Prerequisites: Candidates admitted to the course should have knowledge and experience in working with individuals with visual impairment and should have completed training for certification as a Teacher of Students with Visual Impairments (TVI) or as a Certified Orientation and Mobility Specialist (COMS).

I. Course Description:

The course is designed to give the student knowledge and skills to work with persons with low vision. Topics will include development of the field of low vision, effect of low vision on performance, adaptations to improve visual efficiency, the social/emotional impact of low vision, and working with families, teachers, and other parties connected to persons with low vision. The information in this course provides a foundation of knowledge and skills related to low vision that is necessary to develop competencies for working with persons with visual impairments. These competencies apply to all students enrolled in the program to prepare professionals in the field of visual impairment (Teachers of Students with Visual Impairments, Orientation and Mobility Specialists and Rehabilitation Specialists working with individuals with visual impairments).

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 Internal

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

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

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

This course directly supports the mission of the SFASU Department of Human Services The
Department of Human Services prepares undergraduates and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of students personal and professional development. This course also supports the mission of the Visual Impairment Preparation Program. It is the mission of the Visual Impairment Preparation 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.

Program Learning Outcomes: Visual Impairment

- **Program Outcome #1** - The student will demonstrate applied knowledge of the most common conditions causing visual dysfunction in the population of students with visual impairments.
- **Program Outcome #2** - The student will demonstrate understanding and applied knowledge of formal and informal assessments designed to address and measure the unique needs of students with visual impairments.
- **Program Outcome #3** - The student will model and demonstrate applied knowledge of strategies that improve access to curriculum and promote the development of learners with visual impairments.
- **Program Outcome #4** - The student will document and express knowledge, ideals, skills, and standards associated with professional practice in the field of visual impairment.
- **Program Outcome #5** - The Master's candidate will demonstrate advanced knowledge and understanding in the field of visual impairment.
- **Program Outcome #6** - Student will demonstrate proficiency in Braille production and interpretation using both the literary and the Nemeth code
- **Program Outcome #7** - The student should be able to demonstrate cultural awareness and professional behavior in all settings related to the provision of services to students with visual impairments.

Student Learning Outcomes

This course supports Nuventive Improve / TracDat objectives that have been developed for the program, specifically:

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

**The candidate will:**
1. collaborate with client to identify meaningful tasks to address
2. perform a comprehensive environmental evaluation including observation of current performance
3. address changing environments and abilities
4. suggest appropriate modifications that are efficient, effective, and non-obtrusive
5. effectively communicate findings and suggestions avoiding or explaining specialized terminology
The following additional outcomes are linked directly to this course
1. The student will demonstrate applied knowledge of the characteristics of persons with visual impairments and low vision.
2. The student will demonstrate understanding and applied knowledge of formal and informal assessments designed to address and measure the unique needs of persons with visual impairments.
3. The student will model and demonstrate applied knowledge of strategies that improve access to curriculum and other materials and promote the development of learners with visual impairments and low vision.
4. The student will document and express knowledge, ideals, skills, and standards associated with professional practice in the field of visual impairment and other professional positions providing services to persons with low vision.
5. The student will use, train, plan, and write goals for the use of optical devices for people with low vision.

EXTERNAL

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

**Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. **FOR THIS COURSE:** this will be accomplished through the performance of observations, simulation, and recommendations related to assessments.

**Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication. **FOR THIS COURSE:** this will be addressed through the development of an assessment report, article summary, and annotations.

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

**Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. **FOR THIS COURSE:** this will be addressed through the practice of cooperative and reciprocal simulation activities (including the collection of experiential feedback from both partners).

**Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making. **FOR THIS COURSE:** this will be addressed through the development of individualized, effective, and manageable recommendations AND the meeting of assignment deadlines.

**Social Responsibility** - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. **FOR THIS COURSE:** this will be addressed through effective contributions to class discussions (both during class meetings and online asynchronous discussions)

This course directly supports the standards of the Council for Exceptional Children, specifically;
Standard 1: Learner Development and Individual Learning Differences Standard 2: Learning Environments
Standard 3: Curricular Content Knowledge Standard 4: Assessment
Standard 5: Instructional Planning and Strategies
Standard 6: Professional Learning and Ethical Practice Language Standard 7: Collaboration

This course supports the Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER) Curricular Standards for Orientation and Mobility Specialists – I. Medical Aspects of Blindness and Visual Impairment
This course specifically addresses the following AER Curricular Standards through practice and didactic instruction:

- Standard I – Medical Aspects of Blindness and Visual Impairment - sub sections b, c, f;
- Standards III – Psycho-Social Aspects of Blindness and Visual Impairments - subsections b, c, d, e, g, h, j;
- Standard IV – Human Growth and Development subsection b, c, d, f
- Standard VII – Systems of Orientation and Mobility - sub sections g, i;
- Standard VIII - O&M skills and techniques – Subsection i, k, l, m
- Standard IX - Instructional Methods, Strategies and Assessment - sub sections b, f, g, h, m:
- Standard X - History and Philosophy of Orientation and Mobility - sub section f, l,
- Standard XI - Professional Information - sub section c, e,
- Standard XII - Development, Administration, and Supervision of O&M Program - sub sections d, g
- Standard XIII - Clinical Practice Competencies - sub sections b, c,

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

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

This course directly supports the codes of ethics for professional practice developed for professionals in the field of visual impairments by the Association for Education and Rehabilitation of the Blind and Visually Impaired, specifically:

I. Commitment to the student
II. Commitment to the community
III. Commitment to the profession
IV. Commitment to colleagues, other professionals and to professional employers

This course supports the development of competencies that are accepted across professions in Visual Impairment, specifically:

Domain I - Understanding students with visual impairment.
   Competency 1 - Knowledge of the visual system
   Competency 2 - Effects of visual impairments on development and learning
   Competency 4 - Effects of factors other than disabilities.

Domain II - Assessment of students with visual impairments.
   Competency 5 -- Selecting, adapting, and administering assessments.
   Competency 6 -- Interpreting and communicating assessment results.
   Competency 7 -- IEP and IFSP development.

Domain III - Fostering student learning and development
   Competency 8 -- Organizing the learning environment
   Competency 9 -- Communication and literacy.
   Competency 11 -- Sensory efficiency.
   Competency 12 -- Social interaction and recreation and leisure skills.
   Competency 13 -- Independent living and orientation and mobility.

Domain IV - Professional Knowledge
   Competency 16 -- Working collaboratively with families.
   Competency 17 -- Legal and ethical foundations and professionalism

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

This course will be delivered using distance education through the use of a web-based format via Brightspace/D2L and ZOOM. Classes will meet synchronously using web conferencing (ZOOM) to deliver presentations, promote discussion, and explore concepts. Instruction will be supported through online materials presented on the class Brightspace/D2L page. Students will also be required to facilitate and participate asynchronously in online discussions investigating topic prompts and required readings. Assignments will be detailed on Brightspace/D2L (Modules and Discussion) and discussed during class meetings. Students must have reliable internet connection in order to access Brightspace/D2L course information and ZOOM. You will also need a working headset with microphone in order to participate in our ZOOM sessions. Class meeting alerts and links will be posted as “News” items on the Brightspace/D2L course homepage prior to each session. The course calendar, with due dates for assignments, exams and links, along with interactive class meeting schedule is located in this syllabus and on the course D2L page.

Graded Assignments:
This course involves the graded assignments described below in Section IV of this syllabus. Some Brightspace/D2L modules also have a discussion assignment, which is graded according to how closely your responses align to the prompt. There are two examinations (a midterm worth 150 points and a final worth 150 points), and your participation is graded by virtue of class attendance (in our ZOOM sessions) and active engagement. There are many assignments which involve the use of low vision simulation activities with a partner. There will be required reports on low vision simulation, environmental evaluation, and lesson/collaboration plans. Additionally, there are two major writing assignments: an Article Summary worth 100 points and a Literature
review worth 250 points. **The Environmental Evaluation (LA 2) report MUST BE SUBMITTED THROUGH LIVETEXT/WATERMARK.**

**Synchronous Meeting Participation**
You are required to attend class meetings and be prepared to discuss reading material, observations, assignments, and activities. You are expected to be present consistently on-location and in class. This is a graduate level class that will focus on the development and discussion of advanced ideas and concepts. Your absence will hinder the growth of you as an individual and the group as a whole. You will be expected to be professional and respectful of others in all activities and exchanges. The primary methods of instruction for this class revolve around discussion, questioning, and participation by each class member. Five (5) points are awarded for each of the 7 class meetings for a total of 35 possible points. You are required to attend class meetings, participate and/or facilitate on-line discussions, and be prepared to discuss reading material, web lessons (Modules), and completed learning activities. You are expected to be present for our course meetings. This is a graduate level class that will focus on the development and discussion of advanced ideas and concepts. Your absence will hinder the growth of you as an individual and the group as a whole. **Points toward class participation cannot be earned on evenings when you are not present,** even if you review the recorded session at a later time. You are expected to be professional and respectful of others in all activities and exchanges.

At the end of the semester, your instructor will evaluate you on the following criteria (Adapted from *The Guide for training study circle facilitators* (1998) Study Circle Resource Center, ©Topsfield Foundation):

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

**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.*

**Contacting Your Instructor**
Please feel free to contact your instructor with any questions pertaining to this course. Feel free to use the course D2L email for all course-related questions and commentary. Please use my SFA email for non-course related questions and commentary. If you have a situation that requires immediate attention, please feel free to call my office (information listed at the beginning of the syllabus). PLEASE ALLOW 48 hours for an email or phone response to all communications.

**Web Modules**
Due to the limited amount of synchronous meeting time that we have available for this class, additional instructional material will be provided through Web-Based Modules. These modules are designed to provide instruction provided in Brightspace/D2L. The modules often provide support for future
assignments that will be submitted. Several of the topics that are covered in this class will have an accompanying module. Web Modules are a very important part of the class, and students are responsible for completing them (reading the materials, doing the exercises, quizzes, discussions, etc.) as part of their course work. The material covered in the modules will be included on exams and in Learning Activities. Additional modules may be developed as needed as the class progresses. You will be notified if additional material is added.

**Web Assignments**

Web modules will culminate in a variety of activities will be used as a way for you to demonstrate your knowledge and practice your skills related to course materials. These activities will be completed as individuals and as part of a group depending on the assignment (MAKE SURE TO KNOW WHICH ACTIVITIES CAN BE DONE IN COLLABORATION). Topics will include Low Vision Simulation, Environmental Evaluation, Low Vision Device Instructional Planning, and Collaboration. The web assignments will integrate class presentations, readings, and web modules each of these concepts with visual impairment, discipline-specific, knowledge and skills to make the activities. The activities will support your development as a professional in the field of visual impairment and assist you in the investigation, planning, and proposal development of your final project. **The Environmental Evaluation (LA 2) must be submitted through LiveText!**

**Examinations**

Two examinations (worth 150 points each) will be administered in this class. You are responsible for all material covered in class, in readings, and in any outside assignments or exercises.

**Writing Assignments**

- **Article Summary** – Submit a brief article summary (3-page maximum, not counting reference page and title page) or a peer-reviewed article published in a journal. Using APA formatting rules throughout, briefly summarize the article and critically evaluate three points contained therein, and write a conclusion.

- **Final Paper** – The final paper is a fully formatted 8-10 page review of literature paper over an agreed upon topic relating to low vision. Must include a minimum of ten (10) cited and formatted references (Minimum of 5 from journals or books). Your submission must be written using APA format and include title page, reference page, abstract, in-text citations, proper headings, and properly cited quotations.

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class and Online Discussion Participation- Syllabus Review Acknowledgement</td>
<td>100 Points</td>
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<tr>
<td>Article Summary</td>
<td>100 Points</td>
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<tr>
<td>Exam 1 – Midterm</td>
<td>150 Points</td>
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<tr>
<td>Exam 2 – Final (comprehensive)</td>
<td>150 Points</td>
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<tr>
<td>LA 1: Low Vision Simulation Report</td>
<td>100 Points</td>
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<tr>
<td>LA 2: Environmental Evaluation Report</td>
<td>150 Points</td>
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<tr>
<td><strong>To earn full credit for LA 2, your assignment must be submitted in LiveText.</strong></td>
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<td>LA 3: Low Vision Device Plan, PLAAFP, IEP</td>
<td>100 Points</td>
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<td>LA 4: Collaboration Plan to Achieve ECC Goals</td>
<td>100 Points</td>
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<tr>
<td>Writing Assignment - Final Paper (8-10 pages plus APA title page, Abstract, and References, all using APA format)</td>
<td>250 Points</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1200 POINTS</strong></td>
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The following grading scale will be used to determine letter grades awarded for this class:

- A = 1080 – 1200 Points
- B = 960 – 1079 Points
- C = 840 – 959 Points
- F = Below 840 Points
EXTRA CREDIT - For this course extra credit may be available to students who participate in university sponsored research or to students who complete a book review. This is at the discretion of the Instructor, require prior approval, may have limited opportunities for completion, and are limited to a maximum of 4% (48 points) toward your final point total.

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

SFASU Human Services Department Research
Participant Sign-Up Instructions
1. Go to the website for our experiment management system (https://sfasuhumanservices.sona-systems.com).
2. If you have already registered, log in. If you have not yet registered as a student, you may do so by clicking on the link in the bottom left-hand corner that says: "Request an account here." Once registered you can immediately log in.
3. Once logged in, you can browse studies that are available and in which you may participate (under "Study Sign-Up").
   • By clicking on the name of a study, you can see information about the study, including an abstract, duration of the study, credits available, and the researcher's name.
   • When you click on "View Timeslots for this Study," any available times will be shown. If you wish to sign up for one of the times, there is a pull-down menu for "Course for Credit." Click on the arrow beside that box and all courses in the department will be listed. Choose your course from the list. Click the "Sign Up" button, and you are done. Be sure to write down the information about the study from the screen that appears stating you successfully signed up.
   • Also, under "My Schedule & Credits," you can view studies for which you've signed up, cancel participation in studies for which you signed up, view studies in which you already participated to see if credit was granted yet, and view other credits you may have earned. Finally, under "My Profile," you can change your password, modify your contact information, or change your email address.
   • The day before any study for which you have signed up, you will receive an email reminder from the system.

IMPORTANT NOTE: If you have a Yahoo or Hotmail account, it is possible the emails sent from the system will be bounced. This is the only type of account we have encountered so far with such a problem. You may wish to use your SFA account for this system until the end of the semester.

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>SYNCHRONOUS MEETINGS</th>
<th>TOPICS</th>
<th>READING</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>ZOOM Session #1</td>
<td>What is Low Vision?</td>
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<tr>
<td>January 15, 2020</td>
<td>How to define Low Vision. (AER III- j)</td>
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<td>Psychosocial Aspects of Low Vision. (AER III- d, e, h, j)</td>
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<td>Corn Ch. 1</td>
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<td>Levack 7-11, 92-100</td>
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<td>Duquette article</td>
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<td></td>
<td>D2L Discussion (Getting Started Module): Introductions</td>
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<td>D2L Quiz (Getting Started Module): Syllabus</td>
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<tr>
<td></td>
<td>Article Summary due next class.</td>
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</tbody>
</table>
### Roles of a professionals in visual impairment – Low vision care
(AER I- b, c, f)
Review LA 1 and Article/Issue assignment. (AER X- I; XI - e)

### Jose Ch. 2

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### ZOOM Session #2
**January 29, 2020**

- Perspectives on low vision.
- Introduction to environmental factors. (AER XIII- b, c; IX – g, h; VIII – k, l m)
- Task analysis and environments. (AER IX- b)

### Jose Ch. 16

### Levack Ch. 6

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### ZOOM Session #3
**February 12, 2020**

- Evaluation and modification of environmental factors. (AER XIII- b, c; IX - g)
- Review LA 2 Environmental Evaluation.

### Corn Ch. 9

### Review Jose Ch. 16

### Review Levack Ch. 6

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### ZOOM Session #4
**February 26, 2020**

- Device training sequences. (AER VII- g)
- Visual skills and development. (AER IV- b, c, d)
- Standards based measurable goals. (AER IX- f)
- PLAAFPS.
- Collaboration in setting goals (AER III- g)

### Corn Ch. 10

### Corn Ch. 11

### and 12

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### LA 1 Low Vision Simulation Report due next class.

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### MIDTERM (due Feb 28, 2020)
All material from Brightspace/D2L modules 1-4, Brightspace/D2L ZOOM sessions, and readings

### SPRING BREAK
**March 7-15, 2020**

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### ZOOM Session #5
**March 17, 2020**

- Device training.
- Distance training. (AER XIII- c)
- Optical devices advantages and disadvantages (AER VII- g, i).
- Collaboration and policy. (AER XII- d, j)

### Jose Ch. 11

### and 12

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### LA 2 Environmental Evaluation Report due in LiveText/Watermark by 6 pm. (Research and Writing Assignments Module)

- D2L Quiz (Module 1): Terminology
- D2L Discussion (Module 1): Cane
- D2L Quiz (Module 2): Low Vision
- D2L Discussion (Module 2): Prior to February 10 - discuss and confirm your selected topic for literature review.
- LA 1 Low Vision Simulation Report due next class.

---

### Article Summary due by 6 pm. (Research and Writing Assignments Module)

- D2L Quiz (Module 1): Terminology
- D2L Discussion (Module 1): Cane
- D2L Quiz (Module 2): Low Vision
- D2L Discussion (Module 2): Prior to February 10 - discuss and confirm your selected topic for literature review.
- LA 1 Low Vision Simulation Report due next class.

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### D2L Quiz (Module 4): Intervention

- D2L Quiz (Module 4): Visual Development
- LA 2 Environmental Evaluation Report due next class in LiveText/Watermark!

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### LA 1 Low Vision Simulation Report due by 6 pm. (Research and Writing Assignments Module)

- D2L Quiz (Module 1): Terminology
- D2L Discussion (Module 1): Cane
- D2L Quiz (Module 2): Low Vision
- D2L Discussion (Module 2): Prior to February 10 - discuss and confirm your selected topic for literature review.
- LA 1 Low Vision Simulation Report due next class.

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### LA 1 Low Vision Simulation Report due by 6 pm. (Research and Writing Assignments Module)

- D2L Quiz (Module 1): Terminology
- D2L Discussion (Module 1): Cane
- D2L Quiz (Module 2): Low Vision
- D2L Discussion (Module 2): Prior to February 10 - discuss and confirm your selected topic for literature review.
- LA 1 Low Vision Simulation Report due next class.

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### LA 1 Low Vision Simulation Report due by 6 pm. (Research and Writing Assignments Module)

- D2L Quiz (Module 1): Terminology
- D2L Discussion (Module 1): Cane
- D2L Quiz (Module 2): Low Vision
- D2L Discussion (Module 2): Prior to February 10 - discuss and confirm your selected topic for literature review.
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### LA 1 Low Vision Simulation Report due by 6 pm. (Research and Writing Assignments Module)

- D2L Quiz (Module 1): Terminology
- D2L Discussion (Module 1): Cane
- D2L Quiz (Module 2): Low Vision
- D2L Discussion (Module 2): Prior to February 10 - discuss and confirm your selected topic for literature review.
- LA 1 Low Vision Simulation Report due next class.

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### D2L Quiz (Module 4): Intervention

- D2L Quiz (Module 4): Visual Development
- LA 2 Environmental Evaluation Report due next class in LiveText/Watermark!
### ZOOM Session #6
**April 1, 2020**

- Low vision orientation and mobility. (AER XIII – b)
- Mobility – Methods to increase distance between instructor and student/client (AER IX- m)
- Diopter math.
- Corn Ch. 11 and 12
- Article Transforming training in O&M:
- LA 3 Measurable Goals for Devices due by 6 pm.
- D2L Assignment (Module 6): Task Analysis

### ZOOM Session #7
**April 15, 2020**

- Challenges to travel with low vision – images.
- Examining the effect of using an Audio-link on the distance between trainer and trainee.
- LA 4 Policy and Collaboration to Achieve ECC Goals due next class.
- Professionalism (AER XI – c)
- Adult Learning (AER IV – f)
- PPT
- Standards and Ethical Behavior (AER X- f)
- Low vision curriculum – Travel w/o driving (AER VIII – i)
- Corn Ch. 13
- Finding Wheels
- Review Jose Ch. 11 and 12
- Jose Ch. 13 “Near Sequence”
- LA 4 Policy and Collaboration to Achieve ECC Goals due by 6 pm. (Research and Writing Assignments Module)

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**FINAL EXAM (due May 6, 2020)**
**Comprehensive – All materials covered this semester**
**May 1 – May 6**

- May 3
  - LITERATURE REVIEW due by 11:30 pm CST! (Research and Writing Assignments Module)

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

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

**SFASU Bookstore: Phone 936-468-2108 [http://www.sfasu.bkstr.com](http://www.sfasu.bkstr.com) Required text**


**FEM Statement:**

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

**LiveText/Watermark Statement:**

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

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-7050 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

Recommended Textbooks:


*It is STRONGLY RECOMMENDED that you purchase the APA publication manual 6th edition or newer.*

Other Articles:


*Other readings and/or articles will be linked or posted on the course Brightspace/D2L page under the “Additional Readings (+Jose)” module.*

VII. Course Evaluations:

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

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

*Found at http://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 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 all meetings. 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). It is especially important that on-site visits be kept. PLEASE communicate with your on-site supervisor as early as possible in the event any problems or potential problems arise.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

**Student Academic Dishonesty: Policy 4.1**

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

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

**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 policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

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.


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 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.