Prerequisites:

I. Course Description:

Teaching the Expanded Core Curriculum to Students with Visual Impairments.

The expanded core curriculum includes areas such as self-care, cooking, home management, vocational awareness, social skills, and recreation and leisure skills. This class provides an opportunity to delve deeper into the importance of the expanded core curriculum and how it should be taught.

- **Prerequisite(s):** Certification as a TVI or COMS or instructor approval

  Credit hours-3

  **This course provides an opportunity for the student to participate in a traditional graduate seminar on the expanded core curriculum which emphasizes individual contributions to a largely group directed class.** The pedagogical emphasis in this class is on group discussion and problem solving. Emphasis will be placed on contributions made by each individual student to the group's learning process.

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

It is the mission of SFA’s Perkins College of Education “to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.” This statement essentially sums up the intent of this class and our program as a whole. We make every effort to assure that this class (and all others in vision) is solidly grounded in the realities of practice. It is intended to be a pragmatic, practical class with maximum emphasis being placed on equipping our teachers to be effective and efficient facilitators of learning for students with visual impairments across the state of Texas.

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

This class emphasizes these Values in its pedagogy 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 these Values will be demonstrated by our students.

Program Learning Outcomes:

II. Program Learning Outcomes: Visual Impairment

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

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

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

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

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

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

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

Student Learning Outcomes:

This course supports TracDat objectives that have been developed for the program, specifically:

SLO – II - The student will model and demonstrate applied knowledge of strategies that improve access to curriculum and promote the development of learners with visual impairments.

SLO – III - 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.

And

SLO – IV - The student will document, and express knowledge, ideals, skills, and standards associated with professional practice in the field of visual impairment.

This course also supports the Special Program Assessment Plan developed for the program for NCATE/CAEP, specifically;

SPA 3 Lesson Plan Development – Use of assessments to develop lesson plans
SPA 4 Practicum Performance – Performance of duties as a TVI
SPA 5 Pre-Assessment and Impact on Learning – Assessment and evaluation of skills and abilities related to the ECC
SPA 7 Additional Assessment – Functional Vision Evaluation/ Learning Media Assessment
SPA 8 Additional Assessment – Case study

The following outcomes are linked directly to this course

Students are required to do a Functional Vision Evaluation and Learning Media Assessment, as well as attend IEP team meetings, write IEPs, and various other activities that certified TVIs perform.
This course is also designed to:
(1) provide students with an opportunity to observe students with visual impairments in a school setting for an extended period of time;
(2) experience teaching students with visual impairments;
(3) apply training in visual impairment to students in various settings;
(4) practice the skills necessary for fulfilling the primary roles of a TVI;
(5) introduce, provide structure for, and/or deepen the student’s experience with the VI teaching profession;
(6) provide students with the opportunity to practice a variety of essential skills in teaching students with visual impairment in a hands-on setting;
(7) provide students with direct experience with the assessment and ARD processes as they relate to students with visual impairment; and
(8) provide students with an opportunity to see the most current trends in techniques and approaches to providing education for students with visual impairments.

Other Intended Learning Outcomes/Goals/Objectives

Internal:

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

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

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

- **The Principle of Unity**
  Lumberjacks are loyal to their friends, family, university, state and country • They are united by the Lumberjack Spirit. Lumberjacks seek to understand the people and world around them • When one lumberjack fails, all fail • When one lumberjack succeeds, all succeed.

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

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

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

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

**This course directly supports the mission of the SFASU Department of Human Services**
The Department of Human Services prepares undergraduates and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of students personal and professional development.

**This course also supports the mission of the Visual Impairment Program**
It is the mission of the Visual Impairment Program to train Teachers of students with Visual Impairments (TVIs) and Certified Orientation and Mobility Specialists (COMS) who are practically and pragmatically prepared to meet the needs of persons with visual impairments across the state of Texas and in the nation as a whole. We believe that 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.

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

- **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making
- **Social Responsibility** - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

**This course directly supports the standards of the Council for Exceptional Children, specifically:**
Standard 1: Knowledge
Standard 2: Learning Environments
Standard 3: Curricular Content Knowledge
Standard 4: Assessment
Standard 5: Instructional Planning and Strategies
Standard 6: Professional Learning and Ethical Practice
Standard 7: Collaboration
(standards are linked to specific assignments in attached rubrics)
This course directly supports the codes of ethics for professional practice developed for professionals in the field of visual impairments by the Association for Education and Rehabilitation of the Blind and Visually Impaired, specifically;
I. Commitment to the student
II. Commitment to the community
III. Commitment to the profession
IV. Commitment to colleagues, other professionals and to professional employers

This course supports the development of competencies that are accepted across professions in Visual Impairment, specifically;
Domain I - Understanding students with visual impairment.
  Competency 2 - Effects of visual impairments on development and learning
  Competency 4 - Effects of factors other than disabilities.
Domain II - Assessment of students with visual impairments.
  Competency 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 supports the development for professional educators in Visual Impairment, by the Texas Education Agency (TEA), 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. (1.10k, 1.11s, 1.4s 1.7s)

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) (2.5k, 2.8k, 2.9k, 2.12k, 2.1s, 2.2s, 2.7s, 2.9s, 2.10s, 2.12s, 2.13s, 2.14s, 2.15s, 2.16s, 2.17s)

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, 3.4s, 3.6s, 3.9s, 3.11s)

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. (4.2k, 4.5k, 4.17k, 4.18k, 4.24k, 4.1s, 4.2s, 4.3s, 4.4s, 4.5s, 4.6s, 4.10s, 4.11s, 4.12s, 4.13s, 4.14s, 4.16s, 4.18s, 4.19s, 4.23s, 4.24s, 4.25s)

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. (5.1k, 5.2k, 5.3k, 5.4k, 5.9k, 5.210k, 5.11k, 5.12k, 5.1s, 5.2s, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s, 5.8s, 5.9s, 5.10s, 5.11s, 5.12s)

Standard VI: The teacher of students with visual impairments, including those with additional disabilities, understands and applies the knowledge of the foundations of the profession, including legal requirements and ethical considerations relating to students’ education, and actively seeks to expand professional knowledge and skills (6.2s, 6.3s, 6.4s)
I. Course Assignments, Activities, Instructional Strategies, use of Technology:

This is a graduate level class which is restricted to students who are pursuing a Master’s degree. It is, therefore, designed to be more rigorous. It is also designed for the student to exercise more responsibility in the learning process. There will be times during this class when the instructor will be in “lecture mode.” Most of our work this semester will be learning independently and sharing with the group in a variety of ways.

Activity Development

One way that we will share what we learn will be development of one elementary and one secondary activity for each area of the ECC (this will be a total of four activities per topic). Every two weeks, we will have a new topic for discussion. First, you will complete the assigned readings from your textbook/websites and any topical readings posted on the website. You will be required to submit your activity two days prior to class.
Total points available 320

Review of Literature:

Prior to each class you will review one article or participate in a webinar and submit annotations for the topic(s) of the week. Annotation will be due prior to class beginning. Include: complete bibliography citation, purpose of the article, audience intended, conclusions drawn from the article, how useful to your own setting/research is the information. One article for each of the nine areas of the ECC.
Total points available 180

Research Paper:

Each student will produce a formal research paper on a topic agreed upon by the student and the instructor. Graduate level scholarship is required, and grading will assume that students have been thorough in their research and critical in their thinking. The paper should be 10-15 pages long and should include the following sections:

- relevance of the topic
- review of the literature
- application of findings to practice
- directions for future research
- bibliography
All papers must be completed using APA styling and formatting. All spelling and typographical errors should be corrected. If mistakes are found by the instructor, the paper will be returned to the student for correction and resubmission. You can use the following link for help however, the afore mentioned text is your most complete resource. http://www.psywww.com/resource/APA%20Research%20Style%20Crib%20Sheet.htm

**total points available 200**

**Class Presentation:**

During each class, one student will be assigned leadership on one of the following topics:

I. compensatory or functional academic skills, including communication modes
II. orientation and mobility
III. social interaction skills
IV. independent living skills
V. recreation and leisure skills
VI. career education
VII. use of assistive technology
VIII. sensory efficiency skills
IX. self determination
X. Impact of additional disabilities or on family

Each will be presented during one class period. I may be necessary to have two students present on the same topic; this is not a problem as there are multiple ways to present the information and a wealth of information available. This will be a timed presentation due to length of class not more than 15-20 minutes to allow for discussion. Due to limited time the instructor stop the presentation if excessive time is taken. Please adhere to the time requirements.

The class facilitator will be responsible for the following:

- Presenting the current research and theories on the topic to the group.
- Presenting the most current information on best practice to the group.
- Presenting any practical suggestions, demonstrations of materials, or helpful case studies that might apply to the group. This can be a power point presentation.
- Leading the class discussion.
- List of references
- Samples of materials (always helpful to see examples)

Facilitators will present a summary of their projects orally for the class. The instructor will post projects to the web site so that they may be viewed and used by all groups. Presentation materials are due to instructor two days prior to presentation to have them uploaded and reviewed.

**Total 100 points available**
**Class participation:**

This class is designed to be **highly interactive** between the students and the instructor. Questions will be asked and every student will be called on at some point during the semester. Please note that these points are not assigned on the basis of correct responses, but on the **willingness** to participate ask and answer questions to respond and work through a problem. At the end of the semester, students will be evaluated by the instructor based on critical thinking, consulting skills, attitude, and relevance to topic of discussion.

**Total points available 100**

**Final Exam:**

A final exam will be administered at the end of the semester. The format of these exams will be essay, and the questions will be designed to be as much like questions that students will encounter on their Comprehensive Exams as possible. The intent of these exams is to give you an opportunity to practice writing Comp Questions before you actually take your Comprehensive Exams. *Unlike the requirements for the Comprehensive Exams, students will be allowed to use any and all material covered in class, in readings, and in any outside assignments or exercises.*

**Total points available 100**

**IV. Evaluation and Assessments (Grading):**

One exam will be administered during the semester. The format of this exam will be essay, and the questions will be designed to be as much like questions that students will encounter on their Comprehensive Exams as possible. The intent of this exam is to give you an opportunity to practice writing Comp Questions before you actually take your Comprehensive Exams. Remember that students will be responsible for all material covered in class, in readings, and in any outside assignments or exercises.

**Grades:**

Grades will be computed based on total points accumulated for all activities and tests. In order to obtain a grade other than F, all activities and tests must be completed.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Paper</td>
<td>200</td>
</tr>
<tr>
<td>Class presentation</td>
<td>100</td>
</tr>
<tr>
<td>Review of literature</td>
<td>180</td>
</tr>
<tr>
<td>Activity development</td>
<td>320</td>
</tr>
</tbody>
</table>
Exam 100
Class Participation 100
Total points: 1000

Grades will be assigned based on the following scale:

A = 1000-900
B = 899-800
C = 799-700
D = 699-

V. Tentative Calendar/Course Outline

September 5 (Wednesday)
Overview, philosophy, and perspectives on the ECC
Ch 1-2-3 (Allman/Lewis) ECC essentials

September 19 (Wednesday)
Ch 4-5 EEC essentials
Compensatory or functional access
Sensory Efficiency
Submit activities on compensatory or functional access and Sensory efficiency

October 3 (Wednesday)
Ch 6-7
Assistive technology
Orientation and Mobility
Activities submitted
Class presentations begin

October 17 (Wednesday)
Ch 8-9 ECC essentials
Independent living
Social Interaction
Activities submitted

October 31 (Wednesday)
Ch 10-11-12 ECC Essentials
Recreation and leisure
Career education
Self- Determination
Activities submitted

November 14 (Wednesday)

Ch 13-14-15 ECC Essentials
Supporting the ECC
Review for final complete presentations

December 5 (Wednesday)

Final review of ECC

Finals scheduled Dec 5-12

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

Required:

Note this is the second edition

OPTIONAL:


Websites:
http://www.pathstoliteracy.org/
http://www.tsbvi.edu/
http://www.iowa-braille.k12.ia.us/vnews/display.v/ART/4cdd64ce68005
http://www.perkinselearning.org/topics/expanded-core-curriculum
This course uses the Live Text data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing Live Text account will receive an access code via the SFA email system within the first week of class. You will be required to register your Live Text account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning Live Text registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your Live Text account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once Live Text is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the Live Text system may result in course failure.

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: Found at https://www.sfasu.edu/policies

Attendance:

Class Sessions: Students are expected to attend class. Attendance will be taken at session. Since we will have a very limited number of web based class meetings, students will be expected to participate and not have outside interferences during the hours of class. Students will be allowed ONE unexcused absence. If a student has any more than a single unexcused absence, they will be penalized one letter grade. Students may receive excused absences for illness and family emergencies, but must present written documentation for such absence (i.e. doctor's note, emergency room admissions, funeral notices).

Class Attendance and Excused Absence: Policy 6.7

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

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 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 in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilitieservices/.

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

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

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

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

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

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:
1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

IX. Other Relevant Course Information:
Caveat:
The above schedule and procedures in this course are subject to change in the event of extenuating circumstances.

Appendices:
Activity Development Rubric
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Above Average</th>
<th>Average Acceptable</th>
<th>Developing</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**Objective(s)**

- **Behavior, criteria, conditions, and academic language expectations are clearly communicated and clearly and concisely written (no unnecessary word).**
- **Behavior, criteria, conditions, and language expectations are somewhat clearly communicated.**
- **Two of the three (behavior, criteria, and/or conditions) are apparent, but unclear or poorly written.**
- **Behavior, criteria, conditions, and language expectations are unclear or missing.**

**Assessment**

- **The behaviors assessed exactly match the behaviors described in the objectives and description of the lesson.**
- **Includes both summative and formative assessments. The behaviors assessed resemble the behaviors described in the objective and description of the lesson.**
- **The behaviors assessed are inconsistent with the behavior described in the objective and description of the lesson.**
- **No assessment procedures included.**

**Procedures**

- **The lesson is introduced in a logical and engaging manner so that students know**
- **The lesson is introduced in manner that may be somewhat confusing to students to know**
- **The lesson is poorly introduced. Procedures are unclear and difficult to follow.**
- **Procedures are incomplete or missing.**
<table>
<thead>
<tr>
<th>Modifications</th>
<th>Includes detailed modifications and other anticipated problems you may encounter and how to solve them.</th>
<th>Include some modifications and other anticipated problems you may encounter and how to solve them.</th>
<th>Include vague modifications and other anticipated problems.</th>
<th>No modifications included.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Format</td>
<td>Meets all requirements of the assignment with detail to format, spelling, grammar Easy to read and understand</td>
<td>Meets requirements of assignment generally correct format, spelling, grammar Easy to read</td>
<td>Meets some of the requirements errors in format spelling, grammar Detail lacking</td>
<td>Format not followed errors throughout activity</td>
</tr>
</tbody>
</table>

**Literature Review:**

<table>
<thead>
<tr>
<th>Clarity (Thesis supported by relevant information and ideas.)</th>
<th>Above Average (4)</th>
<th>Average (3)</th>
<th>Developing (2)</th>
<th>Needs Improvement (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The central purpose of the student work is clear and supporting</td>
<td>The central purpose of the student work is clear, and ideas are almost always focused</td>
<td>The central purpose of the student work is identified. Ideas are generally</td>
<td>The purpose of the student work is not well-defined. Central ideas are not focused.</td>
<td></td>
</tr>
<tr>
<td><strong>Organization (Sequencing of elements/ideas)</strong></td>
<td>Information and ideas are presented in a logical sequence which flows naturally and is engaging to the audience.</td>
<td>Information and ideas are presented in a logical sequence which is followed by the reader with little or no difficulty.</td>
<td>Information and ideas are presented in an order that the audience can follow with minimum difficulty.</td>
<td>Thoughts appear disconnected.</td>
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</tr>
<tr>
<td><strong>Development</strong></td>
<td>Main points are well developed with quality support. High level of critical thinking</td>
<td>Main points are developed with some support and detail</td>
<td>Main points are limited in detail</td>
<td>Ideas are vague and lack detail</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>Implications are relevant and clear Clearly articulated</td>
<td>Implications are included but lack relevance not clear</td>
<td>Implications lack relevance and are vague</td>
<td>Implications are irrelevant</td>
</tr>
<tr>
<td><strong>Mechanics (Correctness of grammar and spelling)</strong></td>
<td>There are no more than two misspelled words or grammatical errors in the document.</td>
<td>There are no more than three misspellings and/or grammatical errors per page and no more than five in the entire document. <strong>The</strong></td>
<td>There are no more than four misspellings and/or grammatical errors per page or six or more in the entire document. <strong>Errors</strong></td>
<td>There are five or more misspellings and/or grammatical errors per page or 8 or more in the entire document. <strong>The readability of the work is</strong></td>
</tr>
</tbody>
</table>
readability of the work is minimally hampered by errors. 

distract from the work seriously hampered by errors.

Power point Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Above average 4</th>
<th>Average 3</th>
<th>Developing 2</th>
<th>Needs improvement 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>In-depth coverage of topic, topic is appropriate to assignment, strong basis in sound, research-based information, outstanding clarity, hyperlinks to credible sites</td>
<td>Good coverage of topic, topic is appropriate to assignment, basis in sound, research-based information, clear and understandable, hyperlinks to credible sites</td>
<td>Topic inadequately covered, topic is appropriate to assignment, not based on research-based information clear and understandable, hyperlinks to non-credible sites</td>
<td>Coverage of topic, topic is inappropriate to assignment, not based on research-based information, unclear and difficult to understand, no hyperlinks</td>
</tr>
<tr>
<td>Presentation</td>
<td>Attractive, easy to interpret, pleasing colors with high contrast, slide presentation well-organized, graphics, transitions, and slide effects which enhance the</td>
<td>Attractive, easy to interpret, pleasing colors with good contrast, slide presentation organized, graphics, transitions, and slide effects which enhance the presentation of the content</td>
<td>Attractive, difficult to interpret, pleasing colors with high contrast, slide presentation disorganized, graphics, transitions, and slide effects detract from the content</td>
<td>Unattractive, difficult to interpret, poor contrast, slide presentation unorganized, graphics, transitions, and slide effects detract from the content</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Presentation of the content</td>
<td></td>
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<td>---------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
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<tr>
<td>No misspellings or grammatical errors</td>
<td>Three or fewer misspellings and/or grammatical errors</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Four misspellings and/or grammatical errors</td>
<td>More than four misspellings and/or grammatical errors</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Organization (presenter and oral presentation) | Presenter and oral presentation are well-organized, he/she discusses content seldom referring to notes | Presenter and oral presentation are organized, he/she discusses content occasionally referring to notes | Presenter and oral presentation are poorly organized, he/she relies frequently on notes | Presenter and oral presentation are not well-organized, he/she reads slides and or notes |