A Word about Office Hours:
I will check mySFA email daily through the regular workweek (Monday-Friday). You may also text or call me and if I am not available, leave a voicemail. It may take several hours before I am able to respond, but I will do so as soon as possible. Text is always good (9am to 9pm). Do not hesitate to reach out in some form if I can help you.

Prerequisites:
Admission into the university and the Visual Impairment Preparation program

I. Course Description
Graduate Bulletin Description: Structure, function, and possible pathologies of the eye. Social, vocational, and educational implications of visual problems together with skills in communicating with medical rehabilitation specialists.

SPE 5316.502 - Structure and Function of the Visual System (3 credits; fully online with synchronous meetings) spans 12 weeks. The class has 8 online/synchronous meetings across the semester that are 2-hours per meeting. The course contains extensive written 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 three hours per week. Primary source readings are woven into the content to support key concepts or provide perspective on visual impairment related activities including assessments. In addition, students are required to research and complete fact sheets on three specific eye conditions and complete a Functional Vision Assessment. For every hour, a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments. Students are also required to complete and document 40 hours of field experience hours during the semester.

This class is designed to familiarize the student with the various parts of the visual system and their impact on the process of seeing. The Functional Vision/Learning Media Assessment process is also introduced. Although this is a 3 credit-hour course, it spans across the entirety of the Summer I and Summer II sessions in order to be completed. Final grades are entered at the end of the Summer II session. Structure and Function of the Visual System is one of the initial courses taken at the beginning of the program and usually in conjunction with the Unified English Braille course.
Zoom meeting times: The class will meet weekly using the Zoom link on Tuesdays, the live lecture will be provided at 6:00-8:00 pm (CST). It is the responsibility of the student to ensure that the instructor is aware of their presence and to be counted as present for the week’s class.

Purpose
This course is designed to provide the student:
Knowledge of the anatomy of the visual system,
Experience with, and knowledge of the function of, the various structures of the eye,
Tools to research how various visual pathologies may impact the function of these structures,
Opportunities to investigate the functional and educational impact of various conditions on vision,
Skills in the area of evaluation of functional vision and learning media,
Practice in informative and collaborative communication of concepts and findings to meet the needs of various audiences, and
Field-based learning experiences/opportunities with individuals with visual impairments

There are two critical assignments collected in this course that relate to accountability and accreditation – Eye Condition Fact Sheets and Functional Vision Assessment.

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

Program Learning Outcomes:
The following is a list of desired Program Learning Outcomes (PLOs) in which data will be collected for Nuventive Improve throughout the program. An asterisk (*) denotes the PLO will be addressed during SPED 5316:
*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: The student will demonstrate proficiency in Unified English 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 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 (AERBVI), 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 Preparation Program. It is the mission of the Visual Impairment Preparation Program to train Teachers of Students with Visual Impairments (TVIs) and Certified Orientation and Mobility Specialists (COMS) who are practically and pragmatically prepared to meet the needs of persons with visual impairments across the state of Texas and in the nation as a whole. We believe that completers from our program should be equipped to effectively deliver instructional services which provide opportunities for students and clients with visual impairments to be more independent, lead more meaningful lives, and participate to a greater extent in society at large. In order to meet these goals, we believe that it is our responsibility to mentor and educate our graduates in the importance of exhibiting caring and compassionate approaches to instruction and positive beliefs about the worth of all individuals regardless of age, gender, race, sexual orientation or level of disability.

This course supports the codes of ethics for professional practice developed for professionals in the field of visual impairments by the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER):
Commitment to the student
Commitment to the community
Commitment to the profession
Commitment to colleagues, other professionals and to professional employers

This course 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):
Commitment to the learner
Commitment to the community
Commitment to the profession
Commitment to colleagues and other professionals
Commitment to professional employment practices

This course directly supports the standards of the Council for Exceptional Children, specifically:
Standard I: Foundations of the field of Visual Impairment
Standard II: Development and Characteristics of Learners
Standard III: Individual Learning Differences
Standard IV: Assessment
Standard VI: Professional and Ethical Practice Standard VII: Collaboration

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 – d, e, f
Standard II: Sensory Motor Functioning – a, c
Standard III: Psychosocial Aspects of Blindness & Visual Impairments – a, b, c, d, e, f, h, i, j
Standard IV: Human Growth and Development over the Lifespan – b, d, h
Standard V: Concept Development – b, c, d, e, f
Standard IX: Instructional Methods, Strategies, and Assessment – a, n, q, r, s, t, v, w, x, y
Standard X: History and Philosophy of Orientation and Mobility – a, b, c, f, g, i, n, o, p, q
Standard XII: Development, Administration, and Supervision of O&M Program – c, d, e, g, h, i, j
Standard XIII: Clinical Practice Competencies – a, f, j, m

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

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 know how to use resulting data and other information to make service and programming recommendations and to participate in the development of the students’ Individual Educational Programs (IEPs) and Individualized Family Service Plans (IFSPs) (2.1k, 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. (31.k, 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)

This course supports Nuventive Improve objectives that have been developed for the program, specifically:

The student will:
Research and compile data on various common etiologies associated with visual impairment and demonstrate knowledge of the impact on the development and educational needs of students with visual impairments. To accomplish this the student will:
Identify common conditions. CEC standard 1 (BVI-1K3)
Identify part of the eye that is affected. CEC 1 (BVI.1K1)
Identify effects of condition on visual abilities. CEC 1 (BVI.1K4)
Identify functional and educational implications of condition. CEC 1 (BVI.1.K5);
Detail references and resources for specific conditions. CEC 6 (BVI.6.S7)
Effectively communicate information. CEC standard 7 (BVI 7K1)

Demonstrate knowledge of the impact on the development and educational needs of students with visual impairments. The students will research and develop a group class presentation on etiology and impact of one of the most common occurring eye conditions. Conditions will be selected by the instructor to reflect current incidence and prevalence. To do this the students will:
Work collaboratively to develop and plan presentation
Define condition and detail prevalence. BVI.1.K2
Identify part of the eye that is affected. CEC 1 (BVI.1K1)
Identify effects of condition on visual abilities. CEC 1 (BVI.1.K4)
Identify functional and educational implications of condition. CEC 7 (BVI.7.K1)
Perform a case study detailing implications of condition on the life of an individual or their family CEC 1 (BVI.1.S1), CEC 4 (BVI.4.S1)
Detail references and available resources for individuals with specific condition. CEC 6 (BVI.6.K2)
Develop materials to effectively communicate information to others. CEC standard 7 (BVI 7K1)

Student Learning Outcomes:
At the end of this course the student will be able to apply the following skills to their service in support of individuals who are visually impaired.
The student will demonstrate applied knowledge of the most common conditions causing visual dysfunction in the population of students with visual impairments.

The student will investigate and explore the fundamentals of visual dysfunction. The student will be able to identify the structures of the eye and the role of each structure in vision.

The student will be able to apply knowledge of the eye to identify functional implications of various eye conditions. The student will develop materials about ocular issues to facilitate communication with parents and teachers.

The student will be able to interpret prescriptions and describe the optics of the eye and of corrective lenses.

The student will be able to analyze and interpret eye medical reports to draw conclusions and discover areas of concern.

The student will experience an eye exam and identify the needs, purposes, and practices surrounding various pieces of exam equipment so that they may better serve their client/students.

The student will practice and develop skills in the direct assessment of functional vision.

The student will investigate the impact of various prescriptions medications on the visual performance and abilities.

The student will categorize the needs and functions of various low vision devices.

The student will take part in real world experiences and interactions with individuals with visual impairments, parents/caregivers/families of these individuals, and professionals who serve them.

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

This course will be delivered using distance education online format. Classes will also meet (synchronously) using web conferencing to support instruction in a program called Zoom to deliver presentations and explore concepts. Instruction throughout the class will be supported through other material presented online on the class website (Brightspace, aka d2l) to further knowledge and promote instruction. Students will also be required to facilitate and/or participate (synchronously) in online discussions investigating topics and required readings. Assignments will be detailed on the website and discussed during class time (Learning Modules).

A. Attendance:

Regular and punctual attendance is expected at all classes, laboratories, and other activities for which a student is registered. Attendance and participation are imperative in this class and is therefore a factor in the course grade (40 points), and an accurate record of attendance will be maintained by the instructor. Regardless of attendance, every student is responsible for course content and assignments. Students may receive excused absences for illness and family emergencies but must present written documentation for such absence (doctor's note, emergency room admissions, funeral notices) to their instructor, and are responsible to make up work missed during their absence.

B. Excused Absences:

It is University policy to excuse students from attendance for certain reasons. Among these are absences related to health, family emergencies, and student participation in certain University-sponsored events. Students are responsible for providing documentation satisfactory to the instructor for each class missed. Students with acceptable excuses will be permitted to make up work for excused absences, due the following class day. Students will be allowed one unexcused absence without penalty. After that, one letter grade will be subtracted from the final grade for each unexcused absence. After three unexcused absences, the student will receive a failing grade for the course.

C. Class Participation:

This class 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. Class participation includes the following:

- Attendance (physical and mental) to class activities and discussions
- Preparation for class
- Appropriateness of participation in class discussions
- Willingness to answer questions
- Evidence of critical thinking and creativity during class discussions and activities
- Demonstration of good "consulting skills" (politeness, manners, diplomacy, etc.)
- Display of a positive attitude toward the subject material, class activities, etc.

Completion of the course evaluation

D. Modules of Instruction: MOST of the instructional material for this course will be provided through Modules on the Brightspace/Desire2Learn (D2L) internet platform and supplemented and enhanced through each class meeting. The material and requirements covered in each Module contribute to grades counted in discussions, study guides, quizzes, assignments, and tests. Because this class is very dependent on the internet, the student must be able to use the internet to obtain instructions on completing assignments, submitting assignments, and participating in class activities. It is, therefore, essential that the student not only have ready access to the internet, but also that they are comfortable in using it. Detailed instructions for using D2L are available on their "My Home" page on D2L, under the title "Helpful Links", including the phone number for D2L Support, which is 936-468-1919.

E. Graded Assignments: The requirements for this course include:
1. Learning Assignments (240 points - 30 points each) – A specific set of instructions will be provided for each of these activities/quizzes within D2L. While the method for completing the activities changes, the objective is to give the student an opportunity to APPLY the information obtained in the class.

Anatomy Terms (30 pts) The student will be able to identify the structures of the eye and the role of each structure in vision.

What Can Go Wrong (30 pts) The student will apply knowledge of the eye to identify functional implications of various eye conditions.

Interpreting Eye Reports Assignment (30 pts) The student will read a variety of eye reports to analyze and interpret eye medical reports to draw conclusions and discover areas of concern.

Optical Devices (30 pts) Students will complete a chart to categorize the needs and functions of various low vision devices.

Eye Care Specialist’s Office Tour (30 points) – Students are required to visit an eye care specialist’s office and discuss with him/her the procedures used in a standard optometric/ophthalmological assessment. A series of specific questions and objectives will be provided to help guide the student’s visit.

Professional Interview Reflection Activity – (30 points) Students are required to complete three interviews with the ONE of the following individuals:
A Certified Orientation and Mobility Instructor, VI Rehabilitation Specialist or Teacher of Students with Visual Impairments A series of guiding questions will be assigned which will help students express (1) what they learned from the interviews; and (2) how they felt about the information they received.

Personal Interview Reflection Activity – (30 points) Students are required to complete three interviews with the ONE of the following individuals: A person, or the primary caregivers, of a person with visual impairments A series of guiding questions will be assigned which will help students express (1) what they learned from the interviews; and (2) how they felt about the information they received.

2. Quizzes (120 points – 30 points each) Students are required to complete 4 open note quizzes, which will also serve as study guides throughout the course. Each quiz will assist the student in the application of the anatomy and function of the visual system.

3. Discussion Post (30 points) – Students will demonstrate their ability to engage in the required use of technology necessary to complete the course as well as respond to a Discussion Post theme.

4. 3 Projects (270 points – 90 points each)
Group Project- Case Study Summary (90 points) Students will demonstrate collaborative skills while developing a multimedia presentation that summarizes the Functional Vision Evaluation of a case subject. The project is to be presented to the class and each group participant MUST submit a written summary in QClassroom.
3 Eye Condition Fact Sheets (90 points) students are required to research and complete fact sheets on three specific eye conditions. The 3 eye condition fact sheets MUST be submitted in QClassroom.

Functional Vision Evaluation (90 points) – Each student will conduct a Functional Vision Evaluation, designed to practice performing the necessary evaluation techniques to determine the implications of a visual impairment.

5. Exams (300 points) – Two exams will be administered, which will be composed of multiple choice, fill in the blank, and/or short answer questions. The Midterm is 100 points and the Final is 200 points.

6. Field Based Experience - Students are required to complete 40 hours of field-based experience, which include:
Eye Care Specialist’s Office Tour – (2hrs) Students are required to visit an eye care specialist’s office and discuss with him/her the procedures used in a standard optometric/ophthalmological assessment. A series of specific questions and objectives will be provided to help guide the student’s visit.

Interview Reflection Activities – (4.5hrs total) Students are required to complete three interviews with the following individuals:
• A Certified Orientation and Mobility Instructor, VI Rehabilitation Specialist or Teacher of Students with Visual Impairments
• A person, or the primary caregivers, of a person with visual impairments (30 points)
A series of guiding questions will be assigned which will help students express (1) what they learned from the interviews; and (2) how they felt about the information they received.

10 Hours minimum of Observation or Direct Service – Students are required to complete reflection notes based on observation experiences.
23.5 hours of continued observations, interviews or training relating to individuals with visual impairments
IV. Evaluation and Assessments (Grading):
Learning Activities and exams will be submitted to the instructor and will be evaluated based on a weighted rubric basis. Final grades will be computed on a percentage with letter grades assigned as follows:

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<thead>
<tr>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Attendance</td>
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<tr>
<td>8 Assignments</td>
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<td>4 Quizzes</td>
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<td>3 Discussion Posts</td>
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<tr>
<td>Functional Vision Evaluation</td>
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<tr>
<td>Medical Fact Sheets in QClassroom</td>
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<td>Group Project Case Study Summary in QClassroom</td>
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<td>Mid term</td>
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<td>Final</td>
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<td>Total Points</td>
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V. Tentative Course Outline/Calendar: All dates are tentative and subject to change, All assignments due by 11:30 pm CST

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Required Reading</th>
<th>Assignment/Assessment</th>
<th>Tentative Due Dates</th>
<th>Professional Standards</th>
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<tbody>
<tr>
<td>First 2 weeks of Class</td>
<td>Independent Study</td>
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<td>Familiarize yourself with D2L</td>
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<td>Read Syllabus</td>
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<td>Introduction Discussion Post (10 pts)</td>
<td>5/13/24</td>
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<td>Syllabus Quiz (30 pts),</td>
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<td>Vision Related Research in the News Discussion Post (10 pts)</td>
<td>5/28/24</td>
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<td>BVI.6.S7</td>
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<tr>
<td>Zoom 1</td>
<td>Eye Anatomy Structure &amp; Function</td>
<td>All information and links related to the module within D2L</td>
<td>Exterior Structures of the Eye Quiz (30 pts),</td>
<td>6/4/24</td>
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<td>Anterior and Posterior Structures Quiz (30 pts)</td>
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<td>Field Based Experience Hours in TimeLog</td>
<td>7/30/24</td>
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<td>BVI.2.S5</td>
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<td>Zoom 2</td>
<td>Eye Anatomy Structure &amp; Function Continued</td>
<td>All information and links related to the module within D2L</td>
<td>Anatomy Terms (30 pts)</td>
<td>6/12/24</td>
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<td>Visual Dysfunction Quiz (30 pts)</td>
<td>6/14/24</td>
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<td>Eye Care Specialist Tour (30 pts)</td>
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<td>Virtual Cow Eye Dissection</td>
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<td>Eye Exam Tour</td>
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<td>Zoom 3</td>
<td>Visual Dysfunction</td>
<td>All information and links related to the module within D2L</td>
<td>What Can Go Wrong (30 pts)</td>
<td>6/19/24</td>
<td>BVI.1.K4</td>
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<td>3 Eye Condition Fact Sheets in QClassroom (90 pts)</td>
<td>7/2/24</td>
<td>BVI.1.K1 BVI.1.K3</td>
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<tr>
<td>Zoom 4</td>
<td>Typical Visual Development &amp; Visual Impairment</td>
<td>All information and links related to the module within D2L</td>
<td>Group Project: Case Study Summary in QCclassroom (90 pts)</td>
<td>7/14/24</td>
<td>BVI.1.K2 BVI.1.S1</td>
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<td>Professional Interview (30 pts)</td>
<td>7/15/24</td>
<td>BVI.7.S1</td>
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<tr>
<td>MIDTERM</td>
<td>Opens 6/26/2024</td>
<td>@ 7:00 am CST</td>
<td>Closes 6/30/2024</td>
<td>@ 11:59 pm CST</td>
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<tr>
<td>Zoom 5</td>
<td>Functional Vision Evaluations Group Project: Summary</td>
<td>All information and links related to the module within D2L</td>
<td>Personal Interview (30 pts) Diversity Discussion Post (10pts)</td>
<td>7/15/24</td>
<td>BVI.7.S1</td>
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<td>Zoom 6</td>
<td>Eye Exam Reports and Prescriptions</td>
<td>All information and links related to the module within D2L</td>
<td>Interpreting Eye Reports Assignment (30 pts)</td>
<td>7/17/24</td>
<td>BVI.6.K2</td>
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<tr>
<td>Zoom 7</td>
<td>Optics &amp; Assistive Visual Devices</td>
<td>All information and links related to the module within D2L</td>
<td>Optical Devices (30 pts) Functional Vision Evaluation (90 pts)</td>
<td>7/25/24</td>
<td>BVI.5.S11</td>
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<tr>
<td>Zoom 8</td>
<td>Review</td>
<td>All information and links related to the module within D2L</td>
<td>Eye Specialist Tour (30 pts) Field Based Hours document in Time log</td>
<td>7/22/24</td>
<td>BVI.7.S3 BVI.7.S4</td>
</tr>
<tr>
<td></td>
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<td></td>
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<td>7/28/2024</td>
<td>BVI.2.S5</td>
</tr>
<tr>
<td>Nothing Accepted After</td>
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<td></td>
<td>7/31/2024</td>
<td></td>
</tr>
<tr>
<td>FINAL (200 pts)</td>
<td>Opens 7/31/2024</td>
<td>@ 7:00 am CST</td>
<td>Closes 8/4/2024</td>
<td>@ 11:59 am CST</td>
<td></td>
</tr>
</tbody>
</table>
VI. Readings (Required and recommended—including texts, websites, articles, etc.):

**Required texts:**


**QClassroom Statement:** (only add if you have QClassroom assignments or TimeLog Hours) 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:

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:

**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.

**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 (HOP)

IX: Resources

On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu
SFASU Counseling Services • www.sfasu.edu/counselingservices
Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401
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
Alcohol and Other Drug Education

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:

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.
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. For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

IX. Other Relevant Course Information:
The above schedule and procedures in this course are subject to change in the event of extenuating circumstances.

Case Study Summary Report Rubric
Performance Assessment (Group Report)

<table>
<thead>
<tr>
<th>Exceeds Standards (3.000 pts)</th>
<th>Meets Standard (2.000 pts)</th>
<th>Below Standard (1.000 pt)</th>
<th>Not Attempted (0.000 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (B&amp;VI1-K4, ICC2-K7, ICC8-S1)</td>
<td>Student has explored subject, included pertinent details, and has provided extensive and accurate information pertaining to condition and the effect upon the visual system.</td>
<td>Student has explored subject, included pertinent details, and has provided adequate and accurate information pertaining to condition and the effect upon the visual system.</td>
<td>Student has failed to explore subject, omitted pertinent details, or has included inaccurate information pertaining to condition and the effect upon the visual system.</td>
</tr>
<tr>
<td>Educational and Functional Implications (ICC-2K3, B&amp;VI3-S2)</td>
<td>Student has extensively researched and synthesized information to predict educational and functional implications of condition.</td>
<td>Student has researched and compiled information to predict educational and functional implications of condition.</td>
<td>Student has failed to effectively research information and/or failed to accurately predict educational and functional implications of condition.</td>
</tr>
<tr>
<td>Case Study (ICC1 –K7, ICC2-K4, ICC3-K4)</td>
<td>Student has conducted detailed case study. Case study shows insight and reflection.</td>
<td>Student has conducted detailed case study. Insight and reflection are shown in some areas.</td>
<td>Student has conducted limited case study. Insight and reflection are shown in some areas.</td>
</tr>
<tr>
<td>Brochure and/or Fact Sheet (B&amp;VI1 –K5, B&amp;VI2-K3)</td>
<td>Student has developed detailed materials. Materials are usable and show insight and reflection. All terms are defined and explained.</td>
<td>Student has developed detailed materials. Materials are somewhat usable and show insight and reflection in some areas. Most terms are defined and explained.</td>
<td>Student has developed limited materials. Materials are not significantly usable and fail to show insight and reflection in many areas. Terms are not fully defined and explained.</td>
</tr>
<tr>
<td>Communication (ICC10-S10, B&amp;VI – 1k4, ICC8-S5)</td>
<td>Student effectively communicates concepts, analyzes information, and explains terminology. Presentation materials have no mistakes in grammar, spelling, and formatting.</td>
<td>Student communicates concepts, information, and explains most terminology. Presentation materials have few mistakes in grammar, spelling, and formatting.</td>
<td>Student fails to communicate concepts and information. Jargon and terms are not explained. Presentation materials have several mistakes in grammar, spelling, and formatting.</td>
</tr>
</tbody>
</table>
### Resources and References (B&VI 10-K2)
- Student includes information on numerous resources that are current and valuable. References indicate substantial research and are in appropriate style (APA).
- Student has included minimum number of appropriate resources. References show research. References show some style errors.
- Student has not provided adequate resources and or references to meet assignment standard. References show numerous style errors.

### Individual Fact Sheets Rubric

#### Performance Assessment (Facts Rubric)

<table>
<thead>
<tr>
<th>Exceeds Standard (3.000 pts)</th>
<th>Meets Standard (2.000 pts)</th>
<th>Below Standard (1.000 pt)</th>
<th>Not Attempted (0.000 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (B&amp;VI1-K4, ICC2-K7, ICC8-S1)</td>
<td>Student has explored subject, has included pertinent details, and has provided extensive and accurate information pertaining to condition and the effect upon the visual system.</td>
<td>Student has explored subject, has included pertinent details, and has provided adequate and accurate information pertaining to condition and the effect upon the visual system.</td>
<td>Student has failed to explore subject, has omitted pertinent details, or has included inaccurate information pertaining to condition and the effect upon the visual system.</td>
</tr>
<tr>
<td>Educational and Functional Implications (ICC-2K3, B&amp;VI3-S2)</td>
<td>Student has extensively researched and synthesized information to predict educational and functional implications of condition.</td>
<td>Student has researched and compiled information to predict educational and functional implications of condition.</td>
<td>Student has failed to effectively research information and/or failed to accurately predict educational and functional implications of condition.</td>
</tr>
<tr>
<td>Communication (B&amp;VI – 1k4, ICC 8-S5,)</td>
<td>Student effectively communicates concepts, analyzes information, and explains terminology. Student fact sheets have no mistakes in grammar, spelling, and formatting.</td>
<td>Student communicates concepts, information, and explains most terminology. Student fact sheets have few mistakes in grammar, spelling, and formatting.</td>
<td>Student fails to communicate concepts and information. Jargon and terms are not explained. Student fact sheets have several mistakes in grammar, spelling, and formatting.</td>
</tr>
<tr>
<td>Resources and References (B&amp;VI 10-K2)</td>
<td>Student includes information on numerous resources that are current and valuable. References indicate substantial research and are in appropriate style (APA).</td>
<td>Student has included minimum number of appropriate resources. References show research. References show some style errors.</td>
<td>Student has not provided adequate resources and or references to meet assignment standard. References show numerous style errors.</td>
</tr>
<tr>
<td>Compilation of Fact Sheets (ICC10-S10)</td>
<td>The student has compiled a comprehensive resource including all developed fact sheets. Fact sheets are organized and cataloged.</td>
<td>The student has compiled an adequate resource including most of the fact sheets presented in class. Fact sheets are collected in a usable manner.</td>
<td>The student has failed to develop resources or failed to collect fact sheets in a manner that would make them usable.</td>
</tr>
<tr>
<td>Area Covered / CEC Standard</td>
<td>Developing (Score 1)</td>
<td>Adequate (Score 2)</td>
<td>Proficient (Score 3)</td>
</tr>
<tr>
<td>-----------------------------</td>
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<tr>
<td><strong>Background ICSI</strong></td>
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<tr>
<td>ICSI 1</td>
<td>FVE report includes little to no information about the background and/or characteristics of the learner. The lifetime impact of the visual impairment is not explored.</td>
<td>FVE report includes two to four pieces of information about the background and characteristics of the learner and the impact of the visual impairment on learning</td>
<td>FVE report includes five to eight pieces of information about the background and characteristics of the learner and the impact of the visual impairment on learning</td>
</tr>
<tr>
<td>ICSI 4</td>
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<tr>
<td>ICSI 7</td>
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<tr>
<td>BVI 4</td>
<td></td>
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<tr>
<td>TEA 2</td>
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<td></td>
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<tr>
<td>TEA 5</td>
<td></td>
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<tr>
<td><strong>Legal Rights and Responsibilities</strong></td>
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<tr>
<td>ICSI 4</td>
<td>FVE report fails to meet the legal requirements in one or more area. The rights of the individual with visual impairment are not mentioned.</td>
<td>FVE report meets 70% of legal requirements in all areas and mentions fewer than three of the rights of the individual with visual impairment.</td>
<td>FVE report meets 70% - 80% of legal requirements in all areas and addresses three to five of the rights of the individual with visual impairment.</td>
</tr>
<tr>
<td>BVI 6</td>
<td></td>
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<tr>
<td>TEA 2</td>
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<tr>
<td><strong>Impact on Development and Learning BVI</strong></td>
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<tr>
<td>BVI 1</td>
<td>Candidate fails to explore the impact of the visual impairment and/or additional disabilities on the learning and development of the student</td>
<td>Candidate provides two to four examples of the impact of the visual impairment and/or additional disabilities on the learning and development of the student with visual impairment.</td>
<td>Candidate provides five to eight examples of the impact of the visual impairment and/or additional disabilities on the learning and development of the student with visual impairment.</td>
</tr>
<tr>
<td>BVI 3</td>
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<td></td>
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<tr>
<td>BVI 4</td>
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<tr>
<td>BVI 5</td>
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<tr>
<td>TEA 1</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>TEA 2</td>
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<td></td>
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<tr>
<td><strong>TEA 5</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Recommendations</strong></td>
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<tr>
<td>BVI 4</td>
<td>The candidate makes no recommendations or fails to link recommendations to the findings of the FVE.</td>
<td>The candidate makes a minimal number of recommendations (one to four) that can be linked to the findings of the FVE.</td>
<td>The candidate makes several recommendations (five to eight) that can be clearly linked to the findings of the FVE.</td>
</tr>
<tr>
<td>TEA 2</td>
<td></td>
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<tr>
<td><strong>Collaboration ICSI</strong></td>
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<tr>
<td>ICSI 5</td>
<td>The FVE report provides little or no evidence of collaboration. Input from other stakeholders is ignored or not accessed.</td>
<td>The FVE report indicates some collaborative effort, some input from one to three stakeholders is used in making decisions and recommendations</td>
<td>The FVE report indicates collaborative effort that has led to four to five stakeholders’ input to be used in making decisions and recommendations</td>
</tr>
<tr>
<td>ICSI 7</td>
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<td></td>
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<tr>
<td>TEA 5</td>
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<td></td>
</tr>
<tr>
<td>Communication</td>
<td>The FVE report fails to provide results in a manner that is useful to parents or educators. The report is poorly written and difficult to share with others.</td>
<td>The FVE report provide results in a manner that could be useful to parents or educators. The report is adequately written but contains jargon and/or is not written in a professional manner.</td>
<td>The FVE report is easy to use for parents or educators. The report is well written, explains terms in an understandable way, and is written in a professional manner.</td>
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<tr>
<td>Reflection</td>
<td>Candidate fails to include at least one example of self evaluation or includes one that is not reflective and/or poorly written.</td>
<td>Candidate includes one to three examples of self evaluation that are reflective and/or is written with many errors.</td>
<td>Candidate includes four to six examples of self evaluation that are reflective and is written with minimal errors.</td>
</tr>
<tr>
<td>Evaluation and Placement</td>
<td>Candidate does not address educational implications related to eligibility, programming, and placement.</td>
<td>Candidate includes one to three examples of educational implications related to eligibility, programming, and placement.</td>
<td>Candidate includes four to eight examples of educational implications related to eligibility, programming, and placement.</td>
</tr>
</tbody>
</table>