Instructor: Dr. Heather R. Munro
Office: ECRC 209H
Office Phone: 936-468-5348
Email: hrmunro@sfasu.edu
Other Contact: Wendi Powell 936.468.1145

Prerequisites: SPED 5600

I. COURSE DESCRIPTION

SPED 5393 - Intermediate practicum in Orientation and Mobility. Two-hour seminar and five hours of lab per week. Practicum experience requiring a minimum of 40 hours of teaching/observing orientation and mobility for individuals with a visual impairment under the supervision of the practicum supervisor.

This course is the first of two practicum courses which allow students to observe and apply strategies that have been previously taught in SPED 5600 (the prerequisite [blindfold] course).

Students must have reliable internet access, and the ability to interact with the instructor and with classmates during D2L Zoom sessions. This is typically accomplished with a headset and microphone, though some students are able to participate using mobile devices. For further information, please refer to section V below.

Course Justification
Intermediate Clinical Practicum in Orientation & Mobility (3 credits) spans 15 weeks. The course contains extensive content that includes the same information students in a face-to-face lecture course would receive, requiring students to engage in online modules for at least 3 hours per week. Primary source readings are woven into the content to support key concepts and provide information regarding instruction in the field of visual impairments. Students are required to complete discussion posts, written assignments, practicum assignments and quizzes/exams over the course content. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments. There are 7 Modules which will be posted online (in D2L) throughout the semester, with each module requiring written assignments that must be submitted to the Brightspace/ D2L Dropbox, or to LiveText if specified, by the posted due date. In addition, this course requires the completion of 40 practicum experience hours in which you will observe a COMS and/or provide instruction to individuals with visual impairments under the supervision of a COMS. Students average 6 hours per week to complete the course requirements (attending class, 40 hours practicum, writing reports, and doing homework).

Purpose
This course is designed to allow the student to acquire the skills necessary to evaluate the orientation and mobility needs of individuals with visual impairments from birth through adulthood. Students will acquire essential skills for writing reports, developing IFSP’s for infants and toddlers, and IEP’s for
school-aged children. Students will also observe and participate in **40 hours** of direct orientation and mobility (O&M) instruction, under the supervision of a Certified Orientation and Mobility Specialist. The skills and teaching procedures during this experience will be recorded, and the supervising COMS **will need to sign off** on your observations or supervised instruction unless permission is granted by this instructor. Observations/lessons are to be recorded on the log form provided by the instructor in D2L. If you are unable to obtain the minimum 40 practicum hours throughout this semester, you will be required to add the remaining hours to hours required for the spring practicum course (SPED 5394). You must document a combined 80 hours (40 hours per practicum course – SPED 5393, SPED 5394) prior to receiving an internship placement. There are 7 Modules which will be posted online throughout the semester, with each module requiring written assignments that must be submitted to the **D2L Dropbox, or to LiveText if specified**, by the posted due date.

**II. INTENDED LEARNING OUTCOMES/GOALS/OBJECTIVES (PROGRAM/STUDENT LEARNING OUTCOMES)**

**PROGRAM LEARNING OUTCOMES:**

The following is a list of desired Program Learning Outcomes (PLOs) in which data will be collected for Nuventive Improve (TracDat) throughout the program. An asterisk denotes that PLO will be addressed during SPED 5393.

**PLO #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).

**PLO #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.

**PLO #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.

**PLO #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.

**PLO #5 Understanding 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.

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

*PLO #3 will be the main focus of this course. General topics in other PLOs will be addressed and discussed during D2L Zoom meetings, practicum/internship experiences, and observation of instruction.*

This course directly supports the curricular standards of the ACVREP, specifically:

- **Domain I** – Medical Aspects of Blindness; Vol. 2, Ch. 18
- **Domain II** – Sensory Motor Functioning; Vol. 2 Ch. 5
- **Domain IV** – Human Growth and Development over the Lifespan; Vol. 2 Ch. 7, 8, 9
- **Domain V** – Concept Development; Vol. 2, Ch. 7
- **Domain VI** – Multiple Disabilities; Vol. 2, Ch. 17, 18, 19, 20
- **Domain VII** – Systems of Orientation and Mobility; Vol. 2, Ch. 11
- **Domain VIII** – Orientation and Mobility Skills and Techniques; Vol. 2 Ch. 11, 13
STUDENT LEARNING OUTCOMES:
This course supports Nuventive Improve (TracDat) objectives that have been developed for the program, specifically:
SLO – V The Master’s candidate will demonstrate advanced knowledge and understanding in the field of orientation and mobility.

The Master’s candidate will:
1) Develop, conduct, and present advanced research in the field of visual impairment commensurate with and meeting requirements of the M.Ed. degree.
2) Plan, craft, and articulate clear, insightful, organized, and supported responses to multifaceted comprehensive questions.

The following outcomes are linked directly to this course:
SLO 3.1 Goal Writing (SPED 5393 ACVREP Domains 2, 3, 4, 5; AER Standards IX, XII)
A) Candidate will demonstrate proficiency in writing behaviorally stated goals and objectives based on evaluation findings that are realistic and appropriately sequenced.
Goals will identify a desired behavior, a criterion for measuring success, conditions specific to the goal, and a timeframe for completion. Goals and objectives must be supported by an identified need for instruction based on the O&M evaluation.
B) Candidate will be rated on a scale of 1 to 3, where 3 is exemplary.

This course will enable the student to demonstrate the knowledge of:
1. The referral process required to serve students with visual impairments
2. What constitutes O&M instruction
3. How basic concepts are learned and used by children with visual impairments
4. Assessment of individuals with visual impairments
5. How to write measurable goals based on assessment
6. How to evaluate and modify basic O&M for the child with visual and multiple impairments
7. Become familiar with orientation aids and how they support O&M services

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

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

- The Principle of Caring
Lumberjacks think of the needs of others and seek to improve the quality of life of those around them • They are compassionate, empathic and kind • They respond with humility to those they have helped and freely express gratitude to those who help them • Lumberjacks prepare themselves to become leaders in their communities and workplaces • They dedicate themselves to excellence in their chosen field of study and to using what they learn in the service of others.
- **The Principle of Responsibility**
  Lumberjacks do what is right • They persevere in times of adversity • Through self-control and self-discipline, they strive to do their best • Lumberjacks challenge each other to exceed expectations • They are active learners both inside and outside of the classroom • They are reliable; they do what they say they will do • Lumberjacks hold themselves accountable for their decisions.

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

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

**This course directly supports the mission and values of the SFASU College of Education.**
It is the mission of the Stephen F. Austin College of Education “to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.” This statement essentially sums up the intent of this class and our program as a whole. We make every effort to 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, 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 Visual Impairment / Orientation & Mobility Preparation Program.**
A) 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.

B) It is the mission of the Visual Impairment Program to train Teachers of Students with Visual Impairments (TSVI)s 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.

TSVI/O&M Concentration
You are required to attend class meetings and be prepared to discuss reading material, complete observations, assignments and activities. You are expected to be present consistently on-location and in class. This is a graduate level class that will focus on the development and discussion of advanced ideas and concepts. Your absence will hinder the growth of you as an individual and the group as a whole. You will be expected to be professional and respectful of others in all activities and exchanges. At the end of the semester I will evaluate you on the following criteria:

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

Respect for Diversity and Community
- We are a small community and we are learning this together
- Honest disagreements in the spirit of critical academic exchange are encouraged. While you can disagree, don’t personalize it; stick to the issues. No name-calling or stereotyping.
- Derogatory comments based on race, ethnicity, class, gender, sexual orientation, or nationality will not be tolerated.
- What we say stays here, unless we agree to change that. What we learn here though, we can share with =others.
- If you are offended, say so, and say why.
Adapted from The Guide for training study circle facilitators (1998) Study Circle Resource Center, © Topsfield Foundation.

EXTERNAL
This course supports the Core Objectives established by the Texas Higher Education Coordinating Board.
The core objectives established by the Texas Higher Education Coordinating Board (THECB) are:
Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and
synthesis of information. FOR THIS COURSE – This is demonstrated through review of assessments, 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 presentation, module discussions, and collaboration with other students and practicum instructors.

**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 the observation documentation, and the development of Individual Education Program goals/objectives.

**Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. FOR THIS COURSE – This is demonstrated through collaborative activities with other students and the practicum instructors.

**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 teaching strategies and an understanding of various individuals with visual impairments, and the review of professional and strategic issues related to O&M.

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

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

I. Medical Aspects of Blindness and Visual Impairment  
II. Sensory Motor Functioning  
III. Psycho-Social Aspects of Blindness and Visual Impairments  
IV. Human Growth and Development over the Lifespan  
V. Concept Development  
VI. Multiple Disabilities  
VII. Systems of Orientation and Mobility  
VIII. Orientation and Mobility Skills and Techniques  
IX. Instructional Methods, Strategies and Assessment  
X. History and Philosophy of Orientation and Mobility  
XI. Professional Information  
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-a,e,f,g; II-a,d,e,f,g; III-b,c,d,e,f,i,j; IV-a,b,c,d,f,g,h; V-a,b,d,e,f; VI-a,c,d,e,f; VII-a,b,c,d,h,i; VIII-c,d,e,i,k,l,m,n; IX-a,b,c,d,e,g,h,i,n,o,p,q,r,s,t,u,v,x,y,z; X-f,g,o,p; XI-c,f; XII-a,b,e,f,g,h,i,j; XIII-a,f,g,i,j,n,u,w,x.

This course supports the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) guidelines for certification. ACVREP states that to be eligible to sit for the certifying examination, applicants must provide:

- Proof of a minimum of a Bachelor’s degree from an accredited university or college in any field of study and proof of completion of an Orientation and Mobility certification preparation program from an accredited university or college that meets the following 13 core domain areas
  
  o Domain 1. Know Professional Information  
  o Domain 2. Understanding Relevant Medical Information  
  o Domain 3. Understand and Apply Learning Theories to O&M  
  o Domain 4. Plan and Conduct O&M Assessment  
  o Domain 5. Plan O&M Programs
This course specifically addresses the following ACVREP Domains through practice and didactic instruction: 2, 4, 5, 6, 7, 8, 9, 10, 11, and 12.

III. COURSE ASSIGNMENTS, ACTIVITIES, INSTRUCTIONAL STRATEGIES, USE OF TECHNOLOGY

Instructional Strategies and Technology
This course utilizes an online learning format (Brightspace/D2L). Classes will meet synchronously via web conferencing (Zoom) to deliver presentations, promote discussion, and explore concepts. Instruction will be supported through other material presented online on the Brightspace/D2L page (Modules). Students will also be required to facilitate and participate asynchronously in online discussions, investigating topics and required readings. These discussions will be hosted on the Brightspace/D2L site. Assignments will be detailed on the Brightspace/D2L page and discussed during class time. Students will access assignments (in the form of seven Modules) using web-based lessons available on D2L, and submit assignments in the Dropbox on D2L or to LiveText/Watermark as appropriate. The course calendar, with due dates for assignments, exams and links, and interactive class meeting schedule with links, is located both in this syllabus and on the D2L page for this course. Attendance is mandatory. If you are unable to attend a Zoom meeting, you will not be eligible for any participation points for that evening’s class.

Graded Assignments
This course has four components:

1. A series of seven learning modules and two exams. These modules and exams will include information from the required textbooks, module content information and website information. Each of the module assignments are valued at 50 points each for a total of 350 possible points.

2. You will have two major examinations; a mid-term and a final. The mid-term will be worth 200 points, and the final is worth 300 points.

3. There will be seven Brightspace/D2L Zoom sessions. Exams and instructional material will be covered during these interactive meetings, as well as assigned readings. Classes will be held on Monday evenings from 6:00 pm to 8:00 pm, Central Standard Time. Class attendance and participation will be worth 70 points (10 points per Zoom session).

4. This course requires 40 hours of instruction/observation in basic O&M. You must document observation and/or participation in O&M lessons all under the direction of a Certified Orientation and Mobility Specialist. The skills and teaching procedures during this experience will be recorded, and your supervising COMS must sign off on your observations or supervised instruction, unless permission is granted by the SPED 5393 instructor. Observations/lessons must be submitted (with hours tallied), describing in detail the skills and procedures in narrative format. These will be submitted via LiveText/FEM.

Class preparation: You are expected to come to class prepared for discussion and activities. Please have assignments completed and materials read prior to attending class. Chapters from the text will be covered on the mid-term and final exam. You are expected to take part in all class activities including discussions. This is a rigorous course that covers an enormous quantity of material and field experience hours. You
cannot afford to get behind.

**Class participation:** This course is designed to be highly interactive. It works better when you are involved and asking questions. I will be asking questions and calling on every student at some point during the semester. A total of 70 points will be awarded based on your level of class participation (10 points are awarded for each of the 7 class meetings). Please note that these points are not assigned on the basis of correct responses, but on the willingness of the student to respond and work through the problem. You are expected to be present for our course meetings. This is a graduate level class that will focus on the development and discussion of advanced ideas and concepts. Your absence will hinder the growth of you as an individual and the group as a whole. **Points toward class participation cannot be earned on evenings when you are not present,** even if you review the recorded session at a later time. You are expected to be professional and respectful of others in all activities and exchanges.

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

- Appropriateness of participation in class discussions and computer chats
- Willingness to answer questions
- Demonstration of good “consulting skills” (e.g., politeness, manners, diplomacy, etc.)
- Display of positive attitude toward the subject material, class activities, etc.
- Attendance (physical and mental) to class activities and discussions
- Preparation for class
- Each student will be required to submit an item of interest to share with the class. I will post these items on the web. You will need to provide a description of the information and a method that can be used by your classmates to access the material (website URL or actual documents)

**Brightspace/D2L Modules**

Due to the limited amount of Zoom (synchronous online) meeting time that we have available for this class, the bulk of the instructional material will be provided through Brightspace/D2L modules. These modules are designed to be instruction provided via internet access. Topics that are covered in class meeting times will have accompanying modules, along with material that may not be covered during Zoom meetings. Modules are a very important part of the course, and students are responsible for completing assignments and activities within each module. The material covered in the modules will be included on exams and in learning activities associated with certain modules. If you have any questions about any information in the modules, please use the following problem-solving methods:

1. “Three before me” method = ask 3 classmates for clarification/explanation, and review the syllabus + D2L pages for information
2. Email Dr. Munro.
3. Text or call Dr. Munro if email clarification/explanation is not helpful.

**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 your submissions into the associated Brightspace/D2L Dropbox and ensuring that it displays correctly for grading purposes.**

**IV. EVALUATION AND ASSESSMENTS (GRADING)**

*Standards related to assignments are detailed in the Section V. course calendar. Rubrics found in Syllabus Appendix.*

<table>
<thead>
<tr>
<th>GRADING SCALE</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>Midterm Exam</td>
<td>200 points</td>
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<tr>
<td>Final Exam</td>
<td>300 points</td>
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<tr>
<td>Module 1 Discussion: Future Employment</td>
<td>15 points</td>
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<tr>
<td>Module 1 Quiz: Assessment Domains</td>
<td>35 points</td>
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<tr>
<td>Module 2 Quiz: O&amp;M and Adults</td>
<td>28 points</td>
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<tr>
<td>Module 2 Quiz: O&amp;M Process (Adults and School-Aged)</td>
<td>19 points</td>
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<tr>
<td>Module 2 Quiz: Working with School-Aged Children</td>
<td>3 points</td>
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<tr>
<td>Module 3 Assignment: Infant O&amp;M Essay</td>
<td>25 points</td>
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<tr>
<td>10 points for understanding O&amp;M for infants, 10 points for impact on development of the child, 5 points for quality of writing</td>
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<tr>
<td>Module 3 Assignment: O&amp;M Development/Lesson Plans</td>
<td>25 points</td>
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<tr>
<td>4 points for explanation of O&amp;M development vs. O&amp;M instruction, 21 points for three sample lessons (3 points for each lesson write-up, 2 points per lesson for area addressed, 2 points per lesson for purpose stated for total of 7 points per lesson plan)</td>
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<tr>
<td>Module 4 Assignment: LD vs Autism (for VI) Essay</td>
<td>30 points</td>
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<tr>
<td>10 points for issues/concerns (relating to O&amp;M instruction) for VI and LD, 10 points for issues/concerns (relating to O&amp;M instruction) for VI and AU, 5 points for explicitly tying essay back to articles, 5 points for quality of writing</td>
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<tr>
<td>Module 4 Discussion: APH Materials for CVI</td>
<td>20 points</td>
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<tr>
<td>Module 5 Quiz: O&amp;M and DeafBlindness</td>
<td>25 points</td>
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<tr>
<td>Module 5 Quiz: O&amp;M and Physical Disabilities</td>
<td>25 points</td>
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<tr>
<td>Module 6 Assignment: Chapter 11 Outline</td>
<td>17 points</td>
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<tr>
<td>Module 6 Assignment: Map Articles (summary and comparison)</td>
<td>8 points</td>
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<tr>
<td>Module 6 Assignment: Chapter 13 Outline</td>
<td>19 points</td>
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<tr>
<td>Module 6 Assignment: ADA Accommodations paper</td>
<td>6 points</td>
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<tr>
<td>Module 7 Assignment: Goal and Objectives (John)</td>
<td>10 points</td>
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<tr>
<td>7 points for independent travel goal, 3 points short term objectives to support goal (1 point each)</td>
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<tr>
<td>Module 7 Assignment: Kindergartener</td>
<td>20 points</td>
</tr>
<tr>
<td>4 points for PLAAFP, 10 points for goal, 6 points for short term objectives to reach the goal (2 points each for three objectives). See Appendix at end of syllabus.</td>
<td><em>EITHER THIS PAPER OR THE ASSIGNMENT BELOW FOR 6th GRADE NEEDS TO BE SUBMITTED THROUGH LIVETEXT IN ORDER TO RECEIVE A GRADE FOR THE ASSIGNMENT.</em></td>
</tr>
<tr>
<td>Module 7 Assignment: 6th Grader</td>
<td>20 points</td>
</tr>
<tr>
<td>4 points for PLAAFP, 10 points for goal, 6 points for short term objectives to reach the goal (2 points each for three objectives). See Appendix at end of syllabus.</td>
<td><em>EITHER THIS PAPER OR THE ASSIGNMENT ABOVE FOR KINDERGARTENER NEEDS TO BE SUBMITTED THROUGH LIVETEXT IN ORDER TO RECEIVE A GRADE FOR THE ASSIGNMENT.</em></td>
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**Class Participation/Attendance:** 70 points
TOTAL: 920 POINTS

The scale below will be used to determine letter grades awarded for this course:

- **A** = 828 – 920 points (90% → 100%)
- **B** = 736 – 827 points (80% → 89.99%)
- **C** = 644 – 735 points (70% → 79.99%)
- **D** = 552 – 643 points (60% → 69.99%)
- **F** = anything below 552 points

*You MUST have a grade of B or above to take the next course in the sequence, SPED 5394

**YOU WILL NOT RECEIVE A GRADE FOR THIS COURSE UNLESS YOU HAVE COMPLETED THE REQUIRED FIELD BASED EXPERIENCE HOURS.**

V. TENTATIVE COURSE OUTLINE/CALENDAR

Classes will be held via D2L Zoom beginning at 6:00 pm, ending at 8:00 PM (CST).

Please be prompt and prepared to participate. Keep distractions to a minimum. SEE NOTE BELOW**

<table>
<thead>
<tr>
<th>D2L/Zoom Session</th>
<th>Focus</th>
<th>Readings</th>
<th>AER Standards</th>
</tr>
</thead>
</table>
| Class #1         | Syllabus Review Module 1 | **Foundations of O&M (3rd Ed.) Vol. 1**  
  Ch. 12 – Administration, Assessment, and Program Planning for Orientation and Mobility Services  
**Teaching O&M in the Schools: An Instructor’s Companion**  
  Ch. 1 – Overview  
  Ch. 3 – Referral and Assessment  
  Ch. 6 – The Domains: Home, School, and Community | IX: e, g, h, i, o, p, q, r, s, t, u, y  
  X: g, o, q  
  XII: a, b, f, g, h, i  
  XIII: f, j |
| Class #2         | Module 2 | **Foundations of O&M (3rd Ed.) Vol. 2**  
  Ch. 8 – Teaching Orientation and Mobility to School-Age Children  
  Ch. 9 – Teaching Orientation and Mobility to Adults  
**Teaching O&M in the Schools: An Instructor’s Companion**  
  Ch. 2 – O&M Through the School Year  
**TAPS (3rd Ed.) Part 1: The Curriculum**  
  Pages 12-31 | III: b, c, d, e, f, j  
  IV: a, f, g, h  
  IX: a, b, c, h, n, q, r, s, t, x, y  
  X: o, p  
  XI: c  
  XII: a, b, h  
  XIII: a, j, w, x |
| Class #3         | Module 3 | **Foundations of O&M (3rd Ed.) Vol. 2**  
  Ch. 5 – Improving Sensorimotor Functioning for Orientation and Mobility  
  Ch. 7 – Teaching Orientation and Mobility for the Early Childhood Years  
**Teaching O&M in the Schools: An Instructor’s Companion**  
  Ch. 5 – Approaches to Teaching O&M | II: a, f, g  
  III: c, d, f  
  IV: a, b, c, d, g, h  
  V: a, b, e, f  
  VII: a, b, c, d  
  VIII: c, e  
  IX: b, c, d, r |
<table>
<thead>
<tr>
<th>Class #</th>
<th>Module</th>
<th>Reading</th>
<th>Notes</th>
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<tbody>
<tr>
<td></td>
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<td>s, t, v, x, y XII: g, h XIII: n, u, w</td>
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<tr>
<td>5</td>
<td>5</td>
<td>Midterm Review</td>
<td>Foundations of O&amp;M (3rd Ed.) Vol. 2 Ch. 19 – Teaching Orientation and Mobility to Students with Cognitive Impairments and Vision Loss Ch. 20 – Teaching Orientation and Mobility to Students with Cortical Visual Impairment</td>
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<td>I: a, g V: a, d, e VI: a, d, e, f VIII: m</td>
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<tr>
<td>6</td>
<td>6</td>
<td>Module</td>
<td>Foundations of O&amp;M (3rd Ed.) Vol. 1 Ch. 10 – Orientation Aids for Students with Vision Loss</td>
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<td>I: e, f, g II: d, e III: i, j V: d VI: a, b, c, d, e, f VII: b, c, d, h, i VIII: d, m IX: g, n, u, z</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>Module</td>
<td>Foundations of O&amp;M (3rd Ed.) Vol. 2 Ch. 11 – Teaching the Use of Orientation Aids for Orientation and Mobility Ch. 13 – Teaching the Use of Transportation Systems for Orientation and Mobility</td>
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<td>VI: f VIII: i, n IX: c, d XI: f</td>
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<tr>
<td>8</td>
<td>8</td>
<td>Midterm Review</td>
<td>Foundations of O&amp;M in the Schools: An Instructor’s Companion Ch. 4 – The Individualized Education Program</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>VIII: k, l IX: n XI: c XII: f, g, h, i, j XIII: f, g</td>
</tr>
</tbody>
</table>
A student who does not attend class and/or show participation will be dropped from financial aid for that course. You must be present in class sessions in order to earn participation points. Participation points will not be awarded to students who listen to the recorded session only.

**A word about Brightspace/D2L and Zoom.** This class is dependent on the internet. You must be able to use the internet in order to obtain instructions on completing assignments, research assigned topics, submit assignments, take and submit exams, participate in class, and complete class and other activities as assigned. It is, therefore, essential that you not only have available reliable access to the internet, but also that you are comfortable in using it. Also, in order for you to be able to participate in the class, you will also need a dependable headphone/speaker set. Neither SFASU nor your instructor are responsible for solving technical problems which are not a product of the websites themselves. If you need technical assistance, please contact the Center for Teaching and Learning (ctl.sfasu.edu) at 936-468-1010. Issues specific to Brightspace/D2L may be resolved by calling 936-468-1919.

VI. READINGS

STUDENTS ARE RESPONSIBLE FOR OBTAINING THEIR OWN TEXTBOOKS. BOOKS SHOULD BE PURCHASED IN TIME TO HAVE THEM ON THE FIRST DAY OF CLASS.

Required Texts:


- Can be purchased from TSBVI by calling 512-206-9215 or online at [http://www.tsbvi.edu/taps](http://www.tsbvi.edu/taps)


ISBN 978-0-89128-391-1

**QClassroom Statement:**

This course uses the QClassroom data management system (which will be replacing our use of LiveText) 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. Support emails will come from qclassroom@sfasu.edu.
VII. COURSE EVALUATIONS

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

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

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

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

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

VIII. Student Ethics and Policy

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
https://www.sfasu.edu/docs/policies/6.3.pdf.

Academic Accommodations 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 room 325, 936-468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodations 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/.

Appeal Procedure Relating to the Provision of Accommodations for Students with Disabilities, Policy 6.6
https://www.sfasu.edu/docs/policies/6.6.pdf
Class Attendance, Policy 6.7
Students are expected to attend all classes, laboratories, and other class-related activities on a regular and punctual basis. Attendance policies will be stated in the course syllabus. For those classes where attendance is a factor in the course grade, an accurate record of attendance will be maintained.

Absences
At the discretion of the instructor, students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. When possible, students should notify their instructors in advance about absences. Students are responsible for providing documentation in a timely manner to the instructor for each absence. The instructor determines whether such documentation is satisfactory. Students missing classes, other than for university-sponsored trips, should contact the Office of Student Rights and Responsibilities (OSRR) and request that an absence notification be sent to the instructor(s). The notification is not an excuse and is not evaluated by OSRR. The notification is only provided as a courtesy to the student and the student's instructor(s). If participating in university-sponsored events, announcements in mySFA may constitute official notification. Faculty members sponsoring activities that require their students to be absent from other classes must submit to the provost and vice president for academic affairs an explanation of the absence, including the date, time, and an alphabetical listing of all attending students. If approved by the provost and vice president for academic affairs, this information will be posted on mySFA. Whether absences are excused or unexcused by the instructor, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for absences equaling no more than 15% of the scheduled course meeting time for the term, depending on the nature of the missed work. The timeline for completing make-up work will be determined by the instructor.

FOR THIS CLASS: You are expected to attend all class meetings. Students may receive excused absences for illness and family emergencies, but must present written documentation for such absence (i.e., doctor's note, emergency room admissions, funeral notices).

Code of Student Conduct and Academic Integrity, Policy 10.4
The code of Student Conduct and Academic Integrity (https://www.sfasu.edu/docs/policies/10.4.pdf) 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 oneself, 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 resumes; 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.

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

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

Other SFA Policy Information
https://www.sfasu.edu/policies

IX. Resources

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
936-468-7249
dos@sfasu.edu

SFASU Counseling Services · www.sfasu.edu/counselingservices

SFASU Human Services Counseling Clinic · www.sfasu.edu/humanservices/139.asp
Human Services Room 202 · 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)
Crisis Text Line: Text HELLO to 741-741

X. Other Relevant Course Information:

Caveat:
The above schedule and procedures in this course are subject to change in the event of extenuating circumstances.

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

Course Links: Visual Impairment program page
http://www.sfasu.edu/edstudies/academics/certification-prep/teacher-visual-impairments

Orientation & Mobility program page
https://www.sfasu.edu/edstudies/academics/certification-prep/orientation-mobility-cert
<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTIVITY: Include brief description of teaching, misc., observations, etc.</th>
<th>TIME</th>
<th>COMS Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>EX: 9/30/20</td>
<td>EX: <em>Observation of semi-business route from home to grocery store</em></td>
<td>EX: 90 min</td>
<td>EX: HRM</td>
</tr>
</tbody>
</table>

TOTAL TIME:
<table>
<thead>
<tr>
<th>Criteria</th>
<th>EXEMPLARY – 3 points</th>
<th>ACCEPTABLE – 2 points</th>
<th>UNACCEPTABLE – 1 point</th>
<th>NOT ADDRESSED 0 points</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAAFP STATEMENT</td>
<td>PLAAFP STATEMENT thoroughly reflects areas of need addressed in the O&amp;M Evaluation AND indicate reasons these areas need to be addressed (to travel safely, is age appropriate, etc.)</td>
<td>PLAAFP STATEMENT reflects areas of need addressed in the O&amp;M Evaluation but does not indicate reasons these areas need to be addressed (to travel safely, is age appropriate, etc.)</td>
<td>PLAAFP STATEMENT does not adequately reflect areas of need addressed in the O&amp;M Evaluation nor indicates reasons these areas need to be addressed (to travel safely, is age appropriate, etc.)</td>
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<tr>
<td>WRITTEN GOALS</td>
<td>Goal has all three criteria clearly stated: observable, measurable, having specific focus.</td>
<td>Goal has two of the three criteria adequately stated: observable, measurable, having specific focus.</td>
<td>Goal has only one of the criteria stated: observable, measurable, having specific focus.</td>
<td></td>
<td></td>
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<tr>
<td>SUPPORTING DOCUMENTATION</td>
<td>Goal addresses the child's needs, is tied to the assessment, and identified in the PLAAFP.</td>
<td>Goal addresses the child's needs, but is not accurately tied to the assessment and/or identified in the PLAAFP.</td>
<td>Goal minimally addresses the child's needs, and/or is not tied to the assessment and/or identified in the PLAAFP.</td>
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<td></td>
</tr>
<tr>
<td>4 COMPONENTS OF A GOAL</td>
<td>Goal thoroughly includes the following: behavior to be measured, criterion, conditions, timeframe</td>
<td>Goal omits one essential component from the following: behavior to be measured, criterion, conditions, timeframe</td>
<td>Goal omits two essential components from the following: behavior to be measured, criterion, conditions, timeframe</td>
<td></td>
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</tr>
<tr>
<td>WRITTEN OBJECTIVES</td>
<td>All 3 objectives are observable, measurable and are tied to the goal.</td>
<td>2 or more of the objectives are observable, measurable and are tied to the goal.</td>
<td>Only 1 objective that supports the goal, or no objectives included.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMPONENTS OF THE OBJECTIVES</td>
<td>Objectives include the following components: behavior to be measured, criterion, conditions.</td>
<td>Objectives include 2 of the following components: behavior to be measured, criterion, conditions</td>
<td>Objectives include 1 of the following components: behavior to be measured, criterion, conditions.</td>
<td></td>
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</tbody>
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| Overall Score | 18-15 | 14-12 | 11 or below | Total: |