Instructor: Jennifer Perry, COMS, CVRT
Preferred Pronouns: she/her
Office: ECRC 209Z
Office Phone: 936 468-5511
Other Contact Information: 936 468-1145

Course Time & Location: 6:00-8:00 Online
Zoom Dates, Every other Thursday:
1/23, 2/6, 2/20, 3/5, 3/26, 4/9*, 4/23
Office Hours: M and W 12:00 – 2:30
Credits and Delivery: 3; Fully Online
Email: perryjn1@sfasu.edu

Spring Break 3/7 – 3/15
TAER 4/2 – 4/5 in San Marcos, TX
Easter Break 4/9 – 4/12
*4/9 class to be rescheduled

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 more.
This course is designed to allow both O&M and TVI students 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.

Contact Hour Statement: This course fulfills the Carnegie standard of student engagement. The Carnegie standard of engagement means that a student will engage with course content both in and out of class for a total of between 45 and 48 hours per 15-week semester. Sometimes this is referred to as a “unit”. A “unit” is calculated by combining “Student Hours” and “Study Hours”. A Student Hour = 50 minutes of instruction. For every Student Hour, all students should anticipate to study and do homework for at least 2 full hours (120 minutes) outside of class.

For this 15-week course, you will spend two full hours (120 minutes) in class every other week; therefore, you may anticipate to spend at least four full hours for study and homework each week outside of class. Additionally, please anticipate 3 hours for class 7 for presentations.

15 hours in class = 18 Student Hours
18 Student Hours + 30 Study Hours = 48 contact hours.

This course has two tracks:
1. Future Teachers of the Visually Impaired (TVI’s) will conduct the same learning modules and take the same quizzes and exams as their O&M counterparts, but TVI’s will be expected to delve into O&M by engaging in hands-on activities with a certified O&M specialist (COMS) who is near to your location. TVI’s will wear a blindfold for 5 hours to learn human guiding techniques directly from a COMS, and TVI’s will interview three
COMS to learn about their role, how O&M’s and TVI’s collaborate, and more. Further, the TVI will spend up to 10 hours observing O&M’s as they work, and TVI’s will use this time to compile a mini notebook of O&M terminology and strategies. The TVI will write thoughtful reflections regarding the O&M observations and personal O&M experiences they have received, and a presentation will be given over a selected topic. Hours earned in this class can be tracked for credit in Livetext/FEM.

2. **Future Orientation and Mobility Specialists** (COMS) will conduct the same learning modules and take the same quizzes and exams as their TVI counterparts, but as O&M’s have already experienced six weeks and 60 hours under blindfold, the 5 hour blindfold component will not be a requirement for O&Ms in this course. Instead, the O&M will interview three TVI’s to learn about the role of TVI’s, how O&M’s and TVI’s collaborate, and more. Additionally, O&M students will observe COMS for up to 10 hours of lessons. It is preferred, if possible, that the observed O&M lessons would be related to teaching concept development (as opposed to traditional O&M like street crossing) so that this information can be used to compile a mini notebook that will incorporate terminology and strategies for teaching concepts to students of all ages. The O&M will write thoughtful reflections regarding the O&M observations and personal O&M experiences they have received, and a presentation will be given over a selected topic.

**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 (Program/Student Learning Outcomes):**

**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:**

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

- **The Principle of Respect**
Lumberjacks command respect and treat others with respect • They are considerate of others and tolerant of differences • They demonstrate respect for those around them by avoiding the use of offensive or profane language • They do not threaten or harm anyone and deal peacefully and civilly with conflict.

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

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

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

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

**This course directly supports the mission and values of the SFASU College of Education:**

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

The Core Values of our College are:

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

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

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

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

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

This course 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.

Respect for Diversity and Community-

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

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

EXTERNAL

This course supports the 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 –

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
This course specifically addresses the following AER Curricular Standards through practice and didactic instruction:

- **Standard I** – Medical Aspects of Blindness and Visual Impairment, subsection: a, c, e, f
- **Standard II** – Sensory Motor Functioning, subsection: c, d, g
- **Standard IV** – Human Growth and Development over the Lifespan, subsection: a, g
- **Standard V** – Concept Development, subsection: a, b, c, d, f
- **Standard VI** – Multiple Disabilities, subsection: a, b, c, d, e, f
- **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 supports the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) guidelines for certification.

ACVREP establishes the standards that candidates must be able to demonstrate through national examination. To be eligible to even sit for the certifying exam, 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 Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) Body of Knowledge Domains through practice and didactic instruction:
Domain 1: Know Professional Information
Domain 3: Understand and Apply Learning Theories to OM
Domain 4: Plan and conduct O&M assessment
Domain 6: Teach O&M Related Concepts
Domain 7: Teach Orientation Strategies and Skills
Domain 8: Teach Mobility Skills
Domain 9: Teach Use of Senses
Domain 10: Teach Consumers with Additional Disabilities

This course directly supports the Codes of Ethics for professional practice developed for professionals in the field of visual impairments by the Association for Education and Rehabilitation of the Blind and Visually Impaired, specifically:

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

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: Orientation & Mobility

The following is a list of desired Program Learning Outcomes (PLOs) in which data will be collected for NuVentive Improve throughout the program. An asterisk denotes that PLO will be addressed during SPE 518***.
Program Outcome #1 O&M Skill and Strategy Acquisition and Demonstration
Candidates for the O&M Program will demonstrate knowledge and understanding of the systems of orientation and mobility, and orientation and mobility skills and techniques as defined by the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP).

Program Outcome #2 – Assessment
Candidates will demonstrate knowledge and understanding of assessments necessary for implementing and addressing specific student needs in regards to specific environments and the presence of multiple disabilities.

Program Outcome #3 – Program Planning
Candidate will demonstrate the knowledge, understanding of strategies and methods used to analyze, interpret, and utilize O&M assessment information for selecting, designing and implementing O&M programs consistent with individual needs.

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

Program Outcome #5 – Understand the Individual
The candidate will demonstrate 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 Outcome #6 – Understanding the Profession
Candidates will demonstrate understanding of the role, responsibilities, and ethical standards associated with becoming a Certified Orientation and Mobility Specialist.

Program Learning Outcomes: Teachers for the Visually Impaired

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 NuVentive Improve objectives that have been developed for the program, specifically SLO – 1.2:
Method of Assessment # 2 – Developmental Concepts (Domains, 3, 6, 9)

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

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

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

1. Use of Technology:
   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 class sessions will be available to each student on D2L. In order for students to be able to participate in class, all will need a dependable head phones & speaker set.
   Video camera is not required.

   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. The instructor will provide Zoom links to attend classes.

   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 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 modules and text books PRIOR to the class in which they will be discussed. Assignments are also due in D2L prior to the start of class.

3. Attendance: Attendance is imperative, expected, and will be documented. Students are expected to arrive promptly, being able to log onto the web-site prior to the beginning of each class to check their audio equipment through Audio Wizard. Excused absences will be given for illness and family emergencies, but the student must present written documentation for such absence (i.e. doctor’s note, emergency room admissions, funeral notices). Take note that, without class attendance, points toward class participation cannot be earned. Regardless of attendance, every student is responsible for course content and assignments. 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. Class participation points are based on the criteria listed below:

- Module assignments completed on time
- Ability to answer questions through chat and headset
- Evidence of critical thinking and creativity during class discussions and activities
- Use of manners and diplomacy
- Display of a positive attitude
- Ability to devote full attention to the class
- Coming to class on time

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

- The first component for both O&M's and TVI's represents *attendance and participation* at all seven Zoom sessions, actively participating in each, and being prepared for each class by reading from the text books and the online learning modules. You should complete the readings and discussion posts prior to each class.

- The second component for both O&M's and TVI's regards *exams and quizzes:* there is a mid-term and a final, as well as 10 module quizzes.

- The third **O&M only component** requires that each O&M student:
  - Log and submit documentation for 10 hours of observation and training with a COMS in *concept development* for children with visual impairments.
  - O&Ms may apply these 10 hours toward the 140 needed prior to internship.
  - All observations must be documented.
  - O&Ms will compile a *concept development notebook* that features ideas and teaching procedures of developmental concepts related to O&M instruction.
  - Write a two page reflection about why concept development is important and how to assess for students’ conceptual needs
  - Create and present an accessible 10 minute PowerPoint of your ideas for teaching concept development as part of O&M instruction. Subjects will be assigned.

- The third **TVI only component** requires that each TVI student:
  - Work with a COMS to complete 5 hours of blindfold training and 5 hours of observation of O&M lessons that address the following Basic Skills:
    - Human guide indoors for going through doorways/narrow spaces, switching sides, reversing directions, finding a seat, and using stairs.
    - Room familiarization
    - Searching for dropped objects
    - Taking a line of direction
    - Squaring off
    - Sound localization
    - Landmarks
- Protective techniques upper and lower, including modifications
- Cane terminology
- Clock and Cardinal directions

- These 10 total hours (5 + 5) may be applied to your practicum
- All lessons/observations must be documented.
- TVIs must compile a Basic O&M Skills notebook that explains each of the previous topics.
- Write a two page reflection about your experience under blindfold and how having this experience will impact your teaching style
- TVIs will create and present an accessible 10 minute PowerPoint of your understanding and implementation of one skill that you learned. Subjects will be assigned.

- The fourth component requires O&Ms and TVIs to conduct interviews.

**O&M Interviews:**
- Interview two TVIs. Submit your questions and their answers to Dropbox
- As a third interview, select either another TVI or an O&M.

**TVI Interviews:**
- Interview the COMS you worked with to earn your hours plus one other COMS, and for a third interview, you may select either an O&M or TVI. Submit your questions and their answers to Dropbox

**Field Experience Documentation**
- The 3 interviews and the 2 page paper from above will count for 5 hours of practicum credit. Be sure to file the proper documentation in LiveText/FEM.
- Complete the Field Hour Rubric and submit to D2L

**ALL STUDENTS:** please see syllabus appendices and D2L modules for assignment detail**

**IV. Evaluation and Assessment (Grading):**

Assignments can be accessed through D2L online, and they will be due prior to the start of each class. The Midterm and Final will have an open date and a close date that will be announced. Assignments not submitted during the appropriate timeframes may be accepted for reduced credit. It is recommended that each student keep a personal calendar and checklist of due dates.

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 under those circumstances may not be granted. Make sure you have time to submit your assignments at home, or be able to travel to a WiFi hotspot if needed.

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

- **100 Points** – Attendance and Participation
- **90 Points** – Module Short-Answer Questions for Discussions (10 points each)
- **100 Points** – Syllabus and Module Quizzes (10 quizzes; 10 points per quiz)
- **200 Points** – Mid-Term
- **200 Points** – Final Exam
- **100 Points** – O&M Concept Notebook OR TVI Basic O&M Skills Notebook
- **100 Points** – Power Point Presentation
30 Points – Interviews
80 Points – O&M reflection on concept development OR TVI reflection on blindfold Experience
100 Points – Submit Field Log Rubric to D2L
0 Points – Documentation of Field Experience Hours in Live Text/FEM

1100 Points

Grading Scale: 991-1100=A 881-990=B 771-880=C 661-770=D below 660=F

ALL assignments must be turned in to complete this class. Extensions and WH grade requests will be determined on a case by case basis. Written requests and supporting documentation of extenuating circumstances must be provided by you to our department chair, Dr. Brandon Fox at foxbrand@sfasu.edu. Dr. Fox must approve requests. Without his approval, students could be at risk for failing. Please discuss your situation with me if you feel that you may not be able to complete the course on time due to your circumstances.

Extra Credit may also be available.

V. Tentative Class Schedule:

Seven classes will be held on D2L Zoom, on given dates: 1/23, 2/6, 2/20, 3/5, 3/26, 4/9, 4/23 from 6:00-8:00 PM CST. Access to each night’s class can obtained by logging into D2L SPE 518-512 and selecting the Zoom link from the calendar. 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. See also SPE 518 Class Schedule chart in D2L.

VI. Texts and Materials:

All students are personally responsible for obtaining his or her own textbooks and LiveText account. Books should be purchased and LiveText activated prior to the start of the course.

Required Texts for TVIs:
SFASU Bookstore: Phone 936-468-2108  http://www.sfasu.bkstr.com

   ISBN: 0-89128-380-3

Required Texts for O&Ms:

SFASU Bookstore: Phone 936-468-2108  http://www.sfasu.bkstr.com

   **ISBN:** 0-89128-380-3

   **ISBN:** 0-89128-865-2

   **ISBN:** 9781880366462

LiveText/FEM:
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 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure. Once new accounts are activated, key codes come from support@watermarksinsights.com so you may need to check your junk mail. Also, LiveText accounts expire after 5 years from issuance, so if yours expires, you must email LiveText@sfasu.edu to renew at no charge.

**FEM:** Field Experience Manager. FEM is used for field experiences, practica, and internships in a way to document the offsite experiences. When uploading documents to these systems, it is helpful when you name your files with the course number (518) and the date of the activity. Please accurately log your observation hours for practicum credit in LiveText/FEM.

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.

**Student Ethics and Other Policy Information:**

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

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

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

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

**Penalties for Academic Dishonesty:**
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, 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

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 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:

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:
Additional Information Specific to Educator Preparation:
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.

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.
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 http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. 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, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

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 instructor will make every attempt to respond to emails and office phone calls within 5 business days.
APPENDIX 1: O&M Concept Notebook Template for O&M Students:

**SPE 518 Instructions for the O&M Concept Notebook**

Use the template provided as the index/contents for your notebook. Be sure, prior to the beginning of your project, to carefully look over the rubric by which your notebook will be graded. The notebook can be done in either paper or electronic format, but an electronic copy is required to be submitted to the appropriate dropbox AND to LiveText.

For each sub-section of the notebook, include the following:

1. A clear description of one activity, for each developmental stage listed below. The description of each activity should clearly indicate how it can be used to teach that concept, or for identification through touch, imitation or functional use. **Developmental Stages:**
   - body-to-body
   - body-to-object
   - object-to-object
   - abstract

2. List the approximate age or age range of the student for which the activity may be appropriate.
SLO 1 – for students in the COMS program
Method of Assessment #2 – Developmental Concepts (SPE 518; Domains, 3, 6, 9)

A. Assessment: The candidate will document how children use vision to control their bodies and interact within various settings. The candidate will demonstrate knowledge and understanding of the role that body image and spatial, temporal, positional, directional and environmental concepts play in moving purposefully in the environment through development of a Concept Notebook. The Concept Notebook will be comprised of creative activities designed by the candidate, that specifically address/teach body awareness, spatial, temporal, positional, directional, and environmental concepts in order to promote purposeful movement. Activities must be appropriate, comprehensive, creative, and specific. The candidate will note when children use their vision to learn body-to-body concepts, to apply body-to-object concepts, and learn and apply object-to-object concepts.

B. Criteria for success: Each notebook will be scored using the Concept Notebook Rubric which rates the degree to which each candidate clearly understands the role basic concept development plays as a foundation for orientation and mobility skills and techniques.

<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds Standard 3</th>
<th>Meets Standard 2</th>
<th>Below Standard 1</th>
<th>NA</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body Awareness</td>
<td>Activities: are creative, focus on hands, feet, and at least 2 more body parts; reinforce body awareness and identify creative body-to-body, body-to-object, or object-to-object components; clearly describe how ability to move will be reinforced.</td>
<td>Activities: focus on hands, feet, and 1 more body part; reinforce body awareness and identify adequate body-to-body, body-to-object, or object-to-object components; have potential to reinforce ability to move.</td>
<td>Activities: focus on 1-2 body parts; body-to-body, body-to-object, or object-to-object are clearly identified; do not reinforce ability to move.</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Body Movement (isolating body parts)</td>
<td>Activity: requires movement of at least 3 distinct body parts; incorporates at least 3 concepts; creative body awareness, spatial, positional, directional, or environmental concepts.</td>
<td>Activity: requires movement of at least 2 distinct body parts; incorporates at least 1 concept; appropriate body awareness, spatial, temporal, positional, directional, or environmental concepts.</td>
<td>Activity: requires movement of 1-2 distinct body parts, inadequately incorporates these concepts: body awareness, spatial, temporal, positional, directional, or environmental concepts.</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Body Planes (touch, imitation, functional use)</td>
<td>Activities: focus on all 5 planes in assignment; clearly identify components of activities which include creative incorporation of body awareness, spatial, positional, directional, and environmental concepts.</td>
<td>Activities: focus on at least 4 of the 5 planes in the assignment; identify appropriate body awareness, spatial, positional directional, and environmental concepts.</td>
<td>Activities: focus on fewer than 4 planes in the assignment; do not include or adequately identify appropriate body awareness, spatial, positional directional, and environmental concepts.</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Body Parts</td>
<td>Activities: focus on at least 7 body parts; clearly identify components of activities which include creative incorporation of body awareness, spatial, positional, directional, and environmental concepts.</td>
<td>Activities: focus on 4-7 body parts; identify components of activities which include incorporation of body awareness, spatial, positional, directional, and environmental concepts.</td>
<td>Activities: focus on fewer than 4 body parts; do not include adequately identify components of activities which include creative incorporation of body awareness, spatial, positional, directional, and environmental concepts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laterality of Body (self; simple directions)</td>
<td>Activity: clearly focuses on laterality of self, is creative, developmentally appropriate, and clearly described.</td>
<td>Activity: moderately focuses on laterality of self, is creative, developmentally appropriate, and adequately described.</td>
<td>Activity: inadequately focuses on laterality of self, is not developmentally appropriate, and/or adequately described.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laterality of Objects</td>
<td>Activity: clearly focuses on laterality of self, is creative, developmentally appropriate, and clearly described.</td>
<td>Activity: moderately focuses on laterality of self, is creative, developmentally appropriate, and adequately described.</td>
<td>Activity: inadequately focuses on laterality of self, is not developmentally appropriate, and/or adequately described.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positional, Directional Concepts: With Body; With Objects</td>
<td>Activities: provided to address 90% (36/40) of concepts in index, clearly identify components of activities which include creative incorporation of body awareness, spatial, positional, directional, and environmental concepts.</td>
<td>Activities are provided to address 75% (30/40) of concepts in index, identify appropriate body awareness, spatial, positional, directional, and environmental concepts.</td>
<td>Activities are provided to address &lt;75% (&lt;30) of concepts in index, do not include or inadequately identify appropriate body awareness, spatial, positional, directional, and environmental concepts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantitative and Relative Concepts</td>
<td>Activities: provided to address at least 90% (36/40) of concepts in index, clearly identify components of activities which include creative incorporation of body awareness, spatial, positional, directional, and environmental concepts.</td>
<td>Activities: provided to address at least 75% (30/40) of concepts in index, identify appropriate body awareness, spatial, positional, directional, and environmental concepts.</td>
<td>Activities: provided to address &lt;75% (&lt;30) of concepts in index, do not include or inadequately identify appropriate body awareness, spatial, positional, directional, and environmental concepts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scoring:</td>
<td>Exceeds Standard: 24=100, 23=95, 22=90, 21=85</td>
<td>Meets Standard: 20=81, 19=78, 18=75, 17=73, 16=70</td>
<td>Below Standard: 15 = 67</td>
<td>Total:</td>
<td></td>
</tr>
</tbody>
</table>
1. **Body Awareness**

For body awareness, you should design activities that encourage *infants* to become aware of their body parts. What can you do that highlights that they have hands and other body parts? We must assume that they can’t see their hands or other body parts, so what tactual activity is going to draw their curiosity and make them aware of specific, individual body parts?

a. Aware of their hands  
b. Aware of their feet  
c. Aware of___________  
d. Aware of___________  
e. Aware of____________

2. **Body Movement (Isolating body parts)**

For body movement, you should design activities that encourage *infants* and *toddlers* to move their body parts. What can you do that highlights and isolates movement in specific body parts? Remember that if you want them to move their feet, you need an activity that only moves the foot, not the leg or knee. If you want them to move the knee, what activity can you do that encourages only that? What can you do that encourages individualized movement of body parts?

a. Able to move hands  
b. Able to move feet  
c. Able to move___________  
d. Able to move___________  
e. Able to move___________

3. **Body Planes**

Body planes are tricky because when we say we want them to understand the top plane for example, we are not saying that we want them to understand the word top, like the top of their head. How can
they understand the whole top half of the body? The whole bottom half of the body? One whole side of the body? The entire front of the body? The entire back of the body? Can you think of activities that reinforce entire planes of the body?

a. Top  
b. Bottom  
c. Side  
d. Front  
e. Back

4. Body Parts (Identifying through touch, imitation or functional use)

Body parts is similar to Body Awareness and Body Movement, but yet it is still unique. The main difference is that, let’s say you want them to touch their nose. They would have to probably touch their nose with their hands. That means they already have to be aware that they have hands AND they have to know how to move their hands, fingers, and arm so that they are able to touch the nose.  
When we are saying that we want the kids to not only know that they have the body parts listed above and where they are, it is also good for them to know what the parts are used for. Can you design activities that help them identify and locate body parts AND how to use them?

a. Head and face – eyes, nose, mouth, ears, cheeks, forehead, chin, nostrils, lips, teeth, hair, etc.

b. Neck  
c. Shoulders  
d. Chest  
e. Arms  
f. Stomach  
g. Legs  
h. Back

5. Laterality of body

Similar to a side body plane which understands that the body has sides, now we want to make this concept have more practical use as well. We know that the body does have sides. For you, you may be starting to recognize that the child must understand the concept of sides before they
will fully grasp the concepts of left side and right side. If they don’t understand what “side” means, for example, they will not know what left side means. Always be sure that the basic concepts are thoroughly covered before you expand on them. Assuming that the child does understand the concepts of sides, now how will you incorporate left and right into that? In other words, be sure you did not talk about left and right in your description of body planes earlier!

a. Left side of body
b. Right side of body

6. Laterality of objects (ex: touch the right side of the box)

Before a student can understand the laterality of an object, they must understand the laterality of the self, first. So, just as before, be sure that the laterality of the self is thoroughly covered before trying to explain to the child what laterality of objects are. For this assignment, we will assume you have done that. Now try to imagine activities that will help kids to learn what it means to have a left and right side of an object like a couch, a box, a bed, a door, etc. *** PLEASE NOTE: when teaching the concepts of laterality of objects, the child also has to know what a box, or door, or bed, or whatever object is. The child will not understand the laterality of the object if they do not also understand the object. Remember that when showing objects to children who are blind, they should be able to touch and experience the objects. For this assignment, we will assume that they do understand what the objects are; however, the activities you choose should still be something that the kids will be able to touch during the lesson, like desks, or chalkboards, etc. You may also choose objects in a home like a couch or TV, because some of you will do these lessons at the child’s home.

a. Left side of objects
b. Right side of objects

7. Positional/Directional Concepts With body

This section that can be challenging because there are so many components to it. Believe me that these are not even all of the concepts that are out there. Still, this is important in O&M. We cannot tell a student to look up while walking and to also walk up the street, if they don’t know
what up means. All the words and phrases that we use everyday can be confusing to kids who do not have these concepts down. (See what I did there?)

So how will you explain up and down in its most traditional sense? This first section will use all of these terms relative to the body, so up from the body, down from the body, away from the body, etc.

a. Up/down
b. In/out
c. Top/bottom
d. In front of/In back of
e. Over/Under
f. Near/Far
g. High/Low
h. Beginning/End
i. Near to/Far from
j. Between
k. Center, corner/side
l. Straight/crooked
m. Through/around
n. Open/closed
o. Forward/Backward
p. Toward/Away
q. Parallel/perpendicular
r. Diagonal
s. Ahead/behind
t. Sideways

8. Positional/Directional Concepts With Objects

This section using positional concepts with objects now is different, and you can put your take on what it means, for example, to go up from an object, or to put an object up. There could be varying interpretations, and so there is no one right answer. There could however be wrong answers. You want to ensure that you are always using a tactual method to reinforce the concept. You want them to understand words so well that if you tell them they have to walk between two desks, that they know what that means.

How will you teach it to them? What kinds of words and phrases and activities will you do? What kind of things do you want to have with you? What kinds of places do you want to be? Be creative, but also realistic.
These concepts are often for younger children. Adults and older children should already have these concepts mastered, but if they don’t then you could adapt for them. For this assignment however, please focus the answers to working with kids.

a. Up/down  
b. In/out  
c. Top/bottom  
d. In front of/In back of  
e. Over/Under  
f. Near/Far  
g. High/Low  
h. Beginning/End  
i. Near to/Far from  
j. Between  
k. Center, corner/side,  
l. Straight/crooked  
m. Through/around  
n. Open/closed  
o. Forward/Backward  
p. Toward/Away  
q. Parallel/perpendicular  
r. Diagonal  
s. Ahead/behind  
t. Sideways

9. Quantitative and Relative Concepts

These are relative concepts because a big shoe is not the same as a big house. A tall man is not the same as a tall tree. Everything has to be in context. How will you explain these concepts when they are conditional to context?

a. Big/little  
b. Short/long  
c. Narrow/wide  
d. Deep/shallow  
e. Tall/short  
f. Many/few  
g. More/less
10. **Bonus**

   a. Time like minutes, seconds, hours, days, years, months
   b. Measurement like cups, teaspoons, tablespoons, etc
   c. Distance like feet, inches, meters, yards, miles, etc.
   d. Weight like pound, kilogram, gram, ounce, etc.
   e. Temperature like degrees, warm, cold, hot, etc.
APPENDIX 2: TVI: O&M BASIC SKILLS NOTEBOOK INSTRUCTIONS

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 Consultant, so that you can get some assistance.) Tell the COMS that you are a TVI in training, will need to learn some basic skills of O&M. You will need approximately 5 hours of basic skills training (human guide, protective techniques, etc) under blindfold and 5 hours watching them work with a client on basic skills or concept development. Some of you may be able to work together in a group lesson.

2. All the O&M skills listed in the given O&M Basic Skills Notebook Outline (see Appendix 3), up to the section on Basic Cane Information, should be covered while wearing the blindfold. When you get to the Basic Cane Information, 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. It 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.

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, have the person who taught you and whom you observed initial your log.

7. Submit both your completed O&M Basic Skills Notebook and 518 Blindfold & Observation Log to 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 O&M 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 livetext.
APPENDIX 3: TVI O&M BASIC SKILLS NOTEBOOK OUTLINE

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. 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. Recording Technology for Taking Notes
g. Teaching Suggestions/Observations
# APPENDIX 4: TVI NOTEBOOK RUBRIC

## SPE 518 – SLO 1.2, O&M NuVentive Improve – Basic O&M Notebook Assignment – TVIs ONLY

<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds Standard - 3</th>
<th>Meets Standard - 2</th>
<th>Below Standard- 1</th>
<th>NA = Not Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Human Guide</strong></td>
<td>All 8 areas in the content outline are addressed thoroughly. Teaching suggestions and concepts are discussed clearly.</td>
<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>
<td>Score</td>
</tr>
<tr>
<td><strong>Techniques</strong></td>
<td></td>
<td></td>
<td></td>
<td>NA-0 Score</td>
</tr>
<tr>
<td><strong>Orientation to a New Environment:</strong></td>
<td>All 6 areas in the content outline are addressed thoroughly. Teaching suggestions and concepts are discussed clearly.</td>
<td>4-5 areas in the content outline are addressed adequately, and teaching suggestions and concepts are discussed.</td>
<td>&lt;4 areas in the content outline are addressed, and teaching suggestions and concepts are discussed minimally or not at all.</td>
<td>Score</td>
</tr>
<tr>
<td><strong>Social Graces</strong></td>
<td>All 7 areas in the content outline are addressed thoroughly. Teaching suggestions are discussed clearly.</td>
<td>5-6 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>
<td>Score</td>
</tr>
<tr>
<td><strong>Protective Techniques</strong></td>
<td>All 8 areas in the content outline are addressed thoroughly. Teaching suggestions and concepts are discussed clearly.</td>
<td>6-7 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>
<td>Score</td>
</tr>
<tr>
<td><strong>Room Familiarization</strong></td>
<td>All 6 areas in the content outline are addressed thoroughly, and teaching suggestions and concepts are discussed clearly.</td>
<td>4-5 areas in the content outline are addressed adequately, and teaching suggestions and concepts are discussed.</td>
<td>&lt;3 areas in the content outline are addressed, and teaching suggestions and concepts are discussed minimally or not at all.</td>
<td>Score</td>
</tr>
<tr>
<td><strong>Cane Information</strong></td>
<td>All 8 areas in the content outline are addressed thoroughly. Teaching suggestions and concepts are discussed clearly.</td>
<td>6-7 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>
<td>Score</td>
</tr>
<tr>
<td><strong>Low Vision Considerations</strong></td>
<td>All 7 areas in the content outline are addressed thoroughly. Teaching suggestions and concepts are discussed clearly.</td>
<td>4-6 areas in the content outline are addressed adequately, and teaching suggestions and concepts are discussed.</td>
<td>&lt;3 areas in the content outline are addressed. Teaching suggestions and concepts are discussed minimally or not at all.</td>
<td>Score</td>
</tr>
</tbody>
</table>

**Student:** ________________  **Semester** ________________  **Evaluator:** __________  **Score:** ________________  **NA = Not Attempted**
Description: Student will take part in 15 hours of field experience hours. In order to be eligible for AER certification, Stephen F. Austin State University is required to ensure that each O&M completes 140 clock hours of practicum experience. These hours are comprised of a wide diversity of “hands on” activities such as observation of students, interviews, visits to resource organizations, etc. In order to ensure that this requirement is met, each course in the program will include a practicum component that will be included in the final total of practicum hours. This class will require both O&Ms and TVIs to document of a minimum of 15 Field Based Experience hours. Forms for documenting each activity specific to this course are provided by the instructor and will be maintained by the student until the end of the semester. All forms will then be submitted to Livetext/FEM. Please note: these 15 hours will ultimately count toward the total required hours of practicum, and therefore cannot be counted in any other class. All hours which are logged during this semester, will be evaluated by the instructor in Livetext/FEM, for permission to be counted to the student’s overall clock hours. Please name your Livetext files with the course number (518) and date of activity.

### O&M Field Experience Hours Rubric

<table>
<thead>
<tr>
<th>Activities</th>
<th>Number of Hours</th>
<th>Met or Exceeded Minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation Concept Development with COMS (minimum 10 hours)</td>
<td>Click or tap here to enter text.</td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>Watching Educational Videos (maximum 2 hours) - optional</td>
<td>Click or tap here to enter text.</td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>Interviews of COMS/TVIs 3 interviews – one hour credit each</td>
<td>Click or tap here to enter text.</td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>Reflection of the importance of Concept Development in kids 2 full pages = 2 hours of credit</td>
<td>Click or tap here to enter text.</td>
<td>Yes ☐ No ☐</td>
</tr>
</tbody>
</table>

| Rubric Total Hours | Click or tap here to enter text. |


APPENDIX 6: TVI Field Log Rubric for: SPE 518

Description: Student will take part in 15 hours of field experience hours. In order to be eligible for AER certification, Stephen F. Austin State University is required to ensure that each TVI student completes 350 clock hours of practicum experience. These hours are comprised of a wide diversity of “hands on” activities such as observation of students, interviews, visits to resource organizations, etc. In order to ensure that this requirement is met, each course in the program will include a practicum component that will be included in the final total of practicum hours. This class will require TVIs to document of a minimum of 15 Field Based Experience hours. Forms for documenting each activity specific to this course are provided by the instructor and will be maintained by the student until the end of the semester. All forms will then be submitted to Livetext/FEM. Please note: these 15 hours will ultimately count toward the total required hours of practicum, and therefore cannot be counted in any other class. All hours which are logged during this semester, will be evaluated by the instructor in Livetext/FEM, for permission to be counted to the student’s overall clock hours. Please name your Livetext files with the course number (518) and date of activity.

### TVI Field Experience Hours Rubric

<table>
<thead>
<tr>
<th>Activities</th>
<th>Number of Hours</th>
<th>Met or Exceeded Minimum</th>
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<tbody>
<tr>
<td>Instruction in Basic O&amp;M, under blindfold, with COMS</td>
<td>Click or tap here to enter text.</td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>Observation of O&amp;M lessons with COMS</td>
<td>Click or tap here to enter text.</td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>Watching Educational Videos (maximum 2 hours) - optional</td>
<td>Click or tap here to enter text.</td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>Interviews of COMS/TVIs</td>
<td>Click or tap here to enter text.</td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>Reflection on what it was like to learn under blindfold 2 full pages = 2 hours of credit</td>
<td>Click or tap here to enter text.</td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td><strong>Rubric Total Hours</strong></td>
<td>Click or tap here to enter text.</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 7: FIELD EXPERIENCE DOCUMENTATION

Use this form to document all hours claimed for Practicum, including interviews, educational videos, field experience teaching, and field experience observations.

SPE 518

Programs and Services for Persons with Visual Impairments

Field Experience Documentation

Observation and Other Activities

Name

Nature of activity: ____________________________________________________________

Date: ___________________________ Hours: ___________________________

Signature of contact person: ________________________________________________

Describe exactly what you observed, what you did, and what you learned from the experience.

SFA Student Signature _______________________________________________________

SFA Student Name (printed)__________________________________________________

Total hours for activity ______________________________________________________
<table>
<thead>
<tr>
<th>518 Class</th>
<th>Module</th>
<th>Topic</th>
<th>Read</th>
<th>Quiz</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>History of O&amp;M &amp; Definitions (AER X a,b,c)</td>
<td>Syllabus</td>
<td>Syllabus Quiz</td>
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<td></td>
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<td>Articles in the Module</td>
<td>Module 1 – History</td>
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<tr>
<td>2</td>
<td>2</td>
<td>Sensory Development AER II - c,d,g; V-a; IX – p,v,x,y</td>
<td>1. Vision Statistics</td>
<td>Module 2 - Sensory Dev</td>
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<td>2. O&amp;M for Pre-School Children</td>
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<td></td>
<td></td>
<td></td>
<td>3. Impact of VI on Early Childhood Development</td>
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<td></td>
<td></td>
<td></td>
<td>4. Early Focus - Chapter 3, pp. 52-60, 331-340</td>
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<td>3</td>
<td>3</td>
<td>Motor Development AER II-g; IV-a; V-a; VII-b,c,d; IX- v,x,y</td>
<td>1. Early Focus - Chapter 9</td>
<td>Module 3 - Motor Dev</td>
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<td>3. TAPS - Part 2: pp. 18-37</td>
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<td>4. TAPS - Part 3: pp.147-187</td>
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<td>4</td>
<td>4</td>
<td>Development of O&amp;M Concepts AER II-c,d; IV-a; V-a,b,f; IX-x,y</td>
<td>1. Early Focus - Chapter 4</td>
<td>Module 4 - O&amp;M Concept</td>
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<td>2. Imagining the Possibilities - Chapter 4</td>
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<td>3. TAPS - pp.1-18, 55-97</td>
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<tr>
<td>5</td>
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<td>Teaching O&amp;M Concepts IV-g; V-a,b,c,f; IX-x,y</td>
<td>1. Imagining the Possibilities - Chapters 3 &amp; 5</td>
<td>Module 5 - Teaching O&amp;M</td>
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<td>2. TAPS - pp. 1-18, 19-31, 55-97</td>
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<td><strong>Midterm - 3 hours, Modules 1-5</strong></td>
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<td>Collaboration I-f; VI-e; IX-a,n; X-o</td>
<td>1. Imagining the Possibilities - Chapters 1, 2, &amp; 8</td>
<td>Module 6 - Collaboration</td>
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<td>2. Early Focus - Chapter 11 - Team Focus</td>
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<td>3. TAPS - Comprehensive Assessment &amp; Ongoing Evaluation Booklet</td>
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<td>7</td>
<td>7</td>
<td>Orientation, Maps &amp; Models VI-f, VII-g, IX-c</td>
<td>1. Imagining the Possibilities - Chapters 6 &amp; 7</td>
<td>Module 7 - Maps</td>
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<td>2. TAPS - Part 3: L. Using Tactile Maps</td>
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<td>8</td>
<td>8</td>
<td>O&amp;M for MDVI V-d; VI-a,b,c,d,e,f; VII-b,c,d</td>
<td>1. Case Studies in Module - Lizann and Jimmy</td>
<td>Module 8 - MDVI</td>
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<td>2. TAPS - Part 1: Ambulatory Devices</td>
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<td>O&amp;M for LV I-a,c,e,f; VII-g; IX-f; XII-f</td>
<td>1. TAPS - Part 1: Curriculum, pp. 151-161 pp. 119-129 - Distant Optical Devices</td>
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<td>2. TAPS - Part 1: Distant Low Vision Devices pp. 119-129</td>
<td>Module 9 - LV</td>
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<td>2. Early Focus - Chapter 3</td>
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<tr>
<td>Final - 3 hours, Modules 6-9</td>
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