SPED 5315 – Programs and Services for Individuals with Visual Impairment

An overview of the field of visual impairment. Topics covered include the history of the development of educational and rehabilitation programs, legal definitions and requirements, and a brief examination of the agencies and resources that are available to support individuals with visual impairment.

CREDIT HOUR JUSTIFICATION: (3 credits; fully online). The course contains extensive written and lecture content that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least 3 hours per week. Readings, multimedia resources, and lecture materials are woven into the content to support key concepts or provide perspective on the foundations of the field of visual impairment. In addition, students are required to read multiple field-related articles and resource material, complete a midterm and final examination over the course content, and complete multiple writing assignments that evaluate their ability to synthesize, analyze, and evaluate theoretical and practical course content. For every hour a student spends engaging with the content he/she spends at least two hours completing associated activities and assessments.

This is an online course, with mandatory synchronous Zoom meetings. All course materials, quizzes, etc. are available on the Brightspace platform for this course. You may access these features by logging in to d2l.sfasu.edu using your SFA credentials.

Field-Based Experiences: For those on the TSVI track, this course will require the documentation of a minimum of 40 Field-Based Experience hours to be selected according to the guidelines presented in the chart accompanying this syllabus. Forms for documenting these activities will be provided by the instructor and should be maintained in a special practicum flashdrive or other data storage device which will ultimately serve as verification of the 350 hours of field-based experience as well as a portfolio of learning experiences undertaken by the student. Field experience hours must also be uploaded to the LiveText FEM system.

This course provides a broad overview of various aspects of blindness (e.g., agencies which provide services to persons with visual impairments, psychological and sociological aspects of blindness history of the field).

Areas of emphasis will include:
- History of the field – United States and world
- Characteristics of students with visual impairment
- Physical and motor development
- Psychological and social aspects including diversity
- The expanded core curriculum for student with visual impairments (ECC)
- Agencies serving students with visual impairments, professional resources, and organizations
- Roles, responsibilities, and service delivery options of persons working with students with visual impairments
- Individualized Educational Plans/Individual Family Service Plans (IEPs/IFSPs) and Memorandums of Understanding (MOUs) as related to students with visual impairments
- Legal perspectives, law, Individual Educational Planning meetings and process
- Programs for efficiently managing caseloads
- Working with families of students with visual impairments
- Trans-disciplinary teaming

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

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes): The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.

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, empathetic and kind • They respond with humility to those they have helped and freely express gratitude to those who help them • Lumberjacks prepare themselves to become leaders in their communities and workplaces • They dedicate themselves to excellence in their chosen field of study and to using what they learn in the service of others.

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

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

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

**PROGRAM LEARNING OUTCOMES:**
The following is a list of desired Program Learning Outcomes (PLOs) in which data will be collected for Nuventive Improve (TracDat) throughout the program. An asterisk (*) denotes the PLO will be addressed during SPED 5315.

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 mode and demonstrate applied knowledge of strategies that improve access to curriculum and promote the development of learners with visual impairments.

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

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

Program Outcome #6: The student will demonstrate proficiency in braille production and interpretation using both the literary and the Nemeth code.

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

This course directly supports the mission and values of the SFASU College of Education - It is the mission of the Stephen F. Austin College of Education “to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.” This statement essentially sums up the intent of this 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 the Perkins College of Education are:

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

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

This course supports the Core Objectives established by the Texas Higher Education Coordinating board:

The core objectives established by the Texas Higher Education Coordinating Board (THECB) are:

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. FOR THIS COURSE – This is demonstrated through resource collection and course reading requirements.
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral, and visual communication. FOR THIS COURSE – This is achieved through the module discussions, collaboration with other students, and ZOOM meetings.
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. FOR THIS COURSE – This is developed through completion of learning activities.
- **Teamwork** – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. FOR THIS COURSE – This is demonstrated through module discussions and ZOOM meetings.
- **Personal Responsibility** – to include the ability to connect choices, actions, and consequences to ethical decision-making. FOR THIS COURSE – This is exhibited through maintaining schedules, course requirements, and meeting deadlines.
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. FOR THIS COURSE – This is acquired through the review of various laws and agencies as they relate to visual impairment, and completion of Module 6: Roles and Responsibilities.

This course also supports the mission of the Visual Impairment / Orientation & Mobility Preparation concentration. It is the mission of the Visual Impairment/Orientation and Mobility Preparation concentration to train Teachers of Students with Visual Impairments (TSVIs) and Certified Orientation & 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.

This course supports the codes of ethics for professional practice developed for professionals in the field of visual impairment by the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP):

I. Commitment to the learner
II. Commitment to the community
III. Commitment to the profession
IV. Commitment to colleagues and other professionals
V. Commitment to professional employment practices

This course directly supports the standards of the Council for Exceptional Children, specifically:

- Standard II: Learning Environments – BVI.2.S6
- Standard III: Curricular Content Knowledge – BVI.3.S7
- Standard IV: Assessment – BVI.1.K4
- Standard V: Instructional Planning & Strategies – BVI.5.S18

This course directly supports the Curricular Standards for Orientation and Mobility Specialists set forth by the Association for Education and Rehabilitation of the Blind and Visually Impaired, specifically:

- Standard I: Medical Aspects of Blindness and Visual Impairment – e, f, g
- Standard II: Sensory Motor Functioning – a, c
- Standard III: Psychosocial Aspects of Blindness & Visual Impairments – a, b, c, d, e, f, h, i, j
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. Understand 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 supports the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) guidelines for certification.

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

**Standard I:** The teacher of students with visual impairments understands and applies knowledge of the characteristics and needs of students with visual impairments, including those with additional disabilities. (1.10k, 1.1s, 1.2s, 1.5s, 1.6s, 1.7s)

**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 knows 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). (2.1k, 2.2k, 2.5k, 2.7k, 2.8k, 2.10k, 2.11k, 2.8s, 2.10s, 2.14s)

**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. (3.1k, 3.3k, 3.4k, 3.5k, 3.6k, 3.1s)

**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. (4.1k, 4.2k, 4.5k, 4.11k, 4.12k, 4.17k, 4.19k, 4.22k, 4.23k, 4.4s, 4.12s, 4.21s, 4.22s)

**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. (5.1k, 5.3k, 5.4k, 5.5k, 5.6k, 5.7k, 5.8k, 5.9k, 5.10k, 5.11k, 5.12k, 5.13k, 5.7s, 5.9s, 5.12s)

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

**STUDENT LEARNING OUTCOMES:**

This course supports Nuventive Improve (TracDat) objectives that have been developed for the program:

**SLO – II.** 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.

**SLO – III.** The student will model and demonstrate applied knowledge of strategies that improve access to curriculum and promote the development of learners with visual impairments.

**SLO – IV.** The student will document and express knowledge, ideals, skills, and standards associated with professional practice in the field of visual impairment.

**SLO – VIII.** The student should be able to demonstrate cultural awareness and professional behavior in all settings related to provision of services to students with visual impairments. Specifically, data from this course will be collected on SLO VIII.

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 impairments**
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 integration and recreation and leisure skills
Domain IV – Professional knowledge
Competency 16 – Working collaboratively with families
Competency 17 – Legal and ethical foundations and professionalism

The following outcomes are linked directly to this course
1. The student will demonstrate applied knowledge of the characteristics of students with visual impairments.
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.
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.
4. The student will document and express knowledge, ideals, skills, and standards associated with professional practice in the field of visual impairment.

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

Instructional Strategies and Technology
This course utilizes an online learning format. Classes will meet synchronously via web conferencing (Zoom) to deliver presentations, promote discussion, and explore concepts. Instruction will be supported through other material presented online on the Brightspace/D2L page (Modules). Students will also be required to facilitate and participate asynchronously in online discussions, investigating topics and required readings. These discussions will be hosted on the Brightspace/D2L site. Assignments (Learning Activities/Modules) will be detailed on the Brightspace/D2L page and discussed during class time. Attendance is mandatory. If you are unable to attend a Zoom meeting, you will not be eligible for any participation points for that evening’s class.

Graded Assignments
Class preparation: You are expected to come to class prepared for discussion and activities. Please have assignments completed and materials read prior to attending class. Chapters from the text will be covered on the mid-term and final exam. You are expected to take part in all class activities including discussions, role-plays, small group assignments, blogs, etc. This is a rigorous course that covers an enormous quantity of material that will be obtained from the web. You cannot afford to get behind with your assignments.

Class participation: This course is designed to be highly interactive. It works better when you are involved and asking questions. I will be asking questions and calling on every student at some point during the semester. A total of 70 points will be awarded based on your level of class participation (10 points are awarded for each of the 7 class meetings). Please note that these points are not assigned on the basis of correct responses, but on the willingness of the student to respond and work through the problem. 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 the instructor will use the following criteria to evaluate students:
• Appropriateness of participation in class discussions and computer chats
• Willingness to answer questions
• Demonstration of good “consulting skills” (e.g., politeness, manners, diplomacy, etc.)
• Display of positive attitude toward the subject material, class activities, etc.
• Attendance (physical and mental) to class activities and discussions
• Preparation for class
• Each student will be required to submit an item of interest to share with the class. I will post these items on the web. You will need to provide a description of the information and a method that can be used by your classmates to access the material (website URL or actual documents)

Additionally-
• We are a small community, and we are learning this together.
• Honest disagreements in the spirit of critical academic exchange are encouraged. While you can disagree, don’t personalize it. Stick to the issue(s). 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, we can share with others.
• If you are offended, say so and say why.

Brightspace/D2L Modules
Due to the limited amount of Zoom (synchronous online) meeting time that we have available for this class, the bulk of the
instructional material will be provided through Brightspace/D2L modules. These modules are designed to be instruction provided via internet access. Topics that are covered in class meeting times will have accompanying modules, along with material that may not be covered during Zoom meetings. Modules are a very important part of the course, and students are responsible for completing assignments and activities within each module. The material covered in the modules will be included on exams and in learning activities associated with certain modules. If you have any questions about any information in the modules, please use the following problem-solving methods:

1. “Three before me” method = ask 3 classmates for clarification/explanation, and review the syllabus + D2L pages for information
2. Email Dr. Munro.
3. Text or call Dr. Munro if email clarification/explanation is not helpful.

Additional Information Regarding All Assignments
All submissions will need to be in .pdf, .rtf, .doc, or .docx format. All submissions will also need to have your name on the document and have your name in the name of the file.

YOU are responsible for uploading your submissions into the associated Brightspace/D2L Dropbox and ensuring that it displays correctly for grading purposes.

IV. Evaluation and Assessments (Grading)

Assignments (Points listed in Grading Scale below):

1) APH Essays: Identify two APH Hall of Fame inductees about whom you would like to learn, someone with whom you’d like to work, or in whom you have a particular interest. Write a minimum of two paragraphs on each of these individuals, explaining his or her role in the development of our field and his or her importance in supporting the education of children who are blind and/or visually impaired. Then add a third paragraph to each essay, describing your reasons for selecting that individual and/or your interest in that particular member of the Hall of Fame.

Course Objective: Identify significant events in the history of education for students with visual impairments, including the development of braille, and their effects on the current educational system. (AER Standards I: d, e; II: c; III: j; V: b, d, e; X: a, b, c, g).

2) Unique Learning Needs: Read scenario provided in D2L, then answer questions based on the information provided in the narrative. Submit the completed activity to the associated D2L dropbox and have answers ready to discuss in the following class meeting.

Course Objective: List and explain characteristics and unique needs of students with visual impairments. [TExES Competencies 002, 003, 004, 008, 010, 011, 012, 013].

3) Choices Essay: After reading the McVeigh story provided in D2L, write a short essay with at least one paragraph on each of the topics outlined in assignment description. Number your paragraphs to align with questions 1-5 for ease of grading.

When completed, submit your essay to the associated D2L dropbox.

Course Objective: Explain the unique psychosocial and social aspects (including diversity) and their affects for students with visual impairment. [ExCET Competencies 002, 003, 004, 011, 012, 015].

4) Article Summaries: Locate two articles about working with families. These can deal with services, the grief process, or other issues. After selecting your articles, write a one-page (minimum) summary for each article. Give APA style reference either at the beginning or end of each summary. Describe the highlights of the article by identifying at least three points made by the author. Conclude summary with a short reflection on how you felt about the article and how it will impact you as a professional.

Note – in place of one of the articles, I will accept a review of a web-based resource for parents of children with disabilities; specifically visual impairment (also with one-page minimum). Your review should summarize the mission, focus, and intent of the site as well as its usefulness to families.

5) Diversity Paper: Conduct research using peer-reviewed journal articles or texts and identify five sources (cite and provide APA style reference) that provide information on cultural or religious groups. Summarize what you learned about the groups you identified in a paper (3 pages plus reference page). Be sure to address how this information will improve your service delivery as a TSVI or COMS. See rubric below in the appendices of this syllabus.

THIS PAPER NEEDS TO BE SUBMITTED THROUGH LIVE TEXT in order to receive a grade for the assignment.

6) Katie: After reading the story of Katie in D2L, write a short essay (minimum of one page) on what you would perceive your roles and responsibilities to be if you were either Katie’s TSVI or COMS. Please note that if you are a COMS or TSVI, you should address your role and the ECC needs that Katie may have. Submit essays to the associated D2L dropbox.

Course Objective: List, explain, and justify the roles and responsibilities of teachers of the visually impaired, and their array of service delivery options.

7) Workload/Caseload Analysis: See D2L content for descriptions and resources relating to caseload analysis and workload analysis and complete a mock-up of the factors involved. Consider the real-world implications.

Course Objective: Understanding caseloads and collecting materials for caseload analysis.

8) Compilation of Resources: Create a document (numbered list of 20-25 resources, providing URLs for online/web content) of essential information such as helpful agencies, organizations, web pages, forms, materials, resources, articles, etc. that are necessary to successfully manage a caseload of students with visual impairments. Include a brief description of each list item.

Course Objective: AER Standard XII. d

Examinations: Two examinations (a midterm and a final worth 200 points each) will be administered in this course. Remember that you will be responsible for all material covered in class, in readings, in Web Instructional Activities, and in any outside assignments or exercises.
**Participation and Attendance:** Evaluation and requirements of participation are listed above and include preparation, participation in class discussions, participation in online discussions, and completion of assignments including course profile, surveys, and course evaluations. Attendance will be tracked and monitored through presence in online environments (Zoom meetings and class discussions).

*YOU WILL NOT RECEIVE A GRADE FOR THIS COURSE UNTIL YOU HAVE COMPLETED THE REQUIRED FIELD BASED EXPERIENCE HOURS.*

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<tr>
<th>GRADING SCALE</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>Midterm Exam</td>
<td>200 points</td>
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<tr>
<td>Final Exam</td>
<td>200 points</td>
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<td>Assignment 1: APH Hall of Fame Essays</td>
<td>50 points</td>
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<td>Assignment 2: Unique Learning Needs of Students with Visual Impairment</td>
<td>50 points</td>
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<td>Assignment 3: Choices Essay</td>
<td>50 points</td>
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<td>Assignment 4: Article Summaries</td>
<td>100 points</td>
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<td>Assignment 5: Diversity Paper (LiveText submission)</td>
<td>100 points</td>
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<td>Assignment 6: Katie Exercise</td>
<td>50 points</td>
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<td>Assignment 7: Workload/Caseload Analysis</td>
<td>50 points</td>
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<td>Assignment 8: Compilation of Resources</td>
<td>100 points</td>
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<tr>
<td>Class Participation/Attendance</td>
<td>70 points</td>
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<td><strong>TOTAL</strong></td>
<td><strong>1020 POINTS</strong></td>
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The scale below will be used to determine letter grades awarded for this course:

- A = 918 – 1020 points (90% → 100%)
- B = 816 – 917 points (80% → 89.99%)
- C = 714 – 815 points (70% → 79.99%)
- D = 612 – 713 points (60% → 69.99%)
- F = anything below 612 points

V. Tentative Course Outline/Calendar

Classes will be held via Brightspace/D2L Zoom beginning at 8:00 pm and ending at 10:00 pm (CST). Please be prompt and prepared to participate. Keep distractions to a minimum. SEE NOTE BELOW**

<table>
<thead>
<tr>
<th>Date / Class Meeting</th>
<th>Topics</th>
<th>Reading</th>
<th>Other</th>
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</table>
| Zoom Session #1      | Syllabus and D2L review, Historical Perspectives and Common Characteristics of Students with Visual Impairments          | • Foundations Vol.1 Ch. 1, Historical Perspectives (AER Standards III. J, X. a, b, c, g)  
• Foundations Vol.1 Ch. 2, Visual Impairment Terminology, Demographics, Society  
• Foundations Vol.1 Ch. 7, Children and Youths with Visual Impairments and Other Exceptionalities (AER Standards I. e, f, II. c, V. b, d, e)  | Assignments 1 and 2 are due before next class meeting (9/8) |
|                      | Motor Development Functional Vision Evaluations                        | • Foundations Vol.1 Ch. 4, Growth and Development of Young Children (AER Standards II. a, c, IV. b, d, IX. v, x) |       |

**NOTE:**

- Please be prompt and prepared to participate.
- Keep distractions to a minimum.
- Attendance will be tracked and monitored through presence in online environments (Zoom meetings and class discussions).
- *YOU WILL NOT RECEIVE A GRADE FOR THIS COURSE UNTIL YOU HAVE COMPLETED THE REQUIRED FIELD BASED EXPERIENCE HOURS.*

**SCALE:**

- A = 918 – 1020 points (90% → 100%)
- B = 816 – 917 points (80% → 89.99%)
- C = 714 – 815 points (70% → 79.99%)
- D = 612 – 713 points (60% → 69.99%)
- F = anything below 612 points
| Zoom Session #3 | Self-Esteem and Adjustment  
Psychosocial Aspects of Visual Impairment | • Foundations Vol.1 Ch. 6, Psychosocial Needs of Children and Youths (AER Standards III. a, b, e, h, IX. w)  
• Foundations Vol.1 Ch. 12, Motivation (AER Standards III. e, f; IV. g, h, XIII. a, i) | Assignment 3 is due before next class meeting (10/6) |
| Zoom Session #4 | Working with Families of Children with Visual Impairment, Role and Function of Professionals in the Field  
Midterm Review | • Scholl Ch. 15, Working with Parents (by Farrell) (This is linked on D2L) (AER Standards III. f, X. o, XII. h, XIII. m)  
• Foundations Vol.1 Ch. 8, Diversity and its Implications (AER Standards III. i, j, X. o, XII. h, XIII. a)  
• Foundations Vol.2 Ch. 1, Creating and Nurturing Effective Educational Teams (AER Standards I. g, III. c, d, f, i, IV. h, V. b, c, d, f, IX. a, n, XII. e, XIII. j) | Assignment 4 (AER Standards X. o, p, XII. h) is due before next class meeting (10/20) |

**M I D T E R M (TBD)**  
All material from Brightspace/D2L modules 1–4, Zoom sessions, and assigned readings

| Zoom Session #5 | Basic Assumptions, Agencies, Laws, Evaluation/Assessment  
ECC | • Foundations Vol.2 Ch. 2, Overview of Assessment  
• Foundations Vol.2 Ch. 3, Assessment Techniques  
• Foundations Vol.2 Ch. 6, Planning Instruction in Unique Skills | Assignment 5 is due before next class meeting (11/3) |
| Zoom Session #6 | Programming Issues, Caseload Management Standards and Ethics, Fostering Change in You and Your Students | • Foundations Vol.1 Ch. 10, Professional Practice (AER Standards I. g, IX. n, X. g, n, q, XII. c, d, i, XIII. j)  
• Foundations Vol.1 Ch. 14, Consultation and Collaboration  
• Foundations Vol.2 Ch. 7, Supporting Differentiated Instruction and Inclusion in General Education  
• ACVREP Code of Ethics for Certified Orientation and Mobility Specialists (AER Standards X. f, i)  
• AERBVI Code of Ethics (X. f, XII. I)  
• CECDVIB Initial Specialty Set: Blind and Visual Impairments (AER Standard X. n) | Assignment 6 is due before next class meeting (11/17) |
| Zoom Session #7 | Programming Issues, Caseload Management Advocacy | • Foundations Vol.1 Ch. 9, Educational Programming (AER Standards V. d, IX. a, |
**A word about Brightspace/D2L and Zoom.** This class is dependent on the internet. You must be able to use the internet in order to obtain instructions on completing assignments, research assigned topics, submit assignments, take and submit exams, participate in class, and complete all other activities as assigned. It is therefore essential that you not only have reliable access to the internet, but also that you are comfortable using it. Neither SFASU nor your instructor is responsible for solving technical problems which are not a product of the websites themselves. If you need technical assistance, please contact the Center for Teaching and Learning (ctl.sfasu.edu) at 936-468-1919.

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

**Required Text:**


**Other Articles**

Other reading assignments from texts and/or additional materials will be posted in Modules on the class Brightspace/D2L page.

**Required Materials:**

1. It is imperative that you make sure prior to class that you have a stable, strong internet connection and a dependable, updated computer with word processing software.
2. In order to participate fully in this class, you will also need a dependable headphone/speaker set and microphone. It is imperative that you are able to hear and be heard in class.
3. Access to Brightspace/D2L modules. Announcements and any materials not yet in the modules will be disseminated through D2L. There will be test questions directly from the meetings and module information.

**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. The email will be from support@watermarkinsights.com.

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 are required to participate in a formal evaluation at the end of the semester, as your tuition is paid by grant funding. In the Perkins College of Education, your evaluations are submitted to electronically through mySFA prior to final examinations. We do have access to the 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:

- Course and program improvement, planning, and accreditation;
- Instruction evaluation; and
- Making decisions on faculty tenure, promotion, pay, and retention.
As you evaluate this course, please be thoughtful, thorough, and accurate in your responses. Please know that our faculty is committed to excellence in teaching and continued improvement. Your response is critical.

I encourage you to contact me during my office hours or at any other time to discuss your thoughts and opinions about this course or suggestions for improvement. 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 semester is over and the evaluation is due; let me know immediately if you need assistance or clarification, or if you have concerns or frustrations, 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 the Brightspace/D2L email system) 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 for viewing by me (the instructor) until after final grades have been posted.

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

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

FOR THIS CLASS: You are expected to attend all class 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).

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, 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 the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.
Plagiarism is presenting the words or ideas of another person as if they were one's own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include (but are not limited to) reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university. The academic policy related to the Visual Impairment / Orientation & Mobility concentration 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) concentration, 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.) studies concentration will be determined by consensus of the VIP 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 by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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.

If a student has been found guilty of academic dishonesty, a grade of "WP" or "WH" may be changed to "WF" at the discretion of the faculty member. In the case of a grade change to "WF," the course will not count toward the six course drop limit since the student is incurring an academic penalty.

Student Code of Conduct: Policy 10.4
Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

ADDITIONAL INFORMATION SPECIFIC TO EDUCATOR PREPARATION:
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.

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.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at https://texreg.sos.state.tx.us/public/readtacetextViewTAC?tac_view=4&li=19&pt=7&ch=247&rl=Y

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 from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:
- You are enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.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 a state-mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@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 (please use hrmunro@sfasu.edu) and phone calls within 48 hours during the regular school week (Monday – Friday).

Course Links: Visual Impairment concentration page http://www.sfasu.edu/humanservices/123.asp
Orientation & Mobility concentration page http://www.sfasu.edu/humanservices/122.asp
FAQ and Visual Impairment/Orientation & Mobility Program Handbook http://www2.sfasu.edu/visual-impairment/
SEE RUBRICS BELOW:
We are called upon as teachers to be sensitive to diversity. Too often teachers just say they are "addressing diversity." How can you ensure that you are addressing multicultural issues, identifying your own biases, and your potential roadblocks? Where are your struggles? How can you document to observers, administrators, and others that you are addressing these issues and challenges? (Vol. I. Ch. 8 can be cited here). Conduct research using peer reviewed journal articles or texts and identify five sources (cite and provide APA style reference) that provide information on cultural or religious groups, and summarize what you learned about the groups you identified in a paper (3 pages plus reference page). Be sure to address how will this information help you as a TSVI or COMS.
### Cultural Awareness/Diversity Assignment

<table>
<thead>
<tr>
<th>Standards</th>
<th>Target/Exemplary - 3</th>
<th>Acceptable/Proficient - 2</th>
<th>Unacceptable/Developing - 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Investigation of Family and Culture</strong></td>
<td>Candidate investigates effectively a variety of cultural issues and has linked to data collected. Candidate has collected rich data and done investigation beyond that required in assignment.</td>
<td>Information gathering techniques meet minimum requirements. Candidate investigates and shows results that can be linked to data collected.</td>
<td>The data collected lacks the depth needed for the assignment. Results are generally accurate but contain mistakes or are incomplete.</td>
</tr>
<tr>
<td><strong>Importance of Cultural Awareness</strong></td>
<td>Candidate clearly highlights the importance of cultural awareness and diversity and uses effective communication skills to show importance</td>
<td>Candidate adequately addresses the importance of cultural awareness and diversity. Communication of importance is adequately done.</td>
<td>Candidate fails to address the importance of cultural awareness and diversity in communication.</td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>Candidate proficiently reflects on his/her practice and cultural awareness to identify personal struggles, biases, and roadblocks.</td>
<td>Candidate adequately reflects on his/her practice and cultural awareness to identify personal struggles, biases, and roadblocks.</td>
<td>Candidate does not adequately reflect on his/her cultural awareness.</td>
</tr>
<tr>
<td><strong>Planning to Improve Instruction</strong></td>
<td>Candidate expertly details a plan to improve service and awareness based upon reflection</td>
<td>Candidate identifies opportunities to improve service and awareness based upon reflection</td>
<td>Candidate fails to discuss how to address personal challenges related to culture</td>
</tr>
<tr>
<td><strong>Sources</strong></td>
<td>Candidate effectively identifies 5 or more excellent peer reviewed sources that address diversity</td>
<td>Candidate identifies 5 sources that adequately address diversity</td>
<td>Candidate fails to identify minimum sources (in quality and/or quantity)</td>
</tr>
<tr>
<td><strong>APA</strong></td>
<td>Candidate effectively uses APA to cite sources. Fewer than two errors are identified</td>
<td>Candidate uses APA to cite sources. Errors are present but format is adequate.</td>
<td>Student fails to use APA</td>
</tr>
</tbody>
</table>

**Total**
SPED 5315 – FIELD EXPERIENCES

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

**TRAINING SESSIONS**
- Any available in-service training session about providing VI services

**OBSERVATIONS**
- Minimum of 10 hours
- VI student in a regular or self-contained classroom
- Residential school for students with visual impairments
- Adult client of a rehabilitation agency that serves persons with visual impairments
- Orientation and Mobility Lesson

**VISITS & TOURS**
- VI rehab or adaptive living center
- School for the Blind and Visually Impaired in your state
- Other (must have prior approval)

**VOLUNTEERING**
- Special student’s sports day
- Special Olympics
- VI Sports or Technology Olympics

**INTERVIEWS**
- Select at least 1 (1.5 hours)
- A caseworker for your state HHSC or TWC blind services division
- A State Department of Education Consultant who deals with visual impairments
- An ESD or ESC educational specialist who works with visual impairments

**INTERVIEWS**
- Minimum of 2 (1.5 hours each)
- a student with a visual impairment
- family of a student with a visual impairment
- COMS or TSVI
- a VI Rehab Counselor (TWC or Lighthouse)
- An adult with a visual impairment
- Members of the National Federation of the Blind, American Council of the Blind, National Association of Parents of Visually Impaired Children

**VISITS & TOURS**
- VI rehab or adaptive living center
- School for the Blind and Visually Impaired in your state
- Other (must have prior approval)