Human Services Department
Programs and Services for Individuals with Visual Impairment (Foundations)
SPE 515.504  CRN 10226
Fall 2018

Instructor: Jennifer Perry
Course Time & Location: Tuesday 6-8 PM
9/4, 9/18, 10/2, 10/16, 10/30, 11/13, 12/4
online via ZOOM

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Office Hours:
Monday – 9:30a-11:30a
Friday – 1:30p-4:30p
Other times by appointment
Credits: 3 hours

Prerequisites: 1) Admission to the SFASU Graduate School 2) Admission into the Visual Impairment Program

I. Course Description:
SPE 515 - Programs and Services for Individuals with Visual Impairment.
An overview of the field of visual impairment. Topics covered include the history of the development of educational and rehabilitation programs, legal definitions and requirements, and a brief examination of the agencies and resources that are available to support individuals with visual impairment. Programs and Services for Individuals with Visual Impairment.

This course provides a broad overview of various aspects of blindness (e.g., agencies which provide services to persons with visual impairments, psychological and sociological aspects of blindness, history of the field).
Areas of emphasis will include:
• History of the field—United States and world
• Characteristics of students with visual impairment
• Physical and motor development
• Psychological and social aspects including diversity
• The expanded core curriculum for students with visual impairments (ECC)
• Agencies serving students with visual impairments, professional resources, and organizations
• Roles, responsibilities and service delivery options of persons working with students with visual impairments
• Individualized Educational Plans/Individual Family Service Plans (IEPs/IFSPs), and Memorandums of Understanding (MOU’s) as related to students with visual impairments
• Legal perspectives, law, Individual Educational Planning meeting/Admission Review and Dismissal (ARD) meeting
• Programs for efficiently managing caseloads
• Working with families of students with visual impairments
• Trans-disciplinary teaming

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

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.

Program Learning Outcomes:
The following is a list of desired Program Learning Outcomes (PLOs) in which data will be collected for Nuventive. Improve (TracDat) throughout the program. An asterisk (*) denotes the PLO will be addressed during SPE 515:

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 Braille production and interpretation using both the literary and the Nemeth code

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

This course directly supports the mission and values of the SFASU College of Education - It is the mission of the Stephen F. Austin College of Education “to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.” This statement essentially sums up the intent of this course and our program as a whole. We make every effort to insure that this course (and all other vision courses) is solidly grounded in the realities of practice. It is intended to be a pragmatic, practical course with maximum emphasis being placed on equipping you to be effective and efficient facilitators of learning for individuals with visual impairments, their families, teachers, as well as caseworkers, and other stakeholders who strive to meet their unique needs.

The Core Values of the Perkins College of Education are:

- **Academic excellence** through critical, reflective, and creative thinking
- **Life-long learning**
- **Collaboration** and shared decision-making
- **Openness** to new ideas, to culturally diverse people, and to innovation and change
- **Integrity**, responsibility, diligence, and ethical behavior, and
- **Service** that enriches the community.
This course emphasizes these values in its content, philosophy, and in its assessment of outcomes. We, as instructors, strive to reflect these principles in the teaching of this course and we also have the highest expectations that you, our students, will also demonstrate these values as you develop as leaders in the field of visual impairment. These values are analogous with ethical standards that have developed by the Association for the Education and Rehabilitation of the Blind and Visually Impaired and one intention of this course is to provide you the skills to lead others to embrace these principles.

This course directly supports the mission of the SFASU Department of Human Services
The Department of Human Services prepares undergraduates and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of students personal and professional development.

This course 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):

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 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):

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

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

Standard 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
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)

**STUDENT LEARNING OUTCOMES:**

This course supports Nuventive.Improve (TracDat) objectives that have been developed for the program:
- **SLO – II** - The student will demonstrate understanding and applied knowledge of formal and informal assessments designed to address and measure the unique needs of students with visual impairments.
- **SLO – III** - The student will model and demonstrate applied knowledge of strategies that improve access to curriculum and promote the development of learners with visual impairments.
- **SLO – IV** - The student will document and express knowledge, ideals, skills, and standards associated with professional practice in the field of visual impairment.
- **SLO – VIII** – The student should be able to demonstrate cultural awareness and professional behavior in all settings related to provision of services to students with visual impairments. Specifically, data from this course will be collected on SLO VIII.

This course supports the development of competencies that are accepted across professions in Visual Impairment, specifically:
- **Domain I** - Understanding students with visual impairment.
  - Competency 2 - Effects of visual impairments on development and learning
  - Competency 4 - Effects of factors other than disabilities.
- **Domain II** - Assessment of students with visual impairments.
  - Competency 6 -- Interpreting and communicating assessment results.
  - Competency 7 -- IEP and IFSP development.
Domain III - Fostering student learning and development
  Competency 8 -- Organizing the learning environment
  Competency 9 -- Communication and literacy.
  Competency 11 -- Sensory efficiency.
  Competency 12 -- Social interaction and recreation and leisure skills.
Domain IV - Professional knowledge
  Competency 16 -- Working collaboratively with families.
  Competency 17 -- Legal and ethical foundations and professionalism.

The following outcomes are linked directly to this course
1. The student will demonstrate applied knowledge of the characteristics of students with visual impairments.
2. The student will demonstrate understanding and applied knowledge of formal and informal assessments designed to address and measure the unique needs of students with visual impairments.
3. The student will model and demonstrate applied knowledge of strategies that improve access to curriculum and promote the development of learners with visual impairments.
4. The student will document and express knowledge, ideals, skills, and standards associated with professional practice in the field of visual impairment.

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

  Instructional Strategies and Technology:
  This course will be delivered using distance education through the use of a hybrid format. Classes will meet synchronously using web conferencing (ZOOM) to deliver presentations, promote discussion, and explore concepts. Instruction will be supported through other material to be presented online on the Brightspace by Desire To Learn (D2L) page (Modules). Students will also be required to facilitate and participate asynchronously in online discussions, investigating topics, and required readings. These discussions will be hosted on the course Brightspace by D2L site. Assignments (Learning Activities/Modules) will be detailed on the Brightspace by D2L page and discussed during class time.

  Attendance is mandatory. If you are unable to attend a ZOOM meeting, you will not be eligible for any participation points for that evening’s class.

Graded Assignments

  Class preparation:
  You are expected to come to class prepared for discussion and activities. Please have assignments completed and materials read prior to attending class. Chapters from the text will be covered on the mid-term and final exam. You are expected to take part in all class activities including discussions, role-plays, small group assignments, blogs, etc. This is a rigorous course that covers an enormous quantity of material that will be obtained from the web. You cannot afford to get behind with your assignments.
Class participation:
This course is designed to be highly interactive. It works better when you are involved and asking questions. I will be asking questions and calling on every student at some point during the semester. A total of 70 points will be awarded based on your level of attendance and class participation. Please note that these points are not assigned on the basis of correct responses, but on the willingness of the student to respond and work through the problem.
At the end of the semester the instructor will use the following criteria to evaluate students:

- Appropriateness of participation in class discussions and computer chats.
- Willingness to answer questions.
- Evidence of critical thinking during class activities.
- Demonstration of good “consulting skills” (e.g. politeness, manners, diplomacy, etc.)
- Display of positive attitude toward the subject material, class activities, etc.
- Attendance (physical and mental) to class activities and discussions.
- Preparation for class
- Each student will be required to submit an item of interest to share with the class. I will post these items on the web. You will need to provide a description of the information and a method that can be used by your classmates can access to the material (website URL or actual docs)

Additionally-
- We are a small community, and we are learning this together.
- Honest disagreements in the spirit of critical academic exchange are encouraged. While you can disagree, don’t personalize it; stick to the 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.


Up to 70 points will be added to the final point total based on the criteria listed above.

Brightspace by D2L Modules:

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

Additional information Regarding All Assignments

All submissions will need to be in .pdf, .rtf, .doc. or .docx format. All submissions will also need to have your name on the document and have your name in the name of the file. Naming of your files is suggested as follows: lastname_assignment.type or lastname_assignment_spe515.type.

Example: John Smith’s submission for Module 1, Assignment 1 in .pdf format: 
Smith_1a1_spe515.pdf

No capital letters-no first names-do not use my name-no spaces. YOU are responsible for uploading your submission into the associated Brightspace by D2L dropbox and ensuring that it displays correctly for grading purposes.

IV. Evaluation and Assessments (Grading):

Participation & Attendance: Evaluation and requirements of participation are listed above but include preparation, participation in class discussion, participation in online discussions, and completion of assignments including course profile, surveys, and or course evaluations. Attendance will be tracked and monitored through presence in online environments (ZOOM meetings and class discussions)

Examinations: Two examinations (a midterm and a final worth 200 points each) will be administered in this course. A proctor system will be used to take both of these exams. Remember that you will be responsible for all material covered in class, in readings, in WIA’s, and in any outside assignments or exercises.

Learning Activities: Learning activities will be turned in for grading purposes and are used to reinforce the readings, web activities, discussions, and ZOOM (class) time.

Field Based Experiences: For those on the TVI track, this course will require the documentation of a minimum of 40 Field Based Experience hours to be selected according to the guidelines presented in the chart accompanying this syllabus. Forms for documenting these activities will be provided by the instructor and should be maintained in a special Practicum Notebook, which will ultimately, serve as verification of the 350 hours of field-based experience and as a portfolio of learning experiences undertaken by the student. The hours will also be maintained in LiveText/FEM
**Grading Scale:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Midterm Exam</td>
<td>200</td>
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<tr>
<td>Final Exam</td>
<td>200</td>
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<tr>
<td>Assignment 1: Hall of Fame Essays</td>
<td>50</td>
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<td>Assignment 2: Scenario-based Questions</td>
<td>50</td>
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<td>Assignment 3: Choices Essay</td>
<td>50</td>
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<td>Assignment 4: Article Synthesis</td>
<td>100</td>
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<td>Assignment 5: Diversity Paper</td>
<td>100</td>
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<td>Assignment 6: Katie Exercise</td>
<td>50</td>
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<td>Assignment 7: Technology PowerPoint</td>
<td>30</td>
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<td>Assignment 8: BFD</td>
<td>100</td>
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<tr>
<td>Class Participation/Attendance</td>
<td>70</td>
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**TOTAL** 1000 Points

The following grading scale will be used to determine letter grades awarded for this course:

- **A** = 901-1000 Points
- **B** = 801-900 Points
- **C** = 701-800 Points
- **D** = 601-700 Points
- **F** = Anything below 601 Points

Extra credit may be earned by participation in research (use of SONO) or the submission of a book review using the Education Review guidelines [http://www.edrev.info/contribute.html](http://www.edrev.info/contribute.html)

Other extra credit options may be discussed in class.

All assignments must be turned in to pass the class, regardless of points

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Date / Class</th>
<th>Topic</th>
<th>Reading</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 4, 2018</td>
<td>Syllabus and D2L review</td>
<td><em>Koenig &amp; Holbrook, Foundations of Education 3rd Ed.</em></td>
<td>Assignment 1 is due before next class meeting</td>
</tr>
<tr>
<td>Class #1</td>
<td>Historical Perspectives and Common Characteristics of Students with Visual Impairments</td>
<td>• Vol. I, Ch. 1. Historical Perspectives (AER Standards III. j; X. a, b, c, g)</td>
<td>(9/18)</td>
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<tr>
<td></td>
<td></td>
<td>• Vol. I, Ch. 2. Visual Impairment: Terminology, Demographics, Society</td>
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<td></td>
<td>• Vol. I, Ch. 7: Children and Youths with Visual Impairments and Other Exceptionalities (AER Standards I. d, e; II. c; V. b, d, e)</td>
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<tr>
<td>Date</td>
<td>Class #</td>
<td>Topic</td>
<td>Text</td>
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<tr>
<td>September 18, 2018</td>
<td>Class #2</td>
<td>Motor Development and Functional Vision Evaluations, ECC</td>
<td><em>Koenig &amp; Holbrook, Foundations of Education 3rd Ed.</em>&lt;br&gt;• Vol. I, Ch. 4: Growth and Development of Young Children (AER Standards II. a, c; IV. b, d; IX. v, x)&lt;br&gt;• Vol. I, Ch. 5: Growth and Development in Middle Childhood and Adolescence (AER Standards II. a, c; IV. b, d; IX. v, x)&lt;br&gt;• Vol. II, Ch. 4: Specialized Assessments (AER Standard IX. y)&lt;br&gt;• Vol. II, Ch. 6: Planning Instruction in Unique Skills Assignment 2 is due before this class meeting (9/18)</td>
</tr>
<tr>
<td>October 2, 2018</td>
<td>Class #3</td>
<td>Self-Esteem and Adjustment Psychosocial Aspects of Visual Impairment</td>
<td><em>Koenig &amp; Holbrook, Foundations of Education 3rd Ed.</em>&lt;br&gt;• Vol. I, Ch. 6: Psychosocial Needs of Children and Youths (AER Standards III. a, b, e, h; IX. w)&lt;br&gt;• Vol. I, Ch. 9: Educational Programming (AER Standards V. d; IX. a, q, r, s, t, y; X. g; XII. c, g; XIII. a, f, j) Assignment 3 is due before this class meeting (10/2)</td>
</tr>
<tr>
<td>October 16, 2018</td>
<td>Class #4</td>
<td>Working with Families of Children with Visual Impairment, Role and Function of Professionals in the Field.</td>
<td><em>Scholl</em> (This is linked on D2L)&lt;br&gt;• Ch. 15: Working with Parents (by Kay Farrell) (AER Standards III. f; X. o; XII. h; XIII. m)&lt;br&gt;<em>Koenig &amp; Holbrook, Foundations of Education 3rd Ed.</em>&lt;br&gt;• Vol. I, Ch. 8: Diversity and Its Implications (AER Standards III. i, j; X. o; XII. h; XIII. a) Assignment 4 is due day before this class meeting (10/16)</td>
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</tbody>
</table>

**MIDTERM - Available 10/17 – 10/28**
<table>
<thead>
<tr>
<th>Date</th>
<th>Class #</th>
<th>Topic</th>
<th>Textbook References</th>
<th>Assignment Due Date</th>
</tr>
</thead>
</table>
| October 30, 2018  | Class #5  | Basic Assumptions, Agencies, Laws, Evaluation/Assessment | *Koenig & Holbrook, Foundations of Education 3rd Ed.*  
  - (REVIEW) Vol. I, Ch. 9: Educational Programming  
  - Vol. II, Ch. 2: Overview of Assessment  
  - Vol. II, Ch. 3: Assessment Techniques | Assignment 5 is due before next class (11/13) |
| November 13, 2018 | Class #6  | Programming Issues, Caseload Management Standards and Ethics, Fostering Change in You and Your Students | *Koenig & Holbrook, Foundations of Education 3rd Ed.*  
  - Vol. II, Ch. 5: Moving From Assessment to Instruction  
  - Vol. II, Ch. 10: Students with Visual Impairments and Additional Disabilities (AER Standards V. d, e) | Assignment 6 is due before next class (12/4) |
  - Vol. I, Ch. 10: Professional Practice (AER Standards I. f; IX. n; X. g, n, q; XII. c, d, i; XIII. j)  
  - Vol. II, Ch. 1: Creating and Nurturing Effective Educational Teams (AER Standards I. f; III. c, d, f, i; IV. h; V. b, c, d, f; IX. a, n; XII. e; XIII. j)  
  - Vol. II, Ch. 21: Presenting Information to the General Public (Linked on D2L) (AER Standards III. j; IV. h; V. b,f; X. q; XII. e, j)  
  - AERBVI Code of Ethics for Certified Orientation and Mobility Specialists and TVIs (AER Standard X. f, XII. i) | Assignment 7 is due before this class (12/4)  
  Extra Credit due before this class (12/4) |
  - Vol. I, Ch. 10: Professional Practice (AER Standards I. f; IX. n; X. g, n, q; XII. c, d, i; XIII. j)  
  - Vol. II, Ch. 1: Creating and Nurturing Effective Educational Teams (AER Standards I. f; III. c, d, f, i; IV. h; V. b, c, d, f; IX. a, n; XII. e; XIII. j)  
  - Vol. II, Ch. 21: Presenting Information to the General Public (Linked on D2L) (AER Standards III. j; IV. h; V. b,f; X. q; XII. e, j)  
  - AERBVI Code of Ethics for Certified Orientation and Mobility Specialists and TVIs (AER Standard X. f, XII. i) | Assignment 7 is due before this class (12/4)  
  Extra Credit due before this class (12/4) |
  - Vol. I, Ch. 10: Professional Practice (AER Standards I. f; IX. n; X. g, n, q; XII. c, d, i; XIII. j)  
  - Vol. II, Ch. 1: Creating and Nurturing Effective Educational Teams (AER Standards I. f; III. c, d, f, i; IV. h; V. b, c, d, f; IX. a, n; XII. e; XIII. j)  
  - Vol. II, Ch. 21: Presenting Information to the General Public (Linked on D2L) (AER Standards III. j; IV. h; V. b,f; X. q; XII. e, j)  
  - AERBVI Code of Ethics for Certified Orientation and Mobility Specialists and TVIs (AER Standard X. f, XII. i) | Assignment 7 is due before this class (12/4)  
  Extra Credit due before this class (12/4) |

**FINAL Available 12/5 – 12/12**

**Assignment 8 due by 12/12**
VI. Readings (Required and recommended—including texts, websites, articles, etc.):

ALL STUDENTS ARE RESPONSIBLE FOR OBTAINING THEIR OWN TEXTBOOKS. BOOKS SHOULD BE PURCHASED IN TIME TO HAVE THEM BY THE START OF THE COURSE.

**Required Text:**

1. Materials provided through Brightspace by D2L modules.

**Required Materials:**
1. It is imperative that you make sure prior to class that you have a stable, strong internet connection and a dependable, updated computer with word processing software

2. In order for you to be able to participate in class meetings, you will also need a dependable set of **headphones** or speakers and microphone. It is imperative that you be able to hear and be able to be heard in class. This will be your responsibility.

3. Access to the **Brightspace by D2L modules**. Announcements, course emails, and any materials not yet in the modules will be disseminated through D2L. There will be test questions directly from the meetings and module information.

**FEM Statement:**
In this course you must purchase and enroll in the LiveText add-on Field Experience Manager module (FEM) PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $18.00.

**LiveText Statement:**
This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of classes. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA email to another account and do not receive an email concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these emails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the
account and/or submit the required assignment(s) within the LiveText system may result in course failure.

(With the roll out of mySFA and the email process, titan mail is changing to ___@jacks.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:

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

FOR THIS COURSE: Students are expected to attend class. Attendance will be taken each class day. Students may receive excused absences for illness and family emergencies, but must present written documentation for such absence (i.e. doctor's note, emergency room
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. A student who does not attend class and/or show participation will be dropped from financial aid for that course.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, 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 in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices.

Student Academic Dishonesty: Policy 4.1
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

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

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

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university. The academic policy related to the Visual Impairment Program is outlined in the 2016 Program Handbook.

For the purposes of this course, as part of the Visual Impairment/Orientation & Mobility Preparation (VIP) Program, any indication of academic dishonesty as defined by SFASU
and the Perkins College of Education, as described above, in the VIP Program handbook, and in each course syllabus, will result in the following consequences:

1st offense – The student will receive an F in the course. A Report of Academic Dishonesty will be filed with the Associate Dean of Student Services and Advising. *Failure of the course does not rule out further actions on the part of the program and/or SFASU.* The student’s status/continuation in our graduate (M.Ed.) program will be determined by consensus of the VIP Program faculty. This may result in program discontinuation, and the student must repay associated grant fees as per initial agreement.

The student must self-pay to retake the course at a later date. All regular course assignments must be completed, along with a “re-taker packet” which requires additional coursework determined by the instructor (for instance, the student may be asked to write and submit a thesis paper on ethical practices). If the course is satisfactorily completed (passed with an A or B) on the second attempt, SFASU will replace the original (F) grade.

2nd offense – Dismissal from the VIP Program, and student must repay associated grant fees as per initial agreement. These consequences do not rule out further actions on the part of the VIP Program and/or SFASU.

**PROTECT YOUR INTEGRITY. BE HONEST, FOLLOW THE RULES, DO YOUR OWN WORK, AND DO NOT SHARE IT WITH OTHERS.**

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior
is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

The below is specific to Texas and may not apply to your current situation…it is a required part of this syllabus.

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:
1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

IX. Other Relevant Course Information:

Caveat:

The above schedule and procedures in this course are subject to change in the event of extenuating circumstances.
ASSOCIATED RUBRIC for ASSIGNMENT 5 (Diversity Paper)

We are called upon as teachers to be sensitive to diversity. Too often teachers just say they are "addressing diversity." How can you ensure that you are addressing multicultural issues, identifying your own biases, and your potential roadblocks? Where are your struggles? How can you document to observers, administrators, and others that you are addressing these issues and challenges?

FOR THIS PAPER: Conduct research on diversity topics using 3-6 peer-reviewed journal articles or texts. For an article to be peer reviewed, this means that it is not a website. It will be a published research article or book. You will have to use the Steen library website to find your sources. One reference may be your text book (Chapter 8). If using the text book, be sure to cite the authors of chapter 8 (Milan, Conroy, and Correa-Torres). Be sure to use proper APA and cite each time you quote an author, or even when you paraphrase.

Use headings in your paper to distinguish your sections that provide information on how you would learn about and successfully work with individuals who may be different from you in terms of race, culture, religion, sexual orientation, gender identity, financial status (including extremely wealthy), political ideology, or even citizenship (immigrant, DACA). Remember that regardless of your own personal beliefs or demographics (i.e. Christian) you may not refuse to work with a person who is different from you. Per the code of ethics, you have a commitment to all visually impaired students in a way that does not seek to change a person, but instead that you will provide quality, unbiased services to all.

In your paper, you will summarize what you learned about at least three groups. Then, explain an understanding of the cultures and groups you investigated, demonstrate an understanding of how to advocate for inclusion (in case others are being discriminatory), and indicate how your commitment to all students and your cultural competence will benefit your practice as a TVI or COMS.

Please be sure to include one section of the paper that talks about how this research has impacted you personally, what you learned, why you chose the topics you did, and ways that you may have changed as a result of this research.

Optimal papers will do the following:

1. Candidate investigates effectively a variety of cultural issues and has used APA throughout, including cover page, citations, and references. Candidate has collected rich data and done investigation not just of other cultures, but also of the self.

2. Candidate clearly highlights the importance of cultural awareness and diversity and writes clearly, succinctly, and with no bullet points.
3. Candidate proficiently reflects on his/her practice and cultural awareness to identify personal struggles, biases, and roadblocks.

4. Candidate expertly details a plan to improve his or her own cultural competency and a plan to improve inclusion and awareness among others who may be exhibiting conscious or unconscious discriminatory behaviors.

5. Candidate used 5 or more excellent peer reviewed sources (published articles and books - not websites like wikipedia) that address diverse groups, multiculturalism, and non-discrimination.

6. Candidate uses APA to cite sources in text and in the reference page. A cover page is also used, and all are in correct formatting. Please see table of contents for APA assistance.

7. The paper integrates all sources - any item in the reference page is also cited in the body of the paper.

When finished, submit the paper to Dropbox. If it is not in APA and does not have all the sections, the paper will not be accepted. Once your paper is accepted, then please upload to LiveText. Do not upload to LiveText until I have reviewed your paper in D2L first.
Cultural Awareness/Diversity Assignment

Candidate: ___________________ Semester: __________ Evaluator: __________ Score: __________

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

Total