Stephen F. Austin State University  
James I. Perkins College of Education  
Department of Education Studies  
SPED 5319 Section 501  CRN 22743  
Low Vision  
Spring 2024

Instructor: Heather R. Munro

Course Zoom Day & Time: Wednesdays 6-8 PM  
online via Brightspace/D2L Zoom  
1/24, 2/7, 2/21, 3/6, 3/27, 4/10, 4/24

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Virtual Office Hours:  
Monday – by appointment  
Tuesday – by appointment  
Wednesday – 8:00 AM – 9:00 AM  
Thursday – by appointment  
Friday – 11:00 AM – 3:00 PM  
All other times – by appointment

Credits: 3 hours

I. Course Description

This 16-week course will focus on visual assessment and intervention methods for persons with low vision. It will involve seven (7) two-hour synchronous online meetings and at least 2 hours of simulation, research, reading, or other class activity biweekly.

Course Credit Hour Justification
This 3 credit-hour course requires students to engage in online modules for at least 3 hours per week (45 hours/semester). Primary source readings are woven into the content to support key concepts and provide information regarding instruction in the field of visual impairment. Students are required to complete discussion posts, written assignments, 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 hours/semester).

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

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

Program Learning Outcomes: Orientation & Mobility

The following is a list of desired Program Learning Outcomes (PLOs) in which data will be collected for Nuventive Improve / TracDat throughout the program. An asterisk denotes that PLO will be addressed during SPED 5319***.
Program Outcome #1 O&M Skill and Strategy Acquisition and Demonstration
Candidates for the O&M Program will demonstrate knowledge and understanding of the systems of orientation and mobility, and orientation and mobility skills and techniques as defined by the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP).

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

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

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

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

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

Program Learning Outcomes: Visual Impairment

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

Student Learning Outcomes

This course supports Nuventive Improve / TracDat objectives that have been developed for the program, specifically:
SLO – 2.1 - The candidate will model and demonstrate applied knowledge and understanding of strategies and methods to assess and recommend modifications to environments that improve accessibility, safety, and independence for persons who have low vision. (AER Standard I-d, g; Standard III- g, j; Standard IX- f, g; Standard XIII – b, c, d.) (ACVREP Body of Knowledge – Domains sections 4.1, 4.2, 4.3, 6.1, 6.4, 7.1, 9.1, 9.3, 12.1) Standards/domains are listed below and rubric for the assignment is attached
The candidate will:
1) collaborate with client to identify meaningful tasks to address
2) perform a comprehensive environmental evaluation including observation of current performance
3) address changing environments and abilities
suggest appropriate modifications that are efficient, effective, and non-obtrusive
5) effectively communicate findings and suggestions avoiding or explaining specialized terminology

The following additional outcomes are linked directly to this course
1. The student will demonstrate applied knowledge of the characteristics of persons with visual impairments and low vision.
2. The student will demonstrate understanding and applied knowledge of formal and informal assessments designed to address and measure the unique needs of persons with visual impairments.
3. The student will model and demonstrate applied knowledge of strategies that improve access to curriculum and other materials and promote the development of learners with visual impairments and low vision.
4. The student will document and express knowledge, ideals, skills, and standards associated with professional practice in the field of visual impairment and other professional positions providing services to persons with low vision.
5. The student will use, train, plan, and write goals for the use of optical devices for people with low vision.

Additional Intended Learning Outcomes/Goals/Objectives/Standards

Internal Way:
The SFA Way:
This course, our faculty, staff, alumni, and students believe in doing things "The SFA Way." We expect the best from ourselves and from each other, and we hold each other accountable when we fail to maintain these standards. Grounded in the five "Root Principles" below, all of us, as members of the SFA community, strive for personal excellence in everything that we do.

- The Principle of Respect
Lumberjacks command respect and treat others with respect • They are considerate of others and tolerant of differences • They demonstrate respect for those around them by avoiding the use of offensive or profane language • They do not threaten or harm anyone and deal peacefully and civilly with conflict.

- The Principle of Caring
Lumberjacks think of the needs of others and seek to improve the quality of life of those around them • They are compassionate, empathic and kind • They respond with humility to those they have helped and freely express gratitude to those who help them • Lumberjacks prepare themselves to become leaders in their communities and workplaces • They dedicate themselves to excellence in their chosen field of study and to using what they learn in the service of others.

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

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

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

This course directly supports the mission and values of the SFASU College of Education - It is the mission of the Stephen F. Austin College of Education “to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.” This statement essentially sums up the intent of this class and our program as a whole. We make every effort to 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. Your professionalism will be assessed during this class (and throughout your program) using the attached rubric.

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

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

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

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

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

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

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

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

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

- **Standard 2:** Learning Environments – BVI.2.K1, BVI.2.S1, BVI.2.S2, BVI.2.S4
- **Standard 3:** Curricular Content Knowledge – BVI.3.K2, BVI.3.S6
- **Standard 7:** Collaboration – BVI.7.K1, BVI.7.S3, BVI.7.S4, BVI.7.S10

This course supports the Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER) Curricular Standards for Orientation and Mobility Specialists –

I. Medical Aspects of Blindness and Visual Impairment
II. Sensory Motor Functioning
III. Psycho-Social Aspects of Blindness and Visual Impairments
IV. Human Growth and Development over the Lifespan
V. Concept Development
VI. Multiple Disabilities
VII. Systems of Orientation and Mobility
VIII. Orientation and Mobility Skills and Techniques
IX. Instructional Methods, Strategies and Assessment
X. History and Philosophy of Orientation and Mobility
XI. Professional Information
XII. Development, Administration, and Supervision of O&M Program
XIII. Clinical Practice Competencies

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

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

This course supports the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) guidelines for certification.

ACVREP states that to be eligible to sit for the certifying examination, applicants must provide:
• Proof of a minimum of a Bachelor’s degree from an accredited university or college in any field of study and proof of completion of an Orientation and Mobility certification preparation program from an accredited university or college that meets the following 13 core domain areas:
  o Domain 1. Know Professional Information
  o Domain 2. Understanding Relevant Medical Information
  o Domain 3. Understand and Apply Learning Theories to O&M
  o Domain 4. Plan and Conduct O&M Assessment
  o Domain 5. Plan O&M Programs
  o Domain 6. Teach O&M Related Concepts
  o Domain 7. Teach Orientation Strategies and Skills
  o Domain 8. Teach Mobility Skills
  o Domain 9. Teach Use of Senses
  o Domain 10. Teach Consumers who have Additional Disabilities
  o Domain 11. Teach Diverse Consumers
  o Domain 12. Analyze and Modify Environment
  o Domain 13. Know the Psychosocial Implications of Blindness and Visual Impairment

This course specifically addresses the following Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) Body of Knowledge Domains through practice and didactic instruction:
Domain 4: Plan and conduct O&M assessment (4.1, 4.2, 4.4, 4.5)
Domain 6: Teach O&M Related Concepts (6.2, 6.4)
Domain 9: Teach the use of senses (9.1, 9.2, 9.3)
Domain 11: Teach Diverse Consumers (11.1, 11.2)
Domain 12: Analyze and Modify Environment (12.1)
Domain 13: Know the Psychosocial Implications of Blindness and Visual Impairment (13.1)

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

This course supports the development of competencies that are accepted across professions in Visual Impairment, specifically;
Domain I - Understanding students with visual impairment.
  Competency 1 - Knowledge of the visual system
  Competency 2 - Effects of visual impairments on development and learning
  Competency 4 - Effects of factors other than disabilities.
Domain II - Assessment of students with visual impairments.
  Competency 5 -- Selecting, adapting, and administering assessments.
  Competency 6 -- Interpreting and communicating assessment results.
  Competency 7 -- IEP and IFSP development.
Domain III - Fostering student learning and development
  Competency 8 -- Organizing the learning environment
  Competency 9 -- Communication and literacy.
  Competency 11 -- Sensory efficiency.
  Competency 12 -- Social interaction and recreation and leisure skills.
  Competency 13 -- Independent living and orientation and mobility.
Domain IV - Professional Knowledge
  Competency 16 -- Working collaboratively with families.
  Competency 17 -- Legal and ethical foundations and professionalism
III. Course Assignments, Activities, Instructional Strategies, use of Technology

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

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

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

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

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

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

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

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

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

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

IV. Evaluation and Assessments (Grading)

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<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Introductory Discussion</td>
<td>10 Points</td>
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<tr>
<td>Syllabus Quiz</td>
<td>10 Points</td>
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<tr>
<td>Terminology Quiz</td>
<td>10 Points</td>
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<tr>
<td>White Cane Discussion</td>
<td>100 Points</td>
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<tr>
<td>Article Summary</td>
<td>100 Points</td>
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</tbody>
</table>
Module 2 Quiz          10 Points
LA 1: Low Vision Simulation Report     100 Points
Module 3 Discussion                  10 Points
Module 4 Discussion                  10 Points
Module 4 Quiz                       10 Points
Exam 1 – Midterm                    150 Points
LA 2: Environmental Evaluation Report
This assignment (LA 2) must be submitted in Q CLASSROOM!  150 Points
Module 6 Task Analysis               30 Points
LA 3: Low Vision Device Plan, PLAAFP, IEP 100 Points
LA 4: Collaboration Plan to Achieve ECC Goals 100 Points
Exam 2 – Final (Comprehensive)       150 Points
Participation (5 points per class x 7 class meetings) 35 Points

TOTAL 995 Points

The following grading scale will be used to determine letter grades awarded for this class:
A = 895.5 – 995 Points
B = 796 – 895.4 Points
C = 696.5 – 795 Points
D = 597 – 696.4 Points
F = Below 597 Points

V. Tentative Course Outline/Calendar

The table below provides a detailed timeline of the course topics, mandatory synchronous meeting dates, and major assignments, as well as readings and out-of-class preparatory work that is expected.

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

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

<table>
<thead>
<tr>
<th>SYNCHRONOUS MEETINGS</th>
<th>TOPICS</th>
<th>READING</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>Meeting1</td>
<td>• What is Low Vision?</td>
<td>• Corn Ch. 1</td>
<td>• D2L Discussion</td>
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<td></td>
<td></td>
<td>• Levack 7-11, 92-100</td>
<td>(Getting Started Module): Introductions</td>
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**SYNCHRONOUS MEETINGS | TOPICS                          | READING                         | ASSIGNMENTS                        |
**Meeting1              | • What is Low Vision?           | • Corn Ch. 1                    | • D2L Discussion                   |
**                       |                                 | • Levack 7-11, 92-100           | (Getting Started Module): Introductions |
| Meeting 2 | • How to define Low Vision. (AER III- j)  
• Psychosocial Aspects of Low Vision. (AER III-d, e, h, j)  
• Roles of a professionals in visual impairment – Low vision care (AER I- c, d, g)  
• Review LA 1 and Article/Issue assignment. (AER X- l; XI - e) | • Duquette article  
• Jose Ch. 2  
• ESC 4 Ch. 1, Ch. 2, Ch. 9 | • D2L Quiz (Getting Started Module): Syllabus  
• D2L Quiz (Module 1): Terminology  
• D2L Discussion (Module 1): “My Child Doesn’t Need a White Cane” |
| --- | --- | --- | --- |
| Meeting 3 | • Perspectives on low vision.  
• Introduction to environmental factors. (AER XIII- b, c; IX – g, h; VIII – k, l m)  
• Task analysis and environments. (AER IX- b) | • Jose Ch. 16  
• Levack Ch. 6  
• ESC 4 Ch. 3 | • Article Summary (Research and Writing Assignments Module)  
• D2L Quiz (Module 2): Low Vision |
| Meeting 4 | • Evaluation and modification of environmental factors. (AER XIII- b, c; IX - g)  
• Review LA 2 Environmental Evaluation. | • Corn Ch. 9  
• Review Jose Ch. 16  
• Review Levack Ch. 6  
• ESC 4 Ch. 6 | • LA 1: Low Vision Simulation Report (Research and Writing Assignments Module)  
• D2L Discussion (Module 3): Issues Faced by Persons with Low Vision |
|  | • Device training sequences. (AER VII- g)  
• Visual skills and development. (AER IV- b, c, d)  
• Standards based measurable goals. (AER IX- f) | • Corn Ch. 10 and 11  
• Jose Ch. 12  
• ESC 4 Ch. 7 | • D2L Discussion (Module 4): Intervention  
• D2L Quiz (Module 4): Visual Development |
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<tr>
<th>Meeting 5</th>
<th>Meeting 6</th>
<th>Meeting 7</th>
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| • Device training.  
  • Distance training. (AER XIII- c)  
  • Optical devices advantages and disadvantages (AER VII- g, i).  
  • Collaboration and policy. (AER XII- d, j) | • Low vision orientation and mobility. (AER XIII – b)  
  • Mobility – Methods to increase distance between instructor and student/client (AER IX- m)  
  • Diopter math.  
  • Challenges to travel with low vision – images. | • Professionalism (AER XI – c)  
  • Adult Learning (AER IV – f)  
  • Standards and Ethical Behavior (AER X- f)  
  • Low vision curriculum – Travel w/o driving (AER VIII – i)  
  • Corn Ch. 13  
  • Review Jose Ch. 11 and 12  
  • Jose Ch. 13  
  • “Near Sequence”  
  • ESC 4 Ch. 8 | • Jose Ch. 11 and 12 | • LA 2: Environmental Evaluation Report due in Q CLASSROOM (Research and Writing Assignments Module)  
  • D2L Assignment (Module 6): Task Analysis | • Corn Ch. 11 and 12  
  • LA 3: Measurable Goals for Devices (Research and Writing Assignments Module)  
  • LA 4: Collaboration to Achieve ECC Goals (Research and Writing Assignments Module) |
Comprehensive – All materials covered this semester
FINALEXAM (Open May 6 - 10)

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

**Required Text**


**Other Articles:**


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

**QClassroom Statement:**

This course uses the QClassroom 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. Support emails will come from qclassroom@sfasu.edu.

VII. Course Evaluations

You will be required to participate in a formal evaluation of my teaching at the end of the semester. 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 summarized data will not be available to the instructor until after final grades are posted. 100% participation is needed in the evaluation process.

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) taken within the PCOE. Evaluation data is used for a variety of purposes, including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty annual evaluation processes, tenure, promotion, pay, and retention.

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

I ask that you contact me during my office hours or otherwise in order to discuss your thoughts about this course or ways to improve it. I am fully committed to providing you all with a high-quality learning experience that is supportive as well as instructive. I ask that you not wait until the evaluation is due — please let me know immediately if you need assistance or clarification on anything so we can work together to resolve the issue or make accommodations if necessary. You should expect a response to emails (please use hrmunro@sfasu.edu rather than D2L messages) and phone calls within 48 hours during the regular school week (Monday – Friday).
VIII. Student Ethics and Other Policy Information

Institutional Absences (HOP 04-110)
An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

FOR THIS CLASS: Students are expected to attend all meetings. Students may receive excused absences for illness and family emergencies, but must present written documentation for such absence (e.g., doctor's note, emergency room admissions, funeral notices).

Code of Student Conduct and Academic Integrity
The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an
academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

**Withheld Grades Semester Grades Policy (HOP policy 02-206)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

**Students with Disabilities**
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, 468-3004 / 468-1004 (TDD) 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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Student Wellness and Well-Being**
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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.

**Other important course-related policies:**
Other SFA policy information is found in the Handbook of Operating Procedures (www.sfasu.edu/HOP).

**IX: Resources**

- **On-campus Resources**
  - **The Dean of Students Office** (Rusk Building, 3rd floor lobby)
    - [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
    - 936-468-4279
    - dos@sfasu.edu
  - SFASU Counseling Services
    - [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
    - Health and Wellness Hub (corner of E. College and Raguet)
    - 936-468-2401
  - SFASU Human Services Counseling Clinic
    - [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
    - Human Services Room 202
    - 936-468-1041
  - **The Health and Wellness Hub** “The Hub”
    - Location: corner of E. College and Raguet St.
    - To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body, and spirit.
    - Services include:
      - Health Services
      - Counseling Services
      - Student Outreach and Support
      - Food Pantry
      - Wellness Coaching
Crisis Resources:
- Burke 24-hour crisis line 1(800) 392-8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline 1(800) 273-TALK (8255)
- Crisis Text Line; Text HELLO to 741-741

X: Additional Information Specific to Educator Preparation
(The information below is specific to new teachers in Texas, and does not apply to your current situation if you are on the COMS track)

- **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.

- **To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:**
  - 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.
  - 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
* 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.
  o 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 SFA.
  o For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

**XI. Other Relevant Course Information:**

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

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

See rubric below:
## Professionalism Assessment Instrument

Candidate Name: __________________________  Supervisor: _________________________

Circle the appropriate observation:  1          2          3          4          5          6

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