Instructor: Heather R. Munro
Synchronous Meeting Dates & Time: 6:00-8:00 pm CST via
Brightspace/D2L Zoom 1/22, 2/5, 2/19, 3/4, 3/25, 4/8, 4/22

Office: ECRC 209Y
Virtual Office Hours:
Mondays – 2:00 – 3:00 pm
Tuesdays – 9:00 – 11:00 am
Wednesdays – by appointment
Thursdays – 9:00 – 11:00 am
Fridays (and other times) – by appointment

Office Phone: 936.468.5348
Other Contact Information: Donna Wood 936.468.1142
Email: hrmunro@sfasu.edu

Credits: 3 hours

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 the visually impaired or as an orientation and mobility specialist.

I. Course Description

This course will focus on visual assessment and intervention methods for persons with low vision. It will involve seven (7) two-hour synchronous online meetings and at least 2 hours of simulation, research, reading, or other class activity per week.

Purpose

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

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)

Program Learning Outcomes: Orientation & Mobility

The following is a list of desired Program Learning Outcomes (PLOs) in which data will be collected for Nuventive Improve / TracDat throughout the program. An asterisk denotes that PLO will be addressed during SPE 519**.

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

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

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

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

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

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

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

Program Outcome #2 The student will demonstrate understanding and applied knowledge of formal and informal assessments designed to address and measure the unique needs of students with visual impairments.

Program Outcome #3 The student will model and demonstrate applied knowledge of strategies that improve access to curriculum and promote the development of learners with visual impairments.

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

Program Outcome #5 The Master’s candidate will demonstrate advanced knowledge and understanding in the field of visual impairment.

Program Outcome #6 Student will demonstrate proficiency in Braille production and interpretation using both the literary and the Nemeth code.

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

Student Learning Outcomes

This course supports 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.

Additional Intended Learning Outcomes/Goals/Objectives/Standards

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

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

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

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

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

**External**  
This course supports the Core Objectives established by the Texas Higher Education Coordinating board:  
The core objectives established by the Texas Higher Education Coordinating Board (THECB) are:
- **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. **FOR THIS COURSE** - this will be accomplished through the performance of observations, simulation, and recommendations related to assessments.
- **Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication. **FOR THIS COURSE** - this will be address though 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 though 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 address 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
II. Sensory Motor Functioning
III. Psycho-Social Aspects of Blindness and Visual Impairments
IV. Human Growth and Development over the Lifespan
V. Concept Development
VI. Multiple Disabilities
VII. Systems of Orientation and Mobility
VIII. Orientation and Mobility Skills and Techniques
IX. Instructional Methods, Strategies and Assessment
X. History and Philosophy of Orientation and Mobility
XI. Professional Information
XII. Development, Administration, and Supervision of O&M Program
XIII. Clinical Practice Competencies

This course specifically addresses the following AER Curricular Standards through practice and didactic instruction:

- Standard I – Medical Aspects of Blindness and Visual Impairment - 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, i,
- 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 meetings. 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 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.

**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/Watermark!

**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, 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 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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</thead>
<tbody>
<tr>
<td>Class and Online Discussion Participation- Syllabus Review Acknowledgement</td>
<td>100 Points</td>
</tr>
<tr>
<td>Article Summary</td>
<td>100 Points</td>
</tr>
<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>This assignment (LA 2) must be submitted in LiveText/Watermark!</strong></td>
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<tr>
<td>LA 3: Low Vision Device Plan, PLAAF, IEP</td>
<td>100 Points</td>
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<tr>
<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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**TOTAL** 1200 Points

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](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](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.

   1. 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

The table below provides a detailed timeline of the course topics, mandatory synchronous meeting dates, and major assignments, as well as readings and out-of-class preparatory work that is expected.
Time Requirements for this 3 credit hour practicum course: Per SFA policy 5.4, this schedule reflects an amount of student work per credit hour that reasonably approximates not less than one hour of class or direct faculty instruction and two hours of out-of-class student work per fifteen weeks, or the equivalent amount of work over a different time (in this case, two hours of synchronous instructional delivery every two weeks), or an equivalent amount of work for other academic activities as established by the institution including laboratory work, internships, practica, and other academic work leading to the award of credit hours. The seven (7) two-hour synchronous meetings (6 pm – 8 pm) are equivalent to 16.8 total Carnegie hours, and you are expected to engage with reading assignments and online (Brightspace/D2L) materials for a minimum of two (2) hours per week in addition to your duties relating to the substantial amount of simulation activity and research components of this course.

Classes will be held via Brightspace/D2L Zoom beginning at 6:00 pm and ending at 8:00 pm (CST). Please be prompt and prepared to participate. Keep distractions to a minimum. SEE NOTE BELOW**

### SYNCHRONOUS MEETINGS

**Zoom Session #1**  
January 22, 2020

- What is Low Vision?  
  (AER III- j)
- How to define Low Vision.  
  (AER III- j)
- Psychosocial Aspects of Low Vision.  
  (AER III- d, e, h, j)
- 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)

**Reading**  
(for next session)
- Corn Ch. 1
- Levack 7-11, 92-100
- Duquette article
- Jose Ch. 2

**Assignments**
- D2L Discussion (Getting Started Module): Introductions
- D2L Quiz (Getting Started Module): Syllabus
- Article Summary due next class.

**Zoom Session #2**  
February 5, 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)

**Reading**  
- Jose Ch. 16
- Levack Ch. 6

**Assignments**
- 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.

**Zoom Session #3**  
February 19, 2020

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

**Reading**  
- Corn Ch. 9
- Review Jose Ch. 16
- Review Levack Ch. 6

**Assignments**
- LA 1 Low Vision Simulation Report due by 6 pm. (Research and Writing Assignments Module)
- D2L Discussion (Module 3): Issues Faced by Students with Low Vision
- LA 2 Environmental Evaluation Report due next class in LiveText/Watermark!

**Zoom Session #4**  
March 4, 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)

**Reading**  
- Corn Ch. 10 and 11
- Jose Ch. 12

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

MIDTERM (TBD)

All material from Brightspace/D2L modules 1-4, Brightspace/D2L Zoom sessions, and readings
### Zoom Session #5
March 25, 2020
- Device training. (AER XIII- c)
- 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
- LA 2 Environmental Evaluation Report due in LiveText/Watermark by 6 pm. (Research and Writing Assignments Module)
- D2L Discussion (Module 5) Reference list for Literature Review
- LA 3 Measurable Goals for Devices due next class.

### Zoom Session #6
April 8, 2020
- Low vision orientation and mobility. (AER XIII – b)
- Mobility – Methods to increase distance between instructor and student/client (AER IX- m)
- Diopter math.
- Challenges to travel with low vision – images.
- Corn Ch. 11 and 12
- Article Transforming training in O&M: Examining the effect of using an Audio-link on the distance between trainer and trainee.
- LA 3 Measurable Goals for Devices due by 6 pm.
- D2L Assignment (Module 6): Task Analysis
- LA 4 Policy and Collaboration to Achieve ECC Goals due next class.

### Zoom Session #7
April 22, 2020
- 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)

### APRIL 29
LITERATURE REVIEW due by 6 pm! (Research and Writing Assignments Module)

### FINAL EXAM (TBD)
Comprehensive – All materials covered this semester
May 4 – May 8

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

**Required text**


**Other Articles:**


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

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

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 (______@jacks.sfasu.edu) 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 e-mail to another account and do not receive an email concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these emails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936.468.2395 or email 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.

FEM Statement
FEM is used for field experiences, practica, and internships in a way to document the offsite experiences.

VII. Course Evaluations
You will be given an opportunity to participate in a formal evaluation at the end of the semester. This is required, as your tuition is paid by a grant. In the Perkins College of Education, your evaluations are submitted to electronically through mySFA and must be submitted before finals are given. We do receive a list of students who have not submitted an evaluation. 100% participation is needed in the evaluation process.

Evaluation data is used for a variety of purposes, including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

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

I encourage you to contact me during my office hours or otherwise in order to discuss your thoughts about this course or ways to improve it. I am dedicated to providing you all with a high-quality learning experience that is supportive as well as instructive. Do not wait until the evaluation is due… let me know immediately if you need assistance or clarification on anything, or if you have concerns, so we can work together to resolve the issue or get you what you need. You should expect a response to emails (please use hrmunro@sfasu.edu rather than D2L) and phone calls within 48 hours during the regular school week (Monday – Friday).

All ratings and comments are confidential and anonymous, and will not be available to me (the instructor) until after final grades are posted.

VIII. Student Ethics and Other Policy Information

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports 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 promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

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

Penalties for Academic Dishonesty
Penalties may include (but are not limited to) reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university. The academic policy related to the Visual Impairment / Orientation & Mobility program is outlined in the 2016 or later Program Handbook which states the following:

For the purposes of this course, as part of the Visual Impairment/Orientation & Mobility Preparation (VIP) Program, any indication of academic dishonesty as defined by SFASU and the Perkins College of Education, as described above, in the VIP Program handbook, and in each course syllabus, will result in the following consequences:

1st offense – The student will receive an F in the course. A Report of Academic Dishonesty will be filed with the Associate Dean of Student Services and Advising. Failure of the course does not rule out further actions on the part of the program and/or SFASU. The student’s status/continuation in our graduate (M.Ed.) program will be determined by consensus of the VIP Program faculty. This may result in program discontinuation, and the student must repay associated grant fees as per initial agreement.

The student must self-pay to retake the course at a later date. All regular course assignments must be completed, along with a “re-taker packet” which requires additional coursework determined by the instructor (for instance, the student may be asked to write and submit a thesis paper on ethical practices). If the course is satisfactorily completed (passed with an A or B) on the second attempt, SFASU will replace the original (F) grade.

2nd offense – Dismissal from the VIP Program, and student must repay associated grant fees as per initial agreement. These consequences do not rule out further actions on the part of the VIP Program and/or SFASU.

PROTECT YOUR INTEGRITY. BE HONEST, FOLLOW THE RULES, DO YOUR OWN WORK, AND DO NOT SHARE IT WITH OTHERS.

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

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

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

IX. Other Relevant Course Information:

Caveats: The above schedule and procedures in this course are subject to change due to circumstances

As stated under Course Evaluations, you should expect a response to emails (using hrmunro@sfasu.edu) and phone calls within 48 hours during the regular school week (Monday – Friday).
### Professionalism Assessment Instrument

<table>
<thead>
<tr>
<th>Component</th>
<th>Exceeds</th>
<th>Meets</th>
<th>Does Not Meet</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstrates punctuality and professional attendance</strong></td>
<td>Shows dedication by arriving early and staying late as needed</td>
<td>Has regular attendance; does not leave early</td>
<td>Excessive absences and late arrivals/early departures</td>
</tr>
<tr>
<td><strong>Works positively with supervisors and other professionals</strong></td>
<td>Open and responsive to suggestions</td>
<td>Follows through on suggestions</td>
<td>Rejects suggestions</td>
</tr>
<tr>
<td><strong>Dresses professionally and appropriately</strong></td>
<td>Always dressed in clean professional attire</td>
<td>Dressed in appropriate clothes</td>
<td>Dressed in casual clothes; dirty clothes and/or inappropriate wear such as flip flops and t-shirts</td>
</tr>
<tr>
<td><strong>Demonstrates collaboration with teachers and other professionals</strong></td>
<td>Respects others; participates in group activities; values other perspectives</td>
<td>Participates in collaboration</td>
<td>Does not participate and may have a negative attitude</td>
</tr>
<tr>
<td><strong>Is organized and prepared for class</strong></td>
<td>Takes initiative and ask for feedback</td>
<td>Assignments are on time and meet minimum standards</td>
<td>Work is late or incomplete</td>
</tr>
<tr>
<td><strong>Interacts ethically with students</strong></td>
<td>Maintains confidentiality; supports students and respects them</td>
<td>Attempts to support students</td>
<td>Engages in gossip; derides school and/or students</td>
</tr>
<tr>
<td><strong>Uses appropriate language in classrooms</strong></td>
<td>Set an example for correct grammar</td>
<td>Uses appropriate words and sentences</td>
<td>Uses profanity, insults or inappropriate jokes/stories</td>
</tr>
<tr>
<td><strong>Models openness to all students and ideas</strong></td>
<td>Models tolerance and acceptance to all students; differentiates for all students</td>
<td>Listens to students and makes need modifications</td>
<td>Dismisses some students; does not include all students in learning</td>
</tr>
<tr>
<td><strong>Shows enthusiasm and an interest in teaching</strong></td>
<td>Maintains high engagement and interest in course work and class</td>
<td>Is interested in teaching and learning</td>
<td>Has no effort or interest in teaching</td>
</tr>
<tr>
<td><strong>Uses classroom and school resources appropriately</strong></td>
<td>Consistently uses computers and phones appropriately and models behavior for students</td>
<td>Adheres to school and university guidelines</td>
<td>Abuses computer privileges and uses phones during class</td>
</tr>
</tbody>
</table>