Instructor: Beverly Jackson, M. Ed. COMS  
Office: Early Childhood Research Center, Rm 209Y  
Office Phone:  
Other Contact Information:  
   jacksonbm6@d2l.sfasu.edu

Course Time: Thursdays 6:30 -7:30 PM CST  
Course Location: Virtual via ZOOM  
Office Hours: M-Th 5:00 to 6:00 pm CST (Virtual)  
Credits: 3.0  
Email: Beverly.jackson@sfau.edu

Course Synchronized Class Schedule, Through D2L Zoom:  
Class held weekly via zoom every Thursday 6:30-7:30 pm CST with the exception of Thanksgiving Break and Finals Week. Join Zoom Meeting:  
https://sfasu.zoom.us/j/93827060688?pwd=T2RTNmltajAyNUpGYm9neW1TNFMwZz09  
Meeting ID: 938 2706 0688

A Word about Office Hours:  
My designated office hours are Monday through Thursday, from 5:00 to 6:00 pm, CST. If you need to schedule a different time, I am flexible and can work with you. Please use my d2l email: jacksonbm6@d2l.sfasu.edu to communicate with me. I will check my D2L email daily through the regular workweek (Monday-Friday) and will try to respond within 24 hours.

Prerequisites: none

I. Course Description  
This lecture course examines the development of children with sight versus children with visual impairments. Body imagery, concept development, spatial awareness, mobility and sensorimotor skills are emphasized.  
Topics in this course include the study of the development of children with typically developing visual function and children with visual impairment. Skills training in the following areas are emphasized: body image and awareness, concept development, spatial awareness, mobility, and sensorimotor functioning.

Course Credit Hour Justification: Basic Concepts in Orientation and Mobility (3 credits lecture, fully online) spans 16 weeks. The lecture course contains extensive written content that requires students to engage the online content for at least three hours per week. For every hour a student spends engaging with the online content, he/she spends at least two hours completing associated assignments and assessments. This course also offers 14 synchronous weekly online meetings via zoom, across the semester that are 1 hour per meeting. Along with engaging with online content, completing associated assignments and assessments, and attending synchronous
meetings, students are also required to complete and document 15 hours of field-based experience and service hours related to visual impairment during the semester.

This three credit-hour practicum course requires students to engage in online modules for at least three hours per week (45 hours/semester). 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 (90 hours/semester).

**Purpose:**
The SPED 5318 course is designed for both the student whose goal is to become a Teacher of Students with Visual Impairments (TSVI) or a Certified Orientation and Mobility Specialist (COMS). It allows this student to acquire the skills and concepts necessary to work independently and/or collaborate with other classroom teachers and other disciplinary therapists to conduct assessments and successfully plan and implement an individualized program for students with visual impairments from birth through adulthood, including for populations who may have low vision or MDVI (multiple disabilities/visual impairment).

TSVI-track students will learn to implement basic orientation and mobility skills and observe and participate in blindfold training under the supervision of a Certified Orientation and Mobility Specialist (COMS) in their area. Learning modules will be given online to be completed during the semester, as well as presentations, COMS interviews, compiling a notebook of basic Orientation and Mobility skills, writing reflections on O&M instruction and observation, quizzes, and two exams.

**Time Requirements:** This course (3 credits; online with synchronous meetings), spans 16 weeks. Because the course contains extensive written content on D2L, which includes the same information that students in a face-to-face lecture course would receive, it will require students to engage the online D2L modules for at least 3 hours per week. Students are given readings from which key concepts are gathered, and are required to engage in and complete the readings prior to each two-hour synchronous meeting which covers its corresponding course topic. For every hour a student spends engaging with the content, the student will spend at least two hours completing associated activities and assessments covering the content of the course, including discussion assignments, quizzes, exams, and specified assignments requiring writing a basic Orientation & Mobility (O&M) skills notebook in their own words, interviewing Certified Orientation & Mobility Specialists (COMS), and experiencing time in instruction of basic O&M skills under blindfold. Some of these assignments will require the student to reach out to the schools in their community, and make contact with other professionals, including those in the field of education and rehabilitation of persons with visual impairment.

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

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

INTERNAL

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

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

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

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

- **The Principle of Unity**
Lumberjacks are loyal to their friends, family, university, state and country • Lumberjacks stand together against any adversary • They recognize that though we are very different from one another, we are united by the Lumberjack Spirit. Lumberjacks seek to understand the people and world around them • When one lumberjack fails, all fail • When one lumberjack succeeds, all succeed.
- The Principle of Integrity
Lumberjacks have the courage to do what is right, even when it is hard or unpopular • They respond to each situation with steadfast values that are not subject to change based on the actions of others • They seek opportunities to practice effective and ethical leadership • Lumberjacks are honest; they do not deceive, cheat or steal • Lumberjacks stand up for those who cannot stand up for themselves • As lifelong learners, lumberjacks are committed to continuously improving themselves.

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

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

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

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

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

EXTERNAL

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

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

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

Standard III: The teacher of students with visual impairments, including those with additional disabilities, understands and applies the knowledge of strategies for planning instruction in the school, home, and community environments to facilitate student achievement. (3.2s, 3.3s, 3.4s)

Standard IV: The teacher of students with visual impairments, including those with additional disabilities, knows how to promote students’ development of concepts and skills for academic achievement, social interaction, and independent living. ( 4.3k, 4.13k, 4.15k, 4.16k, 4.19k, 4.20k, 4.15s, 4.17s, 4.18s, 4.20s)

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

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

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

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

- **Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. For this class, this is developed through the measurement and reflection of specific O&M skills and concepts.
• **Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. **For this class,** this is demonstrated through collaborative activities with professional TSVIs/COMS in the field, administrators, supervisors, teachers, and classmates.

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

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

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

- Standard I – Medical Aspects of Blindness and Visual Impairment, subsection: a, c, e, f
- Standard II – Sensory Motor Functioning, subsection: c, d, g
- Standard IV – Human Growth and Development over the Lifespan, subsection: a, g
- Standard V – Concept Development, subsection: a, b, c, d, f
- Standard VI – Multiple Disabilities, subsection: a, b, c, d, e, f
- Standard VII – Systems of Orientation and Mobility, subsection: b, c, d, g
- Standard IX - Instructional Methods, Strategy & Assessment, subsection: a, b, c, f, n, p, v, x, y
- Standard X - History and Philosophy of Orientation and Mobility, subsection: a, b, c, o
- Standard XII - Development, Administration, and Supervision of O&M Program, subsection: f

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

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

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

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

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

- Domain III - IEP and IFSP development
  - Competency 7 -- Organizing the learning environment
Competency 9 -- Communication and literacy
Competency 11 -- Sensory efficiency
Competency 12 -- Social interaction and recreation and leisure skills.
Competency 13 -- Independent living and orientation and mobility.
Domain IV - Professional Knowledge
Competency 16 -- Working collaboratively with families.
Competency 17 -- Legal and ethical foundations and professionalism.

Program Learning Outcomes: Visual Impairment

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

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

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

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

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

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

Program Outcome #7 The student should be able to demonstrate cultural awareness and professional behavior in all settings related to the provision of services to students with visual impairments.

Student Learning Outcomes (SLO):
This course supports objectives for data gathering that have been developed for the program, specifically SLO – 1.2: Basic Concepts in O&M Basic Skills Notebook (Domains, 3, 6, 9)

A. Assessment: Students will write a notebook describing the O&M basic skills they learned under blindfold and through observation/instructional videos.

B. Criteria for success: Notebooks will be scored using the Basic O&M Skills & Notebook Rubric. **Please Refer to Syllabus Appendices for More Detail.

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

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

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

3. **Attendance and Class Participation:** Attendance is imperative, expected, and will be documented. Students are expected to arrive promptly, being able to log onto the web-site up to 30 minutes prior to the beginning of each class to check their audio equipment. Excused absences will be given for illness and family emergencies, but the student must present written documentation for such absence (i.e. doctor's note, emergency room admissions, funeral notices). Take note that, without class attendance, regardless of reason, points toward **class participation** cannot be earned, unless prior arrangements are made with the instructor. Regardless of attendance, every student is responsible for course content and assignments. **Three unexcused absences will yield a failing grade for the course.**

**Class participation:** The primary methods of instruction for this class revolve around discussion, questioning, and participation by each class member. Class participation points are based on the criteria listed below:

- Appropriateness of participation in class discussions, including willingness and ability to answer questions through chat and headset
- Evidence of critical thinking and creativity during class discussions and activities
- Demonstration of good consulting skills, such as politeness, manners, and diplomacy
- Display of a positive attitude toward the subject material and class activities
- Ability to devote full attention to the class

**Additionally:**

- We are a small community and we are learning this together.
- Honest disagreements in the spirit of critical academic exchange are encouraged. While you can disagree, don’t personalize it; stick to the issues. No name-calling or stereotyping.
- Derogatory comments based on race, ethnicity, class, gender, sexual orientation, or nationality will not be tolerated.
- What we say stays here, unless we agree to change that. What we learn here, though, we can share with others.
- If you are offended, say so, and say why.
4. Course Components for BOTH TSVIs and O&Ms:
   ❖ Attendance and Participation – 100 points
   ❖ Mid-term and Final Exams, each worth 200 points, for a total of 400 points
   ❖ Discussions for each module – each worth 100 points, for a total of 600 points
   ❖ Quizzes for each module – each worth 100 points, for a total of 600 points

5. Course Components for TSVIs ONLY:
   ▪ Assignments
     ❖ Compile an O&M Basic Skills and Techniques Notebook – 200 points.
       ▪ A template for this notebook is provided at the end of this syllabus.
       ▪ Information for this notebook is to be gained from the 10 hours of blindfold instruction and observation and/or given videos. A template for this notebook is provided at the end of this syllabus.
     ❖ Create and present a PowerPoint – 200 points
       ▪ on a chosen O&M skill or technique
     ❖ Log 5 hours of being under blindfold instruction – 100 points
       ▪ in basic O&M, under the direction of a Certified Orientation and Mobility Specialist (COMS). The skill and teaching procedures during this experience will be recorded and documentation will be submitted in D2L.
       ▪ 5 hours will be applied as credit toward total practicum hours, and documented in LiveText Field Experience
     ❖ Log 5 hours of observation/videos of O&M instruction
       ▪ 2 hours of which can be chosen from given educational videos
       ▪ 5 hours will be applied as credit toward total practicum hours, and documented in LiveText Field Experience
     ❖ Submit 2 reflections – 100 points each, for 200 points
       ▪ 1 reflection of the blindfold experience
         ▪ 1-hours credit will be applied toward total practicum hours, and documented in LiveText Field Experience.
       ▪ 1 reflection on hours of observations/educational videos
         ▪ 1-hours credit will be applied toward total practicum hours, and documented in LiveText Field Experience.
     ❖ Submit a reflection for 3 interviews – 100 points each for a total of 300 points
       ▪ Conducted with 3 Certified O&M Specialists
         ▪ 3-hours credit will be applied toward total practicum hours, and documented in LiveText Field Experience.
     ❖ NOTE: There are 15 total hours for TSVI Field Experience in this course. Following these assignments will fulfill these hours.

6. Course Components for O&Ms ONLY:
   ▪ Assignments
     ❖ Compile an O&M Concepts Notebook – 200 points
       ▪ A template for this notebook is provided at the end of this syllabus.
Create and present a PowerPoint – 200 points
  - On a chosen topic from their notebook template
Submit 3 reflections of the interviews – 300 points
  - Conducted with 3 TSVIs and/or COMS

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

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

**Please Refer to Syllabus Appendices for More Detail.

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

V. Tentative Synchronized Class Schedule**: Fourteen synchronized classes will be held on given dates, via the D2L course Zoom link. As this is an interactive internet class, please be prompt and prepared to participate, and keep distractions to a minimum. Treat this class as if you were on campus. It has been recommended that to minimize distractions students may go to a library or alternate location when it is not possible to give full attention to the class discussion at home. Driving during Zoom sessions is also not recommended. Please refer to and download your specific SPED 5318 Synchronized Class Schedule chart, which can be found in the appendices.

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

VI. Texts and Materials
Required Texts: All students are personally responsible for obtaining their own required textbooks, and should purchase them in time to have them by the start of the course.
SFASU Bookstore: Phone 936-468-2108  http://www.sfasu.bkstr.com

Required for TSVIs and O&Ms:

Required for O&Ms only:


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

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

FEM: Field Experience Manager. FEM is used for field experiences, practica, and internships in a way to document the offsite experiences. When uploading documents to these systems, it is helpful when you name your files with the course number (5318) and the date of the activity. Please accurately log your observation hours for practicum credit in LiveText/FEM.

VII. Course Evaluations
Near the end of the semester, before finals are given, students are encouraged to participate in a formal online evaluation, which is submitted electronically through MySFA. All ratings and comments are confidential and anonymous and will not be available to the instructor until after final grades are posted. This online evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation,
2. Instruction evaluation purposes, and
3. Making decisions on faculty tenure, promotion, pay, and retention.

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

VIII. Student Ethics and Other Policy Information:

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

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

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

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

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

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

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

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

Attendance (Class Attendance and Excused Absence: Policy 6.7): Regular, punctual attendance, documented participation, and submission of completed assignments and activities is expected, and is critical in this course. Because attendance is a factor in the course grade, each student should be versed in the policy http://www.sfasu.edu/policies/class-attendance-6.7.pdf

iCare: Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Student Code of Conduct: Policy 10.4:
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.

Students with Disabilities, Policy 6.1 and 6.6: To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services
in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

IX. Other Relevant Course Information:
1. Caveat: The schedule and procedures contained in this syllabus, pertaining to this course, are subject to change due to various circumstances throughout the semester.
2. The information below is specific to new teachers in TEXAS, and may or may not apply to your current situation. Nevertheless, it is a required part of this syllabus. To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:
   • Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.
   • Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU. For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

**Please refer to the following pages of Appendices:**
# TSVI Track – SPED 5318.504 – On One Page

<table>
<thead>
<tr>
<th>Quizzes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1 Quiz</td>
<td>100</td>
</tr>
<tr>
<td>Module 2 Quiz</td>
<td>100</td>
</tr>
<tr>
<td>Module 3 Quiz</td>
<td>100</td>
</tr>
<tr>
<td>Module 4 Quiz</td>
<td>100</td>
</tr>
<tr>
<td>Module 5 Quiz</td>
<td>100</td>
</tr>
<tr>
<td>Module 6 Quiz</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Discussions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1 Shorts</td>
<td>100</td>
</tr>
<tr>
<td>Module 2 Shorts</td>
<td>100</td>
</tr>
<tr>
<td>Module 3 Shorts</td>
<td>100</td>
</tr>
<tr>
<td>Module 4 Shorts</td>
<td>100</td>
</tr>
<tr>
<td>Module 5 Shorts</td>
<td>100</td>
</tr>
<tr>
<td>Module 6 Shorts</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. TSVIs - O&amp;M Basic Skills Notebook</td>
<td>200</td>
</tr>
<tr>
<td>2. TSVIs - Basic O&amp;M Blindfold Log</td>
<td>100</td>
</tr>
<tr>
<td>3. TSVIs - Two Reflections</td>
<td>200</td>
</tr>
<tr>
<td>4. TSVIs - Three Interviews</td>
<td>300</td>
</tr>
<tr>
<td>5. TSVIs Presentation</td>
<td>200</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exams</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Term</td>
<td>200</td>
</tr>
<tr>
<td>Final</td>
<td>200</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attendance. Participation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Final Total Points</th>
<th>2700</th>
</tr>
</thead>
</table>

A = 2430-2700     B = 2160-2429     C = 1890-2159     D = 1620-1879
<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quizzes</strong></td>
<td></td>
</tr>
<tr>
<td>Module 1 Quiz</td>
<td>100</td>
</tr>
<tr>
<td>Module 2 Quiz</td>
<td>100</td>
</tr>
<tr>
<td>Module 3 Quiz</td>
<td>100</td>
</tr>
<tr>
<td>Module 4 Quiz</td>
<td>100</td>
</tr>
<tr>
<td>Module 5 Quiz</td>
<td>100</td>
</tr>
<tr>
<td>Module 6 Quiz</td>
<td>100</td>
</tr>
<tr>
<td><strong>Discussions</strong></td>
<td></td>
</tr>
<tr>
<td>Module 1 Shorts</td>
<td>100</td>
</tr>
<tr>
<td>Module 2 Shorts</td>
<td>100</td>
</tr>
<tr>
<td>Module 3 Shorts</td>
<td>100</td>
</tr>
<tr>
<td>Module 4 Shorts</td>
<td>100</td>
</tr>
<tr>
<td>Module 5 Shorts</td>
<td>100</td>
</tr>
<tr>
<td>Module 6 Shorts</td>
<td>100</td>
</tr>
<tr>
<td><strong>Assignments</strong></td>
<td></td>
</tr>
<tr>
<td>1. O&amp;Ms - O&amp;M Concept Notebook</td>
<td>200</td>
</tr>
<tr>
<td>2. O&amp;Ms - Three Interviews</td>
<td>300</td>
</tr>
<tr>
<td>3. O&amp;Ms Presentation</td>
<td>200</td>
</tr>
<tr>
<td><strong>Exams</strong></td>
<td></td>
</tr>
<tr>
<td>Mid-Term</td>
<td>200</td>
</tr>
<tr>
<td>Final</td>
<td>200</td>
</tr>
<tr>
<td><strong>Attendance. Participation</strong></td>
<td>100</td>
</tr>
<tr>
<td><strong>Final Total Points</strong></td>
<td>2400</td>
</tr>
</tbody>
</table>

A = 2160-2400  B = 1920-2159  C = 1680-1919  D = 1440
O&M BASIC SKILLS Instruction, Observation, and
NOTEBOOK INSTRUCTIONS

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

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

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

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

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

6. EACH time you complete a lesson/hour, document your blindfold/observation hours on the 5318 Blindfold & Observation Log (listed in D2L under “Important Assignments”), having your COMS initial your log.

7. Submit both your completed O&M Basic Skills Notebook and 5318 Blindfold & Observation Log through appropriate D2L dropboxes AND IN LIVETEXT, being sure to keep a copy of your notebook for yourself.

8. Note that you may use 2 hours of Educational Videos towards the 5 hours minimum of Observation Hours. The links to these videos are given on the 5318 Blindfold & Observation Log. Be sure to submit a Video Summary (format given on the 5318 Blindfold & Observation Log, for each video that you use for this purpose. Submit each Video Summary in the appropriate D2L Dropbox AND IN LIVETEXT.
O&M BASIC SKILLS NOTEBOOK
TABLE OF CONTENTS

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

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

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

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

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

NOTE: blindfold training with your COMS stops here. The rest can be simply discussed with your COMS, and noted.

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

7. Low Vision Considerations  
   a. Using Visual Landmarks  
   b. Fluctuating Vision  
   c. Lighting Adjustments  
   d. Determining Need for an Optical Device  
   e. Using an Optical Device Inside the Classroom and Buildings  
   f. Teaching Suggestions/Observations
<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds Standard - 3</th>
<th>Meets Standard - 2</th>
<th>Below Standard- 1</th>
<th>NA-0</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Human Guide Techniques</strong></td>
<td>All 8 areas in the content outline are addressed thoroughly. Teaching suggestions and concepts are discussed clearly.</td>
<td>5-7 areas in the content outline are addressed adequately, and teaching suggestions and concepts are discussed.</td>
<td>&lt;5 areas in the content outline are addressed, and teaching suggestions and concepts are discussed minimally or not at all.</td>
<td>NA-0</td>
<td></td>
</tr>
<tr>
<td><strong>Orientation to a New Environment</strong></td>
<td>All 6 areas in the content outline are addressed thoroughly. Teaching suggestions and concepts are discussed clearly.</td>
<td>4-5 areas in the content outline are addressed adequately, and teaching suggestions and concepts are discussed.</td>
<td>&lt;4 areas in the content outline are addressed, and teaching suggestions and concepts are discussed minimally or not at all.</td>
<td>NA-0</td>
<td></td>
</tr>
<tr>
<td><strong>Social Graces</strong></td>
<td>All 8 areas in the content outline are addressed thoroughly. Teaching suggestions are discussed clearly.</td>
<td>6-7 areas in the content outline are addressed adequately, and teaching suggestions and concepts are discussed.</td>
<td>&lt;5 areas in the content outline are addressed, and teaching suggestions and concepts are discussed minimally or not at all.</td>
<td>NA-0</td>
<td></td>
</tr>
<tr>
<td><strong>Protective Techniques</strong></td>
<td>All 8 areas in the content outline are addressed thoroughly. Teaching suggestions and concepts are discussed clearly.</td>
<td>6-7 areas in the content outline are addressed adequately, and teaching suggestions and concepts are discussed.</td>
<td>&lt;5 areas in the content outline are addressed, and teaching suggestions and concepts are discussed minimally or not at all.</td>
<td>NA-0</td>
<td></td>
</tr>
<tr>
<td><strong>Room Familiarization</strong></td>
<td>All 6 areas in the content outline are addressed thoroughly, and teaching suggestions and concepts are discussed clearly.</td>
<td>4-5 areas in the content outline are addressed adequately, and teaching suggestions and concepts are discussed.</td>
<td>&lt;3 areas in the content outline are addressed, and teaching suggestions and concepts are discussed minimally or not at all.</td>
<td>NA-0</td>
<td></td>
</tr>
<tr>
<td><strong>Cane Information</strong></td>
<td>All 8 areas in the content outline are addressed thoroughly. Teaching suggestions and concepts are discussed clearly.</td>
<td>6-7 areas in the content outline are addressed adequately, and teaching suggestions and concepts are discussed.</td>
<td>&lt;5 areas in the content outline are addressed, and teaching suggestions and concepts are discussed minimally or not at all.</td>
<td>NA-0</td>
<td></td>
</tr>
<tr>
<td><strong>Low Vision Considerations</strong></td>
<td>All 6 areas in the content outline are addressed thoroughly. Teaching suggestions and concepts are discussed clearly.</td>
<td>4-5 areas in the content outline are addressed adequately, and teaching suggestions and concepts are discussed.</td>
<td>&lt;3 areas in the content outline are addressed. Teaching suggestions and concepts are discussed minimally or not at all.</td>
<td>NA-0</td>
<td></td>
</tr>
</tbody>
</table>

Total Score
SLO 1 – for students in the COMS program
Method of Assessment #2 – Developmental Concepts (SPED 4345 and SPED 5318; Domains, 3, 6, 9)

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

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

O&M Concept Notebook Rubric

SPED 5318 Instructions for the O&M Concept Notebook

Use the template provided as the index/contents for your notebook. Be sure, prior to the beginning of your project, to carefully look over the rubric by which your notebook will be graded. The notebook can be done in either paper or electronic format, but an electronic copy is required to be submitted to the appropriate Dropbox AND to LiveText. Note that there will be a deduction of 25 points if it is not submitted to LiveText.

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

1. A clear description of one activity that can be used to teach that concept, or for identifying through touch, imitation or functional use)

2. Identify which of these developmental stages the activity mostly identifies with
   ⇒ body-to-body
   ⇒ body-to-object
   ⇒ object-to-object
   ⇒ abstract

3. List the approximate age or age range of the student for which the activity may be appropriate.
1. Body Awareness
   a. Aware of their hands
   b. Aware of their feet
   c. Aware they can move.

2. Body Movement (Isolating body parts)

3. Body Planes
   a. Top
   b. Bottom
   c. Side
   d. Front
   e. Back

4. Body Parts (Identifying through touch, imitation or functional use)
   a. Facial parts
   b. Hair
   c. Head/trunk/torso
   d. Chest
   e. Back
   f. Neck
   g. Shoulder
   h. Arm

5. Laterality of body (self; simple directions; ex: touch your right knee)

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

7. Positional/Directional Concepts (36/40 = 90%, 30/40 = 75%)
• With body
  a. Up/down
  b. In/out
  c. Top/bottom
  d. In front of/In back of
  e. Over/Under
  f. Near/Far
  g. High/Low
  h. Beginning/End
  i. Near to/Far from
  j. Between
  k. Center, corner/side
  l. Straight/crooked
  m. Through/around
  n. Open/closed
  o. Forward/Backward
  p. Toward/Away
  q. Parallel/perpendicular
  r. Diagonal
  s. Ahead/behind
  t. Sideways

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

8. Quantitative Concepts (separate or together; 13/14 = 90%, 11/14 = 75%)

a. Big/little  
b. Short/long  
c. Narrow/wide  
d. Deep/shallow  
e. Tall/short  
f. Many/few  
g. More/less
<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds Standard (3)</th>
<th>Meets Standard (2)</th>
<th>Below Standard (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body Awareness</td>
<td>Activities: are creative, focus on hands, feet, and at least 2 more body parts; reinforce body awareness and identify creative body-to-body, body-to-object, or object-to-object components; clearly describe how ability to move will be reinforced.</td>
<td>Activities: focus on hands, feet, and 1 more body part; reinforce body awareness and identify adequate body-to-body, body-to-object, or object-to-object components; have potential to reinforce ability to move.</td>
<td>Activities: focus on 1-2 body parts; body-to-body, body-to-object, or object-to-object are clearly identified; do not reinforce ability to move.</td>
</tr>
<tr>
<td>Body Movement (isolating body parts)</td>
<td>Activity: requires movement of at least 3 distinct body parts; incorporates at least 3 concepts; creative body awareness, spatial, positional, directional, or environmental concepts.</td>
<td>Activity: requires movement of at least 2 distinct body parts; incorporates at least 1 concept; appropriate body awareness, spatial, temporal, positional, directional, or environmental concepts.</td>
<td>Activity: requires movement of 1-2 distinct body parts, inadequately incorporates these concepts: body awareness, spatial, temporal, positional, directional, or environmental concepts.</td>
</tr>
<tr>
<td>Body Planes (touch, imitation, functional use)</td>
<td>Activities: focus on all 5 planes in assignment; clearly identify components of activities which include creative incorporation of body awareness, spatial, positional, directional, and environmental concepts.</td>
<td>Activities: focus on at least 4 of the 5 planes in the assignment; identify appropriate body awareness, spatial, positional directional, and environmental concepts.</td>
<td>Activities: focus on fewer than 4 planes in the assignment; do not include or adequately identify appropriate body awareness, spatial, positional directional, and environmental concepts.</td>
</tr>
<tr>
<td>Body Parts (identify through touch, imitation or functional use)</td>
<td>Activities: focus on at least 7 body parts; clearly identify components of activities which include creative incorporation of body awareness, spatial, positional, directional, and environmental concepts.</td>
<td>Activities: focus on 4-7 body parts; identify components of activities which include incorporation of body awareness, spatial, positional, directional, and environmental concepts.</td>
<td>Activities: focus on fewer than 4 body parts; do not include adequately identify components of activities which include creative incorporation of body awareness, spatial, positional, directional, and environmental concepts.</td>
</tr>
<tr>
<td>Laterality of Body (self; simple directions)</td>
<td>Activity: clearly focuses on laterality of self, is creative, developmentally appropriate, and clearly described.</td>
<td>Activity: moderately focuses on laterality of self, is creative, developmentally appropriate, and adequately described.</td>
<td>Activity: inadequately focuses on laterality of self, is not developmentally appropriate, and/or adequately described.</td>
</tr>
<tr>
<td>Laterality of Objects</td>
<td>Activity: clearly focuses on laterality of self, is creative, developmentally appropriate, and clearly described.</td>
<td>Activity: moderately focuses on laterality of self, is creative, developmentally appropriate, and adequately described.</td>
<td>Activity: inadequately focuses on laterality of self, is not developmentally appropriate, and/or adequately described.</td>
</tr>
<tr>
<td>Positional, Directional Concepts: With Body; With Objects</td>
<td>Activities: provided to address 90% (36/40) of concepts in index, clearly identify components of activities which include creative incorporation of body awareness, spatial, positional, directional, and environmental concepts.</td>
<td>Activities are provided to address 75% (30/40) of concepts in index, identify appropriate body awareness, spatial, positional, directional, and environmental concepts.</td>
<td>Activities are provided to address &lt;75% (&lt;30) of concepts in index, do not include or inadequately identify appropriate body awareness, spatial, positional, directional, and environmental concepts.</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Quantitative Concepts</td>
<td>Activities: provided to address at least 90% (36/40) of concepts in index, clearly identify components of activities which include creative incorporation of body awareness, spatial, positional, directional, and environmental concepts.</td>
<td>Activities: provided to address at least 75% (30/40) of concepts in index, identify appropriate body awareness, spatial, positional, directional, and environmental concepts.</td>
<td>Activities: provided to address &lt;75% (&lt;30) of concepts in index, do not include or inadequately identify appropriate body awareness, spatial, positional, directional, and environmental concepts.</td>
</tr>
<tr>
<td>Scoring:</td>
<td>Exceeds Standard: 24=100, 23=95, 22=90, 21=85</td>
<td>Meets Standard: 20=81, 19=78, 18=75, 17=73, 16=70</td>
<td>Below Standard: 15 = 67</td>
</tr>
<tr>
<td>Synchronized Classes</td>
<td>Topic</td>
<td>Readings</td>
<td>Quiz</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------</td>
<td>----------</td>
<td>------</td>
</tr>
<tr>
<td>Week 1 8/26</td>
<td>Introductions Syllabus Review Live Text</td>
<td>Syllabus Course Components for TSVI &amp; COMS</td>
<td>Quiz</td>
</tr>
<tr>
<td>Week 2 9/2</td>
<td>Module 1 O&amp;M Overview</td>
<td>ALL Partners in O&amp;M – Ch. 1</td>
<td>Module 1 Shorts</td>
</tr>
<tr>
<td>Week 3 9/9</td>
<td>Module 1 O&amp;M Overview</td>
<td>Read All Content in Module 1 d2l</td>
<td>Module 1 Quiz</td>
</tr>
<tr>
<td>Week 4 9/16</td>
<td>Module 2 Concept and Motor Development</td>
<td>ALL Partners in O&amp;M Ch. 2 &amp; 3 Read All Content in Module 2 d2l</td>
<td>Module 2 Shorts</td>
</tr>
<tr>
<td>Week 6 9/30</td>
<td>Module 3 Spatial Orientation &amp; Basic Mobility</td>
<td>ALL Partners in O&amp;M Ch. 5 &amp; 6 Read All Content in Module 3 d2l</td>
<td>Module 3 Shorts</td>
</tr>
<tr>
<td>Week 7 10/7</td>
<td>Module 3 Spatial Orientation &amp; Basic Mobility</td>
<td>O&amp;Ms only - TAPS – Part 2: pp. 82-113</td>
<td>Module 3 Quiz</td>
</tr>
<tr>
<td>Week 8 10/14</td>
<td>Midterm Week</td>
<td>Review &amp; Midterm Exam Modules 1-3</td>
<td>Midterm Open 10/14 to 10/16</td>
</tr>
<tr>
<td>Week 9 10/21</td>
<td>Module 4</td>
<td>All Partners in O&amp;M Ch. 7 &amp; 8 Read All Content in Module 4 d2l</td>
<td>Module 4 Shorts</td>
</tr>
<tr>
<td>Week 11</td>
<td>Module 5</td>
<td>ALL-Partners in O&amp;M – Ch. 9 &amp; 10 Read All Content in Module 5 d2 O&amp;Ms only-TAPS Part 1: pp. 32-54</td>
<td>Module 5 Quiz</td>
</tr>
<tr>
<td>---------</td>
<td>----------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Week 12</td>
<td>Module 6</td>
<td>Partners in O&amp;M – Chapter 11 Read All Content in Module 6 d2l</td>
<td>Module 6 Quiz</td>
</tr>
<tr>
<td>Week 13</td>
<td>Class Presentations</td>
<td>Turn in: PowerPoints for Presentation in D2L Classmate’s PowerPoints for Presentation in Discussions</td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>Thanksgiving Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td>Class Presentations Review for Final</td>
<td>Turn in: TSVIs and O&amp;Ms – Notebooks and Interviews TSVIs - Blindfold Log and Reflections</td>
<td></td>
</tr>
<tr>
<td>Week 16- Finals Dec 6-10</td>
<td>Final Exam Modules 4-6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>