

No Child Left Behind: DHVSU Inclusive Education for the Visual Impaired

Project Proposal

Submitted to the Director of Student Welfare and Formation

Prepared by the College of Education

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## **No Child Left Behind: DHVSU Inclusive Education for the Visual Impaired**

### **Context**

An incoming freshman applying to the Bachelor of Secondary Education major in English program is a common scenario. However this time the applicant is a blind student. He desires to pursue tertiary education in a regular school just like in his senior high school. Despite his total blindness, he is totally determined to pursue college studies. He aims to improve his writing skills and wishes to work professionally if given the opportunity.

### **Institution Readiness**

The College of Education, being a teacher education institution for regular students has no special teaching aids or equipment that would cater to the visually impaired students. COE has only one faculty member who finished a masters degree in Special Education and her major is Communication Disorders. None of the faculty members were trained to handle visually impaired students.

In terms of accessibility, COE1 and COE2 buildings have ramps from the lobby to the third floor. However, COE 3 building's ramp is only accessible at the first floor. The ramp could be accessed from the COE3 façade parking lot. Restrooms are available at the first floor.

There are no available textbooks and other educational materials in alternative formats such as learning materials with screen readers. There are no services that would offer assistance in converting visual content into accessible formats such as tactile graphics and digital texts. There are no braille learning materials in the college.

### **Objectives of the Proposal**

This Project Proposal aims to:

1. Initially implement Republic Act 3562 An Act to promote Education for the Blind in the University.
2. Provide appropriate services to students with disabilities in accordance to Republic Act 11560 An Act Instituting a Policy of Inclusion and services for learners with disabilities.
3. Accommodate students with special needs, provided arrangements are made among students, parents/guardians, teachers and school officials.

## Proposed learning facilities, teaching - learning requirements and logistics

### A. Learning Facilities

1. The visually impaired student (VIS) must only stay in one classroom in the entire duration of the semester.
2. The classroom of the VIS should be on the first floor, near the restroom.
3. The seat of the VIS should be in the first row in order for the teacher to easily monitor him during classes.

### Teaching – Learning requirements

1. The VIS must be assisted by a parent or guardian who may stay at the student center near his classroom.
2. The VIS must provide his own electronic gadget with screen reader.
3. The VIS is encouraged to record the class discussions for easy reference.
4. A training should be organized by the College to be conducted by a certified teacher for the blind. The training will be held one week before the opening of classes. The trainer will be assisted by the Special Education teacher of the College.
5. The subject teachers are expected to allot time to describe and visually explain contents of the lesson and topics during and after class hours.
6. The VIS is expected to participate in all activities and class requirements i.e., group activities, reporting, performance based assessments and the like.
7. All course requirements and grading system shall be followed and applied to the VIS. However, teachers could make adjustments on the type of requirement depending on the nature and level of difficulty of the class requirement.
8. Setting of deadlines for class requirements of the VIS shall be adjusted for the VIS to give him ample time to prepare.
9. A separate adviser shall be assigned to the VIS who will act as coordinator for his teachers, classmates and parents. The adviser will report directly to the Dean and Director of Student Affairs and other school officials as the need arises.

## Logistics

1. Taking into consideration that his subject teachers will allot more time and exhaust more effort in the teaching and learning process, additional compensation/units in loading may be given.
2. Professional fee is allotted for the trainer who will orient and train the teachers who will handle the visually impaired student.
3. Venue and training materials must be provided to the teachers.
4. A PWD signage should be properly placed near the ramp to give way for the parking of the student's vehicle.