

RECEIVED

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Revised
OFFICE OF THE
SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: EDUCATION

Date Submitted: 7/8/2015

1b. Department/Division: Early Childhood, Spec Ed, Rehab Counsel

1c. Contact Person

Name: Donna Brostek Lee

Email: donna.b.lee@uky.edu

Phone: 859-257-1520

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course2a. Will this course also be offered through Distance Learning?: Yes⁴

2b. Prefix and Number: EDS 581

2c. Full Title: Methods for Teaching Students with Visual Impairments

2d. Transcript Title: Methods for Teaching Students with VI

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Graduate School Grade Scale

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. **Course Description for Bulletin:** This course is designed to examine how to teach and modify the core curriculum for students who are blind or visually impaired. Topics will include: adaptation of general education classroom materials, IEP development and implementation, lesson planning, and braille literacy. Prospective teachers will develop organization skills and strategies necessary to be efficient in delivery of services as a teacher of the visually impaired. This course requires one weekend at the Kentucky School for the Blind in Louisville as well as attendance at the Kentucky AER Conference.

2k. **Prerequisites, if any:** Admission to the Teacher Preparation Program in Visual Impairments and successful completion of EDS 580 or instructor permission.

2l. **Supplementary Teaching Component:** Community-Based Experience

3. **Will this course taught off campus?** No

If YES, enter the off campus address:

4. **Frequency of Course Offering:** Spring,

Will the course be offered every year?: Yes

If No, explain:

5. **Are facilities and personnel necessary for the proposed new course available?:** Yes

If No, explain:

6. **What enrollment (per section per semester) may reasonably be expected?:** 20

7. **Anticipated Student Demand**

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain:

8. **Check the category most applicable to this course:** Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. **Course Relationship to Program(s).**

a. **Is this course part of a proposed new program?:** Yes

If YES, name the proposed new program: Teacher Preparation Program in Visual Impairments

b. **Will this course be a new requirement for ANY program?:** Yes

If YES, list affected programs: Teacher Preparation Program in Visual Impairments

10. **Information to be Placed on Syllabus.**

a. **Is the course 400G or 500?:** Yes

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name: Donna Brostek Lee

Instructor Email: donna.b.lee@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? The course will be offered synchronously online through weekly Adobe Connect meetings and face-to-face. Class meetings will allow for live class discussion and interactions between students and instructor. All students will attend two face-to-face weekend meetings. The instructor will also be available via e-mail, phone, scheduled appointments on campus, and online conferencing for consultation with students. The course syllabus conforms to the University Senate Guidelines and expectations for distance learning.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. Readings, course goals, and assessment of student learning outcomes will be the same for distance learning students as it is for the classroom-based course.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. The integrity of student work is ensured by using a password-protected Learning Management System (LMS). Selected quizzes will be given by the instructor during the weekend face-to-face meeting. Midterm and final exams will be posted on the LMS and only made available for a specified time. Exams will be open book and allow use of notes, therefore not requiring the use of a proctor. The course will follow university policies for ensuring course integrity.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? Yes

If yes, which percentage, and which program(s)? At least 50% of the coursework for the Teacher Preparation Program in Visual Impairments is offered online.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Information about how to access student services and support through University of Kentucky Informational Technology and disability services will be provided in the syllabus.

6. How do course requirements ensure that students make appropriate use of learning resources? In addition to reading assignments from required textbook, students will be required to access additional readings provided through the University of Kentucky online reserve system. The instructor will provide support and directions in the syllabus on how to access information from the Distance Learning Library Service.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Access is provided to facilities and equipment using the students user-name and password.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? The syllabus contains information about accessing University of Kentucky Information Technology and the Help Desk. This will also be reviewed by the instructor at the beginning of the semester.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. N/A

10. Does the syllabus contain all the required components? YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Donna Brostek Lee

SIGNATURE|BCOLL01|Belva J Collins|EDS 581 NEW Dept Review|20140328

SIGNATURE|MYRT|Martha L Geoghegan|EDS 581 NEW College Review|20140512

SIGNATURE|JMETT2|Joanie Ett-Mims|EDS 581 NEW Undergrad Council Review|20150218

SIGNATURE|ZNNIKO0|Roshan Nikou|EDS 581 NEW Graduate Council Review|20150410

SIGNATURE|JEL224|Janie S Ellis|EDS 581 NEW Senate Council Review|20150625

SIGNATURE|MEB|Margaret Bausch|EDS 581 NEW Approval Returned to Dept|20150715

New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

[Open in full window to print or save](#)

Generate R

Attachments:

Upload File

ID	Attachment
Delete 3576	EDS 581 DL UGC Review Checklist.docx
Delete 4326	EDS 581 Methods for Teaching Students with Visual
Delete 4327	TPPVI OffSite Justification.docx

(* denotes required fields)

1. General Information

a. * Submitted by the College of: Submission Date:

b. * Department/Division:

c.

* Contact Person Name: Email: Phone:

* Responsible Faculty ID (if different from Contact): Email: Phone:

d. * Requested Effective Date: Semester following approval OR Specific Term/Year ¹

e.

Should this course be a UK Core Course? Yes No

If YES, check the areas that apply:

Inquiry - Arts & Creativity Composition & Communications - II

Inquiry - Humanities Quantitative Foundations

Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning

Inquiry - Social Sciences U.S. Citizenship, Community, Diversity

Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? Yes ¹ No

b. * Prefix and Number:

c. * Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed ² with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input type="text" value="3"/> Lecture	<input type="text"/> Laboratory ⁴	<input type="text"/> Recitation	<input type="text"/> Discussion
<input type="text"/> Indep. Study	<input type="text"/> Clinical	<input type="text"/> Colloquium	<input type="text"/> Practicum
<input type="text"/> Research	<input type="text"/> Residency	<input type="text"/> Seminar	<input type="text"/> Studio
<input type="text"/> Other	If Other, Please explain: <input type="text"/>		

g. * Identify a grading system:

Letter (A, B, C, etc.)

Pass/Fail

Medicine Numeric Grade (Non-medical students will receive a letter grade)

Graduate School Grade Scale

h. * Number of credits:

i. * Is this course repeatable for additional credit? Yes No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

This course is designed to examine how to teach and modify the core curriculum for students who are blind or visually impaired. Topics will include: adaptation of general education classroom materials, IEP development and implementation, lesson planning, and braille literacy. Prospective teachers will develop organization skills and strategies necessary to be efficient in delivery of services as a teacher of the visually impaired. This course requires one weekend at the Kentucky School for the Blind in Louisville as well as attendance at the Kentucky ABR Conference.

k. Prerequisites, if any:

Admission to the Teacher Preparation Program in Visual Impairments and successful completion of EDS 580 or instructor permission.

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 20

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

8. * Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere
 Relatively New – Now Being Widely Established
 Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

Teacher Preparation Program in Visual Impairments

b. * Will this course be a new requirement for ANY program? Yes No

If YES, list affected programs::

Teacher Preparation Program in Visual Impairments

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the differentiation for undergraduate and graduate students must be included in the Information required in 10.b. You must include: (i) identification of add assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10 attached.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a fo educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix:	EDS 581	Date:	3/27/2014
Instructor Name:	Donna Brostek Lee	Instructor Email:	donna.b.lee@uky.edu
Check the method below that best reflects how the majority of the course content will be delivered.			
Internet/Web-based <input checked="" type="checkbox"/>		Interactive Video <input type="checkbox"/>	Hybrid <input type="checkbox"/>

Curriculum and Instruction

- How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Syllabus Guidelines, specifically the Distance Learning Considerations?
The course will be offered synchronously online through weekly Adobe Connect meetings and face-to-face. Class meetings will allow for live class discussion and interactions between students and instructor. All students will
- How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, and of student learning outcomes, etc.
Readings, course goals, and assessment of student learning outcomes will be the same for distance learning students as it is for the classroom-based course.
- How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic policy; etc.
The integrity of student work is ensured by using a password-protected Learning Management System (LMS). Selected quizzes will be given by the instructor during the weekend face-to-face meeting. Midterm and final exams will be
- Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form as defined above?
Yes
Which percentage, and which program(s)?
At least 50% of the coursework for the Teacher Preparation Program in Visual Impairments is offered online.
*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery is 12 months from the date of approval.
- How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?
Information about how to access student services and support through University of Kentucky Informational Technology and disability services will be provided in the syllabus.

Library and Learning Resources

- How do course requirements ensure that students make appropriate use of learning resources?
In addition to reading assignments from required textbook, students will be required to access additional readings provided through the University of Kentucky online reserve system. The instructor will provide support and
- Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.
Access is provided to facilities and equipment using the students user-name and password.

Student Services

- How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?
The syllabus contains information about accessing University of Kentucky Information Technology and the Help Desk. This will also be reviewed by the instructor at the beginning of the semester.
- Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?
 Yes
 No
If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.
N/A
- Does the syllabus contain all the required components, below? Yes
 - Instructor's virtual office hours, if any.
 - The technological requirements for the course.
 - Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
 - Procedure for resolving technical complaints.
 - Preferred method for reaching instructor, e.g. email, phone, text message.
 - Maximum timeframe for responding to student communications.
 - Language pertaining academic accommodations:

- "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide you with a Letter of Accommodation detailing the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLIS>)
 - Carla Cantagallo, DL Librarian
 - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
 - Email: dllservice@email.uky.edu
 - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/ilibpage.php?iweb_id=2538&lib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

Donna Brostek Lee

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKIT/Help>)

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- 11 Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- 12 The chair of the cross-listing department must sign off on the Signature Routing Log.
- 13 In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. A meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)
- 14 You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- 15 In order to change a program, a program change form must also be submitted.

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General Course Information

- Full and accurate title of the course
- Departmental and college prefix
- Course prefix, number and section number
- Scheduled meeting day(s), time and place

Instructor Contact Information (if specific details are unknown, "TBA" is acceptable for one or more fields)

- Instructor name
- Contact information for teaching/graduate assistant, etc.
- Preferred method for reaching instructor
- Office phone number
- Office address
- UK email address
- Times of regularly scheduled office hours and if prior appointment is required

Course Description

- Reasonably detailed overview of the course
- Student learning outcomes
- Course goals/objectives
- Required materials (textbook, lab materials, etc.)
- Outline of the content, which must conform to the Bulletin description
- Summary description of the components that contribute to the determination of course grade
- Tentative course schedule that clarifies topics, specifies assignment due dates, examination date(s)
- Final examination information: date, time, duration and location
- For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to letter grades for undergraduate students
- For 400G-, 500-, 600- and 700-level courses, numerical grading scale and relationship to letter grades for graduate students. (Graduate students cannot receive a "D" grade.)
- Relative value given to each activity in the calculation of course grades (Midterm=30%; Term Project=20%, etc.)
- Note that undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus
- Policy on academic accommodations due to disability. Standard language is below:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Course Policies

- Attendance
- Excused absences
- Make-up opportunities
- Verification of absences
- Submission of assignments
- Academic integrity, cheating & plagiarism
- Classroom behavior, decorum and civility
- Professional preparations
- Group work & student collaboration

<p>UGE Review (6/16/14)</p> <p>- Should include slot for section number.</p>
<p>Committee Review ()</p> <p>Comments</p>

EDS 581
Methods for Teaching Students with Visual Impairments
Syllabus
Spring
Tuesday 5:00-7:00 p.m.
Room # & Building/Online via Adobe Connect
"Research and Reflection for Learning and Leading"

Instructor:	Donna Brostek Lee, Ph.D., TVI, COMS
Office Location	Department of Early Childhood, Special Education, and Rehabilitation Counseling 229 Taylor Education Building Office 233 University of Kentucky Lexington, KY 40506-0001
Phone Number	(859) 257-1520
Email	donna.b.lee@uky.edu
Virtual Office Hours	E-mail or call for an appointment
Technological Requirements	Computer with high speed internet access, webcam, and microphone or access to UK computer facilities.
For Technological assistance	Contact TASC at http://www.uky.edu/TASC or call 859.257.8272 Contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859.257.1300
Technical Complaints	Contact the College of Education Instructional Technology Center at 859.257.7967 or contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859.257.1300
Preferred method for contacting instructor	e-mail or phone
Anticipated Response Time	Within 24 hours
Information on Distance Learning Library Service	http://www.uky.edu/Libraries/DLLS
DL Librarian	Carla Cantagallo, DL Librarian; local 859.257.0500 ext 2171 Long distance: 800.828.0439, option 6 dllservice@email.uky.edu
DL Interlibrary Loan Service	http://www.uky.edu/Libraries/libpage.php?lweb_ide=253&lilib_id16
Face-to-Face Librarian	Sarah Vaughn, Education Librarian sarah.vaughn@uky.edu 859.257.7977
Face-to-Face Interlibrary	http://libguides.uky.edu/educ

Loan Service

Adobe Connect <https://connect.uky.edu>

Website:

Blackboard <https://elearning.uky.edu/>

Website:

Course Description

This course is designed to examine how to teach and modify the core curriculum for students who are blind or visually impaired. Topics will include: adaptation of general education classroom materials, IEP development and implementation, lesson planning, and braille literacy. Prospective teachers will develop organization skills and strategies necessary to be efficient in delivery of services as a teacher of the visually impaired.

Prerequisite:

Successful completion of EDS 580, Admission to the Teacher Preparation Program in Visual Impairments, or instructor permission.

UK College of Education Professional Themes

This course will address the four themes of the conceptual framework for the UK professional education unit: **research**, **reflection**, **learning**, and **leading**. Students will be given the opportunity to review, analyze, discuss, and apply **research** from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. **Reflection** will also be integrated into students' learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course emphasizes the commitment of the professional education unit to ensure that its graduates move into their professional lives equipped for life-long **learning** as educators who will be active in **leading** colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Course Learning Targets, Outcomes, and Assessments

This course has been designed to provide students with opportunities to acquire skills, knowledge, conceptual understanding, classroom experience, and practice teaching in their preferred content area(s). These learning targets are aligned with Unbridled Learning expectations including, Kentucky Core Academic Standards, Assessment Literacy, College & Career Readiness, and Characteristics of Highly Effective Teaching and Learning. By the end of this course, students will have gained the following:

Learning Target/Outcome	Assessment (Formative/Summative)
Demonstrate an understanding of access	Formative: Course readings, class discussions

rights to specialized equipment and materials for individuals with visual impairments.	and activities Summative: Comprehensive examination
Articulate an instructional philosophy that responds to the specific implications of visual impairment within the general curriculum.	Formative: Course readings, class discussions and activities Summative: Lesson Plan
Articulate a professional philosophy that draws on specialized knowledge of visual impairment within the continuum of instructional options.	Formative: Course readings, class discussions and activities Summative: Comprehensive examination
Select and develop teaching strategies addressing age, visual impairments and visual prognosis.	Formative: Course readings, class discussions and activities Summative: Comprehensive examination
Demonstrate an understanding of effects of visual impairment on receptive and expressive literacy and communication.	Formative: Course readings, class discussions and activities Summative: Comprehensive examination
Demonstrate strategies for teaching new concepts.	Formative: Course readings, class discussions and activities Summative: Comprehensive examination
Select and adapt materials in braille, accessible print and other formats.	Formative: Course readings, class discussions and activities Summative: Core Curriculum Adaptations Project
Demonstrate skills necessary to teach the use of brailewriter, slate and stylus and computer technology to produce braille material.	Formative: Course readings, class discussions and activities Summative: Comprehensive examination
Demonstrate skills necessary to teach the use of tactile graphics and adapted science equipment.	Formative: Course readings, class discussions and activities Summative: Comprehensive examination
Demonstrate knowledge of skills necessary to teach literacy skills to individuals with blindness and low vision.	Formative: Course readings, class discussions and activities Summative: Comprehensive examination
Demonstrate an understanding of classroom organization to accommodate materials, equipment and technology for vision loss and other disabilities.	Formative: Course readings, class discussions and activities Summative: Comprehensive examination
Demonstrate knowledge of procedures for initial and ongoing assessment of tactual perception skills and how to implement an appropriate literacy curriculum based on the results.	Formative: Course readings, class discussions and activities Summative: Comprehensive examination

Identify effective methods for teaching braille to both children and adults who are blind that may or may not have previous literacy skills.	Formative: Course readings, class discussions and activities Summative: Comprehensive examination
Obtain and organize specialized materials to implement instructional goals	Formative: Course readings, class discussions and activities Summative: IEP Goal and Objective Lesson Plan
Plan and implement literacy and communication and consultative support within the general curriculum	Formative: Course readings, class discussions and activities Summative: IEP Goal and Objective Lesson Plan
Demonstrate strategies to prepare individuals with progressive eye conditions to achieve a positive transition to alternative skills.	Formative: Course readings, class discussions and activities Summative: Comprehensive examination

Course Delivery

This course will be offered both on campus (for students living within 45 minutes) as well as online through Adobe Connect. There will also be two face-to-face weekends required. The first is at the Kentucky School for the Blind in Louisville and the second is attendance at the Kentucky AER Conference.

Unbridled Learning Initiatives

This course will provide students an opportunity to advance their knowledge and mastery of the “tools” associated with Kentucky education reform, including the Kentucky Core Academic Standards (as they become available), assessment literacy – assessment *for* learning, Characteristics of Highly Effective Teaching and Learning, College and Career Readiness, and the new accountability system as it becomes available. As students carry out projects and complete assignments that involve instructional activities for P-12 students in Kentucky schools, they will address one or more components of the Senate Bill 1 initiatives.

Required Texts

Koenig, A. J., & Holbrook, M. C. (Eds.). (2000). *Foundations of education: Instructional strategies for teaching children and youths with visual impairments* (Vol. 2). (2nd ed.). New York: AFB Press.

Wormsley, D. P., & D’Andrea, F. M. (Eds.). (1997). *Instructional strategies for braille literacy*. New York: AFB Press.

Grades

All grades will be done as objectively as possible; however, in cases of qualitative assessment, evaluation will be based on the instructor's judgment. Grades will be based on the number of points accumulated by the student.

Assignment:	Undergraduate Points:	Graduate Points:
Tactile Book Project	N/A	50
CCSS Lesson Plan	100	100
Core Curriculum Adaptations Project	150	150
Practicum Hours	100	100
Resource File	100	100
Participation	100	100
Comprehensive Final Exam	100	100
Total:	650	700

Graduate and undergraduate expectations

Graduate students will have different expectations from undergraduate students. The course assignments clearly indicate the assignment to be completed by all students, undergraduate students only, and graduate students only. In addition a differentiated grading scale for undergraduate and graduate students is provided.

Assignment of course grades. Grades will be awarded on the following scale:

Grade:	Percentage:	Undergraduate Point Scale:	Graduate Point Scale:
A	100-90%	585 and above	630 and above
B	89-80%	584-520	629-560
C	79-70%	519-455	559-490
D	69-60%	454-390	N/A
E	59% and below	389 and below	489 and below

Final Exam Information

The final exam will be a timed online, open book, exam within Blackboard. Once the exam has started the student will have 2 hours to complete it.

Mid-term Grade (for 100-400 level courses, and for undergraduates in 500 level courses)

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Submission of Assignments

All written assignments must be prepared in a professional manner. "Professional" is defined as following APA guidelines (6th ed., 2010). All final products must be typed and an electronic or hard copy submitted to the instructor by 4:30 p.m. on the due date. **Late assignments are not accepted without prior approval of the instructor.** "Prior approval" is defined as at least 24

hours notice before the due date/time. No course points will be recorded for assignments submitted late. However, all assignments must be submitted to complete the course.

Students with excused absences are responsible for getting the assignment to the professor by the due date.

Attendance

Students are expected to arrive or log-in on time and be present throughout the entire session while being actively engaged and contributing to classroom learning. Engaged is defined as being prepared for each session and providing one’s full attention toward learning. Examples include completing all assigned readings prior to class, having all materials needed, actively listening, taking course notes, staying on task, etc. This includes refraining from phone calls, texting, and social networking not related to the course during instructional time. Contributing to classroom learning is defined as sharing meaningful comments, questions, and discussion related to course content.

100 points total will be awarded for class participation. 50 points of this will be derived from weekly class attendance and the other 50 points will be awarded for the face-to-face weekend held at the Kentucky School for the Blind in Louisville and attendance at the Kentucky AER conference in Lexington using the following grading rubric:

Criteria	Poor (11-0 points)	Below Average (24-12 points)	Good (37-25 points)	Excellent (50-38 points)
Attendance	Consistently late and absent throughout sessions	Frequently late and/or absent throughout sessions	Mostly on-time and present throughout all sessions	Consistently on-time and present throughout all sessions
Participation	Rarely engaged during session and does not contribute to classroom learning	Minimally engaged during sessions and infrequently contributes to classroom learning	Mostly engaged during sessions and frequently contributes to classroom learning	Highly engaged during sessions and consistently contributes to classroom learning

Excused Absences

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later

than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Any student who misses a required face-to-face session due to an excused absence will need to take an incomplete in the course and make up the session the next time the course is offered. Other arrangements may be considered on a case by case basis and must be agreed upon by both the instructor and students (i.e. point reduction, alternate assignments, etc.).

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Excessive Absences

According to the Rules of the University Senate, those students who miss more than 20% of the class FOR ANY REASON may be dropped by the instructor from the class. This is true even if you are sick and have medical excuses. The rationale for this rule is that people who miss more than 20% are not really receiving the content of the course.

From the Rules of the University Senate, Part II, 5.2.4.2 Excused Absences:

If attendance is required or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one-fifth of the class contact hours for that course, a student shall have the right to petition for a "W," and the faculty member may require the student to petition for a "W" or take an "I" in the course. (US: 2/9/87; RC: 11/20/87)

Participation and Professionalism

The Teacher Preparation Program in Visual Impairments expects you to work and to transition into the teaching profession. This entails both mature personal behavior and professional conduct based on the College of Education's Functional Skills and Dispositions (see Student Handbook at <http://education.uky.edu/AcadServ/content/student-handbook-education-programs>). These include 1) communicating appropriately and effectively, 2) demonstrating constructive attitudes, 3) demonstrating the ability to conceptualize key content, 4) interacting appropriately with diverse groups in educational settings (including colleagues and students), and 5) demonstrating a commitment to professional ethics and behavior.

Students who fail to attend class on a regular basis, participate as expected, and/or conduct themselves professionally or ethically will be required to meet with the instructor to set improvement goals, and may face failure or expulsion based on due process policies set by the

College of Education and Teacher Education Preparation program. You are encouraged to communicate regularly with the instructor so that you are aware of your standing. This may be accomplished via face-face meetings during office hours and via email.

Students with Special Needs

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

The course will be conducted with openness and respect to all individuals' points of view and experience. The activities and discussions will not tolerate discrimination or prejudice toward any person or group's religion, ethnicity, disability, gender, or sexual orientation.

Ethics Statement

This course and its participants will not tolerate discrimination, violence, or vandalism. The Department of Early Childhood, Special Education, and Rehabilitation Counseling is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. The University of Kentucky is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmation action embraces the entire university community including faculty, staff, and students.

All students are expected to conduct themselves in an appropriate and ethical manner during their UK classes and related field placements, as befitting students, future teachers, and ambassadors for the University of Kentucky. Any unethical behavior in class or during your field placements may result in failure for the course and/or expulsion from the Teacher Preparation Program in Visual Impairments, determined on a case-by-case basis. Faculty will follow all university due process procedures in cases of academic or ethical misconduct. Please consult the chair of the Department of Early Childhood, Special Education, and Rehabilitation Counseling if you have questions regarding this requirement.

Academic Integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be

imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Legal Action

Students charged with violations of criminal law will be suspended immediately from the Teacher Education Program and/or field experiences until the case is settled. Students are responsible for reporting such charges to the Program Faculty Chair.

Commitment to Diversity & Equity

The Teacher Preparation Program in Visual Impairments is committed to: making diversity central to policies, decisions, and practices; evaluating progress toward diversity in the program; disseminating results widely; and using these results to strengthen diversity for the Commonwealth.

Equitable access to high quality instruction in Kentucky's schools is directly and indirectly affected by UK's Special Education program's beliefs in and support for social diversity in schools. Moreover, the Commonwealth is directly affected by the ability of its youth to acquire high levels of skill in functional and content areas that can then be used by them as citizens to enhance their communities and participate in the state's ongoing progress and prosperity in local, regional, national, and global contexts. Therefore, it is essential for our teacher candidates to understand issues related to social diversity and make a commitment to value diversity as they engaged in teaching, research, reflection, learning, and leadership. By valuing diversity, our program is committed to enabling and empowering all people in educational contexts regardless of their race, ethnicity, gender, social class, sexual orientation, domestic partner status, and so forth.

Commitment to Addressing the Achievement Gap

The Teacher Preparation Program in Visual Impairments aligns itself with the positions of the Council for Exceptional Children regarding cultural and linguistic diversity in education. "Lack of knowledge of these differences can lead to the overrepresentation of students from diverse backgrounds in special education and to the underrepresentation of these students in gifted and talented programs"

([http://www.cec.sped.org/AM/Template.cfm?Section=Cultural and Linguistic Diversity&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=36&ContentID=5541](http://www.cec.sped.org/AM/Template.cfm?Section=Cultural_and_Linguistic_Diversity&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=36&ContentID=5541)). Therefore it is essential for our teacher candidates to understand issues related to cultural and linguistic diversity and make a commitment to value diversity.

Commitment to Technology

The Teacher Preparation Program in Visual Impairments is committed to teaching candidates so they use technology as a personal and professional tool. Our program is guided by NCATE standards, EPSB Kentucky Teacher Standards, EPSB Themes, and UK College of Education Technology Standards as they relate to technology.

Practicum

Since this course includes a practicum component, all students consent to communication between university instructors and mentoring teachers regarding their performance. Mentoring teachers includes teachers, administrators, or other staff at the site that provided supervision to the student. This also includes Outreach Consultants from the Kentucky School for the Blind.

Course Components

Course readings and assessments have been selected and arranged in compliance with policies set forth by *Unbridled Learning*, the Kentucky Teacher Standards, SPA Standards, Kentucky Core Academic Standards, University of Kentucky Teacher Leader Standards, University of Kentucky Functional Skills and Dispositions, University of Kentucky Technology Standards, the Kentucky Education Professional Standards Board (EPSB) themes of Diversity, Assessment, Literacy, and Closing the Achievement Gap, and the National Council for the Accreditation of Teacher Education Standards.

The following is a list of the assignments that will be required in the course, a brief description, and the Praxis knowledge and skills that align to each task. More detailed directions and evaluation criteria will be provided prior to each assignment.

Task	Task Description	Standards Alignment
<p>Course Participation</p>	<p>100 points total will be awarded for class participation.</p> <p>50 points of this will be derived from weekly attendance in class meetings.</p> <p>The other 50 points will be assigned based on rubric during which students are required to attend a face-to-face weekend at the Kentucky School for the Blind and attendance at the Kentucky AER conference.</p>	<p>University of Kentucky Functional Skills and Dispositions 1, 2, 3, 4</p> <p>EPSB Kentucky Teacher Standards 1</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> 1. Kentucky Academic Core Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language) 2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Classroom Assessment and Reflection, Instructional Rigor & Student Engagement, Instructional Relevance, Knowledge of Content) 3. College and Career Readiness (Reading) <p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>Council for Exceptional Children Initial Content Standards 1, 2, 3,</p>

		<p>4, 5, 7, 8, 9, 10</p> <p>Council for Exceptional Children Curricular Standards for Teachers of Students with Visual Impairments B&VI1K1, B&VI1S1, B&VI1S2, B&VI2S1, B&V13K1, B&V4K1, B&VI4K8, B&V4S1, B&V4S2, B&V4S3, B&VI4S5, B&VI5K1, B&VI7S3, B&VI10S2</p>
<p>Tactile Book Project – <i>Graduate Students Only</i></p>	<p>Students will make a tactile concept book containing at least 8 pages. Grading will be completed using the rubric on Blackboard.</p>	<p>University of Kentucky Functional Skills and Dispositions 1, 2, 3, 4</p> <p>EPSB Kentucky Teacher Standards 1, 2, 7</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> 1. Kentucky Academic Core Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language) 2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Classroom Assessment and Reflection, Instructional Rigor & Student Engagement, Instructional Relevance, Knowledge of Content) 3. College and Career Readiness (Reading) <p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>Council for Exceptional Children Initial Content Standards 1, 2, 3, 4, 5, 7, 8, 9, 10</p> <p>Council for Exceptional Children</p>

		<p>Curricular Standards for Teachers of Students with Visual Impairments B&VI1K1, B&VI1S1, B&VI1S2, B&V4K1, B&V4S1, B&VI7S3, B&VI10S2</p>
<p>Common Core State Standards Lesson</p>	<p>Students will submit a lesson plan showing adaptations and modifications for a student who is blind or visually impaired. The lesson plan must be tied to the Common Core State Standards. Grading will be completed using the rubric on Blackboard.</p>	<p>University of Kentucky Functional Skills and Dispositions 1, 2, 3, 4</p> <p>EPSB Kentucky Teacher Standards 1, 2, 4, 6, 8</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> 1. Kentucky Academic Core Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language) 2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Classroom Assessment and Reflection, Instructional Rigor & Student Engagement, Instructional Relevance, Knowledge of Content) 3. College and Career Readiness (Reading) <p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>University of Kentucky Technology Standards 1, 2, 3, 4, 5</p> <p>Council for Exceptional Children Initial Content Standards 2, 3, 4, 6, 7, 8, 9, 10</p> <p>Council for Exceptional Children Curricular Standards for Teachers of Students with Visual</p>

		<p>Impairments B&VI1K1, B&VI1S1, B&VI1S2, B&V4K1, B&V4S1, B&VI4S5, B&VI5K1, B&VI7S3, B&VI10S2</p>
<p>Core Curriculum Adaptations Project</p>	<p>Students will be given a series of problems from various worksheets that require adaptations for students who are blind or visually impaired. Students will use a variety of resources including visual modifications, manipulatives, and tactile graphics to appropriately adapt problems. Grading will be completed using the rubric on Blackboard.</p>	<p>University of Kentucky Functional Skills and Dispositions 1, 3, 4,</p> <p>EPSB Kentucky Teacher Standards 1, 2, 4, 6, 8</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> 1. Kentucky Academic Core Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language) 2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Classroom Assessment and Reflection, Instructional Rigor & Student Engagement, Instructional Relevance, Knowledge of Content) 3. College and Career Readiness (Reading) <p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>University of Kentucky Technology Standards 1, 2, 3, 4, 5</p> <p>Council for Exceptional Children Initial Content Standards 2, 3, 4, 6, 7, 8, 9, 10</p> <p>Council for Exceptional Children Curricular Standards for Teachers of Students with Visual Impairments B&VI1K1, B&VI1S1,</p>

		B&VI1S2, B&V4K1, B&V4S1, B&V4S3, B&VI7S3, B&VI10S2
Resource File	Throughout the TVI program, students will be required to build a resource file to aid them in their career. During this semester the focus will be on braille, literacy, tactile graphics, and adaptations to the core curriculum. Students are required to submit evidence of electronic resources using a video capture program such as Jing. Grading will be completed using the rubric on Blackboard.	<p>University of Kentucky Functional Skills and Dispositions 1, 3, 4, 5</p> <p>EPSB Kentucky Teacher Standards 1, 3, 8, 10</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> 1. Kentucky Academic Core Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language) 2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Classroom Assessment and Reflection, Instructional Rigor & Student Engagement, Instructional Relevance, Knowledge of Content) 3. College and Career Readiness (Reading, Writing) <p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>University of Kentucky Technology Standards 1, 2, 3, 5, 6</p> <p>Council for Exceptional Children Initial Content Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p>Council for Exceptional Children Curricular Standards for Teachers of Students with Visual Impairments B&VI1K1, B&VI2K3, B&VI2K4, B&VI2K5, B&VI4K8, B&VI5K2, B&VI10K2</p>

<p>Practicum Hours</p>	<p>Throughout the semester students must accumulate practicum hours related to working with students who are blind or visually impaired. A minimum of 40 hours are required for initial certification students (200 total before student teaching). Alternate and additional certification students must complete a minimum of 15 hours. A complete log through OTIS must be maintained of all activities that includes, dates, times, location, supervisor, and a description of the activity. Detailed information about practicum and how to use OTIS is provided on Blackboard.</p>	<p>University of Kentucky Functional Skills and Dispositions 1, 2, 3, 4, 5</p> <p>EPSB Kentucky Teacher Standards 1, 3, 8, 9, 10</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> 1. Kentucky Academic Core Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language) 2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Classroom Assessment and Reflection, Instructional Rigor & Student Engagement, Instructional Relevance, Knowledge of Content) 3. College and Career Readiness (Reading, Writing) <p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>Council for Exceptional Children Initial Content Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p>Council for Exceptional Children Curricular Standards for Teachers of Students with Visual Impairments B&VI1K1, B&VI2K3, B&VI2K4, B&VI2K5, B&VI5K2, B&VI10K2</p>
<p>Comprehensive Final Exam</p>	<p>Two hour online exam available on Blackboard. Once started, the exam must be completed in one sitting. This exam will be comprehensive covering material from the entire semester. Questions will consist of</p>	<p>University of Kentucky Functional Skills and Dispositions 1, 3</p> <p>Council for Exceptional Children Initial Content Standards 1, 2, 3,</p>

	<p>multiple choice, matching, fill in the blank, short essay, etc. Students may use printed (i.e. books, handouts, notes) and internet resources during the exam, however they may not collaborate with any other person.</p>	<p>4, 5, 6, 7, 8, 9, 10</p> <p>EPSB Kentucky Teacher Standards 1, 7, 8, 9</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> 1. Kentucky Academic Core Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language) 2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Classroom Assessment and Reflection, Instructional Rigor & Student Engagement, Instructional Relevance, Knowledge of Content) 3. College and Career Readiness (Reading, Writing) <p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>Council for Exceptional Children Initial Content Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p>Council for Exceptional Children Curricular Standards for Teachers of Students with Visual Impairments B&VI1K1, B&VI1S1, B&VI1S2, B&VI2S1, B&V13K1, B&V4K1, B&VI4K8, B&V4S1, B&V4S2, B&V4S3, B&VI4S5, B&VI5K1, B&VI7S3, B&VI10S2</p>
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THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE ANY PART OF THIS SYLLABUS DURING ANYTIME IN THE SEMESTER. STUDENTS WILL BE ADEQUATELY NOTIFIED WHENEVER CHANGES OCCUR.

Course Schedule and Outline

Class Number and Date	Course Topics & Agenda	Readings	Assignments Due
Class 1	Kentucky School for the Blind Noon – 5:00 p.m. <ul style="list-style-type: none"> • Review of Syllabus and Course Requirements • Jing Overview • Font Demo/Downloading APHont • Adapting Materials/Environment Lecture & Activity • Simulation/Task Analysis of Low Vision Equipment 	Found. Pp. 473-478	
Class 2	Techniques for Modifying Instruction	Found. Ch. 5	
Class 3	Strategies for Teaching Science and Social Studies	Found. Ch. 9 – Social Studies & Science Perkins Webcast: Accessible Science – Life Science	
Class 4	Strategies for Teaching Math	Found. Ch. 10 – Mathematics	
Class 5	Math Cont. Introduction to Tactile Graphics	TSBVI Website Perkins Webcast: Teaching Tactile Graphics	
Class 6	IEP Writing Goals and Objectives Lesson Planning	*Guidance Documents for Individual Education Program Development *Hunter Method Lesson Planning	
Class 7	Braille Literacy	Found. Ch. 8 – Literacy Skills Instructional Strategies for Braille Literacy Ch. 1 - 3	CCSS Lesson Plan

Class 8	Braille Literacy	<p>*JVIB Articles:</p> <ul style="list-style-type: none"> • Lusk & Corn – Dual Media Learners • Wall Emerson, Holbrook, & D’Andrea – Literacy Skills/ABC Braille Study • Wright, Wormsley, & Kamei-Hannan – Hand Movements/ABC Braille Study <p>*Braille Literacy: A Function Approach – Forward & Introduction</p>	
Class 9	Kentucky AER conference Braille Literacy Tactile Graphics Workshop		Tactile Book Project (Graduate Students Only)
Class 10	No Class - Spring Break		
Class 11	Art Education	Found. Ch. 11 – Arts Education	Math/Science Adaptations Assignment
Class 12	Social Skills	Found. Ch. 17 – Social Skills	
Class 13	Transition & Career Planning	Found. Ch. 19 – Career Education	
Class 14	Accessible Instructional Materials (AIM) & National Instructional Materials Accessibility Standard (NIMAS)	*AIMing for Achievement Series Part I, II & III	
Class 15	QPVI, Caseload Analysis, & Tricks of the Trade for TVI’s	<p>*Itinerant Teaching Ch. 13, 13</p> <p>*Michigan Severity Rating Scales</p>	
Class 16	Finals		<p>Practicum Hours Resource File</p> <p>Final Exam Must be completed no later than x/x</p>

*Available on Blackboard

THIS SCHEDULE IS SUBJECT TO CHANGE WITH PRIOR COMMUNICATION TO STUDENTS.

Teacher Preparation Program in Visual Impairments Justification for Offsite Course Meetings

The Teacher Preparation Program in Visual Impairments is a state funded program supported by the Kentucky Department of Education (KDE). The Teacher Preparation Program in Visual Impairments was designed in a way to address the severe shortages of Teachers of the Visually Impaired (TVIs) across the state. To the greatest extent possible, courses are delivered online to students who do not live within 45 minutes of the university. However, some content requires hands-on instruction, thus the reason for face-to-face requirements in four of the five semesters throughout the program. Completion of the program leads to teacher certification in visual impairments.

Face-to-face meetings take place at the Kentucky School for the Blind (KSB) in Louisville for two main reasons. First, since KSB is a KDE run facility, students have access to lodging free of charge. Second, much of the highly specialized, and expensive equipment, used during face-to-face classes is the property of KSB. The sharing of resources results in extreme cost savings to the program that would otherwise prove cost prohibitive to the university to support a low incidence program. As part of the grant funding by KDE, students also receive mileage reimbursement to KSB, as well as some meals while attending class. The net result is that students have little to no out of pocket expenses for attending face-to-face sessions at KSB.

In addition to the classes at KSB, students attend the Kentucky AER conference their second semester in the program. All expenses for attending this conference, including lodging and mileage reimbursement, are covered under the KDE grant. Attendance at this conference aids students in making connections with other professionals in the field of blindness and visual impairment. As a low incidence field, many students will exit the program and find themselves the only TVI in their school district. It is essential that these future TVIs have resources and support to provide effective educational programming to their students. The Kentucky AER conference is one of the premier opportunities within the state to receive professional development training specific to working with children who are blind and visually impaired.