I. Course Description:

ORMO 3325 - Programs and Services for Individuals with Visual Impairment.
An overview of the field of visual impairment. Topics covered include the history of the development of educational and rehabilitation programs, legal definitions and requirements, and a brief examination of the agencies and resources that are available to support individuals with visual impairment. Programs and Services for Individuals with Visual Impairment.

This class provides a broad overview of various aspects of blindness (e.g., agencies which provide services to individuals with visual impairments, psychological and sociological aspects of blindness, history of the field).

Areas of emphasis will include:
• History of the field—United States and world
• Characteristics of individuals with visual impairment
• Physical and motor development
• Psychological and social aspects including diversity
• The expanded core curriculum (ECC) for students with visual impairments
• Agencies serving individuals with visual impairments, professional resources, and organizations
• Roles, responsibilities and service delivery options of persons working with individuals with visual impairments
• Individualized Educational Plans/Individual Family Service Plans (IEPs/IFSPs), and Memorandums of Understanding (MOU’s) as related to students with visual impairments
• Legal perspectives, law, Individual Educational Planning meeting/Admission Review and Dismissal (ARD) meeting
• Working with families of students with visual impairments

Course Justification:
ORMO 3325 “Programs and Services for Individuals with Visual Impairments” (3 credits) meets once a week for one hour through Zoom. Students are required to complete weekly readings, D2L module assignments, a paper on multicultural diversity regarding individuals with visual impairments, 15 hours of field-based experience, a mid-term 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. As this course is offered for all concentrations within the Rehabilitation Services major, no specific program learning outcomes or student learning outcomes are addressed in this course.

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

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

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

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

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

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

Additional Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
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 ensure that this class (and all other vision courses) is solidly grounded in the realities of practice. It is intended to be a pragmatic, practical class with maximum emphasis being placed on equipping you to be effective and efficient facilitators of learning for individuals with visual impairments, their families, teachers, as well as caseworkers, and other stakeholders who strive to meet their unique needs.

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

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

This course directly supports the mission of the SFASU Department of Education Studies
The Department of Education Studies prepares professionals to become reflective and informed practitioners, social justice advocates, and transformational leaders in their professional fields and in the larger society. To that end, we demonstrate and foster in one another creativity, critical insight, empathy, intellectual courage, and civic engagement, everlasting grounds for lifelong inquiry and the foundations for democratic citizenship.

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.*


**STANDARDS MET BY THIS COURSE**
1) This course supports the Core Objectives established by the Texas Higher Education Coordinating Board (THECB).

**THE CORE OBJECTIVES ESTABLISHED BY THE TEXAS HIGHER EDUCATION COORDINATING BOARD (THECB)**

(2) Core Objectives. Through the Texas Core Curriculum, students will prepare for contemporary challenges by developing and demonstrating the following core objectives:
(A) Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information;

(B) Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication;

(C) Empirical and Quantitative Skills: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions;

(D) Teamwork: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal;

(E) Personal Responsibility: to include the ability to connect choices, actions and consequences to ethical decision-making; and

(F) Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

**Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. FOR THIS COURSE – This is demonstrated through 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 discussions, collaboration with other students, and face-to-face class meetings.

**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 assignments.

**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 discussions and face-to-face class 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 review of various laws and agencies as they relate to visual impairment, and completion of the multicultural essay.

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

**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
XII. Development, Administration, and Supervision of O&M Program
XIII. Clinical Practice Competencies

This course specifically addresses the following AER Standards through practice and didactic instruction: I-d,e,g II-a,b,c,g, III-a,b,c,e,f,h,i,j, IV-b,c,d, V-b,d,e, IX-a,n,q,r,s,t,w,x,y, X-a,b,c,f,g,h,n,o,p,q, XI-a,f, XII-c,d,f,g,h,i and XIII-a,f,j,m.

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

ORIENTATION AND MOBILITY BODY OF KNOWLEDGE
https://www.acvrep.org/certifications/coms-bok

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
o 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, 6, 11, and 13

4) This course supports the International Society for Technology in Education (ISTE) education leader standards. The education leaders section of the ISTE Standards supports the implementation of the ISTE Standards for Students and the ISTE Standards for Educators, and provides a framework for guiding digital age learning. This section of the standards targets the knowledge and behaviors required for leaders to empower teachers and make student learning possible. They’re focused on some of the most timely, yet enduring, topics in education today – equity, digital citizenship, visioneering, team and systems building, continuous improvement and professional growth.

THE ISTE EDUCATION LEADER STANDARDS
https://www.iste.org/standards/iste-standards-for-education-leaders

3.1 Equity and Citizenship Advocate
Leaders use technology to increase equity, inclusion, and digital citizenship practices. Education leaders:
3.1.a
Ensure all students have skilled teachers who actively use technology to meet student learning needs.
3.1.b
Ensure all students have access to the technology and connectivity necessary to participate in authentic and engaging learning opportunities.
3.1.c
Model digital citizenship by critically evaluating online resources, engaging in civil discourse online and using digital tools to contribute to positive social change.
3.1.d
Cultivate responsible online behavior, including the safe, ethical and legal use of technology.

3.2 Visionary Planner
Leaders engage others in establishing a vision, strategic plan and ongoing evaluation cycle for transforming learning with technology. Education leaders:
3.2.a
Engage education stakeholders in developing and adopting a shared vision for using technology to improve student success, informed by the learning sciences.
3.2.b
Build on the shared vision by collaboratively creating a strategic plan that articulates how technology will be used to enhance learning.
3.2.c
Evaluate progress on the strategic plan, make course corrections, measure impact and scale effective approaches for using technology to transform learning.
3.2.d
Communicate effectively with stakeholders to gather input on the plan, celebrate successes and engage in a continuous improvement cycle.

3.2.e Share lessons learned, best practices, challenges and the impact of learning with technology with other education leaders who want to learn from this work.

3.3 **Empowering Leader**
Leaders create a culture where teachers and learners are empowered to use technology in innovative ways to enrich teaching and learning. Education leaders:

3.3.a Empower educators to exercise professional agency, build teacher leadership skills and pursue personalized professional learning.

3.3.b Build the confidence and competency of educators to put the ISTE Standards for Students and Educators into practice.

3.3.c Inspire a culture of innovation and collaboration that allows the time and space to explore and experiment with digital tools.

3.3.d Support educators in using technology to advance learning that meets the diverse learning, cultural, and social-emotional needs of individual students.

3.3.e Develop learning assessments that provide a personalized, actionable view of student progress in real time.

3.4 **Systems Designer**
Leaders build teams and systems to implement, sustain and continually improve the use of technology to support learning. Education leaders:

3.4.a Lead teams to collaboratively establish robust infrastructure and systems needed to implement the strategic plan.

3.4.b Ensure that resources for supporting the effective use of technology for learning are sufficient and scalable to meet future demand.

3.4.c Protect privacy and security by ensuring that students and staff observe effective privacy and data management policies.

3.4.d Establish partnerships that support the strategic vision, achieve learning priorities and improve operations.

3.5 **Connected Learner**
Leaders model and promote continuous professional learning for themselves and others. Education leaders:

3.5.a
Set goals to remain current on emerging technologies for learning, innovations in pedagogy and advancements in the learning sciences.

3.5.b
Participate regularly in online professional learning networks to collaboratively learn with and mentor other professionals.

3.5.c
Use technology to regularly engage in reflective practices that support personal and professional growth.

3.5.d
Develop the skills needed to lead and navigate change, advance systems and promote a mindset of continuous improvement for how technology can improve learning.

5) **This course supports the Council for Exceptional Children (CEC) professional knowledge and skills standards for the blind and visually impairments initial specialty set.**

The Council for Exceptional Children (CEC) is the largest international professional organization dedicated to improving the success of children and youth with disabilities and/or gifts and talents. CEC advocates for appropriate governmental policies, sets professional standards, provides professional development, and helps professionals obtain conditions and resources necessary for effective professional practice. CEC is known as THE source for information, resources, and professional development for special educators.

**PROFESSIONAL KNOWLEDGE AND SKILLS STANDARDS: INITIAL SPECIALTY SET: BLIND AND VISUAL IMPAIRMENTS**


Preparation Standard 1: Learner Development and Individual Learning Differences

Preparation Standard 2: Learning Environments

Preparation Standard 3: Curricular Content Knowledge

Preparation Standard 4: Assessment

Preparation Standard 5: Instructional Planning & Strategies

Preparation Standard 6: Professional Learning and Ethical Practice

Preparation Standard 7: Collaboration

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

**Instructional Strategies and Technology:**

This course will be delivered in a hybrid format. This course will meet weekly via online format (i.e., Zoom). Instruction will be supported through material to be presented online on
Desire to Learn (D2L). Assignments will be detailed in D2L and discussed during course meetings.

Class preparation/participation/attendance:
You are expected to come to course meetings prepared for discussion. Have course assignments completed and materials read prior to course meetings. 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 course activities including discussions, role-plays, small group assignments, etc. This is a rigorous course that covers an enormous quantity of material that will be obtained through the D2L course page and course ZOOM meetings. You cannot afford to get behind with your assignments.

This course is designed to be interactive. It works better when you are involved and asking questions. This is what I ask of my 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

Web D2L Modules:
The D2L modules are designed to be information provided over the web. Almost every topic that is covered in this course will have an accompanying module. 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. Your comments and questions about the module information are valuable and should be shared in class or via email with me.

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. 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):

Examinations: Two examinations (a Midterm and a Final worth 200 points each) will be administered in this course. Remember that you will be responsible for all material covered in course meetings, in readings, in D2L modules, and in any outside assignments or exercises. Exams will be on D2.
Module Discussions: Module discussions are worth 10 points. Sometimes you will be asked to respond to two of your classmates to earn the full grade.

Module Assignments: Assignments will be turned in for grading purposes and are used to reinforce the readings, web activities, discussions, and course meetings. Module assignments will be worth 100 points each. There are seven modules.

Diversity Assignment: This assignment will be worth 100 points. Details will be given by the instructor following the class discussion on cultural diversity and biases.

Objective: The student will demonstrate knowledge and understanding of the multicultural diversity of individuals with visual impairments. The student will submit a reflective essay that expresses their biases, the possible impact of those biases, and reflects on how they plan to address those biases as a professional.

Field Based Experiences: This class will require the documentation of a minimum of 15 Field Based Experience hours for a total of 100 Points to be selected according to the guidelines presented in the chart accompanying this syllabus. Forms for documenting these activities will be provided by the instructor and should be maintained by the student. Completed forms will be due will be submitted through D2L Dropbox.

Grading Scale:
Module Discussions x7 10 x 7 (70 pts)
Module Assignments x7 100 x 7 (700 pts)
Mid Term Exam 200 pts
Final Exam 200 pts

TOTAL 1170 Points

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week #1</td>
<td>Syllabus; overview, class expectations</td>
<td></td>
</tr>
<tr>
<td>8-29, 8-31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week #2</td>
<td>Explanation of Field-Based Experience</td>
<td>Student introduction discussion post: Monday, Sept. 4, midnight</td>
</tr>
<tr>
<td>Week #</td>
<td>Dates</td>
<td>Module 1: Historical Perspectives, Common Characteristics</td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>9-12, 9-14</td>
<td>Module 1: Historical Perspectives, Common Characteristics</td>
</tr>
<tr>
<td>4</td>
<td>9-19, 9-21</td>
<td>Module 2 Motor Development, FVE, ECC</td>
</tr>
<tr>
<td>5</td>
<td>9-26, 9-28</td>
<td>Module 2 Motor Development, FVE, ECC</td>
</tr>
<tr>
<td>6</td>
<td>10/3, 10/5</td>
<td>Module 3: Psychosocial Concerns, Self-Esteem, Adjustment</td>
</tr>
<tr>
<td>7</td>
<td>10/10, 10/12</td>
<td>Module 3/Module 4</td>
</tr>
<tr>
<td>8</td>
<td>10/17, 10/19</td>
<td>Module 4: Families, Cultural Diversity</td>
</tr>
<tr>
<td>9</td>
<td>10-19 (7 am) to 10-22 (midnight)</td>
<td><strong>Midterm</strong></td>
</tr>
<tr>
<td>10</td>
<td>10/24, 10/26</td>
<td>Module 5: Laws Related to VI, Forms, Agencies</td>
</tr>
<tr>
<td>11</td>
<td>10-31, 11/2</td>
<td>Module 5: Laws Related to VI, Forms, Agencies</td>
</tr>
<tr>
<td>12</td>
<td>11-7, 11/9</td>
<td>Module 6: Roles and Responsibilities</td>
</tr>
<tr>
<td>13</td>
<td>11-14, 11/16</td>
<td>Module 6: Roles and Responsibilities</td>
</tr>
<tr>
<td>14</td>
<td>11-28, 11/30 (no class on 11-21, 11/23)</td>
<td>Module 7: Service Delivery</td>
</tr>
<tr>
<td>15</td>
<td>12/5, 12/7</td>
<td>Module 7: Service Delivery</td>
</tr>
<tr>
<td>16</td>
<td>12-7 (7 a.m.) to 12-10 (midnight)</td>
<td><strong>FINAL</strong></td>
</tr>
<tr>
<td>Due Date</td>
<td>Assignment</td>
<td>THECB</td>
</tr>
<tr>
<td>----------</td>
<td>------------</td>
<td>-------</td>
</tr>
<tr>
<td>9-4</td>
<td>Discussion Post: Student Introduction (5 bonus points)</td>
<td>2B</td>
</tr>
<tr>
<td>9-18</td>
<td>Module 1 discussion: Editorial cartoon: Innocent humor or harmful mockery? 10 pts</td>
<td>2E</td>
</tr>
<tr>
<td>9-18</td>
<td>Module 1 assignment: APH Hall of Fame essays 100 pts</td>
<td>2A</td>
</tr>
<tr>
<td>10-2</td>
<td>Module 2 discussion: Assistive Technology for those with vision loss 10 pts</td>
<td>2A</td>
</tr>
<tr>
<td>10-2</td>
<td>Module 2 assignment: Transition and Career Education (ECC) 100 pts</td>
<td>2C</td>
</tr>
<tr>
<td>10-16</td>
<td>Module 3 discussion: Countering a person’s beliefs that may be limiting them 10 pts</td>
<td>2B</td>
</tr>
<tr>
<td>10-16</td>
<td>Module 3 assignment: “Choices” essay 100 pts</td>
<td>2A</td>
</tr>
<tr>
<td>10-23</td>
<td>Module 4 discussion: “Welcome to Holland” and rebuttal 10 pts</td>
<td>2D</td>
</tr>
<tr>
<td>10-23</td>
<td>Module 4 assignment: Diversity paper (Hidden Biases) 100 pts</td>
<td>2F</td>
</tr>
<tr>
<td>10-19 to 10-22</td>
<td>MID TERM EXAM 200 pts</td>
<td>-</td>
</tr>
<tr>
<td>11-6</td>
<td>Module 5 discussion: ADA and blindness 10 pts</td>
<td>2A</td>
</tr>
<tr>
<td>Date</td>
<td>Assignment</td>
<td>2A</td>
</tr>
<tr>
<td>--------</td>
<td>------------</td>
<td>----</td>
</tr>
<tr>
<td>11-6</td>
<td>Module 5 assignment: Organizations that serve people with vision loss 100 pts</td>
<td>XI.b., g., h.</td>
</tr>
<tr>
<td>11-27</td>
<td>Module 6 discussion: Applying new-found knowledge of visual impairment to future career 10 pts</td>
<td>XI.b., g., h. X.g.</td>
</tr>
<tr>
<td>11-27</td>
<td>Module 6 assignment: Roles and Responsibilities 100 pts</td>
<td>I.g.</td>
</tr>
<tr>
<td>12-4</td>
<td>Module 7 discussion: Share a Field-Based experience that was enlightening 10 pts</td>
<td>I.g.</td>
</tr>
<tr>
<td>12-4</td>
<td>Module 7 assignment: Field-Based Experience log AND reflection for each experience 100 pts</td>
<td>I.g.</td>
</tr>
<tr>
<td>12-7 to 12-10</td>
<td>FINAL EXAM 200 pts</td>
<td>-</td>
</tr>
</tbody>
</table>

VI. Readings (Required and recommended—including texts, websites, articles, etc.):

**ALL STUDENTS ARE RESPONSIBLE FOR OBTAINING THEIR OWN TEXTBOOKS. BOOKS SHOULD BE PURCHASED IN TIME TO HAVE THEM BY THE START OF CLASS.**

**Required text:**

Readings will be posted to the course D2L website in each module. There will be test questions directly from the readings.

VII. Course Evaluations:
You will be given an opportunity to participate in a formal evaluation near the end of the semester. In the Perkins College of Education, your evaluations are submitted electronically through mySFA and must be submitted before finals are given. 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. 100% participation is needed in the evaluation process.
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!

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. 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:

Important course related policies:

Course Grades (Including WH), Policy 5.5
Ordinarily, 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 coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

Final Course Grade Appeals by Students, Policy 6.3

Academic Accommodation for Students with Disabilities, Policy 6.1
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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

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 promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6**

**Class Attendance, Policy 6.7**

**Code of Student Conduct and Academic Integrity, Policy 10.4**

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Student Wellness and Well-Being**

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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:**

**The Dean of Students Office** (Rusk Building, 3rd floor lobby)
[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
936.468.7249
dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
936.468.1041
The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741

IX. Other Relevant Course Information:

Caveat:

The above schedule and procedures in this course are subject to change in the event of extenuating circumstances.
<table>
<thead>
<tr>
<th>Standards</th>
<th>Target/Exemplary - 3</th>
<th>Acceptable/Proficient - 2</th>
<th>Unacceptable/Developing - 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Importance of Cultural Awareness</td>
<td>Student clearly highlights the importance of cultural awareness and diversity and uses effective communication skills to show importance</td>
<td>Student adequately addresses the importance of cultural awareness and diversity. Communication of importance is adequately done.</td>
<td>Student fails to address the importance of cultural awareness and diversity in communication.</td>
</tr>
<tr>
<td>Reflection</td>
<td>Student proficiently reflects on his/her beliefs and cultural awareness to identify personal struggles, biases, and roadblocks.</td>
<td>Student adequately reflects on his/her beliefs and cultural awareness to identify personal struggles, biases, and roadblocks.</td>
<td>Student does not adequately reflect on his/her cultural awareness.</td>
</tr>
<tr>
<td>Planning to Improve Instruction</td>
<td>Student proficiently details a plan to improve service and awareness based upon reflection</td>
<td>Student identifies opportunities to improve service and awareness based upon reflection</td>
<td>Student fails to discuss how to address personal challenges related to culture</td>
</tr>
<tr>
<td>Written Expression</td>
<td>Student’s paper shows evidence of careful proof reading and editing. The paper is well constructed with fewer than 3 errors in spelling, grammar and syntax.</td>
<td>Student’s paper shows evidence of proof reading and editing. The paper is presented in an organized manner with fewer than 5 errors in spelling, grammar and syntax.</td>
<td>Student’s paper fails to show evidence of proof reading and editing. The paper is presented in a disorganized manner with more than 5 errors.</td>
</tr>
</tbody>
</table>
## ORMO 3325

### AGENCY/ASSOCIATION Assignment

**Name:** ________________________________  
**Evaluator:** ____________________________  
**Score:** __________

**Agency/Association:** __________________________

<table>
<thead>
<tr>
<th></th>
<th>Exemplary (3)</th>
<th>Acceptable (2)</th>
<th>Unacceptable (1)</th>
<th>Not Attempted (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Student has extensively explored the subject, provided extensive, accurate and useful information pertaining to agency/association.</td>
<td>Student has explored subject, included pertinent details and has provided adequate and predominately accurate information pertaining to agency/association. Maximum of 1-2 errors.</td>
<td>Student failed to explore subject, omitted pertinent details, or has included inaccurate information pertaining agency/association.</td>
<td></td>
</tr>
<tr>
<td><strong>Purpose/Goal</strong></td>
<td>Student has thoroughly and accurately stated the purpose and goal of the agency/association.</td>
<td>Student has adequately and predominately accurately stated the purpose or goal of the agency/association.</td>
<td>Student failed to state the purpose or goal of the agency/association.</td>
<td></td>
</tr>
<tr>
<td><strong>Impact on field of VI</strong></td>
<td>Student extensively and accurately detailed the impact the agency/association has on the field of visual impairment.</td>
<td>Student adequately stated the impact the agency/association has on the field of visual impairment with minimal errors.</td>
<td>Student failed to address the impact the agency/association has on the field of visual impairment.</td>
<td></td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Student effectively communicated information, and meaningfully explained findings with fewer than 3 errors in spelling, grammar, and syntax. Accurately detailed resources were provided.</td>
<td>Student communicated most findings with some meaning with no more than 5 errors in spelling, grammar, and syntax. Some resource information was provided.</td>
<td>Student failed to communicate information or explain findings. The paper is presented in a disorganized manner with more than 5 errors. No resources were provided.</td>
<td></td>
</tr>
</tbody>
</table>

Exemplary=11-12 (95/100 pts)  
Acceptable=8-10 (80/85/90 pts)  
Unacceptable=7 or below (50/55/60/65/70 /75/70/75 pts)  

**TOTAL SCORE**
### ORMO 3325 -- FIELD EXPERIENCES

#### OBSERVATIONS
- VI student in a regular or self-contained classroom
- Residential school students with visual impairments
- Adult client of a rehabilitation agency that serves persons with visual impairments
- Orientation and Mobility Lesson

#### VISITS & TOURS
- VI rehab or adaptive living center
- School for the Blind and Visually Impaired in your state
- VA Blind Rehab Center
- Attend Braille and Cane Club meeting
- Other (must have prior approval)

#### VOLUNTEERING
- Special student’s sports day
- Special Olympics
- VI Sports or Technology Olympics
- Assist in fundraising for Braille and Cane Club

#### TRAINING SESSIONS
- Any available inservice training session about providing VI services

#### INTERVIEWS
- Student with a visual impairment
- Family of a student with a visual impairment
- COMS or TVI
- VI Rehab Counselor (Texas Workforce or Lighthouse)
- Adult with a visual impairment
- Members of the National Federation of the Blind, American Council of the Blind, National Association of Parents of Visually Impaired Children

#### INTERVIEWS
- Caseworker for your state disability services (example: Texas Workforce)
- State Department of Education Consultant who deals with visual impairments
- ESD or ESC educational specialist who works with visual impairments.
- Disability Services Caseworker

#### LITERATURE
- Students may earn credit by watching videos or reading books on the subject of visual impairments