James I. Perkins College of Education
Visual Impairment/Orientation & Mobility Program
RHB 325.001 CRN 13990
Introduction to Working with People with Visual Disabilities
Fall 2019

Instructor: DJ Dean
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Course Time & Location: MW 2:30-3:45PM
ECRC 213

Office Hours:
M/W – 8:30-10:30AM CST
R – 11:00AM-12:00PM
T/F (and other times)– by appointment

Credits: 3 hours

Prerequisites: None

I. Course Description:

RHB 325 - Programs and Services for Individuals with Visual Impairment.
An overview of the field of visual impairment. Topics covered include the history of the
development of educational and rehabilitation programs, legal definitions and
requirements, and a brief examination of the agencies and resources that are available to
support individuals with visual impairment. Programs and Services for Individuals with
Visual Impairment.

This class provides a broad overview of various aspects of blindness (e.g., agencies
which provide services to individuals with visual impairments, psychological and
sociological aspects of blindness, history of the field).
Areas of emphasis will include:
• History of the field—United States and world
• Characteristics of individuals with visual impairment
• Physical and motor development
• Psychological and social aspects including diversity
• The expanded core curriculum (ECC) for students with visual impairments
• Agencies serving individuals with visual impairments, professional resources, and
organizations
• Roles, responsibilities and service delivery options of persons working with individuals
with visual impairments
• Individualized Educational Plans/Individual Family Service Plans (IEPs/IFSPs), and
Memorandums of Understanding (MOU’s) as related to students with visual impairments
• Legal perspectives, law, Individual Educational Planning meeting/Admission Review
and Dismissal (ARD) meeting
• Working with families of students with visual impairments

Course Justification:
**RHB 325** “Introduction to Working with People with Visual Disabilities” (3 credits) typically meets twice each week (Monday/Wednesday) in 75-minute segments for 15 weeks, and also meets for a 2-hour final exam. Students are required to complete weekly readings, D2L module assignments, a paper on multicultural diversity regarding individuals with visual impairments, 15 hours of field based experience, a mid-term exam and a final exam. These activities average a minimum of 6 hours per week to prepare outside of the classroom hours.

**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.

**Program Learning Outcomes:**
The following is a list of desired Program Learning Outcomes (PLOs) in which data will be collected for Nuventive Improve (TracDat) throughout the program. **As this course is offered for all concentrations within the Rehabilitation Services major, no specific program learning outcomes are addressed in this course.**

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

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

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

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

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

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

**Additional Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):**
INTERNAL

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

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

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

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

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

- The Principle of Integrity
Lumberjacks have the courage to do what is right, even when it is hard or unpopular • They
respond to each situation with steadfast values that are not subject to change based on the
actions of others • They seek opportunities to practice effective and ethical leadership •
Lumberjacks are honest; they do not deceive, cheat or steal • Lumberjacks stand up for those
who cannot stand up for themselves • As lifelong learners, lumberjacks are committed to
continuously improving themselves.
This course directly supports the mission and values of the SFASU College of Education - It is the mission of the Stephen F. Austin College of Education “to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.” This statement essentially sums up the intent of this class and our program as a whole. We make every effort to insure that this class (and all other vision courses) is solidly grounded in the realities of practice. It is intended to be a pragmatic, practical class with maximum emphasis being placed on equipping you to be effective and efficient facilitators of learning for individuals with visual impairments, their families, teachers, as well as caseworkers, and other stakeholders who strive to meet their unique needs.

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

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

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

**This course directly supports the mission of the SFASU Department of Human Services**

The Department of Human Services prepares undergraduates and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of students personal and professional development.

**This course directly supports the mission of the SFASU Orientation & Mobility Preparation Program**

It is the mission of the SFASU Orientation and Mobility program to train candidates to become Certified Orientation and Mobility Specialists (COMS) who are practically and pragmatically...
prepared to meet the needs of persons with visual impairments across the state of Texas and across the nation as a whole. Through their training in our program, we believe graduates are prepared to successfully complete the ACVREP national O&M certification examination. We believe graduates from our program are trained to effectively deliver services which provide opportunities for students and clients who are blind or visually impaired to be more independent, lead lives to their fullest potential, and participate to a greater extent in society at large. In order to meet these goals, we believe it is our responsibility to mentor and educate our candidates to recognize and remove environmental and societal barriers, raise expectations, provide solutions, and exhibit compassionate approaches to teaching O&M skills and techniques, valuing the worth of all individuals regardless of age, gender, race, sexual orientation, or level of disability.

This course also supports the mission of the Visual Impairment Program

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

VI/O&M Program

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

Professionalism

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

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

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

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

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

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

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

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

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

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

The O&M program is designed to meet the standards or two separate bodies; ACVREP which establishes the standards that candidates must be able to demonstrate through national examination, and the AER University Review Committee with establishes curricular standards for the program.

This course supports the Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER) Curricular Standards for Orientation and Mobility Specialists –
I. Medical Aspects of Blindness and Visual Impairment  
II. Sensory Motor Functioning  
III. Psycho-Social Aspects of Blindness and Visual Impairments  
IV. Human Growth and Development over the Lifespan  
V. Concept Development  
VI. Multiple Disabilities  
VII. Systems of Orientation and Mobility  
VIII. Orientation and Mobility Skills and Techniques  
IX. Instructional Methods, Strategies and Assessment  
X. History and Philosophy of Orientation and Mobility  
XI. Professional Information  
XII. Development, Administration, and Supervision of O&M Program  
XIII. Clinical Practice Competencies

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

This course supports the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) guidelines for certification.  
ACVREP states that to be eligible to sit for the certifying examination, applicants must provide: 
- Proof of a minimum of a Bachelor’s degree from an accredited university or college in any field of study and proof of completion of an Orientation and Mobility certification preparation program from an accredited university or college that meets the following 13 core domain areas  
  - Domain 1. Know Professional Information  
  - Domain 2. Understanding Relevant Medical Information  
  - Domain 3. Understand and Apply Learning Theories to O&M  
  - Domain 4. Plan and Conduct O&M Assessment  
  - Domain 5. Plan O&M Programs  
  - Domain 6. Teach O&M Related Concepts  
  - Domain 7. Teach Orientation Skills and Strategies  
  - Domain 8. Teach Mobility Skills  
  - Domain 9. Teach Use of Senses  
  - Domain 10. Teach Consumers who have Additional Disabilities  
  - Domain 11. Teach Diverse Consumers  
  - Domain 12. Analyze and Modify Environment  
  - Domain 13. Know the Psychosocial Implications of Blindness and Visual Impairment

This course specifically addresses the following ACVREP Domains through practice and didactic instruction:  1, 6, 11, and 13

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
**Instructional Strategies and Technology:**
This course will be delivered face-to-face. In addition, instruction will be supported through other material to be presented online on Desire to Learn (D2L). Assignments will be detailed in D2L and discussed during class time.

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

This class is designed to be highly interactive. It works better when you are involved and asking questions. I will be asking questions and calling on every student at some point during the semester. A total of **150 points (5 points per class meeting)** will be awarded based on your level of class participation and attendance. 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 issue.

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

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

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


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

Additional information Regarding All Assignments
All submissions will need to be in .pdf, .rtf, .doc or .docx format. All submissions will also need to have your name on the document and have your name in the name of the file. Naming of your files needs to be as follows….lastname_assignment.type or lastname_assignment_rhb325.type. If your last name is Higgins and you were sending me Learning Activity 1 in pdf format you would name the file higgins_la1.pdf or higgins_la1_rhb325.pdf
No capital letters-no first names-do not use my name-no spaces. YOU are responsible for uploading the content into the associated D2L dropbox, and ensuring that it displays correctly for grading purposes.

IV. Evaluation and Assessments (Grading):

Participation & Attendance: Evaluation and requirements of participation are listed above but include preparation, participation in class discussions and completion of assignments. Attendance will be tracked and monitored through presence in the face-to-face class meetings. Participation and attendance are worth a total of 150 points (5 points per class meeting).

Examinations: Two examinations (a Midterm and a Final worth 200 points each) will be administered in this class. Remember that you will be responsible for all material covered in class, in readings, in D2L modules, and in any outside assignments or exercises. Exams will be on D2L, therefore a laptop or comparable device will be required in class on exam days.

Module Assignments: Assignments will be turned in for grading purposes and are used to reinforce the readings, web activities, discussions, and face-to-face class time. Module assignments will be worth 50 points each for a total of 350 points.

Diversity Assignment: Assignment will be worth 100 points. Details will be given by the instructor following the class discussion on cultural diversity and biases.

Objective: The student will demonstrate knowledge and understanding of the multicultural diversity of individuals with visual impairments. The student will submit a reflective essay that expresses their biases, the possible impact of those biases, and reflects on how they plan to address those biases as a professional.

Field Based Experiences: This class will require the documentation of a minimum of 15 Field Based Experience hours for a total of 150 Points to be selected according to the guidelines presented in the chart accompanying this syllabus. Forms for documenting these activities will be provided by the instructor and should be maintained by the student. Completed forms will be due before the final exam.
**Grading Scale:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm</td>
<td>200</td>
</tr>
<tr>
<td>Final</td>
<td>200</td>
</tr>
<tr>
<td>Module Assignments 1-7</td>
<td>350</td>
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<tr>
<td>(50 pts. Each)</td>
<td></td>
</tr>
<tr>
<td>Class Participation/Attendance</td>
<td>150</td>
</tr>
<tr>
<td>Diversity Assignment</td>
<td>100</td>
</tr>
<tr>
<td>Field Hours</td>
<td>150</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1150</strong></td>
</tr>
</tbody>
</table>

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

- **A** = 1035-1150 Points
- **B** = 920-1034 Points
- **C** = 805-919 Points
- **D** = 690-804 Points
- **F** = Anything below 690 Points

**V. Tentative Course Outline/Calendar:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments</th>
<th>AER Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
<td>Syllabus/Overview</td>
<td>Assign for Hall of Fame presentations/essay</td>
<td></td>
</tr>
<tr>
<td>#1</td>
<td><strong>Module 1: Historical Perspectives, Common Characteristics</strong></td>
<td>Chapter 1 (Foundations of Education 3rd Ed., Vol. I) Historical Perspectives</td>
<td></td>
</tr>
<tr>
<td>#2</td>
<td><strong>Module 1: Historical Perspectives, Common Characteristics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class</td>
<td><strong>Module 1: Historical Perspectives, Common Characteristics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#3</td>
<td><strong>Module 1: Historical Perspectives, Common Characteristics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class</td>
<td><strong>Module 1: Historical Perspectives, Common Characteristics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#4</td>
<td><strong>Module 1: Historical Perspectives, Common Characteristics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class</td>
<td><strong>Module 1: Historical Perspectives, Common Characteristics</strong></td>
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<tr>
<td>#5</td>
<td><strong>Module 1: Historical Perspectives, Common Characteristics</strong></td>
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<td></td>
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<tr>
<td>Class</td>
<td><strong>Module 1: Historical Perspectives, Common Characteristics</strong></td>
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<td></td>
</tr>
<tr>
<td>#6</td>
<td><strong>Module 1: Historical Perspectives, Common Characteristics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class #</td>
<td>Module</td>
<td>Reading</td>
<td>Assignments</td>
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<tr>
<td>#8</td>
<td>Module 2 Motor Development, FVE, ECC</td>
<td>Power Point: <em>Motor Development and Characteristics of Students with Visual Impairments</em></td>
<td>II-a,b,g, IV-b,c,d</td>
</tr>
<tr>
<td>#9</td>
<td>Module 2 Motor Development, FVE, ECC</td>
<td>Chapter 18 (Foundations of Education 3rd Ed., Vol. I) <em>Transition Planning for Young Adults with Disabilities</em> Due: Module 1-2 Assignments</td>
<td>X-o,p,q</td>
</tr>
<tr>
<td>#10</td>
<td>Module 3: Psychosocial Concerns, Self-Esteem, Adjustment</td>
<td>Chapter 6 (Foundations of Education 3rd Ed., Vol. I) <em>Psychosocial Needs of Children and Youths</em> Activity/Discussion: Choices article and rebuttal</td>
<td>III-a,b,e,h, IX-w</td>
</tr>
<tr>
<td>#11</td>
<td>Module 3: Psychosocial Concerns, Self-Esteem, Adjustment</td>
<td>Activity/Discussion: Color quiz, Adjustment</td>
<td>III-a,b</td>
</tr>
<tr>
<td>#12</td>
<td>Module 4: Families, Cultural Diversity</td>
<td>Chapter 8 (Foundations of Education 3rd Ed., Vol. I) <em>Diversity and Its Implications</em></td>
<td>III-i,j, X-o, XII-h, XIII-a</td>
</tr>
<tr>
<td>#13</td>
<td>Module 4: Families, Cultural Diversity</td>
<td>Scholl Readings in D2L, discussion</td>
<td>III-f, X-o,p, XII-h</td>
</tr>
<tr>
<td>#14</td>
<td>Module 4: Families, Cultural Diversity</td>
<td>Activity/Discussion: Cultural Diversity and Biases</td>
<td>III-c,f,i,j, X-f, XI-a, XIII-a,m</td>
</tr>
<tr>
<td>#15</td>
<td>Review Module 1-4</td>
<td></td>
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<tr>
<td>#16</td>
<td>Guest Speaker from TWC</td>
<td>Due: Module 3-4</td>
<td></td>
</tr>
<tr>
<td>#17</td>
<td>Midterm</td>
<td>Bring laptop to class, exam will be on D2L Covers: ALL ASSIGNED READINGS, DISCUSSIONS, MODULES 1-4</td>
<td></td>
</tr>
<tr>
<td>#18</td>
<td>Module 5: Laws Related to VI, Forms, Agencies</td>
<td>IDEA, VI Eligibility</td>
<td></td>
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<tr>
<td>#19</td>
<td>Module 5: Laws Related to VI, Forms, Agencies</td>
<td>Activity: Disability Rights for People with Visual Impairments</td>
<td>Xg,h, XI-f, XII-d,f</td>
</tr>
<tr>
<td>Class #20</td>
<td>Module 5: Laws Related to VI, Forms, Agencies</td>
<td>Activity: Law worksheet</td>
<td>Xg,h, XI-f, XII-d,f</td>
</tr>
<tr>
<td>Class #21</td>
<td>Module 6: Roles and Responsibilities</td>
<td>Chapter 10 (Foundations of Education 3rd Ed., Vol. I) <em>Professional Practice</em></td>
<td>I-f, IX-n, X-g,n,q, XII-c,d,i, XIII-j</td>
</tr>
<tr>
<td>Class #22</td>
<td>Module 6: Roles and Responsibilities</td>
<td>Activity: TBD</td>
<td></td>
</tr>
<tr>
<td>Class #23</td>
<td>Module 6: Roles and Responsibilities</td>
<td>Chapter 14 (Foundations of Education 3rd Ed., Vol. I) <em>Consultation and Collaboration</em></td>
<td>IX-a, XII-h</td>
</tr>
<tr>
<td>Class #24</td>
<td>Module 7: Service Delivery</td>
<td>Chapter 12 (Foundations of Education 3rd Ed., Vol. I) <em>Motivation</em></td>
<td>III-e,f, IV-g,h, XIII-a,l</td>
</tr>
<tr>
<td>Class #25</td>
<td>Module 7: Service Delivery</td>
<td>Chapter 19 (Foundations of Education 3rd Ed., Vol. I) <em>Problem Solving and Critical Thinking</em></td>
<td></td>
</tr>
<tr>
<td>Class #26</td>
<td>Module 7: Service Delivery</td>
<td>Chapter 13 (Foundations of Education 3rd Ed., Vol. I) <em>Augmentative and Alternative Communication</em></td>
<td>VI-f</td>
</tr>
<tr>
<td>Class #27</td>
<td>Module 7: Service Delivery</td>
<td>Itinerant Model <strong>Due: Module 5-7</strong></td>
<td></td>
</tr>
<tr>
<td>Class #28</td>
<td>Review Modules 5-7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class #29 12/13</td>
<td>FINAL 10:45am-1:15pm</td>
<td>Bring laptop to class, exam will be on D2L Covers: ALL ASSIGNED READINGS, DISCUSSIONS, MODULES 5-7</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

### VII. Course Evaluations:

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

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

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

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

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

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

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (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.
FOR THIS CLASS: Students are expected to attend class. Attendance will be taken each class day. Students may receive excused absences for illness and family emergencies, but **must present written documentation** for such absence (i.e. doctor's note, emergency room admissions, funeral notices). Students will be allowed **one** unexcused absence without penalty. After that, **one letter grade will be subtracted from the final grade for each unexcused absence.**

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, 468-3004/468-3004 (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/](http://www.sfasu.edu/disabilityservices/)

**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; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

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

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

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

**Withheld Grades: Policy 5.5**

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

**Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA.

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

**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.


**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:

Caveat:

The above schedule and procedures in this course are subject to change in the event of extenuating circumstances.
### RHB 325 – O&M Nuventive Improve (TracDat) SLO 5.3

#### Cultural Awareness/Diversity Assignment

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

**Total**
### RHB 325
**AGENCY/ASSOCIATION** Presentation

<table>
<thead>
<tr>
<th></th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Unacceptable</th>
<th>Not Attempted</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Student has extensively explored the subject, provided extensive, accurate and useful information pertaining to agency/association.</td>
<td>Student has explored subject, included pertinent details and has provided adequate and predominately accurate information pertaining to agency/association. Maximum of 1-2 errors</td>
<td>Student failed to explore subject, omitted pertinent details, or has included inaccurate information pertaining agency/association.</td>
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<td></td>
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<tr>
<td><strong>Purpose/Goal</strong></td>
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<tr>
<td>Student has thoroughly and accurately stated the purpose and goal of the agency/association.</td>
<td>Student has adequately and predominately accurately stated the purpose or goal of the agency/association.</td>
<td>Student failed to state the purpose or goal of the agency/association.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Impact on field of VI</strong></td>
<td></td>
<td></td>
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<tr>
<td>Student extensively and accurately detailed the impact the agency/association has on the field of visual impairment.</td>
<td>Student adequately stated the impact the agency/association has on the field of visual impairment with minimal errors.</td>
<td>Student failed to address the impact the agency/association has on the field of visual impairment.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td></td>
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</tr>
<tr>
<td>Student effectively communicated information, and meaningfully explained findings. Accurately detailed resources were provided.</td>
<td>Student communicated information and explained most findings with some meaning. Some resource information was provided.</td>
<td>Student failed to communicate information, or explain findings. No resources were provided.</td>
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<td></td>
</tr>
</tbody>
</table>

Exemplary=13-16
Acceptable=8-12
Unacceptable=7 or below

**TOTAL SCORE**
### SPE 325 -- FIELD EXPERIENCES

#### OBSERVATIONS
- VI student in a regular or self-contained classroom
- Residential school students with visual impairments
- Adult client of a rehabilitation agency that serves persons with visual impairments
- Orientation and Mobility Lesson

#### VISITS & TOURS
- VI rehab or adaptive living center
- School for the Blind and Visually Impaired in your state
- Attend State school
- Attend Braille and Cane Club meeting
- Other (must have prior approval)

#### VOLUNTEERING
- Special student’s sports day
- Special Olympics
- VI Sports or Technology Olympics
- Assist in fundraising for Braille and Cane Club

#### TRAINING SESSIONS
- Any available inservice training session about providing VI services

#### LITERATURE
- Students may earn credit by watching videos or reading books (the Scent of a Woman, Butterflies are Free) on the subject of blindness

#### INTERVIEWS
- A caseworker for your state DARS
- A State Department of Education Consultant who deals with visual impairments
- A ESD or ESC educational specialist who works with visual impairments
- Disability Services Caseworker

#### VISITS & TOURS
- a student with a visual impairment
- family of a student with a visual impairment
- COMS or TVI
- a VI Rehab Counselor (DARS or Lighthouse)
- An adult with a visual impairment
- Members of the National Federation of the Blind, American Council of the Blind, National Association of Parents of Visually Impaired Children