James I. Perkins College of Education
Visual Impairment/Orientation & Mobility Program
RHB 401.001 CRN117104
Intermediate Clinical Practicum in Orientation and Mobility
Fall 2019

Instructor: DJ Dean
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Course Time & Location: TR 12:30-1:45PM
ECRC 205

Office Hours:
M/W – 8:30-10:30AM CST
R – 11:00AM-12:00PM
T/F (and other times) – by appointment

Credits: 3 hours

Prerequisites: RHB 325 and RHB 400

I. COURSE DESCRIPTION:

*RHB 401 - Intermediate practicum in Orientation and Mobility.* This course meets face-to-face for three hours per week. Practicum experience requiring a minimum of 40 hours of teaching/observing orientation and mobility for individuals with a visual impairment under the supervision of the practicum supervisor is also required during this semester.

This course is the first of two practicum courses which allow students to observe and apply strategies that have been previously taught in RHB 400 (the prerequisite course).

**Purpose**
This course is designed to allow the student to acquire the skills necessary to evaluate the orientation and mobility needs of individuals with visual impairments from birth through adulthood. Students will acquire essential skills for writing reports, developing IFSP’s for infants and toddlers, and IEP’s for school-aged children. Students will also observe and participate in a minimum of 40 hours of direct orientation and mobility (O&M) instruction, under the supervision of a Certified Orientation and Mobility Specialist. The skills and teaching procedures during this experience will be recorded, and the supervising COMS will need to sign off on your observations or supervised instruction, unless permission is granted by this instructor. Observations/lessons are to be recorded on the log form provided by the instructor. In addition, if a student is unable to obtain the minimum 40 practicum hours throughout this semester the student will be required to add the remaining needed hours to the spring practicum course (RHB 402) hour requirement. A combination of a minimum of 80 hours (40 hours per practicum course, RHB 401 & RHB 402) is required prior to an internship placement.

**Course Justification:**
RHB 401 “Clinical Practicum II in Orientation and Mobility” (3 credits) is the second practicum course in the O&M program. Students receive instruction as well as support in delivery of O&M services for individuals with visual impairments. Typically, the 3 hour course requires 2-one hour and 15 minute face-to-face didactic meetings per week for 15 weeks, a 2 hour final
The practicum experience includes observations of O&M services provided to individuals with visual impairments, and delivery of O&M instruction under the supervision of a certified orientation and mobility specialist (COMS). Throughout the semester students are required to complete course readings, assignments, and quizzes/exams in addition to the weekly meetings, these activities average at a minimum of 6 hours of outside-of-class prep work per week.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
The complete listing of the standards associated with the PLOs, SLOs, assignments and assessments are located on the PCOE website.

Program Learning Outcomes:
The following is a list of desired Program Learning Outcomes (PLOs) in which data will be collected for Nuventive Improve (TracDat) throughout the program. An asterisk denotes that PLO will be addressed during RHB 401.

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.

PLO #3 will be the main focus of this course. General topics in other PLOs will be addressed and discussed during collaborative time, work in the internship, observation of instruction.

This course supports Nuventive Improve (TracDat) objectives that have been developed for the program, specifically;
SLO 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.

The following outcomes are linked directly to this course:
SLO 3.1 – Goal Writing (RHB 401 ACVREP Domains 2, 3, 5, 4; AER Standards IX, XII)
A. Candidate will demonstrate proficiency in writing behaviorally stated goals and objectives based on evaluation findings that are realistic and appropriately sequenced. Goals will identify a desired behavior, a criterion for measuring success, conditions specific to the goal, and a timeframe for completion. Goals and objectives must be supported by an identified need for instruction based on the O&M Evaluation.
B. Candidate will be rated on a scale of 1-3, where 3 is exemplary.

Additional Intended Learning Outcomes/Goals/Objectives:
INTERNAL
University-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 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 class and our program as a whole. We make every effort to insure that this class (and all other vision courses) is solidly grounded in the realities of practice. It is intended to be a pragmatic, practical class 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
- **Service** that enriches the community.

The Core Foundation and Vision, Mission, Goals, and Core Values describe a shared vision and purpose for the SFASU College of Education. It provides coherence for our curriculum, clinical experiences, and assessments. It is linked to the University vision and values, and describes how those values translate into knowledge, skills, and dispositions in the College of Education. It is this philosophy and vision that helps to distinguish our graduates from those of other institutions.

This course 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 students personal and professional development.
This course directly supports the mission of the SFASU Orientation & Mobility Preparation Program
It is the mission of the SFASU Orientation and Mobility program to train candidates to become 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 across the nation as a whole. Through their training in our program, we believe graduates are prepared to successfully complete the ACVREP national O&M certification examination. We believe graduates from our program are trained to effectively deliver services which provide opportunities for students and clients who are blind or visually impaired to be more independent, lead lives to their fullest potential, and participate to a greater extent in society at large. In order to meet these goals, we believe it is our responsibility to mentor and educate our candidates to recognize and remove environmental and societal barriers, raise expectations, provide solutions, and exhibit compassionate approaches to teaching O&M skills and techniques, valuing the worth of all individuals regardless of age, gender, race, sexual orientation, or level of disability.

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.

VI/O&M Program
You are required to attend class meetings and be prepared to discuss reading material, complete observations, assignments and activities. You are expected to be present consistently on-location and in class. This is an undergraduate level class that will focus on the development and discussion of advanced ideas and concepts. Your absence will hinder the growth of you as an individual and the group as a whole. You will be expected to be professional and respectful of others in all activities and exchanges.
At the end of the semester I will evaluate you on the following criteria:

Professionalism
- Appropriateness of participation in class discussions and computer chats.
- Willingness to answer questions.
- Evidence of critical thinking during class activities.
- Demonstration of good “consulting skills” (e.g. politeness, diplomacy, etc.)
- Display of a positive attitude toward the subject material, class activities, etc.
- Attendance (physical and mental) to class activities and discussions.
- Preparation, attendance, and punctuality
- On-time completion of assignments
- Completion of the course evaluation
- Appropriate dress

Respect for Diversity and Community-
- 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.

EXTERNAL
This course supports the Core Objectives established by the Texas Higher Education Coordinating board:
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 COURSE – This is demonstrated through review of assessments, resource collection, and course reading requirements.

**Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication. FOR THIS COURSE – This is achieved through the presentation, module discussions, and collaboration with other students and practicum instructors.

**Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. FOR THIS COURSE – This is developed through the observation documentation, and the development of Individual Education Program goals/objectives.

**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 is demonstrated through collaborative activities with other students and the practicum instructors.

**Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making. FOR THIS COURSE – This is exhibited through maintaining schedules, course requirements, and meeting 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 is acquired through the review of teaching strategies and an understanding of various individuals with visual impairments, and the review of professional and strategic issues related to O&M.

The O&M program is designed to meet the standards or two separate bodies; ACVREP which establishes the standards that candidates must be able to demonstrate through national examination, and the AER University Review Committee with establishes curricular standards for the program.

This course 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 Standards through practice and didactic instruction: I-a,d,e,f, II-a,d,e,f,g, III-b,c,d,e,f,i,j, IV-a,b,c,d,f,g,h, V-a,b,d,e,f, VI-a,c,d,e,f, VII-a,b,c,d,h,i, VIII-c,d,e,i,k,l,m,n, IX-a,b,c,d,e,g,h,i,n,o,p,q,r,s,t,u,v,x,y,z X-f,g,o,p,q, XI-c,f, XII-a,b,e,f,g,h,i,j, XIII-a,f,g,i,j,n,u,w,x.

This course supports the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) guidelines for certification. ACVREP states that to be eligible to sit for the certifying examination, applicants must provide:
- Proof of a minimum of a Bachelor’s degree from an accredited university or college in any field of study and proof of completion of an Orientation and Mobility certification preparation program from an accredited university or college that meets the following 13 core domain areas
  - Domain 1. Know Professional Information
  - Domain 2. Understanding 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 Skills and Strategies
  - 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 ACVREP Domains through practice and didactic instruction: 2, 4, 5, 6, 7, 8, 9, 10, 11, and 12.

III. COURSE ASSIGNMENT, ACTIVITIES, INSTRUCTIONAL STRATEGIES, USE OF TECHNOLOGY REQUIREMENTS:

This course will be delivered in the face-to-face classroom setting. Classes will be twice a week for one and one quarter hours.
This course has five components:

1. The first component is classroom lecture. These classes will be on Tuesday and Thursday of each week, unless a holiday indicates that school is not in session. Class will meet at 12:30 PM and last until 1:45 PM. The classroom is 213 in the ECRC building. Class attendance is mandatory. Students are expected to arrive to class on time and to have read assignments PRIOR to class and be prepared to participate. Evaluation and requirements of participation are listed above (II. Sub-section VI/O&M Program) but include preparation, participation in class discussions and completion of assignments. Class attendance mandatory and participation is worth 150 points (5 points per class meeting).

2. The second component is a series of seven learning modules. These modules will include additional information to support the material discussed in the required books and classroom lectures. Each of the 6 modules will have assignments with a total value of 50 points per module for a total of 300 possible points. Assignments will be posted on, and submitted to D2L. Additional assignments will consist of the construction of a tactual/low vision map and the PLAAFP/GOAL assignment (SLO 3.1); details will be given during class. These two are worth 100 points each. The PLAAFP/GOAL assignment (SLO 3.1) must be submitted to LiveText/Watermark.

Web D2L Modules:
The D2L modules are designed to be additional information provided over the web. Almost every topic that is covered in this class will have an accompanying module. Modules are a very important part of the class, and students are responsible for completing them (reading the materials, doing the exercises, etc.) as part of their course work. The material covered in the modules will be included on exams and in assignments associated with certain modules. Your comments and questions about the modules are valuable and should be shared in class or via email with me.

Additional information Regarding All Assignments
All submissions will need to be in .pdf, .rtf, .doc. or .docx format. All submissions will also need to have your name on the document and have your name in the name of the file. Naming of your files needs to be as follows….lastname_assignment.type or lastname_assignment_rhb401.type. If your last name is Higgins and you were sending me Learning Activity 1 in pdf format you would name the file higgins_la1.pdf or higgins_la1_rhb401.pdf

No capital letters-no first names-do not use my name-no spaces. **YOU are responsible for uploading the content into the associated D2L dropbox, and ensuring that it displays correctly for grading purposes.**

3. The third component consists of two exams. The mid-term exam is worth 200 points. The final exam is worth 300 points.

4. The fourth component requires the students to outline the assigned readings from the “red book” (Foundations of O&M by Wiener, et.al., 2010). There are thirteen chapters assigned from the “red book”. Outlines will be submitted weekly via dropbox in D2L, and two will be randomly chosen for grading. Chapter outlines are worth up to a total of 100 points, 50 points per graded outline. One will be chosen for grading...
at midterm and one at the beginning of finals week. ALL OUTLINES MUST BE SUBMITTED TO RECEIVE FULL CREDIT (50 points each submission term), 10 points will be deducted for each outline not submitted prior to the grading period. These outlines will serve beneficial for class discussions, studying for course exams and when reviewing for your certification exam once you have completed the program.

5. The fifth component requires a minimum of 40 hours of instruction/observation in basic O&M. You will be required to document observation and/or participation in O&M lessons all under the direction of a Certified Orientation and Mobility Specialist. The skills and teaching procedures during this experience will be recorded, and the supervising COMS will need to sign off on your observations or supervised instruction, unless permission is granted by this instructor. Observations/lessons are to be recorded on the log form provided by the instructor. In addition, if a student is unable to obtain the minimum 40 practicum hours throughout this semester the student will be required to add the remaining needed hours to the spring practicum course (RHB 402) hour requirement. A combination of a minimum of 80 hours (40 hours per practicum course, RHB 401 & RHB 402) is required prior to an internship placement. The instructor will provide information observation opportunities that arise throughout the semester.

III. EVALUATION AND ASSESSMENTS (GRADING):

The following grading scale will be used to determine letter grades:

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>300</td>
<td>Module Assignments (50 pts each)</td>
</tr>
<tr>
<td>200</td>
<td>Mid-term Exam</td>
</tr>
<tr>
<td>300</td>
<td>Final Exam</td>
</tr>
<tr>
<td>100</td>
<td>Chapter Outlines</td>
</tr>
<tr>
<td>100</td>
<td>Map</td>
</tr>
<tr>
<td>100</td>
<td>PLAAFP/GOAL (SLO 3.1)</td>
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<tr>
<td>150</td>
<td>Participation and Attendance (5 pts per class)</td>
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1250 Possible points

Grading Scale:

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
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<tbody>
<tr>
<td>1125 – 1250</td>
<td>A</td>
</tr>
<tr>
<td>1000 – 1124</td>
<td>B*</td>
</tr>
<tr>
<td>875 – 999</td>
<td>C</td>
</tr>
<tr>
<td>750 -- 874</td>
<td>D</td>
</tr>
<tr>
<td>Below 750</td>
<td>F</td>
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</tbody>
</table>

*You must obtain a grade of B or above to be eligible to take RHB 402

V. CLASS SCHEDULE:

Tentative Class Schedule: this schedule is subject to change

<table>
<thead>
<tr>
<th>Date</th>
<th>Focus</th>
<th>Readings</th>
<th>AER Standards</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Class #</th>
<th>Syllabus Review</th>
<th>Chapter(s)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Module 1: Administration, Assessment, Program Planning</td>
<td>Chapter 12, vol. 1 (“red book”) – Administration, Assessment, &amp; Program Planning</td>
<td>IX- e,g,i,o,p,q,r, s,t,u,y, X-g,o,q, XII-a,b,e,f,i, XIII-j</td>
</tr>
<tr>
<td>#2</td>
<td>Module 1: Administration, Assessment, Program Planning</td>
<td>Assessment &amp; Instructional Planning (IEPs)</td>
<td>IX-e,g,i,o,p,q,r, s,t,u,y, X-g,o,q, XII-a,b,f,g,h,i, XIII-f,j</td>
</tr>
<tr>
<td>#3</td>
<td>Module 1: Administration, Assessment, Program Planning</td>
<td>Chapter 6 (Knott’s book) – The Domains: Home, School &amp; Community</td>
<td>IX-h,s</td>
</tr>
<tr>
<td>#4</td>
<td>Module 2: Global Statistics, Employment, Age-Specifics</td>
<td>Chapter 8, vol. 2 (“red book”) – Teaching O&amp;M to School-Age Children</td>
<td>III-f, IX-a,b,c,h,q,r,t X-o, XI-c, XIII-a,j</td>
</tr>
<tr>
<td>#5</td>
<td>Module 2: Global Statistics, Employment, Age-Specifics</td>
<td>Chapter 2 (Knott’s book) – O&amp;M Through the School Year</td>
<td>IX-q, XII-b</td>
</tr>
<tr>
<td>#6</td>
<td>Module 2: Global Statistics, Employment, Age-Specifics</td>
<td>Chapter 9, vol. 2 (“red book”) – Teaching O&amp;M to Adults</td>
<td>III-b,c,d,e,f,j, IV-a,f,g,h, IX-b,n,s,q,t,x,y, X-p, XII-a,b,e,h, XIII-a,j,w,x</td>
</tr>
<tr>
<td>#7</td>
<td>Module 2: Global Statistics, Employment, Age-Specifics</td>
<td>TAPS (3rd Ed) Part 1: The Curriculum Pages 12-31</td>
<td>LSSLC NEO Training 9/19</td>
</tr>
<tr>
<td>#8</td>
<td>Module 3: Infants and Environmental Concepts</td>
<td>Chapter 5, vol. 2 (“red book”) – Improving Sensorimotor Functioning</td>
<td>Il-a,f,g, IV-a,b,c,d,g, V-a,b,f, IX-r,v,x,y</td>
</tr>
<tr>
<td>#9</td>
<td>Module 3: Infants and Environmental Concepts</td>
<td>Chapter 7, vol. 2 (“red book”) – Teaching O&amp;M for the Early Childhood years</td>
<td>II-a,f, III-c,d,f, IV-a,b,c,d,g,h, V-a,b,f, IX-b,s,v,x,y, XII-h</td>
</tr>
<tr>
<td>#10</td>
<td>Module 3: Infants and Environmental Concepts</td>
<td>Chapter 5 &amp; 7 (Knott’s book) – Approaches to Teaching O&amp;M and Teaching Techniques TAPS (3rd Ed) Part 1: The Curriculum pages 35-39</td>
<td>V-b,e, VII-a,b,c,d, VIII-c,e, IX-c,d,s,t,x, XII-g, XIII-n,u,w</td>
</tr>
<tr>
<td>#11</td>
<td>Module 4: O&amp;M for Students with Cognitive Impairments</td>
<td>Chapter 19, vol. 2 (“red book”) – Teaching O&amp;M to Students with Cognitive Impairments &amp; Vision Loss</td>
<td>I-f, V-a,d,e, VI-a,d,e,f, VIII-m</td>
</tr>
<tr>
<td>Class #12</td>
<td>Module 4: O&amp;M for Students with Cognitive Impairments</td>
<td>Chapter 20, vol. 2 (“red book”) – Teaching O&amp;M to Students with CVI</td>
<td>I-a, VI-a,e,f</td>
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<tr>
<td>Class #13</td>
<td>Module 4: O&amp;M for Students with Cognitive Impairments <strong>Midterm Review</strong></td>
<td>TAPS (3rd Ed) Part 1: The Curriculum pages 45-54</td>
<td></td>
</tr>
<tr>
<td>Class #14</td>
<td>Midterm Exam</td>
<td>Bring laptop to class, exam will be on D2L Covers: ALL ASSIGNED READINGS, DISCUSSIONS, MODULES 1-4 <strong>Module 3-4 Due</strong></td>
<td></td>
</tr>
<tr>
<td>Class #15</td>
<td>Module 5: O&amp;M with Students with Additional Disabilities</td>
<td>Chapter 17, vol. 2 (“red book”) – Teaching O&amp;M to Students with Vision &amp; Hearing Loss <strong>LSSLC NEO Training 10/17</strong></td>
<td>I-d, II-d,e, III-i,j, V-d, VI-a,b,d,e,f, VIII-m, IX-n,u,z</td>
</tr>
<tr>
<td>Class #16</td>
<td>Module 5: O&amp;M with Students with Additional Disabilities</td>
<td>Chapter 18, vol. 2 (“red book”) – Teaching O&amp;M to Learners with Visual, Physical &amp; Health Impairments TAPS (3rd Ed) Part 3: Appendices pages 99-117</td>
<td>I-e,f, V-d, VI-a,c,d,e, VII-b,c,d,h,i, VIII-d,m, IX-n-u, XIII-i</td>
</tr>
<tr>
<td>Class #17</td>
<td>Module 5: O&amp;M with Students with Additional Disabilities</td>
<td>Chapter 8 (Knott’s book) – Students with Multiple Disabilities TAPS (3rd Ed) Part 1: The Curriculum pages 35-44 TAPS (3rd Ed) Part 3: Appendices pages 129-146 (Appendix J)</td>
<td>I-d, V-d, VI-a,c,d,e,f, VII-b,c,d,h,i, VIII-d,m, IX-g,u, XIII-i</td>
</tr>
<tr>
<td>Class #18</td>
<td>Community-based Activity</td>
<td>Lufkin State Supported Living Center-Fall Festival booth</td>
<td></td>
</tr>
<tr>
<td>Class #19</td>
<td>Module 6: Tactile Graphics, ADS, Transportation</td>
<td>Chapter 10, vol. 1 (“red book”) – Orientation Aids for Students with Vision Loss</td>
<td>IX-c,d</td>
</tr>
<tr>
<td>Class #20</td>
<td>Module 6: Tactile Graphics, ADS, Transportation</td>
<td>Chapter 11, vol. 2 (“red book”) – Teaching the Use of Orientation Aids for O&amp;M Map Making <strong>SWOMA Conference Nov 1-3 in Nacogdoches</strong></td>
<td>VI-f, VIII-n, IX-c,d, X-f</td>
</tr>
<tr>
<td>Class #21</td>
<td>Module 6: Tactile Graphics, ADS, Transportation</td>
<td>Chapter 13, vol. 2 (“red book”) – Teaching the Use of Transportation Systems for O&amp;M</td>
<td>VIII-i,n, XI-f</td>
</tr>
<tr>
<td>Class #23</td>
<td>Present Maps</td>
<td>Maps Due <strong>Module 5-6 Due</strong></td>
<td></td>
</tr>
</tbody>
</table>
### VI. READINGS:

**ALL STUDENTS ARE RESPONSIBLE FOR OBTAINING THEIR OWN TEXTBOOKS. BOOKS SHOULD BE PURCHASED IN TIME TO HAVE THEM BY THE START OF CLASS.**

**Required Books**


Volume II: Instructional strategies and practical applications **ISBN 978-0-89128-461-1**


(4-book set) **ISBN 1-880366-46-0**

Can be purchased from TSBVI by calling 512-206-9215 or online at [http://www.tsbvi.edu/taps](http://www.tsbvi.edu/taps)


**ISBN 0-89128-391-9**
LiveText/Watermark Statement:
This course uses the LiveText/Watermark 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/Watermark 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/Watermark account, and you will be notified how to do this via email. If you forward your SFA email to another account and do not receive an email concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these emails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-46-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

FEM Statement:
FEM is used for field experiences, practica, and internships in a way to document the offsite experiences. In this course you must purchase and enroll in the LiveText/Watermark add-on Field Experience Manager 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.

VII. COURSE EVALUATIONS:

You will be given an opportunity to participate in a formal evaluation at the end of the semester. In the Perkins College of Education, your evaluations are submitted to electronically through mySFA and must be submitted before finals are given. We do receive a list of students who have not submitted an evaluation, however all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted. 100% participation is needed in the evaluation process.
Evaluation data is used for a variety of 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.

I ask that you contact me during my office hours if you need to discuss any thoughts or concerns regarding this course or suggestions for improvement. I am committed to providing you all with a high-quality learning experience that is supportive as well as instructive. I ask that you not wait until the evaluation is due, please, let me know as soon as possible if you need assistance or clarification on anything so we can work together to resolve the issue or make accommodations if necessary.

VIII. STUDENT ETHICS AND OTHER POLICY INFORMATION:
Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

FOR THIS CLASS: Students are expected to attend class. Attendance will be taken each class day. Students may receive excused absences for illness and family emergencies, but must present written documentation for such absence (i.e. doctor's note, emergency room admissions, funeral notices). Students will be allowed one unexcused absence without penalty. After that, one letter grade will be subtracted from the final grade for each unexcused absence.

Academic Accommodation for 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, 936-468-3004 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/.

Student Academic Dishonesty: 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.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- 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 one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author 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 Program Handbook.

For the purposes of this course, as part of the Visual Impairment/Orientation & Mobility Preparation (VIP) Program, any indication of academic dishonesty as defined by SFASU and the Perkins College of Education, as described above, in the VIP Program handbook, and in each course syllabus, will result in the following consequences:

1st offense – The student will receive an F in the course. A Report of Academic Dishonesty will be filed with the Associate Dean of Student Services and Advising. Failure of the course does not rule out further actions on the part of the program and/or SFASU. The student's status/continuation in our O&M program will be determined by consensus of the VIP Program faculty. This may result in program discontinuation, and the student must repay associated grant fees as per initial agreement.

The student must self-pay to retake the course at a later date. All regular course assignments must be completed, along with a “re-taker packet” which requires additional coursework determined by the instructor (for instance, the student may be asked to write and submit a thesis paper on ethical practices). If the course is satisfactorily completed (passed with an A or B) on the second attempt, SFASU will replace the original (F) grade.

2nd offense – Dismissal from the VIP Program, and student must repay associated grant fees as per initial agreement. These consequences do not rule out further actions on the part of the VIP Program and/or SFASU.

PROTECT YOUR INTEGRITY. BE HONEST, FOLLOW THE RULES, DO YOUR OWN WORK, AND DO NOT SHARE IT WITH OTHERS.

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: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, 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 an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the
same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**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/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 at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

The below is specific to new teachers in TEXAS, and may or may not apply to your current situation. It is a required part of this syllabus.

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


**To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:**

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-
based Texas criminal history information. The service is provided to the requestor for a **non-refundable fee**. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at [https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/](https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/).

2. 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.texes.ets.org/registrationBulletin](http://www.texes.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.

3. 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 Martin at 936-468-1740 or snyderke1@sfasu.edu.**

**IX. OTHER RELEVANT COURSE INFORMATION:**

**Caveat:**
The above schedule and procedures in this course are subject to change in the event of extenuating circumstances.
RHB 401 - SLO 3.1, BSRHB O&M Undergrad TracDat
PLAAFP and Goal Assignment

Assignment:

RE-read pages 283-299 from TAPS 3rd Edition Part 3: Appendices. These are the two sample O&M Evaluations you have discussed in the course. After reading these evaluations, choose either the sample report on the kindergartener or the sample report on the 6th grade student. The chosen student information will be used to complete this assignment. Using the information from the given O&M Evaluation you have chosen, apply the information you have gained throughout this class and, using your best judgment, write a PLAAFP and a Goal with 3 Objectives for one of the chosen student. Although you will not have all the information necessary or available that you would have in a real life situation, try to apply the principles of assessment driven goals. Refer back to Module 6 to refresh yourself on the components required for each goal.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>EXEMPLARY – 3 points</th>
<th>ACCEPTABLE – 2 points</th>
<th>UNACCEPTABLE – 1 point</th>
<th>NOT ADDRESSED 0 points</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PLAAFP STATEMENT</strong></td>
<td>PLAAFP STATEMENT thoroughly reflects areas of need addressed in the O&amp;M Evaluation AND indicate reasons these areas need to be addressed (to travel safely, is age appropriate, etc.)</td>
<td>PLAAFP STATEMENT reflects areas of need addressed in the O&amp;M Evaluation but does not indicate reasons these areas need to be addressed (to travel safely, is age appropriate, etc.)</td>
<td>PLAAFP STATEMENT does not adequately reflect areas of need addressed in the O&amp;M Evaluation nor indicates reasons these areas need to be addressed (to travel safely, is age appropriate, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WRITTEN GOALS</strong></td>
<td>Goal has all three criteria clearly stated: observable, measurable, having specific focus.</td>
<td>Goal has two of the three criteria adequately stated: observable, measurable, having specific focus.</td>
<td>Goal has only one of the criteria stated: observable, measurable, having specific focus.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SUPPORTING DOCUMENTATION</strong></td>
<td>Goal addresses the child’s needs, is tied to the assessment, and identified in the PLAAFP.</td>
<td>Goal addresses the child’s needs, but is not accurately tied to the assessment and/or identified in the PLAAFP.</td>
<td>Goal minimally addresses the child’s needs, and/or is not tied to the assessment and/or identified in the PLAAFP.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4 COMPONENTS OF A GOAL</strong></td>
<td>Goal thoroughly includes the following: behavior to be measured, criterion, conditions, timeframe, and how it will be measured.</td>
<td>Goal omits one essential component from the following behavior to be measured, criterion, conditions, timeframe, or how it will be measured.</td>
<td>Goal omits two essential components behavior to be measured, criterion, conditions, timeframe or how it will be measured.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WRITTEN OBJECTIVES</strong></td>
<td>All 3 objectives are sequential and are tied to the goal.</td>
<td>2 or more of the objectives are sequential and are tied to the goal.</td>
<td>Only 1 of the objectives supports the goal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>COMPONENTS OF THE OBJECTIVES</strong></td>
<td>Objectives include the following components: behavior to be measured, criterion, conditions.</td>
<td>Objectives include 2 of the following components: behavior to be measured, criterion, conditions</td>
<td>Objectives include 1 of the following components: behavior to be measured, criterion, conditions</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Overall Score</strong></td>
<td>18-15</td>
<td>14-12</td>
<td>11 or below</td>
<td>Total:</td>
<td></td>
</tr>
</tbody>
</table>
# SFA-O&M PRE-INTEGRNSHIP RECORD FORM

<table>
<thead>
<tr>
<th>Name:</th>
<th>Course: RHB 401 or RHB 402 (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DATE</strong></td>
<td><strong>ACTIVITY</strong></td>
</tr>
<tr>
<td><strong>EX:</strong></td>
<td><strong>EX:</strong></td>
</tr>
<tr>
<td>3/2/2016</td>
<td>Observation of blindfold residential lessons 22 &amp; 23 in Lufkin</td>
</tr>
</tbody>
</table>

**TOTAL TIME**
# RHB 401 – Map Design and Presentation Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary (3)</th>
<th>Acceptable (2)</th>
<th>Unacceptable (1)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Content</td>
<td>All information included relates to environmental elements that are significant to user, includes only necessary information absolutely necessary for user, appropriate to user's skill/cognitive level</td>
<td>Most information included relates to environmental elements that are significant to user, includes necessary information for user, appropriate to user's skill/cognitive level</td>
<td>Information included does not relate to environmental elements significant to user, necessary information is excluded, not appropriate to user's skill/cognitive level</td>
<td></td>
</tr>
<tr>
<td>Size</td>
<td>Effective for content and scale, can be read/navigated within span of two hands together fingers spread, maximum size of 16-18 inches</td>
<td>Effective for content and scale, can be read/navigated within span of two hands, maximum size of 18 inches</td>
<td>Not effective for content and scale, difficult to read/navigate within span of two hands, exceeds 18 inches</td>
<td></td>
</tr>
<tr>
<td>Scale</td>
<td>Consistent, expresses relationship between size of map and actual size, appropriate to show needed information</td>
<td>Mostly consistent, adequately expresses relationship between size of map and actual size, shows needed information</td>
<td>Inconsistent, inadequately expresses relationship between size of map and actual size, needed information not shown</td>
<td></td>
</tr>
<tr>
<td>Schematization</td>
<td>Applied for ease of understanding</td>
<td>Applied in some areas of map for ease of understanding</td>
<td>Not applied</td>
<td></td>
</tr>
<tr>
<td>Symbols</td>
<td>Easily distinguishable and identifiable, same symbols vary significantly in size</td>
<td>Distinguishable and identifiable, same symbols vary in size</td>
<td>Indistinguishable, difficult to identify, same symbols are same size</td>
<td></td>
</tr>
<tr>
<td>Information Density</td>
<td>Necessary information for task(s), key separate from map itself and/or use of overlay or underlay, use of smallest discriminable symbols, use of single-line symbols, appropriate materials used, minimal 1/8 inch spacing between symbols</td>
<td>Necessary information for task(s), key included on map or use of overlay or underlay, use of discriminable symbols, appropriate materials used, minimal 1/8 inch spacing between symbols</td>
<td>Necessary information missing or too much information for task(s), no key or overlay/underlay, indistinguishable symbols, inappropriate materials used, symbols spaced too close together</td>
<td></td>
</tr>
<tr>
<td>Labels</td>
<td>Consistent placement relative to their referents, placed on key/overlay/underlay/map itself, appropriate labels used (i.e., large print, braille, etc.), appropriate &amp; legible print size, aligned horizontally</td>
<td>Consistent placement relative to their referents, placed on key or map itself, appropriate legible large print or braille labels used</td>
<td>Inconsistent placement relative to their referents or no labels provided</td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td>Addresses audience entire time, speaks clearly, references notes, knows material, appropriate volume</td>
<td>Adequately addresses audience majority of the time, speaks</td>
<td>Does not address audience, reads solely from notes, unclear speech, speaks softly</td>
<td></td>
</tr>
<tr>
<td>clearly, reads minimal portion of notes, appropriate volume</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
|TOTAL SCORE