

College of Education and Rehabilitation

Professional Preparation Programs for Teachers of Children with Visual and Multiple Disabilities

Course Descriptions

Summer Semester

701 / 500 Foundations of Vision Rehabilitation & Education

(10 weeks) (1.5 semester credits) (on-line)

A survey course representing disciplines dedicated to the education and rehabilitation of individuals who are blind or visually impaired. The course introduces learners to history, definitions, legislation, referral processes, education and rehabilitation planning, procedures and resources (human, physical, and financial), cultural diversity, and learning theories related to the needs of individuals who are blind or visually impaired. Learners will explore professionalism and ethics as well as issues related to accessibility, privacy, confidentiality, and advocacy.

705 / 505 Low Vision Assessment & Intervention Lab I / Low Vision Assessment & Intervention III

(705: 1 semester credit; 505: 2 semester credits)(College)

Provides learners with an opportunity to apply principles of low vision assessment and intervention through the use of case studies, role play situations, and practice with resources and devices. **Prerequisite: Successful completion of 704/504**

712 / 514 Independent Living Skills for Vision Professionals

(1 semester credit) (College)

Provides learners with hands-on instruction and laboratory practice (using low vision simulators and blindfolds) in the methods and adaptive techniques used by vision professionals in the following independent living skill areas: cleaning skills and household safety; labeling; money identification; grooming and self care skills; time identification; basic food preparation; telephone skills, and signature and handwriting guides. Classes emphasize the utilization of adaptive techniques and resource gathering, and address skills that are appropriate for children, adolescents, adults, and older adults.

713/ 516 Orientation & Mobility for Vision Professionals

(1 semester credit) (College)

Addresses basic indoor orientation and mobility (O&M) techniques and teaching strategies for individuals who are visually impaired, including those with additional disabilities, across the life span. This course provides the skills and knowledge to support the work of the O&M specialist. Emphasis is on development of functional skills and concepts required for successful O&M, including efficient utilization of low vision and remaining sensory modalities for travel. Vision simulators and blindfolds are an integral part of the learning experience.

717 / 563 Literacy Lab

(1 semester credit) (College)

A hands-on course that provides learners with experience in designing a Braille literacy program for individuals who are blind or visually impaired. Learners select from a variety of activities related to their program of studies (TVI or VRT) such as analysis of curriculum materials for teaching reading to children or adults, performance of a learning media assessment, teaching the use of a Braille note taker, teaching the use of a labeling code such as Fishburne or Moon. This course also requires students to pass a performance assessment in the use of the Perkins Braille, slate and stylus, and Braille transcription software in producing materials.

Prerequisite: Successful completion of 715/561

726 / 565 Numeracy & Science: Assessment & Instruction

(2 semester credits) (College)

A hands-on course that provides learners with ability to transcribe Nemeth Code using the Perkins Braille and Braille production software. Learners become proficient in teaching the abacus. Other materials and aids for instruction in mathematics and science are introduced. **Prerequisite: Successful completion of 715/561**

727 / 566 Expanded Core Curriculum: Assessment & Instruction

(2 semester credits) (on-line)

A course in which all the areas of the expanded core curriculum not covered fully in other coursework are explored, with special emphasis on assessment and instruction of social skills, recreation and leisure, career education, and self-determination skills needed by children and adults who are visually impaired.

728 / 567 Children with Visual Impairment & Additional Disabilities

Masters level required

(3 semester credits)(on-line) Offered every other year.

Special attention is paid to assessment and instruction of children with visual impairments who also have developmental delay (including PDD, or Autism Spectrum disorders), behavior disorders, medical conditions (including seizures, feeding difficulties, or severe health issues), hearing impairment, speech or communication disorders, and those with common syndromes or eye disorders related to multiple disabilities (such as CVI, TBI, ROP, Septo-Optic Dysplasia).

769 / 506 Low Vision Assessment & Intervention Lab II / Low Vision Assessment & Intervention IV

(769: 1 semester credit; 506: 2 semester credits)(College)

This course provides lab experiences to complement the Low Vision Assessment I and II courses. Students will experience hands-on activities with various near, intermediate, distance and field enhancement devices. In addition, students will conduct functional vision and environmental assessments. **Prerequisite: Successful completion of 705/505**

729 / 660 TVI Fieldwork

(Any semester with permission of TVI Program Director)

(729: 1 semester credit; 660: 2 semester credits) (on-line)

TVI Fieldwork consists of 100 hours of pre-service observation and visitation that permits learners to experience a broad range of settings in which education occurs for children who are blind or visually impaired. Learners may include visits to agencies and organizations who serve people who are blind or visually impaired or who provide other types of services related to blindness and visual impairment.

Fall Semester

700/ 501 Visual Impairment & Functional Implications

(15 weeks) (on-line)

Addresses the anatomy and physiology of the eye including ocular development and development of the visual system. Topical areas include learning to see, age related changes in the eye, innervations of the eye, basic optics, and medications with their side effects. The course explores the functional visual implications of diseases of the eye, syndromes, and brain injury. Learners observe primary and low vision eye exams, learn about prescriptions of low vision devices, and demonstrate the ability to interpret eye reports and discuss their functional implications. The learner applies these topics to an individual's functional visual performance.

702 / 502 Assessment

(5 weeks) (1 semester credit) (on-line)

An introduction to various types of assessments (e.g. psychological, educational, vocational, and physical) used to evaluate people with visual impairments and additional disabilities. The course covers a variety of informal and formal screening, assessment, and evaluation methods, including alternative and statewide tests, observation, history taking, and interviews. Additional assessments include outcomes-based, curriculum-based, and portfolio approaches. Learners discuss testing and assessment within an historical context, including the development of standardized tests and their applicability for individuals with vision impairment. Learners study general testing procedures such as reliability, validity, and test bias and examine their role and that of other

professionals in the testing process, the interpretation of test results, and the importance of accurate and confidential record keeping.

703 / 503 Low Vision Assessment & Intervention I

(10 weeks) (2 semester credits) (on-line)

Learners explore methods of assessing functional vision and strategies for enhancing visual performance without optical devices. This course emphasizes theory and practice in the following assessment areas: functional visual acuity and fields and visual performance in everyday tasks for individuals with visual impairments, including infants, children, adults, and those with additional disabilities.

709 / 510 Critical Analysis of Research (*Masters only*)

(15 weeks) (2 semester credits) (on-line)

Learners acquire the tools necessary for becoming critical readers of research and become familiar with the basic attributes of quantitative methods of research, including experimental and non-experimental designs, and qualitative methods of research. Research designs covered include true experimental, quasi-experimental, descriptive, co-relational, single-subject, survey, ethnographic and case study approaches. The course also presents a basic survey of statistical methods used in these approaches.

779 Literary Braille Code

(15 weeks) (2 semester credit)(on-line)

Learners are taught to write contracted Braille using the computer keyboard, Perkins Braille, and the slate and stylus, and become proficient at reading and proofreading Braille.

725 / 564 Assessment & Instruction of Children with Visual Impairment

(15 weeks) (3 semester credits)(on-line)

Provides the methods by which teachers of the visually impaired assess and instruct the wide variety of children with visual impairments. Issues related to assessment and instruction of children with visual impairment which are covered by the course include, but are not limited to, special education policies related to referral and placement, assessment instruments, instructional and environmental modifications, strategies for teaching concept development, and ethics related to decision making and the role of the teacher of the visually impaired in relation to the other professionals who will be working with children with visual impairment.

Spring Semester

704 / 504 Low Vision Assessment & Intervention II

(15 weeks) (3 semester credits) (on-line)

Learners explore methods of assessing functional vision and strategies for enhancing visual performance with optical devices. This course emphasizes theory and practice in the following assessment and intervention areas: visual

efficiency, use of optical and non-optical devices, environmental features, and visual field enhancement techniques. Learners explore specialized topics such as visual intervention strategies for individuals with head injury, driving with low vision, implications of reading and writing with low vision, and state of the art low vision technology. **Prerequisite: Successful completion of 703/503**

706 / 507 Psychological & Social Dynamics of Visual Impairment

(10 weeks) (1.5 semester credits)(on-line)

Explores the psychosocial factors affecting the process of adjustment to visual impairment across the life span. Through case analysis and consumer and family participation, learners explore a variety of issues related to adjustment including demographics, life stage, type of visual impairment, personality, self-concept, social support network, and the grieving process. The course also explores the impact of societal attitudes and stereotypes toward blindness and visual impairment. Learners are exposed to relationship building and effective communication skills strategies. An overview of the range of psychosocial interventions is provided including resources for referrals.

707 / 508 Teamwork & Collaboration

(last 5 weeks) (.5 semester credit)(on-line)

Explores the ways in which professionals collaborate individually or collectively to address the needs of individuals with visual impairments. The course overviews types of teams, their composition, and team building strategies. Learners will discuss members' roles, relationships, and responsibilities. Strategies to maintain effective team functioning, as well as resolving team conflict, are also covered.

708 / 509 Visual Impairment & Additional Disabilities

(15 weeks) (2 semester credits)(on-line)

Provides an introduction to a number of concomitant medical, social, and psychological conditions that may have an impact upon the provision of educational and rehabilitation services to children and adults who are blind or visually impaired. The course explores functional implications of additional disabilities with emphasis on cognition, perception, communication, behavior, balance, and movement as well as medical conditions and health issues. Learners will become familiar with a range of adaptive assessment and intervention strategies for individuals with visual impairment and additional disabilities.

710 / 511 Functional Applications of Research (*Masters only*)

(15 weeks) (2 semester credits) (on-line)

Teaches learners how to conceptualize and conduct research in their professional environments. Learners investigate ethical research practices, the process for obtaining research approval at various institutions, and methods of data collection. Learners use varied methods and tools, including computer software, to organize, analyze, interpret, and apply research data.

711 / 512 Human Development Across the Life Span

(15 weeks) (2 semester credits) (on-line)

The study of the course of human development, from conception through late adulthood. Topics include normative changes in motor development, sensory motor integration, cognition, sensation and perception, physiology, and social development. Special emphasis is placed upon the critical role of vision and the accompanying process of visual change across the life span. In addition, demographic trends and an in-depth study of the network of services for older adults are provided.

715 / 561 Braille Literacy: Assessment & Instruction

(15 weeks) (2 semester credits)(on-line)

Learners are taught how to teach reading and writing with Braille as the literacy medium to children and adults, including those with additional disabilities. The course covers how to assess reading and writing, programs designed specifically for teaching Braille reading and writing, and how to determine what approach to use with specific students.

Pre-requisite: successful completion of 779 / 560.

716 / 562 Introduction to Assistive Technology

(15 weeks) (2 semester credits) (on-line)

Introduction to a wide variety of technology that assists people with visual impairments to access information, with emphasis given to computer technology. The course provides hands-on experience with a screen reader and with a screen magnification program. Issues related to legislation, financing, use or abandonment of technology by the consumer, assessment and instructional strategies for teaching technology are discussed.

Culminating Coursework

730 / 661 TVI Internship

(Any semester) (Upon completion of coursework)

(730: 4 semester credits; 661: 6 semester credits)

TVI Internships are arranged on an individual basis and run for twelve weeks or a total of 360 documented teaching hours with children who are visually impaired ages 0-21.

731 TVI Comprehensive Examination *Masters only*

(Any semester) (Upon completion of program) (1 semester credit)

The Comprehensive Exam is the final examination for learners who wish to obtain a Masters in Education in the area of Education of Children with Visual and Multiple Disabilities. This examination is given in a written format, and may include an oral follow-up examination.

10/26/2009

