



**1. Purpose and Nature of Program**

Provide a brief program description. Include the distinctive features of the program that make it unique.

This degree in Special Education serves as the foundational degree to develop knowledge and skills to meet the educational needs of students with disabilities. This degree is aligned with the Arizona State Standards and the standards and Ethical Practices of the Council for Exceptional Children. This bachelor’s degree will also lead to specialized expertise for unique and distinct concentrations with an emphasis on specific disability groups, such as learning disabilities, emotional disturbance, mental retardation and visual impairments.

**2. Student Learning Outcomes and Assessment Methods**

**Assessment Plan**

Attach a PDF copy of the assessment plan printed from the University Office of Evaluation and Educational Effectiveness assessment portal demonstrating UOEEE’s approval of your assessment plan for this program. Visit the assessment portal at <https://uoeee.asu.edu/assessment-portal> or contact [uoeee@asu.edu](mailto:uoeee@asu.edu) with any questions.

**3. Academic Curriculum and Requirements**

**A. Major Map**

Attach a copy of the “proposed” major map for this degree program. Instructions on how to create a “proposed major map” in [BAMM](#) can be found in the [Build a Major Map Training Guide](#).

**B. Summary of Credit Hours Required for this Program**

Total credit hours must be 120 and include first year composition, general studies, core/required courses, program specific electives, and any additional requirements (e.g., concentration credits).

<b>Requirements</b>	<b>Credit Hours</b>
<b>First Year Composition</b>	<b>6</b>
<b>ASU 101 (or Equivalent)</b>	<b>1</b>
<b>General Studies</b>	<b>20</b>
<b>Core/required courses</b>	<b>85</b>
<b>Program specific electives</b>	<b>0</b>
<b>Additional requirements</b>	<b>0</b>
<b>Other; please explain – university electives</b>	<b>8 8</b>
<b>Total</b>	<b>120</b>

**C. Core/Required Courses****i. Total required and/or core course credit hours**

91-90

**ii. List the prefix, number, name and credit hours for each required/core course for this program**

EDP 311: Educational Psychology for Future Teachers 3

EDT 180: Technology Literacy: Problem Solving Using Digital Technology Applications 3

EED 433: Language Method Management and Assessment 3

MTE 280: Investigating Quantity: Number, Operations &amp; Numeration Systems 3

MTE 281: Investigating Space: Geometry, Measurement, and Visualization 3

RDG 291: Children's Literature 3

SPE 222: Orientation to Education of Exceptional Children 3

SPE 317: Special Education for Culturally and Linguistically Diverse Children and Youth 3

SPE 321: Classroom and SPE Assessment 3

SPE 323: Behavioral Strategies for All Students 3

SPE 325: Language Literacy 1 in Elementary Schools 3

SPE 396: Clinical Experience I 2

SPE 397: Clinical Experience II 2

SPE 410: Mathematics in Elementary Schools 3

SPE 423: Methods of Cross-Categorical Special Education I 3

SPE 424: Methods of Cross-Categorical Special Education II 3

SPE 430: Professional Practices, Foundations, and Collaborative Teaching in Special Education 3

SPE 441: Reading and Writing Braille 3

SPE 442: Teaching Methodologies for Students with Visual Impairments 3

SPE 443: Foundations of Instruction for Students with Visual Impairments 3

SPE 444: Diagnostic and Assessment: Procedures for the Visually Impaired 3

SPE 445: Orientation and Mobility for Teachers of the Visually Impaired 3

SPE 446: Modes of Communication 3

SPE 447: Student Teaching: Special Education (Grades K-8) 6

SPE 496: Clinical Experience III 2

TEL 102: Professional Educator Series: My Network Footprint 1

TEL 111: Exploration of Education 3

TEL 215: Introduction to Child and Adolescent Development 3

USL 216: Service Learning: for Educators 3

**D. Program Specific Electives**

i. Total required program elective credit hours

0

ii. List the prefix, number, name and credit hours for any program specific electives for this program

**E. Additional Program Requirements, if any:**

List and describe any capstone experiences, milestone, and/or additional requirements.

0

**F. Concentrations**

i. Are any concentrations to be established under this degree program? Yes, concentrations will be established.

ii. If yes, are concentrations required? Yes, concentrations are required.

iii. List courses & additional requirements for the proposed concentration(s): See above list (section C) for full requirements.

Concentration Name	Total credit hours	Core/Required Courses for Concentration (Prefix, # & Title)	Total Core credit hours	Program Specific Electives (include course name and prefix)	Total Elective credit hours	Additional Requirements (i.e. milestones, capstones)
Visual Impairment	24	SPE 441 - Reading and Writing Braille	3			
		SPE 442 - Teaching Methodologies for Students with Visual Impairments	3			
		SPE 443 - Foundations of Instruction for Students with Visual Impairments	3			
		SPE 444 - Diagnostic and Assessment: Procedures for the Visually Impaired	3			
		SPE 445 - Orientation and Mobility for Teachers of the Visually Impaired	3			
		SPE 446 - Modes of Communication	3			Must have completed and passed SPE 441.
		SPE 447 - Student Teaching for Teachers of the Visually Impaired (Prek-12)	6-6			Corequisite is enrollment in a student teaching experience.

#### 4. New Course Development

**A. Will a new course prefix (es) be required for this degree program? No**

If yes, list prefix name(s) (i.e. ENG- English):

*Note: A request for a New Prefix form must be completed for each new prefix required and submitted with this proposal: [New prefix request form](#).*

**B. New Courses Required for Proposed Degree Program**

List all new courses required for this program, including course prefix, number and course description.

SPE 441: Reading and Writing Braille (3)

SPE 442: Teaching Methods for Students with Visual Impairments (3)

SPE 443: Foundations of Instruction for Students with Visual Impairments (3)

SPE 444: Diagnostic and Assessment: Procedures for the Visually Impaired (3)

SPE 445: Orientation and Mobility for Teachers of the Visually Impaired (3)

SPE 446: Modes of Communication (3)

SPE 447: Student Teaching for Teachers of the Visually Impaired (6)

*Note: New course requests must be submitted electronically via [Curriculum ChangeMaker](#) and undergo all internal university review and approval steps including those at the unit, college, and university levels.*

#### 5. Program Need

*Explain why the university needs to offer this program (include target audience and market).*

Through this degree, students will be able to extend their knowledge of special education practices to the various disabilities that serve students with special needs in schools. Rather than producing generalists, the College will have the flexibility to offer concentrations of the multiple disability areas that are served in schools. Currently, for example, schools are in need of distinct disability trained professionals. The first concentration we are developing is the visual impairment concentration.

There is a critical national teacher shortage in the area of visual impairments, with estimates of a current need for over 5,000 teachers of the visually impaired. Moreover, there are currently only 4 existing undergraduate programs across the United States that offer training for students to become a licensed teacher of students with visual impairments. Unfortunately, all 4 of these programs lie east of the Mississippi River. By providing an undergraduate concentration in visual impairments, Arizona State University would become the only undergraduate program west of the Mississippi River offering a program to support students and current teachers in becoming licensed teachers of students with visual impairments (TVI). This undergraduate program in visual impairments will provide options for those students and teachers on the western part of the country who are interested in becoming a TVI without pursuing a master's degree.

#### 6. Impact on Other Programs

*List other academic units that might be impacted by the proposed program and describe the potential impact (e.g., how the implementation of this program might affect student headcount/enrollment, student recruitment, faculty participation, course content, etc. in other programs). Attach letters of collaboration/support from impacted programs.*

None

**7. Projected Enrollment**

How many new students do you anticipate enrolling in this program each year for the next five years?

<b>5-YEAR PROJECTED ANNUAL ENROLLMENT</b>					
	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b> (Yr 1 continuing + new entering)	<b>3<sup>rd</sup> Year</b> (Yr 1 & 2 continuing + new entering)	<b>4<sup>th</sup> Year</b> (Yrs 1, 2, 3 continuing + new entering)	<b>5<sup>th</sup> Year</b> (Yrs 1, 2, 3, 4 continuing + new entering)
Number of Students Majoring (Headcount)	20	40	60	80	100

**8. Accreditation or Licensing Requirements**

If applicable, provide the names of the external agencies for accreditation, professional licensing, etc. that guide your curriculum for this program, if any. Describe any requirements for accreditation or licensing.

Arizona Department of Education

Teacher Preparation Program: Completion of a teacher preparation program in visual impairment from an accredited institution.

Coursework and Experience: Forty-five semester hours of education courses from an accredited institution including 21 semester hours of special education courses for the visually impaired and 8 semester hours of practicum.

Special Education courses shall include: 1. Survey of exceptional students; 2. Teaching methodologies for students with visual impairment; 3. Foundations of instruction of students with visual impairment; 4. Diagnostic and assessment procedures for the visually impaired; and 5. Electives in visually impaired (if needed).

**9. Faculty & Staff**

**A. Current Faculty**

List the name, rank, highest degree obtained, and area of specialization or expertise of all current faculty who will teach in the program, and estimate their level of involvement.

Steve Graham, Professor, PhD, learning disability, 50%

Karen Harris, Professor, PhD, learning disability, 50%

Ida Malian, Professor, PhD, emotional disturbance, 10%

Sarup Mathur, Professor, PhD, behavioral disorders, 100%

Stan Zucker, Professor, PhD, developmental disabilities, 100%

Sam DiGangi, Associate Professor, PhD, behavior disorders, 100%

Juliet Barnett, Associate Professor, PhD, autism, 100%

Wendy Oakes, Associate Professor, PhD, early childhood special education, 100%

Kathleen Puckett, Associate Professor, PhD, learning disability, 100%

Erin Rotheram-Fuller, Associate Professor, PhD, autism, 100%

Katie Bernstein, Assistant Professor, PhD, early childhood special education, 100%

Kathleen Farrand, Assistant Professor, PhD, early childhood special education, 100%

Hyejin Park, Assistant Professor, PhD, early childhood special education, 100%

**B. New Faculty**

Describe the new faculty hiring needed during the next three years to sustain the program. List the anticipated hiring schedule and financial sources for supporting the addition of these faculty members.

None

**C. Administration of the Program**

Explain how the program will be administered for the purposes of admissions, advising, course offerings, etc. Discuss the available staff support.

The admissions/advising functions and protocol will be the same as our Special Education dual certification degree. An existing advisor assigned to Special Education will be assigned to support this program.

**10. Resources (necessary to launch and sustain the program)****A. Required Resources**

Describe any new resources required for this program's success, such as new support staff, new facilities, new library resources, new technology resources, etc.

None

**B. Resource Acquisition**

Explain how the resources to support this program will be obtained.

None

**APPENDIX**  
**OPERATIONAL INFORMATION FOR UNDERGRADUATE PROGRAMS**  
 (This information is used to populate the [Degree Search](#)/catalog website.)

**1. Program Name (Major):** Special Education (Visual Impairment), BAE

**2. Marketing Description**

*(Optional. 50 words maximum. The marketing description should not repeat content found in the program description)*

Moment by moment, day by day and person by person, educators improve lives and strengthen communities. And wherever life takes you, an education degree prepares you to master new knowledge, communicate effectively and thrive in a world and an economy in which lifelong learning is key to success and happiness.

**3. Program Description (150 words maximum)**

The BAE program in special education with a concentration in visual impairment leads to the state certification: Mild Moderate Disabilities Special Education, K-12. The certification program prepares students to work with children with mild to moderate disabilities in inclusive settings. This program also offers a full structured English immersion endorsement (Structured English Immersion, PreK-12) to work with English language learners and provides extensive experiences in integrating technology into teaching. The degree and certification programs are aligned with Arizona standards and ethical practices for the national professional organization, Council for Exceptional Children. The certification program allows graduates to work with students who have varying degrees of visual impairments (blind and partially sighted) in public, private and inclusive settings. The program develops the knowledge and skills required to meet the educational needs of students with visual impairments. The curriculum focuses on diagnostic assessment, orientation and mobility skills and specific teaching methodologies for students with visual impairments. The program also has a strong focus on assistive technology to advance educational learning for the classroom and for daily living.

Building code and room number: ( <a href="#">Search ASU map</a> )	ED 118
Program office telephone number: ( <i>i.e.</i> 480/965-2100)	480/965-5555
Program Email Address:	education@asu.edu
Program Website Address:	<a href="https://education.asu.edu">https://education.asu.edu</a>

**5. Delivery/Campus Information Options:** On campus only

*Note: Once students elect a campus or online option, students will not be able to move back and forth between the on-campus and the ASU Online options. Approval from the Office of the University Provost and [Philip Regier](#) (Executive Vice Provost and Dean) is required to offer programs through ASU Online. Please contact Ed Plus [then](#) complete the ASU Online Offering form in [Curriculum ChangeMaker](#) to begin this request*

**6. Campus/Locations** indicate all locations where this program will be offered.

Downtown Phoenix    
  Polytechnic    
  Tempe    
  Thunderbird    
  West    
  Other: \_\_\_\_\_

**7. Additional Program Description Information**

- A. Additional program fee required for this program? No
- B. Does this program have a second language requirement? No



**8. Career Opportunities**

Provide a brief description of career opportunities available for this degree program. (150 words maximum)

Graduates are certified to teach in a variety of special education settings such as resource rooms, self-contained classrooms and co-teaching with general educators. This degree and accompanying concentrations carries with it reciprocity with all other states to allow the certification candidates to teach in other states. Additional opportunities in the field of education also exist in terms of state agencies, curriculum design and private school opportunities.

**9. Additional Freshman Admission Requirements**

If applicable, list any freshman admission requirements that are higher than and/or in addition to the university minimum undergraduate admission requirements.

None

**10. Additional Transfer Admission Requirements**

If applicable, list any admission requirements for transfer students that are higher than and/or in addition to the university minimum undergraduate transfer admission requirements.

None

**11. Change of Major Requirements**

Standard change of major text is as follows: A current ASU student has no additional requirements for changing majors. Students should refer to <https://students.asu.edu/changingmajors> for information about how to change a major to this program.

If applicable, list any additional requirements for students who may change their major into this program.

None

**12. Keywords**

List all keywords used to search for this program (limit 10). Keywords should be specific to the proposed program.

Education/Special Education/Teaching/Disabilities/Visually impaired/Blind/Special Needs

**13. Advising Committee Code**

List the existing advising committee code to be associated with this degree.

UGTE11

*Note: If a new advising committee needs to be created, please complete the*

**14. First Required Math Course**

List the first math course required in the major map.

MAT 142

**15. WUE Eligible**

Has a request been submitted to the Provost by the Dean to consider this degree program as eligible for WUE?

No

*Note: No action will be taken during the implementation process with regards to WUE until approval is received from the Provost.*

**16. Math Intensity**

a. List the highest math course required on the major map. (This will not appear on Degree Search.)

MAT 142

b. What is the math intensity as indicated by the highest math required on the major map? Math intensity categorization can be found here: <https://catalog.asu.edu/mathintensity>

General

**17. ONET Codes**

Identify ONET/SOC codes that should be displayed on Degree Search. ONET/SOC codes can be found at: <http://www.onetonline.org/crosswalk/SOC/>. Alternate titles displayed on Degree Search may vary and can be found at: <https://catalog.asu.edu/alternate-career-titles>.

25-1081.00	.....	.....
25-2052.00	.....	.....
25-2059.00	.....	.....
	.....	.....
	.....	.....
	.....	.....

**18. Area(s) of Interest**

**A.** Select **one (1)** primary area of interest from the list below that applies to this program.

- |   |  |
|---|--|
| <input type="checkbox"/> <a href="#"><u>Architecture &amp; Construction</u></a>     | <input type="checkbox"/> <a href="#"><u>Health &amp; Wellness</u></a>              |
| <input type="checkbox"/> <a href="#"><u>Arts</u></a>                                | <input type="checkbox"/> <a href="#"><u>Humanities</u></a>                         |
| <input type="checkbox"/> <a href="#"><u>Business</u></a>                            | <input type="checkbox"/> <a href="#"><u>Interdisciplinary Studies</u></a>          |
| <input type="checkbox"/> <a href="#"><u>Communications &amp; Media</u></a>          | <input type="checkbox"/> <a href="#"><u>Law, Justice, &amp; Public Service</u></a> |
| <input type="checkbox"/> <a href="#"><u>Computing &amp; Mathematics</u></a>         | <input type="checkbox"/> <a href="#"><u>STEM</u></a>                               |
| <input checked="" type="checkbox"/> <a href="#"><u>Education &amp; Teaching</u></a> | <input type="checkbox"/> <a href="#"><u>Science</u></a>                            |
| <input type="checkbox"/> <a href="#"><u>Engineering &amp; Technology</u></a>        | <input type="checkbox"/> <a href="#"><u>Social and Behavioral Sciences</u></a>     |
| <input type="checkbox"/> <a href="#"><u>Entrepreneurship</u></a>                    | <input type="checkbox"/> <a href="#"><u>Sustainability</u></a>                     |
| <input type="checkbox"/> <a href="#"><u>Exploratory</u></a>                         |  |







**B.** Select **one (1)** secondary area of interest from the list below that applies to this program.





- |   |   |
|---|---|
| <input type="checkbox"/> <a href="#"><u>Architecture &amp; Construction</u></a> | <input type="checkbox"/> <a href="#"><u>Health &amp; Wellness</u></a>                     |
| <input type="checkbox"/> <a href="#"><u>Arts</u></a>                            | <input type="checkbox"/> <a href="#"><u>Humanities</u></a>                                |
| <input type="checkbox"/> <a href="#"><u>Business</u></a>                        | <input type="checkbox"/> <a href="#"><u>Interdisciplinary Studies</u></a>                 |
| <input type="checkbox"/> <a href="#"><u>Communications &amp; Media</u></a>      | <input type="checkbox"/> <a href="#"><u>Law, Justice, &amp; Public Service</u></a>        |
| <input type="checkbox"/> <a href="#"><u>Computing &amp; Mathematics</u></a>     | <input type="checkbox"/> <a href="#"><u>STEM</u></a>                                      |
| <input type="checkbox"/> <a href="#"><u>Education &amp; Teaching</u></a>        | <input type="checkbox"/> <a href="#"><u>Science</u></a>                                   |
| <input type="checkbox"/> <a href="#"><u>Engineering &amp; Technology</u></a>    | <input checked="" type="checkbox"/> <a href="#"><u>Social and Behavioral Sciences</u></a> |
| <input type="checkbox"/> <a href="#"><u>Entrepreneurship</u></a>                | <input type="checkbox"/> <a href="#"><u>Sustainability</u></a>                            |
| <input type="checkbox"/> <a href="#"><u>Exploratory</u></a>                     |   |




## 2019 - 2020 Major Map


### Special Education (Visual Impairment), (Proposed)

School/College:  
OCCLRMG

Term 1 0 - 15 Credit Hours Critical course signified by 	Hours	Minimum Grade	Notes
 ENG 101 or ENG 102: First-Year Composition OR  ENG 105: Advanced First-Year Composition OR ENG 107 or ENG 108: First-Year Composition	3	C	<ul style="list-style-type: none"> <li>• An SAT, ACT, Accuplacer, IELTS, or TOEFL score determines placement into first-year composition courses</li> <li>• Mathematics Placement Assessment score determines placement in mathematics course</li> <li>• ASU 101 or college-specific equivalent First-Year Seminar required of all freshman students</li> <li>• Please note that by the end of term 4, you must have a minimum 2.50 cumulative GPA in order to progress into the iTeachAZ Program.</li> <li>• Select your <b>career interest area</b> and play <a href="mailto:me3@ASU">me3@ASU</a>.</li> </ul>
 MAT 142: College Mathematics (MA)	3	C	
 TEL 101: Professional Educator Series: My Footprint	1		
 TEL 111: Exploration of Education (SB)	3	C	
EDT 180: Technology Literacy: Problem Solving using Digital Technology Applications (CS)	3	C	
Elective	2		
Minimum 2.50 GPA ASU Cumulative.			
Term hours subtotal:	15		

Term 2 15 - 29 Credit Hours Critical course signified by 	Hours	Minimum Grade	Notes
 ENG 101 or ENG 102: First-Year Composition OR  ENG 105: Advanced First-Year Composition OR ENG 107 or ENG 108: First-Year Composition	3	C	<ul style="list-style-type: none"> <li>• Join a <b>student club</b> or professional organization</li> </ul>
 TEL 215: Introduction to Child and Adolescent Development (SB)	3	C	
MTE 280: Investigating Quantity: Number, Operations & Numeration Systems	3	C	
TEL 102: Professional Educator Series: My Network Footprint	1	C	
Natural Science - Quantitative (SQ)	4		
Complete ENG 101 OR ENG 105 OR ENG 107 course(s).			
Milestone: DPS Fingerprint Clearance Card.			
Term hours subtotal:	14		

Term 3 29 - 44 Credit Hours Critical course signified by 	Hours	Minimum Grade	Notes
 MTE 281: Investigating Space: Geometry, Measurement, and Visualization	3	C	<ul style="list-style-type: none"> <li>• Develop your <b>skills</b></li> </ul>
 SPE 222: Orientation to Education of Exceptional Children (SB & C)	3	C	
Historical Awareness (H)	3		
Humanities, Arts and Design (HU)	3		
Elective	3		
 Milestone: Intent to Progress Online Form.			
Complete Mathematics (MA) requirement.			
Term hours subtotal:	15		

Term 4 44 - 57 Credit Hours Critical course signified by 	Hours	Minimum Grade	Notes
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RDG 291: Children's Literature (HU)	3	C
USL 216: Service Learning: For Educators (L & C)	3	C
Global Awareness (G)	3	
Natural Science - Quantitative (SQ) OR Natural Science - General (SG)	4	
Milestone: Must attend an iTeachAZ Enrollment Workshop		
Minimum 2.50 GPA ASU Cumulative.		
Term hours subtotal:		13

- Must complete 60 credits including foundational courses to progress into iTeachAZ.
- Develop your professional online presence

Term 5 57 - 74 Credit Hours Necessary course signified by ★	Hours	Minimum Grade	Notes
★ EED 433: Language Method Management and Assessment	3	C	
★ SPE 396: Clinical Experience I	2	C	
★ SPE 430: Professional Practices, Foundations, and Collaborative Teaching in Special Education (L)	3	C	
SPE 441: Reading and Writing Braille	3	C	
SPE 442: Teaching Methodologies for Students with Visual Impairment	3	C	
SPE 443: Foundations of Instruction for Students with Visual Impairment	3	C	
Minimum 2.50 GPA ASU Cumulative.			
Term hours subtotal:		17	

Term 6 74 - 91 Credit Hours Necessary course signified by ★	Hours	Minimum Grade	Notes
★ SPE 323: Behavioral Strategies for All Students	3	C	• Complete an in person or virtual practice interview
★ SPE 325: Language Literacy I in Elementary Schools	3	C	
★ SPE 397: Clinical Experience II	2	C	
★ SPE 410: Mathematics in Elementary Schools	3	C	
SPE 444: Diagnostic and Assessment: Procedures for the Visually Impaired	3	C	
SPE 445: Orientation and Mobility for Teachers of the Visually Impaired	3	C	
★ Complete Cultural Diversity in the U.S. (C) AND Global Awareness (G) AND Historical Awareness (H) course(s).			
Minimum 2.50 GPA ASU Cumulative.			
Term hours subtotal:		17	

Term 7 91 - 108 Credit Hours Necessary course signified by ★	Hours	Minimum Grade	Notes
★ SPE 317: Special Education for Culturally and Linguistically Diverse Children and Youth	3	C	
★ SPE 321: Classroom and SPE Assessment	3	C	
★ SPE 423: Methods of Cross-Categorical Special Education I	3	C	
EDP 311: Educational Psychology for Future Teachers (SB)	3	C	
SPE 446: Modes of Communication	3	C	
SPE 496: Clinical Experience III	2	C	
Minimum 2.50 GPA ASU Cumulative.			

Term hours subtotal: 17

Term 8 108 - 120 Credit Hours Necessary course signified by ★	Hours	Minimum Grade	Notes
★ SPE 424: Methods of Cross-Categorical Special Education II	3	C	
★ SPE 447: Student Teaching in Visual Impairment	6	C	
Elective	3		
Minimum 2.50 GPA ASU Cumulative.			
Term hours subtotal:		12	

Hide Course List(s)/Track Group(s)

**Total Hours:** 120

**Upper Division Hours:** 45 minimum

**Major GPA:** 2.00 minimum

**Cumulative GPA:** 2.00 minimum

**Total hrs at ASU:** 30 minimum

**Hrs Resident Credit for**

**Academic Recognition:** 56 minimum

**Total Community College Hrs:** 64 maximum

### General University Requirements Legend

General Studies Core Requirements:

- Literacy and Critical Inquiry (L)
- Mathematical Studies (MA)
- Computer/Statistics/Quantitative Applications (CS)
- Humanities, Arts and Design (HU)
- Social-Behavioral Sciences (SB)
- Natural Science - Quantitative (SQ)
- Natural Science - General (SG)

General Studies Awareness Requirements:

- Cultural Diversity in the U.S. (C)
- Global Awareness (G)
- Historical Awareness (H)

First-Year Composition

General Studies designations listed on the major map are current for the 2019 - 2020 academic year.

<b>Date:</b> 4/2/2018	<b>Program Name:</b> BAE in Special Education (Visual Impairment)	<b>Status:</b> UOEEE Provisional Approval
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**Comment**

**Assessment Plan**

**Outcome 1:** Students will transcribe, proofread, and interline materials in contracted literary and Nemeth Braille codes.

**Measure 1.1** Braille Proficiency Exam  
 This proficiency exam will be taken from reading material with approximately a sixth grade reading level. To pass this exam, students complete a one page 11" X 11-1/2" braille paper containing 5 or fewer errors.

**Performance Criterion 1.1** 80 percent of students will receive proficient on the faculty developed rubric with 4 or fewer errors.

**Measure 1.2** Student will write a one-page essay (in print & braille) sharing his/her thoughts about braille and becoming a Teacher of the Visually Impaired (TVI).

**Performance Criterion 1.2** 90 percent of students will receive a B or higher on the assignment.

**Measure 1.3**  
**Performance Criterion 1.3**

**Outcome 2:** Students will demonstrate knowledge of the impact of low vision and blindness and developmental considerations on the process of orientation and mobility.

**Measure 2.1** Assignment: O&M informational Presentation/Pamphlet/Poster  
 The purpose of this project is to create an introduction to O&M presentation, informational pamphlet, or poster for schools, administrators, teachers, parents, students, and other interested individuals about O&M services. Presentation/pamphlet/poster will be created in a slide show program (e.g. PowerPoint), or newsletter/web-based program. However, all materials must be submitted to Blackboard. Clear and concise pictures of Braille content will be accepted to support the presentation format chosen.

**Performance Criterion 2.1** 80 percent of students will pass with proficient or higher.

**Measure 2.2** Assignment: O&M Lesson Plan  
 Students will design a lesson plan for O&M using the age range of their current clinical experience. Lesson must be age appropriate and clearly defined. Students will identify a learning objective for O&M, include a detailed activity, and an assessment of the learning objective. Students will include any materials needed for this lesson.

**Performance Criterion 2.2** 85 percent or higher of students will receive a B or higher on their lesson plan assignment.

**Measure 2.3**  
**Performance Criterion 2.3**

**Outcome 3:** Students will demonstrate knowledge of techniques for modifying instructional methods and materials for individuals for students with visual impairments and will demonstrate knowledge of strategies for teaching career education, content knowledge, and teaching interdisciplinary content knowledge for individuals with

visual impairments.

Measure 3.1 Assignment: Students will create an interdisciplinary lesson plan using two different subject matters for the course. One area must be a content area (Language Arts, Math, Science, or Social Studies); the other area can be another content area or one of the following (life skill, physical education, social skills, career education, or human sexuality). The age level should be based on the age level of the student's clinical experience placement. The content for the lesson plan must be age appropriate. The lesson plan contains accommodations and modifications for students with visual impairments and at least one student with multiple disabilities.

Performance Criterion 3.1 80 percent or higher of the students will pass the assignment at proficient or higher.

Measure 3.2 Assignment: Students will write a lesson plan on a Social Studies concept that includes a graph, diagram or illustration and prepare a tactile version of the graph, diagram or illustration for a student who is blind.

Performance Criterion 3.2 85 percent or higher of students will pass the assignment with a B or higher. Assignment will include Academic learning goals for social studies and incorporate adaptations and modifications to support a student who is blind.

Measure 3.3

Performance Criterion 3.3

**Outcome 4:** Students will apply knowledge to recommend specialized equipment, accommodations, goals, adaptations, assisted technology, referrals and resources relevant to an eye condition and/or student.

Measure 4.1 Develop a presentation to give to principal and fellow teachers of 5 fictional students who have varying levels of vision impairment or deaf blindness. Each student should have one or more of the eye disorders discussed in this class. The presentation should provide audience with background information about the students eye

disorders and/or hearing impairment as well as their functioning level in the classroom, student strengths and challenges to learning, and assessment needs. Included in the presentation should be a list of resources which would be helpful to educators.

Performance Criterion 4.1 80 percent of students will pass this assignment with proficient or higher.

Assignment: Task Analysis w/ Scope and Sequence of ECC

Measure 4.2 Given a student scenario including eye reports, current IFSP/IEP, and FVA/LMA, design a scope and Sequence addressing 2 content areas to provide to another teacher including recommendations and resources for equipment, technology, strategies, opportunities for professional collaboration, parent engagement and objectives of direct specialized instruction for the 1 scenario.

Performance Criterion 4.2 85 percent of students will pass the assignment with a B or higher.

Measure 4.3

Performance Criterion 4.3

**Outcome 5:**

Measure 5.1

Performance Criterion 5.1

Measure 5.2

Performance Criterion 5.2

Measure 5.3

Performance Criterion 5.3