



THE FLORIDA STATE UNIVERSITY
FACULTY SENATE

MINUTES
FACULTY SENATE MEETING
OCTOBER 19, 2011
DODD HALL AUDITORIUM
3:35 P.M.

I. Regular Session

The regular session of the 2011-12 Faculty Senate was held on Wednesday, October 19, 2011. Faculty Senate President Sandra Lewis presided.

The following members attended the Senate meeting:

J. Adams, S. Aggarwal, E. Aldrovandi, B. Altman, D. Armstrong, P. Beerli, E. Bernat, J. Bowers, T. Chapin, E. Chicken, J. Clendinning, R. Coleman, D. Cooper, A. Darabi, A. Darrow, J. Dawkins, L. DeBrunner, L. deHaven Smith, R. Dumm, C. Edrington, B. Ellingson, G. Erickson, S. Fiorito, W. Francis, A. Gaiser, J. Geringer, C. Hofacker, G. Houlihan, R. Horton-Ikard, B. Jackson, M. Kapp, T. Keller, D. Latham, R. Lee, M. Leeser, J. Leiber, S. Leitch, S. Lewis, J. Lickson, C. Lonigan, L. Lyons, C. Madsen, R. Marrinan, M. Mascagni, T. McQuade, M. Mesterton-Gibbons, R. Mizelle, J. Ohlin, V. Richard Auzenne, J. Saltiel, N. Schmidt, K. Schmitt, R. Schwartz, J. Sickinger, L. Stepina, M. Teasley, G. Tenebaum, F. Tolson, D. Tsilimingras, J. Tull, G. Tyson, C. Upchurch, M. Uzendoski, S. Valisa, D. Von-Glahn, W. Weissert.

The following members were absent. Alternates are listed in parenthesis:

J. Ahlquist, A. Askew, TJ Atwood, E. Baumer, W. Carlson, J. Cobbe, M. Craig, J. Diaz, J. Doran, I. Eberstein, L. Edwards, K. Erndl, M. Hanline (**A. Gallard**), K. Harper, A. Hirsch, J. Ilich-Ernst, F. Jordan, Y. Kim, W. Landing, T. Lindbloom, W. Logan, T. Ma, H. Mattoussi, B. Menchetti, U. Meyer-Baese, W. Mio (**A. Kercheval**), D. Moore, A. Mullis (**C. Readdick**), J. O'Rourke, G. Rogachev, L. Spainhour, P. Steinberg, J. Standley, E. Treharne, O. Vafek.

II. Approval of the Minutes

The minutes of the September 21, 2011 meeting were approved as distributed.

III. Approval of the Agenda

The agenda was approved as distributed.

IV. Report of the Steering Committee, S. Fiorito

Since the last Faculty Senate meeting on September 21st the Faculty Senate Steering Committee has met two times.

At our meeting on September 28th Faculty Senate President, Sandy Lewis, reported that at the Council of Deans meeting President Barron went through his 8 point Breakthrough

Solutions and reiterated his commitment to raise faculty salaries. At this same meeting, Provost Stokes reported that she will meet with two separate groups of administrators.

The first group, called the Leadership Advisory council, will include all the Deans, Vice Presidents, and the Faculty Senate President. It is scheduled to meet every other month. The second group will be a monthly meeting restricted to Academic Deans. Academic Deans requested a private meeting with the Provost in order to be able to discuss topics more freely.

The Steering Committee has strongly recommended to Provost Stokes that either the Dean of the Faculties or the President of the Faculty Senate be included in the meeting with the Academic Deans, to both preserve transparency and to provide a faculty voice in these sessions.

The faculty senate steering committee continues its discussions on interdisciplinary courses. A list of some interdisciplinary courses was given to the Faculty Senate Steering Committee which raised more questions about a definition of what an “interdisciplinary course” really is. We will speak to President Barron about establishing a Faculty Senate Committee to identify concerns about the funding and evaluation of these courses in addition to what criteria would there be for moving credit from the department whose name is on the course to the faculty who taught the class.

Another continuing area of discussion includes the Academic Integrity Report. One concern is the availability of computer labs across campus for proctored testing to take place and the need to ensure high levels of academic integrity.

The Fall Faculty meeting was held October 5th and attended by over 100 faculty. As Faculty Senate President Sandy Lewis pointed out in her email to all faculty senators last week, President Barron’s support of faculty and their scholarship is very evident. The meeting was a celebration of achievements and a concerned look at what universities are facing not only in Florida, but across the nation.

A Holiday Reception for the Faculty Senate will be held on December 7th following our Faculty Senate Meeting. We want to thank the President and Mrs. Barron for allowing this reception, which is hosted by the Faculty Senate and the Association of Retired Faculty, to be held in their home, as they did last year.

At our October 12th meeting Faculty Senate President Sandy Lewis reported on the Deans and Department Chairs meeting held Tuesday, October, 11th. At this bi-annual meeting the President and Provost had no prepared speeches; rather they answered questions from the Deans and department chairs for most of the 3 hour meeting. They covered several topics of interest to the university community, including their thoughts on faculty salaries, potential revisions to the promotion and tenure process, funding challenges, potential reorganization, threats to tenure, the continuation of the salary plan for professors, fundraising efforts, enrollment, AAU, etc. Their responses in this forum were consistent with what they have said in other venues.

In view of the article recently published on the value of Anthropology degrees the faculty senate steering committee has followed up on our discussions on the status of the Anthropology’s Department future on the FSU campus with the Provost. We understand

that both Arts and Sciences college committees have approved of the reinstatement of the Anthropology Department and the paperwork has been waiting approval of the Dean.

The Advisory Council of Faculty Senates had sent a final draft of its shared governance document to each Florida University Faculty Senate, for the purpose of encouraging faculty senates to make the document “their own” and adopt it as backbone of our working relationship with the administration. The Steering Committee is planning to review the document before submitting it to you for your consideration.

We are concerned about faculty attrition and have asked Dr. Bradley in the Provost’s Office to provide the Steering Committee with the total number of faculty, by rank, who have submitted resignations since 2009 and the total number of faculty in each rank at the beginning and end of each of these academic years. President Barron also mentioned this issue as one that concerns him and he urged the Deans and Department Chairs to be assertive in the recruitment of new faculty this year. Loss of faculty at all levels has the potential to have a long-term impact on the University.

V. Reports of Standing Committees

- a. Library Committee, Denise Von Glahn (See addendum 1)

The following resolution was presented:

The Faculty Senate of The Florida State University, consistent with the University’s mission to “preserve, expand and disseminate knowledge” and to provide broad access to institutional resources and services, endorses the storage and preservation of scholarly publications in The Florida State University’s open access institutional repository.

The motion passed unanimously.

- b. Undergraduate Policy Committee, Jennifer Koslow

The Undergraduate Policy Committee, at its meeting last Wednesday, approved the following course as meeting the criteria for Liberal Studies Area III (History and Social Sciences) and Multicultural Understanding:

EVI 1012: The Blindness Experience (effective Fall 2011) (See addendum 2.)

This course was also approved by the UPC at its September meeting for Gordon Rule credit.

On behalf of the Undergraduate Policy Committee, I move approval of this course for Liberal Studies Area III by the Faculty Senate.

The motion passed.

VI. Old Business

There were no items of old business.

VII. New Business

There were no items of new business.

VIII. University Welfare

IX. There were no items of University Welfare.

X. Announcements by Deans and Other Administrative Officers

There were no announcements by Deans or Other Administrative Officers.

XI. Announcements by Provost Stokes

The Provost welcomed the Faculty Senate and stated she continues to make her way around campus to meet with departments and colleges. I met with retired faculty last week. We also had a very good Deans and Chairs meet that included a question and answer period for a few hours.

The Governor's request is extensive and is due November 15. It will be a massive data request. It asks what we have done as a University to make sure we are meeting employer's needs. Do we teach critical thinking? How do we measure student success? Etc.

XII. Announcements by President Barron

President Barron was not in attendance.

XIII. Adjournment

The meeting adjourned at 4:45p.m.



Melissa Crawford
Faculty Senate Coordinator

October 19, 2011

Presentation on behalf of the Faculty Senate Library Committee's Task Force on Scholarly Communications

Task Force co-chairs:

Matthew Goff, Associate Professor of Religion – mgoff@fsu.edu

Jordon Andrade, E-Science librarian – jandrade@fsu.edu

Project Manager: Micah Vandegrift – mlv03@my.fsu.edu

Introduction:

- The Task Force was created in January 2011 by the Faculty Senate Library Committee.
- Includes faculty and staff from 14 university units, including the arts, humanities, sciences, social sciences, the library and the medical and law schools.
- Charged to evaluate and make recommendations about scholarly communication initiatives and/or policies at FSU.

Research:

- FSU's peer and prestige institutions are already adopting policies or platforms for evolving models of scholarly publishing. Schools include MIT, Harvard, Princeton, the University of Kansas and University of Florida and more.
- These institutions are formalizing support for the principle of Open Access – allowing scholarship to be, whenever possible, "...digital, online, free of charge and free of most copyright and licensing restrictions." Open access is a promising tool for extending FSU's mission into the digital age.
- Open access is compatible with peer review and current academic publishing practices. It promotes the broader reach and impact of a university's intellectual output, while keeping quality measures intact.
- Many academic publishers already make provisions for scholarly work to be archived in open access repositories.
- Preserving allowable versions of research in a digital, open access archive requires no fees, and is the most basic way to participate in open, broad dissemination of scholarly research.

Implementation:

- FSU Libraries is developing a digital archive, openly searchable on the internet, of open access faculty research called DigiNole Commons: Virtual Repository of Electronic Scholarship (ViRES).
- The Task Force proposes a Faculty Senate Open Access Resolution expressing support for faculty who choose to participate in open access and utilize the DigiNole Commons repository.
- The proposed resolution is not a mandate. All faculty members may continue to publish in whatever venues best support their intellectual and professional interests.
- The resolution and its implementation will be reviewed yearly in conjunction with the Faculty Senate Library Committee with a report presented to the Faculty Senate.
- Support and infrastructure for this digital archiving initiative will be developed in the University Libraries, under the direction of the Associate Dean of Digital Scholarship and Technology Services, a Scholarly Communications Librarian and related digital scholarship faculty and staff.

Co-chairs of the Faculty Senate Library Committee, 2011-2012:

Dennis Moore, Associate Professor of English and Matthew Goff, Associate Professor of Religion

THE FLORIDA STATE UNIVERSITY FACULTY SENATE - OPEN ACCESS RESOLUTION

Approved by Faculty Senate Library Committee, Sep. 14, 2011

The faculty of The Florida State University is committed to disseminating its research and scholarship as widely as possible. This resolution is intended both to confirm the public benefit of such dissemination and to serve faculty interests by promoting greater reach and impact for scholarly publications. In keeping with these commitments, the Faculty Senate adopts the following resolution.

Resolution

The Faculty Senate of The Florida State University, consistent with the University's mission to “preserve, expand and disseminate knowledge” and to provide broad access to institutional resources and services, endorses the storage and preservation of scholarly publications in The Florida State University's open access institutional repository.

This resolution aims to extend the university's mission into the digital age. Its goals are to remove access barriers to publicly-funded scholarship, to centralize the University's intellectual output while maintaining quality filters and supporting established publishing opportunities, and to support faculty who wish to pursue open access publishing whenever consistent with their professional goals.

Resolution Implementation

Implementation of this resolution is dependent on the foundation and development of infrastructure, including a university library-supported institutional repository and Scholarly Communications staff who will coordinate and facilitate the digital collection process for faculty. The Faculty Senate calls upon the Faculty Senate Library Committee and the Florida State University Libraries to explore and address the implementation of this resolution, including the needs to:

- protect authors' intellectual property
- maintain Florida State University standards for Promotion and Tenure
- promote quality and prestige in scholarly publishing
- develop policies and procedures for the governance of this resolution
- explore scholarship publishing in emerging platforms and digital contexts

The Faculty Senate, Dean of Faculties and the Dean of the University Libraries will be responsible for interpreting this resolution. The resolution and its implementation will be reviewed yearly in conjunction with the Faculty Senate Library Committee with a report presented to the Faculty Senate.



College of Education

SCHOOL of TEACHER EDUCATION

*Ideas that move, leadership that inspires,
scholarship that makes a difference for the 21st century!*

EVI 1012
The Blindness Experience
3 HOURS

Course Instructor:
Phone Number:
E-mail Address:

Fax Number:
Office:
Office Hours:

Course Blackboard Site: <http://campus.fsu.edu>

PRE OR CO-REQUISITES:

None

COURSE DESCRIPTION:

Blindness, of all disabilities, arguably generates a powerful emotional reaction among individuals in our society. There are many misconceptions, myths, fears, and expectations associated with blindness. In this course, we will explore blindness, talk with people who are intimately familiar with blindness (both blind themselves, and also those in a family or relationship with someone who is blind) and experience adventure under blindfold. We'll explore our society's reaction to blindness, probe its roots, and take a closer look at how views of blindness are shaped when experienced through the lenses of gender, race, class, religion, and ethnicity. Through blindfold experiences, students will have opportunities to learn about braille and the activities of daily life necessary for achieving independence. Through writing, students will explore their own reactions and thoughts on blindness, and will reflect on the many questions that arise from delving deeper into the blindness experience.

The Liberal Studies Program at Florida State University has been designed to provide a perspective on the qualities, accomplishments, and aspirations of human beings, the

*past and present civilizations we have created, and the natural and technological world we inhabit. This course has been approved as meeting the requirements for **Liberal Studies Area III, History and Social Science**, and in combination with your other Liberal Studies courses, provides an important foundation for your lifelong quest for knowledge.*

This course has also been identified as having met the requirements necessary to be designated as a Multicultural (Y) course. As such, it introduces students to diversity within Western culture by examining the nature of the relationships among the many groups that have contributed to Western experience and focuses on those groups whose contributions traditionally have been undervalued. Topics such as race, class, gender, or ethnicity will be explored as they relate to people who experience blindness. Your competence in understanding cultural variation related to the phenomenon of blindness will be measured in the final paper you submit.

This course has also been designated as a Gordon Rule course, and as such, requires that you write a minimum of 3000 words. I take the development of good writing skills very seriously and will be providing feedback on both the content of what you write and how you have expressed yourself in your writing, using appropriate spelling and grammar conventions.

COURSE OBJECTIVES:

Upon successful completion of this course, students will be able to demonstrate the following:

Students will:

1. Identify specific factors of race, class, gender, ethnicity, and religion that influence conceptions of blindness.
2. Demonstrate the ability to analyze and synthesize knowledge about the impact of culture on the experience of blindness in today's culture.
3. Discuss blindness in society from an objective viewpoint.
4. Identify specific instances of bias and misconception of blindness in popular culture.
5. Develop skills in reading, reflection, constructing a written argument, and expressing that argument in good prose.

REQUIRED COURSE MATERIALS:

Tenberken, S, (2003). *My Path Leads to Tibet*. New York: Arcade Publishing.

Additional readings will be posted on the course Blackboard site.

TOPICAL COURSE OUTLINE:

Week	Topic	Guest Speaker/Activity	Assignment
1	Blindness; an overview of the course	Braille activity	Read Syllabus
2	Cultural Viewpoints of Blindness	Review of Daredevil and Scent of a Woman	
3	Cultural Viewpoints of Blindness the sequel	Person who is African American with Albinism	
4	Blind since birth	Person who is congenitally blind.	
5	Adventitiously Blind	Person who became blind later in life.	
6	Grieving and vision loss	Person who can articulate any grief they underwent during the process of becoming blind.	At least one reflection turned in.
7	Services for Adults with Vision loss	Employee of Lighthouse of the Big Bend	
8	Services for children with vision loss	Employee of School district working with students with visual impairment	
9	Living Skills and Blindness	Making sandwiches under blindfold	First draft of final paper due
10	Independent Travel	Individuals who are blind with great skills in traveling independently	
11	Recreation and Leisure	Under blindfold, exploration of blind sports.	First draft returned for revisions
12	The school experience	FSU student with Visual Impairment	At least two reflections turned in.
13	Socializing, friendships, and adolescence	A blind person who can articulate any difficulties or strategies they've employed to be successful with socializing	
14	Dating, Marriage, and Parenting	A spouse of someone with a visual impairment	
15	Parenting a child with visual impairment	A parent of a child with a visual impairment	All reflections turned in.
Finals Week			Final Paper Due

TEACHING STRATEGIES

The instructor of this course will utilize the following teaching strategies: lecture, discussion, blindness simulation activities, conversations with guest speakers, videotapes, and evaluation of student reflections.

GRADING CRITERIA:

Grades will be assigned according to the cumulative points earned throughout the course as described in the following chart:

over 92%	A	72.0 - 77.9	C
90.0 - 92.9	A-	70.0 - 71.9	C-
88.0 - 89.9	B+	68.0 - 69.9	D+
82.0 - 87.9	B	62.0 - 67.9	D
80.0 - 81.9	B-	60.0 - 61.9	D-
78.0 - 79.9	C+	under 59.9	

<u>ASSIGNMENT</u>	<u>VALUE</u>
525 word reflections following guest speakers	45%
1,525 word final paper	50%
Class participation	5%
Total	100%

In order to fulfill FSU's Gordon Rule "W" Designation (writing) credit, the student must earn a "C-" or better in the course, and in order to receive a "C-" or better in the course, the student must earn at least a "C-" on the required writing assignments for the course. If the student does not earn a "C-" or better on the required writing assignments for the course, the student will not earn an overall grade of "C-" or better in the course, no matter how well the student performs in the remaining portion of the course.

COURE REQUIREMENTS:

Reflection Papers

Three reflection papers of between 525 and 600 words each will be required. Each paper will be written following a chosen guest speaker. A successful reflection will be a synthesis of what has been presented in the course readings with what was heard from

the guest speaker. Particular attention should be given to any personal feelings or reactions the student may experience, as well as any bias, emotion, and coping strategies the guest speaker chose to speak about. Papers should use proper MLA style formatting and grammar. Please refer to the grading rubric attached. Feedback related to both content and writing mechanics will be provided on each paper. It is expected that you will use this feedback to improve your preparation of subsequent reflections and when preparing your final paper.

Final Paper

Your final paper should be no fewer than 1,525 words, and no more than 1,700 words. Your paper should highlight a famous person with a visual impairment and should explore the development of the individual before he or she became famous, and the implications visual impairment had on his or her life. How did society view this person? Do you think these feelings were impacted by the individual's visual impairment? Would this person have been famous were it not for the visual impairment? A successful paper should go deeper than the "common knowledge" of this individual and focus on the impact society's attitudes about blindness and the limitations imposed by barriers within society had on this person. Feedback will be provided on both the content of and writing mechanics used in the preparation of this assignment.

COURSE and GRADING POLICIES:

1. In the interest of being ecologically sensitive, paper copies of assignments will not be accepted in class; assignments must be submitted to the BlackBoard site. They will be graded and returned to you via an electronic file in Blackboard using "Track Changes". You may find your grades at any time by looking under the grades category in blackboard. All assignments must be submitted or posted by
2. 11:59 pm on the due date. Any work posted after midnight is considered one day late.
3. Late assignments will not be accepted without my prior written permission. Extensions on assignment due dates will only be given in accordance with the university's excused absence policy detailed below. Late assignments will have 2 points deducted for every day late. **Except in instances where the University attendance policy can be applied, late assignments will not be accepted after the due date unless students have been given advance permission by the instructor.**

UNIVERSITY ATTENDANCE POLICY:

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and

official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

ACADEMIC HONOR POLICY:

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://dof.fsu.edu/honorpolicy.htm>.)

AMERICANS WITH DISABILITIES ACT:

Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Student Disability Resource Center; and
- (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)(850) 644 -8504
(TDD)sdrc@admin.fsu.edu <http://www.disabilitycenter.fsu.edu/>

SYLLABUS CHANGE POLICY:

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

Reflection Paper Rubric

Category	Points				
	5	4	3	2	1
Organization	Information is very organized with well constructed paragraphs, use of subheadings, and information is factual and correct	Information is organized with well constructed paragraphs and information is factual and correct	Information is organized but paragraphs are not well constructed and information is factual	The information appears disorganized. information is suspect to being correct and factual	Information is not only disorganized but inaccurate
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples	Information clearly relates to the main topic. It provides 1 – 2 supporting details and/or examples	Information clearly relates to the main topic. No details and/or examples or given	Information has little to do with the main topic	Information has nothing to do with the main topic
Mechanics	No grammatical, spelling, or punctuation errors	Almost no grammatical, spelling, or punctuation errors	A few grammatical, spelling, or punctuation errors	Many grammatical, spelling, or punctuation errors	Too many errors for a college student with access to spell and grammar checks.

Final Paper Rubric

Paper Component		Indicators
Format – 10 Points Possible		Follows Course Style Sheet
Correct title page	0 2	Does not follow style sheet Correctly follows style sheet
Correct Header	0 2	Does not follow style sheet Correctly follows style sheet
Correct Font	0 2	Does not follow style sheet Correctly follows style sheet
Correct Page Numbers	0 2	Does not follow style sheet Correctly follows style sheet
Correct Spacing and Margins	0 2	Does not follow style sheet Correctly follows style sheet
Writing Form 15		Indicators
Title appropriate to assignment and reflects thesis and content	0 1 2	Inappropriate Title; does not reflect thesis or content of paper Title somewhat reflects thesis and content of paper Title completely reflects thesis and content of paper
Introduction	0 1 2	Introduction not effective, does not set up the content that follows Introduction somewhat effective, partially prepares reader for rest of paper Introduction is effective; the reader can clearly understand what the rest of the paper is about.
Sentence Structure	0 1 2	Poor structure and variety, many run on sentences, lack of appropriate punctuation. Sentences are short, or very long. Most sentence structure is appropriate, some errors or misused/missing punctuation. Sentences are varied, structure is appropriate. No missing or misused punctuation.
Narrative	0 1 2 3	Poor transition between paragraphs, no clear organization of the paper, the flow of the narrative is unorganized. A few well written paragraph, but poor transitions, lack of organization. Most paragraphs are well written, organization of paper is evident, but not without problems. Paragraphs are excellent; clear effective transitions between paragraphs; organization is very clear and the reader easily moves through the paper.
Conclusion	0 1 2	Conclusion is missing, or poor, fails to bring the paper to a logical close Conclusion is evident, but could better complete the paper by reiterating thesis, and reviewing main points of paper Conclusion is clear, main points of paper are reviewed, evidence for thesis is summarized without seeming repetitive.

Appropriate Word Choice	0 1 2	Consistently misused words, or very simplistic words that do not convey appropriate meaning. Occasionally misused words, or words that did not convey the intended meaning. Consistently uses correct words, all words convey intended meaning and appear to be best choice for that purpose.
Grammatical, stylistic, and spelling errors	0 1 2	More than 2 errors per page on average More than 1 error per page on average Less than 1 error per page on average
Content – 25 points possible		Indicators
Plagiarism		Any evidence of plagiarism will result in a 0 for the paper with no chance of redoing the assignment.
Sources	0 1 2 3	Used inappropriate sources such as Wikipedia Used mostly inappropriate sources Used some inappropriate sources All sources are appropriate
Sources were properly cited	0 1 2	Sources were all inappropriately cited Some sources were not appropriately cited All sources were appropriately cited.
Thesis	0 1 2	No thesis present Thesis is weak Strong thesis; clearly stated and easily understood
Content	0 6 12 18	No understanding of source material, author failed to analyze and synthesize, material and back up the thesis Some understanding of source material critically analyzed and synthesized the evidence from sources, and used it to effectively back up the thesis with some element missing. Author critically analyzed and synthesized the evidence from sources, and used it to effectively back up the thesis
Total Points Earned:		
Deductions for Lateness:		@2pts per day
Total Points:		/50

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