Division of Special Education and Counseling

Fall 2024

EDSP 4662: Specialized Technology for Individuals with Visual Impairments (3 units)
Section 01

Instructor: Gina Michell
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Class Location: KH B2015 or virtually using our Class Zoom Link
Class Day/Time: Thursday 7:25-8:40pm &
Select Saturday(s)
Office Hours: Wednesday 7:30-8:30pm (online only)
Thursday 6:15-7:15pm (online and in-person)
Office Hours Sign Up
Office Hours Zoom Link

For COVID-19 related information and questions, please check Cal State LA's Health Watch sites regularly for updates.

Catalog Description:

Pre/Co-requisite: EDSP 4660 or equivalent
Hands-on instructional training and applied practicum in adaptive technology specific to individuals with visual impairments, including electronic notetakers, tactile graphic, computer-generated braille translation, and screen access programs.

Professional Statements:

A. Theme and Conceptual Framework for Professional Preparation

The faculty members of the College of Education have adopted the organizing theme of "Preparing Educators to Serve the Culturally and Linguistically Diverse Population of Urban Schools and Related Institutions of the 21st Century" for all programs for professional educators at California State University, Los Angeles. This theme is reflected in this course by course content and performance standards; lecture topics; suggested readings; and rubrics described in this syllabus. The diagram at the end of the syllabus provides the conceptual framework for the theme and supports the preparation of professional educators by the members of the Cal State LA College of Education faculty.

B. Statement of Reasonable Accommodation

The College of Education faculty members fully support the Americans with Disabilities Act (ADA). The members of the faculty will provide reasonable accommodation to any student with a disability who is registered with the Office of Students with Disabilities (OSD) who needs and requests accommodation. The faculty member may wish to contact the OSD to verify the presence of a disability and confirm that accommodation is necessary. The OSD will arrange and provide for the accommodation.

Reasonable accommodation may involve allowing a student to use an interpreter, note taker, or reader; accommodation may be needed during class sessions and for administration of examinations. The intent of the ADA in requiring reasonable accommodation is not to give a particular student an unfair

advantage over other students, but simply to allow a student with a disability to have an equal opportunity to be successful.

OSD is located on the first floor of the Student Services Building Room #1320 (near Financial Aid and Registrar). The office can be contacted at OSD@calstatela.edu or (323)343-3140.

Other student supports on the Cal State L.A. Campus:

- **Student Health Services**: http://www.calstatela.edu/studenthealthcenter
- **Food Pantry**: University Student Union Room 308
- **CalFresh Outreach Center**: http://www.calstatela.edu/studentservices/calfresh
- **Graduate Writing Support Program**: http://www.calstatela.edu/graduateresourcecenter/graduate-writing-support-program
- **Glazer Family Dreamers' Resource Center**: http://www.calstatela.edu/ab540

All Gender Restrooms:

- La Kretz Hall, Floors 1, 2, and 3
- Library Palmer Wing, LPW 1065 and LPW 1067
- Salazar Hall, Applied Gerontology, SH 107 and SH 108
- Simpson Tower, ST 821 and ST 822
- Student Union, Second Floor
- Theater Arts, TA 126

Lactation Rooms

Please contact the Title IX Coordinator at 323.343.3041 to request access.

- Administration, ADM 304
- King Hall, KH 154A
- Salazar Hall, SH 129A
- University Student Union, USU 206

C. Student Conduct

Student conduct is viewed as a serious matter by the faculty members in the College of Education. The School faculty members assume that all students will conduct themselves as mature citizens of the campus community and will conduct themselves in a manner congruent with university policies and regulations. Inappropriate conduct is subject to discipline as provided for in Title 5, California Code of Regulations (see Student Conduct: Rights and Responsibilities, and Student Discipline, Cal State LA eCatalog). Academic honesty is expected of all students in the College, in accordance with University policy. There are established university reporting procedures if a student is suspected of committing an academically dishonest act.

*****Please read relevant sections of the APA manual regarding plagiarism and academic scholarship*****

D. Technology

Courses in the College of Education require a high level of technological literacy along with access to current technology in order to assure student success. In all undergraduate, credential, certificate and graduate courses, students in the COE are expected to:

- Have access to an internet accessible device that will meet the technology requirements of the course in which the student is enrolled.
- Have sufficient working knowledge of this device, its applications and operating system to use it for their classes, as well as how to keep its operating system and applications up to date.

- **Use a Cal State LA email account for all course and university-related communication.**
- Access the current campus learning management system (e.g., Canvas) on a regular basis as required by the course in which they are enrolled.
- Use campus technology resources including the Cal State LA portal, Open Access labs and ITS Help Desk as needed.

Students should anticipate that their use of these skills will be integrated into courses within their programs. Students who are unable to meet any of the above expectations are strongly advised to take an introductory technology course or ITS workshop upon enrollment in the College of Education.

Land Acknowledgment

Every community owes its existence and vitality to generations from around the world who contributed their hopes, dreams, and energy to making the history that led to this moment. Some were brought here against their will, some were drawn to leave their distant homes in hope of a better life, and some have lived on this land for more generations than can be counted. Truth and acknowledgment are critical to building mutual respect and connection across all barriers of heritage and difference. We begin this effort to acknowledge what has been buried by honoring the truth. We are currently occupying ancestral land of the Tongva people. In our work to promote social justice in education we must always consider the many legacies of violence, displacement, migration, and settlement that bring us together here today.

This statement is drawn from the U.S. Department of Arts and Culture #HonorNativeLand initiative. You can learn more here (https://usdac.us/nativeland) and through additional resources posted on our course Canvas page.

Email Policy:

To Contact the Instructor:
Please email me ckameih@calstatela.edu
I check my e-mail several times during the week and on weekends. If you send a message I will get back to you as soon as possible. However, please note that I receive several hundred emails each day, and sometimes emails occasionally are missed. If that is the case, and you do not hear from me within a week, please attend office hours before the scheduled class. I will be available 30 minutes before and after scheduled synchronous classes (see syllabus for the schedule). If necessary, please do not hesitate to send a friendly reminder or second email. As always, professional discourse and courtesy is appreciated in the tone of all emails.
For immediate assistance during business hours call the division of Special Education and Counseling, 323-343-4400.

In addition, weekly office hours will be held and you may sign up on Sign Up Genius:
Sign up for Office Hours: https://www.signupgenius.com/go/70A0B4FA8A62CA7F49-fall5
Office Hours Zoom Link: https://calstatela.zoom.us/j/94002481146

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Division Canvas Site: Special Education Programs, Information, and Resources

The Division hosts a Canvas site called Special Education Programs, Information, and Resources to provide information about fieldwork, master's programs, the comprehensive exam, and the Clear

credential and induction. It also has forms students frequently need including add and drop forms, course overlap, and advancement to candidacy, among others. Students are encouraged to self-enroll into the course if it does not already show on your Canvas page. Call the Division of Special Education and Counseling office if you need assistance (323-343-4400)

Student Learning Outcomes

Upon completion of this course, students will be able to:

- **SLO 1:** Assess, adapt, and instruct students to use mainstream and assistive technology devices to engage and support student learning in general and expanded core curriculum
- **SLO 2:** Assess, identify, and use ergonomics and appropriate technology settings aligned with students' preferred learning media
- **SLO 3:** Assess, identify, collaborate with others regarding, articulate, and implement technology that responds to the accessibility needs of learners with visual impairment and blindness
- **SLO 4:** Develop materials for others (e.g. para professionals and family members) who may nee d to support technology use of individuals with visual impairment and Blindness.Identify, use and plan instruction in specialized technology for students with visual impairments and blindness
- **SLO 5:** Develop proficiency in using specialized technology including installation and maintenance of devices, file sharing and data management, troubleshooting techniques, and connectivity
- **SLO 6:** Use digital resources, hardware, and software to create, adapt, and format media and improve usability for students with visual impairments and blindness, including braille translation and tactile graphics software
- **SLO 7:** Develop proficiency in using and teaching device/software navigation features for efficient and equitable navigation of information using a variety of technology devices (e.g. computers, tablets, smart phones, note takers, electronic readers) and software (e.g. screen magnifiers, screen readers)
- **SLO 8**: Develop proficiency in using and teaching technology to provide access to core and expanded core curriculum (e.g. accessible calculators, scientific, and graphing calculator's braille translation software, optical character recognition, speech to text software, tactile graphic software, adapted equipment, and appropriate technology for science, technology, engineering, art, math (STEAM)
- **SLO 9:** Develop proficiency in using and teaching technology to support the needs of students with low vision, including electronic video magnifiers, screen magnification software, and digital enhancements to optimize visual efficiency/independence and independently
- **SLO 10:** Be knowledgeable about procurement of technology devices and collaborate and consult with the individuals on purchasing and establishing connectivity of specialized devices
- **SLO 11:** Conduct assistive technology assessments that consider factors related to learning media and functional vision

Course Schedule

Date	Learning Topics	Activities/Assignments	Readings/Notes	TPEs

Week 1 8/24 **Synchronous**	Introduction - Purpose and Usefulness of Technology	• In-Class Discussion: Digital Literacy • Introduction to Technology Survey	ECC Essentials – CH 6	VI 1.4, 3.8, 5.10
Week 2 8/31	Decision Making Tree	• Decision Making Activity • Conceptual Framework for Digital Competence	Keys to Educational Success – CH 12 Reading - Kamei-Hannan, C., Tuttle, M. J., & Songkhao, R. (2023). A conceptual framework for digital competence of students with low vision and blindness. *Journal of Visual Impairment & Blindness, 117*(1), 7-18. https://doi.org/10.1177/0145482X221149979	VI 2.9, 4.6, 4.20, 5.14
Week 3 9/7	Universal Access/UDL	• UDL Reflection Guide	FOE3 VII – Chap 19 Additional reading materials provided in Canvas	VI 1.8, 1.9, 2.1, 4.14, 4.6.
Week 4 9/14	Accessible PPTS and Docs	• APH HIVE Courses	Reading materials provided in Canvas	VI 1.8, 1.9, 2.1, 2.3, 4.11
Week 5 9/21 **Synchronous Guest Speaker**	Screen Magnification Devices	• Comparative Evaluation of Video Magnifiers	Reading materials provided in Canvas	VI 4.4, 4.5, 4.15, 5.14
Week 6 9/28	iOS Devices	• iOS Gestures Assignment	Reading materials provided in Canvas	VI 1.4, 3.5, 4.4, 4.5, 4.15, 4.22
Week 7 10/5 **Synchronous**	AT Assessments	• Assessment Review • Mock AT Assessment Report	Reading materials provided in Canvas	VI 1.2, 1.7, 2.4, 1.8, 1.9 VI 3.8, 3.9, 3.10, 4.6, 4.7, 4.8,4.15, 5.4, 5.7, 5.9, 5.10, 5.12, 5.18, 6.10
Week 8 10/12	Typing and Keyboarding	• Typing Programs Pros and Cons Assignment	Reading materials provided in Canvas	VI 4.4, 4.5, 4.6

Week 9 10/19	Screen Reading Software	• JAWS Training	Reading materials provided in Canvas	VI 1.6, 1.7, 2.2, 2.10, 2.11, 4.4, 4.15, 4.22, 4.23, 4.28, 6.2, 6.3, 6.8
Week 10 10/26	Braille Notetakers	• Comparative Analysis of Braille notetakers	Reading materials provided in Canvas	4.4, 4.5
Synchronous Lab Day 10/28/2023	**Mandatory synchronous IN-PERSON Lab Day at CSULA.** **8:00am-4:00pm**	Room number(s) and schedule to be announced	**BRING:** • Laptop w/ JAWs installed • iOS Device • Refreshable Braille Display • Chargers for all devices • Lunch or money for lunch • Water for the day • A positive attitude!	VI 1.6, 1.7, 2.2, 2.10, 2.11, 4.4, 4.5 4.15, 4.22, 4.23, 4.28, 6.2, 6.3, 6.8
Week 11 11/2	Optical Character Resolution (OCR)	• OCR Assignment	Reading materials provided in Canvas	VI 4.3, 4.4, 4.5, 4.11
Week 12 11/9	CVI Videos	• CVI Video Assignment	Reading materials provided in Canvas	VI 4.1, 4.3, 4.11
Week 13 11/16	Audio Descriptions & Coding	• Audio Descriptions Quiz • Code Jumper Training	Reading materials provided in Canvas	VI 3.11, 3.13, 4.11
Week 14 11/30	Digital Reading Resources	• Digital Reading Resources Quiz	Reading materials provided in Canvas	VI 3.11, 4.3
Week 15 12/7	Braille Embossers, Braille Translation Software and More!	• BrailleBlaster Practice • Embossers and More Activity	Reading materials provided in Canvas	VI 4.2, 4.3, 4.11, 4.12
Week 16 12/14	Finals Week	• Final Project – Mock AT Assessment Report (Including: Protocols, IEP Goals, & AT Tutorial		VI 1.4,1.8 ,1.9 2.1, 2.2, 2.3, 2.4, 2.11, 3.1, 3.4, 3.5, 3.7,

				3.8, 3.9, 4.2, 4.3, 4.5, 4.6, 4.7, 4.8, 4.9, 4.12, 4.13, 4.14:, 4.15, 5.4, 5.7, 5.9, 5.10, 5.12, 5.18, 6.6

Required Texts and Materials

- Allman, C. & Lewis, S. (Eds.). (2014). *ECC Essentials: Teaching the Expanded Core Curriculum to Students with Visual Impairments.* American Printing House for the Blind. 978-0-89128-498-7

- Holbrook, M.C., Kamei-Hannan, C., & McCarthy, T. (Eds.). (2017). *Foundations of education: Instructional strategies for teaching children and youths with visual impairments* (3rd ed., Vol. II). American Printing House for the Blind. ISBN: 978-0-89128-696-7

- Sacks, S. Z. & Zatta, M.C. (Eds.). (2016). *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities.* AFB Press. ISBN: 9780891285519

- JAWS Software: Download JAWS to your personal device by clicking this link. You will be running the free version of JAWS in 40-minute mode to complete assignments in this course. 40-minute mode means that you will need to close JAWS and restart it after 40-minutes of working. You can remove JAWS from your device after this course.

  Note: You will need to bring this device to our lab day!

- Google Drive: You will be uploading 2-3 documents to Google Drive to complete an assignment. Documents can be deleted after the assignment has been completed. If you do not have access to Google Drive, you can access the course Google Drive using the following log-in:

  - email – CSULATechnologyClass@gmail.com
  - pw: - CSULA1999!

  Note: You may need a verification code for your first log-in. In this case, you need to coordinate a time with the instructor to go through this process so that you can obtain the access code.

  New to Google Drive?
  - ✓ A Google Drive tutorial can be viewed here.
  - ✓ Information on how to upload a document to Google Drive can be found here.

- Mozilla Firefox Web Browser: You will need to run JAWS on Mozilla Firefox Web Browser. This can be installed by clicking this link. You can remove this browser from your device after this course.

- iPad and Refreshable Braille Display (checked out from CSULA)

- **Note:** Throughout the course you may have additional downloads and free trials to sign up for. If you do not have a device that you are able to download JAWS and other resources to, you can borrow a laptop from the university for the semester. More information can be found here.

- Headphones for lab day

Grading

Assignments	Points
Accessible Documents	25
Accessible PowerPoints	25
Audio Descriptions	12
BrailleBlaster Practice	20
Code Jumper Training	20
Comparative Analysis of Braille Notetakers	25
Comparative Analysis of Video Magnifiers	25
CVI Video	10
Decision Making Activity	5
Digital Reading Resources Quiz	5
Introduction to Technology Quiz/Survey	15
Embossers and More Activity	5
iOS Training	20
JAWS Training (During Lab Day)	25
Misc. Quizzes and Activities	63
Mock AT Assessment Protocols, Report, IEP Goals, and Tutorial	100
OCR Assignment	10
Typing Program Pros & Cons Assignment	15
UDL Reflection Guide	5
Total Points	**430**

Extra Credit:

Extra credit will be posted and accepted at the discretion of the instructor. Extra credit is intended to reinforce your understanding of concepts taught in class and allow you to improve your grade after a weak performance earlier in a course. Extra credit is not intended to replace required assignments or to improve your grade after missing multiple assignments.

Division Grading Scale

Points	Percentage	Grade
404-430	94% -100%	A
387-403	90% - 93.99%	A-
374-386	87% - 89.99%	B+
361-373	84% - 86.99%	B
344-360	80% - 83.99%	B-
331-343	77% - 79.99%	C+
318-330	74% - 76.99%	C
301-317	70% - 73.99%	C-
288-300	67% - 69.99%	D+

247-287	64% - 66.99%	D
262-246	61% – 63.99%	D-
<245	0% – 60.99%	F

Instructor Policy about Late Assignments:

Late assignments will not be accepted or graded. Please contact the instructor for extenuating circumstances. If an extenuating circumstance occurs, the instructor may accept a late assignment with a minimum late penalty deduction of 10 points per assignment.

Incomplete grades will be granted only in accordance with university policy.

Signature Assignment Description and Rubric

Mock AT Assessment Protocols, Report, IEP Goals, and Tutorial Assignment

Purpose: Assistive technology is a tool designed to help someone do a job better, faster, and more efficiently. This assignment will introduce students to the diagnostic technology assessment process and provide an opportunity to practice the skills in the key components: 1) identifying tasks, 2) identifying devices that may support students to complete those tasks, 3) and then make recommendations for procurement of devices. The learning objective is that students will understand steps to conducting a successful assistive technology assessment. This assignment will benefit student learning in understanding the legal mandate outlined in IDEA for conducting technology assessments for student with low vision and blindness. Specific knowledge and skills involved in this assignment will be important to students' professional growth beyond the contexts of this course when working as a TVI.

Skills

Goal 3: Conduct assistive technology assessments that consider factors related to learning media and functional vision

- **3.1** Assess, identify, collaborate with others regarding, articulate, and implement technology that responds to the accessibility needs of learners with visual impairment and blindness
- **3.2** Assess, identify, and use ergonomics and appropriate technology settings aligned with students' preferred learning media
- **3.3** Assess, adapt, and instruct students to use mainstream and assistive technology devices to engage and support student learning in general and expanded core curriculum

Knowledge

VI 1.4 Select, adapt, and use nonvisual/alternate instructional strategies to address student needs for individuals from birth-22 years old who have a wide range of abilities and functional vision (including ocular and cerebral visual impairments), possibility of co-occurring disabilities (including individuals with autism and/or Deaf-blindness), and other individual characteristics. **VI 1.6** Instruct and supervise para-educators, families, and other members of the educational team in non-visual strategies that optimize use of all senses, development, and learning, while also promoting independence and autonomy.
VI 1.8 Assess and instruct students to use mainstream and assistive technology devices to engage and support student learning in general and expanded core curriculum.
VI 2.1 Identify and implement environmental accommodations and modifications to facilitate optimal sensory use and multisensory access to, and active participation in, individual and group activities in general and expanded core curriculum environments, including addressing learner needs for individuals with a wide range of abilities and

functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities (including autism and Deaf-Blindness).
VI 2.2 Collaborate with team members including other vision specialists, resource and alternate media specialists, and technology personnel to design and implement environments that promote optimal sensory use, foundational orientation and mobility skills, independence, social engagement, and efficient storage of specialized materials.
VI 2.3 Identify unique issues specific to visual impairment for accessing digital multimedia and virtual built environments such as software programs, websites, and virtual classrooms.
VI 2.4 Use ergonomics and appropriate technology settings aligned with students' preferred learning media, such as illumination and size control, color and contrast (visual) settings, speech output (auditory) settings, braille input/output and other tactual displays, mouseless computing (tactile) settings, and low tech strategies to support ubiquitous computing to promote access to the general and expanded core curriculum.
with visual impairments.
VI 2.11 Collaborate with vision care facilities/professionals, such as low vision specialists, to identify accommodations and modifications to optimize use of vision and other senses to facilitate access to the general and expanded core curriculum, including addressing learner needs for individuals with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities (including autism and Deaf-Blindness).
VI 2.12 Structure and supervise the activities of para-educators who support students with visual impairments.
VI 3.5 Identify specialized resources unique to visual impairment to address the specific communication needs of students with varied communication abilities, reading levels, science, technology, engineering, art, math (STEAM) abilities, and language proficiency
VI 3.7 Collaborate with team members such as speech/language pathologists, occupational therapists, and classroom staff to modify the presentation of augmentative/alternative communication devices such as switches, tangible symbols, and visual displays for nonvisual or low vision access.
VI 4.3 Use digital resources, hardware, and software to produce and access materials in accessible media including the conversion of print materials into braille, tactile, and/or digital formats.
VI 4.5 Use visual, nonvisual, and adaptive methods to teach technologies to students with visual impairments to access information stored online.
VI 4.6 Select and use visual, nonvisual, and adaptive methods to teach technologies to achieve individual goals and needs based on sensory skills, learning media, constraints of different types of content, individual keyboarding skills, ability to read and write, listening skills, and ability to access visual information.
VI 4.7 Plan and implement explicit instruction in assistive technology that permits students to meet, and advocate for, their own access needs.
VI 4.8 Teach students to install and maintain assistive technology, use troubleshooting techniques, and appropriately use connectivity.
VI 4.9 Teach students to use visual, nonvisual, and/or adaptive methods to organize their own workspace, manage materials, and gain access to needed resources.
VI 4.12 Provide systematic, explicit braille literacy instruction using balanced instructional approaches for teaching literacy skills to students, embossed materials, and digital technologies to meet individual needs.
VI 4.13 Teach the use of the abacus, accessible calculator, tactile graphics, adapted equipment, and appropriate technology for science, technology, engineering, art, math (STEAM) instruction to meet individual needs.
VI 4.14 Teach students to access, interpret, and create increasingly complex 3-dimensional, printed, and digital graphics in visual and/or tactile forms, including maps, charts, diagrams, objects, and tables, based on individual needs.
VI 4.15 Teach students with low vision to use optical, electronic, and non-optical devices to optimize visual efficiency/independence and independently use dual learning media such as visual and auditory information, or auditory and tactile information.
VI 5.4 Use valid and multiple methods in each assessment area to collect functional vision, learning media, assistive technology, and other assessment/evaluation data plus medical reports related to individual characteristics to select appropriate assessment/evaluation measures, procedures, and supports.
VI 5.7 Identify assessment/evaluation items and measures that are biased and make recommendations for learning media, low vision, and/or non-visual accommodations and modifications.

VI 5.9 Interpret assessment/evaluation results on issues specific to visual impairment with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and Deaf-Blindness.
VI 5.10 Conduct functional vision, learning media, assistive technology (AT), and other core and expanded core curriculum-related assessments/evaluations and relate to student needs in ECC matched to individual needs.
VI 5.12 Use multiple sources of data, including functional vision, learning media, assistive technology assessment/evaluation data, clinical low vision evaluation data, and formal and informal literacy assessment/evaluation, to determine appropriate learning and literacy media (braille, print, or combination of both) and needed assistive technology, such as video magnification tools, recorded/digital books, and synthesized speech software settings, across a full range of learners.
VI 5.18 Use results of clinical low vision evaluation, functional vision, learning media, and assistive technology assessments/evaluations to identify optimal assistive technology devices, software, text adaptations, and settings, such as font size, color and contrast, audio speed.

Tasks: Define what activities the student should do/perform. List the steps students need to take in order to successfully complete the assignment.

Step 1 Review your assigned student profile
Step 2 Review the sample assessment and checklists
Step 3 Conduct and interview with the student actress assigned to you.
Step 4 Write your assessment following the lecture guidelines, sample assessment, and rubric. Refer to the syllabus to ensure all required elements are addressed.
Step 5 Submit your assessment and video or written lesson plan on Canvas.

Submission Format

- Please submit your assignment by uploading a Microsoft Word Document or a PDF file to Canvas

Time Required: Your Mock Assessment and Lesson Plan should take 8-10 hours to complete.

Criteria for Success: The characteristics of the finished product includes all the elements included in the syllabus and the rubric. Excellent work differs from adequate work. Adequate work includes a description and evaluation of two checklists. Adequate work also addresses all the listed assessment protocols. The submitted assessment should also include two goals and the video lesson or printed lesson plan. This assignment is contributing 100 points toward the final grade.

Rubric:

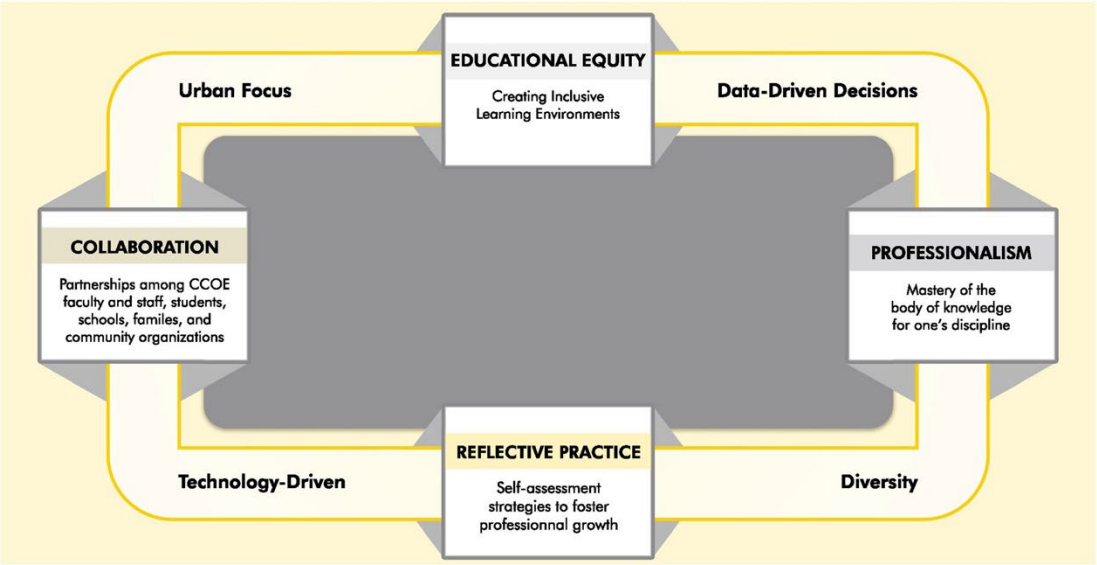
Assessment Protocols	Comments	Grade
Protocols (minimum of 2 checklists) are scanned and included with the report as exhibit 1 and exhibit 2 [5]		
Report includes the following information:	Comments	Grade
Report is well organized with a formal heading that includes demographic information, appropriate headings throughout, and a signature at the end of the report. [5]		
Accurately stated the purpose of an AT assessment and named the evaluation tool/s used during the assessment. [5]		
Provided a brief background statement including general information (name, age, placement, eye condition) and a summary of the students' abilities (visual functioning, physical limitations, cognitive level, any other relevant information). [5]		
Provided a description of student's current use of technology (software and hardware; as per interview of student). [5]		
Described the student's task-related needs that require AT or could benefit from the use of AT (software and hardware; as per interview		

Assessment Protocols	Comments	Grade
and student observation). [5]		
Described and detailed the student's performance including: [10] - demonstration of specific tasks, as per use of the checklists, - use and skills of specific technology tools — - use of sensory channels during the assessment - preferred environmental setup, operating system settings, and document formats - ability to problem solve technology environments - self-determination and self-advocacy		
Report is well written with minimal grammar/spelling errors [5]		
List of recommendations for use of software/hardware devices (including visual recommendations, software recommendations, and functional tasks) are appropriate for the age, skill level (based on performance), and task related needs of the student [10]		
2 IEP Goals	Comments	Grade
Goals relate to the student performance, needs, and recommendations and are appropriate for the age, skill level, and needs of the student [5]		
Goals are SMART and include all components including time frame, action words, conditions, expected behavior, measurable criteria, and instrument [10]		
AT Tutorial	Comments	Grade
Specific step-by-step instructions are clear and easy to follow. [10]		
Screenshots, icons, and/or illustrations contain written description and are clearly labeled. [5]		
Screenshots, icons, and/or illustrations contain written description and are clearly labeled. [5]		
Visual aspects (fonts, type sizes, styles), are accessible for an individual with low vision [5]		
Tutorial is creative, professional, clear, and a valuable tutorial for support providers. [5]		
TOTAL Points (out of 100 points)		

CONCEPTUAL FRAMEWORK

VISION:
The College of Education is a learning community of faculty, administrators, staff, students, and community members that work collaboratively to ensure that all students receive a high-quality education, honor the diversity of all learners, advocate for educational and community reforms, develop reflective practices that promote equity, and facilitate the maximum learning and achievement potential of all children and adults.

MISSION:
The COE mission is to develop in students the professional knowledge, skills, end dispositions to promote the academic, social, end psychological development of diverse learners in urban schools and related agencies. COE graduates become teachers, special educators, school administrators, educational technologists, researchers, program evaluators, school psychologists, counselors, rehabilitation professionals, higher education faculty, and other education specialists. Within an environment as shared governance, COE professional preparation programs utilize data-driven decision-making, technology-integrated instruction, meaningful curricula, and outcome-based assessments to ensure high-quality educational opportunities for all students.



CORE VALUES:
The College of Education prepares outstanding and caring educators, counselors, and leaders to work with diverse learners in urban schools and related agencies guided by the following core values.

EDUCATIONAL EQUITY

We believe in creating inclusive learning environments with equitable educational opportunities for all learners, including those with disabilities and those from diverse culture I, linguistic, and socio-economic backgrounds. We believe everyone can learn if given the opportunity and support. We honor the dignity of every individual and hold high academic expectations for ell learners. We value diversity because it enriches the quality of everyone's learning.

REFLECTIVE PRACTICE

We believe that COE students should develop reactive practices, including self-assessment strategies to foster professional growth. We promote the deliberate application of knowledge to practice and the constant reflective analysis of one's practice in relation to school and/or community needs.

PROFESSIONALISM

We believe professionalism is mastery of the body of knowledge for one's discipline and the demonstration of cultural, technological, ethical, end professional competencies. COE courses end professional preparation programs are designed to teach professional dispositions, skills, end/or knowledge.

COLLABORATION

We believe that collaborations and partnerships among COE faculty and staff, students, schools, families, end community organizations enhance educational excellence, urban school and related agency transformations, and educational access end equity for all learners. Meaningful and lasting educational collaborations and partnerships are grounded in understanding the complexity of all stakeholder's needs and their interdependence, end we advocate that all COE professional preparation programs build collaborations and partnerships.