Instructor: DJ Dean  
Course Time & Location:  
MW 2:30-3:45PM HSTC 317  
Office: HSTC 221  
Office Phone: 936-468-1142  
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Credits: 6 hours

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Prerequisites: RHB 325 and/or consent of the instructor.

I. Course Description
This course provides the student with the opportunity to study and practice the skills and concepts needed by individuals who are blind or visually impaired to safely travel in all environments. More specifically, this course covers an analysis and implementation of those skills, techniques and principles that enable the person who is visually impaired to move independently throughout familiar and unfamiliar environments with safety and efficiency. Students will participate in seminar discussions in a face-to-face classroom setting twice per week for 2.5 Carnegie hours, as well as complete 60 hours of one-to-one blindfold simulation training under the instruction of a Certified Orientation and Mobility Specialist (COMS). The blindfold simulation is scheduled at various times with the COMS instructor, typically lessons occur twice per week for 2-3 hours per lesson. Each student will demonstrate the required skills and will be evaluated by his or her assigned COMS using an Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) Competency Checklist and the ACVREP Supervisor Checklist. Your COMS instructor will be either your course instructor, a qualified faculty member from the O&M program, or outside COMS hired by the university and selected by the O&M program. Blindfold simulation will take place on campus, in Lufkin, Nacogdoches and Tyler. Students need to provide their own transportation to Lufkin and Nacogdoches; transportation for the Tyler trip will be provided by the program/university. As well, the course requires 20 hours of observation of other students during blindfold simulation. The RHB 400 course instructor will visit with COMS instructors weekly regarding student progress, and observe a minimum of 8 blindfold lessons of the RHB 400 students.  
A course fee of $255 is associated with RHB 400.

RHB 400 “Beginning Clinical Practicum in Orientation and Mobility” (6 credit) is the first practicum course in the O&M program. Students receive classroom instruction as well as complete blindfold simulation training. Typically, this 6 hour course requires 2-one hour and 15 minute face-to-face didactic meetings per week for 15 weeks, a 2 hour final exam and 4-6 hours per week for 15 weeks of one-to-one instruction for blindfold simulation training. Concurrent to blindfold simulation, students receive scheduled classroom instruction throughout the semester,
which they are required to attend, and complete a number of readings, assignments and quizzes/exams. These course activities average 2 hours out-of-class prep work per week.

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

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 RHB 400.

*Program Outcome #1 O&M Skills and Strategies*
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 orientation and mobility evaluations and program development.

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
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 #1 will be the main focus of this introductory course. General topics in other PLOs will be addressed and discussed during class time, work in the community (on the street), observation of instruction, and skill practice under blindfold.

Student Learning Outcomes: Orientation & Mobility
SLO TracDat ASSESSMENT PLAN

Method of Assessment # 1 – Skills and Strategies
(ACVREP Domains 1, 3, 9: AER Standard II, VII, VIII, X)

1.1 Candidates will demonstrate basic guide techniques and cane skills for orientation and mobility while under blindfold in a variety of settings. Candidate will be evaluated by Certified Orientation and Mobility Specialist (COMS) supervisors using the ACVREP Competency Checklist Rubric in which they clearly demonstrate the orientation and mobility skills. Candidate will be rated on a scale from 1-3, where 3 is exemplary.
The simulation training and material covered in this course will be structured in order for the students to develop competencies in the following:

- Methods and systems of independent travel utilized by the visually impaired person **
  - (ACVREP Domain 3, AER Standard VIII)
- The history and development of Orientation and Mobility in the U.S. and other countries
  - (ACVREP Domain 1, AER Standard X)
- Personal experience and competency development in the utilization of a human guide **
  - (ACVREP Domain 3, AER Standard VIII)
- Independent cane skills in familiar and unfamiliar indoor environments **
  - (ACVREP Domain 3, AER Standard VIII)
- Independent cane skills in familiar and unfamiliar residential, business, and major metropolitan environments **
  - (ACVREP Domain 3, AER Standard VIII)
- Methods of recovery, maintaining orientation, and problem-solving **
  - (ACVREP Domain 3, AER Standard VIII)
- Basic knowledge of kinesiology in relation to developing independent O&M skills
  - (ACVREP Domain 9, AER Standard II)
- Basic knowledge of perception and locomotion in independent travel
  - (ACVREP Domain 9, AER Standard II)
- Utilizations of the other senses during independent cane travel **
  - (ACVREP Domain 9, AER Standard II)
- Types of canes and desirable characteristics
  - (ACVREP Domain 1, AER Standard VII)

Student Learning Outcomes will be measured through instructor (COMS) observation of the student’s demonstration of skills which will be assessed using the ACVREP Skills Rubric and through course examinations. The above seeks to align the differing standards of the national certification body (ACVREP) and the professional organization that sets curricular standards and reviews and provides accreditation for program in O&M.

For additional information on meaningful and measurable learning outcomes see the assessment resource page [http://www.sfasu.edu/assessment/index.asp](http://www.sfasu.edu/assessment/index.asp)

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

**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.

**College - Perkins College of Education:** Listed below are the Vision, Mission, Goals and Core Values of the Perkins College of Education, which includes the Department of Human Services. The objectives of this course clearly align with the goals and objectives of the college and the department. RHB 400 is the foundation course for all other courses in the Orientation and Mobility track, and follows standards set by the professional certifying body for Certified Orientation and Mobility Specialists (COMS), the Academy for the Certification of Vision, Rehabilitation, and Education Professionals (ACVREP), and the Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER).

**VISION**
The Perkins College of Education at Stephen F. Austin State University will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.

**MISSION**
The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

To accomplish this mission, the goals of the Perkins College of Education are to:
- Provide programs at both undergraduate and graduate levels based upon sound pedagogical and clinical practice
- Prepare teachers, support personnel, and educational leaders for Texas
- Employ and support faculty members who are committed to excellence in teaching, scholarship, and service
- Provide a variety of teaching venues incorporating the latest technologies to a range of diverse student interests, backgrounds, and aspirations
- Maintain resources and facilities that allow each program to meet its expected outcomes
- Collaborate with external partners to enhance students’ knowledge, skills, and dispositions, and to influence the ongoing exchange of ideas for mutual benefit
• Engage in outreach services: To address specific needs in the broader community, to enhance student learning, to instill commitment to service, to promote the reputation of the University, and to conduct research to advance knowledge and to contribute to the common good.

**CORE VALUES**
In the Perkins College of Education at Stephen F. Austin State University, we value and are committed to:

- 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 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 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
Texas Higher Education Coordinating Board: Core Objectives
This course supports the objectives established by the THECB. Course assignments are designed to embed each of the core curriculum standards where appropriate.

1. **Critical Thinking Skills**- Description indicates how students will be instructed in critical thinking skills: to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information; and how students will apply, demonstrate, or practice critical thinking skills to include each of the aforementioned activities. **FOR THIS COURSE:**
   This will be developed and practiced through O&M skills while under blindfold in settings requiring evaluation of non-visual information and settings in the crossing of streets and in orientation and recovery techniques.

2. **Communication Skills**- Description indicates how students will be instructed in Communication Skills to include effective development, interpretation, and expression of ideas through written, oral, and visual communication, and how students will apply, demonstrate, or practice the aforementioned skills. **FOR THIS COURSE:** Students will be able to develop a detailed and clearly articulated notebook of the O&M skills taught throughout the course that includes skills, instructional techniques and modifications to fit specific populations (persons with disabilities, aging, etc).

3. **Personal Responsibility**- Description indicates how students will be instructed in personal responsibility to include the ability to connect choices, actions, and consequences to ethical decision-making, and how students will apply, demonstrate, or practice the aforementioned skills. **FOR THIS COURSE:** Students will be required to meet all classroom and individualized instructional meetings in Nacogdoches, Tyler, and Lufkin.

4. **Social Responsibility**- Description indicates how students will be instructed in intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities, and how students will apply, demonstrate, and practice the aforementioned skills. **FOR THIS COURSE:** Students will be assessed on professionalism in class and in the community while practicing skills under blindfold at SFASU and in Nacogdoches, Lufkin and Tyler.

5. **Empirical and Quantitative Skills**- Description indicates how students will be instructed in the manipulation and analysis of numerical data and observable facts resulting in informed conclusions, and how students will apply, demonstrate, and practice the aforementioned skills. **FOR THIS COURSE:** Students will be expected to develop the skills of conducting and recording observations, and use that information to draw conclusions about skill performance.

6. **Teamwork**- Description indicates how students will be instructed in the ability to consider different points of view and to work effectively with others to support a shared purpose or goal, and how students will apply, demonstrate, and practice the aforementioned skills. **FOR THIS COURSE:** Students will work collaboratively on activities with other students and blindfold instructors by reviewing experiences, debriefing and reviewing performance and skills taught.

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 –
Curricular Standards: 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 addressed the following AER Standards through reading, practice, didactic instruction, and written assessment: I-d,f, II-a,c,d,e,g,h, III-b,e,h,i, IV-b,f, V-a, VI-b,c, VII-a, VIII-a,b,c,d,e,f,g,h,i,m, IX-a,b,d,e,i,j,k,p,v,w,x,z, X-a,b,c,d,e,g,h, XI-b,c,f,g,h, XII-c,d and XIII-b,d,e,p,u,v,w,x,y,aa-kk.

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 reading, practice, didactic instruction, and written assessment: 1, 3, 6, 7, 8, 9, 11, 12, 13

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

Didactic Course Requirements. This class meets face-to-face twice per week. Class meetings will be on Monday and Wednesday afternoons at 2:30 pm and last until 3:45 pm. The classroom is 317 in the Human Services Building. Class attendance is mandatory. It is expected that students will have read assignments PRIOR to class and be prepared to participate. The didactic portion will include lecture, class discussions and activities
regarding readings from the Foundations of Orientation and Mobility textbook (Wiener, et al, 2010), as well as review and demonstration of skills taught during the simulation blindfold training.

_Simulation (Blindfold) Training._ This class requires 60 hours of blindfold/simulation training. All lessons will be carried out under the direct one-to-one supervision of an Academy Certified O&M Specialist (COMS). Your COMS instructor will be either your course instructor, a qualified faculty member from the O&M program, or outside COMS hired by the university and selected by the O&M program. You may also be taught by an SFASU practicum student (one who has successfully completed the RHB 400/SPE 500 course), who will be under the direct supervision of the COMS. Students will be assessed using the ACVREP Competency Checklist Rubric (Appendix 6) worth 100 points and Supervisor Evaluation Rubric (Appendix 5) worth 50 points for a combined total of 150 possible points. Rubrics are scored by the supervising COMS instructor. The Supervisor Evaluation Rubric assesses willingness, attitude, and improvements. The ACVREP Competency Checklist Rubric assesses O&M skills demonstrated under blindfold. Students are responsible for participating in simulation lessons and learning all skills under blindfold; these skills will be discussed and reinforced during face-to-face didactic course meetings. Blindfold lessons will begin the second week of the semester, and COMS instructor assignments will be emailed prior to the first class meeting. It is up to the student to make alternate arrangements with his or her appointed COMS if they will be absent for any lessons. Simulation lessons are conducted in Nacogdoches and Lufkin. Students are responsible for their transportation to these locations. One day of simulation lessons will be conducted in Tyler, TX; transportation will be provided for this and students are responsible for bringing money for lunch. Students who do not complete simulation/blindfold training may be dropped from the course or required to retake the course or an equivalent course alternative. Completion of hours for this course will be submitted via LiveText/Watermark in the Field Experience Module (FEM).

_Assignments:_

1. **Observations (Core Curriculum Standards: Critical Thinking, Empirical and Quantitative, and Personal Responsibility).** You are required to observe 10 lessons of other students during their simulation training. Three observations should take place in the indoor environment, three in the residential environments, and four in the business environments, with the exclusion of independent routes and the day of lessons in Tyler. Observation forms (Appendix 2) are provided and will be submitted at three appointed times throughout the course via D2L dropbox. These observations will be used to complete the O&M Evaluation assignment. The observations are worth 5 points each for a total value of 50 points.

2. **O&M Evaluation (Core Curriculum Standards: Critical Thinking and Communication).** At least three appointed times throughout the course, students will be required to submit portions of an O&M evaluation using the template that is provided by the instructor in the course D2L page. Students will use the observations, described in the previous paragraph, as the foundation to write the evaluation. Evaluations will be submitted via D2L dropbox three appointed times throughout the course. The first two submissions will be reviewed and returned for corrections. The final submission will be graded for credit using the O&M Evaluation Report rubric (Appendix 3). This assignment is worth a total of 100 points.

3. **Skills Notebook (Core Curriculum Standards: Communication and Teamwork).** Students will create a notebook of the O&M skills and techniques taught throughout the course. A notebook outline is provided to guide the development of the notebook (Appendix 1). The notebook is divided into the following sections: Indoor & Basic Skills, Residential Skills, Business skills, Rural Travel and Miscellaneous. The notebook will be collected three times
throughout the course. The notebook submissions may be submitted via D2L dropbox, electronic means, flashdrive or as a hard copy to the instructor. Two submissions of the notebook will be reviewed and returned for corrections. The final submission will be graded for credit, worth 200 points.

4. Chapter Outlines (Core Curriculum Standards: Communication, Empirical and Quantitative) Students will be required to complete an outline for each chapter assigned from the Foundations of Orientation and Mobility textbook (Wiener, et al, 2010). A general format will be provided by the instructor. Outlines should be submitted weekly via dropbox in D2L, and three will be randomly chosen for grading at three assigned intervals throughout the course. ALL CHAPTERS OUTLINED MUST BE SUBMITTED TO RECEIVE FULL CREDIT, 5 points will be deducted for each outline not submitted prior to the grading period. Each chapter outline submission grading period is worth 50 points for a total of 150 points.

5. Multicultural Paper (Core Curriculum Standards: Critical Thinking and Communication) Students will be assigned a country from chapter 15 volume 1 of Foundations of Orientation and Mobility (Weiner, et al, 2010), and will be required to write a paper concerning the country’s culture and past/present orientation and mobility services. The students will use the textbook and peer reviewed materials to complete the assignment. Details will be provided by the instructor in class didactic and D2L. The paper will be graded using the Multicultural Paper rubric (Appendix 8), worth 100 points.

6. Exams (Core Curriculum Standards: Critical Thinking and Communication) Students will be required to complete three (3) exams (each worth 100 points) and one cumulative Final exam (worth 200 points) in this course. Exam one will cover information provided through readings, didactic class discussion, D2L Module 1 and indoor skills/techniques, Exam 2 will cover information provided through readings, didactic class discussion, D2L Module 2 and residential skills/techniques and Exam 3 will cover information provided through readings, didactic class discussion, D2L Module 3 and business skills/techniques. Exam 1, 2 and 3 will be completed during class time. The Final exam will be cumulative, covering content from this course and is scheduled for a 2 hour time period.

Class preparation:
You are expected to come to class prepared for discussion and activities. Students should have completed readings prior to class. Please have assignments completed and materials (if applicable) read prior to attending class. Chapters from the text, as well as skills learned during simulation lessons, will be covered on the exams. You are expected to take part in all class activities including discussions, demonstrations, small group assignments, etc. This is a rigorous class that covers an enormous quantity of material. You cannot afford to get behind with your assignments.

Class participation:
The primary methods of instruction for the didactic portion of this class revolve around discussion, questioning, and participation by the class member. The simulation blindfold training portion of this class revolves around participation in carrying out orientation and mobility skills and techniques taught while under blindfold.

• 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” (e.g. 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.

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IV. Evaluation and Assessments (Grading)

Grades will be based on the following:

1. Exam I 100 pts (ACVREP Domain 1; AER Standard I-f, VIII-a,b,c,e,f,g, X-a,b,c,d,g,h, XII-d, XIII-b,d,e) Guide Techniques, Indoor skills and reading assignments
2. Exam II 100 pts (ACVREP Domains 1, 3; AER Standards II-a,c,d,e,g,h, III-b,e,h, IV-f, VI-b, VII-a,d, VIII-b,c,e,f,g,h, IX-z) Residential skills and reading assignments
3. Exam III 100 pts (ACVREP Domains 1, 3; AER Standards I-d, II-a, IV-b, V-a, VIII-f,g, IX-a,b,e,v,x) Business skills and reading assignments
4. Final Exam 200 pts (ACVREP Domains 1, 3; AER Standards All from Exam I, II & III) Cumulative: Indoor, residential, and business skills, and reading assignments
5. Notebook* 200 pts (ACVREP Domains 6, 7, 8; AER Standards VIII-m, IX-d, XI-b,h, XIII-u,v,w,x,y,z, aa-kk) Notebook outline is attached at the end of the syllabus (Appendix 1), graded based on completed requirements and knowledge of O&M skills and techniques
6. Blindfold** 150 pts (ACVREP Domain 3; AER Standard VII-a, VIII-a,b,c,d,e,f,g,h,j, IX-i,j,k, XIII-p) Graded based on demonstration of O&M skills and techniques, and performance; Supervisor Evaluation Rubric (50 points) and ACVREP Skills Rubric (100 points) are attached at the end of the syllabus (Appendix 5 & 6)
7. Observations 50 pts (ACVREP Domain 4; AER Standards II-c,d,g, VIII-a,b,c,e,f,g,h,j, IX-p) Observation form is attached at the end of the syllabus (Appendix 2)
8. O&M Evaluation 100 pts (ACVREP Domain 4; AER Standards II-c,d,g, VIII-a,b,c,e,f,g,h,j, IX-p) O&M Evaluation Report rubric is attached at the end of the syllabus (Appendix 3)
9. Multicultural Paper 100 pts (ACVREP Domain 11; AER Standards III-i, X-a,d,e,g,h, XI-b,f, XII-c,d) Graded based on completeness, content and APA format; Multicultural Paper Rubric (Appendix 8)
10. Chapter Outlines 150 pts (ACVREP Domains 1, 3, 6, 7, 8, 9, 12, 13; AER Standards I, II, III, VII, VIII, IX, X, XI, and XIII-listed in course calendar) Outline
template and samples will be presented in the didactic class.

**Total possible points 1250 pts**

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\begin{align*}
(90\% - 100\%) & \quad 1125 - 1250 \text{ pts} = A \\
(80\% - 89\%) & \quad 1000 - 1124 \text{ pts} = B^{**} \\
(70\% - 79\%) & \quad 875 - 999 \text{ pts} = C \\
(60\% - 69\%) & \quad 750 - 874 \text{ pts} = D \\
& \quad 749 \text{ and Below} = F
\end{align*}
\]

*Ten points will be deducted from the notebook grade for every day it is late past the due date.

**The blindfold grade is not only based on your performance under blindfold but also on attitude, effort, observations, attendance and punctuality for seminars and blindfold lessons, etc. Two rubrics are used to obtain the score.

***YOU MUST RECEIVE A GRADE OF “B” OR HIGHER TO BE RECOMMENDED FOR RHB 401, the next O&M course in the sequence.

Extra credit may be earned by participation in research (use of SONO) or the submission of a book review using the Education Review guidelines [http://www.edrev.info/contribute.html](http://www.edrev.info/contribute.html)

V. Tentative Course Outline/Calendar

The table below provides a detailed timeline of the course topics, mandatory face-to-face meeting dates, and major assignments, as well as readings and out-of-class preparatory work that is expected.

**Time Requirements for this 3 credit hour practicum course:** Per SFA policy 5.4, this schedule reflects an amount of student work per credit hour that reasonably approximates not less than one hour of class or direct faculty instruction and two hours of out-of-class student work per fifteen weeks, or the equivalent amount of work over a different time (in this case, two hours of synchronous instructional delivery every two weeks), or an equivalent amount of work for other academic activities as established by the institution including laboratory work, internships, practica, and other academic work leading to the award of credit hours. This course follows the university academic calendar meeting and exam dates which are equivalent to 45.5 Carnegie hours, and you are expected to engage in reading the material and completing the assignments for a minimum of two (2) hours per week *in addition to* blindfold simulation, which includes 4-6 hours per week.

**Simulation/Blindfold Training TBD: Individualized Lessons with Varied COMS Instructors**

<p>| SEMINAR SCHEDULE – SPRING 2019 (Seminar time: MW 2:30-3:45PM) |
|-------------------|-----------------|-----------------|
| Date              | Topic                                      | Supporting Materials | Other                                      |
| January 23        | Review Syllabus, Review Notebook requirements, Blindfold COMS supervisor Assignments, Receive Canes (AER Standard VII-e,d) &amp; Mindfolds | Syllabus               | Pre-philosophy paper explained and due January 28 Assign Multicultural Paper countries (Due March 4) |
| January 28        | Skits: History of O&amp;M in collaboration with RHB 445 class |                           |                                           |
| January 30        | History of O&amp;M video                      |                           | Reflection of video assignment            |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Skill Review (Notebook):</th>
<th>Books:</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 4</td>
<td>Ch. 13: Originators of Orientation &amp; Mobility (AER Standard X-a,b,c)</td>
<td>human guide Ch. 3</td>
<td>Foundations of O&amp;M, Vol. 1 (Wiener, et al)</td>
<td>Pre-Philosophy paper due Jan.28 by midnight</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>O&amp;M Techniques (Fazzi &amp; Barlow)</td>
<td></td>
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<tr>
<td>February 6 &amp; 11</td>
<td>Ch. 14: History and Progression of the O&amp;M Profession (AER Standard X-a,b,c,h,g,e)</td>
<td>indoor skills Ch. 4</td>
<td>Foundations of O&amp;M, Vol. 1 (Wiener, et al)</td>
<td>Review Notebook guidelines</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>O&amp;M Techniques (Fazzi &amp; Barlow)</td>
<td></td>
</tr>
<tr>
<td>February 13 &amp; 18</td>
<td>Ch. 15: Development of the O&amp;M Profession (AER Standards I-f, XI-a,b,c,d, XI-b,c,g,h, XII-c)</td>
<td>human guide/indoor cane skills Ch. 5 (pages 72-82-89/94-99)</td>
<td>Foundations of O&amp;M, Vol. 1 (Wiener, et al)</td>
<td>Explanation of O&amp;M Evaluation Assignment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>O&amp;M Techniques (Fazzi &amp; Barlow)</td>
<td></td>
</tr>
<tr>
<td>February 20</td>
<td>Exam 1 (Ch. 13, 14, 15 &amp; Basic Techniques/Indoor Skills)</td>
<td>laptop</td>
<td></td>
<td>Ch. 13, 14, 15 Outlines grading period (1)</td>
</tr>
<tr>
<td>February 25 &amp; 27</td>
<td>Ch. 1: Perceiving to Move and Moving to Move (AER Standards II-c,d,g, VIII-g, XII-c)</td>
<td>outdoor skills (residential) Ch. 5 (pages 73-81)</td>
<td>Foundations of O&amp;M, Vol. 1 (Wiener, et al)</td>
<td>Notebooks Submission Due for review (1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>O&amp;M Techniques (Fazzi &amp; Barlow)</td>
<td>Observation forms for indoor skills due(1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>O&amp;M Techniques (Fazzi &amp; Barlow)</td>
<td></td>
</tr>
<tr>
<td>March 11 &amp; 13</td>
<td>Ch. 3: Low Vision for O&amp;M, Block &amp; Corner Concepts (AER Standards II-d, XII-d, XIII-b)</td>
<td>outdoor skills (residential) Ch. 6</td>
<td>Foundations of O&amp;M, Vol. 1 (Wiener, et al)</td>
<td>Evaluation Submission 1 Due for review(1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>O&amp;M Techniques (Fazzi &amp; Barlow)</td>
<td>*March 12-16, 2018 SPRING BREAK</td>
</tr>
<tr>
<td>March 25 &amp; 27</td>
<td>Ch. 6: Psychosocial Dimensions of O&amp;M</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Reading Material</td>
<td>Notes</td>
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</tr>
<tr>
<td>April 3</td>
<td>Exam 2 (Ch. 1, 2, 3, 6, &amp; Residential Skills)</td>
<td>laptop</td>
<td>Ch. 1, 2, 3, 6 Outlines grading period (2)</td>
<td></td>
</tr>
<tr>
<td>April 8</td>
<td>Explore Assessment Tools, Resources</td>
<td>Book: O&amp;M Techniques (Fazzi &amp; Barlow)</td>
<td>Notebook Submission for review</td>
<td></td>
</tr>
<tr>
<td>April 10</td>
<td>Tyler Lesson/Trip</td>
<td>Mindfold, cane, $ for lunch</td>
<td>Due (2)</td>
<td></td>
</tr>
<tr>
<td>April 15 &amp; 17</td>
<td>Ch. 4: Audition for Students with Vision Loss (AER Standards I-d, II-d, VIII-m, IX-z, XII-e)</td>
<td>Books: Foundations of O&amp;M, Vol. 1 (Wiener, et al) &amp; O&amp;M Techniques (Fazzi &amp; Barlow)</td>
<td>Observation forms for residential due (2)</td>
<td></td>
</tr>
<tr>
<td>April 22 &amp; 24</td>
<td>Ch. 5: Kinesiology and Sensorimotor Functioning (AER standards II-a,h, IV-b, V-a, IX-v)</td>
<td>Book: Foundations of O&amp;M, Vol. 1 (Wiener, et al) &amp; O&amp;M Techniques (Fazzi &amp; Barlow)</td>
<td>Evaluation Due for review (2)</td>
<td></td>
</tr>
<tr>
<td>May 1</td>
<td>Exam 3 (Ch. 4, 5, 11, &amp; Business Skills)</td>
<td>laptop</td>
<td>Ch. 4, 5, 11 Outlines grading period (3)</td>
<td></td>
</tr>
<tr>
<td>May 6</td>
<td>Skill Review (indoor, residential, business)</td>
<td>Books: O&amp;M Techniques (Fazzi &amp; Barlow)</td>
<td>Observation forms for business due (3)</td>
<td></td>
</tr>
</tbody>
</table>
VI. Readings (Required and recommended—including texts, websites, articles)

BOOKS REQUIRED:


ISBN: 978-0-89128-684-4


Optional:


ISBN: 978-0-9821792-4-6

**FEM Statement:**

In this course you must purchase and activate the LiveText/Watermark 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/Watermark.com for a fee of $18.00 for a multiple year subscription.

**LiveText 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 e-mail to another account and do not receive an e-mail concerning LiveText/Watermark 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/Watermark account or any technical questions, call 936-468-7050 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.

**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, the course evaluation process has been
simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted. 100% participation is needed in the evaluation process.

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of 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. Please, contact me with any problems or concerns you may have throughout the semester, do not wait until the end of the semester. 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.

Students will also be required to evaluate their “blindfold” COMS instructors at the end of the course. The evaluation rubric will be provided by the instructor toward the end of the semester and simulation blindfold training (Appendix 4). This is to ensure that we provide quality supervision and instruction in the simulation blindfold training through the Program Specialist we hire to assist with this portion of your training.

VIII. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies
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 (including the first 12 day attendance report) 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 all class meetings, activities, and blindfold lessons. 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. Students must be in class to participate fully in the course. Prior notice of expected absences is required, especially if you must cancel a blindfold lesson—please inform your COMS instructor NO LESS than 45 minutes BEFORE your lesson is scheduled to begin. This is a courtesy to your instructor and to fellow students who may have planned to observe your lesson.

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, 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/.

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 (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of 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. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

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 2018 Program Handbook.

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
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the 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. 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.

**Student Code of Conduct: Policy 10.4 Found at** [http://www.sfasu.edu/policies/student-conduct-code.pdf](http://www.sfasu.edu/policies/student-conduct-code.pdf)

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.

Faculty and/or supervisors shall also attend to students’ professional behaviors in the end of semester feedback, which may influence the final grade at the discretion of the instructor/supervisor. Review attachment to determine the behaviors associated with professionalism, which provides an overview of expectations faculty have of/for all students. Attention to items referring to “dress” or “physical appearance” are reserved for students’ placement in practica and internship sites, in which student teaching and clinical service delivery to clients is required.

For this course, students must also adhere to the O&M Code of Ethics as it relates to:

1. Commitment to the Student
2. Commitment to the Community
3. Commitment to the Profession
4. Commitment to Colleagues and Other Professionals
5. Commitment to Professional Employment Practices

For this course, students’ disposition will be assessed by the instructor, using the Professionalism Assessment Instrument. This rubric will be used in conjunction with course work and attendance for advising and internship placement purposes. See Professionalism Assessment Instrument attached.

**Additional Information**

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/.
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.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.

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. The schedule of blindfold lessons, assignments, and readings are subject to change.

Course links:
Vision Program page:
http://www.sfasu.edu/humanservices/123.asp

FAQ page and Handbook
www2.sfasu.edu/visual-impairment
APPENDIX 1
SFASU – Orientation and Mobility
RHB 400
Methods and Materials Notebook

A. Indoor and Basic Skills Section
   1. Indoor Orientation
   2. Basic Guide Technique(s) modifications
   3. Doorways (entering, existing, temporary change)
   4. Stairs with a guide
   5. Protective techniques
   6. Cane Techniques
      i. Diagonal
      ii. Diagonal Trail
      iii. Constant Contact
      iv. Touch
      v. Touch Trail
   7. Stairs with a cane (ABC teaching method & modifications)
   8. Modifications for students with low vision

B. Residential Section
   1. Introduction to outdoor travel
   2. Sidewalk travel – techniques and procedures
   3. Sidewalk recovery
      i. Checking Procedure
      ii. TAPIN (SFA developed)
         -Toward the parallel street
         -Away from the parallel street
         -Plow through
         -In the street
         -New route
   4. Turning at corners
   5. Traveling around a block
   6. Residential street crossings
      i. Introduction
      ii. Teaching Sequence
      iii. Alignment
      iv. Recovery techniques
   7. Verifying proper direction of travel
   8. Residential curb travel
   9. Residential route planning
  10. Modifications for students with low vision

C. Business Section
   1. Business sidewalk travel
   2. Turning at Corners
3. Traffic light crossings  
4. Recoveries in the business environment  
5. Four-way stop signs  
6. Soliciting assistance  
7. Numbering systems  
8. Drop-off  
9. Travel inside stores  
10. Mall travel  
11. Escalators  
12. Revolving doors  
13. Bus travel  
14. Modifications for students with low vision  

D. Rural Travel  
1. Basic rural travel techniques/procedures  
2. Railroad track crossings  

E. Miscellaneous  
1. Canes  
2. University programs  
3. Corners of intersection drill (handout)  
4. Clock System (handout)  
5. Personal management (eating procedure, etc...)  
6. Kinesiology terms  
7. White Cane Laws  
8. Electronic mobility devices  
9. Dog guide programs and teaching the dog guide user  
10. Low vision/O&M Assessments  
11. Academy certification
APPENDIX 2
Stephen F. Austin State University
Orientation and Mobility
Observation Form
(Required: 3 observations for Indoor, 3 observations for Residential, and 4 observations for Business)

Name of observer:______________________________________________

Name of student being observed:_______________________________________

Date of observation:_______________________________________________

Length of lesson:___________________________________________________

Lesson location and brief description:____________________________________

_________________________________________________________________

Comments:
(Student attitude, skills being addressed, modifications, if the student was performing well or poorly, how did you know?, student’s strengths and weaknesses? How did the instructor adapt to student’s strengths and weaknesses? Did you note any textural or auditory information that helped or may have helped if the student had recognized it?)
### APPENDIX 3
#### O&M EVALUATION REPORT RUBRIC

<table>
<thead>
<tr>
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<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Background information</strong></td>
<td>Beginning of report provides all necessary information: Name, DOB, Referral Info, Assessments Conditions, Medical history, Dr, Diagnosis, etc.</td>
<td>Background information is mostly complete, leaving out 1 to 2 areas of information.</td>
<td>Background area is minimally complete, omitting 3 or more areas of information.</td>
<td>Omitted</td>
</tr>
<tr>
<td><strong>Orientation</strong></td>
<td>Includes; age or developmentally appropriate concepts and use of sensory information. Addresses both strengths and weaknesses. Assesses cognitive skills required for orientation.</td>
<td>Includes most age or developmentally appropriate concepts and use of sensory some information. Addresses either strengths or weaknesses. Assesses some cognitive skills required for orientation.</td>
<td>Minimally includes most age or developmentally appropriate concepts and minimally addresses use of sensory some information. Addresses either strengths or weaknesses. Assesses some cognitive skills required for orientation.</td>
<td>Orientation skills are omitted.</td>
</tr>
<tr>
<td><strong>Mobility</strong></td>
<td>Includes evaluation of all age appropriate or developmentally guide and cane techniques, both indoor and outdoor evaluation and identifies strengths and weaknesses.</td>
<td>Includes evaluation of most guide and cane techniques that are age or developmentally appropriate, OR does not address both indoor and outdoor evaluation and identifies strengths or weaknesses.</td>
<td>Does not evaluate or minimally evaluates guide and cane techniques that are age appropriate, do not address specific indoor or outdoor evaluation, does not identify strengths or weaknesses.</td>
<td>Mobility skills are not addressed.</td>
</tr>
<tr>
<td><strong>Recommendations</strong></td>
<td>Recommendations are based on information provided in the evaluation only. Addresses needs in a variety of settings (home, school, indoor, outdoor) as appropriate.</td>
<td>Recommendations mostly based on information provided in the evaluation only. Addresses needs in 1 or more settings (home, school, indoor, outdoor) as appropriate.</td>
<td>Recommendations only slightly based on information provided in the evaluation or not based on the evaluation at all. Does not address specific setting (home, school, indoor, outdoor) as appropriate.</td>
<td>Not addressed/ Omitted</td>
</tr>
<tr>
<td>Written Expression</td>
<td>Evaluation shows evidence of careful proof reading and editing. The evaluation is well constructed with fewer than 3 errors in spelling, grammar and syntax.</td>
<td>Evaluation shows evidence of proof reading and editing. The evaluation is presented in an organized manner with fewer than 5 errors in spelling, grammar and syntax.</td>
<td>Evaluation fails to show evidence of proof reading and editing. The evaluation is presented in a disorganized manner with more than 5 errors in spelling, grammar and syntax.</td>
<td>Checklist format</td>
</tr>
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<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>13-15</td>
<td>Exemplary</td>
<td>10-12 Acceptable</td>
<td>9 or below Unacceptable</td>
<td>13-15 Exemplary 10-12 Acceptable 9 or below Unacceptable</td>
</tr>
</tbody>
</table>
**APPENDIX 4**
**COMS Instructor (Program Specialist – Temporary Staff) Evaluation**
**RHB 400 and SPE 500**
(completed by student being taught)

**Instructor’s Name:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Does Not Meet</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adheres to curricular lessons/skills</td>
<td>thoroughly completes all lessons, student being taught comprehensively develops skills</td>
<td>adequately completes lessons, student being taught adequately develops skills</td>
<td>rushes and finishes all lessons early, student being taught inadequately develops skills</td>
<td>did not complete lessons/skills</td>
<td></td>
</tr>
<tr>
<td>Enhances student learning</td>
<td>extensively shares “real world” experiences, modifications of O&amp;M skills</td>
<td>adequately shares “real world” experiences, modifications of O&amp;M skills</td>
<td>minimally shares “real world” experiences, modifications of O&amp;M skills</td>
<td>fails to share “real world” experiences, modifications of O&amp;M skills</td>
<td></td>
</tr>
<tr>
<td>Attitude</td>
<td>provides positive feedback throughout training</td>
<td>provides mostly positive feedback throughout training</td>
<td>provides more negative than positive feedback throughout training</td>
<td>provides negative feedback throughout training</td>
<td></td>
</tr>
<tr>
<td>Punctuality and professional attendance</td>
<td>early to lessons, attends all lessons, or makes arrangements if absent (1 absences)</td>
<td>punctual to lessons, makes arrangements if absent (2-3 absences)</td>
<td>late to lessons, cancels often without making arrangements</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Professionalism</td>
<td>always respectful</td>
<td>mostly respectful</td>
<td>disrespectful</td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>
### APPENDIX 5

**O&M Supervisor Evaluation Rubric**

(AER Standards: X-f, XI-c, XIII-a, l, m)

<table>
<thead>
<tr>
<th>Student’s Name:</th>
<th>Student’s Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>____________________________</td>
<td>____________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty/Instructor Responsible for Collection:</th>
<th>Faculty/Instructor Responsible for Collection:</th>
</tr>
</thead>
<tbody>
<tr>
<td>____________________________</td>
<td>____________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary</th>
<th>Acceptance</th>
<th>Unacceptable</th>
<th>Not Attempted</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Willingness</strong></td>
<td>Student was willing to attempt every skill/route without hesitation</td>
<td>Student was willing to attempt every skill/route with minimal hesitation</td>
<td>Student was unwilling to attempt some or all of the skill/routes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Attitude</strong></td>
<td>Student’s attitude was positive throughout the training process.</td>
<td>Student’s attitude was mostly positive throughout the training process.</td>
<td>Student’s attitude was poor throughout the training process.</td>
<td>Student’s attitude was negative throughout the training process.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Progression</strong></td>
<td>Student showed progress from lesson to lesson, by applying already taught skills; Especially when challenged in a certain area.</td>
<td>Student showed progress from lesson to lesson, by applying already taught skills with minimal amount of prompting.</td>
<td>Student maintained basic travel abilities without progressing throughout the training process</td>
<td>Student’s travel abilities regressed throughout the training process. Study was unable to apply skills.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plan</strong></td>
<td>Student planned a thorough, appropriate lesson.</td>
<td>Student needed assistance or omitted some aspects of a thorough, appropriate lesson.</td>
<td>Student did not exhibit a full understanding of what encompasses planning a thorough, appropriate lesson.</td>
<td>Student did not plan the lesson.</td>
<td></td>
</tr>
<tr>
<td><strong>Appropriate Lesson Based on a Given, Fixed Route.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### APPENDIX 6

RHB 400/SPE 500 – SLO1.1, O&M TracDat – Demonstration of Skills - ACVREP

Competency Checklist Rubric

(AER Standards VIII and XIII)

Student: __________ Semester: __________ Evaluator: __________ Score: __________

The student will be able to demonstrate a functional knowledge of the following skills:

NA = Not Attempted

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary 3</th>
<th>Acceptable 2</th>
<th>Unacceptable 1</th>
<th>NA 0</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Human Guide</strong></td>
<td>Student was able to demonstrate this skill with no assistance.</td>
<td>Student was able to demonstrate this skill with minimal assistance.</td>
<td>Student was able to demonstrate this skill with considerable assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Self-Protective Techniques</strong></td>
<td>Student was able to demonstrate this skill with no assistance.</td>
<td>Student was able to demonstrate this skill with minimal assistance.</td>
<td>Student was able to demonstrate this skill with considerable assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Locating Dropped Objects</strong></td>
<td>Student was able to demonstrate this skill with no assistance.</td>
<td>Student was able to demonstrate this skill with minimal assistance.</td>
<td>Student was able to demonstrate this skill with considerable assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Trailing</strong></td>
<td>Student was able to demonstrate this skill with no assistance.</td>
<td>Student was able to demonstrate this skill with minimal assistance.</td>
<td>Student was able to demonstrate this skill with considerable assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Squaring Off</strong></td>
<td>Student was able to demonstrate this skill with no assistance.</td>
<td>Student was able to demonstrate this skill with minimal assistance.</td>
<td>Student was able to demonstrate this skill with considerable assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cane Techniques</strong></td>
<td>Student was able to demonstrate this skill with no assistance.</td>
<td>Student was able to demonstrate this skill with minimal assistance.</td>
<td>Student was able to demonstrate this skill with considerable assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Soliciting/Declining Assistance</strong></td>
<td>Student was able to demonstrate this skill with no assistance.</td>
<td>Student was able to demonstrate this skill with minimal assistance.</td>
<td>Student was able to demonstrate this skill with considerable assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Following Directions</strong></td>
<td>Student was able to demonstrate this skill with no assistance.</td>
<td>Student was able to demonstrate this skill with minimal assistance.</td>
<td>Student was able to demonstrate this skill with considerable assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Utilizing Landmarks</strong></td>
<td>Student was able to demonstrate this skill with no assistance.</td>
<td>Student was able to demonstrate this skill with minimal assistance.</td>
<td>Student was able to demonstrate this skill with considerable assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Search Patterns</strong></td>
<td>Student was able to demonstrate this skill with no assistance.</td>
<td>Student was able to demonstrate this skill with minimal assistance.</td>
<td>Student was able to demonstrate this skill with considerable assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Category</td>
<td>Exemplary</td>
<td>Acceptable</td>
<td>Unacceptable</td>
<td>NA</td>
<td>Score</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-----------</td>
<td>------------</td>
<td>--------------</td>
<td>----</td>
<td>-------</td>
</tr>
<tr>
<td>Compass Directions</td>
<td>Student was able to demonstrate this skill with no assistance.</td>
<td>Student was able to demonstrate this skill with minimal assistance.</td>
<td>Student was able to demonstrate this skill with considerable assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Route Planning</td>
<td>Student was able to demonstrate this skill with no assistance.</td>
<td>Student was able to demonstrate this skill with minimal assistance.</td>
<td>Student was able to demonstrate this skill with considerable assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis &amp; Identification of intersections &amp; Traffic Patterns</td>
<td>Student was able to demonstrate this skill with no assistance.</td>
<td>Student was able to demonstrate this skill with minimal assistance.</td>
<td>Student was able to demonstrate this skill with considerable assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of Traffic Control Devices</td>
<td>Student was able to demonstrate this skill with no assistance.</td>
<td>Student was able to demonstrate this skill with minimal assistance.</td>
<td>Student was able to demonstrate this skill with considerable assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Street Crossings</td>
<td>Student was able to demonstrate this skill with no assistance.</td>
<td>Student was able to demonstrate this skill with minimal assistance.</td>
<td>Student was able to demonstrate this skill with considerable assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Techniques for traveling in the following environments: indoor, outdoor, small &amp; large business districts, mall, &amp; rural</td>
<td>Student was able to demonstrate this skill with no assistance.</td>
<td>Student was able to demonstrate this skill with minimal assistance.</td>
<td>Student was able to demonstrate this skill with considerable assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem Solving</td>
<td>Student was able to demonstrate this skill with no assistance.</td>
<td>Student was able to demonstrate this skill with minimal assistance.</td>
<td>Student was able to demonstrate this skill with considerable assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of Public Transportation</td>
<td>Student was able to demonstrate this skill with no assistance.</td>
<td>Student was able to demonstrate this skill with minimal assistance.</td>
<td>Student was able to demonstrate this skill with considerable assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Professionalism Assessment Instrument  
(AER Standards: X-f, XI-c, XIII-a, l, m)

For each observation, please complete the professionalism assessment instrument below by marking the appropriate box in each row.

Candidate Name:__________________________  Supervisor: _________________________

Circle the appropriate observation/checkpoint:  1  2  3  4  5  6

<table>
<thead>
<tr>
<th>Component</th>
<th>Exceeds</th>
<th>Meets</th>
<th>Does Not Meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates punctuality and professional attendance</td>
<td>Shows dedication by arriving early and staying late as needed</td>
<td>Has regular attendance; does not leave early</td>
<td>Excessive absences and late arrivals/early departures</td>
</tr>
<tr>
<td>Works positively with supervisors and other professionals</td>
<td>Open and responsive to suggestions</td>
<td>Follows through on suggestions</td>
<td>Rejects suggestions</td>
</tr>
<tr>
<td>Dresses professionally and appropriately</td>
<td>Always dressed in clean professional attire</td>
<td>Dressed in appropriate clothes</td>
<td>Dressed in casual clothes; dirty clothes and/or inappropriate wear such as flip flops and t-shirts</td>
</tr>
<tr>
<td>Demonstrates collaboration with teachers and other professionals</td>
<td>Respects others; participates in group activities; values other perspectives</td>
<td>Participates in collaboration</td>
<td>Does not participate and may have a negative attitude</td>
</tr>
<tr>
<td>Is organized and prepared for class</td>
<td>Takes initiative and ask for feedback</td>
<td>Assignments are on time and meet minimum standards</td>
<td>Work is late or incomplete</td>
</tr>
<tr>
<td>Interacts ethically with students</td>
<td>Maintains confidentiality; supports students and respects them</td>
<td>Attempts to support students</td>
<td>Engages in gossip; derides school and/or students</td>
</tr>
<tr>
<td>Uses appropriate language in classrooms</td>
<td>Set an example for correct grammar</td>
<td>Uses appropriate words and sentences</td>
<td>Uses profanity, insults or inappropriate jokes/stories</td>
</tr>
<tr>
<td>Models openness to all students and ideas</td>
<td>Models tolerance and acceptance to all students; differentiates for all students</td>
<td>Listens to students and makes need modifications</td>
<td>Dismisses some students; does not include all students in learning</td>
</tr>
<tr>
<td>Shows enthusiasm and an interest in teaching</td>
<td>Maintains high engagement and interest in course work and class</td>
<td>Is interested in teaching and learning</td>
<td>Has no effort or interest in teaching</td>
</tr>
<tr>
<td>Uses classroom and school resources appropriately</td>
<td>Consistently uses computers and phones appropriately and models behavior for students</td>
<td>Adheres to school and university guidelines</td>
<td>Abuses computer privileges and uses phones during class</td>
</tr>
</tbody>
</table>
## APPENDIX 8

### MULTICULTURAL PAPER RUBRIC

**RHB 400**

*(AER Standards: X-a, d, e, g, h; XI-b & f; XII-c & d)*

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Unacceptable</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completeness of Response</td>
<td>Student’s paper adroitly addresses all aspects and facets of the areas to be researched.</td>
<td>Student’s paper adequately addresses each facet of the areas to be researched.</td>
<td>Student’s paper fails to address each facet of the areas to be researched.</td>
<td></td>
</tr>
<tr>
<td>Quality of Content</td>
<td>Student’s paper clearly relates to the questions and clearly demonstrates peer-reviewed research.</td>
<td>Student’s paper relates to the questions and adequately demonstrates peer-reviewed research.</td>
<td>Student’s paper fails to relate to the questions and fails to demonstrate peer-reviewed research.</td>
<td></td>
</tr>
<tr>
<td>Comprehension of Culture</td>
<td>Student demonstrates cohesive knowledge of the culture that is accurate and research based.</td>
<td>Student demonstrates adequate knowledge of the culture and is researched based.</td>
<td>Student fails to demonstrate knowledge of the culture.</td>
<td></td>
</tr>
<tr>
<td>Evidence of Research Based Support</td>
<td>Student’s paper includes 5 or more peer-reviewed research references, with fewer than 3 citation errors.</td>
<td>Student’s paper includes 4-5 peer reviewed research references, with no more than 5 citation errors.</td>
<td>Student’s paper includes less than 4 peer reviewed research references, and/or more than 5 citation errors.</td>
<td></td>
</tr>
<tr>
<td>Written Expression</td>
<td>Student’s paper shows evidence of careful proof reading and editing. The paper is well constructed with fewer than 3 errors in spelling, grammar and syntax.</td>
<td>Student’s paper shows evidence of proof reading and editing. The paper is presented in an organized manner with fewer than 5 errors in spelling, grammar and syntax.</td>
<td>Student’s paper fails to show evidence of proof reading and editing. The paper is presented in a disorganized manner with more than 5 errors.</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>