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Office Hours: MW 3:30-5:00, TT 2:00-3:00, Others by appointment  
Course Time & Location: Mondays and Wednesdays, 2:00-3:15  
Human Services Building, Room #319  

A Word about Office Hours: Don’t forget that your classmates may have the information that you are seeking, so please adopt the “Ask 3 Before Me” rule. If you REALLY need to, though, don’t hesitate to call the instructor. If there is no answer, leave a message and a good time to return the call. Since D2L and SFA email is checked on a daily basis, it may be the best way to communicate throughout the semester.  

Prerequisites: none  

I. Course Description:  
Basic orientation and mobility skills are introduced. Body imagery, concept development, spatial awareness and mobility, as part of instruction for student with visual impairments, is emphasized.  

Purpose  
This course is designed to allow the student to acquire the skills necessary to collaborate within a team concept with the TVI or COMS, in assessment, program planning and implementation for students with visual impairments from birth through age 22. Students will gain the understanding of the acquisition of and importance of concept development for the academic and non-academic child.  

This course has two tracks:  
1. For the Teacher of the Visually Impaired (TVI) – Students whose goal is to become a TVI will learn to implement basic orientation and mobility skills and observe and participate in blindfold training under the supervision of a Certified Orientation and Mobility Specialist (COMS) in their area. Learning modules will be given online to be completed during the semester, as well as presentations, COMS interviews, compiling a notebook of basic Orientation and Mobility skills, writing reflections on O&M instruction and observation, quizzes, and two exams.  
2. For the Orientation and Mobility Specialist (COMS) – Students whose focus is O&M will be able to apply developmental concepts as they relate to orientation and mobility. They will also be able to incorporate developmental concepts into orientation and mobility instruction. Learning modules will be given online to be completed during the semester, as well as presentations, TVI interviews, compiling a notebook of concepts underlying Orientation and Mobility skills, writing reflections on blindfold O&M instruction and observation, quizzes, and two exams.  

II. Program Learning Outcomes: Orientation & Mobility  
The following is a list of desired Program Learning Outcomes (PLOs) in which data will be collected for TracDat throughout the program. An asterisk denotes that PLO will be addressed during SPE 445, with students in the program whose main focus is becoming COMS.  
* Program Outcome #1 O&M Skill and Strategy Acquisition and Demonstration  
Candidates for the O&M Program will demonstrate knowledge and understanding of the systems of orientation and mobility, and orientation and mobility skills and techniques as defined by the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP).  
Program Outcome #2 – Assessment  
Candidates will demonstrate knowledge and understanding of assessments necessary for implementing and addressing specific student needs in regards to specific environments and the presence of multiple disabilities.
• **Program Outcome #3 – Program Planning**
  Candidate will demonstrate the knowledge, understanding of strategies and methods used to analyze, interpret, and utilize O&M assessment information for selecting, designing and implementing O&M programs consistent with individual needs.

• **Program Outcome #4 – Professional Practice**
  Candidate will demonstrate knowledge and understanding of practices related to Orientation and Mobility including: observational techniques, design and implementation of assessment, and instructional programs and professionalism.

• **Program Outcome #5 – Understand the Individual**
  The candidate will demonstrate the knowledge and understanding of strategies and methods used to conduct individualized assessments, program development, and to select, design, and implement O&M instruction that is responsive to individual needs, age appropriate, respects multi-cultural differences, and provides appropriate follow-up.

• **Program #6 – Understanding the Profession**
  Candidates will demonstrate understanding of the role, responsibilities, and ethical standards associated with becoming a Certified Orientation and Mobility Specialist.

This course supports TracDat objectives that have been developed for the students in the program whose main focus is becoming COMS, specifically;

**SLO 1 – Demonstration of Skills:** Candidate for the O&M Program will demonstrate knowledge and understanding of the systems of orientation and mobility and orientation and mobility skills and techniques as defined by the Academy for Certification of Vision Rehabilitation and Education Professionals

**Method of Assessment 2 – Developmental Concepts (Domains 3, 6, 9)**

A. Assessment: Through observation in various environments, the candidate will document how children use vision to control their bodies and interact within various settings. The candidate will demonstrate knowledge and understanding of the role that body image and spatial, temporal, positional, directional and environmental concepts play in moving purposefully in the environment, through the development of an Orientation & Mobility Concept Notebook. These notebooks are to be comprised of activities designed by candidates that specifically teach body awareness, spatial, temporal, positional, directional, and environmental concepts, in order to promote purposeful movements. Activities must be appropriate, comprehensive, and specific. The candidate will:
  • note when children use their vision to learn body-to-body concepts.
  • observe children to note how they use their vision to apply body-to-object concepts.
  • identify ways children learn and apply object-to-object concepts.

B. Criteria for success: Notebooks will be scored using the Orientation & Mobility Concept Notebook Rubric which rates the degree in which candidates clearly understand the role basic concept development plays as a foundation for orientation and mobility skills and techniques.

**Additional Intended Learning Outcomes/Goals/Objectives/Standards:**

**The SFA Way:**
This course, our faculty, staff, alumni, and students believe in doing things “The SFA Way.” We expect the best from ourselves and from each other, and we hold each other accountable when we fail to maintain these standards. Grounded in the five “Root Principles” below, all of us, as members of the SFA community, strive for personal excellence in everything that we do.
- **The Principle of Respect**
Lumberjacks command respect and treat others with respect • They are considerate of others and tolerant of differences • They demonstrate respect for those around them by avoiding the use of offensive or profane language • They do not threaten or harm anyone and deal peacefully and civilly with conflict.

- **The Principle of Caring**
Lumberjacks think of the needs of others and seek to improve the quality of life of those around them • They are compassionate, empathic and kind • They respond with humility to those they have helped and freely express gratitude to those who help them • Lumberjacks prepare themselves to become leaders in their communities and workplaces • They dedicate themselves to excellence in their chosen field of study and to using what they learn in the service of others.

- **The Principle of Responsibility**
Lumberjacks do what is right • They persevere in times of adversity • Through self-control and self-discipline, they strive to do their best • Lumberjacks challenge each other to exceed expectations • They are active learners both inside and outside of the classroom • They are reliable; they do what they say they will do • Lumberjacks hold themselves accountable for their decisions.

- **The Principle of Unity**
Lumberjacks are loyal to their friends, family, university, state and country • Lumberjacks stand together against any adversary • They recognize that though we are very different from one another, we are united by the Lumberjack Spirit. Lumberjacks seek to understand the people and world around them • When one lumberjack fails, all fail • When one lumberjack succeeds, all succeed.

- **The Principle of Integrity**
Lumberjacks have the courage to do what is right, even when it is hard or unpopular • They respond to each situation with steadfast values that are not subject to change based on the actions of others • They seek opportunities to practice effective and ethical leadership • Lumberjacks are honest; they do not deceive, cheat or steal • Lumberjacks stand up for those who cannot stand up for themselves • As lifelong learners, lumberjacks are committed to continuously improving themselves.

This course directly supports the mission and values 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, as with all of our courses offered, 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, their families, teachers, 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, culturally diverse people, and innovation and change
• **Integrity**, responsibility, diligence, and ethical behavior, and
• **Service** that enriches the community.

This class emphasizes these values in its content, philosophy, 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 you, our students, will also demonstrate these values as you develop as leaders in the field of visual impairment. **These values are analogous with ethical standards that have developed by the Association for the Education and Rehabilitation of the Blind and Visually Impaired**, and one intention of this course is to provide you the skills to lead others to embrace these principles.

This course directly supports the mission of the SFASU Department of Human Services:
The Department of Human Services 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 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.

External

This course supports the Core Objectives established by the Texas Higher Education Coordinating board (THECB):
The core objectives established by the Texas Higher Education Coordinating Board (THECB) are:
- **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. **For this class,** this is demonstrated through the planning and carrying out specific program plans.
- **Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication. **For this class,** this is documented through the reporting of interviews, reflections, specific assignments, and class demonstrations.
- **Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. **For this class,** this is developed through the measurement and reflection of specific O&M skills and concepts.
- **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 class,** this is demonstrated through collaborative activities with professional TVIs/COMS in the field, administrators, supervisors, teachers, and classmates.
- **Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision making. **For this class,** this is modeled through the accurate maintenance of schedules and meeting of timelines that govern practice.
- **Social Responsibility** - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. **For this class,** this is demonstrated through the further development of advocacy skills to better support the community of persons with visual impairments.

This course directly supports the Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER) Curricular Standards for Orientation and Mobility Specialists:
- **I. Medical Aspects of Blindness and Visual Impairment**
- **II. Sensory Motor Functioning**
- **III. Psycho-social Aspects of Blindness and Visual Impairments**
- **IV. Human Growth and Development over the Lifespan**
- **V. Concept Development**
- **VI. Multiple Disabilities**
- **VII. Systems of Orientation and Mobility**
- **VIII. Orientation and Mobility Skills and Techniques**
- **IX. Instructional Methods, Strategies and Assessment**
- **X. History and Philosophy of Orientation and Mobility**
- **XI. Professional Information**
- **XII. Development, Administration, and Supervision of O&M Program**
- **XIII. Clinical Practice Competencies**

This course specifically addresses the following AER Curricular Standards through practice and didactic instruction:
- **Standard I – Medical Aspects of Blindness and Visual Impairment** – subsection: a, c, e, f
- **Standard II – Sensory Motor Functioning** – subsection: c, d, g
- **Standard IV – Human Growth and Development over the Lifespan** – subsection: a, g
- **Standard V – Concept Development** – subsection: a, b, c, d, f
- **Standard VI – Multiple Disabilities** – subsection: a, b, c, d, e, f
Standards VII – Systems of Orientation and Mobility – subsection: b, c, d, g
Standard IX - Instructional Methods, Strategy & Assessment – subsection: a, b, c, f, n, p, v, x, y
Standard X - History and Philosophy of Orientation and Mobility – subsection: a, b, c, o
Standard XII - Development, Administration, and Supervision of O&M Program – subsection: f

This course directly supports the standards of the Council for Exceptional Children (CEC), specifically;
Standard 1: Learner Development and Individual Learning Differences
Standard 2: Learning Environments
Standard 3: Curricular Content Knowledge
Standard 4: Assessment
Standard 5: Instructional Planning and Strategies
Standard 6: Professional Learning and Ethical Practice Language
Standard 7: Collaboration

This course directly supports the follow specific curricular standards of the Academy for Certification of Vision Rehabilitation & Education Professionals (ACVREP):
• Domain I: Know Professional Information;
• Domain 2: Understand relevant medical information
• Domain 3: Understand and apply learning theories to O&M
• Domain 4: Plan and conduct O&M Assessment
• Domain 5: Plan O&M Programs
• Domain 6: Teach O&M related concepts
• Domain 7: Teach orientation strategies and skills
• Domain 8: Teach mobility skills
• Domain 9: Teach use of senses
• Domain 10: Teach consumers who have additional disabilities
• Domain 11: Teach diverse consumers
• Domain 12: Analyze and modify environment
• Domain 13: Know the psychosocial implications of blindness and visual impairment

This course specifically addresses the following Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) Body of Knowledge Domains through practice and didactic instruction;
• Domain 1: Know Professional Information
• Domain 3: Understand and Apply Learning Theories to O&M
• Domain 4: Plan and conduct O&M assessment
• Domain 6: Teach O&M Related Concepts
• Domain 7: Teach Orientation Strategies and Skills
• Domain 8: Teach Mobility Skills
• Domain 9: Teach Use of Senses
• Domain 10: Teach Consumers with Additional Disabilities

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:
I. Commitment to the Student
II. Commitment to the Community
III. Commitment to the Profession
IV. Commitment to Colleagues, Other Professionals and to Professional Employers
V. Commitment to Professional Employment Practices

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.
III. Course Assignments, Activities, Instructional Strategies, Use of Technology Requirements:

Instruction in this course will be delivered face-to-face, twice a week, on Mondays and Wednesdays, 2:00-3:15, in room #319 in the Human Services building. Information for this course will also be available through the use of Desire 2 Learn (D2L). Students can go to this course on D2L to access their readings, assignments, discussions, and quizzes. As the semester progresses, students may have some assignments and quizzes to be done in class. These will be well communicated in a timely manner.

1. Attendance: Attendance is imperative, expected, and will be documented. Students are expected to arrive promptly. Excused absences will be given for illness and family emergencies, but the student must present written documentation for such absence (i.e. doctor's note, emergency room admissions, funeral notices). Take note that, without class attendance, points toward class participation cannot be earned. Regardless of attendance, every student is responsible for course content and assignments. Each student will begin with 100 points for attendance, 10 points subtracted for each absence. Three unexcused absences will yield a failing grade for the course.

2. Class participation: The primary methods of instruction for this class revolve around discussion, questioning, and participation by each class member. 100 points can be earned toward class participation, based on attendance and the criteria listed below
   - Appropriateness of participation in class discussions
   - Willingness to answer questions
   - Evidence of critical thinking and creativity during class discussions and activities
   - Demonstration of good consulting skills, such as politeness, manners, diplomacy, etc.
   - Display of a positive attitude toward the subject material, class activities, etc.

   Additionally:
   - We are a small community and we are learning this together.
   - Honest disagreements in the spirit of critical academic exchange are encouraged. While you can disagree, don’t personalize it; stick to the issues. No name-calling or stereotyping.
   - Derogatory comments based on race, ethnicity, class, gender, sexual orientation, or nationality will not be tolerated.
   - What we say stays here, unless we agree to change that. What we learn here, though, we can share with others.
   - If you are offended, say so, and say why.
     ➢ Adapted from The Guide for training study circle facilitators (1998). Study Circle Resource Center, © Topsfield Foundation

IV. Evaluation and Assessment (Grading):

Assignments will be accessed through D2L, and will each have an open date and a close date. Assignments not submitted during this timeframe will not be accepted. It is recommended that each student keep a personal calendar and checklist of these, as well as the due dates for each activity, NEVER waiting until the last day to complete the assignment. This is important, as there may be unplanned technical difficulties or unexpected life circumstances. Please note that technical difficulties that are not related to the SFA D2L website are NOT the responsibility of the instructor and extensions for assignments will not be granted. The following grading scale will be used to determine letter grades:

- A: Superior
- B: Good
- C: Basic
- D: Poor
- F: Fail

Domain IV - Professional Knowledge
- Competency 16 -- Working collaboratively with families.
- Competency 17 -- Legal and ethical foundations and professionalism.
1000 Points – Module Quizzes (10 quizzes; 10 points per quiz)
900 Points – Module Short-Answer Questions for ‘Discussions’ (10 points each)
100 Points – O&M Concept Notebook
100 Points – Power Point Presentation
300 Points – Three TVI Interviews (100 points each)
100 Points – Mid-Term
200 Points – Final Exam
100 Points – Participation (-10 points for each unexcused absence, up to 3 classes)
2800 Points


V. Tentative Class Schedule: Refer to SPE 445 Class Schedule chart in Appendices.

VI. Text and Materials:
FEM Statement:
You must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $18.00.

LiveText Statement:
This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure. Note that with the new roll out of MySFA and the email process, titan mail is changing to ____@jacks.sfasu.edu.

Required texts: All students are personally responsible for obtaining their own required textbooks, and should purchase them in time to have them by the start of the course.


VII. Course Evaluations:
Near the conclusion of the semester, before finals are given, students must participate in a formal online evaluation, which is submitted electronically through MySFA. Although all ratings and comments are confidential and anonymous, and not available to the instructor until after final grades are posted, the instructor does receive a list of students who have not submitted an evaluation. 100% participation is needed in the evaluation process. This is required, as your tuition is paid by a grant. This online 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. Please know that the COE faculty is committed to excellence in teaching and continued improvement. The students are encouraged to visit with the instructor during office hours, through email or phone, or to schedule an appointment in order to discuss opinions on the quality of the course or ways to improve it. The instructor is dedicated to providing students with a high quality learning experience which is supportive as well as instructive. Please do not wait until the evaluation is due, but let the instructor know immediately if assistance or clarification is needed on anything, or if there are any concerns, so that resolution can be worked on together.

VII. Student Ethics and Other Policy Information:

Academic Integrity and Academic Honesty, Policy 4.1:
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. It is the policy of SFASU that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp.

Definition of Academic Dishonesty: Academic dishonesty includes both cheating and plagiarism. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp.

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. Falsifying or inventing 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, such as:
1. Submitting an assignment as one’s own work, when it is at least partly the work of another person;
2. Submitting an assignment as if it were one’s own work, that has been purchased or otherwise obtained from an Internet or another source (including a classmate); and/or
3. Incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Penalties for Academic Dishonesty:
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university. The academic policy related to the Visual Impairment Program is outlined in the 2016 or later Program Handbook.

Student Appeals:
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades Semester Grades Policy (A-54): 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 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 (Student Code of Conduct: Policy 10.4):
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. 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 and inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare:
Early Alert Program at SFA. Information regarding the iCare program is found by calling their office at 936-468-2703, or at https://www.sfasu.edu/judicial/earlyalert.asp. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Attendance (Class Attendance and Excused Absence: Policy 6.7):**
Regular, punctual attendance, documented participation, and submission of completed assignments and activities is expected, and is critical in this course. Because attendance is a factor in the course grade, each student should refer back to the syllabus for this class policy, found in **IV. Course Assignments, Activities, Instructional Strategies; 1. Attendance; 2. Class participation.**

**Students with Disabilities, Policy 6.1 and 6.6:**
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/.

**IX. Other Relevant Course Information:**

1. **Caveat:** The schedule and procedures contained in this syllabus, pertaining to this course, are subject to change due to various circumstances throughout the semester.

2. **Use of Technology:**
   - **Instructor’s website:** http://faculty.sfasu.edu/cadyd/indexpage.html
   - **SFASU D2L:** https://d2l.sfasu.edu
     This class is very dependent on the Internet. Each student must be able to use the Internet and the D2L site in order to obtain instructions on completing assignments, do research on assigned topics, submit assignments, take and submit exams, to participate in class, and to complete class and other activities as assigned. It is, therefore, essential that each student have ready access to the Internet AND be comfortable in using it. In order for the student to be able to participate in the class, they will need a dependable head phones & speaker set.
     
     Unfortunately, neither SFA nor the instructor are responsible for teaching the use of the internet, nor for solving technical problems which are not a product of the instructor’s error. If a student is not comfortable with using the internet, or if they need assistance with technical problems, they will need to contact the persons responsible for Internet instruction in school district. If there is a problem with accessing the material, either e-mail or call the instructor, as the information is needed in order for the problem to be remedied. All handout material will be provided to the student via the internet and thus the responsibility of the student to download and print it. If accessibility due to an impairment is an issue, the student needs to notify the SFASU Office of Disability Services or D2L Support.

3. **The information below is specific to new teachers in TEXAS, and may or may not apply to your current situation. Nevertheless, it is a required part of this syllabus.**
   To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:
   - Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.
   - Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
   - Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU. **For further**
information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

4. Course Links:
   • Vision Program Page: http://www.sfasu.edu/humanservices/123.asp
   • FAQ Page & Handbook: www2.sfasu.edu/visual-impairment/

See the following pages for Appendices:
Body Awareness (hint: babies)
- Aware of their hands
- Aware of their feet
- Aware they can move.

Body Movement:
- Isolating body parts,

Body Planes (touch, imitation, functional use)
- Top
- Bottom
- Side
- Front
- Back

Body Parts (Identify through touch, imitation or functional use)
- Facial parts (chin, eyes, nose, forehead, cheeks, mouth, teeth, tongue, head)
- Hair
- Head/trunk/torso
- Chest
- Back
- Neck
- Shoulder
- Arm
- Other

Laterality of body (self) (simple directions)
- i.e. touch your right knee

Laterality of objects
- i.e. touch the right side of the box

Positional/Directional Concepts:
- With body
  - Up/down
  - In/out, 2D, 3D
  - Top/bottom 2D, 3D, abstract (i.e. on top of the world)
  - In front of/In back of
  - Over/Under
  - Near/Far
  - High/Low
  - Beginning/End (abstract, concrete)
  - Near to/Far from
  - Between
  - Center, corner/side,
  - Straight/crooked
  - Through/around
  - Open/closed
  - Forward/Backward
  - Toward/Away
  - Parallel/perpendicular
  - Diagonal
  - Ahead/behind
  - Sideways
- With Objects
  - Up/down
  - In/out 2D, 3D
• Top/bottom 2D, 3D, abstract (i.e. on top of the world)
• In front of/In back of
• Over/Under
• Near/Far
• High/Low
• Beginning/End (abstract, concrete)
• Near to/Far from
• Between
• Center, corner/side,
• Straight/crooked
• Through/around
• Open/closed
• Forward/Backward
• Toward/Away
• Parallel/perpendicular
• Diagonal
• Ahead/behind
• Sideways

Quantitative concepts
• Big/little
• Short/long
• Narrow/wide
• Deep/shallow
• Tall/short
• Many/few
• More/less

Start/Finish
SLO 1
Method of Assessment #2 – Developmental Concepts (SPE 445; Domains, 3, 6, 9)
A. Assessment: Through observation in various environments, the candidate will document how children use vision to control their bodies and interact within various settings. The candidate will demonstrate knowledge and understanding of the role that body image and spatial, temporal, positional, directional and environmental concepts play in moving purposefully in the environment through development of Concept Notebooks. Notebooks are comprised of activities designed by candidates that specifically teach body awareness, spatial, temporal, positional, directional, and environmental concepts in order to promote purposeful movements. Activities must be appropriate, comprehensive, and specific. The candidate will: *note when children use their vision to learn body-to-body concepts; *observe children to note how they use their vision to apply body-to-object concepts, *identify ways children learn and apply object-to-object concepts.

B. Criteria for success: Notebooks will be scored using the Concept Notebook Rubric which rates the degree in which candidates clearly understand the role basic concept develop plays as a foundation for orientation and mobility skills and techniques.

### O&M Concept Notebook Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds Standard 3</th>
<th>Meets Standard 2</th>
<th>Below Standard 1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA = Not Attempted</td>
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<tr>
<td>Body Awareness</td>
<td>Activities focus on hands, feet, and at least 2 more body parts. Activities reinforce body awareness and identify creative body-to-body, body-to-object, and object-to-object components. Activities clearly describe how ability to move will be reinforced.</td>
<td>Activities focus on hands, feet, and 1 more body part. Activities reinforce body awareness and identify adequate body-to-body, body-to-object, and object-to-object components. Activities have potential to reinforce ability to move.</td>
<td>Activities focus on 1-2 body parts. Body-to-body, body-to-object, and object-to-object components are not clearly identified. Activity does not reinforce ability to move.</td>
<td></td>
</tr>
<tr>
<td>Body Movement Isolating body parts</td>
<td>Activities require movement of at least 3 distinct body parts. Activities incorporate creative body awareness, spatial, positional, directional, and environmental concepts.</td>
<td>Activities require movement of at least 2 distinct body parts. Activities incorporate appropriate body awareness, spatial, temporal, positional, directional, and environmental concepts.</td>
<td>Activities require movement of 1-2 distinct body parts. Activities inadequately incorporate body awareness, spatial, temporal, positional, directional, and environmental concepts.</td>
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</tr>
<tr>
<td>Body Planes (touch, imitation, functional use)</td>
<td>Activities focus on all 5 planes in assignment. Components of activities which include creative incorporation of body awareness, spatial, positional, directional, and environmental concepts are clearly identified.</td>
<td>Activities focus on all 5 planes in the assignment. Appropriate body awareness, spatial, positional directional, and environmental concepts are identified.</td>
<td>Activities focus on fewer than the 5 planes in the assignment. Appropriate body awareness, spatial, positional directional, and environmental concepts are not included or inadequately identified.</td>
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<tr>
<td>Body Parts (Identify through touch, imitation, or functional use)</td>
<td>Activities focus on at least 7 body parts. Components of activities which include creative incorporation of body awareness, spatial, positional, directional, and environmental concepts are clearly identified.</td>
<td>Activities focus on 4-7 body parts. Components of activities which include creative incorporation of body awareness, spatial, positional, directional, and environmental concepts are identified.</td>
<td>Activities focus on fewer than 4 body parts. Components of activities which include creative incorporation of body awareness, spatial, positional, directional, and environmental concepts are not included or inadequately identified.</td>
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<tr>
<td>Laterality of Body (self; simple directions)</td>
<td>At least 2 activities focus on laterality of self. Activities are creative, developmentally appropriate, and clearly described.</td>
<td>1-2 activities focus on laterality of self. Activities are creative, developmentally appropriate, and adequately described.</td>
<td>1 activity focuses on laterality of self. Activity is not developmentally appropriate, and/or adequately described.</td>
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<tr>
<td>Laterality of Objects</td>
<td>At least 2 activities focus on laterality of objects. Activities are creative, developmentally appropriate, and clearly described.</td>
<td>1-2 activities focus on laterality of objects. Activities are creative, developmentally appropriate, and adequately described.</td>
<td>1 activity focuses on laterality of objects. Activity is not developmentally appropriate, and/or adequately described.</td>
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<tr>
<td>Positional / Directional Concepts: With Body; With Objects</td>
<td>Activities are provided to address 90% of concepts in index. Components of activities which include creative incorporation of body awareness, spatial, positional, directional, and environmental concepts are clearly identified.</td>
<td>Activities are provided to address 75% of concepts in index. Appropriate body awareness, spatial, positional, directional, and environmental concepts are identified.</td>
<td>Activities are provided to address &lt;75% of concepts in index. Appropriate body awareness, spatial, positional, directional, and environmental concepts are not included or inadequately identified.</td>
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<td>Quantitative Concepts</td>
<td>Activities are provided to address 90% of concepts in index. Components of activities which include creative incorporation of body awareness, spatial, positional, directional, and environmental concepts are clearly identified.</td>
<td>Activities are provided to address 75% of concepts in index. Appropriate body awareness, spatial, positional, directional, and environmental concepts are identified.</td>
<td>Activities are provided to address &lt;75% of concepts in index. Appropriate body awareness, spatial, positional, directional, and environmental concepts are not included or inadequately identified.</td>
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<tr>
<td>Start / Finish</td>
<td>Activities are provided to address 90% of concepts in index. Components of activities which include creative incorporation of body awareness, spatial, temporal, positional, directional, and environmental concepts are clearly identified.</td>
<td>Activities are provided to address 75% of concepts in index. Appropriate body awareness, spatial, temporal, positional, directional, and environmental concepts are identified.</td>
<td>Activities are provided to address &lt;75% of concepts in index. Appropriate body awareness, spatial, temporal, positional, directional, and environmental concepts are not included or inadequately identified.</td>
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Total Possible Points = 26
Total Score
22-27 points = 85-100%  
15-20 points = 70-85%  
10-15 points = 55-75%  
<10 points = <55%
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<tr>
<th>Class</th>
<th>Module</th>
<th>Topic</th>
<th>Readings</th>
<th>Quiz</th>
<th>Discussion/Assignments</th>
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<td>History of O&amp;M</td>
<td>Syllabus</td>
<td>Syllabus Quiz</td>
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<td>Articles in the Module</td>
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<td>2. O&amp;M for Pre-School Children</td>
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<td>3. Impact of VI on Early Childhood Development</td>
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<td>4. Early Focus - Chapter 3, pp. 52-60, 331-340</td>
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<td>3. TAPS - Part 2: pp. 18-37</td>
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<td>Module 4 - Concept Dev</td>
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<td>3. TAPS - pp.1-18, 55-97</td>
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<td>1. Imagining the Possibilities - Chapters 3 &amp; 5</td>
<td>Module 5 - Teaching Concepts</td>
<td>Module 5 Shorts</td>
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<td>Module 6 - Collaboration</td>
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<td>3. TAPS - Comprehensive Assessment &amp; Ongoing Evaluation Booklet</td>
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<td>Orientation, Maps &amp; Models</td>
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<td>Module 7 - Orientation &amp; Maps</td>
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<td>2. TAPS - Part 3: L. Using Tactile Maps</td>
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<td>1. Case Studies in Module - Lizann and Jimmy</td>
<td>Module 8 - O&amp;M for MDVI</td>
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<td>3. TAPS - Part 3: G. Adaptive Mobility Devices</td>
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<td>Time</td>
<td>Activity</td>
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<td>Presentations</td>
<td>Interviews w/3 TVIs</td>
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</table>

**4. TAPS - Part 3: J. O&M Strategies**

1. **TAPS - Part 1: Curriculum, pp. 151-161pp. 119-129 - Distant Optical Devices**
2. **TAPS - Part 1: Distant Low Vision Devices pp. 119-129**
3. **Early Focus - Chapter 3**

**Module 9 - O&M for LV**

**Module 9 Shorts**

**O&M Concepts Notebook**

**O&M Concept PP Pres**