II. Intended Learning Outcomes/Goals/Objectives

The information in this course provides a foundation of knowledge and skills related to low vision that is necessary to develop competencies for working with persons with visual impairments. These competencies apply to all students enrolled in the program to prepare professionals in the field of visual impairment (Teachers of Students with Visual Impairments, Orientation and Mobility Specialists (COMS) who are practically and pragmatically prepared to meet the needs of persons with visual impairments). This course also supports the mission of the Visual Impairment Program (Program/Student Learning Outcomes):

Program/ Learning Outcomes:

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 Education and Rehabilitation of the Blind and Visually Impaired. 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 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
This course supports the Core Objectives established by the Texas Higher Education Coordinating board:
The core objectives established by the Texas Higher Education Coordinating Board (THECB) are:
Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of
information. FOR THIS COURSE- this will be accomplished through the performance of observations, simulation, and
recommendations related to assessments.
Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual
communication. FOR THIS COURSE- this will be address though the development of an assessment report, article
summary, and annotations.
Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in
informed conclusions. FOR THIS COURSE- this may be addressed though the collection and analysis of data related to
environmental and/or O&M assessments related to Low Vision.
Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared
purpose or goal. FOR THIS COURSE- this will be addressed through the practice of cooperative and reciprocal simulation
activities (including the collection of experiential feedback from both partners).
Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-
making. FOR THIS COURSE- this will be addressed through the development of individualized, effective, and
manageable recommendations AND the meeting of assignment deadlines.
Social Responsibility - to include intercultural competence, knowledge of civic responsibility, and the ability to engage
effectively in regional, national, and global communities. FOR THIS COURSE- this will be address through effective
contributions to class discussions (both during class meetings and online asynchronous discussions)

This course directly supports the standards of the Council for Exceptional Children, specifically;
Standard II: Development and Characteristics of Learners:
Standard III: Individual Learning Differences:
Standard VII: Instructional Planning:
Standard VIII: Assessment:
Standard IX: Professional and Ethical Practice:
Standard X: Collaboration:

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 o the profession
IV. Commitment o colleagues, other professionals and to professional employers

This course supports Tracdat objectives that have been developed for the program, specifically;
SLO – III - The student will model and demonstrate applied knowledge of strategies that improve access to curriculum and
promote the development of learners with visual impairments.
The student will:
1) perform a comprehensive environmental evaluation
2) suggest appropriate modifications that are efficient, effective, and non-obtrusive
3) effectively communicate findings and suggestions avoiding or explaining specialized terminology

This course supports the development of competencies that are accepted across professions in Visual Impairment,
specifically;
Domain I - Understanding students with visual impairment.
  Competency 1 - Knowledge of the visual system
  Competency 2 - Effects of visual impairments on development and learning
  Competency 4 - Effects of factors other than disabilities.
Domain II - Assessment of students with visual impairments.
  Competency 5 - Selecting, adapting, and administering assessments.
  Competency 6 - Interpreting and communicating assessment results.
  Competency 7 - IEP and IFSP development.
Domain III - Fostering student learning and development
  Competency 8 - Organizing the learning environment
  Competency 9 -Communication and literacy.
  Competency 11 - Sensory efficiency.
  Competency 12 - Social interaction and recreation and leisure skills.
  Competency 13 - Independent living and orientation and mobility.
Domain IV - Professional Knowledge
  Competency 16 - Working collaboratively with families.
  Competency 17 - Legal and ethical foundations and professionalism.
The following outcomes are linked directly to this course
1. The student will demonstrate applied knowledge of the characteristics of students with visual impairments.
2. The student will demonstrate understanding and applied knowledge of formal and informal assessments designed to address and measure the unique needs of students with visual impairments.
3. The student will model and demonstrate applied knowledge of strategies that improve access to curriculum and promote the development of learners with visual impairments.
4. The student will document and express knowledge, ideals, skills, and standards associated with professional practice in the field of visual impairment.

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

Instructional Strategies and Technology:
This course will be delivered using distance education through the use of a hybrid format. Classes will meet (synchronously) using web conferencing (elluminate) 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-Instructional Activities). 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

Class 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. This is a graduate level class that will focus on the development and discussion of advanced ideas and concepts. Your absence will hinder the growth of you as an individual and the group as a whole. You will be expected to be professional and respectful of others in all activities and exchanges. At the end of the semester I will evaluate you on the following criteria:

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

Respect for Diversity and Community-
• We are a small community and we are learning this together
• Honest disagreements in the spirit of critical academic exchange are encouraged. While you can disagree, don't personalize it; stick to the issues. No name-calling or stereotyping.
• Derogatory comments based on race, ethnicity, class, gender, sexual orientation, or nationality will not be tolerated.
• What we say stays here, unless we agree to change that. What we learn here, though, we can share with others.
• If you are offended, say so, and say why.
Adapted from The Guide for training study circle facilitators (1998) Study Circle Resource Center, © Topsfield Foundation.

Web Instructional Activities:
Due to the limited amount of e-learning time that we have available for this class additional instructional material will be provided through Web Instructional Activities (WIAs). These WIAs 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 Instructional Activity. WIAs 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 WIAs will be included on exams and in Learning Activities. Additional WIAs may be developed as needed as the class progresses. You will be notified if additional material is added.

Learning Activities (LAs):
Learning activities will be used as a way for you to demonstrate your knowledge and practice your skills related to course materials. The four LAs will be completed as individuals and as part of a group depending on the assignment. Topics for the LAs include Low Vision Simulation, Environmental Evaluation, Low Vision Device Instructional Planning, and Collaboration. The Environmental Evaluation should be submitted to me through LiveText. The LAs will integrate each of these concepts with visual impairment, discipline-specific, knowledge and skills to make the activities. The activities will support your development as a professional in the field of visual impairment.

More info on the Written Assignment- Article Summary (and annotation if necessary) – The article summary is 3-page maximum summary of a peer-reviewed article completed using APA format. Providing a brief summary, critically
evaluating three points in the article, and a conclusion. Must have APA formatted title and reference page (the article you summarize may be the only item listed) and use APA format. Students are advised to use the on campus resources available in the AARC prior to submission. The annotations assignment involves reviewing two separate sources (for example one article and one website) an evaluation the material and the source using the information provided on the class site. You will need to follow APA requirements including developing an APA title page. EACH OF THE TWO annotation has a maximum of 3 pages NOT including the title page.

**Service Learning Activity and Reflection** – Each spring the SFASU Braille and Cane Club plans and hosts an event for area students who are visually impaired. It is hoped that you will be a part of, and contribute to, the event. You will be required to develop a reflection (2-page minimum) on your experiences in the event (if you are unavailable you will be given an alternative assignment- see annotation above).

**Examinations:**
Two examinations (worth 150 points each) will be administered in this class. A proctor system will be used to take each of these exams. Remember that students will be responsible for all material covered in class, in readings, and in any outside assignments or exercises.

**Quizzes:** Quizzes may be used periodically to check for your understanding of the material.

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation (including submissions)</td>
<td>75 Points</td>
</tr>
<tr>
<td>Exam 1- Midterm</td>
<td>150 Points</td>
</tr>
<tr>
<td>Exam 2 – Final (comprehensive)</td>
<td>150 Points</td>
</tr>
<tr>
<td>LA 1 Low Vision Simulation Report</td>
<td>100 Points</td>
</tr>
<tr>
<td>LA 2 Article Summary</td>
<td>100 Points</td>
</tr>
<tr>
<td>LA 3 Task Analysis</td>
<td>100 Points</td>
</tr>
<tr>
<td>LA 4 Environmental Evaluation Report</td>
<td>200 Points</td>
</tr>
<tr>
<td>LA 5 Service Learning Review OR Article Annotation</td>
<td>100 Points</td>
</tr>
<tr>
<td>LA 6 Low Vision Device Plan, PLAAFP, IEP</td>
<td>100 Points</td>
</tr>
<tr>
<td>LA 7 Collaboration Plan to Achieve ECC Goals</td>
<td>100 Points</td>
</tr>
<tr>
<td>Quizzes (as needed)</td>
<td>???</td>
</tr>
<tr>
<td>Course Evaluation</td>
<td>25 Points</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>1200 Points</td>
</tr>
</tbody>
</table>

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

- **A** = 1080 - 1200 Points
- **B** = 960 - 1079 Points
- **C** = 840 - 959 Points
- **F** = Anything below 840 Points

**To earn full credit for your Environmental Analysis assignment you will be required to submit through LiveText**

**EXTRA CREDIT** - For this course extra credit may be available to students who participate in university sponsored research or to students who complete a book review. This is at the discretion of the Instructor, require prior approval, may have limited opportunities for completion, and are limited to a maximum of 5% (about 60 points) toward your final point total.

**V. Tentative Course Outline/Calendar:**

| Week 1 (Jan 22nd)– Review of the syllabus, schedule, website, Presentation: Intro to Low Vision Modules: **Getting started, Intro and Population / Roles** Reading: Corn & Erin p. 1-12 |
| Week 2 (Jan 29th)– - Low Vision Population , History of Low Vision Intro to simulation |
| **February**- |
| Week 3 (Feb 5th)– - Classification of Functional Vision Model for Visual Functioning |
Week 4 (Feb 12th) – ****NO Collaborate Meeting Feb 12th – Complete your simulation activity. Other content online
Psycho-Social Aspects of Low Vision, Visual Development
Learning Activity 1 – Simulation Activity due (2/19)
Learning Activity 2 – Article Summary due (2/26)
Week 5 (Feb 19th) – Environmental Modifications
Learning Activity 2 – Article Summary due (2/26)
Week 6 (Feb 26th) – Understanding Light
Modifying the Environment
Environmental modification activity and examples
Week 7 (Feb 26th) - Environmental Modification Report writing
More Environmental modification examples
Midterm Review

March –
Week 8 (Mar 5th) - Midterm -
Learning Activity 3 – Task Analysis due(3/12)
Week 9 (Mar 12th) – Intro to Magnification
Absorptive Lenses
Visual Skills and Development
What Your Students Need to Know
Learning Activity 4 – Environmental Modification Report due (3/19)

Mar 19th – Spring Break ****NO CLASS Meeting Mar 27th -
Week 10 (Mar 26th) – Optical Devices – Understanding Types
Optical Devices – Introductions and Overview
Optical Devices - Activity
Learning Activity 5 – Service Learning reflection due (4/9)
Week 11 (Apr 9th) – Device Training
Near and Distance Device Training
Week 12 (Apr 16th) - Low Vision Orientation and Mobility
Learning Activity 7 – Optical Device Training Plan due (4/23)
Week 13 (Apr 23rd) – Low Vision Mobility
Low Vision Mobility - cues activity
Week 14 (Apr 30th) - Collaboration
Biopics and Low Vision Driving
Learning Activity 7 – Programming and Collaboration due (3/3)

May
Week 15 (May 3)– What You And Your Clients Need to Know
Exam Review

Week 16 (May 6th) – Final Exam – Exam will be taken at my office, by proctor, or in ODS on or before this day

The above schedule is issued to reflect MEETING TIMES only. You will be required to attend to readings, online discussions, and
online content (modules, Web Activities, and/or Learning Activities)

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

Required text:
New York: AFB Press.
Austin: Texas School for the Blind and Visually Impaired.

LiveText -
Students who do not have an existing LiveText account will receive an access code via your SFA Titan email within the
first week of class. You will be required to register your LiveText account, and you will be notified how to register your
account. 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 LiveText, call ext. 1267 or e-mail SFALiveText@sfasu.edu.
Articles:


Various readings and/or articles (INCLUDING THE ONE ABOVE) will be linked or posted on the class website www.faculty.sfasu.edu/munromicha
Reading assignments from texts and additional materials will be posted on the website.

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. 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 COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFAS. 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. You will receive points toward your final grade for the completion of the evaluation (again, what you say will be anonymous).

VIII. Student Ethics and Other Policy Information:

Attendance:

Faculty members are required to include the official policy of the university on attendance in their syllabi,

Class Attendance and Excused Absence

A-10

Original Implementation: November 9, 1981
Last Revision: January 15, 2002

Class 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.

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 absences to a maximum of three weeks of a semester or one week of a six-week summer term when the nature of the work missed permits.

FOR THIS CLASS: You are expected to attend class. Attendance will be taken each class day. You may receive excused absences for illness and family emergencies, but must present written documentation for such absence (i.e. doctor’s note, emergency room admissions, funeral notices). You will be allowed one unexcused absence without penalty. After that, one letter grade will be subtracted from the final grade for each unexcused absence. Remember your attendance counts. You must be in class to participate fully in the course.

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Academic Integrity

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.
Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) 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 are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

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

For purposes of this class, any student who is identified as cheating based on the definition above will receive an “F” in the class. 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.

Withheld Grades Semester Grades Policy (A-54)
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 they receive a WH, or the grade automatically becomes and F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Acceptable Student Behavior
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 Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

The following information may apply to you if you are not a certified teacher...To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due ______________________. 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.texes.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.

LiveText Statement
Spring 2015
This course collects 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, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA Titan email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. 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 LiveText, call ext. 1267 or e-mail SFALiveText@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.