Instructor: Laura Hampton
Office: NA; online course delivery
Office Phone: 817-988-8550
Other Contact Information: D2L
https://d2l.sfasu.edu/d2l/home/311661
Office Hours: by arrangement

Course Time & Location: Wednesday 7-9 pm CST
Office: NA; online course delivery
Office Phone: 817-988-8550
Other Contact Information: D2L
https://d2l.sfasu.edu/d2l/home/311661
Email: hamptonlaura@d2l.sfasu.edu

A Word about Office Hours:
I will check my D2L email daily through the regular work week (Monday-Friday). You may also text or call me if I am not available leave a voicemail. It may take several hours before I am able to respond, but I will do so as soon as possible. Unless sit is an emergency, I may not respond to weekend emails or messages until Monday mornings.

Prerequisites: Certification as a TVI or COMS, or instructor approval.

I. Course Description
Graduate Bulletin Description: The expanded core curriculum includes areas such as self-care, cooking, home management, vocational awareness, social skills, and recreation and leisure skills. This class provides an opportunity to delve deeper into the importance of the expanded core curriculum and strategies to implement it within the home, educational, and community settings.

SPED 5321.501 – The Expanded Core Curriculum in Visual Impairments (3 credits: fully online with synchronous meetings) spans 15 weeks. The class has 8 online/synchronous meetings across the semester that are 2-hours per meeting. The course contains extensive written content that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least three hours per week. Primary source readings are woven into the content to support key concepts or provide perspective on visual impairment related activities including assessments.

This is a graduate level class which is restricted to students who are pursuing a master’s degree. Students taking this course must exercise great responsibility in the learning process, sharing with classmates in a variety of assignments. The Expanded Core Curriculum (ECC) for students with visual impairment, includes areas of instruction beyond the regular Core Curriculum received in public schools. This course provides an opportunity to delve deeper into the importance of the ECC and how it should be evaluated, planned for, and taught. This course provides opportunities for the student to participate in an online graduate course which emphasizes individual contributions to a largely group-directed class. The pedagogical emphasis in this course is on group discussion and problem solving, highlighting contributions made by each individual student to the group’s learning process.

Modules in D2L and other sources, from which key concepts are gathered, and are required to engage in and complete the readings in order to participate fully in each synchronous class. Additional
multimedia information, including instructional videos, modeling opportunities, pictures, PowerPoint presentations, and/or question-and-answer sessions in real-time, are used to clarify and support delivery of key concepts.

Zoom meeting times: The class will meet every other week using the Zoom link on Wednesday evenings, the live lecture will be provided at 7:00 – 9:00 pm (CST). It is the responsibility of the student to ensure that the instructor is aware of their presence to be counted as present for the week’s class.

This course is designed to provide the student:
- Knowledge of the 9 areas of the Expanded Core Curriculum,
- Collaboration of evaluation of the Expanded Core Curriculum,
- Tools to assess accessibility, resources and techniques as related to individuals with visual impairments,
- Opportunities to investigate the functional and educational impact of various ECC areas within the school, home, and community,
- Practice in informative and collaborative communication of concepts and findings to meet the needs of various audiences, and
- Experience with assessment, planning, and implementation of the ECC,
- Field-based learning experiences/opportunities with individuals with visual impairments

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.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

This course directly supports the mission and values of the SFASU College of Education - It is the mission of the Stephen F. Austin 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 course and our program as a whole. We make every effort to ensure that this course (and all other vision courses) is solidly grounded in the realities of practice. It is intended to be a pragmatic, practical course 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 the Perkins College of Education 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.

Program Learning Outcomes:
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 the PLO will be addressed during SPED 5321:
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: The student will demonstrate proficiency in Unified English 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.

This course 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 course 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 (AERBVI), and one intention of this course is to provide you the skills to lead others to embrace these principles.

This course supports the Core Objectives established by the Texas Higher Education Coordinating board. The core objectives established by the Texas Higher Education Coordinating Board (THECB) are:

• **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information. FOR THIS COURSE – This is demonstrated through resource collection, and course reading requirements.

• **Communication Skills** - to include effective development, interpretation, and expression of ideas through written, oral, and visual communication. FOR THIS COURSE – This is achieved through the module discussions, collaboration with other students, and ZOOM meetings.

• **Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. FOR THIS COURSE – This is developed through completion of learning activities.

• **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 is demonstrated through module discussions and ZOOM meetings.

• **Personal Responsibility** - to include the ability to connect choices, actions, and consequences to ethical decision-making. FOR THIS COURSE – This is exhibited through maintaining schedules, course requirements, and meeting 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 is acquired through the review of various laws and agencies as they relate to visual impairment, and completion of Module 6: Roles and Responsibilities.

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

• Domain I – Understanding students with visual impairment
  o Competency 2 – Effects of visual impairments on development and learning
  o Competency 4 – Effects of factors other than disabilities

• Domain II – Assessment of students with visual impairment
  o Competency 6 – Interpreting and communicating assessment results
This course directly supports the newly revised standards of the Council for Exceptional Children (CEC), specifically:

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
Standard 7: Collaboration

The following Student Learning Outcomes: Visual Impairment are linked directly to this course:

**Student Learning Outcome (PLO #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 as evidenced in ongoing discussion posts and responses.

**Student Learning Outcome (PLO #4)** The student will document, and express knowledge, ideals, skills, and standards associated with professional practice in the field of visual impairment; as indicated through assessment of quizzes, a midterm and final exam.

**Student Learning Outcome (PLO #5)** The Master’s candidate will demonstrate advanced knowledge and understanding in the field of visual impairment as demonstrated through the individual presentation of text and leading a class discussion.

**Student Learning Outcome (PLO #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 as demonstrated through an assessment of the expanded core curriculum of a student with a visual impairment and the development of short term and long-term plan to address student strengths and challenges.

### III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

#### A. Attendance and Excused Absences:

Regular and punctual attendance is expected at all classes, laboratories, and other activities for which a student is registered. For those classes where attendance is a factor in the course grade, the instructor shall make the class policy known in writing at the beginning of each term and shall maintain an accurate record of attendance. Regardless of attendance, every student is responsible for course content and assignments. It is University policy to excuse students from attendance for certain reasons. Among these are absences related to health, family emergencies, and student participation in certain University-sponsored events. Students are responsible for providing documentation satisfactory to the instructor for each class missed. Students with acceptable excuses will be permitted to make up work for excused absences, due the following class day. **For this class,** students are expected to attend every class. Attendance will be taken each class day and paired with participation, counts towards **12.5 points per class.**

#### B. Class Participation:
This class is designed to be highly interactive between the students and the instructor. The instructor will be asking questions and calling on every student. **Up to 12.5 points will be awarded per class, based on the level of class participation, when a student is in attendance.** These 12.5 points count as attendance and participation together, as explained in A. Please note that these points are not assigned based on correct responses, but on the willingness of the student to respond and work through the problem. The students will be evaluated on the following criteria:

- Appropriateness of participation in class discussions
- Willingness to answer questions
- Evidence of critical thinking during class activities
- Demonstration of good "consulting skills" (politeness, manners, diplomacy, etc.)
- Display of a positive attitude toward the subject material, class activities, etc.

C. **Class preparation:**
Because this is a very rigorous class that requires keeping up at all times with all assignments, students are expected to come to each class prepared for presentations, discussions, and activities.

D. **Individual Assignments:**

- **Presentation:** Each student will be moderator for an assigned portion of a synchronous class. During that class, the student will share a PowerPoint and lead a discussion on the assigned topic, which will be one of the areas of the ECC, or its peripheral parts. Each student will submit the PowerPoint, the outline of their presentation, and questions they will use to spur on discussion throughout the presentation. Due to the scope of these presentations, they will be worth **200 points**.

  Student Learning Outcome (PLO #5) The Master’s candidate will demonstrate advanced knowledge and understanding in the field of visual impairment. These three submissions will be due the day prior to their presentation date.

- **Discussions:** Modules 1-6 will each contain a discussion question or activity, and instructions to start a new thread posting and to respond to at least one other classmates' post in the thread. Each student must start a thread before they can read and reply to other threads. These are each worth **50 points**, including 25 points for posting and 25 points for replying to at least one post. **Student Learning Outcome (PLO #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.**

- **ECC Assessment, Plan & Activity:** Each student will be made aware of this assignment at the very beginning of the semester. It is an assignment that will be worked on semester-long and submitted prior to the last class meeting. It involves conducting and Expand Core Curriculum Assessment, writing a report, and creating an activity to address an objective or goal within the student’s ECC plan. This assignment will be worth **200 points**.

  **Student Learning Outcome (PLO #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.**

  **Student Learning Outcome (PLO #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.**

E. **Quizzes and Final Exam:**

- **Quizzes:** A weekly quiz will be posted for Modules 1-7. Each quiz will be worth **100 points.**

- **Final Exam:** The final exam will cover information covered in ALL course readings and presentations included in Modules 1-7. It will be worth **200 points.**
Student Learning Outcome (PLO #4) The student will document, and express knowledge, ideals, skills, and standards associated with professional practice in the field of visual impairment.

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Text Presentation Assignments</td>
<td>200</td>
<td>1700-1530 = A</td>
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<tr>
<td>Discussions</td>
<td>300</td>
<td>1529-1360 = B</td>
</tr>
<tr>
<td>ECC Plan and Activity</td>
<td>200</td>
<td>1359-1200 = C</td>
</tr>
<tr>
<td>Quizzes</td>
<td>700</td>
<td>Below 1200 = F</td>
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<tr>
<td>Final Exam</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Attendance &amp; Participation</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td><strong>1700</strong></td>
<td></td>
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</tbody>
</table>

See appendix for scoring guides

V. Tentative Course Outline/Calendar:

Dates may change at the discretion of the instructor. Should a date change be required, it will be announced in the course news or on the discussion board. Assignments due by 11:30pm on due date. All times listed are Central Standard Time.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>MODULE</th>
<th>ASSIGNMENTS</th>
<th>STUDENT LEARNING STAND</th>
</tr>
</thead>
</table>
| Week 1 | Module 1: The Importance of the ECC | • Read Getting Started content, notably syllabus and Course Calendar.  
• Read module 1 content and assigned readings located in D2L  
• Submit Discussion Post 1 and response.  
• Take Quiz 1  
• Begin reading Chapter 14 and Module 7.  
• Student 1 Presentation due. | BVI.3.K1  
BVI.6.K1  
BVI.6.S7 |
| Week 2 | Module 2: Barriers, Compensatory Access, Sensory Efficiency, Chapter 13A & B | • Read module 2 content and assigned readings.  
• Submit Discussion Post 2 and response  
• Take Quiz 2  
• Choose the student or client for your ECC assessment.  
• Student 2 Presentation due | BVI.3.K1  
BVI.3.S7  
BVI.5.K2  
BVI.5.S11  
BVI.6.K  
BVI.6.S6  
BVI.7.S8 |
| Week 3 | Module 3: Assistive Technology, Orientation & Mobility, Chapter 13C & D | • Read module 3 content and assigned readings.  
• Submit Discussion Post 3 and response by  
• Take Quiz 3 due  
• Begin your ECC assessment, due  
• Student 3 Presentation due | BVI.1.S3  
BVI.3.S6  
BVI.3.S7  
BVI.2.S4  
BVI.2.S8  
BVI.4.K2  
BVI.4.S8  
BVI.4.S13  
BVI.6.S6  
BVI.7.S8 |
| Week 4 | Module 4: Independent Living, Social Interaction, Chapter 15A & B | • Read module content and assigned readings.  
• Submit Discussion Post 4,  
• Take Quiz 4, | BVI.1.S2  
BVI.2.S1  
BVI.2.S5  
BVI.3.K1  
BVI.3.S6  
BVI.4.K2  
BVI.4.S11  
BVI.5.K1  
BVI.5.S13  
BVI.5.S17  
BVI.6.K5  
BVI.7.K1  
BVI.7.K3 |
VI. Readings (Texts): All students are personally responsible for obtaining their own required textbooks and should have them in hand by the start of the course.

**Required Texts:**


**Optional/Recommended:**

- Maffei, P. Quick and easy expanded core curriculum – the Hatlen Center Guide. APH – American Printing House for the Blind.
VII. Course Evaluations: Near the conclusion of the semester, before finals are given, students in the Perkins College of Education electronically evaluate courses taken within the PCOE, by means of MySFA. Although all ratings and comments are confidential and anonymous, and not available to the instructor until after final grades are posted, the instructor does receive a list of students who have and have not submitted an evaluation. **100% participation** is needed in the evaluation process. This online 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! Friendly completion reminders will be sent through D2L.

In the Perkins 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:

**Integrity Academic**

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.
Withheld Grades Semester Grades Policy (5.5)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

Students with Disabilities
To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- Crisis Text Line: Text HELLO to 741-741

Class Attendance and Excused Absence: Policy 6.7 [https://www.sfasu.edu/docs/policies/6.7.pdf](https://www.sfasu.edu/docs/policies/6.7.pdf)
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments is 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.

Regular, punctual attendance, documented participation, and submission of completed assignments and activities when due is expected and is critical in this course. Because attendance is a factor in the course grade, each student should refer back to the syllabus for this class policy.

Additional Information:

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.


The information below is specific to new teachers in TEXAS and may or may not apply to your current situation. Nevertheless, it is a required part of this syllabus.

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
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. Primary ID Documents

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. Fingerprint Background Check

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:**

**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 dedicate 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.

**Appendix: Scoring guides**

**Discussion Post Rubric**

<table>
<thead>
<tr>
<th></th>
<th>Excellent (Exceeds Standards)</th>
<th>Acceptable (Meets Standards)</th>
<th>Unacceptable (Below Standards)</th>
<th>SCORE</th>
<th>POINTS EARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td></td>
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<tr>
<td></td>
<td>Student responds to all prompt questions and reflects knowledge from module themes, readings, or viewings.</td>
<td>Student responds to some of the prompts and reflects knowledge from module themes, readings, or viewings.</td>
<td>Discussion post is not submitted.</td>
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<td></td>
<td>25 points</td>
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<tr>
<td><strong>Critical Thinking</strong></td>
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<td></td>
<td>The student comments upon one other student's post thoughtfully.</td>
<td>Response post contains limited feedback.</td>
<td>Student does not post a response</td>
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<tr>
<td></td>
<td>25 points</td>
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</tbody>
</table>
## ECC Plan & Activity Rubric

Course: SPED-5321 - Expanded Core in Vis Impair

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent 40 points</th>
<th>Acceptable 28 points</th>
<th>Needs Improvement 20 points</th>
<th>Criterion Score</th>
</tr>
</thead>
</table>
| Criterion 1 Selection and development of assessment  
BVI.1.S2 BVI.3.K1  
BVI.4.S1   | Student selected assessment that addresses more than 5 individual characteristics. (Age, visual impairment, family values and priorities, visual prognosis) | Student selected assessment that addresses more than 4 individual characteristics. (Age, visual impairment, family values and priorities, visual prognosis) | Student selected assessment that addresses fewer than 3 individual characteristics. (Age, visual impairment, family values and priorities, visual prognosis) | / 40 |
| Criterion 2 Develop and implement, learning objectives and goals  
BVI.3.S6  
BVI.4.S11  
BVI.6.K5 | Student identified 3 or more objectives or goals appropriate for subjects immediate need.                                                                                                                                   | Student identified 2 objectives or goals appropriate for subjects immediate need.                                                                                                                                               | Student identified 1 or fewer objectives or goals appropriate for subjects immediate need.                                                                                                                                     | / 40 |
| Criterion 3 Alignment of ECC goals and objectives with the general education curriculum  
BVI.6.K5  
BVI.7.K1 | Student identified 4 or more areas and or settings of alignment with the general education curriculum.                                                                                                                                 | Student identified 3 areas and or setting of alignment with the general education curriculum.                                                                                                                                         | Student identified 2 or fewer areas and or settings of alignment with the general education curriculum.                                                                                                                                 | / 40 |
<table>
<thead>
<tr>
<th>Criteria</th>
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<th>Acceptable</th>
<th>Needs Improvement</th>
<th>Criterion Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criterion 4</strong> Collaboration across a range of settings BVI.6.K1 BVI.2.S1 BVI.2.S2 BVI.7.K1 BVI.7.S4</td>
<td>Student included detail evidence of collaboration with 4 or more stakeholders. (Family, general education, special education, paraprofessionals)</td>
<td>Student included detail evidence of collaboration with 3 stakeholders. (Family, general education, special education, paraprofessionals)</td>
<td>Student included detail evidence of collaboration with 2 or fewer stakeholders. (Family, general education, special education, paraprofessionals)</td>
<td>/ 40</td>
</tr>
<tr>
<td><strong>Criterion 5 Self Reflection</strong> BVI.6.S2 BVI.6.S6</td>
<td>Student identified minimum of 3 or more challenges of implementation and 3 or more successes of ECC plan and activity implementation. Self-reflection was thorough and personal.</td>
<td>Student identified minimum of 4 challenges of implementation and successes of ECC plan and activity implementation. Self-reflection included general vs personal statements.</td>
<td>Student identified 3 or fewer challenges of implementation and successes of ECC plan and activity implementation. Self-reflection was vague or not included in assignment.</td>
<td>/ 40</td>
</tr>
</tbody>
</table>

180 points minimum | 162 points minimum | 142 points minimum
## Presentation Rubric

Course: SPED-5321   Expanded Core in Vis Impair

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criterion 1</strong></td>
<td>68 points</td>
<td>60 points</td>
<td>30 points</td>
</tr>
<tr>
<td><strong>Curricular Content Knowledge</strong></td>
<td></td>
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</tr>
<tr>
<td>BVI.3.K1</td>
<td>Student demonstrated knowledge in 6-7 areas of assessment, intervention planning/implementation, development of individualized education programs/individualized progress monitoring, and placement specific to unique needs of visual impairment within notes and presentation.</td>
<td></td>
<td>Student demonstrated knowledge in 4-5 or more areas of assessment, intervention planning/implementation, development of individualized education programs/individualized progress monitoring, and placement specific to unique needs of visual impairment within notes and presentation.</td>
</tr>
<tr>
<td>BVI.6.S2</td>
<td></td>
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<td></td>
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<tr>
<td>BVI.3.S6</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Criterion 2</strong></td>
<td>66 points</td>
<td>3 points</td>
<td>2 points</td>
</tr>
<tr>
<td><strong>Instructional Planning and Strategies</strong></td>
<td></td>
<td></td>
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<tr>
<td>BVI.5.K3</td>
<td>Student communicated a minimum of 5 guided questions provided understanding of concepts needed for and accessing the general and expanded core curriculum across settings.</td>
<td></td>
<td>Student communicated a minimum of 3-4 guided questions provided understanding of concepts needed for and accessing the general and expanded core curriculum across settings.</td>
</tr>
<tr>
<td>BVI.6.K1</td>
<td></td>
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<tr>
<td>BVI.6.K5</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>BVI.7.K1</td>
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</tbody>
</table>
## Accessibility of Presentation

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Acceptable</th>
<th>Unacceptable</th>
<th>Criterion Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion 3</td>
<td>66 points</td>
<td>60 points</td>
<td>30 points / 66</td>
<td>/ 66</td>
</tr>
</tbody>
</table>

**Accessibility**

BVI.5.S7  BVI.7.S8

Student presentation was provided in accessible formats to promote usability and accessibility to meet the individual needs of students with visual impairments.

Student presentation provided minimal accessibility for individuals with visual impairments.

Student presentation was not screen reader accessible or did not meet the needs for a student with decreased visual abilities.

### Overall Score

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>64 points minimum</td>
<td>60 points minimum</td>
<td>30 points minimum</td>
</tr>
</tbody>
</table>

**Total** / 200