Instructor: Heather R. Munro

Synchronous Meeting Dates & Time: 6:00-8:00 pm CST via
Brightspace/D2L Zoom 1/21, 2/4, 2/18, 3/3, 3/24, 4/7, 4/21

Office: ECRC 209Y

Virtual Office Hours:
Mondays – 2:00 – 3:00 pm
Tuesdays – 9:00 – 11:00 am
Wednesdays – by appointment
Thursdays – 9:00 – 11:00 am
Fridays (and other times) – by appointment

Office Phone: 936.468.5348

Other Contact Information: Donna Wood 936.468.1142

Email: hrmunro@sfasu.edu

Credits: 3 hours

Prerequisites: SPE 500 and SPE 593

I. Course Description

Seven two-hour synchronous online meetings, and three hours lab per week. Supervised practicum experience requiring a minimum of 40 hours of teaching and/or observing orientation and mobility training provided to individuals with visual impairment, under direct supervision of an ACVREP certified orientation and mobility specialist (COMS).

Purpose
This course is the second of two practicum courses that allow students to observe and apply strategies that have been previously taught in SPE 500 (the first prerequisite course). This is an advanced course in teaching Orientation and Mobility techniques and procedures, which should be taken the semester prior to internship. Since it is the last O&M practicum class prior to internship, it is a very important opportunity for the student to make sure they have a competent knowledge of all O&M skills. This will be accomplished by spending time reviewing all the O&M skills and techniques, as well as submitting assignments and completing teaching, observation, and activity hours.

Topics will include those needed to develop competencies in the following:
- O&M skills and techniques and teaching procedures/suggestions
- Psychosocial aspects of teaching
- Modification of O&M teaching techniques for individuals with low vision
- Teaching modifications for persons who are elderly
- Teaching modifications for other learners
- Environmental accessibility, route planning, and appropriate lessons
- Assessment procedures, recommendations, and report writing
- Different travel systems, including canes, dog guides, electronic mobility devices, etc.
- Basic methods of research and the application of each to teaching O&M
- O&M in different types of rehabilitation and educational facilities
- Internship placements and requirements
- Professional responsibilities, AERBV1, Academy Certification, etc.

SPE 594 “Advanced Clinical Practicum in Orientation & Mobility” (3 credits) spans 15 weeks. The course contains extensive content that includes the same information students in a face-to-face lecture course would receive, requiring students to engage in online modules for at least 3 hours per week. Primary source readings are woven into the content to support key concepts and provide information regarding instruction in the field of visual impairments. Students are required to complete discussion posts, written assignments, practicum assignments and quizzes/exams over the course content. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments. There are 7 Modules which will be posted online (in D2L) throughout the semester, with each module requiring written assignments that must be submitted to the Brightspace/ D2L Dropbox, or to LiveText if specified, by the posted due date. In addition, this course requires the completion of 40 practicum experience hours in which you will observe a COMS and provide instruction to individuals with visual impairments under the supervision of a COMS. Students average up to 3 hours per week to complete the practicum hour requirement.

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)

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/TracDat throughout the program. An asterisk denotes that PLO will be addressed during SPE 594.

Program Outcome #1 O&M Skill and Strategy Acquisition and Demonstration
Candidates for the O&M Program will demonstrate knowledge and understanding of the systems of orientation and mobility, and orientation and mobility skills and techniques as defined by the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP).

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

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

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

Program Outcome #5 – Understand the Individual
The candidate will demonstrate the knowledge and understanding of strategies and methods used to conduct individualized assessments, program development, and to select, design, and implement O&M instruction that is responsive to individual needs, age appropriate, respects multi-cultural differences, and provides appropriate follow-up.

Program #6 – Understanding the Profession*
Candidates will demonstrate understanding of the role, responsibilities, and ethical standards associated with becoming a Certified Orientation and Mobility Specialist.

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

Student Learning Outcomes: Orientation & Mobility

This course supports Nuventive Improve/TracDat objectives that have been developed for the program, specifically;

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

SLO 3.2: Candidate will demonstrate proficiency in planning a route that addresses environmental issues, safety concerns, individual needs, and personal attributes of the consumer.
Method of Assessment: Route Planning (ACVREP Domains 2, 3, 4, 5; AER Standards II, VIII, IX, XIII)

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

SLO 4.1: Candidate will demonstrate proficiency in planning, conducting, and evaluating lessons according to the individual student’s learning style, stage of development, age, or other unique personal attributes that impact learning.
Method of Assessment: Lesson/Route Planning (ACVREP Domains 5, 6, 7, 8, 12; AER Standards II, VIII, IX, XIII)

SLO – 6: Candidates will demonstrate understanding of the role, responsibilities, and ethical standards associated with becoming a Certified Orientation and Mobility Specialist.

SLO 6.2 A. Candidates will demonstrate knowledge and understanding of the Code of Ethics for O&M specialists through a written submission on professionalism and ethical standards of behavior.
SLO 6.2 B. Candidates will follow the assignment description closely, and provide all requested features to receive full credit for their work (ACVREP Domain 1; AER Standard X)

This course will enable the student to demonstrate knowledge of
- Adaptive Technology for Orientation and Mobility
- Improving Perception and Orientation
- Orientation Aids for Low Vision
- Improving the Use of Low Vision
- Improving the Use of Hearing
- Improving Psychosocial Functioning
- Working with Individuals with Dog Guides
- Working with Older Adults and Veterans
- Code of Ethics for Certified Orientation and Mobility Specialists
For additional information on meaningful and measurable learning outcomes see the assessment resource page http://www.sfasu.edu/assessment/index.asp

Additional Intended Learning Outcomes/Goals/Objectives/Standards

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

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

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

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

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

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

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

The Core Values of our College are:

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

This class emphasizes these values in its content, philosophy, and in its assessment of outcomes. We, as instructors, strive to reflect these principles in the teaching of this class and we also have the highest expectations that you, our students, will also demonstrate these values as you develop as leaders in the field of visual impairment. These values are analogous with ethical standards that have developed by the Association for the Education and Rehabilitation of the Blind and Visually Impaired and
This course directly supports the mission of the SFASU Department of Human Services - The Department of Human Services prepares undergraduates and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of students personal and professional development.

This course directly supports the mission of the SFASU Visual Impairment / Orientation & Mobility Preparation Program. - It is the mission of the Visual Impairment/Orientation and Mobility program to train Teachers of Students with Visual Impairments (TVIs) and Certified Orientation & 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 Core Objectives established by the Texas Higher Education Coordinating board:  
- Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.  
  FOR THIS COURSE: this will be accomplished through the performance of observations, assessments, recommendations related to assessments, and supervised instruction.  
- Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication.  
  FOR THIS COURSE: this will be addressed through the development the Code of Ethics essay, and responses to discussion prompts and long-answer examination questions.  
- Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.  
  FOR THIS COURSE: this may be addressed through the collection and analysis of data related to O&M and Older Adults, Improving Perception, Improving Orientation, Improving Use of Low Vision, Improving Use of Hearing, Complex Intersections, Orientation Aids, Adaptive Technology, and Electronic Aids.  
- Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.  
  FOR THIS COURSE: this will be addressed through the practice of cooperative and reciprocal discussions and working under the tutelage of the supervising COMS.  
- Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making.  
  FOR THIS COURSE: this will be addressed through the development of individualized, effective, and manageable recommendations, completion of 60 Field Based Experience hours, AND the meeting of assignment deadlines.  
- Social Responsibility - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.  
  FOR THIS COURSE: this will be address through effective contributions to class discussions (both during class meetings and online asynchronous discussions) and the essay addressing the Code of Ethics for O&M Specialists.

This course directly supports the standards of the Council for Exceptional Children, specifically:
Standard 1: Learner Development and Individual Learning Differences
Standard 2: Learning Environments
Standard 3: Curricular Content Knowledge
Standard 4: Assessment
Standard 5: Instructional Planning and Strategies
Standard 6: Professional Learning and Ethical Practice Language
Standard 7: Collaboration

This course supports the Association for 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: d, e
II. Sensory Motor Functioning: a, e, h
III. Psycho-Social Aspects of Blindness and Visual Impairments: a, b, d, e, f, g, j
IV. Human Growth and Development over the Lifespan: f, e, g, h
V. Concept Development
VI. Multiple Disabilities: b, f
VII. Systems of Orientation and Mobility: a, b, c, d, e, f, g, i
VIII. Orientation and Mobility Skills and Techniques: a-h, j, m, n
IX. Instructional Methods, Strategies and Assessment: b, c, d, e, g, i, j, k, l, n, p, s, t, u, w, x
X. History and Philosophy of Orientation and Mobility: a, f, i, j, k, m, p
XI. Professional Information: a, d
XII. Development, Administration, and Supervision of O&M Program: a, j
XIII. Clinical Practice Competencies: a, d, e, g, h, k, l, n-nn
This course specifically addresses the following AER Standards through reading, practice, didactic instruction, and written assessment: I, II, III, IV, VI, VII, VIII, IX, X, XI, XII, XIII.

This course supports the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) guidelines for certification:
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. Understand Relevant Medical Information
- Domain 3. Understand and Apply Learning Theories to O&M
- Domain 4. Plan and Conduct O&M Assessment
- Domain 5. Plan O&M Programs
- Domain 6. Teach O&M Related Concepts
- Domain 7. Teach Orientation Skills and Strategies
- Domain 8. Teach Mobility Skills
- Domain 9. Teach Use of Senses
- Domain 10. Teach Consumers who have Additional Disabilities
- Domain 11. Teach Diverse Consumers
- Domain 12. Analyze and Modify Environment
- Domain 13. Know the Psychosocial Implications of Blindness and Visual Impairment

This course specifically addresses the following ACVREP Domains through reading, practice, didactic instruction, and written assessment: 1, 2, 3, 5, 6, 7, 8, 9, 10, 12, 13

This course directly supports the codes of ethics for professional practice developed by professionals in the field of visual impairment by the Association for Education and Rehabilitation of the Blind and Visually Impaired (AERBVI), 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 directly supports the codes of ethics for professional practice developed by professionals in the field of visual impairments by the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP), specifically:
I. Commitment to the student/client
II. Commitment to the community
III. Commitment to the profession
IV. Commitment to colleagues and other professionals
V. Commitment to professional employment practices

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

Instructional Strategies and Technology
This course will be delivered using distance education through the use of a web-based format via Brightspace/D2L and Zoom. Classes will meet synchronously using web conferencing (Zoom) to deliver presentations, promote discussion, and explore concepts. Instruction will be supported through online materials presented on the class D2L page. Students will also be required to facilitate and participate asynchronously in online discussions using Zoom, investigating topic prompts and required readings. Assignments will be detailed on Brightspace/D2L (Modules and Discussion) and discussed during class meetings. Students must have reliable internet connection in order to access Brightspace/D2L course information and Zoom. You will also need a working headset with microphone in order to participate in our Zoom meetings. Class meeting alerts and links will be posted as “News” items on the Brightspace/D2L course homepage prior to each session. The course calendar, with due dates for assignments, exams and links, along with interactive class meeting schedule is located in this syllabus and on the course D2L page.

Graded Assignments
This course will have graded assignments in every Brightspace/D2L module, as either a Module Activity or a Module Quiz. Most modules also have a discussion assignment, which is graded according to how closely your responses align to the prompt. There are two examinations (a midterm worth 170 points and a final worth 200 points), and your participation is graded by virtue of class attendance (in our Zoom sessions) and active engagement. Three of your assignments MUST BE SUBMITTED THROUGH LIVETEXT/WATERMARK (the Code of Ethics assignment – SLO 6.2, the Lesson Plan from Module 2 – SLO 4.1, and the Route Plan from Module 6 – SLO 3.2).

Synchronous Meeting Participation
You are required to attend class meetings and be prepared to discuss reading material, complete observations, assignments, and activities. You are expected to be present consistently on-location and in class. This is a graduate level class that will focus
on the development and discussion of advanced ideas and concepts. Your absence will hinder the growth of you as an individual and the group as a whole. You will be expected to be professional and respectful of others in all activities and exchanges. The primary methods of instruction for this class revolve around discussion, questioning, and participation by each class member. Five (5) points are awarded for each of the 7 class meetings for a total of 35 possible points. You are required to attend class meetings, participate and/or facilitate on-line discussions, and be prepared to discuss reading material, web lessons (Modules), and completed learning activities. You are expected to be present for our course meetings. This is a graduate level class that will focus on the development and discussion of advanced ideas and concepts. Your absence will hinder the growth of you as an individual and the group as a whole. 

Points toward class participation cannot be earned on evenings when you are not present, even if you review the recorded session at a later time. You are expected to be professional and respectful of others in all activities and exchanges.

At the end of the semester, your instructor will evaluate you on the following criteria (Adapted from The Guide for training study circle facilitators (1998) Study Circle Resource Center, ©Topsfield Foundation):

**Professionalism**
- Appropriateness of participation in class discussions and online 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 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 during practicum experiences

**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.

Participation points are awarded based on attendance (obviously), along with:
- Appropriateness of participation in class discussions
- Willingness to answer questions
- Evidence of critical thinking and creativity during class discussions and activities
- Demonstration of good “consulting skills” (e.g., politeness, manners, diplomacy, tact, etc.)
- Display of a positive attitude toward subject material, class activities, other individuals, etc.

**D2L Modules and Other Readings**
Due to the limited amount of real-time interaction available for this class, additional instructional material will be provided through web-based modules. These modules are designed to provide instruction provided over the web, often with additional support or details for future assignments that will be submitted. The information in the modules will complement material in the textbook and web readings. These Brightspace/D2L modules are a very important part of the class, and students are responsible for completing them (reading the materials, doing the exercises, quizzes, discussions, etc.) as part of their course work. The material covered in the modules will be included on exams and in your assignments. Reading assignments should be completed prior to each synchronous meeting which addresses that module’s information. Additional modules may be developed as needed as the class progresses. You will be notified if additional material is added.

**Module Activities and Assignments**
Each Brightspace/D2L module will culminate one or more activities which will give you an opportunity to practice using the concepts and skills reviewed. All activities will be completed individually – NO GROUP WORK. After each class, you will use the information gained from the reading of the corresponding module content and text, and through class discussion to complete the module assignment or quiz associated with that topic. The web assignments will integrate class presentations, readings, and web modules each of these concepts with visual impairment, discipline-specific, knowledge and skills to make the activities. Each of the 7 modules is worth a total of 50 points (combined points from discussions, activities, quizzes, or LiveText submissions). The three LiveText/Watermark assignments are worth 100 points each. There will be a deduction of 25 points for each SLO assignment not submitted to both LiveText/Watermark and Brightspace/D2L as required.

**Teaching/Observation Requirements**
A minimum of 40 hours of training in O&M skills and techniques provided to persons who are blind or visually impaired (under direct supervision of an ACVREP certified O&M specialist) must be documented and submitted to your instructor. Forms to be used are available on the class Brightspace/D2L site. Practicum hours and documentation are submitted to LiveText/Watermark Field Experience Manager (FEM) by the end of the semester.

*All 40 hours from SPE 593 and SPE 594 (a total of 80 hours) must be documented and submitted before you can enroll in SPE 595 (your internship placement and course).
Examinations
Two examinations (a midterm worth 170 points and a final worth 200 points) will be administered during this semester, via Brightspace/D2L. You are responsible for all material covered in class, assigned readings, study guides, and in the assignments in order to successfully complete the exams.

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

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<tr>
<th>ACTIVITY</th>
<th>POINTS</th>
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<tr>
<td>FEM Personal Update Quiz (from “Getting Started” module)</td>
<td>15 points</td>
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<tr>
<td>Code of Ethics (from “Getting Started” module) Submit in LiveText!</td>
<td>100 points</td>
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<tr>
<td>Module 1 (Discussion – 25 points, Activity – 25 points) AER Standards I-a,d,e,f,g,j; IV-f; VII-a,b,c,d,e,f,g; IX-s,t,w; X-f; XIII-a,d,g,h,k-nn</td>
<td>50 points</td>
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<tr>
<td>Module 2 (Activity – 30 points, Discussion – 20 points, Lesson Plan Submit in LiveText! – 100 points) AER Standards I-e; II-a; III-b; IV-e,g,h; VII-a; VIII-j,m,n; IX-b,c,d,l,n,p,u,x</td>
<td>150 points</td>
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<tr>
<td>Module 3 (Quiz – 25 points, Discussion – 25 points) AER Standards II-a,d,h; VII-a; VIII-j; IX-i,k,l; XIII-d,q,r,s,t,u,h,k</td>
<td>50 points</td>
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<tr>
<td>Module 4 (Quiz – 25 points, Discussion – 25 points) AER Standards I-d; II-e,h; VI-b; XI-b,c; XII-j</td>
<td>50 points</td>
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<td>Midterm (Covers Modules 1–4) ACVREP Domains 2, 3, 5, 6, 7, 8, 9 10, 14; AER Standards I, II, III, IV, VII, VIII, IX, X, XI, XII, XIII)</td>
<td>170 points</td>
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<tr>
<td>Module 5 (Study Guide – 25 points, Discussion – 25 points) AER Standards VI-f; VII-g; VIII-h; IX-e,g,j; X-a,j,m</td>
<td>50 points</td>
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<tr>
<td>Module 6 (Study Guide – 40 points, Discussion – 10 points, Route Plan Submit in LiveText! – 100 points) AER Standards VII-b,c,d,f,i; X-l; XIII-a</td>
<td>150 points</td>
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<tr>
<td>Module 7 (Discussion – 12.5 points, Discussion – 12.5 points, Quiz – 25 points) AER Standards VII-e, X-k, XIII-g</td>
<td>50 points</td>
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<tr>
<td>Class Participation (7 class meetings x 5 points each)</td>
<td>35 points</td>
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<td>Final Exam (ACVREP Domains 1, 2, 3, 5, 7, 8, 12; AER Standards I, VI, VII, VIII, IX, X, XIII)</td>
<td>200 points</td>
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<tr>
<td>TOTAL</td>
<td>1070 POINTS</td>
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The scale below will be used to determine letter grades for this course:

- A = 963 – 1070 points (90% → 100%)
- B = 856 – 962 points (80% → 89.99%)
- C = 749 – 855 points (70% → 79.99%)
- D = 642 – 748 points (60% → 69.99%)
- F = anything below 642 points

YOU MUST RECEIVE A GRADE OF “B” OR HIGHER TO BE RECOMMENDED FOR SPE 595 (O&M Internship), the final O&M courses in the sequence, as well as complete the required 40 hour practicum from this course and 40 hours from SPE 593 (for a total of 80 practicum hours).

Practicum Hours (ACVREP Domains 7, 8, 9, 10, 12; AER Standards VII, VIII, IX, XIII) must be documented and submitted to FEM (in LiveText/Watermark account).

EXTRA CREDIT - For this course extra credit may be available to students who participate in university sponsored research or to students who complete a book review. This is at the discretion of the Instructor, require prior approval, may have limited opportunities for completion, and are limited to a maximum of 4% (32 points) toward your final point total.
RESEARCH POINTS: Every student will be given the opportunity to earn 4 research points (R-Points) by participating in departmental research projects. For every 30 minutes of research participation, students earn a research point worth 1% or 8 points (2 hours of participation will get you 4 R points or 32 points toward your final grade. Students must sign up for R-Points through the Department of Human Services’ SONA Systems Software https://sfasuhumanservices.sona-systems.com. Any student with an objection to participating in psychological research is encouraged to see the instructor as soon as possible to obtain instructions for alternate projects. R-Points must be completed by the first day of dead week (the week of the semester before finals).

SFASU Human Services Department Research
Participant Sign-Up Instructions

1. Go to the website for our experiment management system (https://sfasuhumanservices.sona-systems.com).

2. If you have already registered, log in. If you have not yet registered as a student, you may do so by clicking on the link in the bottom left-hand corner that says: "Request an account here." Once registered you can immediately log in.

3. Once logged in, you can browse studies that are available and in which you may participate (under "Study Sign-Up").
   - By clicking on the name of a study, you can see information about the study, including an abstract, duration of the study, credits available, and the researcher's name.
   - When you click on "View Timeslots for this Study," any available times will be shown. If you wish to sign up for one of the times, there is a pull-down menu for "Course for Credit." Click on the arrow beside that box and all courses in the department will be listed. Choose your course from the list. Click the "Sign Up" button, and you are done. Be sure to write down the information about the study from the screen that appears stating you successfully signed up.
   - Also, under "My Schedule & Credits," you can view studies for which you've signed up, cancel participation in studies for which you signed up, view studies in which you already participated to see if credit was granted yet, and view other credits you may have earned. Finally, under "My Profile," you can change your password, modify your contact information, or change your email address.

1. The day before any study for which you have signed up, you will receive an email reminder from the system.

IMPORTANT NOTE: If you have a Yahoo or Hotmail account, it is possible the emails sent from the system will be bounced. This is the only type of account we have encountered so far with such a problem. You may wish to use your SFA account for this system until the end of the semester.

Extra credit may also be earned by submission of a book review using the Education Review guidelines http://www.edrev.info/contribute.html

V. Tentative Course Outline/Calendar

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

Time Requirements for this 3 credit hour practicum course: Per SFA policy 5.4, this schedule reflects an amount of student work per credit hour that reasonably approximates not less than one hour of class or direct faculty instruction and two hours of out-of-class student work per fifteen weeks, or the equivalent amount of work over a different time (in this case, two hours of synchronous instructional delivery every two weeks), or an equivalent amount of work for other academic activities as established by the institution including laboratory work, internships, practica, and other academic work leading to the award of credit hours. The seven (7) two-hour synchronous meetings (6 pm – 8 pm) are equivalent to 16.8 total Carnegie hours, and you are expected to engage with reading assignments and online (Brightspace/D2L) materials for a minimum of two (2) hours per week in addition to your duties relating to the practicum.

Classes will be held via Brightspace/D2L Zoom beginning at 6:00 pm and ending at 8:00 pm (CST). Please be prompt and prepared to participate. Keep distractions to a minimum. SEE NOTE BELOW**

<table>
<thead>
<tr>
<th>SYNDROMOUS MEETINGS</th>
<th>TOPICS</th>
<th>READING</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zoom Session #1</td>
<td>Syllabus review</td>
<td>Foundations Vol. 2 Chapter 6</td>
<td>Code of Ethics Assignment – SUBMIT TO LIVETEXT!</td>
</tr>
<tr>
<td>January 21, 2020</td>
<td>Pre-internship requirements</td>
<td>LaGrow &amp; Long Chapters 1 and 2</td>
<td>(FEM) Personal Information and Updates Quiz</td>
</tr>
<tr>
<td></td>
<td>Improving psychosocial functioning</td>
<td></td>
<td>Module 1 Study Guide</td>
</tr>
<tr>
<td></td>
<td>Review Module 1 (Improving Psychosocial Functioning) and initial assignments</td>
<td></td>
<td>Module 1 Discussion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Zoom Session #2</th>
<th>February 4, 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Older Adults</td>
<td></td>
</tr>
<tr>
<td>• Veterans</td>
<td></td>
</tr>
<tr>
<td>• Foundations Vol. 2 Chapter 10</td>
<td></td>
</tr>
<tr>
<td>• LaGrow &amp; Long Chapter 3</td>
<td></td>
</tr>
<tr>
<td>• “The Greatest Generation” Discussion</td>
<td></td>
</tr>
<tr>
<td>• “Older Adults’ Perspectives (Adjustment)” Discussion</td>
<td></td>
</tr>
<tr>
<td>• “Comorbidities” Discussion</td>
<td></td>
</tr>
<tr>
<td>• “Effects of Mobility” Discussion</td>
<td></td>
</tr>
<tr>
<td>• Module 2 Discussion</td>
<td></td>
</tr>
<tr>
<td>• Lesson Plan Assignment – SUBMIT TO LIVETEXT!</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Zoom Session #3</th>
<th>February 18, 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Improving Perception</td>
<td></td>
</tr>
<tr>
<td>• Improving Orientation</td>
<td></td>
</tr>
<tr>
<td>• Foundations Vol. 2 Chapters 1 and 2</td>
<td></td>
</tr>
<tr>
<td>• LaGrow &amp; Long Chapter 4</td>
<td></td>
</tr>
<tr>
<td>• Module 3 Quiz</td>
<td></td>
</tr>
<tr>
<td>• Module 3 Discussion</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Zoom Session #4</th>
<th>March 3, 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Improving the Use of Low Vision</td>
<td></td>
</tr>
<tr>
<td>• Improving the Use of Hearing</td>
<td></td>
</tr>
<tr>
<td>• Foundations Vol. 2 Chapters 3 and 4</td>
<td></td>
</tr>
<tr>
<td>• LaGrow &amp; Long Chapter 5</td>
<td></td>
</tr>
<tr>
<td>• Module 4 Quiz</td>
<td></td>
</tr>
<tr>
<td>• Module 4 Discussion</td>
<td></td>
</tr>
</tbody>
</table>

| M I D T E R M (TBD) |
| All material from Brightspace/D2L modules 1–4, Zoom sessions, and assigned readings |

| S P R I N G B R E A K |
| March 9 – March 13 |

<table>
<thead>
<tr>
<th>Zoom Session #5</th>
<th>March 24, 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Complex Intersections</td>
<td></td>
</tr>
<tr>
<td>• Orientation Aids</td>
<td></td>
</tr>
<tr>
<td>• Foundations Vol. 2 Chapters 11 and 12</td>
<td></td>
</tr>
<tr>
<td>• LaGrow &amp; Long Chapter 7</td>
<td></td>
</tr>
<tr>
<td>• Module 5 Study Guide</td>
<td></td>
</tr>
<tr>
<td>• Module 5 Discussion</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Zoom Session #6</th>
<th>April 7, 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Adaptive Technology</td>
<td></td>
</tr>
<tr>
<td>• Electronic Aids</td>
<td></td>
</tr>
<tr>
<td>• Foundations Vol. 1 Chapter 8</td>
<td></td>
</tr>
<tr>
<td>• Foundations Vol. 2 Chapter 14</td>
<td></td>
</tr>
<tr>
<td>• LaGrow &amp; Long Chapter 6</td>
<td></td>
</tr>
<tr>
<td>• Module 6 Study Guide</td>
<td></td>
</tr>
<tr>
<td>• Route Planning Assignment – SUBMIT TO LIVETEXT!</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Zoom Session #7</th>
<th>April 21, 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Dog Guides</td>
<td></td>
</tr>
<tr>
<td>• Foundations Vol. 1 Chapter 9</td>
<td></td>
</tr>
<tr>
<td>• Foundations Vol. 2 Chapter 16</td>
<td></td>
</tr>
<tr>
<td>• LaGrow &amp; Long Chapters 8 and 9</td>
<td></td>
</tr>
<tr>
<td>• Module 7 Quiz</td>
<td></td>
</tr>
<tr>
<td>• “Special Environments” Discussion</td>
<td></td>
</tr>
<tr>
<td>• “Public Transportation” Discussion</td>
<td></td>
</tr>
</tbody>
</table>

| F I N A L E X A M |
| All material from Brightspace/D2L modules, Zoom sessions, and assigned readings |
| Week of May 4 – May 8 |

| May 11 | All Remaining Assignments and Field Experience Hours Due! |

A student who does not attend class and/or show participation will be dropped from financial aid for that course. You must be present in class sessions in order to earn participation points. Participation points will not be awarded to students who listen to the recorded session only.

**A word about Brightspace/D2L and Zoom.** This class is dependent on the internet. You must be able to use the internet in order to obtain instructions on completing assignments, research assigned topics, submit assignments, take and submit exams, participate in class, and complete all other activities as assigned. It is therefore essential that you not only have reliable access to the internet, but also that you are comfortable using it. In order to participate fully in this class, you will also need a dependable headphone/speaker set. Neither SFASU nor your instructor is responsible for solving technical problems which are not a product of the websites themselves. If you need technical assistance, please contact the Center for Teaching and Learning (ctl.sfasu.edu) at 936-468-1010.
VI. Readings (Required and recommended—including texts, websites, articles, etc.)

Required text


Books may be located in the SFA university bookstore.

Other Articles

Other reading assignments from texts and/or additional materials will be posted in Modules on the class Brightspace/D2L page.

LiveText/Watermark Statement

This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system (______@jacks.sfasu.edu) 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 email concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these emails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936.468.2395 or email LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

FEM Statement

FEM is used for field experiences, practica, and internships in a way to document the offsite experiences.

VII. Course Evaluations

You are required to participate in a formal evaluation at the end of the semester, as your tuition is paid by grant funding. In the Perkins College of Education, your evaluations are submitted to electronically through mySFA prior to final examinations. We do have access to the list of students who have not submitted an evaluation. 100% participation is needed in the evaluation process. Evaluation data is used for a variety of purposes, including:

• Course and program improvement, planning, and accreditation;
• Instruction evaluation; and
• Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in your responses. Please know that our faculty is committed to excellence in teaching and continued improvement. Your response is critical.

I encourage you to contact me during my office hours or at any other time to discuss your thoughts and opinions about this course or suggestions for improvement. I am dedicated to providing you all with a high-quality learning experience that is supportive as well as instructive. Do not wait until the semester is over and the evaluation is due; let me know immediately if you need assistance or clarification, or if you have concerns or frustrations, so we can work together to resolve the issue or get you what you need. You should expect a response to emails (please use hrmunro@sfasu.edu rather than D2L email) and phone calls within 48 hours during the regular school week (Monday – Friday).

All ratings and comments are anonymous, and will not be available for viewing by me (the instructor) until after final grades have been posted.

VIII. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course
content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

FOR THIS CLASS: You are expected to attend all class meetings. Students may receive excused absences for illness and family emergencies, but must present written documentation for such absence (i.e. doctor's note, emergency room admissions, funeral notices). It is especially important that on-site visits (for your Field Based Experience hours) be kept. PLEASE communicate with your on-site supervisor as early as possible in the event any problems or potential problems arise.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one's own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include (but are not limited to) reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university. The academic policy related to the Visual Impairment / Orientation & Mobility program is outlined in the 2016 or later Program Handbook which states the following:

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

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

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

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

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

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

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F,
except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

**ADDITIONAL INFORMATION:**

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

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

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


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

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

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

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

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

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

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

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/)). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
3. Successfully complete a state-mandated 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:

Caveats: The above schedule and procedures in this course are subject to change due to circumstances.

As stated under Course Evaluations, you should expect a response to emails (please use hmunro@sfasu.edu) and phone calls within 48 hours during the regular school week (Monday – Friday).

Course Links: Visual Impairment program page http://www.sfasu.edu/humanservices/123.asp
Orientation & Mobility program page http://www.sfasu.edu/humanservices/122.asp
FAQ and Visual Impairment/Orientation & Mobility Program Handbook http://www2.sfasu.edu/visual-impairment/
# Professionalism Assessment Instrument

Candidate Name: __________________________  
Supervisor: _________________________

Circle the appropriate observation:  1  2  3  4  5  6

<table>
<thead>
<tr>
<th>Component</th>
<th>Exceeds</th>
<th>Meets</th>
<th>Does Not Meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates punctuality and professional attendance</td>
<td>Shows dedication by arriving early and staying late as needed</td>
<td>Has regular attendance; does not leave early</td>
<td>Excessive absences and late arrivals/early departures</td>
</tr>
<tr>
<td>Works positively with supervisors and other professionals</td>
<td>Open and responsive to suggestions</td>
<td>Follows through on suggestions</td>
<td>Rejects suggestions</td>
</tr>
<tr>
<td>Dresses professionally and appropriately</td>
<td>Always dressed in clean professional attire</td>
<td>Dressed in appropriate clothes</td>
<td>Dressed in casual clothes; dirty clothes and/or inappropriate wear such as flip flops and t-shirts</td>
</tr>
<tr>
<td>Demonstrates collaboration with teachers and other professionals</td>
<td>Respects others; participates in group activities; values other perspectives</td>
<td>Participates in collaboration</td>
<td>Does not participate and may have a negative attitude</td>
</tr>
<tr>
<td>Is organized and prepared for class</td>
<td>Takes initiative and ask for feedback</td>
<td>Assignments are on time and meet minimum standards</td>
<td>Work is late or incomplete</td>
</tr>
<tr>
<td>Interacts ethically with students</td>
<td>Maintains confidentiality; supports students and respects them</td>
<td>Attempts to support students</td>
<td>Engages in gossip; derides school and/or students</td>
</tr>
<tr>
<td>Uses appropriate language in classrooms</td>
<td>Set an example for correct grammar</td>
<td>Uses appropriate words and sentences</td>
<td>Uses profanity, insults or inappropriate jokes/stories</td>
</tr>
<tr>
<td>Models openness to all students and ideas</td>
<td>Models tolerance and acceptance to all students; differentiates for all students</td>
<td>Listens to students and makes need modifications</td>
<td>Dismisses some students; does not include all students in learning</td>
</tr>
<tr>
<td>Shows enthusiasm and an interest in teaching</td>
<td>Maintains high engagement and interest in course work and class</td>
<td>Is interested in teaching and learning</td>
<td>Has no effort or interest in teaching</td>
</tr>
<tr>
<td>Uses classroom and school resources appropriately</td>
<td>Consistently uses computers and phones appropriately and models behavior for students</td>
<td>Adheres to school and university guidelines</td>
<td>Abuses computer privileges and uses phones during class</td>
</tr>
</tbody>
</table>
SPE 594 – Code of Ethics – Rubric

<table>
<thead>
<tr>
<th>Requirements</th>
<th>5</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heading</td>
<td>Heading includes student’s name, course number and section, and instructor’s name</td>
<td>Heading does not include each of the required items</td>
</tr>
<tr>
<td>Formatting</td>
<td>The “5 Standards of Acceptable Behavior” are used as headings within the body of the paper</td>
<td>Paper has no headings, or has headings that deviate from the five listed in the Code</td>
</tr>
<tr>
<td>Reference to Code</td>
<td>Specific items found in the Code are identified within the body of the paper as appropriate, using (section number, item number)</td>
<td>Specific items from the Code are not referenced within the body of the paper as described in the assignment instructions</td>
</tr>
<tr>
<td>Main Idea</td>
<td>The main idea of each standard is summarized in the sections below each heading</td>
<td>Student fails to summarize the main idea of each standard within its section of the paper</td>
</tr>
<tr>
<td>Personal Reflection</td>
<td>At the close of each of the five sections, the student has written a paragraph detailing his or her personal feelings and potential struggles pertaining to the associated standard or any item(s) therein</td>
<td>The student failed to provide a personal reflection paragraph at the close of each section as described in the assignment instructions</td>
</tr>
<tr>
<td>Written Expression</td>
<td>The student’s submission shows evidence of careful proofreading and editing. The paper is well-written with fewer than 5 errors in spelling, grammar, and syntax.</td>
<td>The student’s submission contains 5 or more errors in spelling, grammar, and syntax, making it difficult to read or comprehend.</td>
</tr>
</tbody>
</table>

Total Points: __________________________ Out of 30 Possible Points
SPE 594 – SLO 4.1, O&M SACSCOC – Lesson/Route Planning Rubric

Practicum Student Name (print): ____________________________

Supervising COMS Name (print) : __________________________

Date: ______________ Signature of COMS: ____________________________

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

| TOTAL POINTS | Out of 10 |
**SPE 594 – SLO 3.2, O&M SACSCOC – Route Planning Assignment/Rubric**

Practicum Student Name (print): ____________________________

Supervising COMS Name (print): ____________________________

Date: ______________    Signature of COMS: ____________________________

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

**TOTAL POINTS** ____________________________ Out of 10