**Syllabus**

A 6 module self-directed online course

Course Title: **National Agenda for the Education of Children and Youths with Visual Impairments, Including Those with Multiple Disabilities**

## Day(s) and time of classes – Online/Self-Paced

**Instructor:** Perkins eLearning

**COURSE DESCRIPTION:**

**"** **National Agenda for the Education of Children and Youths with Visual Impairments, Including Those with Multiple Disabilities"** is made up of 6 modules, each containing video segments, readings, and assigned activities to enhance and apply your learning.  Plan to spend 1 week working through each module, followed by a Final Quiz.  While this is a self-paced course, the material will have the most impact if you work steadily through the outline in the order it is presented.

Each of the goals set within the National Agenda is analyzed using materials provided by American Foundation of the Blind and leading educators and researchers. Participants are guided through research and reflection exercises that give the National Agenda immediate application within their own practice.

**COMPLETION REQUIREMENTS:**

Perkins eLearning Self-Paced online courses include assignments, readings, quizzes, and a final assessment. Students are expected to be familiar with all material presented in the workshop, and to submit all assignments where indicated.

A structure is suggested for you, through this syllabus and the eLearning environment; however, you may complete and submit the assignments in any order.

**EVALUATION OR GRADING POLICY:**

All submitted material is reviewed by a member of the Perkins eLearning staff and is evaluated as having met the assignment requirements. Assignments are not individually evaluated or graded. Submitted assignments are not returned.

Assignments and assessments are evaluated on a Pass/Fail scale, and *all* requirements must be met to receive credits. There is no time limit to completing a Perkins Self-Directed Workshop. The lesson plan structure is suggested as the best approach to the material.

**TEXTS:**

Required readings are indicated in the modules. Additional suggested reading is optional. There is no textbook or material required for purchase for this workshop.

**LEARNING OUTCOMES / OBJECTIVES:**

**Knowledge**: As a result of the learning experiences in the course, you will learn the history of the National Agenda for the Education of Children and Youths with Visual Impairments, Including Those with Multiple Disabilities, and its individual goals.

**Skill**: As a result of the learning experiences in the course, you will be able to apply National Agenda goals as educational goals for your individual students.

**Caring**: As a result of the learning experiences in the course, you will become more competent in your ability to evaluate an individual student’s strengths in goal areas, and apply those strengths to growth in other goal areas.

**Ethical**: As a result of the learning experiences in the course, you will become more competent in your ability to engage educational teams in meeting National Goals, and support team members in mutual goal setting.

**INSTRUCTIONAL STRATEGIES [Place an X for each strategy you use while teaching this course.]**

 Lecture X Data Collection and Analysis

 Discussion/Questioning Pre-Practicum

 Laboratory Role Playing/Simulation

 X Problem Finding/Solving X \_ Independent Learning

 X Discovery Field Trips

 X Interviewing

\_ Viewing or Listening to Followed by Journaling

 X Reflective Responses

**COURSE REQUIREMENTS**

The required assignments for this course are listed below. Please see each individual session description for more detail about each assignment. The learning platform also provides checkboxes that can help you monitor your completion.

**COURSE CONTENT / TOPICAL OUTLINE**

**Session 1:** Introduction to the National Agenda

**Session Goals:**

Upon completion of this session the participant will be able to :

* Describe the background of the National Agenda for the Education of Children and Youths with Visual Impairments, Including Those with Multiple Disabilities
* Identify National Co-Chairs and Goal Leaders
* Explain the 10 goals of the National Agenda

*Readings:* American Federation of the Blind, National Agenda for Education

*Research:* Individual goal leaders

*Assignment:* Reflection Paper, “Before/After the National Agenda”

**Session 2**: Goals 1 and 2 ~ Referral and Parent Involvement

**Session Goals:**

Upon completion of this session, the participant will be able to:

* Directly involve parents and caregivers in a student’s education planning
* Describe the importance of meeting National Agenda goals
* Summarize their local vision screening plan

*Readings:* American Federation of the Blind, National Agenda for Education; Hart, Farrell, USDOE, et. al. “Cooperative Effort with Families in Educations Children with Visual Impairments”

*Research:* Local vision screening and referral plan

*Video:* Shepard and LaVenture, “Families as Partners in the Educational Team”

*Assignment:* Reflection Paper, “Parents and Teachers in Partnership”

**Session 3:** Goals 3 and 4 ~ Personnel Preparation and Caseload

**Session Goals:**

Upon completion of this session, participants will be able to:

* Describe the typical educational preparation of a Teacher of the Visually Impaired
* Determine an appropriate caseload of students:teacher
* Understand the impact of student caseload on professional practice

*Readings:* American Federation of the Blind, National Agenda for Education; Erin, Holbrook, et.al., “Professional Preparation and Certification of Teachers of Students with Visual Impairments;” Texas Education of Blind and Visually Impaired Students Advisory Committee, “Educating Students who have a Visual Impairment in Texas- Guidelines and Standards;” Colorado Department of Education, “Guidelines For A Caseload Formula For Teachers Certified In The Area Of Visual Impairment;” Special Education Technology, British Columbia, “Determining Appropriate Caseloads for TVIs”

*Research:* Compare job description requirements

*Assignment:* Interview a local professional

**Session 4:** Goals 5 and 6 ~ Service Delivery Options and Assessments

**Session Goals:**

Upon completion of this session, the participant will be able to :

* Identify the critical components of an inclusive educational experience
* Describe two types of vision assessments
* Identify a range of inclusive settings, from most to least inclusive

*Readings:* American Federation of the Blind, National Agenda for Education; AFB, “Educating Students With Visual Impairments for Inclusion in Society;” Blind Babies Foundation, “Vision Assessment”

*Research:* Clinical and Functional vision assessments

*Assignment:* Describe strengths of a range of educational settings

**Session 5:** Goals 7 and 8 ~ Instructional Accessibility and the Expanded Core Curriculum

**Session Goals**

Upon completion of this session, participants will be able to:

* Incorporate life skills into educational curriculum
* Identify local service providers for alternative educational formats
* Create learning activities for students with deafblindness or multiple disabilities

*Readings:* American Federation of the Blind, National Agenda for Education; Rosen, “Academics are Not Enough;” CNIB, “The Freedom to Read, the Right to Read;” Paths to Literacy, “An Introduction to the Expanded Core Curriculum”

*Research:* Locate alternative format providers

*Video:* Leech, “Early Literacy for Students with Multiple Disabilities or Deafblindness”

*Assignment:* Describe challenges specific to literacy for students with multiple disabilities

**Session 6:** Goals 9 and 10 ~ Student Transition and Practitioner Development

**Session Goals**

Upon completion of this session, participants will be able to:

* Describe Career Development Theory and list key vocational skills
* Name local transition planning resources and contacts
* Set specific measurable goals for serving the National Agenda

*Readings:* American Federation of the Blind, National Agenda for Education; Levinson & Palmer, “Preparing Students with Disabilities for School-to-Work Transition and Postschool Life;” ACVREP website

*Research:* Local transition planning resources and contacts

*Assignment:* Personal Goal Setting

**Final Quiz**