**Appendix B**

**CORE DOMAIN AREA EDUCATION CHECKLIST**

Please note after each core domain body of knowledge area which institution and which course(s) or third party accredited educational program(s) you have successfully completed that address the criteria listed. One course may be used to meet several domain areas.

***Documentation (e.g. official transcript or certificate of completion/attendance) must be provided for each Core Domain Area identified.***

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| --- | --- | --- |
| **ASSESSMENT** | **Educational Institution** | **Course** |
| Know the oculomotor system, eye, optic pathway, and brain within the visual system |  |  |
| Know eye conditions and their implications including glare sensitivity, contrast sensitivity, lighting, visual fatigue and ergonomics |  |  |
| Know how to review and interpret vision reports including abbreviations and notations that describe pathology, clinical visual functions (acuity, visual field, contrast sensitivity functions, ocular mobility) and refractive error |  |  |
| Know how to collaborate with ophthalmologists, optometrists and low vision therapists as applicable |  |  |
| Know appropriate interviewing techniques |  |  |
| Know how to interview individuals who are visually impaired in order to identify the best combination of colors, text size, audio tones, etc. to best access digital information in their preferred formats |  |  |
| Know how to gain knowledge about individuals’ vocational interests and/or background, educational and background/literacy skills through chart/file review or obtained during the interview |  |  |
| Know how to gain knowledge of individuals’ preferred learning styles and implications for training |  |  |

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| Know the benefits and limitations of mainstream hardware and software as it relates to assistive technology |  |  |
| Know the benefits and limitations of assistive hardware and software (e.g. electronic or manual magnification, screen reading, screen magnification, scanning and reading systems, portable systems including accessible PDA’s/notetakers, mobile devices and tablets) |  |  |
| Know how to state rationales and justification for recommendations of specific devices or software |  |  |
| Know how to select from the range of assistive hardware and software (described above) that provide features to meet the individual’s goals and needs |  |  |
| Know appropriate technologies to meet goals and needs based on the individuals keyboarding skills, ability to read and write braille, understand information presented orally and ability to access print visually |  |  |
| Know how to evaluate computer skills (vision/hearing/tactile) and implications for training |  |  |
| Know how to determine when to use magnification, speech, braille, or possible combinations |  |  |
| Know how to analyze tasks that are typically done visually, and explore solutions for non- visual ways to perform those tasks due to contrast, visual fatigue and glare issues |  |  |
| Know how additional disabilities affect visual functioning |  |  |
| Know how to recognize other disabilities and make appropriate referrals to professionals with training and expertise in said area |  |  |
| Know how cognitive disorders and neurological conditions such as traumatic head injury, multiple sclerosis, cerebral palsy, and stroke impact the choice of assistive technology solutions |  |  |
| Know how medical conditions and motor abilities such as manual dexterity, range of motion, and neuropathy relate to mode of input |  |  |

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| **INSTRUCTION** | **Educational Institution** | **Course** |
| Know how to use techniques to instruct the integration of technology (devices and software) into daily activities, including educational and/or work environments |  |  |
| Know how to instruct the ability to use software with different input technologies such as keyboard only, keyboard and mouse, alternate input devices, braille displays, and voice recognition |  |  |
| Know how to instruct on current device form factors such as desktop, laptop, mobile and specialty devices |  |  |
| Know how and when to adjust scope, structure and pace of instruction based upon learning styles and capacity for new information |  |  |
| Know how to plan, implement and document for short-term and long-term instruction based on the individual’s abilities, goals and needs |  |  |

Applicant’s Signature Date

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 Print Applicant Name