Prerequisites:
Leaders admitted to the course should have knowledge and experience in working with individuals with visual impairment and should have completed training for certification as a teacher of the visually impaired or as an orientation and mobility specialist.

I. Course Description:
Leadership in Visual Impairment is a Master's level course designed to facilitate effective and practical development of leadership qualities, training, advocacy, and program development to improve the lives and/or educational outcomes of children, youth, and adults who are blind or visually impaired. The course will provide graduate-level training that leads to a master's degree that addresses leadership and program development in the area of visual impairment.

Purpose
This course in leadership in the field of visual impairment is designed to provide training so you, as scholars, so you can better assist, serve, train, advocate and develop programs for individuals with visual impairments. The course will focus on the development of skills to assist you in becoming an effective trainer of general and special education teachers, related service personnel, administrators, agency staff, parents, individuals, and other stakeholders who are impacted by or involved in issues pertaining to visual impairment. Each learner in the course, including the instructor, is presumed to have had training specific to visual impairment. The goal of this course is to infuse these discipline-centered skills with concepts of leadership and adult learning, to develop leaders uniquely prepared to meet the diverse needs and address service challenges specifically related to the population of individuals with visual impairments. For many of you, this may be your first look at the differences between teaching children versus teaching adults with visual impairments. The course will help us build the conceptual foundations of our practice as adult educators and educators of children, as well as enhance our personal experiences as learners. We will also explore the multiple dimensions of learning in adulthood for individuals with or without visual impairments. Our work will focus on both the experience and practice of adult learning, and it will examine the various theories that attempt to explain how adults learn.

Since it is absolutely critical that we as professionals in the field of visual impairment be good teachers of our colleagues as well as our adult clients, this course is also designed to provide an understanding of the principles and processes of the development and delivery of training and instruction to adult learners. We will analyze theoretical and research literature related to planning educational programs for adults with special emphasis placed on the leadership skills needed to effectively educate and advocate for improvement in the educational outcomes of children, youth, and adults who are blind and visually impaired. The goal of this course is to that each of you develop a working knowledge of the basic principles and methods of leadership and program development and an understanding of the application of these foundational elements to diverse groups of adult clients, teachers, administrators, and parents who impact the lives of children and adults with visual impairments.

II. Program Learning Outcomes: Orientation & Mobility

The following is a list of desired Program Learning Outcomes (PLOs) in which data will be collected for TracDat throughout the program. An asterisk denotes that PLO will be addressed during RHB 493***.

Program Outcome #1 O&M Skill and Strategy Acquisition and Demonstration
Candidates for the O&M Program will demonstrate knowledge and understanding of the systems of orientation and mobility, and orientation and mobility skills and techniques as defined by the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP).

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

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

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

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

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

**Program Learning Outcomes: Visual Impairment**

**Program Outcome #1** The student will demonstrate applied knowledge of the most common conditions causing visual dysfunction in the population of students with visual impairments.

**Program Outcome #2** The student will demonstrate understanding and applied knowledge of formal and informal assessments designed to address and measure the unique needs of students with visual impairments.

**Program Outcome #3** The student will model and demonstrate applied knowledge of strategies that improve access to curriculum and promote the development of learners with visual impairments.

**Program Outcome #4** The student will document and express knowledge, ideals, skills, and standards associated with professional practice in the field of visual impairment.

**Program Outcome #5** The Master’s candidate will demonstrate advanced knowledge and understanding in the field of visual impairment.

**Program Outcome #6** Student will demonstrate proficiency in Braille production and interpretation using both the literary and the Nemeth code.

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

**Student Learning Outcomes**

This course supports TracDat objectives that have been developed for the program, specifically; SLO 5.1 and SLO 5.2.

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

The Master’s candidate will:

1) develop, conduct, and present advanced research in the field of visual impairment commensurate with and meeting the requirements of the M.Ed. degree.

2) plan, craft, and articulate clear, insightful, organized, and supported responses to multifaceted comprehensive questions.

The following outcomes are linked directly to this course

3) At the end of this course you will be able to apply the following skills to the audience of individuals who are visually impaired and/or to stakeholders who serve adults, children, youth, and other individuals with visual impairments.

4) 1. The student will demonstrate how the integration of discipline-specific skills related to vision loss combined with tenants of quality leadership and principles of effective adult learning can be used to develop professional skills uniquely suited to fill the identified and increasing shortage of leaders trained in the field of Visual Impairment.

5) 2. The student will explain and model how intervention and program planning for children or adults with visual impairments that is based upon data collected from assessments from clients/students, from multiple disciplines, from information collected from a myriad of stakeholders, and that are tailored to the heterogeneous population of individuals who are blind or visually impaired.

6) 3. The student will model skills related to team building, motivation, distributive leadership, transformative leadership, collaboration, and respect as methods to improve outcomes of persons with vision loss.
7) 4. The student will demonstrate how transformational and instructional leadership can be used to enhance services, change organizational culture, and to improve outcomes for infants, toddlers, students, and/or adults with visual impairments.

8) 5. The student will identify and describe the characteristics of adult and student learners and how their unique characteristics can be accounted for in program planning and design.

9) 6. The student will demonstrate understanding of processes for curriculum design and instructional strategies to address issues including adult motivation, common barriers to adult learning, and unique needs of individuals with disabilities.

10) 7. The student will develop, practice, and model effective leadership, presentation, and facilitation skills.

11) 8. The student will develop appropriate problem/need and goal/objective statements as they apply to a specific adult education program or a program to serve specific students with visual impairments.

12) 9. The student will investigate service learning and leadership opportunities at national, state and grassroots levels to effectively educate and advocate to improve the educational outcomes for children and adults who are blind and visually impaired.

13) 10. The student will, using one program planning model, develop a comprehensive plan for an adult education program, i.e., a plan consisting of: a needs assessment and problem/need statement, statement of goals and objectives, a plan for implementing the program, a plan for evaluating the program, and a detailed budget.

**Intended Learning Outcomes/Goals/Objectives/Standards**

**Internal Additional**

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**The SFA Way:**

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

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

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

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

- **The Principle of Unity**
  Lumberjacks are loyal to their friends, family, university, state and country • Lumberjacks stand together against any adversary • They recognize that though we are very different from one another, we are united by the Lumberjack Spirit. Lumberjacks seek to understand the people and world around them • When one lumberjack fails, all fail • When one lumberjack succeeds, all succeed.
- **The Principle of Integrity**
Lumberjacks have the courage to do what is right, even when it is hard or unpopular • They respond to each situation with steadfast values that are not subject to change based on the actions of others • They seek opportunities to practice effective and ethical leadership • Lumberjacks are honest; they do not deceive, cheat or steal • Lumberjacks stand up for those who cannot stand up for themselves • As lifelong learners, lumberjacks are committed to continuously improving themselves.

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

The Core Values of our College are:
- **Academic excellence** through critical, reflective, and creative thinking
- **Life-long learning**
- **Collaboration** and shared decision-making
- **Openness** to new ideas, to culturally diverse people, and to innovation and change
- **Integrity**, responsibility, diligence, and ethical behavior, and
- **Service** that enriches the community.

This class emphasizes these values in its content, philosophy, and in its assessment of outcomes. We, as instructors, strive to reflect these principles in the teaching of this class and we also have the highest expectations that you, our students, will also demonstrate these values as you develop as leaders in the field of visual impairment. These values are analogous with ethical standards that have developed by the Association for the Rehabilitation and One intention of this leadership 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 also supports the mission of the Visual Impairment Program
It is the mission of the Visual Impairment Program to train Teachers of students with Visual Impairments (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.

External

This course supports the Core Objectives established by the Texas Higher Education Coordinating board:
- **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. **For this class:** You will learn to identify stakeholders and analyze needs.
- **Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication. **For this class:** You will effectively communicate goals and objectives of specially identified projects.
- **Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. **For this class:** You will be able to develop and evaluate evaluation plans to determine the effectiveness of your planned project.
- **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 class:** You will
be able to seek support from various stakeholders and contributors to your project while attending to the needs of adult learners.

**Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making. **For this class:** You will adjust your plan and use of time and other resources to provide/plan for/ and assess meaningful outcomes.

**Social Responsibility** - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. **For this class:** You will recognize the needs of others and plan to meet the various needs of different stakeholder groups.

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

**Standard 2:** Learning Environments: ISCI 2  S6 (Use performance data and information from all stakeholders to make or suggest modifications in learning environments), B&VI2S2 (Provide access to incidental learning experience)

**Standard 3:** Curricular Content Knowledge: B&VI3S1 (Sequence, implement, and evaluate learning objectives based on the expanded core curriculum for individuals with visual impairments), B&VI3S2 (Obtain and organize specialized materials to implement instructional goals)

**Standard 5:** Instructional Planning and Strategies: ISCI 5  K2 (Evidence-based practices validated for specific characteristics of learners and settings), ISCI 5  S5 (Sequence, implement, and evaluate individualized learning objectives)

**Standard 6:** Professional Learning and Ethical Practice: ISCI 6  S5 (Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptionalities), ISCI 6  S13 (Demonstrate commitment to engage in evidence-based practices)

**Standard 7:** Collaboration: B&VI7S2 (Plan and implement literacy and communication and consultative support within the general curriculum and the expanded core curriculum), ISCI 7  S10 (Communicate effectively with families of individuals with exceptionalities from diverse backgrounds), ISCI 7  S3 (Foster respectful and beneficial relationships between families and professionals)

This course directly supports the codes of ethics for professional practice developed for professionals in the field of visual impairments by the Association for Education and Rehabilitation of the Blind and Visually Impaired, specifically;

I. Commitment to the student
II. Commitment to the community
III. Commitment to the profession
IV. Commitment to colleagues, other professionals and to professional employers

**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 to deliver presentations, promote discussion, and explore concepts. Instruction will be supported through other material to be presented online on the instructor’s website (Web-based Lessons). Students will also be required to facilitate and participate (asynchronously) in online discussions (Chats) investigating topics and required readings. Assignments will be detailed on the website and discussed during class time (Learning Activities).

**Graded Assignments:**

**Attendance & Participation**

You are required to attend class meetings, participate and/or facilitate on-line chats, and be prepared to discuss reading material, Web Lessons, and completed Learning Activities. You are expected to be present consistently on-line and in person (during Zoom sessions). This is a graduate level class that will focus on the development and discussion of intricate ideas and leadership opportunities. Your absence will hinder the growth of you as an individual and the group as a whole. Attendance and participation for this grade item will be measured during Zoom sessions. There will be a 15% point reduction in this category for each class missed after one excused absence. Please do not miss class.

**Issue Article – Research**

You will search your local areas, vision related websites, and scholarly journals to identify issues that you identify as important and meaningful to the community of individuals with visual impairments and those who work to meet their diverse needs. These will either be submitted to the instructor or required as part of a class discussion. You will be expected to show evidence to support your identification of issues.

**Discussion Posts and Responses**

You will be graded on both the number and quality of your posts and the responses you give to the posts of others. Your responses should reflect your opinion when appropriate but should also be based in, AND SHOW EVIDENCE OF, the readings and materials developed for this course.
Service Learning and Reflection on an Existing Training Program or Event related to Visual Impairment:
As part of this course you will be expected to participate in a local, state, or national training program related to the field of visual impairment. This involvement should be a minimum of eight hours including observation, service, and/or training. You will be expected to investigate the program by interviewing the leaders, presenters, or hosts of the program. You will be required to write a reflection on the experience highlighting concepts covered in the text, chats, or during class.

Web-based Lessons (WBLs):
Due to the limited amount of hybrid distance education time that we have available for this class additional instructional material will be provided through Web-based Lessons (WBLs). These WBLs are designed to be instruction provided over the web. Therefore, they DO NOT have assignments that will be turned in attached. Several of the topics that are covered in this class will have an accompanying Web Lesson. WBLs are a very important part of the class, and students are responsible for completing them (reading the materials, doing the exercises, etc.) as part of their course work. The material covered in the WBLs will be used to grade submissions in Learning Activities, assignments, and support the advancement of your knowledge and understanding of and leadership in the field of visual impairment.

Learning Activities (LAs):
Learning activities will be used as a way for you to demonstrate your knowledge and practice your leadership skills in the development and delivery of training or programs relating to visual impairments to adult audiences. The six LAs will be completed as individuals and as part of a group depending on the assignment. Topics for the LAs include Leadership, Adult Learning, Program Development, Material Development, Effectiveness, and Self-reflection and Evaluation. The LAs will integrate each of these concepts with visual impairment, discipline-specific, knowledge and skills to make the activities applicable to our population. These activities will support your development as a leader in the field of visual impairment and assist you in the investigation, planning, and proposal development of your final project.

Midterm:
The midterm will include the readings and the information presented in class

Final Project:
This course will culminate with your development of a comprehensive plan to provide instruction in an identified area of need in relation to the diverse needs of adult clients, children, youth or other individuals with visual impairments. This paper will: document your investigation of leadership opportunities at national, state and grassroots levels to effectively educate and advocate to improve the educational outcomes for persons with visual impairments; detail a needs assessment and problems needs statement; list a statement of goals and objectives; describe a plan for delivery and implementation the program; detail a plan for evaluating the program; provide examples of developed materials; and provide a detailed budget and funding source.

IV. Evaluation and Assessments (Grading): Grading Scale:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation (Zoom)</td>
<td>50 Points</td>
</tr>
<tr>
<td>Issue/article identification and discussion paper</td>
<td>50 Points</td>
</tr>
<tr>
<td>Discussion posts and responses (online)</td>
<td>100 Points</td>
</tr>
<tr>
<td>Service Learning project participation and reflection</td>
<td>100 Points</td>
</tr>
<tr>
<td>LA 1- Leadership Inventory as a professional TVI or COMS</td>
<td>100 Points</td>
</tr>
<tr>
<td>LA 2- Applying theories of adult learning to the field of visual impairment</td>
<td>100 Points</td>
</tr>
<tr>
<td>LA 3- Needs assessment and planning in the field of VI</td>
<td>100 Points</td>
</tr>
<tr>
<td>LA 4- Program evaluation techniques to assess effectiveness</td>
<td>100 Points</td>
</tr>
<tr>
<td>in meeting unique needs of clients and audience</td>
<td>100 Points</td>
</tr>
<tr>
<td>LA 5- Materials development and presentation</td>
<td>100 Points</td>
</tr>
<tr>
<td>LA 6- Participation/Reflection in existing training or leadership program related to the needs of individuals with visual impairments</td>
<td>100 Points</td>
</tr>
<tr>
<td>LA 7 - Self Reflection as a Leader, Learner, and Professional in the field of VI</td>
<td>100 Points</td>
</tr>
<tr>
<td>Midterm</td>
<td>200 Points</td>
</tr>
<tr>
<td>Final Project - Full Proposal/Presentation</td>
<td>200 Points</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1400 Points</td>
</tr>
</tbody>
</table>

The following grading scale will be used to determine letter grades awarded for this class:
A = 1160 - 1400 Points  
B = 1020 - 1059 Points  
C = 880 - 1019 Points  
F = Anything below 880 Points

No assignments for this course will be submitted to LiveText

V. Tentative Course Outline/Calendar:

**SPE 572**  
**TENTATIVE (2018) CLASS CALENDAR**  
8/31, 9/13, 9/27, 10/11, 10/25, 11/8, 11/29, 12/10 others TBA

**Class 1**  
Challenges to Leadership in Visual Impairment and the Impending Crisis of Lost Leaders,  
Leadership Basics- Understanding basic leadership, knowing yourself and knowing the world  
Review Learning Activity One and Article/Issue assignment.  
**WBL 1** – Personal Inventory as a Leader and Professional in Visual Impairment  
Reading – Jackson & Parry CH 1-3, Cafferella, Ch. 1, Optional - Millan & Erin Ch. 1&2  
**Discussion** – What issues are facing the field that will need leaders? Why is leadership in VI so different and unique?  
**LA 1** Leadership Inventory -Due Sept 17

**Class 2**  
Overview of Adult learning theories and principles  
Working with Adults – (clients with visual impairments, professional associates, and stakeholders)  
**WBL 2** – Personal Inventory as a Leader and Professional in Visual Impairment  
Reading – Jackson & Parry CH 4-5, Cafferella, Ch. 2, Merriam & Bierema Ch. 1-3 and 5  
**Discussion** – What keeps you from becoming a leader? How can your knowledge and skills related to visual impairment be translated and infused with new training to helping others to help your clients?  
**LA 2** Analysis of how adult learning principles can be used in visual impairments -Due Oct 1

**Class 3**  
Review of identified issues/topics of concern in Visual Impairment (Local, Regional, State, and/or National), Performing Need Assessments, Identification of Stakeholders and Support Agencies in Visual Impairment  
Planning for Adults in the field of Visual Impairment  
**WBL 3** – Interactive Program Planning  
Reading – Jackson & Parry CH 6-7, Cafferella, Ch. 3 & 4 – Merriam and Bierema Ch 11  
**Discussion** – Student led- Exploration, Discussion, and Collaboration on identified Topics and Issues  
**LA 3** - Planning and needs assessment to address identified issue related to visual impairment Due Oct 15

**Class 4**  
The Expanded Core Curriculum for Individual with Visual Impairments – Leading the way to meet diverse needs  
Assessment Techniques Overview with Modifications to Meet the Needs of Individuals with Visual Impairments  
**WBL 4** – Diversity in Visual Impairment (available Feb 1)  
Reading – Cafferella, Ch. 5 & 6; Merriam and Bierema, Ch 12,Millian Ch. 1 & 2 (available for review)  
**Discussion** – Diversity Challenges, Biases, and Roadblocks- Identifying your challenges  
**LA 4** Assessing Program Plans to meet identified needs -Due Oct 29  
**Midterm Review and Midterm**

**Class 5**  
Identification of Program Ideas, Priorities, and Objectives  
Program planning and the transfer of learning for advocacy and service improvement to individuals with visual Impairments  
**WBL 5** – Working with organizations and agencies serving individuals with Visual Impairments  
Reading – Cafferella Ch. 8, 10; Merriam and Bierema, Ch 8, Selected readings to be provided  
**Discussion** – Student led- Program Planning
LA 5 Training Materials to meet needs of adults and individuals with and without vision loss – Due Nov 12

Class 6 –
Transformative Leadership
Promoting change in the field of visual impairment through partnerships and collaboration
Motivating Adults – Shift from pedagogical approaches
WBL 6 – Belief in Change – You can make a difference (and a name for yourself) in the field of Visual Impairment
Reading – Merriam and Bierema Ch 5
Discussion – Student Led: Experiences and reflections on service learning
LA 6 – Service Learning reflection due Dec 3

Class 7 –
Data collection and Evaluation – Planning and Design
Getting feedback from Adults – (clients with visual impairments, professional associates, and stakeholders)
WBL 7 – Budgets and Resources (available Feb 1)
Reading – Caffarella Ch. 14. Selected readings to be provided
Discussion – Are you ready to be a leader in the field of visual impairment?
LA 7 Self-Assessment as a Leader in the Field of Visual Impairment – Due Dec 10

Class 8 – Final Project Due (additional meetings may be planned to meet class needs)
Implementation, Research, and Leading the Field of Visual Impairment to New Directions
Project Discussions

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

Required texts:


Suggested reading


Additional articles and topics relating to current challenges and opportunities in the field of visual impairment will be linked or posted on the class website www.faculty.sfasu.edu/munromicha

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.

Please know that the Visual Impairment faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical! I encourage you, as students, to visit with me during office hours or to schedule an appointment with me in order to discuss ways to meet your needs, your opinions on the course assignments, and suggestions to improve the quality of instruction. I am truly dedicated to providing you with a high quality learning experience that is supportive as well as instructive.

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.

Class participation:
The best form of learning takes place in an environment where everyone feels safe and respected in the classroom. To this end, we will seek to foster an environment that allows us to communicate across differences. As such-

- Everyone gets a fair hearing.
- Seek first to understand, then to be understood.
- Share “air time.”
- If you are offended, say so, and say why.
- 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.
- Speak for yourself, not others.
- One person speaks at a time.
- What we say stays here, unless we agree to change that. What we learn here, though, we can share with others.


This class is designed to be highly interactive between you and the instructor and each other. Your experiences and input on presented topics is essential. I will be asking questions and calling on each of you at some point during the semester. A total of 50 points will be awarded based on your level of participation in class and in online discussions (chats). Please note that these points are not assigned on the basis of correct responses, but on your willingness to respond and work through the problem.

At the end of the semester, I will evaluate you on the following criteria:
- Appropriateness of participation in class discussions and 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 a positive attitude toward the subject material, class activities, etc.
- Sharing of useful information and materials with the class

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 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/disabilitieservices/.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

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.

For purposes of this class, any student who is identified as being academically dishonest based on the definition above will receive an “F” in the class, the student’s status in the program will be reevaluated, and the individual may be dismissed from the program. See the program handbook for the VI/O&M Program Academic dishonesty policy at www2.sfasu.edu/visual-impairment/

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 (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.
Additional Information:

Code of Ethics for the Texas Educator:
The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (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.

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

IX. Other Relevant Course Information:

Caveat:
The above schedule and procedures in this course are subject to change in the event of extenuating circumstances.
SPE 573 – Leadership in Visual Impairment Final Project

<table>
<thead>
<tr>
<th>Criteria for Grading and Evaluation of the Comprehensive Program Plan (or Proposal) PowerPoint Presentation</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement</strong> – Define, define, define. Detail the population and the problem that is identified. You can address the regional, social, economic, and educational problems (context). We talked earlier in the semester about a dilemma or a problem as a reason for change. This is the beginning and should help you establish a connection and flow between the whole plan.</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Overall Goal Definition</strong></td>
<td>Your goal should be clearly stated in the slide and should be general in nature. It should describe what it is you are trying to do. Though connected to your problem it should be more than a simple restatement piece. What are the long term and short term goals?</td>
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<tr>
<td><strong>Objective Definition</strong></td>
<td>Your objectives should be more specific in focus than your goal and predominately help define the outcomes you might assess after delivery. Remember you will come back to these objectives in your evaluation. Are the adult learning principles of relevance and/or motivation and/or recognition and use of experiences addressed for older populations?</td>
</tr>
<tr>
<td><strong>Planned Activity Description</strong></td>
<td>This is your method. This is where all of you are strong in the previous submissions—the key here is to provide enough detail on the slide and in the notes. Have an outside party read it so that it is clear. <em>This seems redundant – but – being able to state and communicate your project efficiently will help you gain support.</em></td>
</tr>
<tr>
<td><strong>Evaluation of Outcomes and Transfer of Learning</strong></td>
<td>What do you need them to know? And how are you going to verify that they got it? Detail who, what, and how you plan to assess. You may need different plans for different parties involved. Data is important</td>
</tr>
<tr>
<td><strong>Accuracy of Literature</strong></td>
<td>You should identify concepts, issues, strategies, or topics addressed in the class materials in your assignment. Both the Cafferella text and the Cuervo chapters (provided in the Web lesson) can be used to support your presentation. Use terms like “as explained or as cited in Cafferella (give page). These are basic foundational references that should be used to support your argument/plan. Three cites (different pages/book) = full points. Can be done in notes or on the slides</td>
</tr>
<tr>
<td><strong>Marketing Materials for Publicity and Raising Interest</strong></td>
<td>We referenced this as a fact sheet or Who, What, Where, When, Why. You need to convey the project quickly and tell why it is important – Make people want to help or motivate a consumer to partake.</td>
</tr>
<tr>
<td>Stakeholders – Be able to identify people who may support you financially and those who may support you with time and effort. Remember there are donations outside of financial that may assist your (use of space or equipment).</td>
<td>5%</td>
</tr>
<tr>
<td>Staffing and Budgetary Priorities – Be able to identify your biggest budget concerns. Estimate your top concerns</td>
<td>5%</td>
</tr>
<tr>
<td>Quality of writing and clarity of communication; style --grammar, syntax, spelling, etc. The paper should be free of typos, the paper should be clearly written, that is, for a third-party reader. Define your terms and explain ideas and concepts</td>
<td>10%</td>
</tr>
<tr>
<td>Sustainability – Can and should the project continue? (if not show how/why the program/project is no longer needed – ex. disaster relief). If it needs to continue what needs to be transferred to other leaders, how to keep your organization going, how to maintain stakeholders from stakeholders (meet their needs)</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>