II. Intended Learning Outcomes/Goals/Objectives

This course will focus on visual assessment and intervention methods for persons with low vision.

Purpose
This is an advanced course in visual impairment. Prerequisites include SPE-516 The Eye its Function and Health and SPE-515 Programs and Services for Individuals with Visual Impairment or their equivalents. The course is designed to give you the knowledge and skills to work with persons with low vision. Topics will include development of the field of low vision, effect of low vision on performance, adaptations to improve visual efficiency, the social/emotional impact of low vision, and working with families, teachers and other parties connected to persons with low vision. One of the assignments for this course is linked to accountability and accreditation.

Prerequisites: Candidates 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 a significant about of training as an orientation and mobility specialist.

I. Course Description:
This course directly supports the mission of the SFASU Department of Human Services and will support the Core Objectives established by the Texas Higher Education Coordinating Board (THECB) as a teacher of the visually impaired or a significant amount of training as an orientation and mobility specialist.

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 and other parties connected to persons with low vision. One of the assignments for this course is linked to accountability and accreditation.

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 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 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, annotations, and literature review paper.
**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 through the collection and analysis of data related to environmental and/or Q&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 addressed through effective contributions to class discussions (both during class meetings and online asynchronous discussions).

**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.

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

**This course supports Tracdat objectives that have been developed for the program, specifically;**

**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.

**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

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 eLearning 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 leader in the field of visual impairment and assist you in the investigation, planning, and proposal development of your final project.
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.

Writing Assignments:
Article Summary – 5-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 and use APA format.
Annotations - Two 3-page annotations of separate articles or web materials that are identified, summarized, assessed, and reflected upon using provided guidelines. Must be in APA using heading, title page, reference page, and citations.
Final Paper – The final paper is a fully formatted 8-10 page review of literature paper over an agreed upon topic relating to low vision. Must include a minimum of 10 cited and formatted references (Minimum of 5 from Journals or Books). Must be in APA format and include title page, reference page, abstract, in-text citations, proper headings, properly cited quotations, and follow APA rules.

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class and Chat Participation</td>
<td>100 Points</td>
</tr>
<tr>
<td>Article Summary</td>
<td>75 Points</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>75 Points</td>
</tr>
<tr>
<td>Exam 1-Midterm</td>
<td>150 Points</td>
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<tr>
<td>Exam 2 – Final (comprehensive)</td>
<td>150 Points</td>
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<tr>
<td>LA 1- Low Vision Simulation Report</td>
<td>100 Points</td>
</tr>
<tr>
<td>LA 2 Environmental Evaluation Report</td>
<td>150 Points</td>
</tr>
<tr>
<td>LA 3 Low Vision Device Plan, PLA/FP, IEP</td>
<td>100 Points</td>
</tr>
<tr>
<td>LA 4 Collaboration Plan to Achieve ECC Goals</td>
<td>100 Points</td>
</tr>
<tr>
<td>Course Evaluation</td>
<td>25 Points</td>
</tr>
<tr>
<td>Writing Assignment - Final Paper 8-10 pages</td>
<td>225 Points</td>
</tr>
<tr>
<td>and References all using APA format</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>1250 Points</td>
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</tbody>
</table>

The following grading scale will be used to determine letter grades awarded for this class:
A = 1150 -1250 Points
B = 1025 - 1149 Points
C = 900 - 1024 Points
F = Anything below 700 Points

To earn full credit for your LA 2 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% (62 points) toward your final point total.

V. Tentative Course Outline/Calendar:

**SPE 519)**

**TENTATIVE 2014 CLASS CALENDAR**

**Class 1 - January 21**
In class: What is Low Vision? How to define Low Vision and Psychosocial Aspects of Low Vision
Review Learning Activity One and Article/Issue assignment.
**WIA 1a and 1b – Roles of a Professional in Visual Impairment (available Jan. 20)**
Chat – Posted Feb 7 What issues are your Low Vision student’s facing? Do they fit profiles in the readings?
**Writing Assignment – Article Summary due next class**
LA 1 Low Vision Simulation report -Due Feb 25

**Class 2 – February 4**
Perspectives on Low Vision and Introduction to Environmental Factors
**WIA 2a – Task Analysis and Environments**
Chat – No formal Chat – Must communicate with me prior to Feb 28 to discuss you topic for final paper
**LA 1 (due 2/25) and LA 2 (due 4/1)**
**Writing Assignment – Article Summary due before class**
Class 3 – February 25
Evaluation and Modification of Environmental Factors
Review LA 2
Reading – Jose Chapter 16, Levack Chapter 6, Corn Chapter 9
LA 1 Low Vision Simulation report -Due before class
LA 2 – Environmental Evaluation Report Due April 1 submit through LiveText
Writing Assignment – Annotations due next class
Midterm – Posted after Feb 26th – due March 2nd

Class 4 – March 18
Device Training Sequences, Visual Skills and Development, Magnification, Measurable Goal and PLAAPFs
WIA 3 – Standards Based Measurable Goals
Reading – Corn Chapter 10 and 11
Chat Posted March 18 – Student Led TBA
LA 2 – Environmental Evaluation Report Due NEXT CLASS
LA 3 Measurable Goals for Devices -Due April 16th
Writing Assignment – Annotations due before class

Class 5 – April 1
Device Training, Distance Training, Optical Devices
WIA 4 – Collaboration and Policy
Reading – Jose Chapter 10
Chat Posted April 1 – Student led- TBA
LA 3 Measurable Goals for Devices -Due Next Class
LA 4 Policy and Collaboration to Achieve ECC Goals -Due April 30
LA 2 – Environmental Evaluation Report Due Before Class

Class 6 – April 15
Low Vision Orientation and Mobility. Diopter Math
WIA 5 – Challenges to Low Vision Travel - Images
Reading – Corn Chapter 11 & 12
Chat Posted April 15– Student Led- TBA
LA 4 Policy and Collaboration to Achieve ECC Goals Due next class
LA 3 Measurable Goals for Devices -Due before class

Class 7 – April 29
More Low Vision Mobility, Low Vision Curriculum
Reading – Review Jose 13, Read Corn Chapter 13
LA 4 Policy and Collaboration to Achieve ECC Goals -Due before class
Final – Posted by May 1 completed by May 6

Complete – May 7 – ALL Final Papers Due

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 account, ISBN# 978-0-979-6635-4-3. This may be purchased at the bookstore or purchased online at www.livetext.com. Once you have purchased the account, you must activate your account at www.livetext.com
If you have purchased LiveText in another course, you will NOT need to buy a second account. NOTE: If you plan to use financial aid to purchase this account, you must make the purchase by the date set by financial aid.

It is STRONGLY RECOMMENDED that you purchase the APA publication manual 6th edition or newer
Washington, DC: Author.

Suggested Text:

Articles:
Various readings and/or articles will be linked or posted on the class website. Since I am an adjunct the web support for this course will be handled by Michael Munro. Please let me and/or him about concerns related specifically about the site. He can be reached at the office at (936) 468-1036 or via email. The materials for this course will be hosted on his site www.faculty.sfasu.edu/munromich
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 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. 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

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 the WH is assigned, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course 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 SFASU 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.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.

**LiveText**

LiveText is the data management system used by the Perkins College of Education for program improvement and accreditation. All students are required to purchase a LiveText account, either through the University Bookstore or at www.livetext.com. This is a one-time purchase, and the account will be used throughout your program. Required program assignments must be submitted through LiveText. Successful completion of the course and program are dependent on submission of all required LiveText assignments.

**IX. Other Relevant Course Information:**

**Caveat:**

The above schedule and procedures in this course are subject to change in the event of extenuating circumstances.