**Prerequisites:** Admission into the Visual Impairment Program; Admission to the SFASU Graduate School, successful completion of SPED 5315, SPED 5316, SPED 5317, and SPED 5352.

**I. Course Description:**

The course includes resource materials, curriculum adaptations, equipment, and current theories and techniques for teaching students who are blind and visually impaired. Topics include a range of disabilities, including visual impairment, specific strategies for assessing, planning instruction, and working with families. Students are required to accumulate 40 hours of documented field experience during the semester.

This course is designed to provide the student with knowledge about Functional Vision Evaluations, Learning Media Assessments, Expanded Core Curriculum, and other resource materials, core curriculum adaptations, equipment/assistive technology, current theories, and techniques for teaching students who are blind and visually impaired. Specific topics covered in this class include, but are not limited to:

- Programming for infants, toddlers, and preschoolers who have visual impairments.
- Working with families of students with visual impairments.
- Caseload management as an itinerant Teacher of Students with Visual Impairments (TVI).
- Roles and responsibilities of Teachers of Students with Visual Impairments (TVIs).
- Analyzing the unique needs of students with visual impairments.
- Consulting skills for Teachers of Students with Visual Impairments (TVIs).
- Assessment of students with visual impairments.
- Teaching social and independent living skills.
- Foundational considerations in designing modifications for students with visual impairments.
- Modifications in the specific content areas.
- Teaching literacy for students with visual impairments.

**Course Credit Hour Justification:** SPED 5351 - Working with Academic Students Who Have Visual Impairments 3 credits; lecture course; fully online with synchronous meetings) across 16 weeks. There will be seven (7) online/synchronous meetings, each lasting 2 hrs. (14 total hours across the semester). Additionally, there are online learning modules requiring approximately 31 hrs. of direct faculty developed learning experience. Together the direct faculty contact/learning is approximately 45 hrs. Out-of-class preparation/assignments/field experience (approximately 90 hrs.) will require the following time commitments: 40 hrs of documented field experience; and at least 3.5 hrs/wk of required readings and completion of assignments (52.5 hrs).

**II. Intended Learning**

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 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 Perkins College of Education. The PCOE 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 Preparation Program.

It is the mission of the Visual Impairment Preparation 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 completers from 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.

Program Learning Outcomes:

- **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.

### Student Learning Outcomes:

- **SLO 2.1** – The candidate will demonstrate understanding and applied knowledge of formal and informal assessments designed to address and measure the unique needs of students with visual impairments. Functional Vision Evaluation/Learning Media Assessment. The candidate will complete a formal Functional Vision Evaluation/Learning Media Assessment on a learner identified as having, or suspected of having, a visual impairment.

- **SLO 2.2** – Candidates will use formal or informal assessment tools to address the unique learning needs of students with visual impairments. These unique needs are referred to as the Expanded Core Curriculum (ECC). The ECC consists of identified areas of specialized need necessary for students with visual impairments.

- **SLO 3.2** - The student will be able to demonstrate applied knowledge of strategies that improve access to curriculum and promote the development of learners with visual impairments by identifying effective accommodations of the educational environment, curriculum, and teaching strategies. Environmental Evaluation Assessment. The functional use of this residual vision can be improved by modifying components of the environment. These components are lighting, material placement, size of target, distance, color, contrast, and use of additional senses. The candidate be able to evaluate each component to determine the most efficient way for the student to access the curriculum. The candidate will demonstrate the ability to evaluate and modify educational and recreational environments to meet the needs of students with visual impairments.
This course supports the Core Objectives established by the Texas Higher Education Coordinating Board (THECB):

- **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. **For this class**, this is demonstrated through the use of a variety of applicable assessments to develop educational plans.
- **Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication. **For this class**, this is documented through the reporting of interviews, assessment results, and reflections.
- **Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. **For this class**, this is developed through the evaluation and measurement of visual and functional abilities in different environments.
- **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 class**, this is demonstrated through collaborative activities with administrators, supervisors, caseworkers, diagnosticians, teachers, and parents.
- **Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making. **For this class**, this is modeled through the accurate maintenance of schedules and the meeting of timelines that govern practice.
- **Social Responsibility** - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. **For this class**, this is demonstrated through the development of advocacy skills to better support the community of persons with visual impairments.

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 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 (AER), 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 class emphasizes these Values in its pedagogy and in its assessment of outcomes. The instructor strives to reflect these principles in the teaching of this class and also has the highest expectations that these Values will be demonstrated by each student.

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

- **Domain I – Understanding students with visual impairment**
  - 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 impairment**
  - 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
- **Domain IV – Professional Knowledge**
  - Competency 16 – Working collaboratively with families
  - Competency 17 – Legal and ethical foundations and professionalism

This course directly supports the newly revised standards of the Council for Exceptional Children (CEC), specifically:

- **Standard 1: Learner Development and Individual Learning Differences**
  - Federal entitlements that provide specialized equipment and materials for individuals with visual impairments
  - Issues and trends in special education and the field of visual impairment
  - Impact of visual impairment on learning and experience
  - Psychosocial aspects of visual impairment
- **Standard 2: Learning Environments**
  - Enhance instruction for individuals with visual impairments through modification of the environment.
  - Design multisensory learning environments that encourage active participation by individuals with visual impairments in group and individual activities.
  - Create learning environments that encourage self-advocacy and independence for individuals with visual impairments.
- **Standard 3: Curricular Content Knowledge**
  - Knowledge:
    - Relationships among assessment, individualized education plan development and placement as they affect vision-related services.
    - Model programs for individuals with visual impairments.
  - Skills:
    - Sequence, implement and evaluate learning objectives based on the expanded core curriculum for individuals with visual impairments.
    - Obtain and organize special materials to implement instructional goals for individuals with visual impairments.
- **Standard 4: Assessment**
  - Knowledge:
    - Specialized terminology used in assessing individuals with visual impairments.
    - Ethical considerations, laws, and policies for assessment of individuals with visual impairments.
    - Alternative assessment techniques for individuals with visual impairments.
• Interpretation and application of scores from assessments of individuals with visual impairments.
  o Skills:
    ▪ Use disability-specific assessment instruments.
    ▪ Maintain disability-related records for individuals with visual impairments.
    ▪ Gather background information and family history related to the individual’s visual status.
    ▪ Interpret and use assessment data for instructional planning with individuals with visual impairments.

• Standard 5: Instructional Planning and Strategies
  o Knowledge:
    ▪ Strategies for teaching Braille reading and writing.
    ▪ Strategies for teaching handwriting to individuals with low vision.
    ▪ Strategies for teaching signature writing to individuals who are blind.
    ▪ Strategies for teaching listening and compensatory auditory skills.
    ▪ Strategies for teaching typing and keyboarding skills.
    ▪ Strategies for teaching use of the abacus, talking calculator, tactile graphics, and adapted science equipment.
    ▪ Strategies for teaching basic concepts to individuals with visual impairments.
    ▪ Strategies for teaching organization and study skills to individuals with visual impairments.
    ▪ Strategies for teaching tactual perceptual skills to individuals with visual impairments.
    ▪ Strategies for teaching human sexuality to individuals with visual impairments.
    ▪ Strategies for teaching adapted physical and recreational skills to individuals with visual impairments.
    ▪ Strategies for teaching career-vocational skills and providing vocational counseling to individuals with visual impairments.
    ▪ Strategies for promoting self-advocacy in individuals with visual impairments.
    ▪ Techniques for modifying instructional methods and materials for individuals with visual impairments.
  o Skills:
    ▪ Teach individuals with visual impairments to use thinking, problem-solving, and other cognitive strategies.
    ▪ Prepare adapted or modified materials in Braille, accessible print, and other formats.

• Standard 6: Professional Learning and Ethical Practice Language
  o Knowledge:
    ▪ Strategies for teaching alternatives to nonverbal communication
  o Skills:
    ▪ Prepare individuals with visual impairments to respond constructively to societal attitudes and action.

• Standard 7: Collaboration
  o Knowledge:
    ▪ Strategies for assisting families and other team members in planning appropriate transitions for individuals with visual impairments.
  o Skills:
    ▪ Help families and other team members understand the impact of a visual impairment on learning and experience.

This course supports the Standards for Educators created by the International Society for Technology in Education (ISTE):
• Learner
  o 2.1.a Set professional learning goals to explore and apply pedagogical
approaches made possible by technology and reflect on their effectiveness

- Citizen
  - 2.3.d Model and promote management of personal data and digital identity and protect student data privacy.
- Collaborator
  - 2.4.c Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.
  - 2.4.d Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.
- Designer
  - 2.5.a Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
  - 2.5.c Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.
- Facilitator
  - 2.6.a Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings
- Analyst
  - 2.7.c Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction

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

Unit Assignments: After each class, the student will use the information gained from the reading of the corresponding modules/unit, the text readings, and the information gained through class discussion to complete the Unit Assignment associated with that topic. Each Unit Assignment will give the student the opportunity to practice using the knowledge and skills reviewed. Each completed Unit Assignment, worth 100 to 200 points, must be submitted in D2L by the given due date. Two (2) points will be taken off each day an assignment is submitted late. Unit Assignments will cover subject matter which includes, but is not limited to, the following:

Completing a Strategic Planning for an Infant or Toddler Quiz based on the educational implications of the given visual condition. BVI.1.K5, I.5.S1, .7.S1, ISTE 2.1.a

Performing a Functional Vision Evaluation/Learning Media Assessment/Expanded Core Curriculum Screening on an academic student with a visual impairment, writing a full report on the findings and writing a reflection of the process. (QClassroom submission assignment) BVI 2.S1, 4.S1, 4.S8, 4.S10, 4.S11, 4.S12, 7.S1, ISTE 2.6.a, ISTE 2.4.d


Completing an Environmental Analysis based on given student information and pictures of a learning environment. (QClassroom submission assignment) BVI.2.S1, 2.S1, 7.K3, 7.S7, ISTE 2.5.a

Evaluate the development and monitoring of relationships and friendships, and knowledge of self, including personal. BVI5.S19, 5.S21, ISTE 2.3.d

Demonstrating the ability to add and subtract 1-, 2-, and 3-digit numbers using a Cranmer Abacus. BVI.5.S9


Evaluating assistive technology used by students with visual impairments given a variety of sources to provide access to curricular needs. BVI.2.S4, 3.K2, 4.S14, 5.S5, ISTE 2.5.c

Completing a MOU/ECI quiz demonstrating knowledge of federal and state laws pertaining to services for infants, birth to 3 years of age. BVI.1.K5, 3.K1, 5.S1, 7.S1, 7.S6


Field Based Experiences (FBE) hours and activities: To be eligible for AER certification and to meet State of Texas certification standards, Stephen F. Austin State University is required to ensure that each of its TVI students completes a total of 350 clock hours of practicum experience. These hours are typically composed of a wide diversity of “hands on” activities such as observation of students, interviews, visits to resource organizations, etc. Two problems are consistently presented by the requirement of such a large number of hours. First, it is very difficult for some students to complete 350 practicum hours in a single semester because they are not serving as full time TVIs during the semester in which they take the practicum class (SPED 5158 or SPED 5358). In addition, the activities that are included in the practicum are more practical during the time that the student takes relevant class work, rather than waiting for such experiences to occur at the end of their training. Therefore, to ensure that this requirement is met, each class taught by SFA faculty will include a practicum component that will be included in the final total of practicum hours. ISTE 2.4.c

This course requires documentation of a minimum of 40 FBE hours to be selected according to the guidelines presented on the last page of the syllabus, as well as on
the website. The SPED 5351-specific FBE documentation forms to be used for this class will be made available on D2L, will be maintained in electronic form by the student, and shared with the instructor by the due date in QClassroom within D2L. No other class documentation forms will be accepted. These 40 FBE hours will ultimately serve as part of the 350 total hours of practicum. Therefore, the Log & Summary must be uploaded to the QClassroom Field Experience, along with any of the documents the student decides, and the total hours satisfied for the class must be entered.

- Modules on D2L and Class Preparation: Due to the limited amount of time that is available for this class, most of the instructional material will be provided through the internet, on D2L, in Modules. Other instructional material will come from your textbooks and personal practicum experiences. Any material from modules, other required readings, or from ZOOM class nights could be included in the module assignments or on exams. Please read assigned modules and textbooks PRIOR to the class in which they will be discussed. You must keep in mind that this course, as with others in the program, covers an enormous quantity of material, and you must consistently be on top of deadlines and due dates.

- Use of Technology through SFASU D2L: https://d2l.sfasu.edu and class discussions for this course will be delivered using distance education using Brightspace, by Desire 2 Learn (D2L) and ZOOM. The link to join the interactive online class sessions will be available to each student on D2L. For students to successfully participate in class, all will need dependable audio capabilities or headphones & speaker set. A video camera is not required but allowed and encouraged. As this class is dependent on the internet, each student must have a reliable internet connection, be able to use the internet, and be able to navigate the D2L platform. The specific course link on the D2L platform is where all course activity will occur, including accessing unit assignments, discovering required reading and research, and submitting assignments and exams. If there is any problem with accessing course material, the student may need to notify the SFASU Office of Disability Services as well as to either e-mail or call the instructor. If other technical assistance is needed, contact D2L tech support at 936-468-1919.
IV. Evaluation and Assessments (Grading):

Assignments and exams are accessed through D2L online and are required to be submitted by the posted due date. The Midterm and Final Exams will have a submission window with an open date and a closed date (please see course calendar). To obtain a grade higher than F, all course requirements must be completed, and the awarded points must average out to a grade of C or above. Because this course is on the graduate level, any point average below C is not considered passing.
SPED 5351 Assignments and Grading

MOU/ECI Quiz 100 points
Infant Strategic Plan Quiz 100 points
VI Eligibility & Assessment Quiz 100 points
Expanded Core Curriculum Screening 100 points
FVE/LMA/ECC Report (QClassroom) 200 points
Diagnostician Interview 100 points
Environmental Analysis (QClassroom) 100 points
Anatomy Knowledge and Personal Safety for Students with VI Reflection 100 points
Abacus Reflection 100 points
Technology Discussion 100 points
Teaching Braille Quiz 100 points
Attendance/Participation 70 points
Midterm Exam 200 points
Final Exam 300 points
Total Points 1770 points

**Please Refer to Syllabus Appendices for Assignment Rubrics and Grading Criteria.

- Attendance: Attendance is imperative, expected, and will be documented by a roll call at the beginning of each class. Students are expected to arrive/log in promptly, being able to log onto the website up to 30 minutes prior to the beginning of each class to check their audio equipment. Excused absences will be given for illness and family emergencies, but the student must present written documentation for such absence (i.e., doctor's note, emergency room admissions, funeral notices). Take note that, without class attendance, regardless of reason, points toward class participation cannot be earned. In this course, 5 points are awarded for each class attendance and participation. Regardless of attendance, every student is responsible for course content and assignments. Three unexcused absences will yield a failing grade for the course.

- Class participation: The primary methods of instruction for this class revolve around discussion, questioning, and participation by each class member. In this course, 5 points are awarded for class participation. Class participation points are based on the criteria listed below:
  - Appropriateness of participation in class discussions, including willingness and ability to answer questions through chat and audio.
  - Evidence of critical thinking and creativity during class discussions and activities
  - Demonstration of good consulting skills, such as politeness, manners, and diplomacy
  - Display of a positive attitude toward the subject material and class activities
  - Ability to devote full attention to the class.

V. Tentative Course Outline/Calendar:
See APPENDICES for the Course Calendar
***Please Refer to Syllabus Appendices for Assignment Rubrics, Grading Criteria, and Assignment Due Dates.

VI. Readings:

All students are personally responsible for obtaining their own required textbooks and materials in time to have them by the start of the course.

SFASU Bookstore: Phone 936-468-2108  http://www.sfasu.bkstr.com


5. Cranmer Abacus APH Catalog Number: 1-03150-0
QClassroom:
- This course uses the QClassroom 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. Support emails will come from qclassroom@sfasu.edu.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. 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 PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

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:

Institutional Absence: An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

The Code of Student Conduct and Academic Integrity (HOP 04-106) 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. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

Withheld Grades Semester Grades Policy (HOP policy 02-206)
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/docs/hops/02-206.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.

**Other important course-related policies:**

***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)***

#### IX. Resources

- **On-campus Resources:**
  - **The Dean of Students Office** (Rusk Building, 3rd floor lobby)
    - [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
    - 936.468.7249
    - dos@sfasu.edu
  - SFASU Counseling Services • [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
    - Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401
  - SFASU Human Services Counseling Clinic • [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
    - Human Services Room 202 • 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](http://www.sfasu.edu/thehub)
      - 936.468.4008
      - thehub@sfasu.edu
  - **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

#### X: 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.

- Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators.

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

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

XI: Other Relevant Course Information:

APPENDICES and Grading RUBRICS
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Unit 1 Programming for Infants and Preschoolers</th>
<th>Spring 2022</th>
<th>Instructor: Laura Hampton</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synchronous Classes</td>
<td>Readings – Unit Contents, plus:</td>
<td>Standards</td>
<td>Assignments, Discussions, Quizzes</td>
</tr>
<tr>
<td></td>
<td>U/ECI Quiz</td>
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<td></td>
<td>MOU/ECI Quiz</td>
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<td></td>
<td>Infant Strategic Plan Quiz</td>
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<td>ISTE 2.1.a</td>
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<td></td>
<td>VI Eligibility and Assessment</td>
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<td></td>
<td>Diagnostician Interview</td>
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<td></td>
<td>Expanded Core Curriculum Screening</td>
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<td></td>
<td>Read Get Started module content, readings, and Semester Calendar.</td>
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<tr>
<td></td>
<td>Read Module 1 content.</td>
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<td></td>
<td>MOU/ECI Quiz</td>
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<table>
<thead>
<tr>
<th>Week 2</th>
<th>Unit 2 The FVE, LMA, ECC</th>
<th>Spring 2022</th>
<th>Instructor: Laura Hampton</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synchronous Classes</td>
<td>Readings – Unit Contents, plus:</td>
<td>Standards</td>
<td>Assignments, Discussions, Quizzes</td>
</tr>
<tr>
<td></td>
<td>VI Eligibility and Assessment</td>
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<td></td>
<td>Diagnostician Interview</td>
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<td></td>
<td>Expanded Core Curriculum Screening</td>
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<tr>
<td></td>
<td>Read Module 2 content and assigned readings.</td>
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<tr>
<td></td>
<td>VI Eligibility and Assessment Quiz</td>
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<tr>
<td></td>
<td>Select your FVE/LMA/ECC Report Subject and begin the Interviews</td>
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<tr>
<td></td>
<td>The completed Report is DUE in QClassroom</td>
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</table>

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Unit 3 Assessment- FIIE</th>
<th>Spring 2022</th>
<th>Instructor: Laura Hampton</th>
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<tbody>
<tr>
<td>Synchronous Classes</td>
<td>Readings – Unit Contents, plus:</td>
<td>Standards</td>
<td>Assignments, Discussions, Quizzes</td>
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<td>VI Eligibility and Assessment</td>
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<tr>
<td></td>
<td>Diagnostician Interview</td>
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<td></td>
<td>Expanded Core Curriculum Screening</td>
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<tr>
<td></td>
<td>Read module content and assigned readings.</td>
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<td></td>
<td>Diagnostician Interview DUE in D2L</td>
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<tr>
<td></td>
<td>Expanded Core Curriculum Screening DUE in QClassroom</td>
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</table>

[Detailed readings and activities for each week are listed in the table.]
<table>
<thead>
<tr>
<th>Week 4</th>
<th>Unit 4 Environmental Analysis</th>
<th>Environmental Analysis</th>
<th>Read Module 4 content and assigned readings.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ISTE 2.7.c</td>
<td>BVI.6.K5, BVI.7.S1</td>
<td>Environmental Analysis DUE in QClassroom</td>
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<td>VISSIT (In class)</td>
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<td></td>
<td>BVI.2.S1, BVI.2.S1, BVI.7.K3</td>
<td>BVI.7.S7</td>
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<td></td>
<td>Foundations: Vol II – Chapter 18: Sensory Efficiency</td>
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<table>
<thead>
<tr>
<th>Week 5</th>
<th>Unit 5 Accessibility &amp; Adapting Materials for Academic VI Students</th>
<th>Sexuality and Visual Impairments Reflection</th>
<th>Read Module 5 content and assigned readings.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What are Federal Quota Funds</td>
<td></td>
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<tr>
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<td>ISTE 2.5.a</td>
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<table>
<thead>
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<th>Week 6</th>
<th>Unit 6 The Abacus &amp; Numerical Literacy</th>
<th>Abacus Practice &amp; Reflection</th>
<th>Read module content and assigned readings.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EEC pp 111-112 -Learning Activity Abacus Counts</td>
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<table>
<thead>
<tr>
<th>Week 7</th>
<th>Unit 7 Teaching Braille &amp; Technology</th>
<th>Reflection on Technology</th>
<th>Teaching Braille Quiz DUE in D2L</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Guide for a Literacy Program</td>
<td>BVI.4.S14, BVI.5.S5</td>
<td>40 FBE Hours and documentation</td>
</tr>
<tr>
<td></td>
<td>Instructional Strategies for Braille Literacy</td>
<td>ISTE 2.4.c</td>
<td></td>
</tr>
</tbody>
</table>
### Area Covered / CEC Standard

<table>
<thead>
<tr>
<th>Description</th>
<th>Developing (Score 1)</th>
<th>Adequate (Score 2)</th>
<th>Proficient (Score 3)</th>
<th>Exemplary (Score 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Background ICSI 1</strong> ICSI 4 ICSI 7 BVI 4 TEA 2 TEA 5**</td>
<td>FVE/LMA/ECC report includes little to no information about the background and/or characteristics of the learner. The life-long impact of the visual impairment is not explored.</td>
<td>FVE/LMA/ECC report includes at two to four pieces of information about the background and characteristics of the learner and the impact of the visual impairment on learning</td>
<td>FVE/LMA/ECC report includes five to eight pieces of information about the background and characteristics of the learner and the impact of the visual impairment on learning</td>
<td>FVE/LMA/ECC report includes more than eight detailed pieces of information about the background and characteristics of the learner and the impact of the visual impairment on learning</td>
</tr>
<tr>
<td><strong>Legal Rights and Responsibilities ICSI 4 BVI 6 TEA 2 TEA 6</strong></td>
<td>FVE/LMA/ECC report fails to meet the legal requirements in one or more area. The rights of the individual with visual impairment are not mentioned.</td>
<td>FVE/LMA/ECC report meets 70% of legal requirements in all areas and mentions fewer than three of the rights of the individual with visual impairment.</td>
<td>FVE/LMA/ECC report meets 70% - 80% of legal requirements in all areas and addresses three to five of the rights of the individual with visual impairment.</td>
<td>FVE/LMA/ECC report meets more than 80% of legal requirements in all areas and addresses and explains more than five of the rights of the individual with visual impairment.</td>
</tr>
<tr>
<td><strong>Impact on Development and Learning BVI 1 BVI 3 BVI 4 BVI 5 TEA 1 TEA 2 TEA 5</strong></td>
<td>Candidate fails to explore the impact of the visual impairment and/or additional disabilities on the learning and development of the student.</td>
<td>Candidate provides two to four examples of the impact of the visual impairment and/or additional disabilities on the learning and development of the student.</td>
<td>Candidate provides five to eight examples of the impact of the visual impairment and/or additional disabilities on the learning and development of the student.</td>
<td>Candidate provides more than eight examples of the impact of the visual impairment and/or additional disabilities on the learning and development of the student.</td>
</tr>
<tr>
<td><strong>Recommendations BVI 4 TEA 2</strong></td>
<td>The candidate makes no recommendations or fails to link recommendations to the findings of the FVE/LMA/ECC.</td>
<td>The candidate makes a minimal number of recommendations (one to four) that can be linked to the findings of the FVE/LMA/ECC.</td>
<td>The candidate makes several recommendations (five to eight) that can be clearly linked to the findings of the FVE/LMA/ECC.</td>
<td>The candidate makes a variety of quality recommendations (more than eight) that are directly linked to the findings of the FVE/LMA/ECC.</td>
</tr>
<tr>
<td><strong>Collaboration ICSI 5 ICSI 7 TEA 5</strong></td>
<td>The FVE/LMA/ECC report provides little or no evidence of collaboration. Input from other stakeholders is ignored or not accessed.</td>
<td>The FVE/LMA/ECC report indicates some collaborative effort, some input from one to three stakeholders is used in making decisions and recommendations</td>
<td>The FVE/LMA/ECC report indicates collaborative effort that has led to four to five stakeholders’ input to be used in making decisions and recommendations</td>
<td>The FVE/LMA/ECC report models extensive collaborative effort that has led to more than five stakeholders’ input to be used in making decisions and recommendations</td>
</tr>
<tr>
<td><strong>Communication ICSI 4 ICSI 7 BVI 1 TEA 2 TEA 5</strong></td>
<td>The FVE/LMA/ECC report fails to provide results in a manner that is useful to parents or educators. The report is poorly written and difficult to share with others.</td>
<td>The FVE/LMA/ECC report provide results in a manner that could be useful to parents or educators. The report is adequately written but contains jargon and/or is not written in a professional manner</td>
<td>The FVE/LMA/ECC report is easy to use for parents or educators. The report is well written, explains terms in an understandable way, and is written in a professional manner</td>
<td>The FVE/LMA/ECC report is tailored and/or adapted to meet communication needs of all stakeholders involved. The report is very well written, clear, concise, easy to read, and written in a professional manner</td>
</tr>
<tr>
<td><strong>Reflection ICSI 6 TEA 6</strong></td>
<td>Candidate fails to include at least one example of self-evaluation or includes one that is not reflective and/or poorly written.</td>
<td>Candidate includes one to three examples of self-evaluation that are reflective and/or is written with many errors.</td>
<td>Candidate includes four to six examples of self-evaluation that are reflective and is written with minimal errors.</td>
<td>Candidate includes more than six examples of self-evaluation that are reflective and is written with few or no errors.</td>
</tr>
<tr>
<td>Evaluation and Placement ICSI 2</td>
<td>Candidate does not address educational implications related to eligibility, programming, and placement.</td>
<td>Candidate includes one to three examples of educational implications related to eligibility, programming, and placement.</td>
<td>Candidate includes four to eight examples of educational implications related to eligibility, programming, and placement.</td>
<td>Candidate includes more than eight examples of educational implications related to eligibility, programming, and placement.</td>
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<td>ICSI 4</td>
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<td>ICSI 5</td>
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<tr>
<td>BVI 1</td>
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<td>BVI 3</td>
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<td>BVI 4</td>
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<td>BVI 5</td>
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<td>TEA 2</td>
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<td>TEA 4</td>
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<td>TEA 6</td>
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</table>
### Rubric: Anatomy and Personal for Students with Visual Impairments Reflection

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
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<tbody>
<tr>
<td>4 pt</td>
<td>3 pt</td>
<td>B I</td>
<td>1 pt</td>
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</table>

**Criterion 1**

**BV1.7.K1**

Role in conveying, to families and teams, information about the impact and implications of visual impairment on development and learning and access to the general and expanded core curriculum regardless of comfort level.

- **4 pt** Reflection conveys initial comfort level of subject matter and comfort level following class discussion and review of resources.
- **3 pt** Reflection conveys comfort level of subject matter following class discussion and review of resources.
- **1 pt** Reflection does not convey initial comfort level of subject matter or comfort level following class discussion and review of resources.

**Criterion 2**

**BV15.519**

Student recognizes **sociosexual aspects** of human sexuality instruction differences for students with visual impairment and sighted students.

- **4 pt** Reflection lists 2-3 differences between understanding of sexuality education for students with visual impairments compared to sighted students.
- **3 pt** Reflection lists 2 differences between understanding of sexuality education for students with visual impairments compared to sighted students.
- **2 pt** Reflection lists 1 difference between understanding of sexuality education for students with visual impairments compared to sighted students.
- **1 pt** Reflection lists 0 differences between understanding of sexuality education for students with visual impairments compared to sighted students.

**Criterion 3**

**BV1.1.K6**

Reflection indicates strategies for teaching human sexuality to individuals with visual impairments.

- **4 pt** Student identifies 3-4 strategies for teaching human sexuality to individuals with visual impairments.
- **3 pt** Student identifies 2-3 strategies for teaching human sexuality to individuals with visual impairments.
- **2 pt** Student identifies 1-2 strategies for teaching human sexuality to individuals with visual impairments.
- **1 pt** Student does not identify any strategies for teaching human sexuality to individuals with visual impairments.

### Overall Score

Each submission is assigned a level of achievement based on its overall rubric score:

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
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</thead>
<tbody>
<tr>
<td>80 or more</td>
<td>75 or more</td>
<td>50 or more</td>
<td>25 or more</td>
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</table>
### Diagnostician Interview Rubric

<table>
<thead>
<tr>
<th>Collaboration</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Fair</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>BVI.4.S7</td>
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<tr>
<td>Collaborate with team members and families to plan and implement assessment and interpret assessment results on issues specific to visual impairment.</td>
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<tr>
<td>BVI.4.S12 BVI.4.K1</td>
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<tr>
<td>Address limitations of standard scores and non-standard data when communicating visual impairment specific assessment data to educational teams and families.</td>
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<tr>
<td>BVI.2.S1</td>
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<tr>
<td>Identify and implement physical and virtual environmental accommodations and modifications to facilitate appropriate assessment.</td>
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### Initial Feedback

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<tr>
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<th>Satisfactory</th>
<th>Fair</th>
<th>Unacceptable</th>
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</thead>
<tbody>
<tr>
<td>Q. 10-12</td>
<td>Student lists challenges of assessment for students with visual impairments and co-occurring disabilities.</td>
<td></td>
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<tr>
<td>Q. 10-12</td>
<td>Student lists 3 challenges of assessment for students with visual impairments and co-occurring disabilities.</td>
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<tr>
<td>Q. 10-12</td>
<td>Student does not address challenges of assessment for students with visual impairments and co-occurring disabilities.</td>
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### Q. 13

<table>
<thead>
<tr>
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<th>Satisfactory</th>
<th>Fair</th>
<th>Unacceptable</th>
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</thead>
<tbody>
<tr>
<td>Q. 13</td>
<td>Student lists 3 possible environmental modifications needed during assessment.</td>
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<tr>
<td>Q. 10-12</td>
<td>Student lists 2 possible environmental modifications needed during assessment.</td>
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</tr>
<tr>
<td>Q. 10-12</td>
<td>Student does not list any possible environmental modifications needed during assessment.</td>
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</tr>
<tr>
<td>BVI.4.513 Assess accessibility needs of individuals who are visually impaired who are English learners or from diverse backgrounds</td>
<td>Q.14 Student identifies 2 resources to aid in assessment for students with visual impairments and are English learners or from diverse backgrounds.</td>
<td>Student identifies 1 resource to aid in assessment for students with visual impairments and are English learners or from diverse backgrounds.</td>
<td>Student identifies resources not related to assessment for students with visual impairments and are English learners or from diverse backgrounds.</td>
<td>Student does not address resources to aid in assessment for students with visual impairments and are English learners or from diverse backgrounds.</td>
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<tr>
<td>BVI.6.K1</td>
<td>Q. 15 Student articulates the role of the TSVI in provide services for students with visual impairments in a range of settings.</td>
<td>Student states the role of the TSVI during one of the types of assessment (formal or informal).</td>
<td>Student addresses the role of the TSVI in general applications.</td>
<td>Student does not address the role of the TSVI during formal and informal assessment.</td>
</tr>
</tbody>
</table>
## Abacus Reflection Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Satisfactory</th>
<th>Unacceptable</th>
<th>Criterion Score</th>
</tr>
</thead>
</table>
| **Instructional Planning BVI.5.S9**  
Teach the use of the abacus, accessible calculator, tactile graphics, adapted equipment, and appropriate technology for mathematics and science instruction to meet individual needs | 25 points  
Student identifies 2-3 benefits/uses of the abacus for students with visual impairments. | 22 points  
Student identifies 1 benefit/use of the abacus for students with visual impairments. | 19 points  
Student does not address the criteria | / 25 |
| **Self Reflection BVI.6.S1**  
Develop and maintain professional learning and practice by actively participating in professional organizations | 25 points  
Reflection conveys BOTH initial comfort level with the subject matter and comfort level following class discussion and review of resources. | 22 points  
Reflection conveys either initial comfort level OR comfort level following class discussion and review of resources. | 19 points  
Student does not address the criteria | |
| **Instruction Strategies BVI.5.K2**  
Importance of creating positive, productive learning environments that foster independence and student achievement, and that reduce the tendency of others to engender learned helplessness in learners with visual impairments | 25 points  
Student lists 2-3 strategies to incorporate an abacus in core curriculum activities. | 22 points  
Student lists 1 strategy to incorporate an abacus in core curriculum activities. | 19 points  
Student did not address the criteria. | |
| **Professional Learning BVI.6.S6**  
Articulate a plan for maintaining continuous professional development to remain current on all areas of the expanded core curriculum. | 25 points  
Student cites 2 or more possible future activities for continued professional development in teaching students how to use the abacus. | 22 points  
Student cites 1 possible future activity for continued professional development in teaching students how to use the abacus. | 19 points  
Student does not address the criteria. | |
# Environmental Evaluation Assessment Rubric

**Needs Assessment**

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Below Standard</th>
<th>Not Attempted</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3 pt</strong></td>
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</tbody>
</table>

- **Student** thoroughly synthesizes and uses information from the given student scenario to determine specific needs of the learner.

**Observation**

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Below Standard</th>
<th>Not Attempted</th>
</tr>
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<tbody>
<tr>
<td><strong>2 pt</strong></td>
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</table>

- **Student** makes thorough observations about the student's environment, depicted in pictures.

**Areas of Need**

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Below Standard</th>
<th>Not Attempted</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 pt</strong></td>
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</table>

- **Student** has extensively evaluated the seven identified areas related to the environment to be considered for evaluation.

**Accommodations**

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<tr>
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<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Below Standard</th>
<th>Not Attempted</th>
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</table>

- **Student** suggests accommodation that are efficient, effective and non-obtrusive, that thoroughly address all of the areas of need.

**Communication**

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<tr>
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<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Below Standard</th>
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</tbody>
</table>

- **Student** effectively details findings, suggestions, and terminology. Report has no mistakes in grammar, spelling, and formatting.

- **Student** synthesizes and uses some information from the given student scenario to determine specific needs of the learner.

- **Student** makes only one observation, or fails to make an observation about the student's environment, depicted in pictures.

- **Student** has failed to address each identified area related to an environmental evaluation.

- **Student** suggests accommodations that are not efficient or effective.

- **Student** fails to explain findings and suggestions. Jargon and terms are not explained. Report has several mistakes in grammar, spelling, and formatting.
Observation | Exceeds Standard | Meets Standard | Below Standard | Not Attempted
--- | --- | --- | --- | ---
3 | 2 | 1 | 0

- **Student makes thorough observations about the student’s environment, depicted in pictures.**
- **Student makes some observations about the student’s environment, depicted in pictures.**
- **Student makes only one observation, or fails to make an observation about the student’s environment, depicted in pictures.**