environments not fully addressed</td>
<td>Student selects task that does not fully meet the assignment requirements.</td>
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<tr>
<td>Usefulness</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>(Need)</strong></td>
<td></td>
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<tr>
<td><strong>Usefulness</strong></td>
<td>Task selected is meaningful and can be significantly improved by adjustment of environmental factors</td>
<td>Task selected is not useful or can only be slightly improved by the adjustment of environmental factors</td>
<td>Task selected is not useful and cannot be effectively improved by adjustment of environmental factors</td>
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<tr>
<td>Observation</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>(Need)</strong></td>
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<tr>
<td><strong>Observation</strong></td>
<td>Student has observed learner during various activities, in varied settings, and at (or addresses the impact of) various times of day</td>
<td>Student has observed learner during several activities and in varied settings. Tasks may be limited in terms of setting, or time of day may not be addressed</td>
<td>Student makes limited observations or fails to observe in different settings. Time of day not addressed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Areas of Need</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>(Need)</strong></td>
<td></td>
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<tr>
<td><strong>Areas of Need</strong></td>
<td>Student has extensively evaluated each of the 7 areas related to an environmental evaluation (as identified by Corn)</td>
<td>Student has addressed each identified area related to an environmental evaluation as defined by Corn</td>
<td>Student has failed to address each of the identified areas related to an environmental evaluation</td>
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<tr>
<td>Modifications</td>
<td>The student implements and/or suggests modifications that are efficient, effective, non-obtrusive, and that provide options</td>
<td>The student implements and/or suggests modifications that are manageable and mostly effective. Modification options may be limited</td>
<td>The student implements and/or suggests modifications that are neither efficient nor effective</td>
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<tr>
<td>Communication</td>
<td>Student effectively details findings, suggestions, and terminology. Report has no mistakes in grammar, spelling, and formatting</td>
<td>Student explains findings, suggestions, and terminology. Report has few mistakes in grammar, spelling, and formatting</td>
<td>Student fails to explain findings and suggestions. Jargon and terms are not explained. Report has numerous mistakes in grammar, spelling, and formatting</td>
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<tr>
<td>Total Score</td>
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