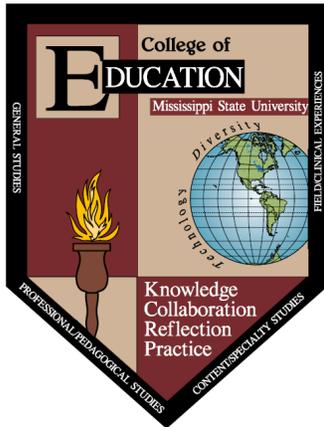


**MISSISSIPPI STATE UNIVERSITY  
COLLEGE OF EDUCATION**

**DEPARTMENT of COUNSELING and EDUCATIONAL PSYCHOLOGY  
COURSE SYLLABUS**

<b>Course Prefix &amp; Number:</b>	COE 6313
<b>Course Title:</b>	Resources for Persons who are Visually Impaired
<b>Credit Hours:</b>	Three (3) semester hours
<b>Type of Course:</b>	Lecture
<b>Catalog Description:</b>	Survey of issues, technologies, and resources for independent living, orientation and mobility and communication of visually impaired persons.

**College of Education Conceptual Framework:**



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to

focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

### **Course Description:**

Overview of blindness related professions that facilitate adjustment including the areas of counseling related to assessment, identification of resources, instructional and counseling techniques, and special services related to independent living, communication, and orientation and mobility of people who are visually impaired. Students are required to develop a comprehensive resource file.

### **Course Objectives:**

This course will provide students with practical techniques for information about organizations of and for persons who are blind or visually impaired, knowledge of transition issues, recreation activities for persons who are blind or visually impaired, and Braille communication skills.

1. The student will be able to read an eye report and determine issues that will impact functional vision. (INTASC Standard #6 Assessment)
2. The student will become knowledgeable of various technology adaptations for persons with vision loss, including cell phones, reading devices, and independent living devices. (INTASC Standard #4 Knowledge)
3. The student will understand the role and function of orientation and mobility specialists, vision rehabilitation therapists, assistive technology specialists, teachers of the visually impaired, and low vision therapists. (INTASC Standard #10 Collaboration)
4. The student will know and demonstrate sighted guide techniques as well as basic cane techniques. (INTASC Standard #4 Knowledge)
5. The student will become familiar with consumer and professional groups specific to the field of blindness rehabilitation. (INTASC Standard #10 Collaboration)
6. The student will understand transition issues for consumers going from high school to work, high school to college, and college to work. (INTASC Standard #2 Learning Differences)
7. The student will identify appropriate recreation activities specific to blindness/visual impairment. (INTASC Standard #4 Knowledge)
8. The student will demonstrate the ability to do various independent living activities under blindfold. (INTASC Standard #4 Knowledge)
9. The student will be able to assess consumer job readiness and design an appropriate job seeking/job placement plan. (INTASC Standard #6 Assessment)

### **Topics to Be Covered:**

1. Low Vision and functional vision assessments. (5 hours)
2. Communication skills, including Braille, audio books, handwriting, labeling and assistive technology. (9 hours)

3. Orientation and mobility techniques, including sighted guide techniques and basic cane techniques. (9 hours)
4. Consumer organizations for persons who are blind or visually impaired, including their philosophies, and resources, as well as related consumer interest groups and accessible media agencies. (5 hours)
5. Professional organizations providing information and continuing education for service providers in the field of blindness rehabilitation. (6 hours)
6. Transition issues, including school to work and school to employment. (4 hours)
7. Organizations and resources related to recreation activities for persons who are blind. (4 hours)
8. Job Placement Strategies for persons who are blind or visually impaired. (3 hours)

### **Required Texts:**

Kurson, Robert (2007). *Crashing through: A true story of risk, adventure and the man who dared to see*. To be downloaded in an audio format.

Moore, J.E., Graves, W.H., & Patterson, J.B. (1997). *Foundations of rehabilitation counseling with persons who are blind or visually impaired*. New York: AFB Press.

NRTC Notebook of Handouts and Reading Assignments. This is available on-line and in print or electronic formats.

### **Methods of Instruction:**

Lectures and class discussion will be used in various presentations. An orientation and mobility specialist will be brought in for instruction and experiential learning. Students will take part in activities while being blindfolded around campus and off campus, practicing sighted guide techniques and cane techniques. A field trip to several rehabilitation facilities will provide practical experiences.

### **Suggested Student Activities:**

Suggested student activities for the course will include:

- Developing a comprehensive Resource File
- Observing related professionals including low vision clinicians, orientation & mobility specialists, vision rehabilitation specialists, transition specialists, Deaf-blind specialists, teachers of the visually impaired, and vocational evaluators
- Participating in on-line class discussions
- Investigating concepts like wayfinding, errorless learning, positive psychology, low vision therapy and computer access technology.
- Visiting local programs emphasizing low vision, transition, sports and recreation, residential learning environments for school age students and rehabilitation centers for adults.

## **Honor Code:**

The academic honesty policies of Mississippi State University will be adhered to in this class. Grades earned by dishonest means devalue those earned by other students. It is important that students are aware of and adhere to the University's policy on academic integrity. Academic dishonesty involves acts that may undermine or compromise the integrity of the educational process. All tests and quizzes are to be done without the use of supplementary materials or assistance unless otherwise stated. The MSU Honor Code is as follows:

**“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”**

For more information you may go to: <http://www.honorcode.msstate.edu/>  
For some assignments, you may be asked to sign an honor code pledge.

## **Technology:**

You will need a PC or Mac computer with access to high speed internet. Your computer browser must be supported and configured properly for MyCourses using the Check Browser feature. Most of the problems you will encounter will be corrected if you do this before the class starts. It is recommended that you have at least Windows 7 for your PC, although XP may work. The university is no longer supporting XP, so there may be occasional problems. Common recommendations for browsers are FireFox 7.01, Chrome 31.0 and Internet Explorer 9.0 or better for your PC and the latest version of Safari for your Mac. Unfortunately some functions work better with different browsers, so you may want to have at least two browsers available for use on your PC. Additionally you will need the following:

1. Quicktime player can be downloaded at <http://www.apple.com/quicktime/download/>
2. Adobe Acrobat (if you use a screen reader, you may need the full program)
3. If you will be accessing the program from a state employment site, pre-check your firewall clearances to be sure you can freely surf the web and download materials and accept email attachments.

Your computer will be used for producing and turning in assignments, participating in on-line discussions, viewing audio and visual files that contain lectures and Power Point presentations, and researching materials in the MSU Library and on the Internet.

## **Diversity:**

The content of this course directly addresses the needs of persons who are blind and visually impaired, including those with additional disabling conditions such as diabetes or deaf-blindness.

### **Accommodations for Students with Disabilities:**

Students needing special accommodations because of a disability have the responsibility for making the instructor(s) aware of their specific needs. The instructor(s) will gladly attempt to make reasonable and appropriate accommodations. Accommodations include but are not limited to testing accommodations and access to printed materials. If you have need of accommodations in addition to what is supplied through the class, the Student Support Services office may be available to assist you at 662-325-3335.

### **Field Component:**

There is a field component in this class as one assignment requires students to observe other professionals while they are working with consumers.

### **Evaluation of Student Progress:**

	Possible Points
Braille Quiz	45
O&M Observation Paper	50
Observation Form	50
Discussion Board participation (4 @ 20 points each)	80
Unit Quizzes (4 @ 25 points each)	100
Writing Assignments (2 @ 100 points each)	200
Resource Notebook Project	<u>350</u>
	875

#### Grading Criteria:

- A= 788-875 points
- B= 700- 787 points
- C= 613 - 699 points
- D= 525-612 points
- F = 524 and below

### **Important Notes for Success:**

- Please take the time to read through the entire syllabus so that you will understand the way the course works and what your responsibilities will be to complete the course successfully. If you have questions that are already answered in the syllabus, it will show us that you have not taken the time to read through it carefully.
- It will be very important that you have a Mississippi State University email address to use for the course. Your login information including Netid and password will be sent to you prior to the course beginning. You should take the time to be sure you are able to access email and the webpage with your MSU login.
- When sending email correspondence or inquiries about assignments related to the course, please use the university email address and put COE 6313 in the subject line. Because of large volumes of spam, we cannot guarantee your

- email will be received otherwise.
- You will be signed up for a listserv (email discussion group) that will be used for the class. Questions will be posted by your instructor (BJ LeJeune) and will be graded on your level of discussion in response to the questions. It is important that all emails sent to the listserv (to complete the discussion part of the class) be sent to [vsp-list@lists.msstate.edu](mailto:vsp-list@lists.msstate.edu) . Again, you will be signed up for the listserv with your MSU email address. Other email addresses will not be allowed to post to the listserv. Please remember to put COE 6313 in the subject line.
  - The course moves very quickly with significant amounts of material to be covered. Please keep up with all reading and project assignments. You might even want to start reading before the class begins. If you have difficulty with anything, contact us immediately, so that we can help before you lag behind. It will be difficult to catch up. Without prior approval, late assignments and quizzes will not be accepted.
  - If you have special access needs because of any disabling condition, please be sure that these are addressed adequately before the course begins. Large print users are encouraged to also have audio access to textbooks. If you need special accessibility or testing arrangements when you are on campus, please let us know early.
  - With the exception of the Impression paper, all papers should be in written in APA research style. If you do not have access to an APA Publication Manual, sixth edition, check out the website APA Research Style Crib Sheet at [www.wooster.edu/psychology/apa-crib.html](http://www.wooster.edu/psychology/apa-crib.html) . If you have difficulty finding an APA Manual, and you would like to buy one, it is available at <http://apastyle.apa.org/>
  - If at all possible, it is highly recommended that you bring a laptop computer with you for the on-campus portion of the class. Computer labs are available, but because of the intensity of the class, time is of the essence.

### **Bibliography:**

Blash, B., Wiener, W., & Welsh, R. (1997). (eds). *Foundations of orientation and mobility*. 2nd edition. New York: AFB Press.

Corn, A. & Koenig, A. (eds.) (1996). *Foundations of low vision: Clinical and functional perspectives*. New York, NY: AFB Press.

D'Andrea, F.M. & Farrenkopf, Editors. (2000). *Looking to learn: Promoting literacy for students with low vision*, New York, NY: AFB Press.

Jose, R. (1986). *Understanding low vision*. New York, NY: AFB Press.

Lueck, A. (2005). *Functional vision: A practitioner's guide to evaluation and intervention*, New York, NY: AFB Press.

- Moore, J.E., Graves, W.J., & Peterson, J.B. (1998). *Foundations of rehabilitation counseling for with persons who are blind and visually impaired*. New York, NY: AFB Press.
- Ponchillia, P. & Ponchillia, S. (1996). *Foundations of rehabilitation teaching*. AFB Press: NY.
- Roman-Lansky, C. (2007). *Cortical visual impairment: An approach to assessment and intervention*. NY: AFB Press.
- Ryles, R. (1998). The impact of braille reading skills on employment, income, education, and reading habits. *Braille Monitor* (<http://nfb.org/legacy/bm/bm98/bm980204.htm>).
- Trief, E. & Feeney, R. (2005). *College bound: A guide for students with visual impairments*. AFB Press: NY.
- Younger, V., & Sardegna, P. (1994). *A guide to independence for the visually impaired and their families*. Demos Publications, New York, NY.

## COE 6313: Class Schedule

### Part I: The On Campus Activities

Report to Holiday Inn meeting room. Classes start at 8:30 in the morning and go until 4-4:30 with an hour and 30 minutes break for lunch. Students are expected to attend and to come prepared for discussion.

You will receive a schedule of activities for that known as the On-Campus Schedule.

### Assignments due after returning home:

O&M Impression Paper

### PART II: The Distance Education Component

Everyone is expected to participate in one toll free conference call which will be scheduled during the on-line section of the class. If you have difficulty getting through, you may contact the office at 662-325-2001 or toll free at 1-800-675-7782, and someone will assist you. The toll free phone number for the Conference call will be 1-800-244-2500, the participant code is 238570#. If for some reason you are unable to make it, please contact BJ LeJeune at 662-323-2694 or by email prior to the scheduled date. We will schedule the call to be held early in July.

#### On-Line Class Units

Unit 1: Introduction to the Blindness Rehabilitation Team and their Unique Services

- A. Certified Vision Rehabilitation Therapist
- B. Certified Orientation & Mobility Specialist
- C. Certified Low Vision Therapist
- D. Assistive Technology Specialist
- E. Teacher of the Visually Handicapped
- F. Other Related professionals

Unit 2: Professional and Consumer Organizations in the Blindness System

Unit 3: Low Vision Services and Bi-Optic Driving

Unit 4: Youth in Transition Services

Unit 5: Job Readiness Activities, Job Placement and Job Seeking Skills

Unit 1: Introduction to the Blindness Rehabilitation Team and their Unique Services

#### Assignments:

- Read *Foundations of Rehabilitation Counseling*, Chapter 9 - The Rehabilitation Team
- Review Jargon Sheet

- Browse Unit 1 Websites
- Join the Vision Listserv
  - To subscribe to the "Vision" listserv, please go to:  
<https://www.lists.pdx.edu/lists/listinfo/vision>
- Over the summer, you will be asked to interview several professionals, there is an Interview form for you to complete. Interviews are worth 10 points each, and you may want to start scheduling them early.

Assessment:

- **Quiz Unit 1** (25 points) On class discussion, jargon sheet, and readings from Chapter 7 and 9 in Foundations and your Notebook assignments.
- You will be asked to develop a Resources Notebook or Database which will include materials that you collect under each assignment. Please read through the assignment sheet on this and decide how you will approach your task. To begin, please include the following:
  - the contact information (or webpage) from the state agency serving people who are blind or have low vision in your state.
  - Listing of private agencies for the blind in your state or in nearby states. If there are more than 5, you may stop at 5.
  - Include subscription information for the following listservs: Vision, VRT, and at least 5 other Listservs of your choice. You are being asked to join these listservs for a few weeks.
- Throughout the summer, there will be 4 discussion questions and you will receive up to 20 points for your participation in each one. See the discussion rubric for details. Each discussion question will include due dates and details concerning your participation.
- **Discussion Question #1**

Unit 1A: Certified Vision Rehabilitation Therapist (CVRT)

Assignments:

- Contact a Certified Vision Rehabilitation Therapist and arrange to go on a home visit or instructional session with them.
- Join the Vision Rehabilitation Therapist Listserv at [www.freelists.org/list/visionrehabtherapist](http://www.freelists.org/list/visionrehabtherapist)
- For the Resources Notebook include in Section 1A:
  - 3 Job Descriptions of VRT or related professionals including at least one from your state. For your state include qualifications and starting salary ranges.
  - The Assessment Instrument used in your state to develop a VRT Plan.
  - Information on NFB-Newsline, Vision Associates, Radio Reading Services, e-texts, National Library Service and related Services.
  - Information on accessible cell phones (2) and reading devices (3) where to find Apple apps
  - Information on Braille transcription services in your state or area.

- Information on 10 national sports programs including Beep Baseball, Goalball, USABA, Golf, Ski for Light, BOLD. Watch the ESPN video on Beep Baseball at <http://espn.go.com/swf/eticket/beep/beep.html>
- Describe the Title VII, Chapter 2 program in your state including the name and contact information for the State Coordinator/Program Manager.
  - AERBVI – Division 11, ASERT and MACRT information
- Read the handouts available on Vision Rehabilitation Therapy in the NRTC Notebook – Chapter 2, as well as the Braille section of Chapter 6, Audio Devices Chapter 7 and Recreation Chapter 9.
- Learn the uncontracted Braille alphabet (completed on campus)
- Read the CVRT handbook found at [www.acvrep.org](http://www.acvrep.org)

Assessment:

- **Discussion Question #2**
- Complete RT/VRT entry on Observation Form

#### Unit 1B: Certified Orientation & Mobility Specialist (COMS)

Assignments:

- Contact a Certified Orientation & Mobility Specialist (COMS) and if possible arrange to go on a home visit or instructional session with them.
- Join the O&M Listserv  
<http://aerbvi.org/modules.php?name=Content&pa=showpage&pid=177>
- For the Resources Notebook include in Section 1B:
  - A Job Description of a COMS from your state and the Department of Veteran's Affairs. Include qualifications and starting salary ranges.
  - The Assessment Instrument used in your state to develop a O&M Plan.
  - Information (contact, eligibility, cost, length of stay) from at least 3 Dog Guide Schools
  - Information on Wayfinding including information on the Sendero Group, Smith-Ketterwell and one other sources of your choosing.
  - Include 1 place to order white canes and list at least one electronic travel aid.
- Read the handouts available on O&M in the NRTC Notebook, Chapter 3
- Read the COMS Handbook found at [www.acvrep.org](http://www.acvrep.org)

Assessment:

- **Writing Assignment #1: Write a 5-8 page paper on the impact of wayfinding technologies on travel for persons who are blind. (100 points)**
- **Discussion Question #3**
- Complete O&M Observation entry on Observation Form

#### Unit 1C: Certified Low Vision Therapist (CVLT)

#### Assignments:

- Contact a Certified Low Vision Therapist or low vision clinic, and arrange to visit a low vision clinic in your area. If possible go to an instructional session with them. If there is not one in your area, then contact one via email and ask them about their job responsibilities. You can also use an OT with CLVT credentials.
- Under the supervision of a CLVT, learn how to do a functional vision assessment – the Discussion (#4) question this week will be related to your experience.
- For the Resources Notebook include in Section 1C:
  - A Job Description of a CLVT from your state and/or the Department of Veteran’s Affairs. Include qualifications and starting salary ranges.
  - The Functional Vision Assessment Instrument used in your state
  - Listing of the Low Vision Clinics in your state and contact information (up to 3)
  - Include at least 5 distributors of low vision aids including two electronic magnification devices.
- Read the handouts available on Low Vision in the NRTC Notebook, Chapter 4
- Read the CLVT Handbook found at [www.acvrep.org](http://www.acvrep.org)

#### Assessment:

- **Discussion Question #4**
- Complete Low Vision observation entry on Observation Form

#### Unit 1D: Assistive Technology Specialist

##### Assignments

- For the Resources Notebook include in section 1D the following:
  - A Job description for an assistive technology specialist or technology trainer in your state, including the qualifications and starting salaries.
  - A sample of an assistive technology assessment
  - Information on services available from the Tech Act Project in your state, including the Director and any blindness/vision specialists.
  - Listing of any 2 assistive technology trainers in your state, or if you do not have any in state, then at last 2 on-line training programs.
- Review the AT section Chapter 9 in the Foundations Text and read the supplemental reading assignments in your NRTC Notebook on Reading Devices Chapter 6.

#### Assessment:

- **Quiz #2 Units 1A, 1B, 1C, 1D**

## Unit 1E: Teacher of the Visually Handicapped/Transition Coordinators Assignments

- Identify a TVI or TC in your area that does not work at a residential school and interview them concerning their job and their knowledge of transition and adult service options. **If** you are unable to complete this interview because of teachers being off for the summer, notify your instructor and substitute another professional from the list on the interview form. Include in your paper a brief description of the differences in education provided by the residential school and the public school.
- For the Resources Notebook include the following:
  - Information on the Expanded Core Curriculum
  - Information on the National Agenda, and if your state has a State Agenda Plan to implement the National Agenda.
  - Information on CTEBVI, Perkins School for the Blind, COSB, CEC-DVI, Texas School for the Blind and Visually Impaired, and the closest residential school for the blind in or near your state.
- Optional Assignment: Sit in on an IEP for a transition student. If you feel you need extra points, you can get an extra 10 for writing a brief impression paper of 1-2 pages.

### Assessment:

- **Writing Assignment #2:** Students need to learn to read audio materials if they are going to be attending college. This includes both audio books and e-texts. Download the book *Crashing Through* in either format, and write a short analysis of the book and its implications for you as a rehabilitation professional. Include comments related to your experience reading an audio book or e-text. **(100 points).**
- Complete Observation entry on Observation Form
- **Select one other Professional to observe and complete the entire Observation Form (5 entries)**

## Unit 2: Professional and Consumer Organizations in the Blindness System, and Internet and Listservs Resources

- Read the NRTC Notebook, Chapter 5 and Look up information on the websites given about various organizations.
- For the Resources Notebook include the following:
  - Consumer Groups contact information and information from their web page concerning their mission and organization for BVA, NFB, ACB, NAPVI, and AADB.
  - Information on Government and Professional organizations including ACVREP, AERBVI, AFB, APH, CRCC, CSAVR, NCSAB, OSERS, OSEP, RSA, NIDRR, VisionServe Alliance, Dept of Veterans Affairs, and NIB.
  - Information on Media organizations including NBP, NBA, Seedlings, NLSBPH, Learning Ally, Bookshare, Guttenburg Project, Gh Inc.
  - Information on at least 10 other agencies serving persons who are

blind and visually impaired including Hadley School for the Blind, CARE Ministries, AHEAD, Lighthouse International and the NFB Training Centers in Colorado Springs, CO, Minneapolis, MN, and Rustin, LA

Assessment: **Quiz #3 Unit 2 (25 points).**

### Unit 3: Low Vision Services and Bi-Optic Driving

Assignment:

- For the Resources Notebook include the following:
  - Bi-Optic Driving Laws in your state and places where persons can receive bi-optic driving training. Also include the procedures that must be followed to obtain a bio-optic driving license.
  - Include contact information and brief descriptions for
    - ISLRR
    - ACRM
    - Lions Vision Research and Rehabilitation Center
    - LVRN
    - NEHEP
    - NEI
    - NAVH
    - AERBVI-Division VII
- Read the articles in the Low Vision Therapist Section of your Notebooks, Chapter 4.

### Unit 4: Youth in Transition Services

Assignments:

- Read the articles in the Transition Section of the Notebook, Chapter 8.
- For the Resources Notebook include the following:
  - Pick 3 colleges and/or universities in your state and include contact information for the Disabled Student Services office and a brief description of services they provide.
  - Identify 3 Transition Programs in your state or area and include University Academies, College Preparatory Programs and programs sponsored by Special Education
  - Identify both the Transition Coordinator in VR and Special Education who works with students who are blind in your state.
  - Information on Youth Jam, Transition Activity Calendar, Transition Tote and the Hatlen Center for the Blind Transition Program

Assessment: **Quiz #4 Units 3 and 4 (25 points)**

### Unit 5: Job Readiness Activities, Job Placement and Job Seeking Skills

Assignments:

- Read Chapters 12 and 13 in the *Foundations* book
- For the Resources Notebook include the following:

- Information about NIB, BEP, NET Coordinator in your state and federal employment handicapped coordinators near you.
- Information on Industries for the Blind (NIB) in your state or area.
- Information on the State Employment Office (WIA) in your state.
- Information on the career services office at a state university near you.
- Information on the WRP program in a college near you