James. I Perkins College of Education
Department Of Human Services
Basic Orientation and Mobility
SPE 518-504 – CRN 25334 – SPRING 2020

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Course Synchronized Class Schedule: Through D2L Zoom: 8-10 pm
                                    1/27, 2/10, 2/24, 3/16, 3/30, 4/13, 4/27
Course Credits: 3
Office Hours: M/W 2-4pm, Tu 3-4pm, Others by appointment

A Word about Office Hours: Don’t forget that your classmates may have the information that you are seeking, so please adopt the “Ask 3 Before Me” rule. If you REALLY need to, though, don’t hesitate to call the instructor. If there is no answer, leave a message and a good time to return the call. Since D2L and SFA email is checked on a daily basis, it may be the best way to communicate throughout the semester, with the instructor being able to reply within approximately 24-48 hours.

Prerequisites: none

I. Course Description
In this course, foundational concepts of orientation and mobility are introduced. This includes sensory development, motor development, body imagery, spatial awareness, and applying those concepts for Low Vision and MDVI adults, as well as to school age students 0-22.

Purpose:
This particular section of the SPE 518 course is designed for the student whose goal is to become a Teacher of the Visually Impaired (TVI). It allows this student to acquire the skills and concepts necessary to work independently and/or collaborate with other classroom teachers and other disciplinary therapists to conduct assessments and successfully plan and implement an individualized program for students with visual impairments from birth through adulthood, including for populations who may have low vision or MDVI.

Each student will learn to implement basic orientation and mobility skills and observe and participate in blindfold training under the supervision of a Certified Orientation and Mobility Specialist (COMS) in their area. Learning modules will be given online to be completed during the semester, as well as presentations, COMS interviews, compiling a notebook of basic Orientation and Mobility skills, writing reflections on O&M instruction and observation, quizzes, and two exams.
Time Requirements: This course (3 credits; online with synchronous meetings), spans 15 weeks. Because the course contains extensive written content on D2L, which includes the same information that students in a face-to-face lecture course would receive, it will require students to engage the online D2L modules for at least 3 hours per week. Students are given readings from which key concepts are gathered, and are required to engage in and complete the readings prior to each two-hour synchronous meeting which covers its corresponding course topic. For every hour a student spends engaging with the content, the student will spend at least two hours completing associated activities and assessments covering the content of the course, including discussion assignments, quizzes, exams, and specified assignments requiring writing a basic Orientation & Mobility (O&M) skills notebook in their own words, interviewing Certified Orientation & Mobility Specialists (COMS), and experiencing time in instruction of basic O&M skills under blindfold. Some of these assignments will require the student to reach out to the schools in their community, and make contact with other professionals, including those in the field of education and rehabilitation of persons with visual impairment.

PCOE Diversity Statement: The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

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

INTERNAL

University - The SFA Way
This course, our faculty, staff, alumni, and students believe in doing things "The SFA Way." We expect the best from ourselves and from each other, and we hold each other accountable when we fail to maintain these standards. Grounded in the five "Root Principles" below, all of us as members of the SFA community strive for personal excellence in everything that we do.

- The Principle of Respect
Lumberjacks command respect and treat others with respect • They are considerate of others and tolerant of differences • They demonstrate respect for those around them by avoiding the use of offensive or profane language • They do not threaten or harm anyone and deal peacefully and civilly with conflict.
- **The Principle of Caring**
Lumberjacks think of the needs of others and seek to improve the quality of life of those around them • They are compassionate, empathic and kind • They respond with humility to those they have helped and freely express gratitude to those who help them • Lumberjacks prepare themselves to become leaders in their communities and workplaces • They dedicate themselves to excellence in their chosen field of study and to using what they learn in the service of others.

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

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

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

This course directly supports the mission and values of the **SFASU James I. Perkins College of Education**:

It is the mission of the Stephen F. Austin College of Education “to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.” This statement essentially sums up the intent of this class and our program as a whole. We make every effort to ensure that this class (and all other vision courses) is solidly grounded in the realities of practice. It is intended to be a pragmatic, practical class with maximum emphasis being placed on equipping you to be effective and efficient facilitators of learning for individuals with visual impairments, their families, teachers, as well as caseworkers, and other stakeholders who strive to meet their unique needs.

The Core Values of our College are:

- **Academic excellence** through critical, reflective, and creative thinking
- **Life-long learning**
- **Collaboration** and shared decision-making
- **Openness** to new ideas, to culturally diverse people, and to innovation and change
- **Integrity**, responsibility, diligence, and ethical behavior, and
- **Service** that enriches the community.

The Core Foundation and Vision, Mission, Goals, and Core Values describe a shared vision and purpose for the SFASU College of Education. It provides coherence for our curriculum, clinical
experiences, and assessments. It is linked to the University vision and values, and describes how those values translate into knowledge, skills, and dispositions in the College of Education. It is this philosophy and vision that helps to distinguish our graduates from those of other institutions. This course emphasizes these values in its content, philosophy, and in its assessment of outcomes. We, as instructors, strive to reflect these principles in the teaching of this class and we also have the highest expectations that you, our students, will also demonstrate these values as you develop as leaders in the field of visual impairment. These values are analogous with ethical standards that have developed by the Association for the Education and Rehabilitation of the Blind and Visually Impaired and one intention of this course is to provide you the skills to lead others to embrace these principles.

**This course directly supports the mission of the SFASU Department of Human Services**

The Department of Human Services prepares undergraduates and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of students’ personal and professional development.

**This course also supports the mission of the Visual Impairment/O&M Program:**

It is the mission of the Visual Impairment Program to train Teachers of students with Visual Impairments (TVIs) and Certified Orientation and Mobility Specialists (COMS) who are practically and pragmatically prepared to meet the needs of persons with visual impairments across the state of Texas and in the nation, as a whole. We believe that completers from our program should be equipped to effectively deliver instructional services which provide opportunities for students and clients with visual impairments to be more independent, lead more meaningful lives, and participate to a greater extent in society at large. In order to meet these goals, we believe that it is our responsibility to mentor and educate our graduates in the importance of exhibiting caring and compassionate approaches to instruction and positive beliefs about the worth of all individuals regardless of age, gender, race, sexual orientation or level of disability.

**EXTERNAL**

**This course supports the Texas Education Agency (TEA) in the standard development of professional educators who are in the field of Visual Impairment, specifically:**

*Standard I:* The teacher of students with visual impairments understands and applies knowledge of the characteristics and needs of students with visual impairments, including those with additional disabilities. (1.6s)

*Standard II:* The teacher of students with visual impairments, including those with additional disabilities, understands and applies the knowledge of formal and informal assessments and evaluations and know how to use resulting data and other information to make service and programming recommendations and to participate in the development of the students’ Individual Educational Programs (IEPs) and Individualized Family Service Plans (IFSPs) (2.11k)

*Standard III:* The teacher of students with visual impairments, including those with additional disabilities, understands and applies the knowledge of strategies for planning instruction in the school, home, and community environments to facilitate student achievement. (3.2s, 3.3s, 3.4s)
Standard IV: The teacher of students with visual impairments, including those with additional disabilities, knows how to promote students’ development of concepts and skills for academic achievement, social interaction, and independent living. (4.3k, 4.13k, 4.15k, 4.16k, 4.19k, 4.20k, 4.15s, 4.17s, 4.18s, 4.20s)

Standard V: The teacher of students with visual impairments, including those with additional disabilities, knows how to communicate and collaborate effectively in a variety of professional settings. (5.5s)

This course supports the following Core Objectives established as by the Texas Higher Education Coordinating Board (THECB):

- **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. For this class, this is demonstrated through the planning and carrying out specific program plans.

- **Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication. For this class, this is documented through the reporting of interviews, reflections, specific assignments, and class demonstrations.

- **Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. For this class, this is developed through the measurement and reflection of specific O&M skills and concepts.

- **Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. For this class, this is demonstrated through collaborative activities with professional TVIs/COMS in the field, administrators, supervisors, teachers, and classmates.

- **Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision making. For this class, this is modeled through the accurate maintenance of schedules and meeting of timelines that govern practice.

- **Social Responsibility** - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. For this class, this is demonstrated through the further development of advocacy skills to better support the community of persons with visual impairments.

This course supports the Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER) Curricular Standards for Orientation and Mobility Specialists, and special addresses the subsections of the following standards through practice and didactic instruction:

- Standard I – Medical Aspects of Blindness and Visual Impairment, subsection: a, c, e, f
- Standard II – Sensory Motor Functioning, subsection: c, d, g
- Standard IV – Human Growth and Development over the Lifespan, subsection: a, g
- Standard V – Concept Development, subsection: a, b, c, d, f
- Standard VI – Multiple Disabilities, subsection: a, b, c, d, e, f
- Standard VII – Systems of Orientation and Mobility, subsection: b, c, d, g
- Standard IX - Instructional Methods, Strategy & Assessment, subsection: a, b, c, f, n, p, v, x, y
- Standard X - History and Philosophy of Orientation and Mobility, subsection: a, b, c, o
- Standard XII - Development, Administration, and Supervision of O&M Program, subsection: f
This course directly supports the **Codes of Ethics** for professional practice developed for professionals in the field of visual impairments by the **Association for Education and Rehabilitation of the Blind and Visually Impaired**, specifically:

I. Commitment to the student
II. Commitment to the community
III. Commitment to the profession
IV. Commitment to colleagues, other professionals and to professional employers

This course supports the development of competencies that are accepted across professions in **Visual Impairment**, specifically:

**Domain I - Understanding students with visual impairment**
- Competency 1 - Knowledge of the visual system
- Competency 2 - Effects of visual impairments on development and learning
- Competency 4 - Effects of factors other than disabilities

**Domain II - Assessment of students with visual impairments**
- Competency 5 -- Selecting, adapting, and administering assessments
- Competency 6 -- Interpreting and communicating assessment results
- Competency 7 -- IEP and IFSP development

**Domain III - Fostering student learning and development**
- Competency 8 -- Organizing the learning environment
- Competency 9 -- Communication and literacy
- Competency 11 -- Sensory efficiency
- Competency 12 -- Social interaction and recreation and leisure skills.
- Competency 13 -- Independent living and orientation and mobility.

**Domain IV - Professional Knowledge**
- Competency 16 -- Working collaboratively with families.
- Competency 17 -- Legal and ethical foundations and professionalism.

**Program Learning Outcomes: Visual Impairment**

**Program Outcome #1** The student will demonstrate applied knowledge of the most common conditions causing visual dysfunction in the population of students with visual impairments.

**Program Outcome #2** The student will demonstrate understanding and applied knowledge of formal and informal assessments designed to address and measure the unique needs of students with visual impairments.

**Program Outcome #3** The student will model and demonstrate applied knowledge of strategies that improve access to curriculum and promote the development of learners with visual impairments.

**Program Outcome #4** The student will document and express knowledge, ideals, skills, and standards associated with professional practice in the field of visual impairment.

**Program Outcome #5** The Master’s candidate will demonstrate advanced knowledge and understanding in the field of visual impairment.

**Program Outcome #6** Student will demonstrate proficiency in Braille production and interpretation using both the literary and the Nemeth code

**Program Outcome #7** The student should be able to demonstrate cultural awareness and professional behavior in all settings related to the provision of services to students with visual impairments.
Student Learning Outcomes (SLO):
This course supports objectives for data gathering that have been developed for the program, specifically SLO – 1.2: Basic O&M Basic Skills Notebook (Domains, 3, 6, 9)
A. Assessment: Students will write a notebook describing the O&M basic skills they learned under blindfold and through observation/instructional videos.
B. Criteria for success: Notebooks will be scored using the Basic O&M Skills & Notebook Rubric. **Please Refer to Syllabus Appendices for More Detail.

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

1. Use of Technology through SFASU D2L: https://d2l.sfasu.edu
Assignments and class discussions for this course will be delivered using distance education through the use of Brightspace, by Desire 2 Learn (D2L) and Zoom. The link to join the interactive online class sessions will be available to each student on D2L. In order for students to be able to successfully participate in class, all will need a dependable head phones & speaker set. Video camera is not required, but allowed. As this class is dependent on the internet, each student must have a reliable internet connection, be able to use the internet, and be able to navigate the D2L website. The D2L website and course link is where all course activity will occur, including accessing unit assignments, discovering required reading and research, and submitting assignments and exams. If there is any problem with accessing course material, the student may need to notify the SFASU Office of Disability Services as well as to either e-mail or call the instructor. If other technical assistance is needed, contact D2L tech support at 936-468-1919.

2. Modules on D2L and Class Preparation: Due to the limited amount of time that is available for this class, most of the instructional material will be provided through the internet, on D2L, in Modules. Other instructional material will derive from your own text book and personal practicum experiences. Any material from modules, other required readings, or from Zoom class nights could be included in the module assignments or on exams. Please read assigned modules and text books PRIOR to the class in which they will be discussed. You must keep in mind that this course, as with others in the program, covers an enormous quantity of material, and you must consistently be on top of deadlines and due dates. This is crucial.

3. Attendance: Attendance is imperative, expected, and will be documented. Students are expected to arrive promptly, being able to log onto the web-site up to 30 minutes prior to the beginning of each class to check their audio equipment. Excused absences will be given for illness and family emergencies, but the student must present written documentation for such absence (i.e. doctor's note, emergency room admissions, funeral notices). Take note that, without class attendance, regardless of reason, points toward class participation cannot be earned. In this course, 10 points are awarded for each class attendance and class participation, together. Regardless of attendance, every student is responsible for course content and assignments. Three unexcused absences will yield a failing grade for the course.
4. **Class participation:** The primary methods of instruction for this class revolve around discussion, questioning, and participation by each class member. In this course, **10 points are awarded for each class attendance and class participation, together.** Class participation points are based on the criteria listed below:
- Appropriateness of participation in class discussions, including willingness and ability to answer questions through chat and headset
- Evidence of critical thinking and creativity during class discussions and activities
- Demonstration of good consulting skills, such as politeness, manners, and diplomacy
- Display of a positive attitude toward the subject material and class activities
- Ability to devote full attention to the class

**Additionally:**
- We are a small community and we are learning this together.
- Honest disagreements in the spirit of critical academic exchange are encouraged. While you can disagree, don’t personalize it; stick to the issues. No name-calling or stereotyping.
- Derogatory comments based on race, ethnicity, class, gender, sexual orientation, or nationality will not be tolerated.
- What we say stays here, unless we agree to change that. What we learn here, though, we can share with others.
- If you are offended, say so, and say why.

> Adapted from The Guide for training study circle facilitators (1998). Study Circle Resource Center, © Topsfield Foundation

5. **Course Components**: This course has four components, as described below:

- **Attendance and Participation**, as previously referred to, together are worth **70 points.**
- **Module assignments and discussions**, each worth **100 points.** The following two activities are included in this group of course components:
  - **Compile an O&M Basic Skills and Techniques Notebook.** A template for this notebook is provided at the end of this syllabus. Information for this notebook is to be gained from the 10 hours of blindfold instruction and observation and/or given videos.
  - **Create and present a PowerPoint on a chosen O&M skill or technique.**
- **Mid-term and Final Exams**, each worth **200 points**
- **The following specific assignments**
  - **Log 5 hours of blindfold instruction** in basic O&M, under the direction of a Certified Orientation and Mobility Specialist (COMS), which will be applied as credit toward total practicum hours. The skill and teaching procedures during this experience will be recorded and documentation will be submitted in D2L. These 5 hours will be applied as credit toward total practicum hours, and documented in LiveText Field Experience.
  - **Log 5 hours of observation of O&M instruction**, 2 hours of which can be chosen from given educational videos. These 5 hours will be applied as credit toward total practicum hours, and documented in LiveText Field Experience.
  - **Submit 1 reflection of their experience under the blindfold.** This will also be applied as 1-hour credit toward total practicum hours, and documented in LiveText Field Experience.
  - **Submit 1 reflection on their hours of observations/educational video.** This will also be applied as 1-hour credit toward total practicum hours, and documented in LiveText Field Experience.
Submit 3 reflections of the interviews conducted with 3 Certified O&M Specialists. These will also be applied as 3-hour credit toward total practicum hours, and documented in LiveText Field Experience.

**Please Refer to the end of the syllabus for more detail.**

IV. Evaluation and Assessment (Grading)**
Assignments and exams are accessed through D2L online, and are required to be submitted by the given due date. The Midterm and Final Exams will have an open date and a close date that will be announced. Late assignments may be accepted for reduced credit, upon consultation with the instructor. It is recommended that each student keep a personal calendar and checklist of these, as well as all due dates. This is important, as there may be unplanned technical difficulties or unexpected life circumstances. Please note that technical difficulties that are not related to the SFA D2L website are NOT the responsibility of the instructor and extensions for assignments will not be granted. The following grading scale found in the syllabus appendices will be used to determine letter grades.

**Please Refer to Syllabus Appendices for More Detail.**

ALL assignments must be submitted to complete this class. Extensions and WH grade requests will be determined on a case by case basis. Documentation is Required.

V. Tentative Synchronized Class Schedule**: Seven synchronized classes will be held on given dates, via the D2L course Zoom link. As this is an interactive internet class, please be prompt and prepared to participate, and keep distractions to a minimum. Treat this class as if you were on campus. It has been recommended that to minimize distractions students may go to a library or alternate location when it is not possible to give full attention to the class discussion at home. Driving during Zoom sessions is also not recommended. Please refer to and download your specific SPE 518 Synchronized Class Schedule chart, which can be found in the appendices.

**Please Refer to the end of the syllabus for more detail.**

VI. Texts and Materials

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

SFASU Bookstore: Phone 936-468-2108  [http://www.sfasu.bkstr.com](http://www.sfasu.bkstr.com)


**FEM and LiveText:**

FEM – 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. **FOR THIS COURSE**, please accurately log your 15 hours for practicum credit in LiveText/FEM.

**LiveText/Watermark** – 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**

Near the end of the semester, before finals are given, students are encouraged to participate in a formal online evaluation, which is submitted electronically through MySFA. All ratings and comments are confidential and anonymous and will not be available to the instructor until after final grades are posted. This online evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation,
2. Instruction evaluation purposes, and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate. Please know that the COE faculty is committed to excellence in teaching and continued improvement. The students are encouraged to visit with the instructor during office hours, through email or phone, or to schedule an appointment in order to discuss opinions on the quality of the course or ways to improve it. The instructor is dedicated to providing students with a high-quality learning experience which is supportive as well as instructive. Please let the instructor know before the end of the semester if assistance or clarification is needed, or if there are any concerns, so that resolution can be worked on together. The course evaluation is needed at the end of the course in the course evaluation process.

**VIII. Student Ethics and Other Policy Information:**

**Academic Integrity and Academic Honesty, Policy 4.1:** Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university polity on penalties for cheating and plagiarism. It is the policy of SFASU that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with
University regulations and procedures. Discipline may include suspension or expulsion from the University. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp.

**Definition of Academic Dishonesty:** Academic dishonesty includes both cheating and plagiarism.

**Cheating** includes but is not limited to:
1. Using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class;
2. Falsifying or inventing any information, including citations, on an assigned exercise;
3. and/or
4. Helping or attempting to help another in an act of cheating or plagiarism.

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

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

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

**Withheld Grades Semester Grades Policy (A-54):** At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work **because of unavoidable circumstances.** Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes and F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Acceptable Student Behavior (Student Code of Conduct: Policy 10.4):** Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate and inappropriate in the classroom.
Attendance (Class Attendance and Excused Absence: Policy 6.7): Regular, punctual attendance, documented participation, and submission of completed assignments and activities is expected, and is critical in this course. Because attendance is a factor in the course grade, each student should be versed in the policy [http://www.sfasu.edu/policies/class-attendance-6.7.pdf](http://www.sfasu.edu/policies/class-attendance-6.7.pdf)

ICare: 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.

Student Code of Conduct: Policy 10.4: Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall exercise discretion over what behavior is appropriate/inappropriate in the classroom.

For this course: Faculty and/or supervisors shall also attend to students’ professional behaviors which may influence the final grade at the discretion of the instructor/ supervisor. The following provides an overview of expectations faculty have of/for all students in the area of 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

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/](http://www.sfasu.edu/disabilityservices/).

IX. Other Relevant Course Information:
1. Caveat: The schedule and procedures contained in this syllabus, pertaining to this course, are subject to change due to various circumstances throughout the semester.
2. The information below is specific to new teachers in TEXAS, and may or may not apply to your current situation. Nevertheless, it is a required part of this syllabus.
To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

- Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

- Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU. For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

**Please refer to the following pages of Appendices:**
### SPE 518.504 – Grading Scale. aka SPE 518.504 @ a Glance

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<th>Quizzes</th>
<th>600</th>
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<td>Module 2 Quiz: Sensory Reflexes &amp; Motor Development</td>
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<td>Interviews with 3 COMS – VI – 3 hours → LiveText</td>
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**TOTAL POINTS 2570**

\[
\begin{align*}
2313 & = A \\
2056 & = B \\
1799 & = C \\
1542 & = D \\
1798 & = F
\end{align*}
\]
1. Contact a Certified Orientation and Mobility Specialist (COMS) in your district or region. If you do not know one, or don’t know how to get in touch with one, please email your instructor or get in touch with your Educational Service Center VI Consultant, so that you can get some assistance. When you visit with the COMS, let them know that you are needing him/her to instruct you in some given basic skills of O&M, and that you will need approximately 5 hours of blindfolding and 3-5 hours of observation time, as they teach someone else – a classmate or a student on their caseload. This can be done easily and in a fun way, with a group of your classmates and the COMS, on a Saturday, or a Sunday afternoon.

2. While wearing a blindfold, you need to be instructed in the O&M skills listed in the given O&M Basic Skills Notebook Outline, up to the section on Basic Indoor Cane Skills. When you get to the Basic Indoor Cane Skills, have your COMS demonstrate the skills and techniques, as you watch. You do not have to do these under blindfold, but may, if you desire. This will not necessitate buying a cane. The COMS should just use their own cane, or one that has been borrowed from their district. Also, spend some time serving as the guide/teacher for a fellow student or your O&M teacher.

3. The outline that follows should be used as both as a guide for your blindfold training and as the table of contents for your O&M Basic Skills Notebook. You will want to print it out to share with your COMS, so they will be aware of what you need.

4. While doing the O&M techniques under blindfold, you also need to cover orientation procedures and concepts needed for independently accomplishing the skills. This may be covered by your teacher during the blindfold training and will also be discussed throughout the module information and during class. This orientation and concept information should also be included in the notebook, as well as any teaching suggestions.

5. After covering the skills under blindfold, briefly explain them in your own words in an electronic notebook document, following the given outline.

6. EACH time you complete a lesson/hour, document your blindfold/observation hours on the 518 Blindfold & Observation Log, having your COMS initial your log.

7. Submit both your completed O&M Basic Skills Notebook and 518 Blindfold & Observation Log through appropriate D2L dropboxes AND IN LIVETEXT, being sure to keep a copy of your notebook for yourself.

8. Note that you may use 2 hours of Educational Videos towards the 5 hours minimum of Observation Hours. The links to these videos are given on the 518 Blindfold & Observation Log. Be sure to submit a Video Summary (format given on the 518 Blindfold & Observation Log, for each video that you use for this purpose. Submit each Video Summary in the appropriate D2L dropbox AND IN LIVETEXT.
Your Name and Semester Date

O&M BASIC SKILLS NOTEBOOK

TABLE OF CONTENTS

1. Human Guide Techniques
   a. Basic Guiding Procedure
   b. Narrow Passageways
   c. Transferring Sides
   d. Reversing Directions
   e. Entering/Exiting Doors
   f. Ascending/Descending Stairs
   g. Teaching Suggestions/Observations
   h. Concepts Needed for Human Guide techniques

2. Orientation to a New Environment
   a. Compass/Clock/Cardinal Directions
   b. Applying Positional Concepts and Laterality (next to, across, left/right, etc.)
   c. Using Landmarks and Clues
   d. Tactile Maps
   e. Teaching Suggestions/Observations
   f. Concepts Needed for Orientation to a New Environment

3. Social Graces
   a. Handshake Procedure
   b. Making Eye Contact
   c. Locating Seating
   d. Drinking from a Drinking Fountain
   e. Self-Advocacy/Understanding Eye Condition
   f. Soliciting Assistance
   g. Recording Technology for Taking Notes
   h. Teaching Suggestions/Observations

4. Protective Techniques
   a. Hand Trailing Procedure
   b. Upper Hand and Forearm Procedure
   c. Modified Upper Hand and Forearm Procedure
   d. Lower Hand and Forearm Procedure
   e. Direction Taking
   f. Squaring Off
   g. Teaching Suggestions/Observations
   h. Concepts Needed for Protective Techniques

5. Room Familiarization/Search Patterns
   a. Whole method (grid, perimeter)
   b. Part method (sectional)
c. Locating Dropped/Desired Objects
d. Sound Localization Improvement Strategies
e. Teaching Suggestions/Observations
f. Concepts Needed for Room Familiarization/Search patterns

6. Cane Information
   a. Proper Cane Length
   b. Carrying the Cane While Walking with a Human Guide
   c. Parts of the cane
   d. How to change a cane tip
   e. How to fold a cane
   f. Locating Dropped Objects with the Cane
   g. Teaching Suggestions/Observations
   h. Concepts Needed for Basic Cane

7. Low Vision Considerations
   a. Using Visual Landmarks
   b. Fluctuating Vision
   c. Lighting Adjustments
   d. Determining Need for an Optical Device
   e. Using an Optical Device Inside the Classroom and Buildings
   f. Teaching Suggestions/Observations
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<td>5-7 areas in the content outline are addressed adequately, and teaching suggestions and concepts are discussed.</td>
<td>&lt;5 areas in the content outline are addressed, and teaching suggestions and concepts are discussed minimally or not at all.</td>
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<td>6-7 areas in the content outline are addressed adequately, and teaching suggestions and concepts are discussed.</td>
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<td>The Role of the TVI in O&amp;M</td>
<td>1. Early Focus - Chapter 11 - Team Focus, 2. Imagining the Possibilities - Chapters 1, 2, 8</td>
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