**Education of Children with Visual Impairments I (Methods 1)**

**IL 2531**

**University of Pittsburgh**

**Vision Studies Program**

**Fall 2021**

**Instructor:**

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When contacting instructor via email, please follow appropriate professional correspondence by including a greeting, separate email body, and sign off. It's helpful if the subject of your email is specific. I try to respond to email messages within 24 hours (and usually faster than that!).

**Course Description:**

This course develops skills related to teaching children with visual impairments in a full array of educational settings. Topics include state and federal legislative requirements, teaching strategies, educational material modifications, and educational program planning. Issues related to direct service provision, consultation roles, and team assessment models are also presented.

**Course Objectives:**

Students will:

* Learn the historical foundations of the education of individuals with visual impairments
* Identify developmentally appropriate and functional interventions within the child’s natural environment that facilitate the development of visual skills
* Describe the criteria for eligibility for Part C services under IDEIA and the rationale for family-centered, routines-based assessment and identification of the family’s priorities, strengths and concerns.
* Develop skills to participate in the multidisciplinary assessment for infants, children, and young adults with visual impairments and those with additional disabilities
* Read, interpret, and list the elements of Essential Assessment Reports
* Develop knowledge of the referral process, placement options, service delivery models and follow-up procedures for students with visual impairments within Part B of IDEIA.
* Identify elements of Early intervention referral, practice, family-centered activities, and transition.
* Identify members of the team, develop an understanding of their roles and describe strategies for working within a team structure
* Learn to develop Individualized Education Plans (IEP's) for areas of the Expanded Core Curriculum (ECC).
* Conduct formal and informal assessment procedures appropriate for students with blindness and visual impairments

**Course Requirements:**

Students are expected to complete the required readings, submit homework assignments on a regular basis, and actively participate in the discussion boards. Learning will be assessed based on all class activities.

**Required for this Course:**

The following texts are required for the course. Textbooks may be obtained by calling the University of Pittsburgh Book Center at **412-648-1455**. You will need to supply them with the **Course Number** **(IL 2531)** and let them know you need the only the books listed below for the course shipped UPS. Your books and the shipping fee will be charged to the credit card number you provide. Be sure to verify that they are sending you all the books listed below as required. You may also order the books directly from APH through the following links: [Volume 1](https://shop.aph.org/webapp/wcs/stores/servlet/Product_Foundations%20of%20Education,%20Volume%20I,%20History%20and%20Theory%20of%20Teaching%20Children%20and%20Youths%20with%20Visual%20Impairments%20Third%20Edi_31131P_10001_11051)  [Volume 2](https://shop.aph.org/webapp/wcs/stores/servlet/Product_Foundations%20of%20Education,%20Volume%20II,%20Instructional%20Strategies%20for%20Teaching%20Children%20and%20Youths%20with%20Visual%20Impairments_28395P_10001_11051) or through Amazon, etc. It is essential that you order the correct (3rd) edition of these texts.

Required:

* Holbrook, M. C., McCarthy, T., & Kamei-Hannan, C. (Eds.). (2017). Foundations of education **volume I:** History of theory of teaching children and youths with visual impairments. New York, NY: AFB Press (now APH Press)
* Holbrook, M. C., McCarthy, T., & Kamei-Hannan, C. (Eds.). (2017). Foundations of education **volume II**: Instructional strategies for teaching children and youths with visual impairments. New York, NY: AFB Press.

Recommended (this will be one of the textbooks for Methods 2, but you can get it now):

* Lewis, S. & Allman, C. B. (2014). *ECC Essentials: Teaching the Expanded Core Curriculum to Students with Visual Impairments*. New York, NY: AFB Press

**Readings and Assignments:**

The course schedule, required readings, and assignments with due dates are outlined in the Course Schedule available on Canvas.

Please note: Readings and/or assignments may change over the course of the semester. This allows the instructors to immediately share new resources as well as better tailor the course to the needs of the current students. The instructor(s) will provide advance notice regarding any changes.

**Assignments and Grading:**

Students’ grades will be based both on performance and participation. Since this is a web-based course, participation in the virtual classes, assignments, and discussion boards is important to keep the atmosphere interactive and to help the instructor and the student monitor learning throughout the course. The following list is the make-up of the final grade:

**Final Grade:**

94-100% **A** 87-89% **B+** 77-79%

90-93% **A-** 84-86% **B** 74-76%

80-83% **B-** 70-73%

Pitt policies require students to maintain a 3.0 average; courses in the Vision Studies program require a grade no lower than a B- or they will need to be repeated.

Individual Point Values:

Discussion Board Posts (5@10 pts each) 50 points

Midterm 50 points

Zoom sessions (3@5 pts each) 15 points

IEP Goal Writing Assignment (Individ.) 30 points

IEP Goal Writing Partner 40 points

Task analysis 10 points

Social skills worksheet 10 points

Creation of rubric 10 points

Adapted game 10 points

Observation 10 points

Final exam 100 points

Total points: 335 points total

All assignments are due on the designated due dates at midnight EST. **For each day the assignment is late, 10% will be deducted from your grade.** Guidelines and rubrics will be provided for each assignment. All assignments must be typed and uploaded to Canvas unless students are notified differently. Students are expected to complete all assignments individually unless otherwise indicated by the instructor.

Your reflections are your personal reactions, but you are expected to write professionally, using APA style as you cite the readings you refer to, and (of course!) with correct grammar and spelling as a graduate student at the University of Pittsburgh. Your assignments and discussion board postings must be posted in the assignment link by the due date. **Points not be awarded for discussion board posts submitted after the due date.**

**G and I Grades**A student may be graduated without removing G and/or I grades from the record provided all degree requirements have been met and the student's department recommends graduation. The individual school's grading policy should be consulted for regulations dealing with the removal of I grades. Students assigned G grades are required to complete course requirements no later than one year after the term in which the course was taken. Once the deadline has passed, the G grade will remain on the record, and the student will be required to re-register for the course if it is needed to fulfill requirements for graduation.

**Additional Information**

Because this course is primarily online and I may not get to meet with you often in person, I don't always know your circumstances. Clear communication and student support are important to me so please feel free to contact me if you are having difficulties. Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess. In addition, please feel free to share your gender pronouns with me. I want this course to be a safe space for everyone.

**Technology Issues**

The Pitt Help Desk is available to students 24/7 to assist with technology issues. You can reach them at 412-624-HELP.

**Academic Integrity**

Students in this course will be expected to comply with [University of Pittsburgh's Policy on Academic Integrity, September 2005.](http://www.pitt.edu/~graduate/ai1.html) Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity, September 2005. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

**Academic Integrity Guidelines**

All students enrolled in courses offered through the University of Pittsburgh’s School of Education are expected to observe the same code of academic honesty required of all University of Pittsburgh students. The conduct below constitutes a violation of this code.

***Taking of Information***

Copying graded assignments from another student. Each written assignment must be the student’s own work.

***Tendering of Information***

Giving your work to another student to be copied.

Sharing answers to a quiz or an examination.

Telling another student about the contents of a quiz or examination.

***Plagiarism***

“To present as one’s own work, the ideas, representations, or words of another, or to permit another to present one’s own work without customary and proper acknowledgement of sources” (University of Pittsburgh Guidelines on Academic Integrity, p. 5).

**Departmental Grievance Policy:**

* TLL Student Grievance Procedures
  + The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. The rights and responsibilities of faculty and students are described in the University’s Academic Integrity Guidelines at: [http](file:///C:\Desktop\http)[://www.bc.pitt.edu/policies/policy/02/02-03-02.html](http://www.bc.pitt.edu/policies/policy/02/02-03-02.html)
  + When a student in TLL believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines (p. 16) by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the chair/associate chair of the department; (2) if needed, next talking to the associate dean of the school; and (4) if needed, filing a written statement of charges with the school-level academic integrity officer.
  + The more specific procedure for student grievances within TLL is as follows:

1. The student should talk to the faculty member to attempt to resolve the matter.

2. If the matter cannot be resolved at that level, the student should talk to the relevant program coordinator (if the issue concerns a class) or his or her advisor.

3. If the matter remains unresolved, the student should talk to the associate chair of TLL.

4. If needed, the student should next talk to the SOE associate dean of students. If the matter still remains unresolved, the student should file a written statement of charges with the dean’s designated Academic Integrity Administrative Officer.

**Disabilities**

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services (DRS), 216 William Pitt Union, (412) 648-7890 or (412) 383-7355 (TTY), as early as possible in the term.

**University of Pittsburgh Policy on Sexual Harassment**

The University of Pittsburgh is committed to the maintenance of a community free from all forms of sexual harassment. Sexual harassment violates University policy as well as state, federal, and local laws. It is neither permitted nor condoned. The coverage of this policy extends to all faculty, researchers, staff, students, vendors, contractors, and visitors to the University. For more information:

<http://www.provost.pitt.edu/more/ch2_wkpl_sexual_harass.htm>