I. Course Description:

Because technology in the field changes so rapidly, it is not the objective of this course to teach the use of specific computer systems. Rather, it is aimed to give the student an understanding of the foundational principles of adaptive technology and of the operating and use principles for broad areas of equipment.

Credit Hour Justification: VI Technology (3 credits; online with synchronous meetings) spans 16 weeks. The class has 7-8 online/synchronous meetings across the semester that are 2-hours per meeting. This 3 credit-hour course requires students to engage in online modules for at least 3 hours per week (45 hrs/semester). Primary source readings are woven into the content to support key concepts and provide information regarding instruction in the field of visual impairments. Students are required to complete assignments, activities, and quizzes/exams over the course content. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments (90 hrs/semester).

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. James I. Perkins College of Education Diversity Statement is found at the following link: [http://coe.sfasu.edu/about-us/](http://coe.sfasu.edu/about-us/)

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

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 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 student's personal and professional development.

This course supports the Core Objectives established by the Texas Higher Education Coordinating board:
The core objectives established by the Texas Higher Education Coordinating Board (THECB) are: Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. FOR THIS COURSE- this will be accomplished through the performance of accurate chapter reviews, in-service package development, and selection of family resources.
Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication. FOR THIS COURSE- this will be addressed though the development of both a class presentation and through the leading of discussions.
Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. FOR THIS COURSE- this may be addressed though the collection and analysis of data related to the research paper.
Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. FOR THIS COURSE- this will be addressed through the practice of development of a shared in-service package
Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making. FOR THIS COURSE- this will be addressed through the development of individualized, effective, and manageable recommendations AND the meeting of assignment deadlines.
Social Responsibility - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. FOR THIS COURSE - this will be address through effective contributions to class discussions and presentations.

Program Learning Outcomes:
This course also supports the mission of the Visual Impairment Program
It is the mission of the Visual Impairment Program to train Teachers of students with Visual Impairments (TSVI)s 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.

This course directly supports the standards of the Council for Exceptional Children, specifically:
Standard II: Learning Environments
Standard III: Curricular Content Knowledge
Standard IV: Assessment
Standard V: Instructional Planning and Strategies
Standard VI: Professional Learning and Ethical Practice
Standard VII: Collaboration

This course directly supports the standards for educators of the International Society for Technology Education (ISTE), specifically:
2.1b Pursue professional interests by creating and actively participating in local and global learning networks.

2.4b Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.

2.5a Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.

2.6b Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.

This course directly supports the codes of ethics for professional practice developed for professionals in the field of visual impairments by the Association for Education and Rehabilitation of the Blind and Visually Impaired, specifically:
   I. Commitment to the student
   II. Commitment to the community
   III. Commitment to the profession
   IV. Commitment to colleagues, other professionals and to professional employers

This course directly supports the codes of ethics for professional practice developed for professionals in the field of visual impairments by the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP), specifically:
   I. To the student/client
   II. To the community
   III. To the profession
   IV. To colleagues and other professionals
   V. To professional employment practices.

Student Learning Outcomes
This course supports Visual Impairment Track objectives that have been developed for the program, specifically:

SLO – V - The Master’s candidate will demonstrate advanced knowledge and understanding in the field of visual impairment.

   The Master’s candidate will:
   1. Provide a professional training on an assistive technology device of their choice to colleagues
   2. Demonstrate knowledge of specialized keyboard commands related to screen reading software, magnification software, and electronic braille devices
   3. Demonstrate knowledge of specialized gestures and accessibility options for tablet use
   4. Use video modeling techniques to create a video demonstrating use of a particular technology
   5. Demonstrate the ability to develop and align individualized assistive technology goals/objectives to lesson plans for direct service
   6. Demonstrate an awareness of multiple assistive technology assessment resources
   7. Assess a student’s present levels of performance in assistive technology
   8. Organize and develop a list of vendors and other specialized assistive technology companies that provide devices and software for students with visual impairments

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 5 -- Selecting, adapting, and administering assessments.
Competency 6 -- Interpreting and communicating assessment results.
Competency 7 -- Making service and programming recommendations

Domain III - Fostering student learning and development
Competency 8 -- Organizing the learning environment
Competency 9 -- Fostering communication and literacy skills
Competency 10 – Modifying lessons and materials
Competency 11 -- Sensory efficiency.
Competency 14 -- Fosters awareness of career and vocational opportunities

Domain IV - Professional Knowledge
Competency 15 – Establishing partnerships with other professionals and organizations
Competency 17 -- Legal and ethical foundations and professionalism.

The following outcomes are linked directly to this course:
This course is designed to provide graduate students working toward their Master's degree with an opportunity to complete the following objectives:
1. Provide a professional training on an assistive technology device of their choice to colleagues
2. Demonstrate knowledge of specialized keyboard commands related to screen reading software, magnification software, and electronic braille devices
3. Demonstrate knowledge of specialized gestures and accessibility options for tablet use
4. Use video modeling techniques to create a video demonstrating use of a particular technology
5. Demonstrate the ability to develop and align individualized assistive technology goals/objectives to lesson plans for direct service
6. Demonstrate an awareness of multiple assistive technology assessment resources
7. Assess a student's present levels of performance in assistive technology
8. Organize and develop a list of vendors and other specialized assistive technology companies that provide devices and software for students with visual impairments

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

This is a graduate level class that is restricted to students who are pursuing a Master's degree. It is, therefore, designed to be more rigorous than most of the other classes in our program. It is also designed to require the student to exercise more responsibility in the learning process. There will be very few times during this class when the instructor will be in “lecture mode.” Most of our work this semester will be learning independently and cooperatively through sharing with the group in a variety of ways.

AT How-To Video: Points: 125
Each student will create a brief video modeling how to accomplish a particular task using an AT device, software, or application. The task could be as simple as using a keyboard command, changing a setting, opening a menu, or operating a specific feature of a device. Videos will be no more than 5 minutes, and can be done in several different formats: narrated screencasts, first-person perspective, or individual demonstration. (CEC I, VI, VII) (Domains II, V, VII)

AT IEP Goal & Lesson Plan: Points: 125
Each student will create a sample AT IEP goal and a corresponding lesson plan for the goal using templates provided in D2L (CEC II, III, IV, V) (Domains II, III)

AT Evaluation Activity: Points: 125
Each student will complete an AT Checklist based upon a current or former student. (choice of Siu/Presley, GPAT, or WATI) (CEC II, IV) (Domain II)

AT Resource Matrix: Points: 125
Each student will create a table or spreadsheet with the headings Device, Population, Company, Resources. Each matrix will include at least 10 devices/software/applications, with at least 3 resources for each. (CEC IV, V, VI) (Domain IV)

Examinations: Points: 400
Each student will take 4 quizzes, worth 125 points each. JAWS Quiz, ZoomText Quiz, Braille Chord Quiz, Tablet Quiz
(CEC II, III, IV, V, VI) (Domains I, II, III, IV)

IV. Evaluation and Assessments (Grading):
Grades will be computed based on total points accumulated for all activities and tests. In order to obtain a grade other than F, all activities and tests must be completed.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology Inventory</td>
<td>125</td>
</tr>
<tr>
<td>Settings Screenshots</td>
<td>125</td>
</tr>
<tr>
<td>Tablet Task Analysis</td>
<td>125</td>
</tr>
<tr>
<td>Screen Reader Task Analysis</td>
<td>125</td>
</tr>
<tr>
<td>Braille Device Task Analysis</td>
<td>125</td>
</tr>
<tr>
<td>How To Video</td>
<td>125</td>
</tr>
<tr>
<td>Shortcut Glossary</td>
<td>125</td>
</tr>
<tr>
<td>AT Resource Matrix</td>
<td>125</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

Grades will be assigned based on the following scale:
A = 900-1000
B = 800-899
C = 700-799
D = 600-699

V. Tentative Course Outline/Calendar:
Refer to last page of the syllabus for SPED 5353 Class Schedule

VI. Textbooks:

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/

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

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

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

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).
Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work 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.

Student Code of Conduct: Policy 10.4
Disruptive Behavior—Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

IX. Other Relevant Course Information:

Caveat: The above schedule and procedures in this course are subject to change in the event of extenuating circumstances.
### SPED 5353 Calendar

Dates may change at the discretion of the instructor. Should a date change be required, it will be announced in the course news or on the discussion board. All assignments are due by 11:59 pm Central Standard Time.

<table>
<thead>
<tr>
<th>DATES</th>
<th>MODULE &amp; READINGS</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weeks 1-2</strong>&lt;br&gt;Zoom: 8/28/23, <em>Off on 9/4/23, Labor Day</em>*</td>
<td><strong>Module 1</strong></td>
<td>• Chapter 1: Overview of Technology for People Who Are Blind or Have Low Vision (Siu/Presley)&lt;br&gt;• My Technology Inventory due</td>
</tr>
<tr>
<td><strong>Weeks 3-4</strong>&lt;br&gt;Zoom 9/11/23, 9/18/23</td>
<td><strong>Module 2</strong></td>
<td>• Chapter 2: Technologies for Accessing Print Media (Siu/Presley)&lt;br&gt;• Chapter 3: Technologies for Accessing Digital Text (Siu/Presley)&lt;br&gt;• Setting Screenshots due</td>
</tr>
<tr>
<td><strong>Weeks 5-6</strong>&lt;br&gt;Zoom 9/25/23, 10/2/23</td>
<td><strong>Module 3</strong></td>
<td>• Chapter 4: Technologies for Authoring (Siu/Presley)&lt;br&gt;• Tablet Task Analysis</td>
</tr>
<tr>
<td><strong>Weeks 7-8</strong>&lt;br&gt;Zoom 10/9/23, 10/16/23</td>
<td><strong>Module 4</strong></td>
<td>• Chapter 5: Technologies for Producing Materials in Alternate Formats (Siu/Presley)&lt;br&gt;• Screen Reader Task Analysis</td>
</tr>
<tr>
<td><strong>Weeks 9-10</strong>&lt;br&gt;Zoom 10/23/23, 10/30/23</td>
<td><strong>Module 5</strong></td>
<td>• Chapter 6: Strategies for Accessing Multimedia and Data (Siu/Presley)&lt;br&gt;• Braille Device Task Analysis</td>
</tr>
<tr>
<td><strong>Weeks 11-12</strong>&lt;br&gt;Zoom 11/6/23, 11/13/23</td>
<td><strong>Module 6</strong></td>
<td>• Chapter 7: Considerations When Conducting a Technology Evaluation (Siu/Presley)&lt;br&gt;• Appendix B: Access Technology Evaluation Checklist&lt;br&gt;• Appendix C: Forms &amp; Lists&lt;br&gt;• WATI Vision Guides&lt;br&gt;• GPAT Vision Resources&lt;br&gt;• How-To Video due</td>
</tr>
<tr>
<td><strong>Weeks 13-14</strong>&lt;br&gt;Zoom 11/20/23, 11/27/23</td>
<td><strong>Module 7</strong></td>
<td>• Chapters 8-9: Evaluate &amp; Optimize the User Experience (Siu/Presley)&lt;br&gt;• Shortcut glossary due</td>
</tr>
<tr>
<td>Weeks 15-16</td>
<td>Module 8:</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-----------</td>
<td></td>
</tr>
</tbody>
</table>
| Zoom 12/4/23| - Chapter 10: Scaling Up Digital Literacy Skills (Siu/Presley)  
- Resource Matrix due 12/11/23 |