

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 587

2c. Full Title: Visual Impairments and Multiple Disabilities

2d. Transcript Title: Visual Imp & Multiple Disabilities

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?

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SENATE COUNCIL

- 2j. **Course Description for Bulletin:** This course is designed to provide students with knowledge and skills necessary to design and implement programs for persons who have visual impairments and additional disabilities. Topics include assistive technology, augmentative and alternative communication, literacy instruction, sensory processing, adaptive behavior, and self-help skills. An emphasis will be placed on adaptations that enhance functioning for persons with developmental delays, autism, medical conditions, deaf-blindness, communication disorders, and those with common syndromes and eye disorders related to multiple disabilities. This course requires a weekend at the Kentucky School for the Blind in Louisville.
- 2k. **Prerequisites, if any:** Admission to the Teacher Preparation Program in Visual Impairments 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:** Fall,
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: Gerald Abner

Instructor Email: gerald.abner@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 a face-to-face weekend meeting at the Kentucky School for the Blind. 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: Gerald Abner

SIGNATURE|BCOLL01|Belva J Collins|EDS 587 NEW Dept Review|20140328

SIGNATURE|MYRT|Martha L Geoghegan|EDS 587 NEW College Review|20140512

SIGNATURE|JMETT2|Joanie Ett-Mims|EDS 587 NEW Undergrad Council Review|20150218

SIGNATURE|ZNNIKO0|Roshan Nikou|EDS 587 NEW Graduate Council Review|20150410

SIGNATURE|JEL224|Janie S Ellis|EDS 587 NEW Senate Council Review|20150625

SIGNATURE|MEB|Margaret Bausch|EDS 587 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:

Browse...

Upload File

ID	Attachment
Delete 3582	EDS 587 DL UGC Review Checklist.docx
Delete 4339	EDS 587 Visual Impairments and Multiple Disabilities
Delete 4340	TPPV1 OffSite Justification.docx

First 1 Last

(*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

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 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 ¹	<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 provide students with knowledge and skills necessary to design and implement programs for persons who have visual impairments and additional disabilities. Topics include assistive technology, augmentative and alternative communication, literacy instruction, sensory processing, adaptive behavior, and self help skills. An emphasis will be placed on adaptations that enhance functioning for persons with developmental delays, autism, medical conditions, deaf-blindness, communication disorders, and those with common syndromes and eye disorders related to multiple disabilities. This course requires a weekend at the Kentucky School for the Blind in Louisville.

k. Prerequisites, if any:

Admission to the Teacher Preparation Program in Visual Impairments 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 587	Date:	3/28/2014
Instructor Name:	Gerald Abner	Instructor Email:	gerald.abner@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

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 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

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, ; 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 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

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 of 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 months from the date of approval.

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.

Library and Learning Resources

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

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.

Student Services

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 r 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

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

10. 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 me 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/DLLS>)
 - 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/libpage.php?iweb_id=253&lib_id=16

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

Instructor Name:

Gerald Abner

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

Revised 8/09

^[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

^[2] The chair of the cross-listing department must sign off on the Signature Routing Log.

^[3] 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)

^[4] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

^[5] In order to change a program, a program change form must also be submitted.

Rev 8/09

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 587
Visual Impairments and Multiple Disabilities
Syllabus
Fall
Monday 4:30-7:00 p.m.
Room # & Building/Online via Adobe Connect
"Research and Reflection for Learning and Leading"

Instructor:	Gerald Abner Ed.S.
Office Location	Department of Early Childhood, Special Education, and Rehabilitation Counseling 229 Taylor Education Building Office 237D University of Kentucky Lexington, KY 40506-0001
Phone Number	(859)-257-1128
Email	gerald.abner@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&llib_id16
Face-to-Face Librarian	Brad Carrington, Education Librarian brad.carrington@uky.edu 859.257.7977
Face-to-Face Interlibrary	http://libguides.uky.edu/educ

Loan ServiceAdobe Connect <https://connect.uky.edu/>

Website:

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

Course Description

This course is designed to provide students with knowledge and skills necessary to design and implement programs for persons who have visual impairments and additional disabilities. Topics include assistive technology, augmentative and alternative communication, literacy instruction, sensory processing, adaptive behavior, and self-help skills. An emphasis will be placed on adaptations that enhance functioning for persons with developmental delays, autism, medical conditions, deaf-blindness, communication disorders, and those with common syndromes and eye disorders related to multiple disabilities.

Prerequisite:

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 effects of visual impairment on receptive and expressive literacy and communication.	Formative: Course readings, class discussions and activities Summative: Quizzes and comprehensive examination
The candidate will select, adapt and use instructional strategies to address the impact of additional exceptionalities.	Formative: Course readings, class discussions and activities Summative: Quizzes and comprehensive examination
Demonstrate an understanding of strategies for responding and understanding the implications of nonverbal communication as a substructure of language.	Formative: Course readings, class discussions and activities Summative: Quizzes and comprehensive examination
Demonstrate an understanding of augmentative and alternative communication for persons with visual impairments and additional disabilities.	Formative: Course readings, class discussions and activities Summative: Quizzes and comprehensive examination
Demonstrate an understanding of alternate input devices used to access computer and tablets.	Formative: Course readings, class discussions and activities Summative: Quizzes and comprehensive examination
Demonstrate the ability to create activities that are accessible for persons with visual impairments and additional disabilities.	Formative: Course readings, class discussions and activities Summative: Quizzes and 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 one face-to-face weekend required at the Kentucky School for the Blind in Louisville.

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

Smith, M., and Levack, N., (1996) *Teaching Students with Visual and Multiple Impairments, A Resource Guide*. Texas School for the Blind and Visually Impaired

Nielsen, L. (2001). *Early Learning: Step by Step in children with vision impairment and multiple disabilities*. Copenhagen: SIKON.

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:
Communication Board	50	50
Digital Light Box Activity	75	75
Switch Construction Project	75	75
Talking Book Project	N/A	50
Practicum Hours	100	100
Resource File	50	50
Participation	100	100
Midterm Exam	100	100
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 scales:

Grade:	Percentage:	Undergraduate Point Scale:
A	100-90%	650-582
B	89-80%	581-517
C	79-70%	516-452
D	69-60%	451-387
E	59% and below	386 and below

Grade:	Percentage:	Graduate Point Scale:
A	100-90%	700-627
B	89-80%	626-557

C	79-70%	556-487
E	69% and below	486 and below

Mid-term and 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. Exam times will be posted on Blackboard

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 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	Minimally	Mostly engaged	Highly engaged

	during session and does not contribute to classroom learning	engaged during sessions and infrequently contributes to classroom learning	during sessions and frequently contributes to classroom learning	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 agreement 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 XXX program, 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 Visual Impairment 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 Visual Impairment 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). 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
Communication Board	Using the 30 day free trial software Boardmaker, students will create a 9 cell communication board designed to give a student access to communication during a daily school activity. The board must incorporate features that enhance functional access for a student with a visual impairment. Communication board must be accompanied with an explanation of the activity, purpose of the board and what areas of communication the board addresses.	University of Kentucky Functional Skills and Dispositions 1, 2, 3 EPSB Kentucky Teacher Standards 1, 2, 3, 5, 6, 7 Unbridled Learning Initiatives: 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,

		<p>Classroom Assessment and Reflection, Instructional Rigor & Student Engagement, Instructional Relevance, Knowledge of Content)</p> <p>3. College and Career Readiness (Reading, Writing)</p> <p>4. Assessment Literacy</p> <p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>University of Kentucky Technology Standards 1, 2, 3, 4, 5, 6</p> <p>Council for Exceptional Children Initial Content Standards 1, 2, 3, 4, 5, 6, 7, 9, 10</p> <p>Council for Exceptional Children Curricular Standards for Teachers of Students with Visual Impairments B&VI3K1, B&VI3S2, B&VI4S5, B&VI6K1</p>
<p>Digital Light Box Activity</p>	<p>Following the guidelines in the APH Digital Light box handbook students will create a digital power point with at least 10 slides that can be used for children with CVI. Power point must include features that demonstrate unique visual needs for students with CVI and those with multiple disabilities.</p>	<p>University of Kentucky Functional Skills and Dispositions 1, 2, 3</p> <p>EPSB Kentucky Teacher Standards 1, 2, 3, 5, 6, 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

		<p>Reflection, Instructional Rigor & Student Engagement, Instructional Relevance, Knowledge of Content)</p> <p>3. College and Career Readiness (Reading, Writing)</p> <p>4. Assessment Literacy</p> <p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>University of Kentucky Technology Standards 1, 2, 3, 4, 5, 6</p> <p>Council for Exceptional Children Initial Content Standards 1, 2, 3, 4, 5, 6, 7, 9, 10</p> <p>Council for Exceptional Children Curricular Standards for Teachers of Students with Visual Impairments B&VI3K1, B&VI3S2, B&VI4S5, B&VI6K1</p>
<p>Switch Construction Project</p>	<p>After a demonstration in class students will construct an operable switch that can be used for single switch access with toys, computers, and other switch interface devices.</p>	<p>University of Kentucky Functional Skills and Dispositions 1, 2, 3</p> <p>EPSB Kentucky Teacher Standards 1, 2, 3, 5, 6, 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

		<p>Rigor & Student Engagement, Instructional Relevance, Knowledge of Content)</p> <p>3. College and Career Readiness (Reading, Writing)</p> <p>4. Assessment Literacy</p> <p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>University of Kentucky Technology Standards 1, 2, 3, 4, 5, 6</p> <p>Council for Exceptional Children Initial Content Standards 1, 2, 3, 4, 5, 6, 7, 9, 10</p> <p>Council for Exceptional Children Curricular Standards for Teachers of Students with Visual Impairments B&VI3K1, B&VI3S2, B&VI4S5, B&VI6K1</p>
<p>Talking Book Project – Graduate Students Only</p>	<p>Following guidelines for creating an accessible talking book for student with visual impairments, students will create at least a 10 page electronic book. The book may be an experience book, a review of basic concepts, a book to address core content, or a social story. The book must be completed using Microsoft Office PowerPoint and include page buttons for turning the pages and audio features for reading the book.</p>	<p>University of Kentucky Functional Skills and Dispositions 1, 2, 3</p> <p>EPSB Kentucky Teacher Standards 1, 2, 3, 5, 6, 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

		<p>Engagement, Instructional Relevance, Knowledge of Content)</p> <p>3. College and Career Readiness (Reading, Writing)</p> <p>4. Assessment Literacy</p> <p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>University of Kentucky Technology Standards 1, 2, 3, 4, 5, 6</p> <p>Council for Exceptional Children Initial Content Standards 1, 2, 3, 4, 5, 6, 7, 9, 10</p> <p>Council for Exceptional Children Curricular Standards for Teachers of Students with Visual Impairments B&VI3K1, B&VI3S2, B&VI4S5, B&VI6K1</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

		<p>Relevance, Knowledge of Content) 3. College and Career Readiness (Reading, Writing)</p> <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&VI3K1, B&VI3K2, B&VI4S5, B&VI6K1</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>Resource File</p>	<p>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 multiple disabilities, assistive technology, AAC, autism sensory integration, active learning and deaf-blindness. 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>	<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

		<p>Relevance, Knowledge of Content) 3. College and Career Readiness (Reading, Writing)</p> <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,</p>
<p>Participation</p>	<p>100 points total will be awarded for class participation.</p> <p>50 points will be derived from weekly class attendance and 50 points will be based on participation during a face-to-face weekend at the Kentucky School for the Blind.</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

		<p>(Reading)</p> <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 Curricular Standards for Teachers of Students with Visual Impairments B&VI1K1, B&VI2K3, B&VI2K4, B&VI2K5</p>
<p>Midterm Exam</p>	<p>Two hour online exam available on Blackboard. Once started, the exam must be completed in one sitting. Questions will consist of 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>University of Kentucky Functional Skills and Dispositions 1, 3</p> <p>Council for Exceptional Children Initial Content Standards 1, 2, 3, 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&VI2K3, B&VI2K4, B&VI2K5</p>
<p>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 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>University of Kentucky Functional Skills and Dispositions 1, 3</p> <p>Council for Exceptional Children Initial Content Standards 1, 2, 3, 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&VI2K3, B&VI2K4, B&VI2K5</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	Agenda and Topics	Readings	Assignments
Class 1	Review course objectives and syllabus Introduction to Students with Visual Impairments and Multiple Disabilities	Found. of Ed. Vol II Ch. 20, Students with Visual Impairments and Additional Disabilities	
Class 2	Instructional Strategies for Students with Multiple Disabilities	Visit the following web site and locate and read about 5 different strategies. http://www.pathstoliteracy.org	
Class 3	Sensory Processing Disorder Guest Speaker-Occupational Therapist	*Sensory Integration and the Child, Ch. 1 What is Sensory Integration?	
Class 4	Communication: Calendar systems	*Beginning to Use an Object calendar (TSBVI)	
Class 5	Communication: Augmentative and Alternative Communication (AAC) systems	Download 30 day free trial of Boardmaker. http://www.mayer-johnson.com/downloads/trials/	Communication board

Class 6	Cortical Visual Impairment (CVI) & Biobehavioral States	Smith and Levack Ch. 8 Students with Cortical Visual Impairment Smith and Levack Ch. 9 Biobehavioral State Management for Students with Profound Impairments	
Class 7	Deaf-Blindness Guest Speaker from Deaf-Blind Project	Smith and Levack Ch. 11 Students with Deafblindness and Multiple Impairments	
Class 8	Mid-term exam no class		
Class 9	Literacy Instruction	*Colby's Growth to Language and Literacy	Digital Light Box Activity
Class 10	Buckets of Literacy		
Class 11	Class held at KSB 9 a.m. – 5 p.m. Assistive Technology		Switch construction
Class 12	iOS Switch Accessibility		
Class 13	Active Learning	Early Learning Step by Step Ch. 1-3	Talking Book Project
Class 14	Active Learning	Early Learning Step by Step Ch. 4-10	
Class 15	Autism	*Autism Spectrum Disorders and Visual Impairments, Ch. 2 Identifying Autism Spectrum Disorders in Students with Visual Impairments & Ch. 5, Communication	Practicum Hours and Resource file Due
Class 16	Final Exam		

- Readings to be posted and 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.