Stephen F. Austin State University
Perkins College of Education
Department of Education Studies
SPED 5352.503 CRN #14315
Instructional Methods for Students Who Have Multiple Impairments Including Visual Impairments
Fall II Semester 2020

Instructor: Shannon Darst, Ph.D., TSVI
Office: NA; online course delivery
Office Phone: 512.971.3471
11/11,11/18,12/2, 12/9

Other Contact Information:
Office Hours: T-H 3 – 5 pm or by appointment

Course Time & Location: 8-10 pm CST
Course: 6-8pm Pacific 10/14, 10/21, 10/28, 11/5.

Credits: 3
Email: darstsd@sfasu.edu

COVID-19 MASK POLICY
Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


A Word about Office Hours:
I will check my D2L email daily through the regular work week (Monday-Friday). You may also text or call me if I am not available leave a voicemail. It may take several hours before I am able to respond, but I will do so as soon as possible.

Prerequisites: SPED 5316 and SPED 5317, or instructor approval.

I. Course Description
Graduate Bulletin Description: This course provides needed knowledge and skills to work with people who have multiple disabilities in addition to visual impairments. Topics include a range of disabilities, including visual impairment, specific strategies for assessing and planning instructions for people with multiple impairments and working with families.

SPED 5352.503 – Instructional Methods for Students Who Have Multiple Impairments Including Visual Impairments (3 credits: fully online with synchronous meetings) spans 8 weeks. The class has 8 online/synchronous meetings across the semester that are 2 hours per meeting. The course contains extensive written content that includes the
same information students in a face-to-face lecture course receive, requiring students
to engage the online modules for at least six hours per week. Primary source readings
are woven into the content to support key concepts or provide perspective on visual
impairment related activities including assessments

This is a graduate level class which is restricted to students who are pursuing a TSVI
certification, COMS certification, or Master’s degree in Special Education with a
concentration in Visual Impairment or Orientation and Mobility. Students taking this
course must exercise great responsibility in the learning process, sharing with
classmates in a variety of assignments

Modules in D2L and other sources, from which key concepts are gathered, and are
required to engage in and complete the readings in order to participate fully in each
synchronous class. Additional multimedia information, including instructional videos,
modeling opportunities, pictures, PowerPoint presentations, and/or question-and-
answer sessions in real-time, are used to clarify and support delivery of key concepts.

Zoom meeting times: The class will meet weekly using the Zoom link on Wednesdays,
the live lecture will be provided at 8:00 – 10:00 pm (CST) / 6:00 pm –8:00 pm (PST). It is
the responsibility of the student to ensure that the instructor is aware their presence to be
counted as present for the week’s class.

The James I. Perkins College of Education is committed to proactively recruiting and
retaining a diverse faculty, staff, and student population. Through open dialogue, mutual
respect, and shared responsibility, faculty, staff, and students will demonstrate an
understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture,
language/dialect, age, social class, family structure, sexual orientation, religion, and
spiritual values in order to enhance the quality of life in a diverse, global community.

Purpose
This course is designed to provide the student:
• Knowledge of the 9 areas of the Expanded Core Curriculum,
• Skills in the area of evaluation of the Expanded Core Curriculum,
• Tools to assess accessibility, resources and techniques as related to individuals
  with visual impairments,
• Opportunities to investigate the functional and educational impact of various ECC
  areas within the school, home, and community,
• Practice in informative and collaborative communication of concepts and findings
  to meet the needs of various audiences, and
• Experience with assessment, planning and implementation of the ECC,
• Field-based learning experiences/opportunities with individuals with visual
  impairments

DIVERSITY STATEMENT:
The James I. Perkins College of Education is committed to proactively recruiting and
retaining a diverse faculty, staff, and student population. Through open dialogue, mutual
respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

The SFA Way:

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

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

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

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

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

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

Program Learning Outcomes:
The following is a list of desired Program Learning Outcomes (PLOs) in which data will be collected for Nuventive Improve throughout the program. An asterisk (*) denotes the PLO will be addressed during SPED 5352:

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: The student will demonstrate proficiency in Unified English 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.

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

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

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

This course supports the Council for Exceptional Children (CEC) – Initial Special Education Teachers of Individuals who are Blind/Visually Impaired Specialty Set. In order to successfully complete the TSVI program offered by the VIP Program, students must demonstrate mastery of the following standards, which are essential for an entry level TSVI. These standards are essentially the guiding and foundational objectives for our TSVI program. These criteria were developed and approved by the Council of Exceptional Children and are the guiding curricular principles of our program.

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

This course supports the development for professional educators in Visual Impairment, by the Texas Education Agency (TEA), specifically;

Standard I: The teacher of students with visual impairments understands and applies knowledge of the characteristics and needs of students with visual impairments, including those with additional disabilities. (1.3k, 1.4k, 1.6k, 1.7k, 1.8k, 1.9k, 1.11k, 1.13k, 1.1s, 1.2s, 1.3s, 1.5s, 1.6s)

Standard II: The teacher of students with visual impairments, including those with additional disabilities, understands and applies the knowledge of formal and informal assessments and evaluations and know how to use resulting data and other information to make service and programming recommendations and to participate in the development of the students’ Individual Educational Programs (IEPs) and Individualized Family Service Plans (IFSPs) (2.3k, 2.4k, 2.5k, 2.6k, 2.8k, 2.11k, 2.1s, 2.3s, 2.4s, 2.5s, 2.6s, 2.7s, 2.9s, 2.11s, 2.13s, 2.16s, 2.17s)

Standard III: The teacher of students with visual impairments, including those with additional disabilities, understands and applies the knowledge of strategies for planning instruction in the school, home, and community environments to facilitate student achievement. (3.2k, 3.3k, 3.6k, 3.7k, 3.1s, 3.2s, 3.3s, 3.4s, 3.5s, 3.7s, 3.8s, 3.11s)

Standard IV: The teacher of students with visual impairments, including those with additional disabilities, knows how to promote students’ development of concepts and skills for academic achievement, social interaction, and independent living. (4.2k, 4.3k, 4.5k, 4.8k, 4.9k, 4.12k, 4.14k, 4.16k, 4.17k, 4.18k, 4.23k, 4.2s, 4.3s, 4.4s, 4.9s, 4.13s, 4.15s, 4.19s, 4.23s, 4.24s, 4.25s)

Standard V: The teacher of students with visual impairments, including those with additional disabilities, knows how to communicate and collaborate effectively in a variety of professional settings. (5.2k, 5.3k, 5.4k, 5.7k, 5.8k, 5.9k, 5.13k, 5.1s, 5.3s, 5.4s, 5.5s, 5.10s, 5.11s, 5.12s)

Standard VI: The teacher of students with visual impairments, including those with additional disabilities, understands and applies the knowledge of the foundations of the profession, including legal requirements and ethical considerations relating to students’ education, and actively seeks to expand professional knowledge and skills (6.2s, 6.3s, 6.5s, 6.6k, 6.7k, 6.1s, 6.4s)

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-b,c,f II-b,f, III-c,d,f, V-a,c,d,e,f, VI-a,c,d,e, IX-o,p,q,r,s,t,u, XI-a,b,c,g,h.

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
  o Domain 1. Know Professional Information
  o Domain 2. Understanding Relevant Medical Information
  o Domain 3. Understand and Apply Learning Theories to O&M
  o Domain 4. Plan and Conduct O&M Assessment
  o Domain 5. Plan O&M Programs
  o Domain 6. Teach O&M Related Concepts
  o Domain 7. Teach Orientation Skills and Strategies
  o Domain 8. Teach Mobility Skills
  o Domain 9. Teach Use of Senses
  o Domain 10. Teach Consumers who have Additional Disabilities
  o Domain 11. Teach Diverse Consumers
  o Domain 12. Analyze and Modify Environment
  o 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, 2, 4, 9, 10, and 11

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

A. Attendance and Excused Absences:
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 the 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. 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 excused absences, due the following class day. **For this class**, students are expected to attend every class. Attendance will be taken each class day and, paired with participation, counts towards **10 points per class**. Points are awarded for attendance and participation at each class, and cannot be made up, although recordings of each class will be made available, through D2L.

**B. Class Participation:**
This class is designed to be highly interactive between the students and the instructor. The instructor will be asking questions and calling on every student. **Up to 5 points will be awarded per class, based on the level of class participation, when a student is in attendance.** These 5 points count as attendance and participation together, as explained in A. Please note that these points are not assigned on the basis of correct responses, but on the willingness of the student to respond and work through the problem. The students will be evaluated on the following criteria:
- Appropriateness of participation in class discussions
- Willingness to answer questions
- Evidence of critical thinking during class activities
- Demonstration of good “consulting skills” (politeness, manners, diplomacy, etc.)
- Display of a positive attitude toward the subject material, class activities, etc.

**C. Class preparation:**
Because this is a very rigorous class that requires keeping up at all times with all assignments, students are expected to come to each class prepared for presentations, discussions, and activities.

**A. Individual Assignments:** The assignments will cover subject matter which includes, but is not limited to, the following:
- Determining the appropriate Student Planning Category for a student with visual and multiple impairments. (BVI.4.S1, BVI.4.K2)
- Gathering needed student information in order to prepare for evaluation. (ISCI.7.S2, ISCI.4.S1)
- Completing a Functional Vision Evaluation/Learning Media Assessment for a student with MDVI. (BVI.4.K2, B&VI4S1, B&VI4S2)
- Completing an exercise on writing IEP Goals and Objectives and Routine Planning. (BV.I3.K1, ISCI.5.S8, B&VI5S1)
- Choosing an appropriate assessment battery for a student with MDVI. (ISCI.4.S4, BVI.4.S3)
- Completing a strategic plan for working with at student with MDVI which may include, infants and preschoolers, a student with deaf-blindness, or a student with cortical visual impairments who have MDVI and their families. (ISCI.6.K10, ISCI.1.K3, BVI.1.S1, BVI.6.S2, BVI.5.S3, BVI.1.K2)

- **Discussions:** Module 1 will each contain a discussion question or activity, and instructions to start a new thread posting and to respond to at least one other
classmates’ post in the thread. Each student must start a thread before they can read and reply to other threads. The discussion post is worth 50 points, including 25 points for posting and 25 points for replying to at least one post.

- **Functional Vision Evaluation Interviews**: The student is required to gather needed student information in order to prepare for evaluation. This assignment will be worth 100 points.

- **Functional Vision Evaluation Observation Documents and Photo of Materials**: The student is required to document the necessary evaluation procedures and provide a photo of appropriate assessment materials used during the evaluation. This assignment will be worth 100 points.

- **Learning Media Observation Documents and Expanded Core Curriculum Protocols**: Each student will determine the literacy media of a student with multiple impairments and visual impairments. The assignment also requires assessment of the subject’s Expanded Core Curriculum strengths and needs. This assignment will be worth 100 points.

- **Functional Vision Evaluation/Learning Media Assessment/Expanded Core Curriculum Final Written Report**: Each student will be made aware of this assignment at the very beginning of the semester. It is an assignment that will be worked on semester-long and submitted prior to the last class meeting. It involves writing an extensive report on the information gained from previous assignments related to assessment and contain appropriate educational and recommendations based on the needs of the student as documented in the report. This assignment will be worth 200 points.

- **Strategic Plan for Activity Based Routine**: Completing a strategic plan for working with a student with neurological visual impairment or deaf-blindness and writing IEP Goals and Objectives and Routine Planning. This assignment will be worth 100 points.

**D. Quizzes and Final Exam:**
- **Quizzes**: A weekly quiz will be posted for Modules 1-7. Each quiz will be worth 100 points.

- **Final Exam**: The final exam will cover information covered in ALL course readings and presentations included in Modules 1-7. It will be worth 200 points.

**F. Field Based Experiences (FBE) hours and activities**: In order to be eligible for AER certification, Stephen F. Austin State University is required to ensure that each of its TVI students completes a total of **350 clock hours of practicum experience**. These hours are typically composed of a wide diversity of “hands on” activities such as observation of students, interviews, visits to resource
organizations, etc. Two problems are consistently presented by the requirement of such a large number of hours. First, it is very difficult for some students to complete 350 practicum hours in a single semester, because they are not serving as full time employees in the vision field during the semester in which they take the practicum class (SPED 5158/5258/5358). In addition, the activities which are included in the practicum are more practical during the time that the student takes relevant class work, rather than waiting for such experiences to occur at the end of their training. Therefore, in order to ensure that this requirement is met, each class taught by SFA faculty will include a practicum component that will be included in the final total of practicum hours.

This class will require the documentation of a minimum of **40 Field Based Experience hours** to be selected according to the guidelines presented by the instructor. Specific SPED 5352 ‘reflection’ forms for documenting these activities for this course are provided by the instructor and are to be uploaded and hours maintained. Further specific instructions will be given in class. These 40 hours will ultimately serve as part of the 350 total hours of practicum, and cannot be counted in any other class, and vice versa. If the student is not able to fulfill the 40-hour requirement for this course within this semester, they must carry over the unmet hours into other courses’ requirements until met. The FBE documentation will be submitted through D2L. The student will use LiveText/FEM to log the met hours in the course, and the instructor will verify them, upon review of the documentation.

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

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grading Scale</th>
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</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>400</td>
<td>1620-1458 = A</td>
</tr>
<tr>
<td>Discussion</td>
<td>50</td>
<td>1457-1296 = B</td>
</tr>
<tr>
<td>FVE/LMA/ECC Report</td>
<td>200</td>
<td>1295-1134 = C</td>
</tr>
<tr>
<td>Quizzes</td>
<td>700</td>
<td>Below 1133 = F</td>
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<tr>
<td>Final Exam</td>
<td>200</td>
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<tr>
<td>Attendance &amp; Participation</td>
<td>70</td>
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<tr>
<td><strong>Total Possible Points</strong></td>
<td><strong>1620</strong></td>
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### V. Tentative Course Outline/Calendar:

Please refer to the Appendix for a detailed Course Schedule, which includes synchronous class dates, readings, assignments, quizzes, tests, exams, and due dates.

### VI. Readings (Texts):

All students are personally responsible for obtaining their own required textbooks and should have them in hand by the start of the course.

**Required Texts:**

- Blaha, R., Calendars for Students with Multiple Impairments Including Deafblindness. (2001) Texas School for the Blind and Visually Impaired

Optional:

VII. Course Evaluations: Near the conclusion of the semester, before finals are given, students in the Perkins College of Education electronically evaluate courses taken within the PCOE, by means of MySFA. Although all ratings and comments are confidential and anonymous, and not available to the instructor until after final grades are posted, the instructor does receive a list of students who have and have not submitted an evaluation. 100% participation is needed in the evaluation process. This online 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! Friendly completion reminders will be sent through D2L.

You are encouraged to visit with the instructor during office hours, through email or phone, or to schedule an appointment in order to discuss opinions on the quality of the course or ways to improve it. The instructor is dedicated to providing students with a high-quality learning experience which is supportive as well as instructive. Please do not wait until the evaluation is due, but let the instructor know immediately if assistance or clarification is needed on anything, or if there are any concerns, so that resolution can be worked on together.

VIII. Student Ethics and Other Policy Information: (found at https://www.sfasu.edu/policies)

Class Attendance and Excused Absence: Policy 6.7: Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments is expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to
adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12-day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Regular, punctual attendance, documented participation, and submission of completed assignments and activities when due is expected and is critical in this course. Because attendance is a factor in the course grade, each student should refer back to the syllabus for this class policy.

**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), Education Studies Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices](http://www.sfasu.edu/disabilityservices).

**Student Academic Dishonesty: Policy 4.1:** Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism. It is the policy of SFASU that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp).

**Definition of Academic Dishonesty:** Academic dishonesty includes both cheating and plagiarism. Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp).

**Cheating** includes but is not limited to:
- Using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class.
- Falsifying or inventing any information, including citations, on an assigned exercise.
- 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 your 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 an assignment as if it were one’s own work, that has been purchased or otherwise obtained from an Internet or another source (including a classmate).
- Incorporating the words or ideas of an author into one’s paper without giving the author due credit.

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

**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 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, 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**

Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. 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 at SFA.

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a
mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


Additional Information:

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


The information below is specific to new teachers in TEXAS and may or may not apply to your current situation. Nevertheless, it is a required part of this syllabus.

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/](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 [http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html](http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html). 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:
1. **Caveat**: The schedule and procedures contained in this syllabus, pertaining to this course, are subject to change due to various circumstances throughout the semester.
2. **Use of Technology:**

**SFASU D2L:** [https://d2l.sfasu.edu](https://d2l.sfasu.edu)

This class is very dependent on the Internet. Each student must be able to use the Internet and the D2L site in order to obtain instructions on completing assignments, do research on assigned topics, submit assignments, take and submit exams, to participate in class, and to complete class and other activities as assigned. It is, therefore, essential that each student have ready access to the Internet AND be comfortable in using it. In order for the student to be able to participate in the class, they will need a dependable headphones & speaker set.

Unfortunately, neither SFA nor the instructor are responsible for teaching the use of the internet, nor for solving technical problems which are not a product of the instructor’s error. If a student is not comfortable with using the internet, or if they need assistance with technical problems, they will need to contact the persons responsible for Internet instruction in school district. If there is a problem with accessing the material, either e-mail or call the instructor, as the information is needed in order for the problem to be remedied. All handout material will be provided to the student via the internet and thus the responsibility of the student to download and print it. If accessibility due to an impairment is an issue, the student needs to notify the SFASU Office of Disability Services or D2L Support.
<table>
<thead>
<tr>
<th>Date</th>
<th>CLASS &amp; MODULE</th>
<th>READINGS</th>
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| 10/14 | 1: Overview of Students with MDVI, Neurological Visual Impairment (NVI/CVI), (Biobehavioral States and Planning Categories) | Keys to Educational Success Ch 1, Ch 2  
Essential Tools of the Trade pp 131-163  
Child Guided Strategies (Van Dijk pp 1-7  
Module 1 Content | Module 1 Discussion 10/21  
Module 1 Discussion 10/21  
Module 1 Quiz 10/21  
FVE Interviews 10/21 |
| 10/21 | 2: Assessment: FVE LMA ECC | Keys to Educational Success Ch 3  
Essential Tools of the Trade pp 51-130, pp 217-248, pp. 281-311  
Child Guided Strategies (Van Dijk pp 1-7  
Module 1 Content | Module 2 Quiz 10/28  
FVE Observations/Photo of Materials 10/28 |
| 10/28 | 3: Communication, Deaf-blindness, Calendars, Routines | Keys to Educational Success Ch 7  
Essential Tools of the Trade pp 315-334  
Blaha’s Calendars pp 9-50, Appendix pp 114-147, Ch1, Ch2, Ch3, Ch 4  
Module 3 Content | Module 3 Quiz 11/4  
Learning Media Assessment Observations / Expanded Core Curriculum Screening 11/11 |
| 11/4 | 4: Functional Literacy Independent Living Skills | Keys to Educational Success Ch 8, Ch 11  
Essential Tools of the Trade pg 315-333  
Module 4 Content | Module 4 Quiz 11/11  
FVE/LMA/ ECC  
Written Report submitted to Live Text AND D2L 11/18 |
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<tr>
<th>Date</th>
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<th>Content</th>
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<th>Additional Notes</th>
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<tr>
<td>11/11</td>
<td>5: Social Competence, Behavioral Intervention, Assistive Technology</td>
<td>Keys to Educational Success Ch 10, Ch 12, CH 13 Module 5 Content</td>
<td>Module 5 Quiz 11/18</td>
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<td>11/18</td>
<td>6: IEPS, Instructional Designs, Active Learning,</td>
<td>Keys to Educational Success Ch 4, Ch 5, Ch 6 Module 6 Content</td>
<td>Module 6 Quiz 12/2 Strategic Planning Form for an Activity Based Routine 12/2</td>
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<td>12/2</td>
<td>7: Transition, Collaboration with Families, Teams, O&amp;M, Resources</td>
<td>Keys to Educational Success Ch 14, Ch 15 Module 7 Content</td>
<td>Module 7 Quiz12/5 Study for the Final Exam – Covering Modules 1-7 – Dec 7th-9th</td>
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<tr>
<td>12/9</td>
<td>8: Review and Follow - UP</td>
<td>All modules and all content</td>
<td>Final Exam – Covering Modules 1-7 – DUE Dec 7th-9th</td>
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