Instructor: Debbie “Cricket” Cady  
Office: 2428 Raguet  
ECRC Rm. 201W  
Nacogdoches, TX 75962  
Office Phone: 936-468-2034  
Other Contact: Donna Wood 936-468-1145

Course Synchronized Classes Scheduled:  
Through D2L Zoom: 6-8pm  
1/20, 2/3, 2/17, 3/2, 3/23, 4/6, 4/20

Office Hours:  
MW 1-2, Th 1-3

Credits: 3

Email: cadyd@sfasu.edu

A Word about Office Hours: Don’t forget that your classmates may have the information that you are seeking, so please adopt the “Ask 3 Before Me” rule. If you REALLY need to, though, don’t hesitate to call the instructor at the office. If there is no answer, leave a message and a good time to return the call. Since D2L and SFA email is checked on a daily basis, it will be the best way to communicate throughout the semester, with the instructor being able to reply within approximately 24-48 hours, M-F. It is preferred that you send your instructor emails only through D2L.

Prerequisites: Admission into the Visual Impairment Program, admission to the SFASU Graduate School, successful completion of SPE 515, SPE 516, SPE 517, and SPE 552.

I. Course Description:

- Course includes resource materials, curriculum adaptations, equipment, and current theories and techniques for teaching students who are blind and visually impaired.

- This course is designed to provide the student with knowledge about Functional Vision Evaluations, Learning Media Assessments, Expanded Core Curriculum and other resource materials, core curriculum adaptations, equipment/assistive technology, current theories and techniques for teaching students who are blind and visually impaired. Specific topics covered in this class include, but are not limited to:
  - Programming for infants, toddlers, and preschoolers who have visual impairments
  - Working with families of students with visual impairments
  - Caseload management as an itinerant Teacher of Students with Visual Impairments (TVI)
  - Roles and responsibilities of Teachers of Students with Visual Impairments (TVIs)
  - Analyzing the unique needs of students with visual impairments
  - Consulting skills for Teachers of Students with Visual Impairments (TVIs)
  - Assessment of students with visual impairments
  - Teaching social and independent living skills
  - Foundational considerations in designing modifications for students with visual impairments
  - Modifications in the specific content areas
  - Teaching literacy for students with visual impairments

Course Credit Hour Justification: SPE 551 - Programs and Methods for Working with Students with Visual Impairments (3 credits, fully online with synchronous meetings) spans 15 weeks. This course contains extensive written content, which includes the same information that students in a face-to-face lecture course would receive, requiring students to engage in the online D2L modules for at least 3 hours per week. Students are required to complete readings from which key concepts are gathered. For every hour the student spends engaging with the content, the student spends at least 2 hours completing associated activities and assessments covering the content, including study guides, discussions and specified assignments. In addition, students are required to complete a Functional Vision Evaluation and Learning Media Assessment. As well, some assignments require the student to reach out to the schools in their community and make contact with other professionals, including those in the field of education and rehabilitation of persons with visual impairment.

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:

- **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.

Student Learning Outcomes:

- **SLO 2.1** – The candidate will demonstrate understanding and applied knowledge of formal and informal assessments designed to address and measure the unique needs of students with visual impairments. Functional Vision Evaluation/Learning Media Assessment. The candidate will complete a formal Functional Vision Evaluation/Learning Media Assessment on a learner identified as having, or suspected of having, a visual impairment.
- **SLO 2.2** – Candidates will use formal or informal assessment tools to address the unique learning needs of students with visual impairments. These unique needs are referred to as the Expanded Core Curriculum (ECC). The ECC consists of identified areas of specialized need necessary for students with visual impairments.
- **SLO 3.2** - The student will be able to demonstrate applied knowledge of strategies that improve access to curriculum and promote the development of learners with visual impairments by identifying effective accommodations of the educational environment, curriculum, and teaching strategies. Environmental Evaluation Assessment. The functional use of this residual vision can be improved by modifying components of the environment. These components are lighting, material placement, size of target, distance, color, contrast, and use of additional senses. The candidate be able to evaluate each component to determine the most efficient way for the student to access the curriculum. The candidate will demonstrate the ability to evaluate and modify
educational and recreational environments to meet the needs of students with visual impairments.

EXTERNAL

This course supports the Core Objectives established by the Texas Higher Education Coordinating Board (THECB):

• **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. **For this class**, this is demonstrated through the use of a variety of applicable assessments to develop educational plans.

• **Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication. **For this class**, this is documented through the reporting of interviews, assessment results, and reflections.

• **Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. **For this class**, this is developed through the evaluation and measurement of visual and functional abilities in different environments.

• **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 class**, this is demonstrated through collaborative activities with administrators, supervisors, caseworkers, diagnosticians, teachers, and parents.

• **Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making. **For this class**, this is modeled through the accurate maintenance of schedules and the meeting of timelines that govern practice.

• **Social Responsibility** - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. **For this class**, this is demonstrated through the development of advocacy skills to better support the community of persons with visual impairments.

This course supports the Texas Education Agency (TEA) in the standard development of professional educators who are in the field of Visual Impairment, specifically:

• **Standard I**: The teacher of students with visual impairments understands and applies knowledge of the characteristics and needs of students with visual impairments, including those with additional disabilities. (1.6s)

• **Standard II**: The teacher of students with visual impairments, including those with additional disabilities, understands and applies the knowledge of formal and informal assessments and evaluations and know how to use resulting data and other information to make service and programming recommendations and to participate in the development of the students’ Individual Educational Programs (IEPs) and Individualized Family Service Plans (IFSPs) (2.11k)

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

• **Standard IV**: The teacher of students with visual impairments, including those with additional disabilities, knows how to promote students’ development of concepts and skills for academic achievement, social interaction, and independent living. (4.3k, 4.13k, 4.15k, 4.16k, 4.19k, 4.20k, 4.15s, 4.17s, 4.18s, 4.20s)

• **Standard V**: The teacher of students with visual impairments, including those with additional disabilities, knows how to communicate and collaborate effectively in a variety of professional settings. (5.5s)

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 (AER), 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 class emphasizes these Values in its pedagogy and in its assessment of outcomes. The instructor strives to reflect these principles in the teaching of this class and also has the highest expectations that these Values will be demonstrated by each student.

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

- **Domain I – Understanding students with visual impairment**
  - 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 impairment**
  - 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

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

This course directly supports the newly revised standards of the Council for Exceptional Children (CEC), specifically:

- **Standard 1: Learner Development and Individual Learning Differences**
  - Federal entitlements that provide specialized equipment and materials for individuals with visual impairments
  - Issues and trends in special education and the field of visual impairment
  - Impact of visual impairment on learning and experience
  - Psychosocial aspects of visual impairment

- **Standard 2: Learning Environments**
  - Enhance instruction for individuals with visual impairments through modification of the environment.
  - Design multisensory learning environments that encourage active participation by individuals with visual impairments in group and individual activities.
  - Create learning environments that encourage self-advocacy and independence for individuals with visual impairments

- **Standard 3: Curricular Content Knowledge**
  - **Knowledge:**
    - Relationships among assessment, individualized education plan development and placement as they affect vision-related services.
    - Model programs for individuals with visual impairments.
  - **Skills:**
    - Sequence, implement and evaluate learning objectives based on the expanded core curriculum for individuals with visual impairments.
    - Obtain and organize special materials to implement instructional goals for individuals with visual impairments

- **Standard 4: Assessment**
  - **Knowledge:**
    - Specialized terminology used in assessing individuals with visual impairments.
    - Ethical considerations, laws, and policies for assessment of individuals with visual impairments.
    - Alternative assessment techniques for individuals with visual impairments.
Interpretation and application of scores from assessments of individuals with visual impairments.

- **Skills:**
  - Use disability-specific assessment instruments.
  - Maintain disability-related records for individuals with visual impairments.
  - Gather background information and family history related to the individual’s visual status.
  - Interpret and use assessment data for instructional planning with individuals with visual impairments.

### Standard 5: Instructional Planning and Strategies

- **Knowledge:**
  - Strategies for teaching Braille reading and writing.
  - Strategies for teaching handwriting to individuals with low vision.
  - Strategies for teaching signature writing to individuals who are blind.
  - Strategies for teaching listening and compensatory auditory skills.
  - Strategies for teaching typing and keyboarding skills.
  - Strategies for teaching use of the abacus, talking calculator, tactile graphics, and adapted science equipment.
  - Strategies for teaching basic concepts to individuals with visual impairments.
  - Strategies for teaching organization and study skills to individuals with visual impairments.
  - Strategies for teaching tactual perceptual skills to individuals with visual impairments.
  - Strategies for teaching human sexuality to individuals with visual impairments.
  - Strategies for teaching adapted physical and recreational skills to individuals with visual impairments.
  - Strategies for teaching career-vocational skills and providing vocational counseling to individuals with visual impairments.
  - Strategies for promoting self-advocacy in individuals with visual impairments.
  - Techniques for modifying instructional methods and materials for individuals with visual impairments.

- **Skills:**
  - Teach individuals with visual impairments to use thinking, problem-solving, and other cognitive strategies.
  - Prepare adapted or modified materials in Braille, accessible print, and other formats.

### Standard 6: Professional Learning and Ethical Practice Language

- **Knowledge:**
  - Strategies for teaching alternatives to nonverbal communication

- **Skills:**
  - Prepare individuals with visual impairments to respond constructively to societal attitudes and action.

### Standard 7: Collaboration

- **Knowledge:**
  - Strategies for assisting families and other team members in planning appropriate transitions for individuals with visual impairments.

- **Skills:**
  - Help families and other team members understand the impact of a visual impairment on learning and experience.

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

- **Use of Technology through SFASU D2L:** https://d2l.sfasu.edu

Assignments and class discussions for this course will be delivered using distance education through the use of Brightspace, by Desire 2 Learn (D2L) and ZOOM. The link to join the interactive online class sessions will be available to each student on D2L. In order for students to
be able to successfully participate in class, all will need a dependable headphones & speaker set, and video camera. As this class is dependent on the internet, each student must have a reliable internet connection, be able to use the internet, and be able to navigate the D2L platform. The specific course link on the D2L platform is where all course activity will occur, including accessing unit assignments, discovering required reading and research, and submitting assignments and exams. If there is any problem with accessing course material, the student may need to notify the SFASU Office of Disability Services as well as to either e-mail or call the instructor. If other technical assistance is needed, contact D2L tech support at 936-468-1919.

- Modules on D2L and Class Preparation: Due to the limited amount of time that is available for this class, most of the instructional material will be provided through the internet, on D2L, in Modules. Other instructional material will come from your textbooks and personal practicum experiences. Any material from modules, other required readings, or from ZOOM class nights could be included in the module assignments or on exams. Please read assigned modules and textbooks PRIOR to the class in which they will be discussed. You must keep in mind that this course, as with others in the program, covers an enormous quantity of material, and you must consistently be on top of deadlines and due dates. This is crucial.

- Attendance: Attendance is imperative, expected, and will be documented. Students are expected to arrive/log in promptly, being able to log onto the website up to 30 minutes prior to the beginning of each class to check their audio equipment. Excused absences will be given for illness and family emergencies, but the student must present written documentation for such absence (i.e. doctor’s note, emergency room admissions, funeral notices). Take note that, without class attendance, regardless of reason, points toward class participation cannot be earned. In this course, 10 points are awarded for each class attendance and participation. Regardless of attendance, every student is responsible for course content and assignments. Three unexcused absences will yield a failing grade for the course.

- Class participation: The primary methods of instruction for this class revolve around discussion, questioning, and participation by each class member. In this course, ten (10) points are awarded for each class attendance and class participation, together. Class participation points are based on the criteria listed below:
  - Appropriateness of participation in class discussions, including willingness and ability to answer questions through chat and headset
  - Evidence of critical thinking and creativity during class discussions and activities
  - Demonstration of good consulting skills, such as politeness, manners, and diplomacy
  - Display of a positive attitude toward the subject material and class activities
  - Ability to devote full attention to the class

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

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

- Unit Assignments: After each class, the student will use the information gained from the reading of the corresponding modules/unit, the text readings, and the information gained through class discussion to complete the Unit Assignment associated with that topic. Each Unit Assignment will
give the student the opportunity to practice using the knowledge and skills reviewed. Each completed Unit Assignment, worth 100 to 200 points, must be submitted in D2L by the given due date. Two (2) points will be taken off each day an assignment is submitted late. Unit Assignments will cover subject matter which includes, but is not limited to, the following:

- Completing an interview with an educational diagnostician regarding tests and procedures used when assessing and evaluating a student with visual impairment.
- Completing a Strategic Planning Form for an Infant or Toddler based on the educational implications of the given visual condition.
- Accumulating appropriate items and materials to build a personal Functional Vision Evaluation/Learning Media Assessment kit, based on a given protocol.
- Performing a Functional Vision Evaluation/Learning Media Assessment on an academic student with a visual impairment and writing a full report on the findings.
- Using an Expanded Core Curriculum Screening tool to perform interviews regarding a student’s strengths and weaknesses in the areas reviewed, summarizing those areas, and writing a reflection on the tool and process.
- Completing an Environmental Analysis based on given student information and pictures of a learning environment. (LiveText/Watermark submission assignment)
- Demonstrating the ability to add and subtract 1-, 2-, and 3-digit numbers using a Cranmer Abacus.
- Writing appropriate IEP goals and objectives for a given student scenario.
- Completing Strategic Planning forms for teaching braille, based on given scenarios.

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

This course requires the documentation of a minimum of 40 FBE hours to be selected according to the guidelines presented on the last page of the syllabus, as well as on the website. The SPE 551-specific FBE documentation forms to be used for this class will be made available on D2L, will be maintained in electronic form by the student, and shared with the instructor by the due date on the ePortfolio section of D2L. No other class documentation forms will be accepted. These 40 FBE hours will ultimately serve as part of the 350 total hours of practicum. Therefore, the Log & Summary must be uploaded to the LiveText/Watermark Field Experience, along with any of the documents the student decides, and the total hours satisfied for the class must be entered.

IV. Evaluation and Assessments (Grading):

Assignments and exams are accessed through D2L online and are required to be submitted by the posted due date. The Midterm and Final Exams will have a submission window with an open date and a close date (please see course calendar). In order to obtain a grade higher than F, all course requirements must be completed, and the awarded points must average out to a grade of C or above. Because this course is on the graduate level, any point average below C is not considered passing. Late assignments will only be accepted for reduced credit if approved by the instructor. It is recommended that each student keep a personal calendar and checklist of these, as well as all due dates. This is important, as there may be unplanned technical difficulties or unexpected life
circumstances. Please note that unexpected life circumstances (non-emergency) and technical difficulties that are not related to the SFA D2L website are NOT the responsibility of the instructor, and extensions for assignments will not be granted. The following grading scale found in the syllabus appendices will be used to determine letter grades. ALL assignments must be submitted to complete this class. Extensions and WH grade requests will be determined on a case by case basis. Documentation is Required.

<table>
<thead>
<tr>
<th>SPE 551 Assignments and Grading</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDY GUIDES:</td>
</tr>
<tr>
<td>Study Guide 1: ECI and MOU</td>
</tr>
<tr>
<td>Study Guide 3: FVELMAECC</td>
</tr>
<tr>
<td>Assignments:</td>
</tr>
<tr>
<td>Assignment 1: Strategic Planning for Infants &amp; Toddlers</td>
</tr>
<tr>
<td>Assignment 2: Diagnostician Interview</td>
</tr>
<tr>
<td>Assignment 3a: The FVELMA Report</td>
</tr>
<tr>
<td>Assignment 3b: ECC</td>
</tr>
<tr>
<td>Assignment 4: Environmental Analysis (LiveText/Watermark submission)</td>
</tr>
<tr>
<td>Assignment 5: Video Reflection</td>
</tr>
<tr>
<td>Assignment 6: Abacus Practice 7 Reflection</td>
</tr>
<tr>
<td>Assignment 7a: Braille &amp; Technology Reflection</td>
</tr>
<tr>
<td>Assignment 7b: Strategic Planning: Teaching Braille</td>
</tr>
<tr>
<td>Miscellaneous:</td>
</tr>
<tr>
<td>Attendance &amp; Participation (10 points per class meeting)</td>
</tr>
<tr>
<td>Exams:</td>
</tr>
<tr>
<td>Midterm</td>
</tr>
<tr>
<td>Final Exam</td>
</tr>
<tr>
<td>TOTAL POINTS POSSIBLE</td>
</tr>
</tbody>
</table>

**Please Refer to Syllabus Appendices for Assignment Rubrics and Grading Criteria.**

V. Tentative Course Outline/Calendar: Please refer to the last page of the syllabus for course calendar and due dates.

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


5. Cranmer Abacus APH Catalog Number: 1-03150-00
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 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 e-mail 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.

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.
**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/](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)](http://www.sfasu.edu/disabilityservices/).

**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 maybe 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
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.

2. **APPENDICES and Grading RUBRICS:** These are included in the following pages.
Table: Rubric for Student Outcome #2.1

<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds Standard 3</th>
<th>Meets Standard 2</th>
<th>Below Standard 1</th>
<th>Omitted</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Collection</td>
<td>Student has collected and reviewed all relevant eye-medical and other medical history reports. Student has reviewed educational records, and collected extensive information from caregivers, teachers, and service providers.</td>
<td>Student has collected and reviewed required eye-medical reports. Student has reviewed educational records, and collected information from caregivers, teachers, and service providers.</td>
<td>Student has failed to collect required eye-medical reports and educational records. Student has failed to collect information from caregivers, teachers, and service providers.</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Direct Assessment &amp; Protocol</td>
<td>Student uses all steps of protocol in completing the FVE/LMA. Student selects and utilizes specialized tools, eye charts, vision tests, etc., to accurately assess specific visual abilities of specific learner.</td>
<td>Student completes the FVE/LMA protocol. Student uses specialized tools to effectively assess visual abilities of the learner.</td>
<td>Student does not complete the FVE/LMA protocol. Student fails to effectively assess visual abilities of the learner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legal Requirements</td>
<td>The student clearly addresses all of the legal requirements of the FVE/LMA. Student carefully identifies areas in which additional assessment may be needed and makes appropriate recommendations.</td>
<td>The student addresses all of the legal requirements of the FVE/LMA. Student makes appropriate recommendations for assessment in additional areas.</td>
<td>The student fails to address the legal requirements of the FVE/LMA. Student fails to address areas of possible needed assessment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication Organization, formatting, grammar, language, spelling, quality of reporting</td>
<td>Student effectively communicates concepts, analyzes information, and explains terminology. Report is logically presented, thorough, and has no mistakes in grammar, spelling, and formatting.</td>
<td>Student communicates concepts, information, and explains most terminology. Report is logical, detailed, and has 1-2 mistakes in grammar, spelling, and formatting.</td>
<td>Student fails to provide logical or necessary performance information. Jargon and terms are not explained. Report has several mistakes in grammar, spelling, and formatting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collection of Assessment Materials</td>
<td>Student has submitted a picture showing sufficient items and materials for the beginning of their kit. Student has submitted a list of materials written beside the appropriate specific test items they will be used for, on the protocol.</td>
<td>Student has submitted a picture of some items and materials to start collecting for a kit. Student has submitted list of materials to be used in testing, but fails to write them beside the appropriate specific test items on the protocol.</td>
<td>Student has submitted a picture of very few items gathered for a kit. Student has submitted protocol, but has failed to write appropriate materials beside appropriate test items on it.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL
<table>
<thead>
<tr>
<th>Standards</th>
<th>Target – Exemplary - 3 points</th>
<th>Acceptable – Proficient - 2 points</th>
<th>Unacceptable – Developing - 1 point</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection &amp; utilization of specialized ECC assessment tool(s)</td>
<td>Appropriately selects and uses the proper ECC assessment tools to identify specific areas that, through intervention, would enhance the unique abilities and address the needs of the individual student with visual impairments</td>
<td>Selects and uses ECC assessment tools to identify general areas that, through intervention, would enhance the unique abilities and address the needs of the individual student with visual impairments</td>
<td>Fails to appropriately select and/or use the ECC assessment tools to identify specific areas that, through intervention, would enhance the unique abilities and address the needs of the individual student with visual impairments</td>
<td></td>
</tr>
<tr>
<td>Appropriately utilization of ECC assessment tool(s)</td>
<td>Appropriately and thoroughly uses the selected ECC assessment tool(s) to evaluate the student’s ability to function in all 9 ECC areas</td>
<td>Generally, uses the selected ECC assessment tool(s) to evaluate the student’s ability to function in all 9 ECC areas; possibly omits one or more ECC area</td>
<td>Fails to appropriately or thoroughly use the ECC assessment tools to evaluate the student’s ability to function in all 9 ECC areas; possibly omitting several of the ECC areas</td>
<td></td>
</tr>
<tr>
<td>Reporting assessment results</td>
<td>Reports results of the assessment, thoroughly identifying and prioritizing all areas of need, and highlighting the importance of the ECC</td>
<td>Reports results of the assessment, generally identifying and prioritizing some areas of need, mentioning the importance of the ECC</td>
<td>Fails to report results of the assessment in such a way as to identify or prioritize the areas of need, or fails to mention the importance of the ECC</td>
<td></td>
</tr>
<tr>
<td>Effective written communication skills</td>
<td>Uses exceptional written communication skills, including formatting, easily understood language, and making no errors in grammar and spelling</td>
<td>Uses relatively good written communication skills, regarding formatting, using easily understood language, having no more than 3 errors in grammar or spelling</td>
<td>Written communication skills lack good formatting, easily understood language, and have more than 3 errors in grammar or spelling</td>
<td></td>
</tr>
<tr>
<td>Reflection of commitment to engage in evidence-based practice</td>
<td>Reflects on own commitment to ECC instruction and offers evidence of the need to provide instruction in ECC areas</td>
<td>Reflects on own commitment to ECC instruction and offers limited evidence of the need to provide instruction in ECC areas</td>
<td>Does not reflect on own commitment to ECC instruction and offers little to no evidence of the need to provide instruction in ECC areas</td>
<td></td>
</tr>
</tbody>
</table>

Total Score
### Environmental Analysis Assignment (Live Text/Watermark Submission)

<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds Standard - 3</th>
<th>Meets Standard - 2</th>
<th>Below Standard - 1</th>
<th>NA -0</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs Assessment</td>
<td>Student thoroughly synthesizes and uses information from the given student scenario to determine specific needs of the learner.</td>
<td>Student adequately synthesizes and uses some information from the given student scenario to determine specific needs of the learner.</td>
<td>Student inadequately synthesizes and does not use enough information from the given student scenario to determine specific needs of the learner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation</td>
<td>Student makes thorough observations about the student’s environment, depicted in pictures.</td>
<td>Student makes some observations about the student’s environment, depicted in pictures.</td>
<td>Student makes only one or two observations about the student’s environment, depicted in pictures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Areas of Need</td>
<td>Student has extensively evaluated the seven identified areas related to the environment to be considered for evaluation.</td>
<td>Student has addressed each identified area related to an environmental evaluation.</td>
<td>Student has failed to address each identified area related to an environmental evaluation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accommodations</td>
<td>Student suggests accommodations that are efficient, effective and non-obtrusive, that thoroughly address all of the areas of need.</td>
<td>Student suggests some accommodations that are manageable and effective, but does not address all of the areas of need.</td>
<td>Student suggests accommodations that are not efficient or effective.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>Student effectively details findings, suggestions, and terminology. Report has no mistakes in grammar, spelling, and formatting.</td>
<td>Student explains findings, suggestions, and terminology. Report has few mistakes in grammar, spelling, and formatting.</td>
<td>Student fails to explain findings and suggestions. Jargon and terms are not explained. Report has several mistakes in grammar, spelling, and formatting.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Score** = ___ /15
<table>
<thead>
<tr>
<th>Date</th>
<th>Unit</th>
<th>Readings – Unit Contents, plus:</th>
<th>Quizzes Study Guides</th>
<th>Discussions Assignments</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/21</td>
<td><strong>Unit 1</strong>: Infants &amp; Preschoolers;</td>
<td><strong>Foundations</strong>: Vol. II - Chapter 9: Early Childhood Interventions</td>
<td>1. ECI MOU</td>
<td>1. Strategic Plan for</td>
<td>2/3</td>
</tr>
<tr>
<td></td>
<td>Documentation</td>
<td><strong>Levack</strong>: Chapter III: pp. 42-43</td>
<td></td>
<td>Infants &amp; Toddlers</td>
<td></td>
</tr>
<tr>
<td>2/4</td>
<td><strong>Unit 2</strong>: Assessment: FIE</td>
<td><strong>Foundations</strong>: Vol. II – Chapter 2: Overview of Assessment, Chapter 3: Assessment Techniques,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Chapter 4</strong>: Specialized Assessments</td>
<td>2. Diagnosticians</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Levack</strong>: Chapter II: p. 7, Chapter III: pp. 50-52</td>
<td></td>
<td>Interview</td>
<td>2/17</td>
</tr>
<tr>
<td>2/18</td>
<td><strong>Unit 3</strong>: Assessment: FVE/LMA and the</td>
<td><strong>Foundations</strong>: Vol. II – Chapter 5: Moving from Assessment to Instruction</td>
<td></td>
<td>3. FVE, LMA, ECC</td>
<td>3a. 3/23</td>
</tr>
<tr>
<td></td>
<td>ECC</td>
<td>2017 Guidelines &amp; Standards Educating Students with Visual Impairments in Texas</td>
<td></td>
<td>3b. ECC Screening</td>
<td>3b. 3/2</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Levack</strong>: Chapter V: Adaptations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Materials</td>
<td>Education, Chapter 17: Physical Education &amp; Health, Chapter 19: Assistive Technology,</td>
<td></td>
<td>5. APH Discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 21: Independent Living Skills, Chapter 22: Social Skills, Chapter 23: Recreation &amp;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leisure, Chapter 24: Career Education, Chapter 25: Self-Determination</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Levack</strong>: Chapter V: p. 77, pp. 96-100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>The History of APH</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>An Overview of the Federal Quota</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/7</td>
<td><strong>Unit 6</strong>: Abacus</td>
<td><strong>Foundations</strong>: Vol. II – Chapter 15: Mathematics</td>
<td></td>
<td>6. Abacus Practice &amp;</td>
<td>4/20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Reflection</td>
<td></td>
</tr>
<tr>
<td>4/21</td>
<td><strong>Unit 7</strong>: Pre-Braille &amp; Braille</td>
<td><strong>Instructional Strategies for Braille Literacy</strong></td>
<td></td>
<td>7a: Reflection on Braille</td>
<td>5/4</td>
</tr>
<tr>
<td></td>
<td>Instruction</td>
<td><strong>Foundations</strong>: Vol. II: Chapter 11: Compensatory, Chapter 12: Literacy Skills</td>
<td></td>
<td>&amp; Technology</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7b: Strategic Plan:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Teaching Braille</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Units 1-7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Final Exam</td>
<td></td>
</tr>
</tbody>
</table>

SPE 551 Methods for Working with Students with Visual Impairments

Spring, 2020