

TO: Randy Smith, Vice Provost for Academic Programs
Eric Bielefeld, Chair, Council on Academic Affairs
FROM: Shari Speer, Associate Dean for Academic Affairs, Graduate School
DATE: 4-8-20
RE: Proposal for Certificate, College of Education and Human Ecology

The College of Education and Human Ecology is proposing a new Graduate Certificate in Visual Impairment.

The proposal was received by the Graduate School on May 7th, 2019. It was reviewed by GS/CAA on June 18th, 2019, and revisions were requested. Revisions were received on July 12th, 2019, and reviewed by GS/CAA on July 29th, 2019. Further revisions were requested, and received on August 26th, 2019. GS/CAA again reviewed the proposal on September 12th, 2019, and revisions were requested. Revisions were received on October 22nd, 2019, and reviewed by GS/CAA on October 24th, 2019. Further revisions were requested, and received on October 29th, 2019. These were reviewed by GS/CAA on November 7th, 2019, and the proposers were invited to discuss revisions with GS/CAA on December 18th, 2019. Final revisions were received, and GS/CAA recommended the proposal for approval by the Graduate Council on January 16th, 2020. The proposal was approved by the Graduate Council on February 7th, 2020.



THE OHIO STATE UNIVERSITY

COLLEGE OF
EDUCATION AND HUMAN ECOLOGY

Academic Affairs

College of Education and Human Ecology
458 PAES Building
305 Annie & John Glenn Ave
Columbus, OH 43210
614-292-3180 Phone

Memo

April 25, 2019

To: Randy Smith, Vice Provost of Academic Programs
Alicia L. Bertone, Dean of the Graduate School and Vice Provost for Graduate Studies
Shari Speer, Associate Dean for Academic Affairs
Katie Reed, Executive Assistant

CC: Danielle Brown, Curriculum Development Specialist

From: Bryan Warnick, Associate Dean of Academic Affairs

**RE: NEW PROGRAM PROPOSAL- PROFESSIONAL CERTIFICATION PROGRAM (5B) - OHIO
ALTERNATIVE LICENSURE PROFESSIONAL DEVELOPMENT INSTITUTE FOR VISUAL IMPAIRMENT
EDUCATION, DEPARTMENT OF TEACHING AND LEARNING**

The faculty and administration of the College of Education and Human Ecology (EHE) approved the proposal from the Department of Teaching and Learning to create a new professional certificate. The proposed Ohio Alternative Licensure Professional Development Institute for Visual Impairment Education professional certificate program was developed in response to the request by the Ohio Department of Education. The proposal was approved by the EHE Curriculum Committee on April 18, 2019 and received unanimous support.

If there are any questions, please contact me at warnick.11@osu.edu or Danielle Brown at brown.2199@osu.edu.



THE OHIO STATE UNIVERSITY

**Department of Teaching and Learning
Request for Program Proposal**

*Ohio Alternative Licensure Professional Development Institute for
Visual Impairment Education: Professional Certificate Program*

1/15/2019

Dr. Tiffany Wild

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List the supplement or supplements included with the proposal and attach as separate files

*Additional Information concerning curriculum review and procedures can be found at:
<http://portal.ehe.osu.edu/assessment-and-curriculum>*

**This document has been adapted from The Ohio State University's Office of Academic Affairs Handbook and Kent State University's curricular forms and procedures*

REQUEST FORM:

Completed by faculty and Curriculum Committee Staff member

Date of Submission: *1/15/2019*

Level/ Career: *Graduate and Undergraduate*

Program Type: *{BSEd, MEd, MA, PhD, EdS, endorsement, certificate, licensure only, addition to existing program}*

Delivery Sites Intended: *Columbus*

Alternative delivery options: *{Columbus and/or regional campuses}*

- ☐ More than 50% of the program will be offered using a fully online delivery model
☒ More than 50% of the program will be offered using a hybrid/blended delivery model
☐ More than 50% of the program will be offered using a flexible or accelerated delivery model

Proposed Start Term: *AU19*

Is this an adjustment to an existing program? *No*

Licensure or endorsement: *program leads to educator license*

CURRICULUM COMMITTEE REVIEW COMMITTEE ONLY

Date reviewed by the T&L Curriculum Committee:
Follow-up needed:

Decision:

Date reviewed by EHE Curriculum Committee:
Follow-up needed:

Decision:

Date reviewed by University Curriculum Committee:
Follow-up needed:

Decision:

Final Approval Date:

SECTION 1: LETTER REQUESTING REVIEW

Completed by faculty member

See appendix A

This introduction should be in letter form addressed to the Department of Teaching and Learning Curriculum Committee. The introduction should include:

- A summary of the program for the reviewers, including the title of the program
- Rationale for the development of the program or the changes made to an existing program
- Benchmarking with other similar institutions/programs
- Summary of courses included in the program
- Summary of programs that, to your knowledge, may partner with this program or be impacted by its development
- Overview of human or facility resources necessary for the program

SECTION 2: CURRICULUM

Completed by faculty member

Description: *Designed for individuals who are granted licensure through the Ohio Department of Higher Education's Alternative Licensure Program for Visual Impairment Education (P-12). This program meets the university coursework requirement for Alternative Resident Educator licensees to acquire a Professional license in accordance with Ohio Department of Education policy.*

Program goals and objectives:

- 1) Students will learn about the growth and development of a child with a visual impairment.
- 2) Students will learn the common visual conditions that students' with visual impairments present in the classroom.
- 3) Students will learn how to adapt and modify the classroom environment, materials, curriculum, and pedagogy to ensure students with visual impairment gain access to academic and nonacademic experiences in a school based upon assessment outcomes.
- 4) Students will learn how to obtain and use assistive technology devices.
- 5) Students will understand the legal requirements and professional ethics of teaching a student with a visual impairment.

List courses that are already in existence that will be utilized as requirements or electives:

EDUTL 5506

EDUTL 5507

EDUTL 5530 (currently seeking course change from 6530)

EDUTL 5525

EDUTL 5442

**Some course content will be delivered on Saturdays. These session dates are provided on day 1 for all students so that they know the commitment that must be made for the course. The Saturday sessions include things such as learning how to teach using sighted-guide (safe travel techniques for a blind child). Because this is about traveling with a student, it is impossible to teach this concept on-line. Students can only learn this technique with hands-on practice under the guidance of an instructor. Additional Saturday sessions cover assessments such as the functional vision assessment and the learning media assessment. A few of the Saturday sessions can be conducted on-line via Carmen Connect. All religious holidays, home games, and university programming will be considered when scheduling these sessions. If a student has a conflict in scheduling, the content is video-taped and the student will be asked to write a reflection to ensure content was viewed and submit any remaining questions. No negative academic consequences will result in missing a session as long as the instructor is notified ahead of time in order to plan for taping. Students have the option to meet with the instructor at a different time for the same course content, instead of the video option, to ensure equal opportunity learning.*

SECTION 3: ADMISSIONS

Completed by faculty member (consultation by Curriculum Committee Staff member)

Describe the admissions requirements necessary for this program:

- 2.0 GPA in all undergraduate coursework if registering as Undergraduate Non-Degree student
- 2.75 GPA in all undergraduate coursework if registering as Graduate Non-Degree student
- A current, Ohio Alternative Teaching License in Visual Impairments

Describe the admissions process necessary for this program:

Graduate and Professional Admission website (<https://gpadmissions.osu.edu/programs/>), administered by TLAS.

SECTION 4: HUMAN RESOURCES

Completed by faculty member

Provide a list of existing faculty that will instruct in this program: Dr. Tiffany Wild

Provide a list of staff members necessary to support this program: Dr. Danene Fast

LETTER OF DEPARTMENTAL SUPPORT:

Completed by Area of Study, Department Chair, and Curriculum Committee Staff member

See Appendix C

SECTION 6: APPENDICES

Completed by faculty and Curriculum Committee Staff member

{List any supplemental documents, such as: recruitment materials, program sheet, curriculum sheet, course syllabi, faculty CVs, letters of support}

<i>Document title</i>	<i>Description (if needed)</i>
<i>appendix A_ Alternative VI Letter</i>	
<i>Appendix B_ VI ALT program sheet</i>	
<i>Appendix C_ LES Alternative Program signed</i>	
Appendix D: Assessment Plan	



Appendix A

To Whom This May Concern,

Attached to this letter, you will find documents regarding the proposed "Ohio Alternative Licensure Professional Development Institute for Visual Impairment Education: Professional Certificate Program". This program is being developed in response of the request by the Ohio Department of Education to create alternative pathways for persons wanting a licensure in the area of visual impairment education.

This program will require students to complete a teaching module, offered by The Ohio State University that will address pedagogy and instruction. I am then proposing that students take the following sequence of courses in the Program in Visual Impairments:

EDUTL 5506: Reading and Writing Braille

EDUTL 5507: Visual Processes

EDUTL 5530: Professional Development in the Field of Visual Impairment (Changed from EDUTL 6530)

EDUTL 5525: Curriculum and Instruction for Students with Visual Impairments and Multiple Disabilities

EDUTL 5442: Teaching and Reading Across the Curriculum

This program will provide all but 2 of the currently required courses in visual impairment education that our licensure students currently take.

Please note that under the required courses on the attached curriculum sheet you will notice that it states "Courses offered in a hybrid format and will require Saturday sessions." This will allow our program to deliver additional content in the field of visual impairment to ensure that the students leaving this program are properly trained to teach students with visual impairments.

All students are informed of this requirement. We plan approximately two Saturday sessions per semester for the courses they are enrolled. The action of providing Saturday classes was one discussed at the recent "Think Beyond" University Summit as a way to address equity and social justice. The Saturday sessions are a way to allow nontraditional students, mostly working adult educators, access to coursework to obtain an additional licensure in visual impairment, which ultimately allows for proper instruction to students with low incidence sensory impairments. Please note that all faculty review a calendar that would note religious conflicts. The faculty even take into account major university events such as football and basketball games that would impact traffic. We take into account Columbus events such as the recent marathon that would impact traffic patterns near campus. Every effort is taken to schedule Saturdays that would not significantly impact the lives of the students in the course. We have been doing this for the past 10 years and have learned all the major conflicts. If a student has a conflict and notifies the instructors, the content is video-taped and the student is asked to write a brief reflection over course content along with any questions and



submit it to the instructor for review and discussion. No negative academic consequences will result in missing a session as long as the instructor is notified ahead of time in order to plan for taping.

No other state in the US has a similar program to the proposed "Alternative Pathway Program". Therefore, no other programs should be impacted. No partners are identified for this program.

All courses are currently taught on the main campus by faculty or adjunct faculty. The Program in Visual Impairments has office space and storage space in Ramseyer 222. This program will not impact or cause for additional facility space to be utilized.

Sincerely,
Tiffany Wild
Associate Professor
Program in Visual Impairment

Appendix B



THE OHIO STATE UNIVERSITY

COLLEGE OF
EDUCATION AND HUMAN ECOLOGY

Department of Teaching and Learning

Ohio Alternative Licensure Professional Development Institute for Visual Impairment Education: Professional Certificate Program

Designed for individuals who are granted licensure through the Ohio Department of Higher Education's Alternative Licensure Program for Visual Impairment Education (P-12). This program meets the university coursework requirement for Alternative Resident Educator licensees to acquire a Professional license in accordance with Ohio Department of Education policy.

College of Education and Human Ecology
Department of Teaching and Learning
Academic Services
Arps Hall, 1945 N. High Street, Columbus, OH 43210; 614-292- 2332

Required courses (15 credits):

- 1) **EDUTL 5506:** Reading and Writing Braille (3 hrs)
- 2) **EDUTL 5507:** Visual Processes (3 hrs)
- 3) **EDUTL 5530:** Professional Development in the Field of Visual Impairment (3 hrs)
- 4) **EDUTL 5525:** Curriculum and Instruction for Students with Visual Impairments and Multiple Disabilities (3 hrs)
- 5) **EDUTL 5442:** Teaching Reading Across the Curriculum (3 hrs)
Courses offered in a hybrid format and will require Saturday sessions.

A letter grade of a B- or better is required in all coursework.

Learning outcomes:

- 1) Students will learn about the growth and development of a child with a visual impairment.
- 2) Students will learn the common visual conditions that students' with visual impairments present in the classroom.
- 3) Students will learn how to adapt and modify the classroom environment, materials, curriculum, and pedagogy to ensure students with visual impairments gain access to academic and nonacademic experiences in a school based upon assessment outcomes.
- 4) Students will learn how to obtain and use assistive technology devices.
- 5) Students will understand the legal requirements and professional ethics of teaching a student with a visual impairment.

Eligible candidates

Minimum requirements for admission include:

- 2.0 GPA in all undergraduate coursework if registering as Undergraduate Non-Degree student
- 2.75 GPA in all undergraduate coursework if registering as Graduate Non-Degree student
- A current, Ohio Alternative Teaching License in Visual Impairments

Cost

The total cost of the program is based on the number of credit hours and current OSU tuition and fees.

How to Apply

Graduate and Professional Admission website (<https://gpadmissions.osu.edu/programs/>)

- Ohio Alternative Licensure Professional Development Institute for Visual Impairments Education: Professional Certificate Program

Provide the following materials:

- Transcripts from all previous institutions you attended.

Credit hours required

A minimum of 15 credit hrs.

Transfer credit hours

- Students may transfer 6 credits from a certificate program to a degree granting program. Students interested in pursuing a Master of Arts or Doctor of Philosophy in Education program, should consult with the Teaching and Learning Office of Academic Services.
- No credits from other institutions will be allowed to fulfill certificate requirements.

College of Education and Human Ecology
Office of Academic Affairs
172 Arps Hall
<http://ehe.osu.edu>
Rev. 8/24/2018



March 15, 2019

Dr. H. Folden
Curriculum Committee Chair
College of Education and Human Ecology

Dear Dr. Folden:

I am writing in support of the enclosed proposal for the “Ohio Alternative Licensure Professional Development Institute for Visual Impairment Education: Professional Certificate Program” by the faculty in the Department of Teaching and Learning. The Graduate Studies Committee unanimously approved the proposal on February 8, 2019. The Undergraduate Studies Committee also unanimously approved the proposal on March 1, 2019. The faculty hopes to begin offering the certificate in the autumn 2019 semester. The proposal, with rationale and supporting letters, is attached.

There are currently no negative budgetary implications to the programs, and no additional funds or human resources are necessary for execution of this certificate. The department already has a VI director and program manager in place and the additional administration of the program will be accommodated through this program. The administration of the department fully supports this proposal.

If you have any questions or need additional information, do not hesitate to contact me.

Sincerely,

Ruth McKoy Lowery, Ph.D.
Associate Chair and Professor
Department of Teaching and Learning
614-292-4925
Lowery.163@osu.edu

College of Education and Human Ecology

Department of Teaching and Learning

333 Arps Hall, 1945 N. High St.

Columbus, OH 43210-0711

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ehe.osu.edu/teaching-and-learning



THE OHIO STATE UNIVERSITY

October 1, 2018

To Whom This May Concern,

Please accept this letter on behalf of the Language, Education and Society Area of Study in support of the request of the "Ohio Alternative Licensure Professional Development Institute for Visual Impairment Education: Professional Certificate Program". This program is being developed in response of the request by the Ohio Department of Education to create alternative pathways for persons wanting a licensure in the area of visual impairment education.

Thank you,

Sarah Gallo

Language, Education, and Society Convenor

Appendix D: Assessment Plan

To Whom This May Concern,

We collect numerous data points for each of our programs, and will plan to continue to collect this data. Each year we record the number of applicants for each of our programs as well as the Quality of the applicant pool. This data includes number of minority applicants (if indicated or disclosed on the application), the number admitted for the program and academic GPA of each applicant. All instructors keep specific data on course satisfaction through the required university data system. Each program records retention rates, graduation rates (in this completion of the course sequence) and GPAs earned through the program. We also track the employment location and job title upon program completion as information is made available to our department.

Specific student direct measures include whether Specialized Performance Assessment (SPA) competencies are met, percentage of program students meeting and exceeding SPA expectations in order to assess student achievement, and cumulative course performances. SPAs that are approved for the program in visual impairment and on file with the Office of Accreditation, Placement and Licensure in order to successfully measure program learning outcomes. SPAs were created as an assessment measure for the Council of Exceptional Children professional standards, the professional body for all special education programs. An example SPA can be found in this appendix.

All data collected for this program is reviewed ANNUALLY by the faculty teaching for the Program in Visual Impairments. This includes both full-time and adjunct faculty. All reviewed data are used to make both programmatic changes and individual course changes to ensure student knowledge and achievement in the program.

Individuals in the program will be deemed successful if the student successfully completes the SPAs with at least a 2 or above in each rubric and 5 or fewer errors on the braille transcription exam. Therefore, success of the program is indicated if at least 80% of the students completing the program passed all of the associated SPAs AND passed the braille proficiency examination.

The SPAs/Assessments for each course:

- EDUTL 5506 – Braille
 - o Students must braille one full page of braille with 5 or fewer errors
- EDUTL 5507 – Visual Processes
 - o SPA 2 – IEP Assessment (3 or above as an overall score on the rubric)
- EDUTL 5525 – Curriculum
 - o SPA 3 – Lesson Plan Differentiation
 - o SPA 8 – Philosophy of Education
- EDUTL 6530 – Professional Development
 - o SPA 7 – Professional Development

Cumulative course data will be recorded and reviewed on a yearly basis in order to assure that this program is equitable for working adults or anyone returning for this specialized program. While we cannot track data from student teaching experiences, as this is something that is completed within compliance regulations from the Ohio Department of Education as part of this program, we can look online to document the number of licenses in visual impairment issued as a result of this program by utilizing the online database of teacher licensures. We can look up an individual and document when his/her visual impairment licensure was obtained.

VI - SPA Assessment 2

IEP Assessment (Assessment)

Program in Visual Impairments

Assessment 2 requires students to develop an individualized education program (IEP).

Through the use of a) assessments that guide the FVA and LMA process, b) student observations, c) instructor-guided tutorials and d) a case study that provides additional assessment data, profile data, and family data, students will develop an individualized education program (IEP) for a student with a visual impairment.

Through the completion of this activity, beginning special education professionals will use multiple methods of assessment and data sources to make educational decisions (4.0). Specifically, learners will:

- Create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning and social interactions (2.1);
- Understand how to intervene safely and appropriately with individuals with exceptionalities in crisis (2.3);
- Modify general and specialized curricula to make them accessible to individuals with exceptionalities (3.3);
- Select and use technically sound formal and informal assessments that minimize bias (4.1);
- Use knowledge and measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities (4.2);
- Use multiple types of assessment information in making decisions about individuals with exceptionalities (4.3);
- Engage individuals with exceptionalities to work toward quality learning and provide feedback that guides these learners (4.4);
- Consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities (5.1);
- Develop and implement a variety of education and transitional plans for all learners across a wide range of settings and experiences (5.5);
- Teach to mastery and promote generalization of learning (5.6).

Students are required to use Ohio's IEP form and guidelines. The rubric designed for this assessment is developed to align both with CEC standards and Ohio's regulations and guidelines.

All students complete this assignment in EDUTL 5507 – Visual Processes.

Updated: 5/28/19

Assignment Directions:

Given a case study that includes background information, assessment data, profile data, and family data, students will develop an individualized education program (IEP) for a student with a visual impairment.

This assessment is designed to assess candidates' skills in using assessment data to develop meaningful IEPs.

VI - SPA Assessment 2
Assessment Two: IEP Assessment (Assessment)
Program in Visual Impairments

Criteria/Report Sections	Exceeds (3 points)	Meets (2 points)	Emerging (1 point)
PROFILE			
A. Profile Background CEC 5.5 Develop and implement a variety of education and transitional plans for all learners across a wide range of settings and experiences	Profile includes relevant background information from a variety of sources. AND <i>Includes</i> concerns of the parents for the education of the focus learner AND Includes: 1) Medical information regarding visual impairment 2) For focus learners of secondary transition age, include information related to adult living, working, and learning.	Profile includes <i>some</i> background information from a variety of sources. AND/OR <i>May or may not</i> include concerns of the parents for the education of the focus learner AND Includes: 1) Medical information regarding visual impairment 2) For focus learners of secondary transition age, include information related to adult living, working, and learning.	Profile does not include <i>sufficient</i> background information from a variety of sources. AND/OR Concerns of the parents for the education of the focus learner are absent AND/OR <i>May or may not</i> mention: 1) Medical information 2) For focus learners of secondary transition age, include information related to adult living, working, and learning.
B. Profile Assessment Data CEC 4.1 Select and use technically sound formal and informal assessments that minimize bias.	Profile includes performance data from <i>a variety</i> of formal and informal assessments including state- or district-wide assessments. AND	Profile includes performance data from formal and/or informal assessments including state- or district-wide assessments. AND	Profile performance data are limited to <i>either formal or informal</i> assessments AND/OR Uses these data to describe <i>some or none</i> of the following:

	<p>Uses these data to describe <i>all</i> of the following:</p> <ol style="list-style-type: none"> 1) Strengths of the focus learner 2) Focus learner's interests 3) How the characteristics of visual impairment may affect progress in the general curriculum. 	<p>Uses these data to describe <i>at least two</i> of the following:</p> <ol style="list-style-type: none"> 1) Strengths of the focus learner 2) Focus learner's interests 3) How the characteristics of visual impairment may affect progress in the general curriculum 	<ol style="list-style-type: none"> 1) Strengths of the focus learner 2) Focus learner's interests 3) How the characteristics of visual impairment the disability will affect the progress in the general curriculum is not complete
ACADEMIC GOAL			
<p>C. Present Level of Performance (PLP)</p> <p>CEC 4.2</p> <p>Use knowledge and measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.</p>	<p>PLP uses clear and concrete terminology to include <i>ALL</i> of the following:</p> <ol style="list-style-type: none"> 1) Summary of applicable performance data in the focus learner's current educational program, including implications of visual impairment 2) Information from the most recent evaluation team report (ETR), if available 3) Concerns of the parents for the education of their focus learner 4) Summary of eye report 	<p>PLP uses clear and concrete terminology to include:</p> <ol style="list-style-type: none"> 1) Summary of applicable performance data in the focus learner's current educational program, including implications of visual impairment 2) Information from the most recent evaluation team report (ETR), if available 3) Concerns of the parents for the education of their focus learner 4) Summary of eye report 	<p>PLP may or may not include clear and concrete terminology AND/OR PLOP includes <i>some or none</i> of the following:</p> <ol style="list-style-type: none"> 1) Summary of applicable performance data in the focus learner's current educational program, including implications of visual impairment 2) Information from the most recent evaluation team report (ETR), if available 3) Concerns of the parents for the education of their focus learner 4) Summary of eye report
<p>D. GOALS - Present</p> <p>CEC 4.3</p> <p>Use multiple types of assessment information in</p>	<p>One goal is present</p> <p>AND</p> <p>Goal is ambitious and realistic for one year</p>	<p>One goal is present</p> <p>AND</p> <p>Goal is ambitious and realistic for one year.</p>	<p>One goal may or may not be present</p> <p>AND/OR</p> <p>Goals may or may not be ambitious AND/OR realistic for one year.</p>

making decisions about individuals with exceptionalities.	<p>AND</p> <p>Goal is based on decisions made from individualized student needs from the results of <i>multiple</i> assessments</p>	<p>AND</p> <p>Goal is based on decisions made from individualized student needs from the results of assessment</p>	<p>AND/OR</p> <p>Goal is <i>not</i> based on decisions made from individualized student needs from the results of assessment</p>
<p>E. GOALS - Articulation</p> <p>CEC 5.6</p> <p>Teach to mastery and promote generalization of learning</p>	<p>Goal is <i>clearly articulated</i>:</p> <p>1) Observable, 2) Measurable</p> <p>AND</p> <p>Methods for measuring progress <i>are identified</i></p>	<p>Goal is <i>clearly articulated</i>:</p> <p>1) Observable, 2) Measurable</p> <p>AND</p> <p>Methods for measuring progress <i>are identified</i></p>	<p>Goal <i>may or may not</i> be clearly articulated:</p> <p>1) Observable, 2) Measurable</p> <p>AND/OR</p> <p>Methods for measuring progress <i>are not</i> identified</p>
<p>F. BENCHMARKS OR OBJECTIVES</p> <p>CEC 4.4</p> <p>Engage individuals with exceptionalities to work toward quality learning and provide feedback that guides these learners.</p>	<p>Benchmarks OR Objectives for goal include <i>all</i> of the following:</p> <p>1) Observable, 2) Measurable, 3) Logically sequenced, and 4) Clearly linked to the goal.</p> <p>AND</p> <p>Four objectives or benchmarks are included</p> <p>AND</p>	<p>Benchmarks OR Objectives for goal include <i>most</i> of the following:</p> <p>1) Observable, 2) Measurable, 3) Logically sequenced, and 4) Clearly linked to the goal.</p> <p>AND</p> <p>Four objectives or benchmarks are included</p> <p>AND</p>	<p>Benchmarks OR Objectives for goal <i>may or may not</i> include:</p> <p>1) Observable, 2) Measurable, 3) Logically sequenced, and 4) Clearly linked to the goal.</p> <p>AND/OR</p> <p><i>Less than four objectives or benchmarks</i> are included</p> <p>AND/OR</p>

<p>students who are visually impaired</p> <p><i>CEC 6.1</i></p>	<p>Includes strategies to address inappropriate use of gestures and behaviors that are not accessible to students with visual impairments are clearly articulated.</p>		<p>No mention of specific ethical practices are addressed</p>
<p>E. Use of foundational forces unique to the education of students with visual impairments and current eligibility criteria for specialized services.</p> <p><i>CEC 6.2</i></p>	<p>Historical, political, and sociocultural forces unique to the education of students with visual impairments are clearly articulated AND Current knowledge of eligibility criteria for specialized services of students with visual impairments is evident</p>	<p>Specialized knowledge of history unique to the education of students with visual impairment and eligibility criteria is evident and articulated.</p>	<p>Specialized knowledge of history unique to the education of students with visual impairment and eligibility criteria is not articulated</p>
<p>F. Recognize the rights and responsibilities of individuals with exceptionalities and potential impact of differences in values, languages, and customs that can exist between the home and school</p> <p><i>CEC 6.3</i></p>	<p>Emphasis on sociocultural forces unique to the education of students with visual impairments AND Strategies for incorporation of specific ethical practices related to interactions with students who are visually impaired, including inappropriate use of gestures and behaviors that are not accessible to students with visual impairments</p>	<p>Specialized knowledge of on sociocultural forces unique to the education of students with visual impairments and strategies for incorporation of ethical practices is evident.</p>	<p>Sociocultural forces are not directly related to interactions with students who have visual impairments</p> <p>OR</p> <p>No mention of specific strategies for incorporation of ethical practices is evident.</p>
<p>G. Use of theory and elements of effective collaboration.</p> <p><i>CEC 7.1</i></p>	<p>Collaborative approach with educational team, including families, on eligibility, placement, specialized services, assessment/evaluation planning and implementation, and on</p>	<p>Knowledge of specialized services on service delivery issues unique to visual impairment is articulated, but a plan for a collaborative approach of</p>	<p>Knowledge of specialized services on service delivery issues unique to visual impairment is not articulated and a plan for providing information is not addressed.</p>

	<i>Explicit</i> methods of providing guidance to learners with exceptionalities are noted	Methods of providing guidance to learners with exceptionalities are noted	Methods of providing guidance to learners with exceptionalities are not noted
SERVICES			
G. Special designed SERVICES CEC 2.3 Understand how to intervene safely and appropriately with individuals with exceptionalities in crisis	Descriptions of special designed services meet <i>all</i> of the following: 1) Address specific identified needs, 2) Support the learner while promoting independence, 3) Include appropriate instructional and assistive technology, 4) Identify supports needed for integration into various program placements, 5) Include intervention strategies for assisting in crisis situations	Descriptions of special designed services meet <i>at least four (4)</i> of the following: 1) Address specific identified needs, 2) Support the learner while promoting independence, 3) Include appropriate instructional and assistive technology, 4) Identify supports needed for integration into various program placements 5) Include intervention strategies for assisting in crisis situations	Descriptions of special designed services meet <i>fewer than four (4)</i> of the following: 1) Address specific identified needs, 2) Support the learner while promoting independence, 3) Include appropriate instructional and assistive technology 4) Identify supports needed for integration into various program placements 5) Include intervention strategies for assisting in crisis situations
H. Least Restrictive Environment (LRE) CEC 2.1 Create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning and social interactions	LRE is identified and aligned with the needs of the learner AND There is <i>a clear and rational</i> explanation for the need to provide services outside of a regular classroom	LRE is identified and aligned with the needs of the learner AND An explanation for the need to provide services outside of a regular classroom <i>is present</i>	LRE <i>may or may not</i> be aligned with the needs of the learner AND/OR An explanation for the need to provide services outside of a regular classroom <i>is missing</i>

I. TESTING CEC 3.3 Modify general and specialized curricula to make them accessible to individuals with exceptionalities	Testing accommodations /modifications match the focus learner's needs AND Testing accommodations /modifications match those identified in "services"	Testing accommodations /modifications match the focus learner's needs AND Testing accommodations /modifications match <i>at least some</i> of those identified in "services"	Testing accommodations /modifications <i>may or may not</i> match the focus learner's needs AND/OR Testing accommodations /modifications may or may not match those identified in "services"
Annotations			
J. JUSTIFICATION of rationale CEC 5.1 Consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities	NA	Justification of the academic and access (supporting) goals is provided by answers to the following: 1) Whom you think should be on this child's IEP team. AND 2) How you would encourage this team (including parents) to implement suggested vision-related goals, objectives, adaptations and/or accommodations. AND 3) How you would keep data on this child's progress on vision-related objectives that you have developed.	Justification of the academic and access (supporting) goals is <i>limited or absent</i> regarding the following questions: 1) Whom you think should be on this child's IEP team. AND/OR 2) How you would encourage this team (including parents) to implement suggested vision-related goals, objectives, adaptations and/or accommodations. AND/OR 3) How you would keep data on this child's progress on vision-related objectives that you have developed.

K. MECHANICS	Contains no errors in grammar, punctuation, or spelling	Displays <i>fewer than three</i> errors in grammar, punctuation, and/or spelling	Displays <i>three or more</i> in grammar, punctuation and/or spelling
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