Prerequisites: SPE 516, SPE 517

I. Course Description:
This course is designed to provide the student with knowledge and skills needed to work with persons who have multiple impairments in addition to visual impairments. Topics include disabilities other than visual impairment, specific strategies for assessing and planning instruction for persons with multiple impairments, preparing and executing Functional Vision Evaluations/Learning Media Assessments and ECC screenings/evaluations, writing assessment reports, planning and writing IEPs and IFSPs, and working with families.

II. Intended Learning Outcomes/Goals/Objectives:

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): Visual Impairment in which data will be collected throughout the program. An asterisk denotes that PLO will be addressed during the SPE 552 course.

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

PLO #2 and PLO #3 will be the main focus of this course. General topics in other PLOs will be addressed and discussed during class time and observation of instruction.

**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 ensure 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 review of assessments, student planning, 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, and collaboration with other students.

- **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 evaluations, and the development of measurable Individual Education Program goals/objectives.

- **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 Collaborate course 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 study of various individuals with visual impairments and additional impairments, and the review of 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 supports the Council for Exceptional Children (CEC) – Initial Special Education Teachers of Individuals who are Blind/Visually Impaired Specialty Set.
In order to successfully complete the TVI program offered by the VIP Program, students must demonstrate mastery of the following standards, which are essential for an entry level TVI. These standards are essentially the guiding and foundational objectives for our TVI program. These criteria were developed and approved by the Council of Exceptional Children and are the guiding curricular principles of our program.

- Initial Preparation Standard 1: Learner Development and Individual Learning Differences
- Initial Preparation Standard 2: Learning Environments
- Initial Preparation Standard 3: Curricular Content Knowledge
- Initial Preparation Standard 4: Assessment
- Initial Preparation Standard 5: Instructional Planning and Strategies
- Initial Preparation Standard 6: Professional Learning and Ethical Practice
- Initial Preparation Standard 7: Collaboration

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

**Standard 1:** 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.
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)

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.

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.

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.

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.

Student Learning Outcome (SLO): SLO 2.1 – FVE/LMA for MDVI

Assessment: 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.

Assignment: The student will complete a formal Functional Vision Evaluation/Learning Media Assessment on a learner identified as having, or suspected of having, a multiple disability, including visual impairment. The student will:

- Collect and interpret relevant medical, educational records, and interview information from pertinent people in the student’s life and education.
- Demonstrate knowledge and use of the given assessment protocol, along with other developmental protocols as appropriate.
- Perform direct assessment using various collected evaluation tools, materials, charts, and equipment.
- Address all legal requirements within the recommendations of the evaluation report.
- Develop appropriate recommendations, directly tied to the results of the evaluation.
- Summarize all evaluation findings in a professional report that effectively communicates data and results.

Criteria for success: The Functional Vision Evaluation and Learning Media Assessment (FVE/LMA) is a multifaceted assessment used to determine how a student functionally uses any remaining vision in a variety of environments, and whether the student is eligible as a student with visual impairments, based on the impact the loss of vision has on their educational success. A protocol for effective evaluation is presented to and used by the university students throughout the training program, as they learn to evaluate students with varied needs. Skills are built as each aspect
of the process is broken down, practiced, and tailored to meet the specific needs and requirements of the individual learner with visual impairment. A complete FVE/LMA will be performed by the university student on a learner in a public-school setting, and the resulting report will be evaluated using the following FVE/LMA Report Rubric. All students must meet or exceed the established standards as outlined on the rubric.

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

A. Attendance:
Regular and punctual attendance is expected at all classes, laboratories, and other activities for which a student is registered. For those classes where attendance is a factor in the course grade, the instructor shall make his/her class policy known in writing at the beginning of each term and shall maintain an accurate record of attendance. Regardless of attendance, every student is responsible for course content and assignments. For this class, it is imperative that students attend and participate in each 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 (doctor's note, emergency room admissions, funeral notices) to their instructor, and are responsible to make up work missed during their absence. Points are awarded for attendance and participation at each class, and cannot be made up. Each student earns 10 points, also counted for class participation, for each of the 7 interactive internet classes which they attend, up to a total of 70 points, together with class participation. Without attendance, no participation points can be given.

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.

C. Class Participation: The primary methods of instruction for this class revolve around discussion, questioning, and participation by each student in the class. As stated above, attendance and participation points are awarded together, up to 10 points, also counted as for class participation, for each of the 7 classes, totaling up to 70 points, together with class participation, based on the criteria listed below:

- 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” (e.g. politeness, manners, diplomacy, etc.)
- Display of a positive attitude toward the subject material, class activities, etc.

D. Units of Instruction: MOST of the instructional material for this course will be provided through Units on the Desire2Learn (D2L) internet platform. Because this class is very dependent on the internet, both for class material and virtual class meetings, 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.

These D2L Units are the groundwork to gaining facts and insight regarding the topics of the class, and are expected to be read PRIOR to the class in which they will be further discussed through
participation. Six of the Units of readings and assignments for each class, are to be completed in each 2-week time segment of the course. There is more time given for the assignment in one of the Units, due to its requirements. Each student is urged to pay attention to the due dates, for they are concrete. The material covered in each Unit contributes to grades counted in discussions, study guides, quizzes, assignments, and tests.

E. Assignments: There will be a series of 8 assignments, five of them worth 100 points each, two of them worth 50 points each, and one worth 200 points, that must be turned in by the due date, after which each will be ‘closed’. The assignments will cover subject matter which includes, but is not limited to, the following:

- Determining the appropriate Student Planning Category for a student with visual and multiple impairments. (BVI.4.S1, BVI.4.K2)
- Gathering needed student information in order to prepare for evaluation. (ISCI.7.S2, ISCI.4.S1)
- Completing a Functional Vision Evaluation/Learning Media Assessment for a student with MDVI. (BVI.4.K2, B&VI4S1, B&VI4S2)
- Completing an exercise on writing IEP Goals and Objectives and Routine Planning. (BV.13.K1, ISCI5.S8, B&VI5S1)
- Choosing an appropriate assessment battery for a student with MDVI. (ISCI.4.S4, BVI.4.S3)
- Completing a strategic plan for working with a student with deaf-blindness. (BVI.6.S2, BVI.5.S3, BVI.1.K2)
- Completing a strategic plan for a student with cortical visual impairments. (BVI.1.S3, BVI.1.K6)

F. Study Guides: There will be 2 Study Guides in Unit 1 that will cover some of the readings. Meant to benefit the student in learning the material, these will be self-graded, and counted 25 points each for completion and submission.

G. Discussions: There will be opportunity for participation in Discussion Topics, 2 of which will each be worth 25 points for submission and for replying to another student’s submission.

H. Field Based Experiences (FBE) hours and activities: In order to be eligible for AER certification, Stephen F. Austin State University is required to ensure that each of its TVI students completes a total of 350 clock hours of practicum experience. These hours are typically composed of a wide diversity of “hands on” activities such as observation of students, interviews, visits to resource organizations, etc. Two problems are consistently presented by the requirement of such a large number of hours. First, it is very difficult for some students to complete 350 practicum hours in a single semester, because they are not serving as full time employees in the vision field during the semester in which they take the practicum class (SPE 558). In addition, the activities which are included in the practicum are more practical during the time that the student takes relevant class work, rather than waiting for such experiences to occur at the end of their training. Therefore, in order to ensure that this requirement is met, each class taught by SFA faculty will include a practicum component that will be included in the final total of practicum hours.

This class will require the documentation of a minimum of 40 Field Based Experience hours to be selected according to the guidelines presented by the instructor. Specific SPE 552 ‘reflection’ forms for documenting these activities for this course are provided by the instructor, and are to be uploaded and hours maintained. Further specific instructions will be given in class. These 40 hours will ultimately serve as part of the 350 total hours of practicum, and cannot be counted in any other class, and vice versa. If the student is not able to fulfill the 40-hour requirement for this
course within this semester, they must carry over the unmet hours into other courses’ requirements until met. The FBE documentation will be submitted through D2L. The student will use LiveText/FEM to log the met hours in the course, and the instructor will verify them, upon review of the documentation.

IV. Evaluation and Assessments (Grading):

A. Examinations: Two examinations (a midterm and a final) will be given during the semester. The students will be responsible for all material covered in class, in readings, and assignments. The Midterm exam will be worth **100 points**; the Final Exam will be worth **200 points**.

B. Grades: Grades will be computed based on total points accumulated for all activities and tests. In order to obtain a grade other than F, all activities and tests must be completed. The following chart outlines the grading items, the points assigned to each, and the grading scale of total points needed for each letter grade.

<table>
<thead>
<tr>
<th>Grade Item</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 Discussion: Personal Ditty</td>
<td>100</td>
</tr>
<tr>
<td>Unit 1: Study Guide A for Associated Conditions – List &amp; Fill in the Blank</td>
<td>100</td>
</tr>
<tr>
<td>Unit 1: Study Guide B on Associated Conditions – Matching</td>
<td>100</td>
</tr>
<tr>
<td>Unit 1 Assignment: Inventory of Associated Eye Conditions</td>
<td>100</td>
</tr>
<tr>
<td>Unit 1 Quiz: Eligibilities</td>
<td>100</td>
</tr>
<tr>
<td>Unit 2 Assignment: Student Planning Category – Which One is It?</td>
<td>100</td>
</tr>
<tr>
<td>Unit 2 Quiz: Student Planning Categories</td>
<td>100</td>
</tr>
<tr>
<td>Unit 3 Assignment: Step 1 and Step 2</td>
<td>100</td>
</tr>
<tr>
<td>Unit 4 Assignment: FVE/LMA and ECC^</td>
<td>200</td>
</tr>
<tr>
<td>Unit 4 Quiz: FVE/LMA Matching Terms</td>
<td>100</td>
</tr>
<tr>
<td>Unit 5 Assignment: IEP &amp; Activity Based Routine*</td>
<td>200</td>
</tr>
<tr>
<td>Unit 5 Discussion: APH Wishlist</td>
<td>100</td>
</tr>
<tr>
<td>Unit 5 Quiz – IEPs and ABRs</td>
<td>200</td>
</tr>
<tr>
<td>Unit 7 Assignment: Working with Families – Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Midterm</td>
<td>100</td>
</tr>
<tr>
<td>Final</td>
<td>200</td>
</tr>
<tr>
<td>Attendance &amp; Participation</td>
<td>70</td>
</tr>
<tr>
<td>Total Possible Points</td>
<td>2070</td>
</tr>
</tbody>
</table>

^ Grade item activity may count towards 40 Field Based Experience hours

* Grade item will be submitted through LiveText, as well as through D2L. The Rubric is included at the end of the syllabus.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1863 - 2070</td>
<td>A</td>
</tr>
<tr>
<td>1656 - 1862</td>
<td>B</td>
</tr>
<tr>
<td>1449 - 1656</td>
<td>C</td>
</tr>
<tr>
<td>1448 and below</td>
<td>F</td>
</tr>
</tbody>
</table>
V. Tentative Course Outline/Calendar: More detail for readings, etc., will be found in D2L and at end of the syllabus.

1. 9/4-------Class 1, Unit 1 – Associated Eye Conditions
2. 9/18------Class 2, Unit 2 – Student Planning Categories
3. 10/2------Class 3, Unit 3 – Step-by-Step Process
4. 10/16----Class 4, Unit 4 – The FVE/LMA/FIE/ECC
5. 10/30----Class 5, Unit 5 – Vision Goals & Objectives
6. 11/13----Class 6, Unit 6 – Roles & Responsibilities
7. 12/4------Class 7, Unit 7 – Working with Families

VI. Readings, Texts, Websites, Materials:

Required:

1. LiveText Statement: The LiveText data management system is used 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 class that uses this system. 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 e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about obtaining or registering your LiveText account, call ext. 1267 or email SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or email livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

2. Cady Website – Bookmark and stay connected with the Cady website, the resource for links and information that you will need throughout the Visual Impairment Preparation Program: http://faculty.sfasu.edu/cady/indexpage.html

Your readings will include portions of required textbooks as well as ones on the D2L site for this course. The D2L Login link can be found on the Cady website. You may want to do some price comparison by checking out the following websites for your texts:

- http://www.sfasu.bncollege.com
- http://jackbackers.com
- http://www.tsbvi.edu
- http://www.aph.org/


4. Blaha, Robbie. Calendars. (2001) TSBVI Order #59436CAL. ISBN: 1-880366-27-4. Approximately $35.00 This nugget is filled with everything you have ever wanted to know about the benefits of calendar systems, how to set them up, and how to use them. It includes some great pictures that can really be helpful.

self-contained workshop for understanding those with sensory impairments and multiple disabilities.


7. You will also need to get your hands on the 5-Part set from TSBVI called *EVALS*. Every VI department in every district should have at least one. See if you can *borrow* it for the class (since it costs about $125).

8. It is imperative that you make sure prior to class that you have a stable, strong *internet connection* and a dependable, updated computer.

9. Also, in order for you to be able to participate in the class, you will also need a dependable *headphones & speaker* set. It is imperative that you be able to hear and be able to be heard in class. This will be your responsibility.

**Highly Recommended, but Optional Texts:**

1. Levack, N., Hauser, S., Newton, L., and Stephenson, P., (Eds.) *Basic Skills for Community Living: A Curriculum for Students with Visual Impairments and Multiple Disabilities* (1997) TSBVI Order #59427 BSP. Approximately $20.00. Will be instrumental in helping you visualize how to work with students who are MDVI; once you get familiar with it, you will use it a lot – both in your assignments, and in the future as you move through your career.

2. *Basic Skills Activity Routines*. Texas School for the Blind and Visually Impaired Order #59428 BSA $5.00 Another inexpensive tool you will want to have handy, starting with being able to access it for your assignments.

**VII. Course Evaluations:**

Near the conclusion of the semester, students will be given an opportunity to participate in an anonymous electronic formal evaluation through MySFA. The 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 faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical! 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, [https://www.sfasu.edu/policies](https://www.sfasu.edu/policies):**

A. **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. Make-up work must be completed as soon as possible after returning from an absence.

B. **Academic Accommodation for Students with Disabilities, Policy 6.1 and 6.6:** To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 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](http://www.sfasu.edu/disabilityservices)

C. **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 polity 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 to aid in achieving a better grade on a component of a class;
- the falsification or invention of any information, including citations, on an assigned exercise; 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 your own. Examples of plagiarism:
- 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.

Please read the complete policy at: [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**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. For purposes of this class, any student who is identified as cheating based on the definition above, and any student who is identified as sharing their assignment which is then submitted as another student’s, will receive an F in the course. If the student is pursuing a M.Ed., the student’s status in the program will be reevaluated and the individual may be dismissed from the program.

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

**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.

D. Withheld Grades, Policy 5.5: 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 course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which the WH is assigned, 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 terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

E. 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 (see the Student Conduct Code, policy D-34.1). 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.

Included as the last page of this syllabus is a disposition checklist that informs students of the importance of professionalism in their behaviors within the classroom and faculty members’ commitment to provide feedback accordingly.

F. Additional Information:
To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, 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 www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

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

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu

IX. Other Relevant Course Information: The schedule and procedures contained in this course are subject to change in the event of extenuating circumstances.
Now, it's time for you to put into practice everything that you have read and studied in this unit. Hopefully, prior to this point, you have done the following:

1. Read & taken notes on the text readings and references
2. Read Unit 4 thoroughly
3. Practiced on a sufficient number of stuffed animals and human animals
4. Planned to prepare to do a Functional Vision Evaluation and a Learning Media Assessment (FVE/LMA)

Ready to move on? Ok:

1. **PROTOCOL LIST OF EVALUATION MATERIALS:**
   - Using the Cady booklet, the FVE how-to videos, and the Lauren video, get some ideas of the materials that you would need to do an MDVI evaluation.
   - On a copy of the Cady protocol, or on the protocol that your school district requires, write a list of materials beside the appropriate specific test item they will be used for.
   - Submit it to the D2L dropbox and to LiveText.

2. **COLLECTION OF EVALUATION MATERIALS:**
   - This marks the time to start building your very own FVE/LMA Kit. It’s really kind of fun!
   - Using the same resources as above, gather up materials that you find around your house, or your sister's house, or your neighbor's house, or the local dollar store to create the beginning of your Kit for MDVI. DO NOT spend a lot of money on this! Think of this as your ticket to go garage sale-ing. THIS MEANS YOU ACTUALLY START BUILDING YOUR KIT FOR YOUR CAREER AS A TVI!
   - Place your kit items on a table, or on the floor, and take a picture of them. You will be adding to your collection next semester.
   - Submit the picture to the D2L dropbox and to LiveText.

3. **FVE/LMA/ECC REPORT:**
   - According to the instructions and directions imbedded throughout the Unit and the Cady booklet that you have, and using the protocol, complete the FVE, the LMA, and address the ECC, either on your student or on Lauren.
   - Using one of the report shells in the Cady booklet, or the report shell that your school district requires, write up a FVE/LMA/ECC report based on your findings, including information gathered through your Step-by-Step process.
   - Submit the completed report to the D2L dropbox and to LiveText.

Some notes regarding this assignment:

- You will notice that you have two more weeks than usual to do this assignment. Be sure to pace yourself, plan, and use this time wisely.
- Have a special case? No worries...just communicate with me, and we'll brainstorm together for a positive outcome.
- Remember that the link straight to LiveText is at the end of all of the Contents in your D2L course homepage. Let me know if you need any help with this.
- Please refer to the following rubric, which indicates the specifics by which your report will be graded:

  **SPE 552 FVE/LMA MDVI Report Rubric**

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Each student must document a total of 40 field based experience hours, based on the following guidelines. ALL hours must be documented on the **Filed Experience Log & Summary Total form**, in order to be counted. ALL forms will be made available on D2L.

**OBSERVATIONS**
Minimum of 15 hours
Must reflect on a different form for each situation, each day.

- Self-contained classroom
- State School
- Texas School for the Blind and Visually Impaired
- Engineered classroom
- Vocational class
- Adaptive living skills class
- Other – ask for permission

**INTERVIEWS**
In person or via phone only
At least 3 for a minimum of 6 hours

- Student with MVI
- Family of a student with MVI
- Genetic counselor
- Adaptive PE specialist
- PT or OT
- ESC VI Specialist
- COMS or CTVI
- Other – ask for permission

**VISITS & TOURS**
At least 1 for a minimum of 2 hours

- An orthopedic equipment shop
- A neonatal ICU
- A specialized day school program
- Job coached work site
- Sheltered workshop
- Hippo or hydro therapy class
- Other – ask for permission

**VOLUNTEERING**
Select options to fulfill your requirement

- Special student’s sports day
- Special Olympics
- VI Sports or Technology Olympics
- Other – ask for permission

**TRAINING SESSIONS**
Select options to fulfill your requirement
Provide Documentation of Attendance

- ESC MIVI inservice
- TSBVI inservice training session
- ESC CTVI meeting
- MIVI-specific Webinar session
- Any MIVI-specific inservice

**LITERATURE OR MOVIES**
3 max @ 1.5 hours max for each review

- Choose a book or movie that relates to the field of MIVI
- Write up reaction
- List of recommendations is provided
**Method of Assessment 1:**

**Rubric for Student 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.

**SPE 552 – SLO 2.1 - FVE/LMA for MDVI Rubric**

<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds Standard 3</th>
<th>Meets Standard 2</th>
<th>Below Standard 1</th>
<th>Omitted 0</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Collection</td>
<td>Student has collected and reviewed all relevant eye-medical and other medical history reports. Student has reviewed educational records, and collected extensive information from caregivers, teachers, and service providers.</td>
<td>Student has collected and reviewed required eye-medical reports. Student has reviewed educational reports. Student has reviewed information from caregivers, teachers, and service providers.</td>
<td>Student has failed to collect required eye-medical reports and educational records. Student has failed to collect information from caregivers, teachers, and service providers.</td>
<td></td>
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</tr>
<tr>
<td>Direct Assessment &amp; Protocol Thoroughness, addressing all required areas</td>
<td>Student uses all steps of protocol in completing the FVE/LMA. Student selects and utilizes specialized tools, eye charts, vision tests, etc., to accurately assess specific visual abilities of specific learner.</td>
<td>Student completes the FVE/LMA protocol. Student uses specialized tools to effectively assess visual abilities of the learner.</td>
<td>Student does not complete the FVE/LMA protocol. Student fails to effectively assess visual abilities of the learner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recommendations Learning channels, learning media, literacy medium, statement of functional blindness</td>
<td>The student makes individualized and appropriate recommendations that are linked directly to findings of FVE/LMA. Student clearly communicates methods and modifications to better help learner access curriculum.</td>
<td>The student makes recommendations that are tied to findings of FVE/LMA. Student identifies methods and modifications to help learner access curriculum.</td>
<td>The student makes recommendations that are not linked to findings of FVE/LMA. Student fails to identify methods and modifications to help learner access curriculum.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legal Requirements LV, FIE, classroom needs, ECC</td>
<td>The student clearly addresses all of the legal requirements of the FVE/LMA. Student carefully identifies areas in which additional assessment may be needed and makes appropriate recommendations.</td>
<td>The student addresses all of the legal requirements of the FVE/LMA. Student makes appropriate recommendations for assessment in additional areas.</td>
<td>The student fails to address the legal requirements of the FVE/LMA. Student fails to address areas of possible needed assessment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication Organization, formatting, grammar, language, spelling, quality of reporting</td>
<td>Student effectively communicates concepts, analyzes information, and explains terminology. Report is logically presented, thorough, and has no mistakes in grammar, spelling, and formatting.</td>
<td>Student communicates concepts, information, and explains most terminology. Report is logical, detailed, and has 1-2 mistakes in grammar, spelling, and formatting.</td>
<td>Student fails to provide logical or necessary performance information. Jargon and terms are not explained. Report has several mistakes in grammar, spelling, and formatting.</td>
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</tr>
<tr>
<td>Collection of Assessment Materials Picture of materials, list of materials for specific test items on protocol</td>
<td>Student has submitted a picture showing sufficient items and materials for the beginning of their kit. Student has submitted a list of materials written beside the appropriate specific test items they will be used for, on the protocol.</td>
<td>Student has submitted a picture of some items and materials to start collecting for a kit. Student has submitted list of materials to be used in testing, but fails to write them beside the appropriate specific test items on the protocol.</td>
<td>Student has submitted a picture of very few items gathered for a kit. Student has submitted protocol, but has failed to write appropriate materials beside appropriate test items on it.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grade Points:** 15 = A = 200, 14 = A = 180, 12-13 = B = 160, 10-11 = C = 140
**TOTAL**
<table>
<thead>
<tr>
<th>Week</th>
<th>Unit Topics</th>
<th>SPE 552 2018 Readings</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 9/4   | 1. Eye Conditions Commonly Associated with MD                                | **D2L - Unit 1**  
*Smith* – pp 3-9: Who do We Serve? What Do We Provide;  
**Child Guided Strategies (Van Dijk)** – pp 1-7 Unit 1 | **Unit 1 Discussion:** Personal Ditty  
**Unit 1 Study Guide:** List & Fill in the Blank  
**Unit 1 Study Guide:** Matching  
**Unit 1 Assignment:** Inventory of Associated Eye Conditions |
| 9/18  | 2. Student Planning Categories                                               | **D2L - Unit 2**  
*Smith* – pp. 251-263: Biobehavioral State Management for Students with Profound Impairments  
**Child Guided Strategies (Van Dijk)** – pp 9-177, along with the DVD on inside book cover | **Unit 2 Assignment A:** Student Planning Category – Which One is It?  
**Unit 2 Assignment B:** Van Dijk |
| 10/2  | 3. Dr. Mercer’s Step-by-Step Process                                         | **D2L - Unit 3**  
**Cady Booklet – Fun & Valuable Experience Literally Mastering Assessment** (Cady): FVE Protocol & FVE Made Easy | **Unit 3 Assignment:** Step 1 & Step 2 |
| 10/16 | 4. Evaluation Toolbox                                                        | **D2L - Unit 4**  
*Smith* – pp 73-133: Roles of the VI Teacher: Assessment  
Appendix 1. Assessment Tools – pp 472-498  
**Cady Booklet – Fun & Valuable Experience Literally Mastering Assessment** (Cady): FVE Protocol & FVE Made Easy | **Unit 4 Assignment:** FVE/LMA/ECC Report |
| **MIDTERM 10/26 – 10/29** |                                                                                   |                                                                                     | **Unit 5 Assignment:** IEPs & Activity Based Routine Development Discussion: So Far |
| 10/30 | 5. Vision Goals & Objectives                                                | **D2L - Unit 5**  
*Smith* – pp 49-69: Best Practices Generally Accepted for Students with Multiple Impairments, pp 139-155: IEP Development, p 188: Routine & Data Sheet, pp 267-296: Infants & Toddlers  
**TSBVI Basic Skills for Community Living: Chapter 4**  
**Blaha’s Calendars:** pp 9-50, Appendix pp 114-127  
Ch. 1- Benefits of Calendar Systems, Ch. 2 - Anticipation Calendars, Ch. 3- Daily Calendars, Ch. 4- Expanded Calendars | **Unit 5 Assignment:** IEPs & Activity Based Routine Development Discussion: So Far |
| 11/13 | 6. Roles & Responsibilities                                                | **D2L – Unit 6**  
| 12/4  | 7. Working with Families                                                    | **D2L Unit 7 and Individual Research** on assigned topics in the Module such as, Grief Cycle, Family Support, National Agenda, Parent/Family organizations, Advocacy tips, etc. | **Presentations on assigned topics** |
| **FINAL 12/8-12/10** |                                                                                   |                                                                                     |                                                                             |