Instructor: Catherine Smyth, Ph.D.

Dates: 8/12/2019 – 9/13/2019 Location: Online
Office: Online contact by Skype/email: Cathysmyth62
Phone: (720) 205-3147 (cell)
Office Hours: Tuesdays: 7:00pm-9:00pm or by appointment
Email: cathy.smyth@utah.edu

Multi-University Consortium Teacher Preparation
Program in Sensory Impairments

Course Overview:
Introduction to the field of visual impairments including the Impact of visual impairments on development; basic anatomy of the eye; educational implications of eye disorders; and educational programming for students who are blind or visually impaired.

Prerequisites:
Teacher Education Core

Course Content and Student Objectives:
Prospective teachers of students with visual impairments (TVIs) and other interested learners will gain an introductory understanding of the following topics:

1. The visual system
2. Education of children and youth who are blind or visually impaired
   a. Characteristics and needs
   b. Legal definitions of blindness/visual impairments
   c. Trends and issues
   d. Functional and educational implications of blindness and visual impairments
   e. Functional and educational implications of additional disabilities
   f. Role of the teacher of students with visual impairments
   g. Educational adaptations
   h. Expanded Core Curriculum
   i. Service delivery options
   j. Paraprofessionals
3. Assessment of vision
4. Multicultural issues
1. The learner will demonstrate knowledge of the functional and educational implications of visual impairment in the following ways:
   a. Explain the impact that a visual impairment has on a child’s/youth’s cognitive, language, communication, motor, social-emotional, and autonomous development (K2E, K2F, K2G).
   b. Explain the impact that additional disabilities have on a learner with a visual impairment and identify appropriate educational adaptations (K3A, K4R).
   c. Describe vision screening and assessment procedures and terminology (K1C, K3B).

2. The learner will demonstrate knowledge of past and current service delivery options and issues for the education of students with visual impairments in the following ways:
   a. Describe the prevalence and incidence of visual impairment, educational and legal classifications, and service delivery options (K1B, K1C).
   b. Analyze how the historical foundations shape the current issues and trends in the education of students who are visually impaired (K1B, K1D).
   c. Locate sources of specialized materials, service networks, consumer organizations, and professional associations and publications (K1A, K4Q, K7B, K8A).

Required Texts and Materials


Additional required readings will be posted on the Canvas.

Recommended Texts (not required)


Teaching and Learning Methods:
The course will include online lecture, readings, and discussion to promote student learning.

Policies and Expectations:
It is expected that readings will be completed prior to the completion of the identified module and discussions completed during each module.

All assignments are to be typed, computer generated and submitted by deadlines noted in this syllabus. **Criteria for grading all written assignments will include content, writing style (grammar, sentence structure, capitalization, punctuation, and professional vocabulary), and spelling (refer to APA 6th edition). Students are responsible to adhere to all professional and ethical practices as outlined in the Department of Special Education Student Manual, and as defined by the professional organizations of CEC and AER for teachers of students with disabilities.**

University of Utah Safety Policy: The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

Americans with Disabilities Act (ADA)
The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services. (www.hr.utah.edu/oeo/ada/guide/faculty/)

The Department of Special Education is committed to policies of equal opportunity and affirmative action and prohibits discrimination on the basis of race, color, national origin, religion, sex, sexual orientation, age or status as a Vietnam veteran, disabled veteran or person with a disability. The department of Special Education seeks to provide equal access to its programs, services and activities for people with disabilities. Reasonable prior notice is needed to arrange accommodations. Evidence of practice not consistent with these policies should be reported to the Office of Equal Opportunity and Affirmative Action, 581-8365.

Course Requirements & Grading Criteria:

**Please access the Course Schedule available in the Canvas Course to see the due dates for each assignment.**

Late assignments are not accepted in this course. There are no exceptions! Students are reminded to keep a portfolio of all work until a final grade has been posted at the end of the semester.
1. 5 points per module reflections: Respond to all reflection questions presented within the modules.

2. 5 points per class reading: Complete assigned readings and related activity/assignment.

3. 50 points per low vision or blindfold simulation experience/report: Complete 5 low vision simulations activities and report using the provided reflection form or complete a 5-page summary of your experiences while blindfolded.

4. 50 points: Read and review *Traveling Blind: Life Lessons from Unlikely Teachers*. Follow the guidelines presented in the assignment rubric to write the 3 - 5 page summary/paper.

5. 30 points per quiz: Complete 2 online quizzes.

**Graduate Credit**

The graduate assignment for this course will be identified by the instructor and the student. Graduate students are expected to contact the instructor in the first week to decide on an individualized assignment. This meeting can be through phone/email or an online Skype/Facetime meeting by appointment. I am happy to meet at your convenience. 50 points

**Grading Criteria**

<table>
<thead>
<tr>
<th>Module Discussions</th>
<th>50 points</th>
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<tbody>
<tr>
<td>Readings</td>
<td>25 points</td>
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<tr>
<td>Simulation report or paper</td>
<td>50 points</td>
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<tr>
<td>Traveling Blind paper</td>
<td>50 points</td>
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<tr>
<td>Quiz 1</td>
<td>30 points</td>
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<tr>
<td>Quiz 2</td>
<td>30 points</td>
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<td><strong>Total</strong></td>
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**Graduate assignment** 50 points

**Graduate Total** 285 points

**Grading scale:**

<table>
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<th>Grade</th>
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<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100% – 93%</td>
<td>C</td>
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<tr>
<td>A-</td>
<td>92.9% – 90%</td>
<td>C-</td>
<td>72.9% – 70%</td>
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<tr>
<td>B+</td>
<td>89.9% – 87%</td>
<td>D+</td>
<td>69.9% – 67%</td>
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<tr>
<td>B</td>
<td>86.9% – 83%</td>
<td>D</td>
<td>66.9% – 63%</td>
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<tr>
<td>B-</td>
<td>82.9% – 80%</td>
<td>F</td>
<td>62.9% – 0%</td>
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<tr>
<td>C+</td>
<td>79.9% – 77%</td>
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