I. Course Description

Graduate Bulletin Description: SPED 5600 Clinical Practice in Orientation and Mobility (6 credit) is the first practicum course in the O&M program. This course provides the student with the opportunity to study and practice the skills and concepts needed by individuals who are blind or visually impaired to safely travel in all environments. More specifically, this course covers an analysis and implementation of those skills, techniques and principles that enable the person who is visually impaired to move independently throughout familiar and unfamiliar environments with safety and efficiency.

Course Delivery Model: Students will participate in seminar discussions in a face-to-face format for 6 weeks followed by online classes via zoom once a week for 2.5 hours, as well as complete 60 hours of one-to-one blindfold simulation training under the instruction of a Certified Orientation and Mobility Specialist (COMS). The blindfold simulation is scheduled at various times with the COMS instructor. Each student will demonstrate the required skills and will be evaluated by his or her assigned COMS using an Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) Competency Checklist and the ACVREP Supervisor Checklist. Your COMS instructor will be either your course instructor, a qualified faculty member from the O&M program, or outside COMS hired by the university and selected by the O&M program. Blindfold simulation will take place on campus, in Lufkin, Nacogdoches and Tyler. Students need to provide their own transportation to Lufkin and Nacogdoches; transportation for the Tyler trip will be provided by the program/university. As well, the course requires 20 hours of observation of other students during blindfold simulation. The SPED 5600-641 course instructor will visit with COMS instructors weekly regarding student progress.

Course Justification: Three hours of this course will take place under blindfold for O&M cane instruction. The other three hours of this course will be in a classroom setting for the 6 weeks you are on campus and via Zoom for the remainder of the semester. The classroom part of the course requires 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.
II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes)

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 course and our program as a whole. We make every effort to ensure that this course (and all other vision courses) is solidly grounded in the realities of practice. It is intended to be a pragmatic, practical course 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 the Perkins College of Education are:
• Academic excellence through critical, reflective, and creative thinking
• Life-long learning
• Collaboration and shared decision-making
• Openness to new ideas, to culturally diverse people, and to innovation and change
• Integrity, responsibility, diligence, and ethical behavior, and
• Service that enriches the community.

This 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 course 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 (AERBVI), and one intention of this course is to provide you the skills to lead others to embrace these principles.

Program Learning Outcomes: Orientation & Mobility
The following is a list of desired Program Learning Outcomes (PLOs) in which data will be collected for TracDat throughout the program. An asterisk denotes that PLO will be addressed during ORMO 4600.

Program Outcome #1 O&M Skills and Strategies*
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 orientation and mobility evaluations and program development.

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

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

PLO #1 will be the main focus of this introductory course. General topics in other PLOs will be addressed and discussed during class time, work in the community (on the street), observation of instruction, and skill practice under blindfold.

Student Learning Outcomes: Orientation & Mobility
SLO TracDat ASSESSMENT PLAN
Method of Assessment # 1 – Skills and Strategies
1.1 Candidates will demonstrate basic guide techniques and cane skills for orientation and mobility while under blindfold in a variety of settings. Candidate will be evaluated by Certified Orientation and Mobility Specialist (COMS) supervisors using the ACVREP Competency Checklist Rubric in which they clearly demonstrate the orientation and mobility skills. Candidate will be rated on a scale from 1-3, where 3 is exemplary.

The simulation training and material covered in this course will be structured in order for the students to develop competencies in the following:

- Methods and systems of independent travel utilized by the visually impaired person **
  - (ACVREP Domain 3, AER Standard VIII)
- The history and development of Orientation and Mobility in the U.S. and other countries
  - (ACVREP Domain 1, AER Standard X)
- Personal experience and competency development in the utilization of a human guide **
  - (ACVREP Domain 3, AER Standard VIII)
- Independent cane skills in familiar and unfamiliar indoor environments **
  - (ACVREP Domain 3, AER Standard VIII)
- Independent cane skills in familiar and unfamiliar residential, business, and major metropolitan environments **
  - (ACVREP Domain 3, AER Standard VIII)
- Methods of recovery, maintaining orientation, and problem-solving **
  - (ACVREP Domain 3, AER Standard VIII)
- Basic knowledge of kinesiology in relation to developing independent O&M skills
  - (ACVREP Domain 9, AER Standard II)
- Basic knowledge of perception and locomotion in independent travel
  - (ACVREP Domain 9, AER Standard II)
- Utilizations of the other senses during independent cane travel **
  - (ACVREP Domain 9, AER Standard II)
- Types of canes and desirable characteristics
  - (ACVREP Domain 1, AER Standard VII)

Student Learning Outcomes will be measured through instructor (COMS) observation of the student’s demonstration of skills which will be assessed using the ACVREP Skills Rubric and through course examinations. The above seeks to align the differing standards of the national certification body (ACVREP) and the professional organization that sets curricular standards and reviews and provides accreditation for program in O&M. For additional information on meaningful and measurable learning outcomes see the assessment resource page [http://www.sfasu.edu/assessment/index.asp](http://www.sfasu.edu/assessment/index.asp)

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

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

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

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

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

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

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

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

1. Critical Thinking Skills - Description indicates how students will be instructed in critical thinking skills: to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information; and how students will apply, demonstrate, or practice critical thinking skills to include
each of the aforementioned activities. **FOR THIS COURSE:** This will be developed and practiced through O&M skills while under blindfold in settings requiring evaluation of non-visual information and settings in the crossing of streets and in orientation and recovery techniques.

2. **Communication Skills** - Description indicates how students will be instructed in Communication Skills to include effective development, interpretation, and expression of ideas through written, oral, and visual communication, and how students will apply, demonstrate, or practice the aforementioned skills. **FOR THIS COURSE:** Students will be able to develop a detailed and clearly articulated notebook of the O&M skills taught throughout the course that includes skills, instructional techniques and modifications to fit specific populations (persons with disabilities, aging, etc).

3. **Personal Responsibility** - Description indicates how students will be instructed in personal responsibility to include the ability to connect choices, actions, and consequences to ethical decision-making, and how students will apply, demonstrate, or practice the aforementioned skills. **FOR THIS COURSE:** Students will be required to meet all classroom and individualized instructional meetings in Nacogdoches, Tyler, and Lufkin.

4. **Social Responsibility** - Description indicates how students will be instructed in intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities, and how students will apply, demonstrate, and practice the aforementioned skills. **FOR THIS COURSE:** Students will be assessed on professionalism in class and in the community while practicing skills under blindfold at SFASU and in Nacogdoches, Lufkin and Tyler.

5. **Empirical and Quantitative Skills** - Description indicates how students will be instructed in the manipulation and analysis of numerical data and observable facts resulting in informed conclusions, and how students will apply, demonstrate, and practice the aforementioned skills. **FOR THIS COURSE:** Students will be expected to develop the skills of conducting and recording observations, and use that information to draw conclusions about skill performance.

6. **Teamwork** - Description indicates how students will be instructed in the ability to consider different points of view and to work effectively with others to support a shared purpose or goal, and how students will apply, demonstrate, and practice the aforementioned skills. **FOR THIS COURSE:** Students will work collaboratively on activities with other students and blindfold instructors by reviewing experiences, debriefing and reviewing performance and skills taught.

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 –

Curricular Standards: 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 addressed the following AER Standards through reading, practice, didactic instruction, and written assessment: I-e, g, II-a, c, d, e, g, h, III-b, e, h, i, IV-b, f, V-a, VI-b, c, VII-a, VIII-a, b, c, d, e, f, g, h, j, m, IX-a, b, d, e, i, j, k, p, v, w, x, z, X-a, b, c, d, e, g, h, XI-b, c, f, g, h, XII-c, d and XIII-b, d, e, p, u, v, w, x, y, z, aa-kk.

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

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

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

This course specifically addresses the following ACVREP Domains through reading, practice, didactic instruction, and written assessment: 1, 3, 6, 7, 8, 9, 11, 12, 13

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

Course Requirements:

Didactic Course Requirements. This class meets face to face (beginning June 5 through the week July 14) and online via ZOOM, from (July 17 - Aug 5) once per week. Class meetings will be on Monday afternoons from 2:30 to 5:30 pm. Class attendance is mandatory. It is expected that students will have read assignments PRIOR to class and be prepared to participate. The didactic portion will include lecture, class discussions and activities regarding readings from the Foundations of Orientation and Mobility textbook (Wiener, et al, 2010), as well as review and demonstration of skills taught during the simulation blindfold training.

Simulation (Blindfold) Training. This class requires 60 hours of blindfold/simulation training. All lessons will be carried out under the direct one-to-one supervision of an Academy Certified O&M Specialist (COMS). Your COMS instructor will be either your course instructor, a qualified faculty member from the O&M program, or outside COMS hired by the university and selected by the O&M program. Students will be assessed using the ACVREP Competency Checklist Rubric (Appendix 6) worth 100 points and Supervisor Evaluation Rubric (Appendix 5) worth 50 points for a combined total of 150 possible points. Rubrics are scored by the supervising COMS instructor. The Supervisor Evaluation Rubric assesses willingness, attitude, and improvements. The ACVREP Competency Checklist Rubric assesses O&M skills demonstrated under blindfold. Students are responsible for participating in simulation lessons and learning all skills under blindfold; these skills will be discussed and reinforced during face-to-face didactic course meetings. Blindfold lessons will begin the week of June 5 and continue through July 14. The COMS instructor assignments will be determined during the first class meeting on June 5th. It is up to the student to make alternate arrangements with his or her appointed COMS if they will be absent for any lessons. Simulation lessons are conducted in Nacogdoches and Lufkin. Students are responsible for their transportation to these locations. One day of simulation lessons will be conducted in Tyler, TX;
transportation will be provided for this and students are responsible for bringing money for lunch. Students who do not complete simulation/blindfold training may be dropped from the course or required to retake the course or an equivalent course alternative. Completion of hours for this course will be submitted via LiveText/Watermark in the Field Experience Module (FEM).

Assignments:
1. **Observations** (Core Curriculum Standards: Critical Thinking, Empirical and Quantitative, and Personal Responsibility). You are required to observe 10 lessons of other students during their simulation training. Three observations should take place in the indoor environment, three in the residential environments, and four in the business environments, with the exclusion of independent routes and the day of lessons in Tyler. Observation forms (Appendix 2) are provided and will be submitted at three appointed times throughout the course via D2L Dropbox. These observations will be used to complete the O&M Evaluation assignment. The observations are worth 10 points each for a total value of 100 points.

2. **O&M Evaluation** (Core Curriculum Standards: Critical Thinking and Communication). At least three appointed times throughout the course, students will be required to submit portions of an O&M evaluation using the template that is provided by the instructor in the course D2L page. Students will use the observations, described in the previous paragraph, as the foundation to write the evaluation. Evaluations will be submitted via D2L Dropbox three appointed times throughout the course. The first two submissions will be reviewed and returned for corrections. The first two submission will be worth 20 points each. The final submission will be graded for credit using the O&M Evaluation Report rubric (Appendix 3). This assignment is worth a total of 100 points.

3. **Skills Notebook** (Core Curriculum Standards: Communication and Teamwork). Students will create a notebook of the O&M skills and techniques taught throughout the course. A notebook outline is provided to guide the development of the notebook (Appendix 1). The notebook is divided into the following sections: Indoor & Basic Skills, Residential Skills, Business skills, Rural Travel and Miscellaneous. The notebook will be collected three times throughout the course. The notebook submissions may be submitted via D2L Dropbox. Two submissions of the notebook will be reviewed and returned for corrections. The final submission will be graded for credit, with the total assignment worth 300 points.

4. **Multicultural Paper** (Core Curriculum Standards: Critical Thinking and Communication) Students will be assigned a country from chapter 15 volume 1 of *Foundations of Orientation and Mobility* (Weiner, et al, 2010), and will be required to write a paper concerning the country’s culture and past/present orientation and mobility services. The students will use the textbook and peer reviewed materials to complete the assignment. Details will be provided by the instructor in class didactic and D2L. The paper will be graded using the Multicultural Paper rubric (Appendix 8), worth 100 points.

5. **Exams** (Core Curriculum Standards: Critical Thinking and Communication) Students will be required to complete three (3) exams (each worth 200 points) Exam one will cover information provided through readings, didactic class discussion, D2L Module 1 and indoor skills/techniques, Exam 2 will cover information provided through readings, didactic class discussion, D2L Module 2 and residential skills/techniques and Exam 3 will cover information provided through readings, didactic class discussion, D2L Module 3 and business skills/techniques. Exam 1, 2 and 3 will be completed by the students remotely during a four-day window.

6. **Class attendance** and participation lead to student learning and good grades. The class will meet 6 times face to face and 4 times over Zoom. Each student will be awarded 30 points for attendance and participation. Students who miss class without a valid and documented excuse will be docked one point from their attendance grade for each absence.
7. **Other assignments** include 10 discussion topics (10 points for each), a syllabus quiz (10 points), questions over the ACVREP website (20 points), and possible extra credit opportunities.

**Class preparation:**
You are expected to come to class prepared for discussion and activities. Students should have completed readings prior to class. Please have assignments completed and materials (if applicable) read prior to attending class. Chapters from the text, as well as skills learned during simulation lessons, will be covered on the exams. You are expected to take part in all class activities including discussions, demonstrations, small group assignments, etc. This is a rigorous class that covers an enormous quantity of material. You cannot afford to get behind with your assignments.

**Class participation:**
The primary methods of instruction for the didactic portion of this class revolve around discussion, questioning, and participation by the class member. The simulation blindfold training portion of this class revolves around participation in carrying out orientation and mobility skills and techniques taught while under blindfold.

- Appropriateness of participation in class discussions.
- Willingness to answer questions.
- Evidence of critical thinking and creativity during class discussions and activities.
- Demonstration of good “consulting skills” (e.g. politeness, manners, diplomacy, etc.)
- Display of a positive attitude toward the subject material, class activities, etc.

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

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

**IV. Evaluation and Assessments.** Grades will be based on the following:

1. Exam I 100 pts
   - ACVREP Domain 1; AER Standard I-g, VIII-a,b,c,e,f,g, X- a,b,c,d,g,h, XII-d, XIII-b,d,e)
2. Guide Techniques, Indoor skills and reading assignments
3. Exam II 100 pts
4. ACVREP Domains 1, 3; AER Standards II-a,c,d,e,g,h, III-b,e,h, IV-f, VI-b, VII-a,d, VIII-b,c,e,f,g,h, IX-z). Residential skills and reading assignments
5. Exam III 100 pts (ACVREP Domains 1, 3; AER Standards I-e, II-a, IV-b, V-a, VIII-f,g, IX-a,b,e,v,x). Business skills and reading assignments
6. Final Exam 200 pts (ACVREP Domains 1, 3; AER Standards All from Exam I, II & III)
   a. Cumulative: Indoor, residential, and business skills, and reading assignments
7. Notebook* 300 pts (ACVREP Domains 6, 7, 8; AER Standards VIII-m, IX-d, XI-b,h, XIII-u,v,w,x,y,z, aa- kk).
   - Notebook outline is attached at the end of the syllabus (Appendix 1), graded based on completed requirements and knowledge of O&M skills and techniques
8. Blindfold** 150 pts (ACVREP Domain 3; AER Standard VII-a,VIII- a,b,c,d,e,f,g,h,j, IX-i,j,k, XIII-p) Graded based on demonstration of O&M skills and techniques, and performance; Supervisor Evaluation Rubric (50 points) and ACVREP Skills Rubric (100 points) are attached at the end of
the syllabus (Appendix 5 & 6)
9. Observations 100 pts (ACVREP Domain 4; AER Standards II-c,d,g, VIII-a,b,c,e,f,g,h,j, IX-p)
   Observation form is attached at the end of the syllabus (Appendix 2)
10. O&M Evaluation 150 pts (ACVREP Domain 4; AER Standards II-c,d,g, VIII-a,b,c,e,f,g,h,j, IX-p)
    O&M Evaluation Report rubric is attached at the end of the syllabus (Appendix 3)
11. Multicultural Paper 100 pts (ACVREP Domain 11; AER Standards III-i, X-a,d,e,g,h, XI-b,f, XII-c,d)
    a. Graded based on completeness, content and APA format; Multicultural Paper
    b. Rubric (Appendix 8)
12. Class attendance and participation 30 pts
13. Class Discussion Board 100 pts (ACVREP Domains 1, 3, 11, 13; AER Standards VIII-m, IX-d, XI-b,h, XIII-u,v,w,x,y,z, aa-kk) ACVREP website questions (ACVREP Domain 1; AER Standards VIII-m, IX-d, XI-b,h, XIII-u,v,w,x,y,z, aa-kk)
14. Syllabus Quiz
15. Extra Credit TBD

**Late Assignments**: *Five points will be deducted from all assignments for every day it is late past the due date unless I have extended the due date. **The blindfold grade is not only based on your performance under blindfold but also on attitude, effort, observations, attendance and punctuality for seminars and blindfold lessons, etc. Two rubrics are used to obtain the score.***
***YOU MUST RECEIVE A GRADE OF “B” OR HIGHER TO BE RECOMMENDED FOR the next O&M course in the sequence.*

V. Tentative Course Outline/Calendar

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

**Simulation/Blindfold Training TBD: Individualized Lessons with Varied COMS Instructors**
## TENTATIVE CLASS SCHEDULE – SUMMER 2023 (subject to change)

**Mondays 2:30 to 5:30 pm**

**First meeting- Monday May 22 8:00 to 9:00 pm**

*Items in RED will be for a grade.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics for Class</th>
<th>Assignments/Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1-May</strong></td>
<td><strong>Asynchronous-on your own</strong></td>
<td><strong>Discussion Post 1 –Introduction Due 5/23</strong>&lt;br&gt;<strong>Reading assignments:</strong>&lt;br&gt;<strong>Foundations Vol.1 Chapter 13, 14, 15</strong></td>
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<tr>
<td><strong>Week 2-May 16</strong></td>
<td><strong>Asynchronous-on your own</strong></td>
<td><strong>Syllabus Quiz – due by 5/23</strong>&lt;br&gt;<strong>Video Reflection- The Long Cane</strong>&lt;br&gt;<strong>Reading assignments:</strong>&lt;br&gt;<strong>Foundations Vol.1 Chapter 13, 14, 15</strong></td>
</tr>
<tr>
<td><strong>Week 3-May 23</strong></td>
<td>8:00 -9:00 pm Zoom Meeting</td>
<td><strong>Discussion Post 2- Due 5/30</strong>&lt;br&gt;<strong>Reading assignments:</strong>&lt;br&gt;<strong>Foundations Vol. 1, Ch. 13, 14, 15</strong></td>
</tr>
<tr>
<td><strong>Week 4-May 30</strong></td>
<td><strong>Asynchronous- on your own</strong></td>
<td><strong>Discussion Post 3- Due 6/6</strong>&lt;br&gt;<strong>Reading assignments:</strong>&lt;br&gt;<strong>Foundations Vol. 1, Ch. 13, 14, 15</strong></td>
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<tr>
<td><strong>Week 5-June 6</strong></td>
<td><strong>Face to Face Class ECRC RM 219 5:00-7:30 pm</strong></td>
<td><strong>Discussion Post 4- Due 6/13</strong>&lt;br&gt;<strong>Begin Notebook- Indoor Skills</strong>&lt;br&gt;<strong>Reading Assignments:</strong>&lt;br&gt;<strong>Fazzi &amp; Barlow – Chapters 3</strong></td>
</tr>
<tr>
<td><strong>Week 6- June 13</strong></td>
<td><strong>Face to Face Class ECRC RM 219 5:30-7:30 pm</strong></td>
<td><strong>Discussion Post 5- Due 6/20</strong>&lt;br&gt;<strong>Notebook- Indoor Skills – Due 6/20</strong>&lt;br&gt;<strong>Reading Assignment:</strong>&lt;br&gt;<strong>Fazzi &amp; Barlow-Ch. 5- Cane Techniques</strong></td>
</tr>
<tr>
<td><strong>Week 7- June 20</strong></td>
<td><strong>Face to Face Class ECRC RM 219 5:30-7:30 pm</strong></td>
<td><strong>Indoor Skills: Notebook, Observations, Evaluation Due 6/24</strong></td>
</tr>
<tr>
<td><strong>Week 8 – June 27</strong></td>
<td><strong>Face to Face Class ECRC RM 219</strong></td>
<td><strong>Exam 1 Indoor Skills  Open from 6/20-6/24</strong></td>
</tr>
<tr>
<td><strong>Week 2-May 16</strong></td>
<td><strong>Asynchronous-on your own</strong></td>
<td><strong>Discussion Post #6 Due 7/4</strong>&lt;br&gt;<strong>Multicultural Paper Due 7/4</strong>&lt;br&gt;<strong>Residential Skills- Begin Notebook</strong>&lt;br&gt;<strong>Reading assignments:</strong></td>
</tr>
</tbody>
</table>

**Reading assignments:**

1. Review syllabus
2. Review D2L
3. Watch History of O&M video in Module 1
4. Watch The Long Cane (Part 1 and 2)
5. Review- Ch. 13 PPT- Originators of O&M
6. Discussion Post 1 –Introduction
7. Reading assignments:
   - Foundations Vol.1 Chapter 13, 14, 15
8. Syllabus Quiz – due by 5/23
9. Video Reflection- The Long Cane
10. Reading assignments:
  - Foundations Vol.1 Chapter 13, 14, 15
11. Module 1 Review course syllabus and schedule Notebook/Observation Requirements
12. Discussion Post 2- Due 5/30
13. Reading assignments:
    - Foundations Vol. 1, Ch. 13, 14, 15
14. Module 1 Review Ch. 14 PPT- History of O&M
15. Review Ch. 15 PPT -Profession of O&M
16. Discussion Post 3- Due 6/6
17. Reading assignments:
    - Foundations Vol. 1, Ch. 13, 14, 15
18. Module 1 Ch. 3- Skills Discussion (Guide Techniques)
19. Make Canes & Meet your Blindfold Instructors!!
20. Discussion Post 4- Due 6/13
22. Reading Assignments:
    - Fazzi & Barlow – Chapters 3
23. Module 1 Ch. 4 & 5 Skills Review (Hand Trailng, Protective Techniques, Cane Skills- Indoor)
24. O&M Evaluations/Services Multicultural Paper Assignment
25. Discussion Post 5- Due 6/20
27. Reading Assignment:
    - Fazzi & Barlow-Ch. 5- Cane Techniques
28. Types of Canes ACVREP –Handout in class
29. Review for Exam 1
30. Indoor Skills: Notebook, Observations, Evaluation Due 6/24
31. Exam 1 Indoor Skills  Open from 6/20-6/24
32. Module 2-Residential Foundations Ch 1 &2-Perception and Locomotion, Establishing and Maintaining Orientation for Mobility
33. Discussion Post #6 Due 7/4
34. Multicultural Paper Due 7/4
35. Residential Skills- Begin Notebook
36. Reading assignments:
<table>
<thead>
<tr>
<th>Week 9- July 4</th>
<th>Module 2- Residential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holiday</td>
<td>Low Vision for O&amp;M - Fazzi &amp; Barlow - Ch. 10</td>
</tr>
<tr>
<td>Meet Thursday</td>
<td>Learning Theories-Teaching Methodologies.</td>
</tr>
<tr>
<td>July 7 Instead!!</td>
<td>Ch. 6 Skills- Block Travel</td>
</tr>
<tr>
<td>5:00-7:30 pm</td>
<td>Tyler Trip- July 8 (Tentative)</td>
</tr>
<tr>
<td></td>
<td>Discussion Post 7- Due 7/11</td>
</tr>
<tr>
<td></td>
<td>Residential Skills Notebook</td>
</tr>
<tr>
<td></td>
<td>Reading Assignments:</td>
</tr>
<tr>
<td></td>
<td>Foundations - Ch. 3, Ch. 7 pgs. 232-235</td>
</tr>
<tr>
<td></td>
<td>Fazzi &amp; Barlow- Ch. 6 &amp; 10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 10- July 11</th>
<th>Module 2- Residential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face to Face Class</td>
<td>Psychosocial Dimensions of O&amp;M</td>
</tr>
<tr>
<td>ECRC RM 219</td>
<td>Foundations, Ch. 6</td>
</tr>
<tr>
<td></td>
<td>Ch. 7- Skills Discussion-Street Crossings and Recovery</td>
</tr>
<tr>
<td></td>
<td>Discussion Post 8- Due 7/18</td>
</tr>
<tr>
<td></td>
<td>Reading Assignments:</td>
</tr>
<tr>
<td></td>
<td>Foundations Ch. 6</td>
</tr>
<tr>
<td></td>
<td>Fazzi &amp; Barlow Chapters 7</td>
</tr>
<tr>
<td></td>
<td>Residential Skills: -Notebook, Observations, O&amp;M Evaluation- Exam II</td>
</tr>
<tr>
<td></td>
<td>(open 7/15-7/18)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 11- July 18</th>
<th>Module 3- Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>ZOOM 5:00 – 7:30</td>
<td>Audition-Audiograms. Hearing Impairments</td>
</tr>
<tr>
<td></td>
<td>Intersection drill. Clock procedures for crossings.</td>
</tr>
<tr>
<td></td>
<td>Ch.8- Transportation Systems</td>
</tr>
<tr>
<td></td>
<td>Discussion Post 9- Due 7/25</td>
</tr>
<tr>
<td></td>
<td>Reading assignments:</td>
</tr>
<tr>
<td></td>
<td>Foundations Vol. 1, Chapter 4</td>
</tr>
<tr>
<td></td>
<td>Fazzi &amp; Barlow Ch.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 12- July 25</th>
<th>Module 3- Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>ZOOM 5:00 – 7:30</td>
<td>Kinesiology and Sensorimotor Function</td>
</tr>
<tr>
<td></td>
<td>Environmental Accessibility (Ch 11)</td>
</tr>
<tr>
<td></td>
<td>Ch. 9- Special Situations</td>
</tr>
<tr>
<td></td>
<td>Discussion Post 10- Due 7/25</td>
</tr>
<tr>
<td></td>
<td>Reading Assignments:</td>
</tr>
<tr>
<td></td>
<td>Foundations Vol. 1, Chapter 5 &amp; 11</td>
</tr>
<tr>
<td></td>
<td>Fazzi &amp; Barlow Chapters 9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Final Week-Aug 1</th>
<th>Module 3- Wrap Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>ZOOM 5:00 – 7:30</td>
<td>Miscellaneous content in d2.</td>
</tr>
<tr>
<td></td>
<td>Review for Exam 3</td>
</tr>
<tr>
<td></td>
<td>Exam III (Open 8/1-8/5)</td>
</tr>
<tr>
<td></td>
<td>Turn in all Work: Final Notebook, Final O&amp;M Evaluation, Final Observations</td>
</tr>
</tbody>
</table>

Grades based on completeness, content, and APA format; Multicultural Paper Rubric Attached at the end of the syllabus.

Total Possible Points: 1920

(90%-100%) 1720-1920 pts = A
(80%- 89%)  1540-1719 pts = B
(70%-79%)  1350- 1539 pts = C
(60%-69%)  1145- 1349 pts = D
Anything below 1145 = F

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

ISBN: 978-0-89128-684-4


Optional:

ISBN: 978-0-9821792-4-6

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

**If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu.** Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

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

**VII. Course Evaluations**
You will be given an opportunity to participate in a formal evaluation at the end of the semester. In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted. 100% participation is needed in the evaluation process.

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of 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.
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. Please, contact me with any problems or concerns you may have throughout the semester, do not wait until the end of the semester. I am committed to providing you all with a high-quality learning experience that is supportive as well as instructive. I ask that you not wait until the evaluation is due, please, let me know as soon as possible if you need assistance or clarification on anything so we can work together to resolve the issue or make accommodations if necessary.

Students will also be required to evaluate their “blindfold” COMS instructors at the end of the course. The evaluation rubric will be provided by the instructor toward the end of the semester and simulation blindfold training (Appendix 4). This is to ensure that we provide quality supervision and instruction in the simulation blindfold training through the Program Specialist we hire to assist with this portion of your training.

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

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

FOR THIS CLASS: Students are expected to attend all class meetings, activities, and blindfold lessons. Attendance will be taken each class day. 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). Students will be allowed one unexcused absence without penalty. After that, one letter grade will be subtracted from the final grade for each unexcused absence. Students must be in class to participate fully in the course. Prior notice of expected absences is required, especially if you must cancel a blindfold lesson—please inform your COMS instructor NO LESS than 45 minutes BEFORE your lesson is scheduled to begin. This is a courtesy to your instructor and to fellow students who may have planned to observe your lesson.

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

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**

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

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

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university. The academic policy related to the Visual Impairment Program is outlined in the 2019 Program Handbook.

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

**Student Appeals**

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

**Withheld Grades: Policy 5.5**

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

**Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.
Faculty and/or supervisors shall also attend to students’ professional behaviors in the end of semester feedback, which may influence the final grade at the discretion of the instructor/supervisor. Review attachment to determine the behaviors associated with professionalism, which provides an overview of expectations faculty have of/for all students. Attention to items referring to “dress” or “physical appearance” are reserved for students’ placement in practica and internship sites, in which student teaching and clinical service delivery to clients is required.

For this course, students must also adhere to the O&M Code of Ethics as it relates to:
1. Commitment to the Student
2. Commitment to the Community
3. Commitment to the Profession
4. Commitment to Colleagues and Other Professionals
5. Commitment to Professional Employment Practices

For this course, students’ disposition will be assessed by the instructor, using the Professionalism Assessment Instrument. This rubric will be used in conjunction with course work and attendance for advising and internship placement purposes. See Professionalism Assessment Instrument attached.

IX. Other Relevant Course Information:
Caveat:
The above schedule and procedures in this course are subject to change in the event of extenuating circumstances. The schedule of blindfold lessons, assignments, and readings are subject to change.
APPENDIX 1
SFASU – Orientation and Mobility
SPED 5600-
Methods and Materials Notebook

Requirements for O&M notebook:

* Use bullet points for procedures, techniques, and methods, not narrative (it will be easy to refer to and refresh your memory when you need it in the future).

* Insert pictures taken of you or others (with permission) to demonstrate technique. Minimum number of photos is 15.

* For your notebook cover page, insert a picture of you and your cane instructor. Be as creative as you want.

* Number the pages.

* Submit in Word in your choice of font, at least 14 pt. (can be larger if you wish).

* Include a table of contents that has the correct page numbers for the skill (wait until you finish the final project before you put the page numbers on the table of contents.

* Remember, you WILL use this notebook in the future. Use language that is understandable to you and that will be helpful to the future YOU.

A. Indoor and Basic Skills Section

1. Basic Guide Technique(s) modifications
   a. Basic Guiding Procedures
   b. Narrow Passageways
   c. Transferring Sides
   d. Reversing Directions
   e. Temporary Change
   f. Entering/Exiting doors
   g. Ascending/Descending Stairs
   h. Modifications for students with low vision
   i. Teaching Suggestions/Observations

2. Protective techniques
   a. Trailing
   b. Upper Hand and Forearm
   c. Lower Hand and Forearm
   d. Direction Taking
   e. Squaring Off
   a. Modifications for students with low vision
   f. Teaching Suggestions/Observations

3. Indoor Orientation/Room Familiarization
   a. Whole Method
   b. Part Method
   c. Compass Directions
   d. Landmarks
   e. Clues
f. Search Patterns: Locating Dropped/Desired Objects
g. Seating
h. Indoor Numbering Systems
i. Modifications for students with low vision
j. Teaching Suggestions/Observations

4. Cane Techniques
   b. Proper Cane Length
c. Carrying the Cane with a Human Guide
d. Diagonal Technique
e. Diagonal Trail Technique
f. Touch Technique
g. Touch Trail
h. Constant Contact
   i. Locating Dropped Articles with the cane
   j. Stairs with a Cane (ABC method and modifications)
k. Modifications for students with low vision

B. Residential Section
   1. Introduction to outdoor travel
   2. Sidewalk travel – techniques and procedures
      3. Sidewalk recovery
         i. Checking Procedure
         ii. TAPIN (SFA developed)
            -Toward the parallel street
            -Away from the parallel street
            -Plow through
            -In the street
            -New route
   4. Verifying proper direction of travel
   5. Turning at corners
   6. Traveling around a block
   7. Residential street crossings
      i. Introduction
      ii. Teaching Sequence
      iii. Alignment
      iv. Recovery techniques
   8. Residential curb travel
   9. Residential route planning
   10. Modifications for students with low vision

C. Business Section
   1. Business sidewalk travel
   2. Turning at Corners
   3. Traffic light crossings
   4. Recoveries in the business environment
   5. Four-way stop signs
   6. Soliciting assistance
   7. Numbering systems
   8. Drop-off
   9. Travel inside stores
   10. Mall travel
   11. Escalators
   12. Revolving doors
13. Bus travel
14. Modifications for students with low vision

D. Rural Travel
1. Basic rural travel techniques/procedures
2. Railroad track crossings

E. Miscellaneous
1. Canes
2. University programs
3. Corners of intersection drill (handout)
4. Clock System (handout)
5. Personal management (eating procedure, etc…)
6. Kinesiology terms
7. White Cane Laws
8. Electronic mobility devices
9. APS
10. Dog guide programs and teaching the dog guide user
11. Low vision/O&M Assessments
12. Academy certification
APPENDIX 2
Stephen F. Austin State University
Orientation and Mobility
Observation Form

(Required: 3 observations for Indoor, 3 observations for Residential, and 4 observations for Business)

Name of observer:______________________________________________________

Name of student being observed:__________________________________________

Date of observation:______________________________________________________

Length of lesson:________________________________________________________

Lesson location and brief description:________________________________________

_____________________________________________________________________

Comments:
(Student attitude, skills being addressed, modifications, if the student was performing well or poorly, how
did you know?, student’s strengths and weaknesses? How did the instructor adapt to student’s strengths
and weaknesses? Did you note any textural or auditory information that helped or may have helped if
the student had recognized it?)
## APPENDIX 3
### O&M EVALUATION REPORT RUBRIC

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>3 Score</th>
<th>2 Score</th>
<th>1 Score</th>
<th>0 Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Background information</strong></td>
<td>Beginning of report provides all necessary information: Name, DOB, Referral Info, Assessments Conditions, Medical history, Dr, Diagnosis, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orientation (AER Standards II-b, c, d, &amp; g, V-a &amp; c, and XIII-d)</td>
<td>Includes; age or developmentally appropriate concepts and use of sensory information. Addresses both strengths and weaknesses. Assesses cognitive skills required for orientation.</td>
<td>Includes most age or developmentally appropriate concepts and use of sensory some information. Addresses either strengths or weaknesses. Assesses some cognitive skills required for orientation.</td>
<td></td>
<td></td>
<td>Orientation skills are omitted.</td>
</tr>
<tr>
<td>Mobility (AER Standards VII-a, VIII-a-j)</td>
<td>Includes evaluation of all age appropriate or developmentally guide and cane techniques, both indoor and outdoor evaluation and identifies strengths and weaknesses.</td>
<td>Includes evaluation of most guide and cane techniques that are age or developmentally appropriate, OR does not address both indoor and outdoor evaluation and identifies strengths or weaknesses.</td>
<td></td>
<td></td>
<td>Mobility skills are not addressed.</td>
</tr>
<tr>
<td>Recommendations (AER Standards IX-a, b, &amp; e)</td>
<td>Recommendations are based on information provided in the evaluation only. Addresses needs in a variety of settings (home, school, indoor,</td>
<td>Recommendations mostly based on information provided in the evaluation only. Addresses needs in 1 or more settings (home, school, indoor,</td>
<td>Recommendations only slightly based on information provided in the evaluation or not based on the evaluation at all. Does not address specific setting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Expression</td>
<td>Evaluation shows evidence of careful proof reading and editing. The evaluation is well constructed with fewer than 3 errors in spelling, grammar and syntax.</td>
<td>Evaluation shows evidence of proof reading and editing. The evaluation is presented in an organized manner with fewer than 5 errors in spelling, grammar and syntax.</td>
<td>Evaluation fails to show evidence of proof reading and editing. The evaluation is presented in a disorganized manner with more than 5 errors in spelling, grammar and syntax.</td>
<td>Checklist format</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>13-15</td>
<td>Exemplary</td>
<td>10-12</td>
<td>Acceptable</td>
<td>9 or below</td>
<td>Unacceptable</td>
</tr>
</tbody>
</table>
## COMS Instructor Evaluation

**ORMO 4600 and SPED 5600**
(completed by student being taught)

### Instructor’s Name: ________________________________

<table>
<thead>
<tr>
<th>Component</th>
<th>Above Average 3</th>
<th>Average 2</th>
<th>Below Average 1</th>
<th>Does Not Meet 0</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adheres to curricular lessons/skills</td>
<td>thoroughly completes all lessons, student being taught comprehensively develops skills</td>
<td>adequately completes lessons, student being taught adequately develops skills</td>
<td>rushes and finishes all lessons early, student being taught inadequately develops skills</td>
<td>did not complete lessons/skills</td>
<td></td>
</tr>
<tr>
<td>Enhances student learning</td>
<td>extensively shares “real world” experiences, modifications of O&amp;M skills</td>
<td>adequately shares “real world” experiences, modifications of O&amp;M skills</td>
<td>minimally shares “real world” experiences, modifications of O&amp;M skills</td>
<td>fails to share “real world” experiences, modifications of O&amp;M skills</td>
<td></td>
</tr>
<tr>
<td>Attitude</td>
<td>provides positive feedback throughout training</td>
<td>provides mostly positive feedback throughout training</td>
<td>provides more negative than positive feedback throughout training</td>
<td>provides negative feedback throughout training</td>
<td></td>
</tr>
<tr>
<td>Punctuality and professional attendance</td>
<td>early to lessons, attends all lessons, or makes arrangements if absent (1 absences)</td>
<td>punctual to lessons, makes arrangements if absent (2-3 absences)</td>
<td>late to lessons, cancels often without making arrangements</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Professionalism</td>
<td>always respectful</td>
<td>mostly respectful</td>
<td>disrespectful</td>
<td>NA</td>
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</tbody>
</table>
## O&M Supervisor Evaluation Rubric

(AER Standards: X-f, XI-c, XIII-a, l, m)

### Student’s Name: _________________________________________________________

### Faculty/Instructor Responsible for Collection: ______________________________

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary</th>
<th>Acceptance</th>
<th>Unacceptable</th>
<th>Not Attempted</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Willingness</strong></td>
<td>Student was willing to attempt every skill/route without hesitation</td>
<td>Student was willing to attempt every skill/route minimal hesitation</td>
<td>Student was willing to attempt every skill/route considerable hesitation</td>
<td>Student was unwilling to attempt some or all of the skill/routes</td>
<td></td>
</tr>
<tr>
<td><strong>Attitude</strong></td>
<td>Student’s attitude was positive throughout the training process.</td>
<td>Student’s attitude was mostly positive throughout the training process.</td>
<td>Student’s attitude was poor throughout the training process.</td>
<td>Student’s attitude was negative throughout the training process.</td>
<td></td>
</tr>
<tr>
<td><strong>Progression</strong></td>
<td>Student showed progress from lesson to lesson, by applying already taught skills; Especially when challenged in a certain area.</td>
<td>Student showed progress from lesson to lesson, by applying already taught skills with minimal amount of prompting.</td>
<td>Student maintained basic travel abilities without progressing throughout the training process.</td>
<td>Student’s travel abilities regressed throughout the training process. Study was unable to apply skills.</td>
<td></td>
</tr>
<tr>
<td><strong>Plan Appropriate Lesson Based on a Given, Fixed Route.</strong></td>
<td>Student planned a thorough, appropriate lesson.</td>
<td>Student needed assistance or omitted some aspects of a thorough, appropriate lesson.</td>
<td>Student did not exhibit a full understanding of what encompasses planning a thorough, appropriate lesson.</td>
<td>Student did not plan the lesson.</td>
<td></td>
</tr>
</tbody>
</table>

**APPENDIX 6**

ORMO 4600/SPED 5600 – SLO1.1, O&M TracDat – Demonstration of Skills - ACVREP Competency Checklist Rubric
The student will be able to demonstrate a functional knowledge of the following skills:
NA = Not Attempted

<p>| Category             | Exemplary 3 | Acceptable 2 | Unacceptable 1 | NA 0 | Score |
|----------------------|-------------|--------------|                |      |       |
| Human Guide          | Student was able to demonstrate this skill with no assistance. | Student was able to demonstrate this skill with minimal assistance. | Student was able to demonstrate this skill with considerable assistance. |      |       |
| Self-Protective Techniques | Student was able to demonstrate this skill with no assistance. | Student was able to demonstrate this skill with minimal assistance. | Student was able to demonstrate this skill with considerable assistance. |      |       |
| Locating Dropped Objects | Student was able to demonstrate this skill with no assistance. | Student was able to demonstrate this skill with minimal assistance. | Student was able to demonstrate this skill with considerable assistance. |      |       |
| Trailing             | Student was able to demonstrate this skill with no assistance. | Student was able to demonstrate this skill with minimal assistance. | Student was able to demonstrate this skill with considerable assistance. |      |       |
| Squaring Off         | Student was able to demonstrate this skill with no assistance. | Student was able to demonstrate this skill with minimal assistance. | Student was able to demonstrate this skill with considerable assistance. |      |       |
| Cane Techniques      | Student was able to demonstrate this skill with no assistance. | Student was able to demonstrate this skill with minimal assistance. | Student was able to demonstrate this skill with considerable assistance. |      |       |
| Soliciting/Declining Assistance | Student was able to demonstrate this skill with no assistance. | Student was able to demonstrate this skill with minimal assistance. | Student was able to demonstrate this skill with considerable assistance. |      |       |
| Following Directions | Student was able to demonstrate this skill with no assistance. | Student was able to demonstrate this skill with minimal assistance. | Student was able to demonstrate this skill with considerable assistance. |      |       |
| Utilizing Landmarks   | Student was able to demonstrate this skill with no assistance. | Student was able to demonstrate this skill with minimal assistance. | Student was able to demonstrate this skill with considerable assistance. |      |       |</p>
<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary 3</th>
<th>Acceptable 2</th>
<th>Unacceptable 1</th>
<th>NA 0</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Search Patterns</td>
<td>Student was able to demonstrate this skill with no assistance.</td>
<td>Student was able to demonstrate this skill with minimal assistance.</td>
<td>Student was able to demonstrate this skill with considerable assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compass Directions</td>
<td>Student was able to demonstrate this skill with no assistance.</td>
<td>Student was able to demonstrate this skill with minimal assistance.</td>
<td>Student was able to demonstrate this skill with considerable assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Route Planning</td>
<td>Student was able to demonstrate this skill with no assistance.</td>
<td>Student was able to demonstrate this skill with minimal assistance.</td>
<td>Student was able to demonstrate this skill with considerable assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis &amp; Identification of intersections &amp; Traffic Patterns</td>
<td>Student was able to demonstrate this skill with no assistance.</td>
<td>Student was able to demonstrate this skill with minimal assistance.</td>
<td>Student was able to demonstrate this skill with considerable assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of Traffic Control Devices</td>
<td>Student was able to demonstrate this skill with no assistance.</td>
<td>Student was able to demonstrate this skill with minimal assistance.</td>
<td>Student was able to demonstrate this skill with considerable assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Street Crossings</td>
<td>Student was able to demonstrate this skill with no assistance.</td>
<td>Student was able to demonstrate this skill with minimal assistance.</td>
<td>Student was able to demonstrate this skill with considerable assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Techniques for traveling in the following environments: indoor, outdoor, small &amp; large business districts, mall, &amp; rural</td>
<td>Student was able to demonstrate this skill with no assistance.</td>
<td>Student was able to demonstrate this skill with minimal assistance.</td>
<td>Student was able to demonstrate this skill with considerable assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem Solving</td>
<td>Student was able to demonstrate this skill with no assistance.</td>
<td>Student was able to demonstrate this skill with minimal assistance.</td>
<td>Student was able to demonstrate this skill with considerable assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Category</td>
<td>Exemplary 3</td>
<td>Acceptable 2</td>
<td>Unacceptable 1</td>
<td>NA 0</td>
<td>Score</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-------------</td>
<td>--------------</td>
<td>----------------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>Use of Public Transportation</td>
<td>Student was able to demonstrate this skill with no assistance.</td>
<td>Student was able to demonstrate this skill with minimal assistance.</td>
<td>Student was able to demonstrate this skill with considerable assistance.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total:
# APPENDIX 7

## Professionalism Assessment Instrument

(AER Standards: X-f, XI-c, XIII-a, I, m)

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

Candidate Name: ________________________  Supervisor: ________________________

Circle the appropriate observation/checkpoint:  1    2    3    4    5    6

<table>
<thead>
<tr>
<th>Component</th>
<th>Exceeds</th>
<th>Meets</th>
<th>Does Not Meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates punctuality and professional attendance</td>
<td>Shows dedication by arriving early and staying late as needed</td>
<td>Has regular attendance; does not leave early</td>
<td>Excessive absences and late arrivals/early departures</td>
</tr>
<tr>
<td>Works positively with supervisors and other professionals</td>
<td>Open and responsive to suggestions</td>
<td>Follows through on suggestions</td>
<td>Rejects suggestions</td>
</tr>
<tr>
<td>Dresses professionally and appropriately</td>
<td>Always dressed in clean professional attire</td>
<td>Dressed in appropriate clothes</td>
<td>Dressed in casual clothes; dirty clothes and/or inappropriate wear such as flip flops and t-shirts</td>
</tr>
<tr>
<td>Demonstrates collaboration with teachers and other professionals</td>
<td>Respects others; participates in group activities; values other perspectives</td>
<td>Participates in collaboration</td>
<td>Does not participate and may have a negative attitude</td>
</tr>
<tr>
<td>Is organized and prepared for class</td>
<td>Takes initiative and ask for feedback</td>
<td>Assignments are on time and meet minimum standards</td>
<td>Work is late or incomplete</td>
</tr>
<tr>
<td>Interacts ethically with students</td>
<td>Maintains confidentiality; supports students and respects them</td>
<td>Attempts to support students</td>
<td>Engages in gossip; derides school and/or students</td>
</tr>
<tr>
<td>Uses appropriate language in classrooms</td>
<td>Set an example for correct grammar</td>
<td>Uses appropriate words and sentences</td>
<td>Uses profanity, insults or inappropriate jokes/stories</td>
</tr>
<tr>
<td>Models openness to all students and ideas</td>
<td>Models tolerance and acceptance to all students; differentiates for all students</td>
<td>Listens to students and makes need modifications</td>
<td>Dismisses some students; does not include all students in learning</td>
</tr>
<tr>
<td>Shows enthusiasm and an interest in teaching</td>
<td>Maintains high engagement and interest in course work and class</td>
<td>Is interested in teaching and learning</td>
<td>Has no effort or interest in teaching</td>
</tr>
<tr>
<td>Uses classroom and school resources appropriately</td>
<td>Consistently uses computers and phones appropriately and models behavior for students</td>
<td>Adheres to school and university guidelines</td>
<td>Abuses computer privileges and uses phones during class</td>
</tr>
</tbody>
</table>
## APPENDIX 8 MULTICULTURAL PAPER RUBRIC
### SPED 5600-641
(AER Standards: X-a, d, e, g, h; XI-b & f; XII-c & d)

**Assignment = 100 points**

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completeness and Quality of Response/Evidence of Research-Based Support</td>
<td>Student’s paper clearly relates to questions, and adroitly addresses all aspects and facets of the areas to be researched. Student’s paper includes 5 or more sources, including textbooks, books, peer-reviewed journals, articles, and official websites. No Wikipedia.</td>
<td>Student’s paper somewhat relates to questions, and inadequately addresses some facets of the areas to be researched. Student’s paper includes 4 sources, including textbooks, books, peer-reviewed journals, articles, and official websites. No Wikipedia.</td>
<td>Student’s paper fails relate to the questions and does not address each facet of the areas to be researched. Student’s paper includes less than four sources or uses Wikipedia as a source.</td>
</tr>
<tr>
<td>Comprehension of Culture</td>
<td>Student demonstrates cohesive knowledge of the culture that is accurate and research based.</td>
<td>Student demonstrates adequate knowledge of the culture and is researched based.</td>
<td>Student fails to demonstrate knowledge of the culture.</td>
</tr>
<tr>
<td>Disability Perspectives of the Culture</td>
<td>Student demonstrates cohesive knowledge disability perspectives of the culture that is accurate and research based.</td>
<td>Student demonstrates adequate knowledge disability perspectives of the culture and is researched based.</td>
<td>Student fails to demonstrate knowledge disability perspectives of the 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 6 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 7 or more errors.</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Formatting</td>
<td>Includes APA style with cover page, running head, headings, in text citations and reference page (0-2 errors)</td>
<td>Includes APA style with cover page, running head, headings, in text citations and reference page (3-4 errors)</td>
<td>Fails to includes APA style with cover page, running head, headings, in text citations and reference page (more than 5 errors)</td>
</tr>
<tr>
<td>Scoring</td>
<td>90 - 100 = Exemplary</td>
<td>70 - 89 = Acceptable</td>
<td>69 and below = Unacceptable</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>