

**New Graduate Program (Majors, Sequences, Certificates) Proposal  
Illinois State University - Graduate Curriculum Committee**

**Program Department** Special Education

**Initiator** Maribeth Lartz

**Phone** 438-8988

**Initiator Department** Special Education

**Coauthor(s)** None

**Title of New Program** Graduate Specialization Certificate--Early Intervention Visi

**Proposed Starting Catalog Year** 2016-2018

**Submission Date** Friday, December 05, 2014

**Email** mnlartz@ilstu.edu

**Campus Address** 5910 Special Education

**Version** 2

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**Associated Course Proposal(s):**

New Graduate Course proposal SED 414 titled *Assessment of Young Children who are Blind or Visually Impai*

New Graduate Course proposal SED 415 titled *Collaboration with Families & Professionals Serving Young Ch*

New Graduate Course proposal SED 416 titled *Intervention with Young Children who are Blind or Visually I*

New Graduate Course proposal SED 417 titled *Impact of Additional Disabilities/Deafblindness on the Develo*

New Graduate Course proposal SED 498.02 titled *Professional Practice: Early Intervention Vision Specialist*

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**1. Proposed Action**

- New Major
- New Sequence
- ✓ New Certificate
- More than 50% of courses in this program are Distance Education

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**2. Provide Graduate Catalog copy for new program.**

**Graduate Specialization Certificate: Early Intervention Vision Specialist**

- **15 total hours are required to complete this graduate specialization certificate program.**
- **15 total hours in Special Education are required.**
- **3.0 Cumulative graduate GPA is required for retention in this graduate certificate program.**
- **Required courses (15 hours): SED 414, 415, 416, 417; Professional Practice SED 498.02**

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**3. Provide a description for the proposed program.**

The proposed program will provide teachers of students with visual impairments and O&M specialists with high-quality, up-to-date knowledge from research and effective practice, evidence-based outcomes, extended field experiences and supervised practicum within a graduate specialization program to prepare them to work with young children and families in early intervention settings.

Course content will address critical knowledge areas based on research and effective practice as outlined by the Council for Exceptional Children (CEC)-Division of Visual Impairments and CEC-Division of Early Childhood. Lists of validated standards defining who is “qualified” to work with the population along with the knowledge or competencies they must demonstrate were developed by these groups. Course content in the proposed program is taken directly from these standards. Each course learning objective addresses one or more of these standards.

The 5 new proposed courses include content and projects that also align with the standards. In addition, Illinois has identified four core content areas that require college coursework in order to become credentialed to work in EI. These areas are as follows: (1) development of young children: typical and atypical, (2) intervention strategies for young children with special needs, (3) assessment of young children with special needs, and (4) collaborating with families of young children with disabilities.

The Graduate Specialization Certificate: Early Intervention Vision Specialist has been approved by Provider Connections , the credentialing agency for Illinois Early Intervention (EI), to satisfy these core competencies for teachers and O&M specialists and the fieldwork to satisfy supervisory hours as required by the state to become credentialed as a provider in EI.

The Graduate Specialization Certificate: Early Intervention Vision Specialist program is designed to integrate coursework with practicum opportunities that will enhance the competencies of the graduate students to effectively serve infants, toddlers, and their parents. The conceptual framework of the program includes practicum partnerships and emphasizes application of competencies designed by early intervention (CEC-DEC), visual impairment (CEC-DVI) and educational organizations (CEC-DVI) across a variety of settings, including both home-based and center-based practica.

The Graduate Specialization Certificate: Early Intervention Vision Specialist is designed to meet these recommendations. The program consists of 4, three-hour graduate level courses (SED 414 Assessment of Young Children who are Blind or Visually Impaired, SED 415 Collaboration with Families & Professionals Serving Young Children who are Blind or Visually Impaired, SED 416 Intervention with Young Children who are Blind or Visually Impaired, & SED 417 Impact of Additional Disabilities/Deafblindness on the Development of Children who are Blind or Visually Impaired) delivered across two consecutive summers with a year-long, three-hour graduate field-work experience/Professional Practicum (SED 498.02) between the two summers. During the Professional Practice (SED 498.02) year (September-May), the students will have individual supervision/mentoring a minimum of 2 times per month. This time will be used to monitor student progress toward fieldwork requirements and offer reflective learning opportunities. Each supervisor will be assigned a portion of the students to support throughout their training. A key component of the individualized fieldwork will be the completion of student “reflective observations” to provide an on-going record of the student’s growth. These observation reports offer the opportunity for students to reflect on the effectiveness of practicum interventions, including the implementation of strategies, and/or interactions with children, parents, or fellow professionals. Participants will complete multiple field observations and complete a home-based practicum experience with 5 home visits. The cohort will also meet for 4-hour seminars led by project staff on 6 Saturdays during the academic year. Seminar topics will include: 1) social-emotional development of infants and toddlers with blindness, visual impairments, and deafblindness as well as their families, 2) meeting expanded core curriculum competencies (listening skills, visual searching skills, etc.) through home and clinic-based practicum, 3) assessment of motor development of infants and toddlers, 4) Individualized Family Service Plan (IFSP) development, 5) play-based interventions, and 6) managing barriers to early intervention services for families. By designing a Professional Practice experience that requires a variety of structured observations and interventions with infants/ toddlers and in-depth topical seminars followed by opportunities for reflection and individual supervision, the program will ensure that participants gain necessary hours required for the EI credential and have an opportunity to integrate coursework with fieldwork experiences in order to fully prepare them to work with young children and their families.

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#### **4. Provide a rationale of proposed program.**

Through this new graduate specialization certificate program in early intervention, current teachers of students with visual impairments (TVIs) and orientation and mobility specialists (O&M) for the visually impaired will earn the State of Illinois Early Intervention Credential and develop the skills to be able to provide early developmental therapy to infants and toddlers with visual impairments (DT-V) and (DTO&M) in a family-focused model with infants, toddlers, and their families across the state. The federal Department of Education has awarded ISU a personnel development grant to prepare 40 new professionals to provide services to children birth-3 years of age in an effort to reduce the critical shortage of DT-V and DTO&M personnel in Illinois. Current teachers of students with visual impairments and O&M specialists will have additional training with infants and toddlers with blindness, visual impairments, or deafblindness. This program will effectively prepare professionals to obtain the EI credential and begin providing much needed services to families and their children with vision loss in Illinois, leading to improvements in long term student achievement, outcomes, and success. The training provided will focus on evidenced- based practices with infants, toddlers and families and

competencies related to development of visual, motor, and assistive technology skills in infants and toddlers with blindness, visual impairments, or deafblindness. By providing additional training and field-based experiences focused on infants and toddlers, partnerships with families and culturally responsive intervention, educators will be prepared to deliver the highest quality intervention to children and families in the least served areas of Illinois.

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**5. Describe the expected effects of the proposed program on existing campus programs (if applicable).**

None. All instructors and supervisors will be hired and paid for through the federal grant award. Students accepted into the program will only take the 5 graduate courses in the certificate program and no other courses within the Department of Special Education or any other department on campus.

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**6. Describe the expected curricular changes required, including new courses. If proposals for new courses that will be or have been submitted, please reference those related proposals here:**

Four new graduate courses and 1 new section of Professional Practice SED 498 have been submitted to Curriculum Committee. The courses are:

SED 414 Assessment of Young Children who are Blind or Visually Impaired

SED 415 Collaboration with Families & Professionals Serving Young Children who are Blind or Visually Impaired

SED 416 Intervention with Young Children who are Blind or Visually Impaired

SED 417 Impact of Additional Disabilities/Deafblindness on the Development of Children who are Blind or Visually Impaired.

The Professional Practice course (SED 498.02) has also been submitted to the Curriculum Committee. Students accepted to the new program will only take these 5 courses. Once the 5-year grant funding is over, the program will be disestablished.

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**7. Anticipated funding needs and source of funds.**

No funding needs. All expenses for all 5 years for course instruction, supervision, and travel are provided through the federal Department of Education OSEP Division, grant #H325K140108. RSP Award Number: A13-0005-001

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**8. Does this program count for teacher education? No**

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**9. The following questions must be answered.**

**N.A.** Have letter(s) of concurrence from affected departments/schools been obtained?

*A departments/school is affected if it has a program with significant overlap or if it teaches a required or elective course in the program.*

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**10. Routing and action summary for New Graduate Program: [Proposal Routing](#)**

**1. Special Education Department Curriculum Committee Chair**

*Debbie Shelden (website)*

Signature

Debbie Shelden

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1/27/2015 9:15:02 PM

Date

**2. Special Education Department Chair/School Director**

*Stacey Bock (website)*

Signature

Stacey Bock

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1/28/2015 1:28:31 PM

Date

**3. College of Education College Curriculum Committee Chair**

*Shaqwana Freeman-Green (web)*  
Signature

Shaqwana Freeman-Green  
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2/9/2015 6:51:58 AM  
Date

**4. College of Education College Dean**

*Perry Schoon (website)*  
Signature

Perry Schoon  
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2/9/2015 10:14:50 AM  
Date

**5. Graduate Curriculum Committee Chair**

*Denise Wilson (website)*  
Signature

Denise Wilson  
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3/17/2015 10:32:01 AM  
Date

**6. Director of Graduate School**

*Amy Hurd (website)*  
Signature

Amy Hurd  
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3/17/2015 10:32:43 AM  
Date

All new graduate programs (majors, sequences, certificates) are routed by the G.C.C. to the Academic Senate