Instructor: Laura Hampton
Office: NA; online course delivery
Office Phone: 817-988-8550
Other Contact Information: laura.hampton@sfasu.edu

Course Time & Location: Wednesdays, 7:00 - 9:00pm CST
Zoom 1/31, 2/14, 2/28, 3/20, 4/3, 4/17, 5/1
Office Hours: Tuesday, 7-8pm or by appointment
Credits: 3
Email: hamptonlaura@d2l.sfasu.edu

Prerequisites: SPED 5316

I. Course Description:

This class provides an in-depth examination of how learning takes place during the first five years of life for people with visual and visual and additional multiple impairments. It also provides vital information about educational programming and intervention strategies that apply to these children.

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.

Credit Hour Justification: Research and Practice: Visual Impairment in Infancy and Early Childhood (3 credits; online with synchronous meetings) spans 16 weeks. The class has 7-8 online/synchronous meetings across the semester that are 2-hours per meeting. This 3 credit-hour practicum course requires students to engage in online modules for at least 3 hours per week (45 hrs/semester). Primary source readings are woven into the content to support key concepts and provide information regarding instruction in the field of visual impairments. Students are required to complete discussion posts, written assignments, practicum assignments, and quizzes/exams over the course content. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments (90 hrs/semester).

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

This course directly supports the mission and values of the SFASU College of Education – It is the mission of the Stephen F. Austin 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 course and our program as a whole. We make every effort to ensure that this course (and all other vision courses) is solidly grounded in the realities of practice. It is intended to be a pragmatic, practical course with maximum emphasis being placed on equipping you to be effective and efficient facilitators of learning for individuals with visual impairments, their families, teachers, as well as caseworkers, and other stakeholders who strive to meet their unique needs.

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
This course directly supports the mission of the SFASU Department of Education Studies. The Department of Education Studies prepares undergraduates and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of student's personal and professional development.

This course supports the Core Objectives established by the Texas Higher Education Coordinating board:

- Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. FOR THIS COURSE- this will be accomplished through the performance of accurate chapter reviews, in-service package development, and selection of family resources.
- Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication. FOR THIS COURSE- this will be addressed through the development of both a class presentation and through the leading of discussions.
- Empirical and Quantitative Skills: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. FOR THIS COURSE- this may be addressed through the collection and analysis of data related to the research paper.
- Teamwork: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. FOR THIS COURSE- this will be addressed through the practice of development of a shared in-service package.
- Personal Responsibility: to include the ability to connect choices, actions, and consequences to ethical decision-making. FOR THIS COURSE- this will be addressed through the development of individualized, effective, and manageable recommendations AND the meeting of assignment deadlines.
- Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. FOR THIS COURSE- this will be addressed through effective contributions to class discussions and presentations.

Program Learning Outcomes:

This course also supports the mission of the Visual Impairment Program. It is the mission of the Visual Impairment Program to train Teachers of students with Visual Impairments (TVIs) and Certified Orientation and Mobility Specialists (COMS) who are practically and pragmatically prepared to meet the needs of persons with visual impairments across the state of Texas and in the nation, as a whole. We believe that completers from our program should be equipped to effectively deliver instructional services which provide opportunities for students and clients with visual impairments to be more independent, lead more meaningful lives, and participate to a greater extent in society at large. In order to meet these goals, we believe that it is our responsibility to mentor and educate our graduates in the importance of exhibiting caring and compassionate approaches to instruction and positive beliefs about the worth of all individuals regardless of age, gender, race, sexual orientation or level of disability.

This course directly supports the standards of the Council for Exceptional Children, specifically:

- Standard I: Learner Development and Individual Learning Differences:
- Standard IV: Assessment:
- Standard V: Instructional Planning and Strategies:
- Standard VI: Professional Learning and Ethical Practice:
- Standard VII: Collaboration:

This course directly supports the codes of ethics for professional practice developed for professionals in the field of visual impairments by the Association for Education and Rehabilitation of the Blind and Visually Impaired, specifically:
This course directly supports the codes of ethics for professional practice developed for professionals in the field of visual impairments by the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP), specifically:

I. To the student/client
II. To the community
III. To the profession
IV. To colleagues and other professionals
V. To professional employment practices.

This course directly supports the standards of the ISTE, specifically:
2.1 Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.
2.1.c Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.
2.4. Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.
2.5 Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.
2.7 Educators understand and use data to drive their instruction and support students in achieving their learning goals.

Student Learning Outcomes
This course supports Visual Impairment Tracdat objectives that have been developed for the program, specifically:

SLO – V - The Master’s candidate will demonstrate advanced knowledge and understanding in the field of visual impairment.

The Master’s candidate will:
1. Develop, conduct, and present advanced research in the field of visual impairment commensurate with and meeting the requirements of the M.Ed. degree.
2. Plan, craft, and articulate clear, insightful, organized, and supported responses to multifaceted comprehensive questions.

This course supports the development of competencies that are accepted across professions in Visual Impairment, specifically:

Domain I - Understanding students with visual impairment.
   Competency 1 - Knowledge of the visual system
   Competency 2 - Effects of visual impairments on development and learning
   Competency 4 - Effects of factors other than disabilities.
Domain II - Assessment of students with visual impairments.
   Competency 5 -- Selecting, adapting, and administering assessments.
   Competency 6 -- Interpreting and communicating assessment results.
   Competency 7 -- IFSP development.
Domain III - Fostering student learning and development
   Competency 8 -- Organizing the learning environment
   Competency 11 -- Sensory efficiency.
   Competency 12 -- Social interaction and recreation and leisure skills.
Domain IV - Professional Knowledge
   Competency 16 -- Working collaboratively with families.
Competency 17 -- Legal and ethical foundations and professionalism.

The following outcomes are linked directly to this course:
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 MDVI) 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 with this age group.

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. 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: 200
Each student in the class will be assigned leadership on an assigned module topic, presenting a PowerPoint generated on their assigned topic. Each of the presentations will be made during one class period. (CEC I, IV, V, VI, VII) (Domain I)
The student who is presenting will be responsible for the following:

- PowerPoint notes will be included in the Notes section of each PowerPoint slide, and will include questions to generate class discussion and participation
- PowerPoint will be submitted to D2L the night prior to the presentation date, so that it will be available to the entire class.
- Each topic presentation will be no more than 20 minutes in length, if there are to be 2 presenters in the same evening, and no more than 40 minutes in length, if there is to be 1 presenter in the evening. A timer will be used for each presentation, to keep track.
- Outline effective intervention practices with this population
- List and provide a brief overview of curriculum/intervention packages designed for use with this age group.
- The PowerPoint and the actual PowerPoint Presentation are worth 100 points each.
- ISTE 2.1

Research Review: Points: 50 each
Each student will write and post a brief paragraph (25 points each) reviewing 2 published research articles (e.g. Journal of Visual Impairment & Blindness) relating to infants, toddlers and young children with visual impairments. Each review of literature must contain relevance of the topic and application of findings to practice. Topics explored through this assignment: 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. Identify resources and support groups that are available for the parents of children (VI or MDVI) below the age of 5. Outline the appropriate steps for development of effective IFSPs. (CEC 1, VI, VII) (Domain IV), ISTE 2.1.c

Discussions: Points: 50 each
Modules 2-6 will each contain a Discussion question or activity, and the points will be comprised of 25 points for posting
and 25 points for replying to at least one post. The posts include the following topics:
1. Outline effective intervention practices with this population
2. Explain techniques for and principles of providing family support for infants and preschoolers with visual impairments.
3. List and provide a brief overview of assessment instruments designed for use with this population.
4. Identify and provide the rationale behind appropriate orientation and mobility and motor skills in this age group. (CEC I, IV, V, VI, VII) (Domain II); ISTE 2.4.

**Teacher-made Material & Activity: Points: 100**
Each student will develop/make a teacher-made material/tool to use in teaching an individual student, who is 0-5 years old and visually impaired. The student will describe an activity in which to use it and explain the impact of visual impairment on cognitive and communication development (CEC I, V) (Domain III); ISTE 2.5

**Examinations: Points: 250**
There will be 5 quizzes for Modules 2-6, each worth 10 points, and a Final Exam that will be worth 200. (CEC I, IV, V, VI, VII); ISTE 2.7

**Class Attendance & Participation: Points: 100**
This class is designed to be highly interactive and is dependent on good participation. Questions will be asked, or each student will be called on at some point during the semester. A total of 100 points will be awarded based on the student’s level of class participation. 10 points will be deducted per class missed, and watching the class ZOOM recording will not count as attendance/participation, unless prior arrangements are made with the instructor. 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 (CEC VII):
- 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.

**Use of Technology through SFASU D2L:** [https://d2l.sfasu.edu](https://d2l.sfasu.edu) and class discussions for this course will be delivered using distance education using Brightspace, by Desire 2 Learn (D2L) and ZOOM. The link to join the interactive online class sessions will be available to each student on D2L. For students to successfully participate in class, all will need dependable audio capabilities or headphones & speaker set. A video camera is not required but allowed and encouraged. As this class is dependent on the internet, each student must have a reliable internet connection, be able to use the internet, and be able to navigate the D2L platform. The specific course link on the D2L platform is where all course activity will occur, including accessing unit assignments, discovering required reading and research, and submitting assignments and exams. If there is any problem with accessing course material, the student may need to notify the SFASU Office of Disability Services as well as to either e-mail or call the instructor. If other technical assistance is needed, contact D2L tech support at 936-468-1919.

**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.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Points</th>
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<tbody>
<tr>
<td>Presentation</td>
<td>200</td>
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<tr>
<td>Research Review</td>
<td>50</td>
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<tr>
<td>Discussions</td>
<td>250</td>
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<tr>
<td>Teacher-Made Material &amp; Activity</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes &amp; Exams</td>
<td>250</td>
</tr>
<tr>
<td>Class Attendance &amp; Participation</td>
<td>100</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>950</strong></td>
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</tbody>
</table>
Grades will be assigned based on the following scale:

- A = 950-855
- B = 854-760
- C = 759-665
- D = 664-570

V. Tentative Course Outline/Calendar:
Refer to last page of the syllabus for SPED 5356 Class Schedule

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


ISBN: 9780891284888
APH Catalog Number: F-B0007-00


ISBN 9781681252568

VII. Course Evaluations:
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. 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 PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins 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.

(1) Student Ethics and Other Policy Information: Found at [http://www.sfasu.edu/policies/](http://www.sfasu.edu/policies/) Institutional Absence:

Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.
More information on Institutional Absences, including how to apply, can be found at [https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences](https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences).

The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one's self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one's own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one's own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to [https://www.sfasu.edu/docs/hops/04-106.pdf](https://www.sfasu.edu/docs/hops/04-106.pdf).

Withheld Grades Semester Grades Policy (HOP policy 02-206)

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 coursework 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 to compute the grade point average. For additional information, go to [https://www.sfasu.edu/docs/hops/02-206.pdf](https://www.sfasu.edu/docs/hops/02-206.pdf).

- **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 promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

- **Student Wellness and Well-Being**
  SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and
challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)***

III. Resources

- On-campus Resources:
  - **The Dean of Students Office** (Rusk Building, 3rd floor lobby)
    - [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
    - 936.468.7249
    - dos@sfasu.edu
  - **SFASU Counseling Services** • [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
    - Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401
  - **SFASU Human Services Counseling Clinic** • [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
    - Human Services Room 202 • 936-468-1041
  - **The Health and Wellness Hub** “The Hub”
    - Location: corner of E. College and Raguet St.
      - To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
        - Health Services
        - Counseling Services
        - Student Outreach and Support
        - Food Pantry
        - Wellness Coaching
        - Alcohol and Other Drug Education
      - [www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)
      - 936.468.4008
      - thehub@sfasu.edu
  - **Crisis Resources:**
    - Burke 24-hour crisis line 1(800) 392-8343
    - National Suicide Crisis Prevention: 9-8-8
    - Suicide Prevention Lifeline 1(800) 273-TALK (8255)
    - Crisis Text Line: Text HELLO to 741-741

VIII. Other Relevant Course Information:

**Caveat:** The above schedule and procedures in this course are subject to change in the event of extenuating circumstances.
<table>
<thead>
<tr>
<th>Tentative Calendar</th>
<th>SPED 5356 Research and Practicum in Infancy and Early Childhood with Visual Impairments</th>
<th>Spring 2023</th>
<th>Instructor: Laura Hampton</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Synchronous Classes</strong></td>
<td><strong>Readings – Unit Contents, plus:</strong></td>
<td><strong>Standards</strong></td>
<td><strong>Assignments, Discussions, Quizzes</strong></td>
</tr>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Programming for Infants and Preschoolers</strong></td>
<td><strong>BVI.1.K5, BVI.3.K1, BVI.5.S1</strong>&lt;br&gt;<strong>BVI.7.S1, BVI.7.S6</strong></td>
<td>• Read Getting Started module content, notably syllabus and Semester Calendar.</td>
</tr>
<tr>
<td><strong>Module 1</strong></td>
<td><strong>Essential Elements:</strong>&lt;br&gt;Early Intervention pp. vii-xx</td>
<td></td>
<td>• Read module content.</td>
</tr>
<tr>
<td><strong>Coaching Handbook:</strong></td>
<td>Chapter 1 Introduction to Coaching&lt;br&gt;Chapter 3 Coaching Characteristics of Effective Coaches</td>
<td><strong>BVI.1.K5, BVI.3.K1, BVI.5.S1</strong>&lt;br&gt;<strong>BVI.7.S1, BVI.7.S6</strong></td>
<td>&lt;br&gt;<strong>BVI.5.S12</strong></td>
</tr>
<tr>
<td><strong>2020 Guidelines &amp; Standards Educating Students with Visual Impairments in Texas</strong></td>
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<td>&lt;br&gt;<strong>MOU</strong></td>
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<tr>
<td><strong>Week 2</strong></td>
<td><strong>Module 2</strong></td>
<td><strong>BVI.3.K1</strong>&lt;br&gt;<strong>BVI.4.K4, BVI.4.S9</strong></td>
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<tr>
<td><strong>Essential Elements:</strong></td>
<td><strong>Chapter 1: Early Intervention: Purpose &amp; Principles</strong>&lt;br&gt;<strong>Chapter 2: Interactions between Young Children and Caregivers</strong>&lt;br&gt;<strong>Chapter 3: Early Intervention Practices</strong></td>
<td></td>
<td>• Read module content and assigned readings.</td>
</tr>
<tr>
<td><strong>Coaching Handbook:</strong></td>
<td>Chapter 4 Coaching compared with Other Approaches</td>
<td></td>
<td>• Complete Quiz #2</td>
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<td>• Submit Discussion Module 2</td>
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<td>• Student Power Point Presentation</td>
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<tr>
<td><strong>Week 3</strong></td>
<td><strong>Module 3</strong></td>
<td><strong>BVI 2.S1, BVI.4.S1</strong>&lt;br&gt;<strong>BVI.4.S8, BVI.4.S10, BVI.4.S11</strong>&lt;br&gt;<strong>BVI 4.S12, BVI.7.S1</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Essential Elements:</strong></td>
<td><strong>Chapter 4: Clinical Vision Assessments for Young Children</strong>&lt;br&gt;<strong>Chapter 5 and Appendix: Functional Vision Assessment and Early Intervention</strong></td>
<td></td>
<td>• Read module content and assigned readings.</td>
</tr>
<tr>
<td><strong>Coaching Handbook:</strong></td>
<td>Chapter 5: How to Use a Coaching Style of Interaction</td>
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<td>• Complete Quiz #3</td>
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<td>• Submit Discussion Module 3</td>
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<td></td>
<td>• Student Power Point Presentation</td>
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<tr>
<td><strong>Week 4</strong></td>
<td><strong>Module 4</strong></td>
<td><strong>BVI.5.S1</strong></td>
<td></td>
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<tr>
<td><strong>Essential Elements:</strong></td>
<td><strong>Chapter 6: Understanding Hearing Loss</strong>&lt;br&gt;<strong>Chapter 7: Pediatric Audiology</strong></td>
<td></td>
<td>• Read module content and assigned readings.</td>
</tr>
<tr>
<td><strong>Coaching Handbook:</strong></td>
<td>Chapter 7 Coaching Families</td>
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<td>• Complete Quiz #4</td>
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| Week 5 | Module 5 | Essential Elements:  
Chapter 8: Promoting Early Communication and Language Development  
Coaching Handbook:  
Chapter 8 Coaching Teachers |
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<tbody>
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<td></td>
<td></td>
<td>BVI.7.S3</td>
</tr>
</tbody>
</table>
| | | • Read module content and assigned readings.  
• Complete Quiz #5  
• Submit Discussion Module 5 post  
• Submit 2 Research Review Articles  
• Student Power Point Presentation submitted |
| Week 6 | Module 6 | Essential Elements:  
Chapter 9: Critical Transitions  
Coaching Handbook:  
Chapter 9 Coaching Coaches Strategies for Learning |
| | | BVI.5.K3  
BVI.7.K1  
BVI.7.S6 |
| | | • Read module content and assigned readings.  
• Complete Quiz #6  
• Submit Discussion Module 6 post  
• Post Teacher made Material & Activity  
• Teacher Made Activity presentations  
• Student Power Point Presentation |
| Week 7 | Module 7 | Essential Elements:  
Chapter 10: Creating Accessible Preschool Learning Environment  
Coaching Handbook:  
Chapter 10 Creating Accessible Preschool Learning Environments |
| | | BVI.7.K3 |
| | | • Study for your final.  
• Student Power Point Presentation |
<table>
<thead>
<tr>
<th>Week 8</th>
<th>Final Exam</th>
<th>Enjoy your Summer!</th>
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