Instructor: DJ Dean

Course Time & Location: Wednesdays 6:30-8:00PM (via Zoom)

Office: ECRC 209T7
Office Phone: 936-468-1142
Other contact: Wendi Channel
936-468-1145

Office Hours: M 4:30-5:30PM; R 4:30-5:30PM; others by appointment

Credits: 3 hours
Email: djdean@sfasu.edu

Prerequisites: None

I. Course Description:

Students are required to study a wide array of conditions that often accompany vision loss as well as programming considerations, assessment and adaptation of environments for these students, including evaluations, IEPs and IFSPs, and working with families.

This course is designed to provide the student with knowledge and skills needed to work with persons who have multiple impairments in addition to visual impairments. Topics include disabilities other than visual impairment, specific strategies for assessing and planning instruction in the area of Orientation & Mobility for persons with multiple impairments and working with families. This course meets face-to-face twice a week with additional materials, assignments, quizzes and exams supported through Desire2Learn (D2L).

The purpose of this course is essentially to guide the student in acquiring the skills necessary to evaluate the Orientation & Mobility needs of individuals with visual and multiple impairments. These skills include planning for and conducting O&M evaluations of individuals with visual and multiple impairments, developing goals and objectives based on these evaluations, and planning instructional routines.

Course Justification:
ORMO 4342 "Working with People with Visual Impairments and Multiple Disabilities" (3 credits) typically meets once each week in 90-minute segments for 15 weeks, and also meets for a 2-hour final exam. Students are required to complete readings, D2L module assignments, quizzes, a midterm exam and a final exam. These activities average a minimum of 6 hours per week to prepare outside of the classroom hours.

James I. Perkins College of Education Diversity Statement is found at the following link: http://coe.sfasu.edu/about-us/

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

Program Learning Outcomes:
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 ORMO 4342.
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 regard 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.

**PLO #2 will be the main focus of this course. General topics in other PLOs will be addressed and discussed during class time and observation of instruction.**

Student Learning Outcomes:
SLO Nuventive Improve (TracDat) ASSESSMENT PLAN

*Method of Assessment # 2 – MDVI Assessment*
(ACVREP Domains 2, 4, 6, 8, 10, 12; AER Standard I, II, IV, V, VI, VII, XII, XIII)

2.2 Candidate will demonstrate the knowledge and understanding of the effects of additional impairments on orientation and mobility as identified through the evaluation process. Candidate will submit an O&M Evaluation that demonstrates proficiency in writing an evaluation report that describes specific tasks, conditions, and responses and recommendations based on the interpretation of these evaluations.

Additional Intended Learning Outcomes/Goals/Objectives:

**INTERNAL**

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

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

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

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

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

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

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

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

This course directly supports the mission of the SFASU Orientation & Mobility Preparation Program

It is the mission of the SFASU Orientation and Mobility program to train candidates to become Certified Orientation and Mobility Specialists (COMS) who are practically and pragmatically prepared to meet the needs of persons with visual impairments across the state of Texas and across the nation as a whole. Through their training in our program, we believe graduates are prepared to successfully complete the ACVREP national O&M certification examination. We believe graduates from our program are trained to effectively deliver services which provide opportunities for students and clients who are blind or visually impaired to be more independent, lead lives to their fullest potential, and participate to a greater extent in society at large. In order to meet these goals, we believe it is our responsibility to mentor and educate our candidates to recognize and remove environmental and societal barriers, raise expectations, provide solutions, and exhibit compassionate approaches to teaching O&M skills and techniques, valuing the worth of all individuals regardless of age, gender, race, sexual orientation, or level of disability.

This course also supports the mission of the Visual Impairment Program

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

VI/O&M Program

You are required to attend class meetings and be prepared to discuss reading material, complete observations, assignments and activities. You are expected to be present consistently on-location and in class. This is an undergraduate level class that will focus on the development and discussion of advanced ideas and concepts. Your absence will hinder the growth of you as an individual and the group as a whole. You will be expected to be professional and respectful of others in all activities and exchanges.

At the end of the semester I will evaluate you on the following criteria:

**Professionalism**
- Appropriateness of participation in class discussions and computer chats.
- Willingness to answer questions.
- Evidence of critical thinking during class activities.
- Demonstration of good “consulting skills” (e.g. politeness, diplomacy, etc.)
- Display of a positive attitude toward the subject material, class activities, etc.
- Attendance (physical and mental) to class activities and discussions.
- Preparation, attendance, and punctuality
- On-time completion of assignments
- Completion of the course evaluation
- Appropriate dress

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

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

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

Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. FOR THIS COURSE – This is demonstrated through review of assessments, student planning, resource collection, and course reading requirements.

Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication. FOR THIS COURSE – This is achieved through the module discussions, and collaboration with other students.

Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. FOR THIS COURSE – This is developed through completion of evaluations, and the development of measurable Individual Education Program goals/objectives.

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 is demonstrated through module discussions and Collaborate course meetings.

Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making. FOR THIS COURSE – This is exhibited through maintaining schedules, course requirements, and meeting 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 is acquired through the study of various individuals with visual impairments and additional impairments, and the review of roles and responsibilities related to O&M.

The O&M program is designed to meet the standards or two separate bodies; ACVREP which establishes the standards that candidates must be able to demonstrate through national examination, and the AER University Review Committee with establishes curricular standards for the program.

This course supports the Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER) Curricular Standards for Orientation and Mobility Specialists –

I. Medical Aspects of Blindness and Visual Impairment
II. Sensory Motor Functioning
III. Psycho-Social Aspects of Blindness and Visual Impairments
IV. Human Growth and Development over the Lifespan
V. Concept Development
VI. Multiple Disabilities
VII. Systems of Orientation and Mobility
VIII. Orientation and Mobility Skills and Techniques
IX. Instructional Methods, Strategies and Assessment
X. History and Philosophy of Orientation and Mobility
XI. Professional Information
This course specifically addresses the following AER Standards through practice and didactic instruction:  I-b,c,f II-b,f, III-c,d,f, V-a,c,d,e,f, VI-a,c,d,e, IX-o,p,q,r,s,t,u, XI-a,b,c,g,h.

This course supports the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) guidelines for certification.

ACVREP states that to be eligible to sit for the certifying examination, applicants must provide:

- Proof of a minimum of a Bachelor’s degree from an accredited university or college in any field of study and proof of completion of an Orientation and Mobility certification preparation program from an accredited university or college that meets the following 13 core domain areas
  - Domain 1. Know Professional Information
  - Domain 2. Understanding Relevant Medical Information
  - Domain 3. Understand and Apply Learning Theories to O&M
  - Domain 4. Plan and Conduct O&M Assessment
  - Domain 5. Plan O&M Programs
  - Domain 6. Teach O&M Related Concepts
  - Domain 7. Teach Orientation Skills and Strategies
  - Domain 8. Teach Mobility Skills
  - Domain 9. Teach Use of Senses
  - Domain 10. Teach Consumers who have Additional Disabilities
  - Domain 11. Teach Diverse Consumers
  - Domain 12. Analyze and Modify Environment
  - Domain 13. Know the Psychosocial Implications of Blindness and Visual Impairment

This course specifically addresses the following ACVREP Domains through practice and didactic instruction: 1, 2, 4, 9, 10, and 11

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

A. Instructional Strategies and Technology:

This course will be delivered in hybrid model, in which class meetings with be held in an interactive video format (i.e., ZOOM) and materials provided online. Classes will be once a week for one and one-half hours (Wednesdays from 6:30-8:00PM).

B. Class preparation/participation/attendance:

You are expected to come to course meetings prepared for discussion and activities. Please have assignments completed and materials (if applicable) read prior to attending. Chapters from the text and information from the Modules will be covered on the mid-term and final exam. You are expected to take part in all class activities including discussions, role-plays, small group assignments, blogs, etc. This is a rigorous class that covers an enormous quantity of material that will be obtained through the D2L course and course meetings. You cannot afford to get behind with your assignments.

This class is designed to be interactive. It works better when you are involved and asking questions. I will be asking questions and calling on every student at some point during the semester. A total of 150 points (10 points per class meeting) will be awarded based on your level of participation and attendance. Please note that these points are not assigned on the basis of correct responses, but on the willingness of the student to respond and work through the issue.

At the end of the semester the instructor will use the following criteria to evaluate students:

- 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

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

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

C. Modules of Instruction:
The D2L modules are designed to be additional information provided over the web. Modules are a very important part of the course, and students are responsible for completing them (reading the materials, doing the exercises, etc.) as part of their course work. The material covered in the modules will be included on exams and in assignments associated with certain modules. Detailed instructions for using D2L are available on their “My Home” page on D2L, under the title “Helpful Links”, including the phone number for D2L Support, which is 936-468-1919.

These D2L Modules are the groundwork to gaining facts and insight regarding the topics of this course and are expected to be read PRIOR to the course meetings in which they will be further discussed through participation. The material covered in each Module contributes to grades counted in discussions, study guides, quizzes, assignments, and exams.

D. Assignments: There will be a series of 8 assignments, worth 100 points each, and 3 quizzes, each worth 50 points (total 150 points) that must be turned in by the due date, after which each will be ‘closed’. The assignments will cover subject matter related to Module information and course meetings lectures and discussions.

Additional information regarding ALL Assignments
All submissions will need to be in .pdf, .rtf, .doc. or .docx format. All submissions will also need to have your name on the document and have your name in the name of the file. Naming of your files needs to be as follows….last name_assignment.type or lastname_assignment_orno4342.type. If your last name is Higgins and you were sending me Learning Activity 1 in pdf format you would name the file higgins_la1.pdf or higgins_la1_orno4342.pdf
No capital letters-no first names-do not use my name-no spaces. YOU are responsible for uploading the content into the associated D2L dropbox and ensuring that it displays correctly for grading purposes.

IV. Evaluation and Assessments (Grading):

Participation & Attendance: Evaluation and requirements of participation are listed above but include preparation, participation in class discussions and completion of assignments. Attendance will be tracked and monitored through presence in the course Zoom meetings. Participation and attendance are worth a total of 150 points (10 points per class).

Quizzes: There will be 3 quizzes to check for understanding of the material in specific modules, each worth 50 points, for a possible total of 150 points.
Examinations: Two examinations (a midterm and a final) will be given during the semester. The students will be responsible for all material covered in class, in readings, and assignments. Exams will be completed on D2L in class on the day they are assigned. The Midterm exam will be worth 100 points; the Final Exam will be worth 200 points.

Module Assignments: Assignments will be turned in for grading purposes and are used to reinforce the readings, web activities, discussions, and course Zoom meetings. Module assignments will be worth 100 points each for a total of 800 points.

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

800 Points – Module Assignments (100 pts each)
150 Points – Quizzes (50 pts each)
100 Points – Mid-term Exam
200 Points – Final Exam
150 Points – Participation and Attendance (10 pts per class)

1400 Possible points

Grading Scale:
1260 – 1400 points = A
1120 – 1259 points = B
980 – 1119 points = C
840 – 979 points = D
Points below 839 = F

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Module # and Material Covered</th>
<th>Readings</th>
<th>Assignments</th>
<th>AER Standards</th>
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<tr>
<td>Class #1 &amp; 2</td>
<td>Syllabi Review 1. What is MDVI?</td>
<td>Child Guided Strategies (Van Dijk) pp1-18</td>
<td>Module 1 Quiz; Study Guides-What is MDVI? &amp; What is CVI? (Due Oct. 3)</td>
<td>I-f; II-b; V-d, e; VI-e</td>
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<tr>
<td>Class #3 &amp; 4</td>
<td>2. Student Planning Categories</td>
<td>Child Guided Strategies (Van Dijk) pp19-114</td>
<td>Module 2 Quiz; Student Planning Category (Due Oct. 17)</td>
<td>V-a, d; VI-c, e</td>
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<tr>
<td>Class #5</td>
<td>Van Dijk Module</td>
<td>Module information/articles</td>
<td>Module Quiz; Van Dijk Assessment (Due Oct. 31)</td>
<td>V-a, d; VI-c, e</td>
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<tr>
<td>Class #6 &amp; 7</td>
<td>3. Step-by-Step Process</td>
<td>Module Readings (Process created by Dr. Dixie Mercer)</td>
<td>Review of Records (Due Nov. 7)</td>
<td>I-b,c; II-f; V-c; VI-a, c; IX-o, p, q, r, s, t, u</td>
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<tr>
<td>Class #8 &amp; 9</td>
<td>4. The Eval Process</td>
<td>Fun &amp; Valuable Experience Literally Mastering Assessment (Cady): FVE Protocol &amp; FVE Made Easy (on d2l)</td>
<td>Module Quiz; Evaluation O&amp;M Report (Due Nov. 19)</td>
<td>I-b,c; II-f; V-c; VI-a, d; IX-o, p, q, s, t, u</td>
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<tr>
<td>TBD</td>
<td>MIDTERM</td>
<td>Exam on D2L</td>
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<td></td>
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<tr>
<td>Class #10 &amp;11</td>
<td>5. Vision Goals &amp; Objectives</td>
<td>Calendars (TSBVI) pp9-50, Appendix pp114-127 [Ch. 1-Benefits of Calendar Systems, Ch. 2-Anticipation Calendars, Ch. 3-Daily</td>
<td>IEP goals/objectives and an Activity Based Routine</td>
<td>V-f; VI-c, e; XI- a, b, c</td>
</tr>
</tbody>
</table>
VI. Readings, Texts, Websites, Materials:

Required:

1. **Blaha, Robbie. *Calendars*. (2001) TSBVI Order # 59436CAL. ISBN: 1-880366-27-4. Approximately $35.00. This nugget is filled with everything you have ever wanted to know about the benefits of calendar systems, how to set them up, and how to use them. It includes some great pictures that can really be helpful.


Highly Recommended, but Optional Texts:

1. Levack, N., Hauser, S., Newton, L., and Stephenson, P., (Eds.) (1997). *Basic Skills for Community Living: A Curriculum for Students with Visual Impairments and Multiple Disabilities* TSBVI Order #59427 BSP. Approximately $20.00. Will be instrumental in helping you visualize how to work with students who are MDVI; once you get familiar with it, you will use it a lot – both in your assignments, and in the future as you move through your career.

2. *Basic Skills Activity Routines*. Texas School for the Blind and Visually Impaired Order #59428 BSA $5.00 Another inexpensive tool you will want to have handy, starting with being able to access it for your assignments.


LiveTextWatermark Statement:
This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of
Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 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.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of 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 in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

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

I ask that you contact me during my office hours if you need to discuss any thoughts or concerns regarding this course or suggestions for improvement. I am committed to providing you all with a high-quality learning experience that is supportive as well as instructive. I ask that you not wait until the evaluation is due, please, let me know as soon as possible if you need assistance or clarification on anything so we can work together to resolve the issue or make accommodations if necessary.

VIII. Student Ethics and Other Policy Information, 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.

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 must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

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;
- 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.

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 by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

Student Code of Conduct: Policy 10.4
Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter's ability to conduct the class or program, or the ability of others to profit from the class or program.
To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

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.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

**Crisis Resources:**
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

**IX. Other Relevant Course Information:**

The above schedule and procedures in this course are subject to change in the event of extenuating circumstances.
Professionalism Assessment Instrument

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

Candidate Name: ____________________________  Supervisor: ____________________________

Circle the appropriate observation:  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</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>attendance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works positively with supervisors and other</td>
<td>Open and responsive to suggestions</td>
<td>Follows through on suggestions</td>
<td>Rejects suggestions</td>
</tr>
<tr>
<td>professionals</td>
<td></td>
<td></td>
<td></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</td>
<td>Respects others; participates in group activities; values other</td>
<td>Participates in collaboration</td>
<td>Does not participate and may have a negative attitude</td>
</tr>
<tr>
<td>other professionals</td>
<td>perspectives</td>
<td></td>
<td></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>
# ORMO 4342 - Instructional Planning Rubric
## Plan and Routine Development

<table>
<thead>
<tr>
<th>AER Standard / ACVREP Domain</th>
<th>Unacceptable (Score 1)</th>
<th>Marginal (Score 2)</th>
<th>Proficient (Score 3)</th>
<th>Exemplary (Score 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AER VI, IX, XIII</td>
<td>Plan includes little information about the background and/or characteristics of the learner.</td>
<td>Plan about the background and/or characteristics of the learner but is incomplete.</td>
<td>Plan is organized and includes most information about the background and/or characteristics of the learner.</td>
<td>Plan is well organized and well written and includes thorough information about the background and/or characteristics of the learner.</td>
</tr>
<tr>
<td>ACVREP 2, 4, 9</td>
<td>Plan includes little to no description of environments, types of materials, staffing, group size, instructional routine, and timeframe.</td>
<td>Plan includes a partial description of environments, types of materials, staffing, group size, instructional routine, and timeframe.</td>
<td>Plan includes a brief description of environment, types of materials, staffing, group size, instructional routine, and timeframe.</td>
<td>Plan includes a thorough description of environment, types of materials, staffing, group size, instructional routine, and timeframe.</td>
</tr>
<tr>
<td>AER VI, IX, XIII</td>
<td>Plan does not include student planning category, critical visual moment, and/or address communication by student to indicate choice or mastery.</td>
<td>Plan includes a partial account of the student planning category, critical visual moment, and/or address communication by student to indicate choice or mastery.</td>
<td>Plan includes the student planning category, critical visual moment, and/or address communication by student to indicate choice or mastery.</td>
<td>Plan includes the student planning category, critical visual moment, and addresses adapted or modified communication by student to indicate choice or mastery in a cohesive and clear format.</td>
</tr>
<tr>
<td>ACVREP 4, 9, 10</td>
<td>Plan does not include rationale.</td>
<td>Plan includes a rationale but lacks detail or support from material or literature.</td>
<td>Plan includes a rationale of the lesson with at least one clear reference to material.</td>
<td>Plan includes a thorough rationale of the lesson that provides substantial support from the lesson, reading, and/or material.</td>
</tr>
<tr>
<td>AER IX, XII</td>
<td>Plan’s long-term goals and short-term objectives are not collaborative or not reflective of the lesson.</td>
<td>Plan includes minimal collaboration, an incomplete long-term goal and short-term objective.</td>
<td>Plan contains one long-term goal and one short-term objective that are collaborative and appropriate for the learner.</td>
<td>Plan contains one long-term goal and one short-term objective, and collaboratively support 2 or more stakeholders.</td>
</tr>
<tr>
<td>ACVREP 5, 10</td>
<td>Plan does not include rationale.</td>
<td>Plan includes a rationale but lacks detail or support from material or literature.</td>
<td>Plan includes a rationale of the lesson with at least one clear reference to material.</td>
<td>Plan includes a thorough rationale of the lesson that provides substantial support from the lesson, reading, and/or material.</td>
</tr>
</tbody>
</table>

Candidates Name:  
Faculty Responsible for Collection:  
SID:  
Date:  
AER VI, IX, XIII  
ACVREP 2, 4, 9  
Plan includes little information about the background and/or characteristics of the learner.  
Plan about the background and/or characteristics of the learner but is incomplete.  
Plan is organized and includes most information about the background and/or characteristics of the learner.  
Plan is well organized and well written and includes thorough information about the background and/or characteristics of the learner.  
Plan includes a partial description of environments, types of materials, staffing, group size, instructional routine, and timeframe.  
Plan includes a brief description of environment, types of materials, staffing, group size, instructional routine, and timeframe.  
Plan includes a thorough description of environment, types of materials, staffing, group size, instructional routine, and timeframe.  
Plan includes the student planning category, critical visual moment, and/or address communication by student to indicate choice or mastery.  
Plan includes the student planning category, critical visual moment, and addresses adapted or modified communication by student to indicate choice or mastery in a cohesive and clear format.  
Plan contains one long-term goal and one short-term objective that are collaborative and appropriate for the learner.  
Plan contains one long-term goal and one short-term objective, and collaboratively support 2 or more stakeholders.
| AER IX, XIII | Assignment fails to include a self-evaluation and a plan for collaborative role release | Assignment fails to include either a self-evaluation piece or a plan for collaborative role release | Assignment includes both a self-evaluation piece and a plan for collaborative role release | Assignment includes both a thorough self-evaluation piece and a comprehensive plan for collaborative role release | TOTAL SCORE |
### ORMO 4342 – SLO 2.2, O&M Nuventive Improve – MIVI O&M Evaluation Report

<table>
<thead>
<tr>
<th>Student: ___________________</th>
<th>Semester:</th>
<th>Evaluator:</th>
<th>Score:</th>
<th>Exemplary 3</th>
<th>Acceptable 2</th>
<th>Unacceptable 1</th>
<th>Omitted 0</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Background Information</strong> (AER Standards I, II; ACVREP Domains 2, 4)</td>
<td>Beginning of report provides all necessary information: Name, DOB, Referral Info, Assessment conditions, Medical history, Dr., Diagnosis, etc.</td>
<td>Background information is mostly complete, leaving out 1 to 2 areas of information.</td>
<td>Background area is minimally complete, omitting 3 or more areas of information.</td>
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<tr>
<td><strong>Orientation</strong> (AER Standards V, VI, IX, XIII; ACVREP Domain 4)</td>
<td>Addresses age or developmentally appropriate concepts and use of sensory information; both strengths and weaknesses; cognitive skills required for orientation.</td>
<td>Addresses most age or developmentally appropriate concepts and use of sensory some information; either strengths or weaknesses; some cognitive skills required for orientation.</td>
<td>Minimally addresses most age or developmentally appropriate concepts and minimally addresses use of sensory some information. Addresses either strengths or weaknesses; some cognitive skills required for orientation.</td>
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</tr>
<tr>
<td><strong>Mobility</strong> (AER Standards VI, VII, IX, XIII; ACVREP Domain 4)</td>
<td>Includes evaluation of all age appropriate or developmentally appropriate mobility, guide and/or cane techniques, both indoor and outdoor evaluation (as appropriate) and identifies strengths and weaknesses.</td>
<td>Includes evaluation of most mobility, guide and/or cane techniques that are age or developmentally appropriate; does not address both indoor and outdoor evaluation (as appropriate) and minimally identifies strengths and/or weaknesses.</td>
<td>Minimally evaluates mobility, guide or cane techniques that are age appropriate; minimally addresses or does not address specific indoor or outdoor evaluation; does not clearly identify strengths or weaknesses.</td>
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</tr>
<tr>
<td><strong>Recommendations</strong> (AER Standards VI, IX, XII, XIII; ACVREP Domains 4, 10)</td>
<td>Recommendations are based solely on information provided in the evaluation. Addresses needs in a variety of settings, such as home, school, indoor, outdoor, as appropriate.</td>
<td>Recommendations are based mostly on information solely provided in the evaluation. Addresses needs in 1 or more settings, such as home, school, indoor, outdoor, as appropriate.</td>
<td>Recommendations are minimally based on information provided in the evaluation or are not based on the evaluation at all. Does not address specific settings, such as home, school, indoor, outdoor, as appropriate.</td>
<td></td>
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<tr>
<td><strong>Written Expression</strong></td>
<td>Evaluation shows evidence of careful proof reading and editing. The evaluation is well constructed with fewer than 3 errors in spelling, grammar and syntax.</td>
<td>Evaluation shows evidence of proof reading and editing. The evaluation is presented in an organized manner with fewer than 5 errors in spelling, grammar and syntax.</td>
<td>Evaluation fails to show evidence of proof reading and editing. The evaluation is presented in a disorganized manner and/or contains more than 5 errors in spelling, grammar and syntax.</td>
<td></td>
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</tr>
</tbody>
</table>

Exemplary = 13-15, Acceptable = 10-12, Unacceptable = 9 or below

Total Score