Instructor: Jennifer Perry
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Credits: 3

Course Time: Mondays 4:00 – 7:00
Course Location: ECRC 219
Office Hours: M and W 12:00 – 2:30

- Spring Break 3/7 – 3/15
- TAER 4/2 – 4/5 in San Marcos, TX
- Easter Break 4/9 – 4/12

Prerequisites: None

I. Course Description and Justification:

Description: The information in this course provides a foundation of knowledge and skills related to low vision that is necessary to develop the competencies needed for when working directly with people who have low vision. Course topics include the historical development of the field and study of low vision, effects of low vision on performance, adaptations to improve visual efficiency, the social/emotional impact of having low vision, assessment and intervention strategies for persons with low vision, as well as providing resources and assistance to families, teachers and other parties connected to persons who have low vision.

The competencies from this course will benefit any student who may be likely to serve clients who have low vision including Teachers of Students with Visual Impairments (TVI), Orientation and Mobility Specialists (O&M), Vocational Rehabilitation Specialists, or other rehabilitation professionals.

PCOE Diversity Statement: The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities*, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

*exceptionalities include people with disabilities as well as people with giftedness.
**Justification:** “Workshop in Rehabilitation - Low Vision” (3 credits) typically meets once per week in 150 minute segments (2.5 hours) for 15 weeks, and also meets for a 2-hour final exam. Students are required to come to class, complete all readings and assignments, and take the midterm and final. Preparing assignments and studying for exams is estimated to average at a minimum of 6 hours per week outside of class.

**II. Intended Learning Outcomes/Goals/Objectives/Standards**

Note: The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.

**INTERNAL:**

**The SFA Way:**
This course, our faculty, staff, alumni, and students believe in doing things "The SFA Way." We expect the best from ourselves and from each other, and we hold each other accountable when we fail to maintain these standards. Grounded in the five "Root Principles" below, all of us, as members of the SFA community, strive for personal excellence in everything that we do.

- **The Principle of Respect**
  Lumberjacks command respect and treat others with respect • They are considerate of others and tolerant of differences • They demonstrate respect for those around them by avoiding the use of offensive or profane language • They do not threaten or harm anyone and deal peacefully and civilly with conflict.

- **The Principle of Caring**
  Lumberjacks think of the needs of others and seek to improve the quality of life of those around them • They are compassionate, empathic and kind • They respond with humility to those they have helped and freely express gratitude to those who help them • Lumberjacks prepare themselves to become leaders in their communities and workplaces • They dedicat themselves to excellence in their chosen field of study and to using what they learn in the service of others.

- **The Principle of Responsibility**
  Lumberjacks do what is right • They persevere in times of adversity • Through self-control and self-discipline, they strive to do their best • Lumberjacks challenge each other to exceed expectations • They are active learners both inside and outside of the classroom • They are reliable; they do what they say they will do • Lumberjacks hold themselves accountable for their decisions.

- **The Principle of Unity**
Lumberjacks are loyal to their friends, family, university, state and country • Lumberjacks stand together against any adversary • They recognize that though we are very different from one another, we are united by the Lumberjack Spirit. Lumberjacks seek to understand the people and world around them • When one lumberjack fails, all fail • When one lumberjack succeeds, all succeed.

- The Principle of Integrity
Lumberjacks have the courage to do what is right, even when it is hard or unpopular • They respond to each situation with steadfast values that are not subject to change based on the actions of others • They seek opportunities to practice effective and ethical leadership • Lumberjacks are honest; they do not deceive, cheat or steal • Lumberjacks stand up for those who cannot stand up for themselves • As lifelong learners, lumberjacks are committed to continuously improving themselves.

This course directly supports the mission and values of the SFASU College of Education
It is the mission of the Stephen F. Austin Perkins College of Education “to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.” This statement essentially sums up the intent of this class and our program as a whole. We make every effort to insure that this class (and all other vision courses) is solidly grounded in the realities of practice. It is intended to be a pragmatic, practical class with maximum emphasis being placed on equipping you to be effective and efficient facilitators of learning for individuals with visual impairments, their families, teachers, as well as caseworkers, and other stakeholders who strive to meet their unique needs.

The Core Values of our College are:
- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior, and
- Service that enriches the community.

This class emphasizes these values in its content, philosophy, and in its assessment of outcomes. We, as instructors, strive to reflect these principles in the teaching of this class and we also have the highest expectations that you, our students, will also demonstrate these values as you develop as leaders in the field of visual impairment. These values are analogous with ethical standards that have developed by the Association for the Education and Rehabilitation of the Blind and Visually Impaired and one intention of this course is to provide you the skills to lead others to embrace these principles.

This course directly supports the mission of the SFASU Department of Human Services
The Department of Human Services prepares undergraduates and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of students personal and professional development.
This course also supports the mission of the Visual Impairment Program:
It is the mission of the Visual Impairment Program to train Teachers of students with Visual Impairments (TVIs) and Certified Orientation and Mobility Specialists (COMS) who are practically and pragmatically prepared to meet the needs of persons with visual impairments across the state of Texas and in the nation as a whole. We believe that students who complete our program should be equipped to effectively deliver instructional services which provide opportunities for students and clients with visual impairments to be more independent, lead more meaningful lives, and participate to a greater extent in society at large. In order to meet these goals, we believe that it is our responsibility to mentor and educate our graduates in the importance of exhibiting caring and compassionate approaches to instruction and positive beliefs about the worth of all individuals regardless of age, gender, race, sexual orientation, or level of disability or ability.

Respect for Diversity and Community-
• We are a small community and we are learning this together
• Honest disagreements in the spirit of critical academic exchange are encouraged. While you can disagree, don’t personalize it; stick to the issues. No name-calling or stereotyping.
• Derogatory comments based on race, ethnicity, class, gender, sexual orientation, or nationality will not be tolerated.
• What we say stays here, unless we agree to change that. What we learn here though, we can share with others.
• If you are offended, say so, and say why.
Adapted from The Guide for training study circle facilitators (1998) Study Circle Resource Center, © Topsfield Foundation.

EXTERNAL:

This course supports the Texas Education Agency (TEA) in the standard development of professional educators who are in the field of Visual Impairment, specifically:

Standard I: The teacher of students with visual impairments understands and applies knowledge of the characteristics and needs of students with visual impairments, including those with additional disabilities. (1.6s)

Standard II: The teacher of students with visual impairments, including those with additional disabilities, understands and applies the knowledge of formal and informal assessments and evaluations and know how to use resulting data and other information to make service and programming recommendations and to participate in the development of the students’ Individual Educational Programs (IEPs) and Individualized Family Service Plans (IFSPs) (2.11k)

Standard III: The teacher of students with visual impairments, including those with additional disabilities, understands and applies the knowledge of strategies for planning instruction in the school, home, and community environments to facilitate student achievement. (3.2s, 3.3s, 3.4s)
Standard IV: The teacher of students with visual impairments, including those with additional disabilities, knows how to promote students’ development of concepts and skills for academic achievement, social interaction, and independent living. (4.3k, 4.13k, 4.15k, 4.16k, 4.19k, 4.20k, 4.15s, 4.17s, 4.18s, 4.20s)

Standard V: The teacher of students with visual impairments, including those with additional disabilities, knows how to communicate and collaborate effectively in a variety of professional settings. (5.5s)

This course supports the Core Objectives established by the Texas Higher Education Coordinating Board (THECB):

The core objectives established by THECB and supported in this course are:

- **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
  - *FOR THIS COURSE* - this will be accomplished through the performance of observations, simulations, and recommendations related to assessments.

- **Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication.
  - *FOR THIS COURSE* - this will be addressed through the development of an assessment report, article summary, and annotations.

- **Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
  - *FOR THIS COURSE* - this may be addressed through the collection and analysis of data related to environmental and/or O&M assessments related to Low Vision.

- **Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
  - *FOR THIS COURSE* - this will be addressed through the practice of cooperative and reciprocal simulation activities (including the collection of experiential feedback from both partners).

- **Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making.
  - *FOR THIS COURSE* - this will be addressed through the development of individualized, effective, and manageable recommendations AND the meeting of assignment deadlines.

- **Social Responsibility** - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
  - *FOR THIS COURSE* - this will be addressed through effective contributions to class discussions (both during class meetings and online asynchronous discussions).

This course directly supports standards of the Council for Exceptional Children (CEC):

- Standard 1: Learner Development and Individual Learning Differences
- Standard 2: Learning Environments
- Standard 3: Curricular Content Knowledge
- Standard 4: Assessment
Standard 5: Instructional Planning and Strategies  
Standard 6: Professional Learning and Ethical Practice Language  
Standard 7: Collaboration  

This course supports the Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER) Curricular Standards for Orientation and Mobility Specialists –

I. Medical Aspects of Blindness and Visual Impairment  
II. Sensory Motor Functioning  
III. Psycho-Social Aspects of Blindness and Visual Impairments  
IV. Human Growth and Development over the Lifespan  
V. Concept Development  
VI. Multiple Disabilities  
VII. Systems of Orientation and Mobility  
VIII. Orientation and Mobility Skills and Techniques  
IX. Instructional Methods, Strategies and Assessment  
X. History and Philosophy of Orientation and Mobility  
XI. Professional Information  
XII. Development, Administration, and Supervision of O&M Program  
XIII. Clinical Practice Competencies  

This course specifically addresses the following AER Curricular Standards through practice and didactic instruction:

Standard I – Medical Aspects of Blindness and Visual Impairment -subsections a, b, c, f  
Standard II – Sensory Motor Functioning –subsection a, b, c, d  
Standard III – Psycho-Social Aspects of Blindness and Visual Impairments – subsections a, b, d, e, g, h, j  
Standard IV – Human Growth and Development over the Lifespan – subsection b, f  
Standard VII – Systems of Orientation and Mobility - subsections f, g, i  
Standard VIII – Orientation and Mobility Skills and Techniques – subsection i  
Standard IX - Instructional Method, Strategy & Assessment -subsections a, b, e, g, h, m  
Standard X - History & Philosophy of Orientation and Mobility - subsections c, f, h, i, l  
Standard XI - Professional Information - subsection a, c, d, e, f;  
Standard XII - Development, Administration, and Supervision of O&M Program – subsections e, g;  
Standard XIII - Clinical Practice Competencies - subsections a, b, c, d, f, g, i, j  

This course supports the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) guidelines for certification.

ACVREP states that to be eligible to sit for the certifying exam, applicants must provide proof of a minimum of a Bachelor’s degree from an accredited university or college in any field of study, and proof of completion of an Orientation and Mobility certification preparation program from an accredited university or college that meets the following 13 core domain areas:
- Domain 1. Know Professional Information
- Domain 2. Understanding Relevant Medical Information
- Domain 3. Understand and Apply Learning Theories to O&M
- Domain 4. Plan and Conduct O&M Assessment
- Domain 5. Plan O&M Programs
- Domain 6. Teach O&M Related Concepts
- Domain 7. Teach Orientation Skills and Strategies
- Domain 8. Teach Mobility Skills
- Domain 9. Teach Use of Senses
- Domain 10. Teach Consumers who have Additional Disabilities
- Domain 11. Teach Diverse Consumers
- Domain 12. Analyze and Modify Environment
- Domain 13. Know the Psychosocial Implications of Blindness and Visual Impairment

This course specifically addresses the following Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) Body of Knowledge Domains through practice and didactic instruction:

- Domain 4: Plan and conduct O&M assessment (4.1, 4.2, 4.4, 4.5)
- Domain 6: Teach O&M Related Concepts (6.2, 6.4)
- Domain 9: Teach the use of senses (9.1, 9.2, 9.3)
- Domain 11: Teach Diverse Consumers (11.1, 11.2)
- Domain 12: Analyze and Modify Environment (12.1)
- Domain 13: Know the Psychosocial Implications of Blindness and Visual Impairment (13.1)

This course directly supports the codes of ethics for professional practice developed for professionals in the field of visual impairments by the Association for Education and Rehabilitation of the Blind and Visually Impaired, specifically:

I. Commitment to the student
II. Commitment to the community
III. Commitment to the profession
IV. Commitment to colleagues, other professionals and to professional employers

This course supports the development of competencies that are accepted across professions in Visual Impairment, specifically:

Domain I - Understanding students with visual impairment.
   Competency 1 - Knowledge of the visual system
   Competency 2 - Effects of visual impairments on development and learning
   Competency 4 - Effects of factors other than disabilities.

Domain II - Assessment of students with visual impairments.
Competency 5 -- Selecting, adapting, and administering assessments.
Competency 6 -- Interpreting and communicating assessment results.
Competency 7 -- IEP and IFSP development.

Domain III - Fostering student learning and development
Competency 8 -- Organizing the learning environment
Competency 9 -- Communication and literacy.
Competency 11 -- Sensory efficiency.
Competency 12 -- Social interaction and recreation and leisure skills.
Competency 13 -- Independent living and orientation and mobility.

Domain IV - Professional Knowledge
Competency 16 -- Working collaboratively with families.
Competency 17 -- Legal and ethical foundations and professionalism.

Program Learning Outcomes: Orientation & Mobility

The following is a list of desired Program Learning Outcomes (PLOs) in which data will be collected for NuVentive Improve throughout the program. An asterisk denotes that PLO will be addressed during RHB 493*.

Program Outcome #1 O&M Skill and Strategy Acquisition and Demonstration
Candidates for the O&M Program will demonstrate knowledge and understanding of the systems of orientation and mobility, and orientation and mobility skills and techniques as defined by the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP).

*Program Outcome #2 – Assessment*
Candidates will demonstrate knowledge and understanding of assessments necessary for implementing and addressing specific student needs in regards to specific environments and the presence of multiple disabilities.

Program Outcome #3 – Program Planning
Candidate will demonstrate the knowledge, understanding of strategies and methods used to analyze, interpret, and utilize O&M assessment information for selecting, designing and implementing O&M programs consistent with individual needs.

Program Outcome #4 – Professional Practice
Candidate will demonstrate knowledge and understanding of practices related to Orientation and Mobility including: observational techniques, design and implementation of assessment, and instructional programs and professionalism.

Program Outcome #5 – Understand the Individual
The candidate will demonstrate the knowledge and understanding of strategies and methods used to conduct individualized assessments, program development, and to select, design, and implement O&M instruction that is responsive to individual needs, age appropriate, respects multi-cultural differences, and provides appropriate follow-up.

Program Outcome #6 – Understanding the Profession
Candidates will demonstrate understanding of the role, responsibilities, and ethical standards associated with becoming a Certified Orientation and Mobility Specialist.
Program Learning Outcomes: Visual Impairment

Program Outcome #1 The student will demonstrate applied knowledge of the most common conditions causing visual dysfunction in the population of students with visual impairments.

Program Outcome #2 The student will demonstrate understanding and applied knowledge of formal and informal assessments designed to address and measure the unique needs of students with visual impairments.

Program Outcome #3 The student will model and demonstrate applied knowledge of strategies that improve access to curriculum and promote the development of learners with visual impairments.

Program Outcome #4 The student will document and express knowledge, ideals, skills, and standards associated with professional practice in the field of visual impairment.

Program Outcome #5 The Master’s candidate will demonstrate advanced knowledge and understanding in the field of visual impairment.

Program Outcome #6 Student will demonstrate proficiency in Braille production and interpretation using both the literary and the Nemeth code.

Program Outcome #7 The student should be able to demonstrate cultural awareness and professional behavior in all settings related to the provision of services to students with visual impairments.

Student Learning Outcomes

This course supports NuVentive Improve objectives that have been developed for the program:

SLO – 2.1 - The candidate will model and demonstrate applied knowledge and understanding of strategies and methods to assess and recommend modifications to environments that improve accessibility, safety, and independence for persons who have low vision. (AER Standard I-c, f; Standard III- g, j; Standard IX- f, g; Standard XIII – b, c, d.) (ACVREP Body of Knowledge – Domains sections 4.1, 4.2, 4.3, 6.1, 6.4, 7.1, 9.1, 9.3, 12.1)

Standards/domains are listed below and rubric for the assignment is attached

The candidate will:
1) collaborate with client to identify meaningful tasks to address
2) perform a comprehensive environmental evaluation including observation of current performance
3) address changing environments and abilities
4) suggest appropriate modifications that are efficient, effective, and non-obtrusive
5) effectively communicate findings and suggestions avoiding or explaining specialized terminology

The following additional outcomes are linked directly to this course:

1. The student will demonstrate applied knowledge of the characteristics (including psychosocial aspects) of persons with visual impairments and low vision.
2. The student will demonstrate understanding and applied knowledge of formal and informal assessments designed to address and measure the unique needs of persons with visual impairments.

3. The student will model and demonstrate applied knowledge of strategies that improve access to curriculum and other materials and promote the development of learners with visual impairments and low vision.

4. The student will document and express knowledge, ideals, skills, and standards associated with professional practice in the field of visual impairment and other professional positions providing services to persons with low vision.

5. The student will use, train, plan, and write goals for the use of optical devices for people with low vision.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

1. **Instructional Strategies and Technology:** This course meets face to face on campus every Monday night from 4:00p – 7:00p in Room 219 of the ECRC. This course will use D2L for managing and maintaining a schedule of assignments and quizzes through modules. Dropbox and Livetext will be used to submit assignments. Other instructional material will derive from your own text book and personal experiences. Any material from modules, other required readings, or from class could be included in assignments or on exams. Please read modules and text books PRIOR to the class in which they will be discussed. Assignments are also due in D2L prior to the start of class on the day they are due. Dependable access to computers, internet, and SFA email is expected.

2. **Attendance:** Attendance is imperative and will be documented. Students are expected to arrive on time either to the physical classroom location or online at the web conference site (if applicable). Excused absences will be given for illness and family emergencies, but the student must present written documentation for each absence (i.e. doctor’s note, emergency room admissions, funeral notices). All other absences will be unexcused. Students must make arrangements with classmates to obtain notes they may have missed, and students who miss class are still responsible to understand course content and submit assignments. As this course focuses on the development and discussion of advanced ideas and concepts, your absence will hinder the growth of you as an individual and of the group as a whole.

3. **Class participation:** In addition to attending class, students must also be prepared to participate in class. Readings and assignments should be completed prior to class so that you will be able to discuss topics, reading material, lessons, and completed learning activities. The primary methods of instruction for this class revolve around discussion, questioning, and participation by each class member. Class participation points are based on the criteria listed below:

   • Attendance and punctuality
   • Assignments completed on time
   • Preparation & ability to answer questions – requires working headset for online students
• Evidence of critical thinking and creativity during class discussions and activities
• Use of manners and diplomacy
• Display of a positive attitude
• Professionalism
• Respect for diversity and community.

Attendance and participation at each class session is worth 15 points. Take note that missing class, excused or not, will deduct points from your grade. We have 15 classes, so total points = 225/1525, about 15% of your grade. Missing more than 5 classes unexcused may result in failure of the course.

4. **Course Assignments/Activities:** The following assignments will be used as a way for you to demonstrate your knowledge and practice your skills related to course materials. There are 7 main assignments for this course, 3 quizzes, 4 discussions, and 2 exams. The assignments will integrate each of the following concepts with visual impairment, using discipline-specific knowledge and skills to achieve the activities. All projects and activities will support your development as a professional in the field of visual impairment.

**Assignment 1 – Low Vision Simulation Report**
Students will be assigned low vision simulators to wear while completing tasks. Students will describe what difficulties they had with completing tasks and what devices or environmental modifications could be helpful. Students should also identify at least three eye conditions that may represent the same difficulties.

**Assignment 2 – Low Vision Quotes and Citations**
For this assignment, each student will be given a topic in Low Vision that will have to be researched using the Steen Library. Each student will be expected to find at least 4 resources (articles or books) that explain the assigned concept or topic in low vision. The articles or books may also highlight recent research of that topic. Your assignment will be to find one quote from each of the resources and then cite that resource in APA.

You may consider using the on campus resources available in the AARC prior to submission and/or purchasing the APA 7th edition manual.

**Assignment 3 – Task Analysis: How to brush your teeth**
This is similar to the assignments you have heard about how to make a peanut butter and jelly sandwich. [https://www.youtube.com/watch?v=cDA3_5982h8](https://www.youtube.com/watch?v=cDA3_5982h8)
You will need to be exact and specific with your instructions for tooth brushing!

**Assignment 4 – Environmental Evaluation Report**
How will you modify the environment to complete tasks using the Corn model on Page 14 of your text book. Color, contrast, time, space, and illumination will be thoroughly discussed in relation to the completion of two tasks. Look at the example in Module 7 that describes an assessment and subsequent recommendations for a client to better use her kitchen. Students will be assigned various rooms including, but not limited to, living...
room, bathroom, office, bedroom, or garage. Students will not be asked to assess a kitchen environment, as that is the example. Be thorough and describe all components.

This assignment must be submitted to LiveText as well as D2L.

**Assignment 5 – Low Vision Device Plan, PLAAFP, IEP**
Students will write a plan for instructing a student (adult or child) on how to use a monocular. Students will identify why the device is useful for the particular tasks, and what will be the steps of instruction. Students should also identify three locations where the skill could be practiced. In constructing the plan, students should identify a hypothetical baseline (PLAAFP) for their client and one goal.

**Assignment 6 – Plan to Achieve ECC Goals in Assistive Technology:**
In this assignment, students will investigate assistive technology devices and software that could be beneficial to students and adults who have low vision. Students will be asked to create a comprehensive presentation about assigned devices, what company makes them, how much they cost, what the features of the device are, and how low vision clients may benefit from such devices. Additionally, consider how to collaborate with other disciplines such as TVI, OT, or others that may also appreciate if the student were well versed in a low vision device. Students should consider several ways in which the person who is low vision could benefit in all aspects of his or her or their life.

**Assignment 7 – Service Learning Event Experience**
During this semester, it is hoped that you will be a part of planning an event for people who are visually impaired. Our own Braille and Cane Club often plans events for the community such as the community Easter party. The BCC also hosts adaptive sports events. If you are able to help plan events, and can attend at least two of the events with BCC, this will count toward this assignment.
If working with the BCC is not an option for you, please consider assisting other area agencies with their events, such as Tyler or Houston Lighthouse for the Blind, an Education Service Center, or adaptive sports in Austin or Dallas.
If that still doesn’t work out, or if you prefer, then to complete this assignment, please plan your own event!

Options for service learning credit could include:
- Planning a Louis Braille Birthday Party (Jan)
- Planning a White Cane Day event (Oct)
- Planning a Disability Festival (Sept – in Nacogdoches)
- Planning for the International Day for People With Disabilities (Dec)
- Planning a Helen Keller Birthday Party (June)
Discussions – There are four opportunities for you to engage in a discussion with your peers. While discussions may ask for your opinion, you should be able to link your reply to the readings or modules to support what you add to the discussion thread (for example, As Corn on page 45 says….)

Quizzes – There are three module quizzes on D2L.

Examinations - Two examinations (worth 150 points each) will be administered in this class. A proctor system will be used to take each of these exams. Remember that students will be responsible for all material covered in class, in readings, and in any outside assignments or exercises.

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class Attendance and Participation</td>
<td>225 Points</td>
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<tr>
<td>Exam 1- Midterm</td>
<td>150 Points</td>
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<tr>
<td>Exam 2 – Final (comprehensive)</td>
<td>150 Points</td>
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<tr>
<td>Assignment 1 Low Vision Simulation Report</td>
<td>100 Points</td>
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<tr>
<td>Assignment 2 Low Vision Quotes and Citations</td>
<td>100 Points</td>
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<tr>
<td>Assignment 3 Task Analysis – Brushing Teeth</td>
<td>100 Points</td>
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<tr>
<td>Assignment 4 Environmental Analysis Report</td>
<td>200 Points</td>
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<tr>
<td>Assignment 5 Low Vision Device Plan (Monocular)</td>
<td>100 Points</td>
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<tr>
<td>Assignment 6 Assistive Technology Devices for Low Vision</td>
<td>100 Points</td>
</tr>
<tr>
<td>Assignment 7 Service Learning Experience</td>
<td>100 Points</td>
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<tr>
<td>Quizzes and discussions from Modules</td>
<td>200 Points</td>
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<tr>
<td>TOTAL</td>
<td><strong>1525 Points</strong></td>
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The following grading scale will be used to determine letter grades awarded for this class:

- A = 1374 - 1525 Points
- B = 1221 - 1373 Points
- C = 1069 - 1220 Points
- F = 1068 and below

EXTRA CREDIT - EXTRA CREDIT - For this course, extra credit may be available to students who participate in university sponsored research or to students who complete a book review. This is at the discretion of the instructor, requires prior approval, may have limited opportunities for completion, and is limited to 4% of your grade.

RESEARCH POINTS
Every student will be given the opportunity to earn 4 research points (R-Points) by participating in departmental research projects. For every 30 minutes of research participation, students earn a research point worth 1% or 12 points (2 hours of participation will get you 4 R points or 48 points toward your final grade.. Students must sign up for R-Points through the Department of Human Services’s SONA Systems Software [https://sfasuhumanservices.sona-systems.com](https://sfasuhumanservices.sona-systems.com). Any
student with an objection to participating in psychological research is encouraged to see the
instructor as soon as possible to obtain instructions for alternate projects. R-Points must be
completed by the first day of dead week (the week of the semester before finals).

V. Tentative Course Outline/Calendar:
Be sure to attend also to readings, online discussions, and online content in D2L.

RHB 493
Spring 2020 CLASS CALENDAR

<table>
<thead>
<tr>
<th>MEETING</th>
<th>TOPICS (for this session)</th>
<th>READING (for next session)</th>
<th>Additional Readings and Assignments</th>
</tr>
</thead>
</table>
| Class #1 Jan 20 | • Review syllabus and assignments  
• What is Low Vision?  
• How to define Low Vision. (AER III-j)  
• History of Low Vision (AER X- c, h, i)  
• Treatment and advances in low vision (AER X- l)  
• PPTS (AER III - d, e, g, h, j)  
• Intro to Low Vision  
• Low Vision Services  
• Low vision curriculum | • Corn Ch. 1 Perspectives on Low Vision  
• Corn Ch. 2 Low Vision: History in Progress  
• Corn Ch. 17 Rehab Services  
• George, & Duquette, (2006) The psychosocial experience of a student with low vision | • Getting Started  
• Discussion: About YOU!  
• D2L Module 1  
• Module 1 Quiz  
• Module 1 Discussion: “My child doesn’t need a white cane”  
• D2L Module 2  
• Module 2 Quiz |
| Class #2 Jan 27 | • Low Vision Population (causes, agency/gov./school services/medical –including LV specialist/team – including rehabilitation (AER II – b, c, d)  
• Roles of professionals in visual impairment. (eye medical, low vision specialists roles) (AER Standard I - b, c, f) | • Corn Ch. 3 Psychological and Social Aspects of Low Vision  
• Corn Ch. 8 Clinical LV Services | • D2L Module 3  
• Module 3 Discussion: Low Vision Profiles |
<p>| Class #3  | Visual skills and development. AER II –a) | D2L Module 4 |
|          | Low Vision Simulation activity – D2L module exercises | Module 4 Quiz |
|          | D2L Module: Research and writing article summary | Module 4 Discussion: The Power of Intervention |
|          | PPTs | Begin Writing Assignment 1: Low Vision Simulation |
|          | Visual Skills and Development (AER IV – b) (Class #3) | Begin Writing Assignment 2: Quotes and Citations |
|          | Model for Visual Functioning | |
|          | Classification of Functional Vision | |
| Class #4  | Introduction to environmental factors (AER IX – g) | D2L Module 5 |
| Feb 10   | Evaluation and modification of environmental factors. (AER IX – e, g, h) | D2L Module 7 |
|          | Simulation experiences Debriefing | |
|          | Discuss Writing Assignment 2 (AER X – l; XI – a) | |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Class #5</th>
<th>Class #6</th>
<th>Class #7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 17</td>
<td>Environmental Modifications -</td>
<td>D2L Module 6 Task Analysis (AER IX –b)</td>
<td>MIDTERM</td>
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<tr>
<td></td>
<td>• Lighting, Contrast, Space, Time (AER IX – g)</td>
<td>• Midterm review</td>
<td>All material from D2L modules, Collaborate sessions, and readings</td>
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<tr>
<td></td>
<td>• Applying Environmental factors of the Corn model to the real environments</td>
<td>• D2L Module 6 Task Analysis (AER IX –b)</td>
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<td></td>
<td>• Review requirements of Writing assignment #2 - Article Summary</td>
<td>• Midterm review</td>
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<tr>
<td></td>
<td>• Review requirements of Writing assignment #4 – Env. Analysis Report</td>
<td>• Midterm review</td>
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<tr>
<td></td>
<td>• Review Service Learning Experience (Writing Assignment #7, D2L Module 10) (AER XIII – a, j)</td>
<td>• D2L Module 6 Task Analysis (AER IX –b)</td>
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<td></td>
<td>• Review Corn Ch. 1 – Perspectives on Low Vision</td>
<td>• Corn Ch. 17 Rehab Services</td>
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<td>• Corn Ch. 18 Rehab Training</td>
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<td>• Corn Ch. 19 Employment considerations for Adults with Low Vision</td>
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<td>• Quotes and Citations Assignment #2 due</td>
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<td></td>
<td></td>
<td>• Begin Writing Assignment #3: Task Analysis</td>
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<tr>
<td>Mar 2</td>
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</tr>
</tbody>
</table>
### Class #8
**Mar 16**

- Magnification
- Device training
- Device training sequences
- Distance training

**PPT**
- Intro to Magnification
- Optical Devices/Types
- Training Sequence review

---

### Class #9
**Mar 23**

- Optical devices
- Diopter Math
- Using non optical devices for training
- Advantages and disadvantages of devices (AER VII- g, I, XIII - i)

**PPT**
- Distance Training
- Optics and Optical Devices
- Training Sequence review

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### Class #8
**Mar 16**

- Jose Ch. 11 Establishing a Training and Instructional Program
- Jose 12 - Distance Training Techniques
- Jose Chapter 13 Near Training Techniques

- Task Analysis assignment #3 due

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### Class #9
**Mar 23**

- Corn Ch. 14 Optical devices for Children
- Corn Ch. 11 – Instruction in Visual Techniques

- Env. Analysis Report assignment #4 due
<table>
<thead>
<tr>
<th>Class #10</th>
<th>Mar 30</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>D2L Module 8</strong> – writing goals</td>
<td></td>
</tr>
<tr>
<td><strong>PLAAFPS (AER XII- g; XIII b, c, d, f)</strong></td>
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</table>

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<thead>
<tr>
<th>Class #11</th>
<th>Apr 6</th>
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</thead>
<tbody>
<tr>
<td><strong>D2L Module 9 - Collaboration and policy. (AER I-f; IX – a; XIII – a)</strong></td>
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<tr>
<td><strong>Review of ECC through the years – Hatlen; Sapp; etc.</strong></td>
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</table>

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<thead>
<tr>
<th>Class #12</th>
<th>Apr 13</th>
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</thead>
<tbody>
<tr>
<td><strong>Low vision orientation and mobility. (AER VII – f)</strong></td>
<td></td>
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<tr>
<td><strong>Discussion on Distance between client and COMS – balancing independence and safety (AER IX –m)</strong></td>
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<tr>
<td><strong>Challenges to travel with low vision – images.</strong></td>
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<tr>
<td><strong>Sunglasses</strong></td>
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<tr>
<td><strong>Adult Learning and working with adults (AER XIII –g, AER IV - f)</strong></td>
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<tr>
<td><strong>Basics of Adult Learning - Merriam and Bierma Overview of adult learning (AER XII – e; XIII – g)</strong></td>
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<tr>
<td><strong>Finding Wheels – Rosenbloom (AER VIII, i; XIII – b,)</strong></td>
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<tr>
<td><strong>LV O&amp;M x2</strong></td>
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<tr>
<td><strong>Pictures</strong></td>
<td></td>
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<tr>
<td><strong>Absorptive lenses</strong></td>
<td></td>
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</tbody>
</table>

| | Class #10 | Class #11 | Class #12 |
| | **D2L Module 8** | **D2L Module 9** | **Monocular Plan assignment #5 due** |
| | **Begin Writing Assignment #5: Monocular Plan** | **Begin Writing Assignment #6: Technology Presentation** |
| Class #13  |  |  |
|----------|  |  |
| Apr 20   |  |  |
|          | • Professionalism (AER XI – c) |  |
|          | • Standards and Ethical Behavior (AER X- f) |  |
|          | • Technology Presentation Assignment #6 due |  |

| Class #14  |  |  |
|----------|  |  |
| Apr 27   |  |  |
|          | • Final Review PPT |  |
|          | • What You need to know |  |
|          | • Service Learning Assignment #7 due |  |

| Class #15  |  |  |
|----------|  |  |
| May 4    |  |  |
|          | F I N A L   E X A M |  |
|          | Comprehensive – All materials covered this semester |  |

VI. Readings (Required and recommended—including texts, websites, articles, etc.):

**Required Texts:**


**LiveText/FEM:**
This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail
concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure. Once new accounts are activated, key codes come from support@watermarkinsights.com so you may need to check your junk mail. Also, LiveText accounts expire after 5 years from issuance, so if yours expires, you must email LiveText@sfasu.edu to renew at no charge.

**FEM**: Field Experience Manager. FEM is used for field experiences, practica, and internships as a way to document the offsite experiences. Please accurately log your observation hours for practicum credit in Livetext/FEM.

Note: When uploading documents to either of these systems, it is helpful that you name your files with the course number (493) and the date of the activity. Additionally, please ensure that your name is on all submissions.

**VII. Course Evaluations:**

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

**VIII. Student Ethics and Other Policy Information:**

Found at [http://www.sfasu.edu/policies/](http://www.sfasu.edu/policies/)

**Class Attendance and Excused Absence: Policy 6.7**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family
emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS). You may visit in person at the Human Services Building, Room 325, or call 936-468-3004, TDD 936-468-1004, as early as possible in the semester to get started. Once verified, ODS will notify the course instructor and inform them of the accommodation and/or auxiliary aids you need to be successful. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.
Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

Additional Information Specific to Educator Preparation:

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at [https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/](https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/).

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html](http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

IX. Other Relevant Course Information:
1. Caveat: The above schedule and procedures in this course are subject to change
2. The instructor will make every attempt to answer all emails and phone calls within 5 business days.
### Appendix A: ENVIRONMENTAL EVALUATION and PROFESSIONALISM RUBRIC

**SLO 2.1 RHB 493**

**Environmental Evaluation Assessment Rubric**

AER standards VII – g, i; IX – f, g; XI – f; XIII – b, c, d;

<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Below Standard</th>
<th>No Attempt</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task Selection</strong> (Need)</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
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<tr>
<td>Student selects tasks that are multi-faceted, and challenging. Includes potential to include indoor and outdoor environments. Aspects of micro-environments are addressed</td>
<td>Student selects tasks that have essential facets of indoor and outdoor environments, but is either too easy or cannot be adapted effectively. Micro-environments not fully addressed</td>
<td>Student selects tasks that do not fully meet the assignment requirements.</td>
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<tr>
<td><strong>Usefulness</strong> (Need)</td>
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<td></td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
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<tr>
<td>Tasks selected are meaningful and can be significantly improved by adjustment of environmental factors at various times of day</td>
<td>Tasks selected are not useful or can only be slightly improved by the adjustment of environmental factors in only part of the day</td>
<td>Tasks selected are not useful and cannot be effectively improved by adjustment of environmental factors at any time of day</td>
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<tr>
<td><strong>Visual Abilities</strong></td>
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<td></td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
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<tr>
<td>Student accounts for acuity, visual field, eye motility, brain function, and light and color perception</td>
<td>Student accounts for 4 of the 5 visual abilities</td>
<td>Student accounts for 3 or fewer of the visual abilities</td>
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<tr>
<td><strong>Environmental Cues</strong></td>
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<td></td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
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<tr>
<td>Student accounts for Color, Contrast, Time, Space, and Illumination</td>
<td>Student accounts for 4 of the 5 environmental cues</td>
<td>Student accounts for 3 or fewer of the environmental cues</td>
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<tr>
<td>Individuality</td>
<td>Student accounts for individual cognition, sensory integration, perceptual ability, psychological factors, and physical abilities or disabilities</td>
<td>Student accounts for 4 of the 5 facets of individualizing lessons</td>
<td>Student accounts for 3 or fewer facets of individualizing lessons</td>
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<td>------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
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<tr>
<td>Modifications</td>
<td>The student implements and/or suggests modifications that are efficient, effective, non-obtrusive, and that provide options that include, but are not limited to technology</td>
<td>The student implements and/or suggests modifications that are manageable and mostly effective. Modification options may be limited</td>
<td>The student implements and/or suggests modifications that are neither efficient nor effective and do not include technology</td>
<td></td>
<td></td>
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<tr>
<td>Communication</td>
<td>Student effectively details findings, suggestions, and terminology. Report has no mistakes in grammar, spelling, and formatting</td>
<td>Student explains findings, suggestions, and terminology. Report has few mistakes in grammar, spelling, and formatting</td>
<td>Student fails to explain findings and suggestions. Jargon and terms are not explained. Report has numerous mistakes in grammar, spelling, and formatting</td>
<td></td>
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<tr>
<td>Total Score</td>
<td>Out of 21 possible</td>
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