IL 2545: Education of Children with Visual Impairments 2 Syllabus, Spring 2022

Instructor:

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Office hours and conference calls are available by appointment.

**Course Description**:

This course will build on the evaluation and assessment skills presented in IL 2531: Education of Children with Visual Impairments I. Adapting the regular education curriculum, working as a team member, implementing the specialized disability-specific curriculum, and documenting progress will be emphasized for individuals with visual impairments including additional disabilities. Focus will be placed on developing the knowledge and skills to implement the instructional strategies of the expanded core curriculum. Philosophy, diversity, and professional and ethical practices will be discussed as well as working as a team member for service delivery.

**Course Objectives**:

Students will:

• Conduct formal and informal assessment procedures appropriate for students who are blind or are visually impaired.

• Develop knowledge and skills to assess strengths and needs in order to implement programming goals (IEP and/or IFSP) in the disability specific areas of the expanded core curriculum for students with visual impairments including multiple disabilities.

• Develop effective lesson plans and unit plans to appropriately implement instructional strategies.

• Conduct, write, and interpret an Educational Functional Vision Evaluation (EFVE) and a Learning Media Assessment (LMA) for students with visual impairments including multiple disabilities.

• Develop knowledge of social and cognitive issues related to cultural diversity and visual impairment.

• Identify members of the team, develop an understanding of their roles, and describe strategies for working within a team structure.

**Course Requirements**:

**1. Textbooks**: The following are both the required and recommended texts for the course. Some of the texts will also be used in future coursework. Textbooks can be obtained by calling the University of Pittsburgh’s The Book Center at (412) 648-1450. To request your text books to be shipped UPS, you will need to supply them with the course number (IL 2545) and the CRN number (19892). Your books and the shipping fee will be charged to the credit card number you provide.

Required:

• Holbrook, M. C., McCarthy, T., & Kamei-Hannan, C. (Eds.). (2017). *Foundations of education*. AFB Press.

**Note**: **Both Volume I and Volume II are required (*you should already have these*)**

• Allman, C. & Lewis, S. (2014). *ECC essentials: Teaching the expanded core curriculum to students with visual impairments*. New York, NY: AFB Press (now APH Press)

ISBN 978-0891284987

• Cleveland, J., Grimmet, E. Lindsey-Ramirez, L, McGrath, J. & Sewell, D. (2019). *Essential tools of the trade: A "how to" guide for completing functional vision, learning media, and ECC evaluations*. Austin, TX: Texas School for the Blind and Visually Impaired.

<https://www.tsbvi.edu/uncategorized-items/6016-essential-tools>, Order # 59457-ETT

• Elish-Piper & Johns, J. (2017). *Basic reading Inventory, 12th Edition*. Kendall Hunt

ISBN: 978-1524905620

<https://k12.kendallhunt.com/product/basic-reading-inventory-kindergarten-through-grade-twelve-and-early-literacy-assessments>

**Free Course Material**: You should already have the *Rules of Unified English Braille* and the *Guidelines for Technical Material* books from your braille course. These are free downloads from [www.iceb.org](http://www.iceb.org)

Highly Recommended:

• Lueck, A. H. (Ed.) (2004). *Functional vision: A practitioner’s guide to evaluation and*

*intervention*. New York: AFB Press.

2. **Assignments:** The course includes a number of assignments, such as lesson plans, a caseload analysis, a tactile graphics project, and an LMA project, that are due by midnight of the assigned day; all due dates are posted in the course assignment chart. Refer to the Assignment Chart that lists all readings, assignments, and due dates. Go to the Assignments folder to find project requirements and rubrics.

All assignments posted through the appropriate Assignment link in Canvas, and must have your name and assignment title in the HEADER of the paper. Late assignments will be lowered by 10% for each day it is late. Each assignment will include a grading rubric to meet the specific aspects and requirements of the assignment.

It is expected that all work to be typewritten using the style manual, Publication Manual of the American Psychological Association, **Seventh Edition** (the latest edition published in 2019). Washington, DC: American Psychological Association. If you are unfamiliar with APA, go to: <http://www.apastyle.org/index.aspx> to find helpful links such as The Basics of APA Style tutorial and a few examples in the Frequently Asked Questions (FAQ) section. Of course, it is expected that students will use correct style, grammar, and spelling.

3**. Discussion Board/Course Communication**: Your posts in the discussion board count as your "in class" participation**. Your posts will be evaluated on the quality of your original posts, quality of your responses to peers, and the frequency and clarity of your posts over the course of the week.** See the rubric posted in the Assignments folder.

It is expected that students will participate on discussion boards, online chats (if scheduled), and email communication. Email (through your Pitt email account ONLY) and discussion board postings are the primary ways of communicating with the instructor and are encouraged. All weekly postings on the discussion board should be appropriate, thoughtful, and reflective contributions to the posed topic. Weekly points are assigned to the discussion board so remembering to contribute to the ongoing conversations is your responsibility. Your initial discussion board postings should be made during the week (with the first one between Monday-Wednesday), with postings throughout the week and the final deadline of midnight Sunday the week of the unit. Discussion boards coincide with the week’s material. NOTE: A student who consistently posts initial responses toward the end of weekly deadlines is subject to a reduction of points at the instructor’s discretion.

4**. Email:** It is expected that students will check their Pitt email accounts and post questions regularly during the week. Likewise, the instructor will check email and the discussion board and will notify you if he will be out of town or not available.

5. **Availability of Instructor**: The instructor will hold “office-hours” as needed on a request basis. The instructor can be reached by email (fmd22@pitt.edu) or office phone (412-648-7329). I will attempt to respond to e-mails and questions within 48 hours. If you do not hear back from me, please reach out again, as my email In box gets very full.

**6. "Real Time" Virtual Workshop**: The workshop for the Education of Children with Visual Impairments II will be virtual, and is scheduled for Saturday, Feb. 13. As the workshop nears, details will be discussed. The workshop is a course requirement. Not attending will result in a G-grade for the course (incomplete) until a workshop is attended (during the next course offering). Plan ahead and save the date!

7**. Tests**: The two tests will include content from the Units indicated in the assignment chart. The exams will assess using multiple choice, matching, true/false, and short answer. They are to be taken on your honor without books, notes or other resources. Questions will be generated from posted study guides and will reflect all content presented through the course readings, posted unit material, and discussion board postings. During the assigned week, the test will be available on Saturday and Sunday so you can take it either day. Each exam will be a 90-minute timed test. Once you open the test and begin, the computer clock begins and will not let you close to start over. This means that any unmarked or incomplete answers will be marked wrong. Plan accordingly and be prepared to complete the test in its entirety.

Assignment Grading: Total pts.

Discussion Board: 5@ 10 pts. each 50

Saturday workshop (virtual) 35

LMA project 60

Caseload planning assignment 20

Unit Plan 45

Tactile graphic 40

Special Project 50

Tests, 2@100 pts. each 200

**Total Points for Semester 500 points**

**Overall Grading Scale;**

A+ = 97-100% = 485-500 points

A = 94-96% = 470-484 points

A- = 90-93% = 450-469 points

B+ = 87-89% = 435-449 points

B = 83-86% = 415-434 points

B- = 80-82% = 400-414 points

**8. Disability Policy**: 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 (412-282-7355 for TTY), as early as possible in the term.

**9. Academic Integrity**: Academic integrity is essential to the success of all students in higher education. Please refer to the University’s code of student obligations: http://www.provost.pitt.edu/info/aistudcode1.html. As a faculty, we take this issue very seriously and will tolerate no violations. Please notify your course instructor if you have questions related to this issue.

**10. Confidentiality**: You are responsible to maintain the confidentiality of all the students you work with in field placements related to your coursework at the University of Pittsburgh. When writing or doing assignments for courses or speaking about your field experience and the students you work with use pseudonyms (not initials) for students’, teachers’ and schools’ names. In public, it is your responsibility to keep written assignments and any other materials bearing the names of students, teachers or staff secure from the view of others.

**11. 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://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

(currently Dr. Cassie Quigley).

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.