I. Course Description

This course includes 3 hours of lecture and approximately 4 hours of laboratory per week. Field instruction in orientation and mobility is conducted under the supervision of the university faculty and/or approved COMS. Class provides advanced instruction of O&M theory, skills, and strategies in O&M instruction. 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 60 hours of direct orientation and mobility (O&M) instruction, under the supervision of a Certified Orientation and Mobility Specialist. **Students must document at least 60 hours of successful O&M practicum experience in order to receive a grade for this course.** This is an advanced course in teaching Orientation and Mobility techniques and procedures which should be taken the semester prior to internship. Since it is the last O&M practicum class prior to internship, it is a very important opportunity for the student to make sure they have a competent knowledge of all O&M skills. This will be accomplished by spending time reviewing all the O&M skills and techniques, as well as submitting assignments and completing teaching, observation, and activity hours. As well, you will be assigned to a COMS instructor associated with the RHB 400 blindfold simulation as a student instructor to assist with the instruction of O&M skills and techniques. The RHB 402 course instructor will observe a minimum of 8 lessons you teach under the supervision of the COMS instructors during RHB 400 blindfold simulation. A course fee of $25 is associated with RHB 402.

RHB 402 “Advanced Clinical Practicum in Orientation and Mobility” (3 credits) is the final practicum course prior to internship. 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 exam and 4 hours per week of practicum outside of the classroom. The practicum experience includes instruction of a RHB 400 student under the supervision of a certified orientation and mobility specialist (COMS). Throughout the semester students are required to prepare for instruction of blindfold simulation and complete course readings, assignments, and
quizzes/exams. In addition to the weekly meetings, these activities average 2.5 hours of outside-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 402.

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 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.

PLOs #3, #4, and #6 will be the main focus of this advanced course. General topics in other PLOs will be addressed and discussed during class time, work in the community, observation of instruction, and direct teaching experience.

Student Learning Outcomes: Orientation & Mobility
SLO TracDat ASSESSMENT PLAN

Method of Assessment #3 – Program Planning
(ACVREP Domains 2, 3, 4, 5; AER Standards II, VIII, IX, XIII)

3.2 The Student O&M Candidate will demonstrate proficiency in planning a route that addresses environmental issues, safety concerns, individual needs and personal attributes of the consumer.

Method of Assessment #4 – Practicum and Internship Experience
(ACVREP Domains 5, 6, 7, 8, 12; AER Standards II, VIII, IX, XIII)
4.1 The Student O&M Candidate will demonstrate proficiency in planning, conducting and evaluating lessons according to the individual’s learning style, stage of development, age or other unique personal attributes that affect learning.

**Method of Assessment #6 – Understanding the Profession**  
(ACVREP Domains 1; AER Standards X)

6.2 A. Candidates will demonstrate knowledge and understanding of the Code of Ethics for O&M specialists through a written submission on professionalism and ethical standards of behavior. B. Candidates will follow the assignment description closely, and provide all requested features to receive full credit for their work.

This course supports the Program Learning Outcomes and will enable the student to demonstrate the knowledge of:

- Adaptive Technology for Orientation and Mobility
- Improving Perception and Orientation
- Orientation Aids for Low Vision
- Improving the use of Low Vision
- Improving the Use of hearing
- Improving Psychosocial Functioning
- Working with Individuals with Dog Guides
- Working with Older Adults and Veterans
- Code of Ethics for Certified Orientation and Mobility Specialists

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 402 is the third and final practicum course 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.*


**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 Skill** - 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 is demonstrated through evaluations of environments, consumer skills and the development of orientation and mobility lessons.

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:** This is documented through the collection and dissemination of written assignments, and demonstrating the ability to effectively communicate instruction to consumers.

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:** This is modeled through the accurate maintenance of schedules, and the meeting of timelines that govern practice.

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:** This is demonstrated through the development of advocacy skills to better support the community of persons with visual impairments.

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:** This is developed through the evaluation of the skills of consumers receiving services, and self-evaluation of ability to provide meaningful instruction to consumers.

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:** This is demonstrated through collaborative activities with other students, instructors, and supervisors.

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,e, II-a,e,h, III-a,b,d,e,f,g,j, IV-e,f,g,h, VI-b,f, VII-a,b,c,d,e,f,g,i, VIII-a-h,j,m,n, IX-b,c,d,e,g,I,j,k,l,n,p,s,t,u,w,x, X-a,f,I,j,k,m,p, XI-a,d, XII-a,j, XIII-a,d,e,g,h,k,l,n-nn.

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, 2, 3, 5, 6, 7, 8, 9, 10, 12, 13

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

Course Requirements:
This class meets face-to-face twice per week. Class meetings will be on Tuesday and Thursday afternoons at 2:00 pm and last until 3:15 pm. The classroom is 320 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. Class participation is graded by virtue of attendance and active engagement, and worth 290 points (10 points per class meeting). This course will have graded assignments for each module, as either an activity or quiz. There are two exams worth 200 points each.

This course requires 60 hours of instruction/observation in O&M techniques and skills, observing and participating in O&M lessons all under the direction of a Certified Orientation and Mobility Specialist. The documentation form(s) will be provided via d2l and is required to be completed. Students can expect to be observed in the field by the classroom instructor periodically. The 60 hour practicum requirement will be completed during this course through assisting in the instruction of the RHB 400 blindfold simulation under the supervision.
and direction of a Certified Orientation and Mobility Specialist (COMS), as well as other opportunities with area partnerships such as, Lufkin State Supported Living Center New Employee trainings and activities, the Braille and Cane Club Easter Event, and the ESC Region 7 Easter Event under the supervision of the course instructor. ALL 60 hours must be completed to receive a permit for RHB 495/496 and an internship placement. Hours will be submitted via LiveText/Watermark in the Field Experience Module (FEM).

Assignments:
Module Assignments- Each module assignment will give you an opportunity to practice using the concepts and skills reviewed. You will use the information gained from the readings and class discussion to complete the module assignment or quiz associated with that topic. Each module features an assignment or quiz (6 are worth 50 points each and 3 are worth 100 points each). Three assignments (worth 100 points) will require submission to D2L and LiveText/Watermark. If LiveText/Watermark submission is not submitted 25 points will be deducted from the grade. The module activities must be submitted for evaluation and feedback.

Chapter Outlines- Students will be required to complete an outline for each chapter assigned from the Foundations of Orientation and Mobility textbook (“the redbook”). A general format will be provided by the instructor. Outlines will be submitted weekly via dropbox in D2L, and three specific chapters 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.

O&M Evaluation- 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. Observations of the RHB 400 student you are assigned to assist with will be used to complete this 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. The O&M Evaluation assignment is worth 100 points.

Examinations- Two exams (a midterm and a final) will be given during the semester. You are responsible for all material covered in this class, in readings, in study guides, and in the assignments in order to successfully complete the exams. The midterm will be taken during regular scheduled class time, and the final is scheduled for a 2 hour block of time. Each exam is worth 200 points.

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 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 this class revolve around discussion, questioning, and participation by the class member.
At the end of the semester I will evaluate you on the following criteria:

**Professionalism**
- 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.
- Attendance (physical and mental) to class activities and online discussions.
- Preparation, attendance, and punctuality
- On-time completion of assignments

**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

**IV. Evaluation and Assessments (Grading)**
Grades will be based on the following:

1. Midterm Exam 200 pts
   (ACVREP Domain 2, 3, 5, 6, 7, 8, 9, 10, 13; AER Standard I, II, III, IV, VII, VIII, IX, X, XI, XII, XIII)
2. Final Exam 200 pts
   (ACVREP Domains 1, 2, 3, 5, 7, 8, 12; AER Standards I, IV, VII, VIII, IX, X, XIII)
3. Module Assignments (6 at 50 pts each, 3 at 100 pts each) 600 pts
   (ACVREP Domain 1, 2, 3, 5, 6, 7, 8, 9, 10, 12, 13; AER Standard I, II, III, IV, VI, VII, VIII, IX, X, XI, XII, XIII)
   - Module 1: AER Standards I-a,d,e,f,g,j; IV-f; VIII-a,b,c,d,e,f,g; IX-s,t,w; X-f; XIII-a,d,g,h,k-nn
   - Module 2: AER Standards I-e; II-a; III-b; IV-e,g,h; VIII-a; VIII-j,m,n; IX-b,c,d,1,n,p,u,x
   - Module 3: AER Standards II-a,d,h; VII-a; VIII-j; IX-i,k,l; XIII-d,q,r,s,t,u,h,k
   - Module 4: AER Standards I-d; II-e,h; VI-b; XI-b,e; XII-j
   - Module 5: AER Standards VI-f; VII-g; VIII-h; IX-e,g,j; X-a,j,m
   - Module 6: AER Standards VII-b,c,d,f,l; X-i; XIII-a
   - Module 7: AER Standards VII-e, X-k, XIII-g
4. 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)
5. Chapter Outlines (3 at 50 pts each) 150 pts
   (ACVREP Domain 1, 2, 3, 5, 6, 7, 8, 9, 10, 12, 13; AER Standard I, II, III, IV, VII, VIII, IX, X, XIII)
6. Class Participation 290 pts (10 points per class meeting)

**Total possible points 1540 pts**
(90% - 100%) 1386 - 1550 pts = A
(80% - 89%) 1232 - 1385 pts = B***
(70% - 79%) 1078 – 1231 pts = C
(60% - 69%) 924 - 1077 pts = D
923 and Below = F

***YOU MUST RECEIVE A GRADE OF “B” OR HIGHER TO BE RECOMMENDED FOR RHB 495 and RHB 496 (O&M Internship), the final O&M courses in the sequence, as well as complete the required 60 hour practicum from this course.

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

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 instructing under the supervision of a COMS, which includes 4-6 hours per week.

**Simulation/Blindfold Instruction/Practicum TBD: Individualized Lesson Times will be determined with Varied COMS Instructors**

**SEMINAR SCHEDULE – SPRING 2019 (Seminar time: TR 2:00-3:15PM)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Supporting Materials</th>
<th>Other</th>
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<tbody>
<tr>
<td>January 22</td>
<td>Review Syllabus, Review O&amp;M Skills, Scheduling</td>
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<tr>
<td></td>
<td>Chapter 3 (Self Protective and Positional Techniques) &amp; pp.131-136 (Indoor Environments)</td>
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<tr>
<td>January 29 &amp; 31</td>
<td>Chapter 4-5 (Systematic Search Patterns and Familiarization Procedures; Cane Techniques)</td>
<td>Book: O&amp;M: Techniques for Independence (LaGrow)</td>
<td>Classes will be delivered via Zoom</td>
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<tr>
<td>Date</td>
<td>Chapter(s) Vol.</td>
<td>Book(s)</td>
<td>Notes</td>
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<tr>
<td>February 5 &amp; 7</td>
<td>Chapter 6 vol. 2</td>
<td>(Improving Psychosocial Functioning for Orientation &amp; Mobility)</td>
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<tr>
<td>February 12</td>
<td>Chapter 10 vol. 2</td>
<td>(Teaching Orientation &amp; Mobility to Older Adults)</td>
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<tr>
<td>February 14</td>
<td>Chapter 6 (Environmental Sequence and Selection)</td>
<td>Books: O&amp;M: Techniques for Independence (LaGrow)</td>
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<tr>
<td>February 26 &amp; 28</td>
<td>Chapter 3 vol. 2</td>
<td>(Improving the Use of Low Vision for Orientation &amp; Mobility)</td>
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<tr>
<td>February 26 &amp; 28</td>
<td>Chapter 4 vol. 2</td>
<td>(Improving the Use of Hearing for Orientation &amp; Mobility)</td>
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<tr>
<td>March 5 &amp; 7</td>
<td>Goal and Lesson Plan Writing</td>
<td>3/7/2019: Ch. Outlines Submission Due for grading period(1) O&amp;M Evaluation Submission Due for review(1)</td>
<td></td>
</tr>
<tr>
<td>March 12</td>
<td>Midterm</td>
<td>*March 18-22 SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>March 14</td>
<td>Teach lesson/routes (SLO 4.1)</td>
<td>SLO 4.1 submitted to d2l dropbox &amp; LiveText/Watermark</td>
<td></td>
</tr>
<tr>
<td>April 2</td>
<td>TAPS pp.7-32, 38-39, 75-106</td>
<td>Books: TAPS 3rd Edition: part 4</td>
<td>Ch. Outline Submissions Due for grading period (2) April 3- LSSLC NEO Training</td>
</tr>
<tr>
<td>April 10</td>
<td>Tyler Lesson/Trip</td>
<td>$ for lunch</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Books</td>
<td>Notes</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>April 16</td>
<td>TAPS pp.107-123, 204-220 Review Tyler Trip</td>
<td>Book: TAPS 3rd Edition: part 4</td>
<td>April 17- LSSLC NEO Training</td>
</tr>
<tr>
<td>April 18</td>
<td>Optional: East Texas/Region 7 Easter Event for students with visual impairments</td>
<td></td>
<td>@ Tyler, TX</td>
</tr>
<tr>
<td>April 23</td>
<td>Independent Lesson/Scheduling Caseload Analysis, Interview process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 25</td>
<td>Teach Routes (SLO 3.2)</td>
<td>SLO 3.2 submitted to d2l dropbox &amp; LiveText/Watermark</td>
<td></td>
</tr>
<tr>
<td>May 7</td>
<td>Speaker(s) from the City of Nacogdoches (City Works Manager and City Engineer)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 16 (1:00-3:00pm)</td>
<td>Final Exam</td>
<td>O&amp;M Evaluation Submission Due for grading (3)</td>
<td></td>
</tr>
</tbody>
</table>

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

BOOKS REQUIRED:


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

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/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 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. 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: 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 scheduled 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 be absent from a blindfold lesson—please inform your supervising COMS NO LESS than 45 minutes BEFORE your lesson is scheduled to begin. This is a courtesy to your supervisor. If you wish to switch lessons with another student instructor, you MUST contact the 402 course instructor for prior approval, and all parties must be in agreement.

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
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 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.

   Course links:

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

FAQ page and Handbook
www2.sfasu.edu/visual-impairment
SLO 3: Candidate will demonstrate knowledge and 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.

SLO 3.2: Candidate will demonstrate proficiency in planning a route that addresses environmental issues, safety concerns, individual needs, and personal attributes of the consumer.

Method of Assessment: Route Planning (Domains 2, 3, 4, 5)

This course requires 60 hours of observation and/or instruction under the supervision of a Certified Orientation & Mobility Specialist (COMS). The practicum candidate will plan a route addressing environmental issues, safety concerns, individual needs, and unique attributes of the consumer or student.

1. Select a student you will be observing/teaching in your practicum placement; preferably one with whom you are familiar. Begin by describing the student you are using in this scenario (age, abilities, additional diagnoses, present travel skills, etc). Based on the student’s current needs or goals, select an appropriate route that you will use on an O&M lesson. Analyze information about the student AND about the route you will be using, and identify safety concerns in that environment.

2. Create a written lesson plan, based on the rubric below, and teach this route to your student while your COMS supervisor closely monitors and records your efforts.

3. Print the rubric so that your supervising COMS or course instructor can score each of the assessment categories, and be sure to collect the signature of your COMS on the completed document, if applicable. The route should then be uploaded to LiveText/Watermark, as well as the scored rubric, if applicable.
RHB 402 – SLO 3.2, O&M TracDat – Route Planning Assignment/Rubric

Practicum Student Name (print): ____________________________

Supervising COMS Name (print): ____________________________

Date: ______________    Signature of COMS: ______________________________

<table>
<thead>
<tr>
<th>ROUTE PLANNING CATEGORY</th>
<th>THOROUGHLY 2</th>
<th>MODERATELY 1</th>
<th>MINIMALLY 0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Environment</strong>: The area for this route was safe, carefully/thoughtfully selected, and was appropriate for the skills emphasized. Practicum candidate notes traffic patterns, uneven sidewalks, ambient noises, variations in time of day or weather, etc.</td>
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</tr>
<tr>
<td><strong>Route Plan</strong>: The practicum candidate has a detailed plan to get the student from point of origin to destination. Lesson plan notes include side of street, street crossings, cardinal directions, landmarks and clues, etc.</td>
<td></td>
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</tr>
<tr>
<td><strong>Understanding and Preparation</strong>: The practicum candidate was prepared to teach the lesson, with appropriate materials and devices. The candidate demonstrated a solid understanding of the lesson objectives and goals.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Individualization</strong>: The practicum candidate has considered the student’s strengths and challenges when selecting this route, as well as unique concerns (medications, diagnoses, general health, fatigue, etc.). The route was appropriate for the student’s needs and skills.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cane Skills</strong>: The practicum candidate determined the various cane skills that would be required during the course of the route prior to the lesson.</td>
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</tbody>
</table>

**TOTAL POINTS** ____________________________ Out of 10
RHB 402 – SLO 4.1, O&M TracDat – Lesson/Route Planning Assignment

SLO 4: 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.

SLO 4.1: Candidate will demonstrate proficiency in planning, conducting, and evaluating lessons according to the individual student’s learning style, stage of development, age, or other unique personal attributes that impact learning (ACVREP Domains 5, 6, 7, 8, 12)

Method of Assessment: Lesson/Route Planning (Domains 5, 6, 7, 8, 12)

This course requires 60 hours of observation and/or instruction under the supervision of a Certified Orientation & Mobility Specialist (COMS). The practicum candidate will submit a written lesson intended for a student that he or she will be observing/teaching during this practicum placement. Data will be collected on the following skills:

- Planning, organization, and preparation for the lesson
- Knowledge of skills to be taught
- Communication techniques
- Safety concerns
- Professional judgement
- Introduction and termination of lesson

4. Select a student you will be observing/teaching in your practicum placement; preferably a student with whom you are familiar.

5. Create a detailed lesson plan, based on the template below, and teach this lesson to the student while your COMS supervisor closely monitors and records your efforts.
Student:  

Date:  

Lesson:  

Objective:  

Location:  

Materials Needed:  

Introduction: (describe how you will introduce the lesson and make it relevant to the student)  

Teach: (break down the steps you plan to use during actual instruction)  

Assess: (describe how you will assess the student’s success)  

Review: (how do you plan to wrap up the lesson?)  

Self-Assess: (how do you feel you did? what improvements could you make?)  

6. Print the rubric below so that your supervising COMS or course instructor can score each of the assessment categories, and remember to collect the signature of your COMS on the completed document, if applicable. The lesson plan and scored rubric, if completed by COMS supervisor, as a PDF file should be uploaded to LiveText/Watermark.
## RHB 402 – SLO 4.1, O&M TracDat – Lesson/Route Planning Rubric

Practicum Student Name (print): ________________________________

Supervising COMS Name (print): ________________________________

Date: ______________ Signature of COMS: ______________________

<table>
<thead>
<tr>
<th>LESSON/ROUTE PLANNING CATEGORY</th>
<th>YES 1</th>
<th>NO 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicuim candidate produced a written document reflecting a well-planned lesson.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The lesson plan created by the practicum candidate was tailored to the personal attributes of the student (considering his or her travel abilities, limitations, interests, goals, etc.).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicum candidate properly evaluated the lesson environment prior to the session.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicum candidate was prepared to teach the lesson he or she had planned, with appropriate materials and devices as needed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicum candidate demonstrated solid understanding of lesson goals and objectives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicum candidate properly introduced the lesson to the student.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicum candidate monitored the student at a safe and appropriate distance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicum candidate intervened at appropriate time and with appropriate information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicum candidate was able to teach relevant O&amp;M skills (human guide, protective techniques, cane techniques, etc.) with no assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicum candidate properly reviewed the lesson with the student.</td>
<td></td>
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</tbody>
</table>

**TOTAL POINTS**

Out of 10
SLO 6 – Understanding the Profession
Candidates will demonstrate understanding of the role, responsibilities, and ethical standards associated with becoming a Certified Orientation and Mobility Specialist. (ACVREP Domain 1)

Method of Assessment – Code of Ethics Report/Essay
A. Candidates will demonstrate knowledge and understanding of the Code of Ethics for O&M specialists through a written submission on professionalism and ethical standards of behavior.
B. Candidates will follow the assignment description closely, and provide all requested features to receive full credit for their work.

Assignment: After reviewing the Code of Ethics (provided at the back of this paper), write a brief summary of the document, with personal reflections, as described here. Your document should have your name, course number and section, and instructor’s name at the top. Format the rest of the paper using the “5 Standards of Acceptable Behavior” as your document headings. Under each section/heading, discuss the overall meaning of the list of practices itemized in that particular area. Summarize the main idea of that standard, and cite specific statements found in the Code of Ethics (also referred to here as ‘the Code’). For example, if you write about respecting the privacy and confidentiality of all information pertaining to the learner, close that sentence by adding “(1.8)” – reflecting Standard 1, Item 8 of the Code. At the close of each section, add a paragraph to describe your personal feelings about the items listed; why are these things important and valuable to O&M professionals (and the students, families, agencies, and other individuals who interact with them)? Are there any areas within that section in which you foresee potential difficulty? Please answer honestly and candidly. The objective of this assessment is self-evaluative, and your credit will be based on adherence to these instructions, not on your personal opinions or commentary. See the rubric below for scoring information.
<table>
<thead>
<tr>
<th>Requirements</th>
<th>5</th>
<th>3</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heading</td>
<td>Heading includes student’s name, course number and section, and instructor’s name</td>
<td>Heading includes 2 of 4 - student’s name, course number and section, and instructor’s name</td>
<td>Heading does not include each of the required items</td>
</tr>
<tr>
<td>Formatting</td>
<td>The “5 Standards of Acceptable Behavior” are used as headings within the body of the paper and are easily identified</td>
<td>The “5 Standards of Acceptable Behavior” are used as headings within the body of the paper</td>
<td>Paper has no headings, or has headings that deviate from the five listed in the Code</td>
</tr>
<tr>
<td>Reference to Code</td>
<td>Specific items found in the Code are identified within the body of the paper as appropriate, using section number &amp; item number (3 or more)</td>
<td>Specific items found in the Code are identified within the body of the paper as appropriate, using section number &amp; item number (2)</td>
<td>Specific items from the Code are not referenced within the body of the paper as described in the assignment instructions</td>
</tr>
<tr>
<td>Main Idea</td>
<td>The main idea of each standard is summarized in the sections below each heading</td>
<td>The main idea of each standard is addressed in the sections below each heading</td>
<td>Student fails to summarize the main idea of each standard within its section of the paper</td>
</tr>
<tr>
<td>Personal Reflection</td>
<td>At the close of each of the five sections, the student has written a paragraph thoroughly detailing his or her personal feelings and potential struggles pertaining to the associated standard or any item(s) therein</td>
<td>At the close of each of the five sections, the student has written a paragraph stating his or her personal feelings and potential struggles pertaining to the associated standard or any item(s) therein</td>
<td>The student failed to provide a personal reflection paragraph at the close of each section as described in the assignment instructions</td>
</tr>
<tr>
<td>Written Expression</td>
<td>The student’s submission shows evidence of careful proofreading and editing. The paper is well-written with fewer than 3 errors in spelling, grammar, and syntax.</td>
<td>The student’s submission shows evidence of proofreading and editing. The paper is well-written with fewer than 5 errors in spelling, grammar, and syntax.</td>
<td>The student’s submission contains 5 or more errors in spelling, grammar, and syntax, making it difficult to read or comprehend.</td>
</tr>
<tr>
<td>Total Points</td>
<td>___________________ Out of 30 Possible Points</td>
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</tbody>
</table>
Section 6 - Code of Ethics for Orientation and Mobility Specialists
(Updated June 1, 2018)

Preamble

Orientation and mobility (O&M) specialists recognize the significant role that independent movement plays in the overall growth and functioning of individuals with visual impairment and are dedicated to helping these individuals attain the maximum level of independence commensurate to their unique strengths, needs, abilities and preferences, and to receiving the services to which they are entitled. O&M specialists develop and utilize specialized knowledge to accomplish this goal with other professionals; the possession of specialized knowledge obligates the O&M specialist to protect the rights of the individuals served. The Code of Ethics provides guidance for ethical practice but is not intended to serve as an exhaustive list of every possible ethical or unethical behavior. The O&M specialist is responsible for identifying and implementing a sound decision-making model involving professional discussions with appropriate parties when questions arise regarding ethical practices which are difficult to answer alone. To assure the public of the O&M specialist's awareness of this obligation, the specialist commits to the Code of Ethics for Orientation and Mobility Specialists, henceforth referred to as the Code.

O&M specialists pledge themselves to standards of acceptable behavior as it relates to the following: Commitment to the Learner; Commitment to the Community; Commitment to the Profession; Commitment to Colleagues and Other Professionals; and Commitment to Professional Employment Practices.

1. Commitment to the Learner

1.1 The O&M specialist will value the worth and dignity of each individual.

1.2 The O&M specialist will take all reasonable precautions and actions to provide for the physical safety of the learner from conditions that interfere with learning and protect the best interest of the learner.

1.3 The O&M specialist will conduct a record review before beginning instruction with the learner. The specialist will make reasonable attempt to obtain and evaluate information about the learner that is relevant to the O&M assessment and instruction.

1.4 The O&M specialist will respect the rights of the learner and legal representative to participate in decisions regarding the instructional program.

1.5 The O&M specialist will make the recommendation for the continuing or discontinuing of services with the learner and/or their legal representative and will base that recommendation upon an evaluation of the learner’s needs, abilities, and skills. There commendation will be made in the learner’s best interest, independent of personal or agency convenience.

1.6 The O&M specialist will provide information regarding the various types of O&M
devices and strategies, and will explore with the learner which device(s) and strategies will best meet the specific assessed needs of the learner. The O&M specialist will not dispense or supply O&M equipment unless it is in the best interest of the learner.

1.7 The O&M specialist will seek the support and involvement of the family and/or legal representative to promote the learner’s instructional goals and in advancing his or her continued success. For example, the specialist will share information as appropriate with the learner’s permission with the family that will facilitate the learner’s welfare and independence, but will not communicate information that violates the principles of confidentiality.

1.8 The O&M specialist will seek the advice and counsel of colleagues whenever such consultation is in the best interest of the learner and does not serve to jeopardize learner confidentiality.

1.9 The O&M specialist will respect the privacy and confidentiality of all information pertaining to the learner obtained through or stored in any medium (i.e., hard copy, cellular phone conversations, electronic mail, facsimile, texting, video, audio-visual). He or she will not divulge confidential information about any learner to any individual not authorized by the learner to receive such information unless required by law or institutional policies, or unless withholding such information would endanger the safety of the learner or the public.

1.10 The O&M specialist will obtain permission from the learner or legal representative before inviting others to observe a lesson or before recording the voice or image of the learner.

1.11 The O&M specialist will obtain full informed, written permission from the learner or legal representative before releasing information to a requesting agency or individual.

1.12 The O&M specialist will make all reports objective and will present only data relevant to the purposes of the evaluation and instruction. When appropriate, the specialist will share this information with the learner and/or the family and/or legal representative.

1.13 The O&M specialist will endeavor to disseminate information to service providers involved with the learner as it relates to O&M knowledge, instruction, and experiences so as to facilitate the goals of the learner, provided such information does not jeopardize learner confidentiality.

1.14 The O&M specialist will not allow undue consideration of personal comfort or convenience to interfere with the design and implementation of necessary travel lessons.

1.15 The O&M specialist will endeavor to establish and maintain a trusting relationship with the learner, maintain ethical standards of behavior and manage conflicts of interest by full disclosure.
1.16 The O&M specialist will avoid accepting a referral for services of a learner with whom he or she has a current or has had a prior relationship which may compromise the integrity of the instruction. If, because of the unavailability of other competent professionals this is not possible, the nature of such a relationship will be made known to the O&M specialist’s supervisor(s) or contracting authority issuing contract for orientation and mobility services for the learner’s protection and to avoid the appearance of impropriety.

1.17 The O&M specialist will be responsible for services to learners who are referred and who are accepted as a learner and will provide ongoing supervision when any portion of the service is assigned to interns or student teachers who are enrolled in O&M university programs, with the understanding that each individual will function under strict supervision.

2. **Commitment to the Community**

2.1 The O&M specialist will not discriminate or knowingly engage in behavior that is harassing or demeaning based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, socioeconomic status, or on any other basis prohibited by law.

2.2 The O&M specialist will not engage in sexual harassment.

2.3 The O&M specialist will demonstrate in his or her practice an appreciation of the need to provide necessary accommodations, including full participation in program access, accessible facilities and services.

2.4 The O&M specialist will not engage in any activity that results in the exploitation of the learner. Exaggeration, sensationalism, superficiality, and other misleading activities are to be avoided.

3. **Commitment to the Profession**

3.1 The O&M specialist will exercise professional judgment related to the practice of orientation and mobility services.

3.2 The O&M specialist who is conducting research, will seek informed consent and provide information to include (1) description of the research, (2) the purpose of the research, (3) the participant’s right to withdraw from the research even after participation has begun; (4) the potential risks, discomfort, or adverse effects that could occur; (5) the potential research benefits; (6) the plan for confidentiality; (7) incentives for participation; and (8) whom to contact for further information.

3.3 The O&M specialist will interpret and use the writing and research of others with integrity. In writing, making presentations, or conducting research, the O&M specialist will be familiar with and give recognition to previous work on the topic.

3.4 The O&M specialist will not engage in fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results. If the specialist discovers significant errors in his or her published data, he or she
will take reasonable steps to correct such errors via correction, retraction, erratum, or other appropriate publication means.

3.5 The O&M specialist will give credit through joint authorship, acknowledgment, footnote statements, or other appropriate means to those who have contributed significantly to research or concept development in accordance with such contributions.

3.6 The O&M specialist reviewing material submitted for presentation, publication, grant, or research proposal will respect and guard the confidentiality of and the proprietary rights in such information of those who submitted it.

3.7 The O&M specialist will conduct investigations in a manner that takes into consideration the welfare of the subject(s), and report research in a way as to lessen the possibility that the findings will be misleading.

3.8 The O&M specialist will not accept gratuities or gifts of significance over and above the predetermined salary, fee, and/or expense for professional service.

3.9 The O&M specialist will not engage in commercial activities that result in a conflict of interest between these activities and professional objectives with the learner.

3.10 The O&M specialist involved in development or promotion of O&M devices, books or other products will present such products in a professional and factual manner and fully disclosing personal involvement.

3.11 The O&M specialist will report suspected or known negligence, illegal, or unethical behavior in the practice of the profession to appropriate authorities.

3.12 The O&M specialist will not misrepresent his or her credentials.
3.13 The O&M specialist will not train any person to provide O&M services as an O&M specialist outside of the O&M university programs.

4. Commitment to Colleagues and Other Professionals

4.1 The O&M specialist will engage in professional relationships on a mature level and will not become involved in personal disparagement.

4.2 The O&M specialist will not knowingly make false, deceptive, or fraudulent public statement concerning his or her practice or other work activities; nor that of persons or organizations with which he or she is affiliated.

4.3 The O&M specialist will not knowingly offer professional services to a person receiving O&M instruction from another O&M specialist, except by agreement with the other specialist or after the other specialist has ended instruction with the learner.

4.4 The O&M specialist will not assume responsibilities outside the Scope of Practice that are better provided by other professionals who are available to the learner.
4.5 The O&M specialist who is a member of an interdisciplinary service delivery team will participate in and contribute to decisions that affect the well-being of learners by drawing on the perspectives, values, and experiences of his or her profession. Professional and ethical obligations of the interdisciplinary service delivery team as a whole and of its individual members will be clearly established.

4.6 The O&M specialist will seek to facilitate and enhance team efforts with other professionals. In such situations where team decisions are made, the specialist will contribute information from his or her own perspective derived from specialized knowledge of blindness and visual impairment, and will abide by the team decision unless the team decision requires that he or she act in violation of the Code.

4.7 The O&M specialist who is responsible for education and professional preparation programs will take reasonable steps to ensure that the programs are designed to provide the appropriate knowledge and proper experiences for students enrolled in such programs, and to meet the requirements for licensure, certification, or other goals for which claims are made by the program.

4.8 The O&M specialist who functions as an onsite supervisor for university students will perform direct supervision sufficient to ensure that services provided to learners are adequate and do not cause harm.

5. **Commitment to Professional Employment Practices**

5.1 The O&M specialist will not accept a position of employment where ethical principles of O&M practice are compromised or abandoned, unless the position is accepted with the intention of amending or modifying the questionable practices and providing that he or she does not participate in the behavior which violates the Code.

5.2 The O&M specialist will not accept remuneration for professional instruction from a learner who is entitled to such instruction through an agency or school, unless the learner, when fully informed of the services available, elects to contract privately with the specialist.

5.3 The O&M specialist will ensure the honest and accurate reporting of the nature of the service provided, the fees and charges.
**Professionalism Assessment Instrument**

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>
### O&M Evaluation Report Rubric

<table>
<thead>
<tr>
<th>Area</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Omitted</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>
<td></td>
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<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>
<td></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>
<td></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>
<td></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>
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<tr>
<td></td>
<td>13-15 Exemplary</td>
<td>10-12 Acceptable</td>
<td>9 or below Unacceptable</td>
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</tbody>
</table>