

Department of Human Services
SPE 556 Infancy and Early Childhood for Individuals with Visual Impairment.
Spring, 2012 – Course Syllabus

Instructor: Ms. Debbie Louder
Office: Virtual Faculty Member
Office Phone: 325 650 5557

Course Time & Location: 6-8 Tue evenings
Office Hours: 6-9 p.m. M-Th
Credits: 3 semester hours
Email: viprof551@gmail.com

Prerequisites:

I. Course Description: (brief paragraph)

This class provides an in-depth examination of how learning takes place during the first five years of life of persons with visual and visual/multiple impairments. It also provides students with vital information about educational programming and intervention strategies that apply to these children. Prerequisite: SPE 516.

Research has repeatedly indicated that the first five years of a child's life is critical. The quality of intervention provided by a well trained professional in visual impairments during these years can strongly influence the efficiency and level of educational success that the child is likely to have throughout his/her school career. For these reasons, it is critically important that persons planning a professional career in the areas of visual impairment and/or orientation and mobility have the ability to provide efficient and effective instruction to students in this population. This class provides an in depth examination of how learning takes place during the first five years of life of persons with visual and visual/multiple impairments. It also provides students with vital information about educational programming and intervention strategies that apply to these children.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

It is the mission of SFA's College of Education "to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development." This statement essentially sums up the intent of this class and our program as a whole. We make every effort to assure that this class (and all others in vision) is solidly grounded in the realities of practice. It is intended to be a pragmatic, practical class with maximum emphasis being placed on equipping our teachers to be effective and efficient facilitators of learning for students with visual impairments across the state of Texas.

The Core Values of our College are:

- **Academic excellence** through critical, reflective, and creative thinking
- **Life-long learning**
- **Collaboration** and shared decision-making
- **Openness** to new ideas, to culturally diverse people, and to innovation and change
- **Integrity**, responsibility, diligence, and ethical behavior, and
- **Service** that enriches the community.

Department of Human Services
SPE 556 Infancy and Early Childhood for Individuals with Visual Impairment.
Spring, 2012 – Course Syllabus

This class emphasizes these Values in its pedagogy and in its assessment of outcomes. We, as instructors, strive to reflect these principles in the teaching of this class and we also have the highest expectations that these Values will be demonstrated by our students.

Program Learning Outcomes:

“This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.”

Student Learning Outcomes:

This course is designed to provide graduate students working toward their Master's degree with an opportunity to complete the following objectives:

- 1) Explain the impact of visual impairment on cognitive and communication development.
- 2) Identify and provide the rationale behind appropriate orientation and mobility and motor skills in this age group.
- 3) Explain how the presence of a visual impairment is likely to impact a child's attachment, social and personal skills development, and their relationship with their peers.
- 4) Explain techniques for and principles of providing family support for infants and preschoolers with visual impairments.
- 5) Identify resources and support groups that are available for the parents of children (VI or MIVI) below the age of 5.
- 6) List and provide a brief overview of assessment instruments designed for use with this population.
- 7) Outline the appropriate steps for development of effective IFSPs.
- 8) Outline effective intervention practices with this population
- 9) List and provide a brief overview of curriculum/intervention packages designed for use

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

This is a graduate level class that is restricted to students who are pursuing a Master's degree. It is, therefore, designed to be more rigorous than most of the other classes in our program. It is also designed to require the student to exercise more responsibility in the learning process.

Department of Human Services
SPE 556 Infancy and Early Childhood for Individuals with Visual Impairment.
Spring, 2012 – Course Syllabus

There will be very few times during this class when the instructor will be in “lecture mode.” Most of our work this semester will be learning independently and cooperatively through sharing with the group in a variety of ways.

Class Presentation:

Points: 500

Each student in the class will be assigned leadership on one of the topics included in the section below. Each of the presentations will be made during one class period. The student who is presenting will be responsible for the following:

- Presenting the current research and theories on the topic to the group.
- Presenting the most current information on best practice to the group.
- Presenting any practical suggestions, demonstrations of materials, or helpful case studies that might apply to the group.
- Leading the class discussion.

Students will:

1. NOT be allowed to use a Power Point.
2. Submit a detailed outline to Ms. Louder **no later than one week in advance of the class** they will be leading This outline **MUST** include the following components:
 - A thorough coverage of the topic.
 - An outlined list of “talking points” that you will address during the class.
 - Citations of all relevant sources related to the topic. Each student should cite a **MINIMUM** of five distinct pieces of literature related to the topic.
 - A section on how the information presented can be applied on a daily basis by COMS and/or TVI practitioners.
 - Verbatim quotations of important portions of the research that the student identifies.
 - A list of questions that the presenter plans to use in leading the class discussion.
3. Lead the class discussion by asking questions and helping the class to come to their own understanding of the topic.

An important part of this course is giving candidates the opportunity to produce a thorough, concise and scholarly paper not only for this class but also as preparation for the SPE 570 -- Independent Study class. If you are not confident about your ability to write a scholarly paper and/or feel the need to brush up your "paper writing" skills, **YOU ARE STRONGLY ENCOURAGED TO COMPLETE THE WRITER'S WORKSHOP** which will be provided this semester. Ms Louder will provide more information on the dates, times, and content of the seminar.

Department of Human Services
SPE 556 Infancy and Early Childhood for Individuals with Visual Impairment.
Spring, 2012 – Course Syllabus

Research Paper:

Points: 250

Each student will produce a formal research paper on the topic assigned by the instructor for the class presentation. Graduate level scholarship is required, and grading will assume that students have been thorough in their research and critical in their thinking. The paper should be 8-10 pages long and should include the following sections:

- relevance of the topic
- review of the literature
- application of findings to practice
- directions for future research
- bibliography

All papers must be completed using APA styling and formatting. All spelling and typographical errors should be corrected. If an excessive number of mistakes are found by the instructor, the paper will be returned to the student for correction and resubmission.

Quizzes:

Points: 100 each

After each chapter review or presentation, a short exam that focuses on the topic covered will be administered to the class. These exams will be posted on the web and all quizzes will be open book. They will be posted on the web and submissions **MUST** be made by emailing an attachment to

In-service training package:

Points: 200

Each person will be assigned to develop a 1 hour in-service training package for one of the following groups:

- Fellow professionals in the field of visual impairment (TVIs or COMS)
- Early Childhood Intervention specialists
- Parents

Each package must include the following components.

- An outline of the presentation
- supporting materials for the presenter (as needed)

Department of Human Services
SPE 556 Infancy and Early Childhood for Individuals with Visual Impairment.
Spring, 2012 – Course Syllabus

- visuals to accompany the presentation (Power Point, etc.) handouts other materials that you may need.

Class participation:

Points: 100

This class is designed to be highly interactive between the students and the instructor. I will be asking questions and calling on every student at some point during the semester. A total of 100 points will be awarded based on your level of class participation. Please note that these points are not assigned on the basis of correct responses, but on the willingness of the student to respond and work through the problem. At the end of the semester, students will be evaluated by the instructor on the following criteria:

- Appropriateness of participation in class discussions.
- Willingness to answer questions.
- Evidence of critical thinking during class activities.
- Demonstration of good “consulting skills” (e.g. politeness, manners, diplomacy, etc.)
- Display of a positive attitude toward the subject material, class activities, etc.
- Participation level in chats and email discussions.

Up to 100 points will be awarded based on the criteria listed above.

Examinations:

Points: 150

A final exam will be administered at the end of the semester. The format of these exams will be essay, and the questions will be designed to be as much like questions that students will encounter on their Comprehensive Exams as possible. The intent of these exams is to give you an opportunity to practice writing Comp Questions before you actually take your Comprehensive Exams. *Unlike the requirements for the Comprehensive Exams, students will be allowed to use any and all material covered in class, in readings, and in any outside assignments or exercises.*

IV. Evaluation and Assessments (Grading):

Grades will be computed based on total points accumulated for all activities and tests. In order to obtain a grade other than F, all activities and tests must be completed.

Activity - Points

Research Paper - 250

In-service Project - 200

Chapter quizzes - 100 times 6 classes total of 600

Exam - 150

Department of Human Services
SPE 556 Infancy and Early Childhood for Individuals with Visual Impairment.
Spring, 2012 – Course Syllabus

Class Participation - 100
Total points: 1300

Grades will be assigned based on the following scale:

A = 1300-1150
B = 1149-950
C = 949-800

V. Tentative Course Outline/Calendar:

Jan 24

Overview of course; research paper criteria & Principles of early intervention, Chapter 1 & 2, Essential Elem;

Feb 7

Early Focus, Setting the stage for Working w/Young Children Who are Blind or Visually Impaired; Read Chapters 1 & 2
Research topics due

Feb 21

Meeting the needs of infants through intervention, Essential Element, Ch. 3; Medical & Functional Implications of Vision Loss, Early Focus, Read Ch. 3

Mar 6

Developing cognition concepts; literacy focus skills for pre-reading/writing, Early Focus, Ch. 4 & 5; Clinical & functional vision assessments, Ch. 4 & 5, Essential Elements.

Mar 27

Social skills and daily living skills, Early Focus, Ch. 6 & 7; Understanding Hearing Loss, Essential Elements, and Ch 6.

April 10

Developing behavioral supports, Chapter 8
Orientation & mobility skills, Early Focus Ch. 9 & 10,
Learning strategies, Essential Elements, Ch. 8 & 9,

April 24

Critical transition, Essen. Elements. Ch. 10,
Final review,
Research paper due.

EXAM due by May 8 (midnight)

VI. Readings (Required and recommended—including texts, websites, articles, etc.):

Early Focus, 2nd Edition: Fazzi, D. and Pogrud, Rona. AFB Press, 2001

ISBN# 089128-865-2 this book may be purchased from AFB, (1-800-232-3044

Department of Human Services
SPE 556 Infancy and Early Childhood for Individuals with Visual Impairment.
Spring, 2012 – Course Syllabus

begin_of_the_skype_highlighting 1-800-232-3044 end_of_the_skype_highlighting) or
www.afb.org/store or the SFASU Book store (936 468-2108 begin_of_the_skype_highlighting
936 468-2108 end_of_the_skype_highlighting)

Essential Elements in Early Intervention: Visual Impairment and multiple disabilities, Chen, D.
ISBN: 0-89128-305-6. AFB Press, This book may be purchased from AFB, American Foundation
for the Blind, (1-800-232-3044 begin_of_the_skype_highlighting 1-800-232-3044
end_of_the_skype_highlighting or www.afb.org/store

If additional readings are required the web link will be emailed to each student one prior to class.

NOTE: THE INSTRUCTOR RESERVES THE RIGHT TO MODIFY THE ABOVE SCHEDULE

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. **Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.**

VIII. Student Ethics and Other Policy Information:

Attendance: Regular and punctual attendance is expected at all classes, laboratories, and other activities for which a student is registered. For those classes where attendance is a factor in the course grade the student will lose total point for the assignment(s) missed as well as the class participation portion of the missed class. The course instructor shall maintain an accurate record of attendance. Regardless of attendance, every student is responsible for course content and assignments.

Excused Absences:

It is University policy to excuse students from attendance for certain reasons. Among these are absences related to health, family emergencies, and student participation in certain University-sponsored events.

Students are expected to attend class

Department of Human Services
SPE 556 Infancy and Early Childhood for Individuals with Visual Impairment.
Spring, 2012 – Course Syllabus

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>.

Academic Integrity

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades *Semester Grades Policy (A-54)*.

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Acceptable Student Behavior

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who

Department of Human Services
SPE 556 Infancy and Early Childhood for Individuals with Visual Impairment.
Spring, 2012 – Course Syllabus

perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

LiveText

LiveText is the data management system used by the Perkins College of Education for program improvement and accreditation. All students are required to purchase a LiveText account, either through the University Bookstore or at www.livetext.com. This is a one-time purchase, and the account will be used throughout your program. Required program assignments must be submitted through LiveText. Successful completion of the course and program are dependent on submission of all required LiveText assignments.