Stephen F. Austin State University  
James I. Perkins College of Education  
Department of Human Services  
Visual Impairment Preparation Program  

Advanced Clinical Practicum in Orientation and Mobility  
ORMO 4302.001 CRN 28170  
Spring 2024

Instructor: Beverly Jackson, M. Ed. COMS  
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Office Phone: 936-468-5511  
Other Contact Information:  
jacksonbm6@d2l.sfasu.edu

Course Day/Time: Tues/Thurs 9:30-10:45 am  
Course Location: Janice A. Patillo Early Childhood Research  
Center, Room 209AC Conference room  
Office Hours: Tues-Thurs 1:00-2:00 pm  
Credits: 3.0  
Email: Beverly.jackson@sfau.edu

A Word about Office Hours:
My designated office hours are Tuesday through Thursday from 1:00 – 2:00 pm. If you need to schedule a different time, I am flexible and can work with you. If you need to reach me in an emergency you can call or text me on my cell 512-656-3339. Please use my d2l email: jacksonbm6@d2l.sfasu.edu to communicate with me. I will check my D2L email daily through the regular workweek (Monday-Friday) and will try to respond within 24 hours.

Prerequisites: ORMO 4600 and ORMO 4301

I. Course Description

This course includes 3 hours of lecture and approximately 4 hours of laboratory per week. Field instruction in orientation and mobility is conducted under the supervision of the university faculty and/or approved COMS. Class provides advanced instruction of O&M theory, skills, and strategies in O&M instruction.

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 a minimum of 40 hours of direct orientation and mobility (O&M) instruction, under the supervision of a Certified Orientation and Mobility Specialist. **Students must document at least 40 hours of successful O&M practicum experience in order to receive a grade for this course.** This is an advanced course in teaching Orientation and Mobility techniques and procedures which should be taken the semester prior to internship. Since it is the last O&M practicum class prior to internship, it is a very important opportunity for the student to make sure they have a competent knowledge of all O&M skills. This will be accomplished by spending time reviewing all the O&M skills and techniques, as well as submitting assignments and completing teaching, observation, and activity hours. As well, you will be assigned to a COMS instructor associated with the ORMO 4600 blindfold simulation as a student instructor to assist with the instruction of O&M skills and techniques. The ORMO 4302 course instructor will observe a minimum of two lessons you teach under the supervision of the COMS instructors during ORMO 4600 blindfold simulation.
ORMO 4302 “Advanced Clinical Practicum in Orientation and Mobility” (3 credits) is the final practicum course prior to internship. Students receive instruction as well as support in delivery of O&M services for individuals with visual impairments. Typically, the 3-hour course requires 2-one hour and 15 minute face-to-face didactic meetings per week for 15 weeks, a 2-hour final exam and 4 hours per week of practicum outside of the classroom. The practicum experience includes instruction of a ORMO 4600 student under the supervision of a certified orientation and mobility specialist (COMS). Throughout the semester students are required to prepare for instruction of blindfold simulation and complete course readings, assignments, and quizzes/exams. In addition to the weekly meetings, these activities average 2.5 hours of outside-of-class prep work per week.

Course Contact Hours and Study Hours

This three credit-hour practicum course requires students to engage in online modules for at least three hours per week (45 hours/semester). Primary source readings are woven into the content to support key concepts and provide information regarding instruction in the field of visual impairments. Students are required to complete discussion posts, written assignments, practicum assignments, and quizzes/exams over the course content. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments (90 hours/semester). This class will meet face-to-face twice a week on Tuesday and Thursday from 9:30 to 0:45 am for 15 weeks of scheduled learning PLUS 1 week of final assessment/ exams for a 16-week total semester.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes)

The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.

Program Learning Outcomes: 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 4302.

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 specific student needs in regards to specific environments and the presence of multiple disabilities.

Program Outcome #3 – Program Planning*

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

Program Outcome #4 – Professional Practice*

Candidate will demonstrate knowledge and understanding of practices related to Orientation and Mobility including: observational techniques, design and implementation of assessment, and instructional programs and professionalism.
Program Outcome #5 – Understand the Individual

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

Program #6 – Understanding the Profession*

Candidates will demonstrate understanding of the role, responsibilities, and ethical standards associated with becoming a Certified Orientation and Mobility Specialist.

PLOs #3, #4, and #6 will be the main focus of this advanced course. General topics in other PLOs will be addressed and discussed during class time, work in the community, observation of instruction, and direct teaching experience.

Student Learning Outcomes: Orientation & Mobility

SLO TracDat ASSESSMENT PLAN

Method of Assessment #3 – Program Planning

(ACVREP Domains 2, 3, 4, 5; AER Standards II, VIII, IX, XIII)

3.2 The Student O&M Candidate will demonstrate proficiency in planning a route that addresses environmental issues, safety concerns, individual needs and personal attributes of the consumer.

Method of Assessment #4 – Practicum and Internship Experience

(ACVREP Domains 5, 6, 7, 8, 12; AER Standards II, VIII, IX, XIII)

4.1 The Student O&M Candidate will demonstrate proficiency in planning, conducting and evaluating lessons according to the individual’s learning style, stage of development, age or other unique personal attributes that affect learning.

Method of Assessment #6 – Understanding the Profession

(ACVREP Domains 1; AER Standards X)

6.2 A. Candidates will demonstrate knowledge and understanding of the Code of Ethics for O&M specialists through a written submission on professionalism and ethical standards of behavior. B. Candidates will follow the assignment description closely, and provide all requested features to receive full credit for their work.

This course supports the Program Learning Outcomes and will enable the student to demonstrate the knowledge of:

- Adaptive Technology for Orientation and Mobility
- Improving Perception and Orientation
- Orientation Aids for Low Vision
- Improving the use of Low Vision
- Improving the Use of hearing
- Improving Psychosocial Functioning
- Working with Individuals with Dog Guides
- Working with Older Adults and Veterans
Code of Ethics for Certified Orientation and Mobility Specialists

For additional information on meaningful and measurable learning outcomes see the assessment resource page http://www.sfasu.edu/assessment/index.asp

Additional Intended Learning Outcomes/Goals/Objectives/Standards

**Perkins College of Education**: All standards can be found on the PCOE webpage, including the Vision, Mission, Goals and Core Values of the Perkins College of Education, which includes the Department of Human Services. The objectives of this course clearly align with the goals and objectives of the college and the department. ORMO 4600 is the foundation course for all other courses in the Orientation and Mobility track, and follows standards set by the professional certifying body for Certified Orientation and Mobility Specialists (COMS), the Academy for the Certification of Vision, Rehabilitation, and Education Professionals (ACVREP), and the Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER).

This class emphasizes these values in its content, philosophy, and in its assessment of outcomes. We, as instructors, strive to reflect these principles in the teaching of this class and we also have the highest expectations that you, our students, will also demonstrate these values as you develop as leaders in the field of visual impairment. These values are analogous with ethical standards that have developed by the Association for the Education and Rehabilitation of the Blind and Visually Impaired, and one intention of this course is to provide you the skills to lead others to embrace these principles.

**This course directly supports the mission of the SFASU Department of Human Services**

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

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

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

**This course also supports the mission of the Visual Impairment Program**

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

**VI/O&M Program**

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

**Professionalism**

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

**Respect for Diversity and Community**

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


**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 Skill** - 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 is demonstrated through evaluations of environments, consumer skills and the development of orientation and mobility lessons.
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:** This is documented through the collection and dissemination of written assignments, and demonstrating the ability to effectively communicate instruction to consumers.

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:** This modeled through the accurate maintenance of schedules, and the meeting of timelines that govern practice.

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:** This is demonstrated through the development of advocacy skills to better support the community of persons with visual impairments.

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:** This is developed through the evaluation of the skills of consumers receiving services, and self-evaluation of ability to provide meaningful instruction to consumers.

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:** This is demonstrated through collaborative activities with other students, instructors, and supervisors.

The O&M program is designed to meet the standards of 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-d,e, II-a,e,h, III-a,b,d,e,f,g,j, IV-e,f,g,h, VI-b,f, VII-a,b,c,d,e,f,g,l, VIII-a-h,j,m,n, IX-b,c,d,e,g,l,j,k,l,n,p,s,t,u,w,x, X-a,f,l,j,k,m,p, XI-a,d, XII-a,j, XIII-a,d,e,g,h,k,l,n-nn.

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
  o Domain 6. Teach O&M Related Concepts
  o Domain 7. Teach Orientation Skills and Strategies
  o Domain 8. Teach Mobility Skills
  o Domain 9. Teach Use of Senses
  o Domain 10. Teach Consumers who have Additional Disabilities
  o Domain 11. Teach Diverse Consumers
  o Domain 12. Analyze and Modify Environment
  o Domain 13. Know the Psychosocial Implications of Blindness and Visual Impairment

This course specifically addresses the following ACVREP Domains through reading, practice, didactic instruction, and written assessment: 1, 2, 3, 5, 6, 7, 8, 9, 10, 12, 13

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

Course Requirements:

This class meets face-to-face twice a week on Tuesday and Thursdays from 9:30 to 10:45 am. Class attendance is mandatory. It is expected that students will have read assignments PRIOR to class and be prepared to participate. Class participation is graded by virtue of attendance and active engagement, and worth 130 points (10 points per class meeting). This course will have graded assignments for each module, as either an activity or quiz. There are two exams worth 200 points each.

This course requires 40 hours of instruction/observation in O&M techniques and skills, observing and participating in O&M lessons all under the direction of a Certified Orientation and Mobility Specialist. The documentation form(s) will be provided via D2L and is required to be completed. Students can expect to be observed in the field by an instructor periodically. The 40-hour practicum requirement will be completed during this course through assisting in the instruction of the ORMO 4600 blindfold simulation under the supervision and direction of a Certified Orientation and Mobility Specialist (COMS), as well as possible attendance at TAER. ALL 40 hours must be completed to receive a permit for ORMO 4303 AND 4304 and an internship placement. Hours will be submitted via QClassroom in the Field Experience Module (FEM).
**Assignments:**

**Module Assignments** - Each module assignment will give you an opportunity to practice using the concepts and skills reviewed. You will use the information gained from the readings and class discussion to complete the module assignment or quiz associated with that topic. Each module features an assignment or quiz. Assignments are worth 100 points each (700 total) and will require submission to D2L. Quizzes are worth 50 points each (150 total).

**Chapter Outlines** - This semester, completing chapter outlines will be voluntary. I still believe it is a useful tool and will help you to study for the ACVREP test, but you’re going to be very busy with the reading, completing assignments, observing, teaching, and accumulating activity hours. If you choose to do these, you can earn 10 points of extra credit for each submission (up to 30 points extra credit toward your final grade).

**O&M Evaluation** - At least three appointed times throughout the course, students will be required to submit an O&M evaluation using the template that is provided by the instructor in the course D2L page. Observations of the ORM 4600 student you are assigned to assist with will be used to complete this 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- worth 25 points each. The final submission will be graded for credit using the O&M Evaluation Report rubric. The O&M Evaluation assignment is worth 100 points.

**Examinations** - Two exams (a midterm and a final) will be given during the semester. You are responsible for all material covered in this class, in readings, in study guides, and in the assignments in order to successfully complete the exams. Each exam is worth 200 points.

**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 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 (150 points – 5 Points per class):

The primary methods of instruction for this class revolve around discussion, questioning, and participation by the class member.

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

- 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.
  - Attendance (physical and mental) to class activities and online discussions.
  - Preparation, attendance, and punctuality
  - On-time completion of assignments
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

IV. Evaluation and Assessments (Grading)

Grades will be based on the following:

1. Midterm Exam 200 pts
(ACVREP Domain 2, 3, 5, 6, 7, 8, 9, 10, 13; AER Standard I, II, III, IV, VII, VIII, IX, X, XI, XII, XIII)

2. Final Exam 200 pts
(ACVREP Domains 1, 2, 3, 5, 7, 8, 12; AER Standards I, IV, VII, VIII, IX, X, XIII)

3. Module Assignment or Quiz (7 assignments at 100 pts each, 3 quizzes at 50 pts each) 850 pts
(ACVREP Domain 1, 2, 3, 5, 6, 7, 8, 9, 10, 12, 13; AER Standard I, II, III, IV, VI, VII, VIII, IX, XI, XII, XIII)
   • Module 1: AER Standards I-a,e,f,g,h,j; IV-f; VIII-a,b,c,d,e,f,g; IX-s,t,w; X-f; XIII-a,d,g,h,k-nn
   • Module 2: AER Standards I-f; II-a; III-b; IV-e,g,h; VII-a; VIII-j,m,n; IX- b,c,d,l,n,p,u,x
   • Module 3: AER Standards II-a,e,i; VII-a; VIII-j; IX-i,k,l; XIII-d,q,r,s,t,u,h,k
   • Module 4: AER Standards I-e; II-e,h; VI-b; XI-b,c; XII-j
   • Module 5: AER Standards VI-f; VII-g; VIII-h; IX-e,g,j; X-a,j,m
   • Module 6: AER Standards VII-b,c,d,f,l; X-i; XIII-a
   • Module 7: AER Standards VII-e, X-k, XIII-g

4. O&M Evaluation 150 pts ( submission 1 and 2 at 25 pts each, final submission at 100 pts)
(ACVREP Domain 4; AER Standards II-c,d,g, VIII-a,b,c,e,f,g,h,j, IX-p)

5. Projects:
   1. Presentation: Job Prospects for new O&M Specialists (Public school, non-profits, state agencies, VA, private contracting) 200 pts (ACVREP Domain 1; AER Standard VI)
   2. Presentations: An Exploration of Guide Dog Schools Around the Nation 100 pts (ACVREP 1, 5, 13; AER VII)
   3. Resource Binder (200 pts)- An online collection of resources organized and accessible to you for the future.

6. Class Participation 150 pts (5 points per class meeting)
# ASSIGNMENTS

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Module 1: Study Guide</td>
<td>100</td>
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<tr>
<td>Module 2: Study Guide</td>
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<tr>
<td>Module 3: Quiz</td>
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<tr>
<td>Module 4: Quiz</td>
<td>50</td>
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<tr>
<td>Module 4: Lesson Plan</td>
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<tr>
<td>Module 5: Study Guide</td>
<td>100</td>
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<tr>
<td>Module 5: Route Planning</td>
<td>100</td>
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<tr>
<td>Module 6: Study Guide</td>
<td>100</td>
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<tr>
<td>Module 6: Code of Ethics</td>
<td>100</td>
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<tr>
<td>Module 7: Quiz</td>
<td>50</td>
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<tr>
<td>Class Participation</td>
<td>150</td>
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<tr>
<td>Presentations: Job Prospects for new O&amp;M Specialists (Public school, non-profits, state agencies, VA, private contracting)</td>
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<tr>
<td>Presentations: An Exploration of Guide Dog Schools Around the Nation</td>
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<td>Resource Binder</td>
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<td>Evaluation 1</td>
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<td>Practicum Hours</td>
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<td>MIDTERM EXAM</td>
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<td>FINAL EXAM</td>
<td>200</td>
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<td><strong>TOTAL POINTS</strong></td>
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***YOU MUST RECEIVE A GRADE OF “B” OR HIGHER TO BE RECOMMENDED FOR ORMO 4303 AND 4304 (O&M Internship), the final O&M courses in the sequence, as well as complete the required 40-hour practicum from this course.*
V. Tentative Course Outline/Calendar

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

Simulation/Blindfold Instruction/Practicum TBD: Individualized Lesson Times will be determined with various COMS Instructors

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Supporting Materials</th>
<th>Assignments Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 18</td>
<td>Art with John Brambitt for students with Visual Impairments</td>
<td>Twilight Ballroom at SC 10 am to 2 pm</td>
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<tr>
<td>Jan 23</td>
<td>Review Syllabus Instructional Strategies, Teaching Principles and Orientation Skills</td>
<td>Books: O&amp;M Techniques for Independence (LaGrow- CH 1) (Fazzi &amp; Barlow CH1)</td>
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<tr>
<td>Jan 25</td>
<td>Instructional Strategies: Indoor Skills Make Canes and Scheduling with ORMO 4600 Students (11:00 to 12:15)</td>
<td>Books: O&amp;M Techniques for Independence (LaGrow CH 2-4) (Fazzi &amp; Barlow CH 3-4)</td>
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<td>Jan 30</td>
<td>Instructional Strategies Indoor Skills</td>
<td>Books: O&amp;M Techniques for Independence (LaGrow CH 2-5) (Fazzi &amp; Barlow CH 3-5)</td>
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<td>Feb 6</td>
<td>Instructional Strategies Indoor Skills</td>
<td>Books: O&amp;M Techniques for Independence (LaGrow CH 2-5) (Fazzi &amp; Barlow CH 3-5)</td>
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<td>Feb 13</td>
<td>Mod 2: Teaching Orientation &amp; Mobility to Older Adults</td>
<td>Book: Foundations of O&amp;M, Vol. 2 CH 10 (Wiener, et al)</td>
<td>Module 2 Assignment due by Feb 20</td>
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<td>Feb 15</td>
<td>Instructional Strategies Residential Environment- Sequence and Selection</td>
<td>Books: O&amp;M Techniques for Independence (LaGrow CH 6) (Fazzi &amp; Barlow CH 6)</td>
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<td>Date</td>
<td>Activity</td>
<td>Books</td>
<td>Assignment Dates</td>
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<td>Feb 27</td>
<td>Instructional Strategies (Residential Street Crossing Strategies)</td>
<td>Books: O&amp;M Techniques for Independence (LaGrow CH 6) (Fazzi &amp; Barlow CH 7)</td>
<td>O&amp;M Evaluation Submission 1 Due</td>
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<td>Module 4 Quiz due by Mar 8</td>
<td>Feb 29</td>
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<tr>
<td>Mar 7</td>
<td>Goal and Lesson Plan Writing Midterm Review</td>
<td>Midterm- Modules 1-4</td>
<td>Midterm open between Mar 7- 10</td>
</tr>
<tr>
<td>Mar 26</td>
<td>Module 5: Use of Transportation Systems</td>
<td>Books: O&amp;M Techniques for Independence (LaGrow CH 8) (Fazzi &amp; Barlow CH 8)</td>
<td>Module 5 assignment due by 3/25</td>
</tr>
<tr>
<td>Mar 28</td>
<td>Instructional Strategies- Business Environments</td>
<td>Books: O&amp;M Techniques for Independence (LaGrow CH7) ) (Fazzi &amp; Barlow CH 9)</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Assignment/Activity</td>
<td>Module 7 D2L Content</td>
<td>Due Date/Notes</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------------------------</td>
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<td>------------------------------------------</td>
</tr>
<tr>
<td>Apr 18</td>
<td>Module 7: AMDs and Pre-Canes</td>
<td>Module 7 D2L Content</td>
<td>SLO 6.2 Code Ethics due Apr 25</td>
</tr>
<tr>
<td>Apr 23</td>
<td>Make AMD’s and Plan for Tyler Trip</td>
<td></td>
<td>O&amp;M Final Evaluation Submission Due Apr 30</td>
</tr>
<tr>
<td>Apr 25</td>
<td>Tyler Trip</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 30</td>
<td>Presentations in Class</td>
<td>Module 7 D2L Content</td>
<td>Module 7 Quiz due by May 7</td>
</tr>
<tr>
<td>May 2</td>
<td>Presentations in Class Final Review</td>
<td>Books:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>O&amp;M: Techniques for</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Independence (LaGrow),</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Foundations of O&amp;M,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vol. 1 &amp; 2 (Wiener, et al)</td>
<td></td>
</tr>
<tr>
<td>May 6-10</td>
<td>Final Exam</td>
<td></td>
<td>Due May 10th</td>
</tr>
</tbody>
</table>
VI. Readings (Required and recommended—including texts, websites, articles)

BOOKS REQUIRED:


QClassroom Statement:

This course uses the QClassroom data management system to collect critical assessments for students.

Completion of hours for this course will be submitted via QClassroom. This course uses the QClassroom 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. Support emails will come from qclassroom@sfasu.edu.

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. I am committed to providing you all with a high-quality learning experience that is supportive as well as instructive. I ask that you not wait until the evaluation is due, please, let
me know as soon as possible if you need assistance or clarification on anything so we can work together to resolve the issue or make accommodations if necessary.

**VIII. Student Ethics and Other Policy Information:**

**Institutional Absences (HOP 04-110)**

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

**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. 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.

**Code of Student Conduct and Academic Integrity**

The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

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

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

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

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

**Withheld Grades Semester Grades Policy (HOP policy 02-206)**

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/docs/hops/02-206.pdf.

**Students with Disabilities**

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

**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.

**Other important course-related policies:**

***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)***
IX: Resources

- **On-campus Resources:**
  - The Dean of Students Office (Rusk Building, 3rd floor lobby)
    
    - [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
    - 936.468.7249
    - dos@sfasu.edu
  
  - SFASU Counseling Services • [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
  
  - Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401
    
    - SFASU Human Services Counseling Clinic • [www.sfasu.edu/humanservices/139.asp](http://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](http://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
SLO 3: Candidate will demonstrate knowledge and 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.

SLO 3.2: Candidate will demonstrate proficiency in planning a route that addresses environmental issues, safety concerns, individual needs, and personal attributes of the consumer.

Method of Assessment: Route Planning (Domains 2, 3, 4, 5)

This course requires 40 hours of observation and/or instruction under the supervision of a Certified Orientation & Mobility Specialist (COMS). The practicum candidate will plan a route addressing environmental issues, safety concerns, individual needs, and unique attributes of the consumer or student.

1. Select a student you will be observing/teaching in your practicum placement; preferably one with whom you are familiar. Begin by describing the student you are using in this scenario (age, abilities, additional diagnoses, present travel skills, etc). Based on the student’s current needs or goals, select an appropriate route that you will use on an O&M lesson. Analyze information about the student AND about the route you will be using, and identify safety concerns in that environment.

2. Create a written lesson plan, based on the rubric below, and teach this route to your student while your COMS supervisor closely monitors and records your efforts.

3. Print the rubric so that your supervising COMS or course instructor can score each of the assessment categories, and be sure to collect the signature of your COMS on the completed document, if applicable. The route should then be uploaded to LiveText/Watermark, as well as the scored rubric, if applicable.
ORMO 4302 – SLO 3.2, O&M TracDat – Route Planning Assignment/Rubric

Practicum Student Name (print): ____________________________

Supervising COMS Name (print): ____________________________

Date: ______________ Signature of COMS: ____________________________

<table>
<thead>
<tr>
<th>ROUTE PLANNING CATEGORY</th>
<th>THOROUGHLY</th>
<th>MODERATELY</th>
<th>MINIMALLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

The area for this route was safe, carefully/thoughtfully selected, and was appropriate for the skills emphasized. Practicum candidate notes traffic patterns, uneven sidewalks, ambient noises, variations in time of day or weather, etc.

<table>
<thead>
<tr>
<th>Route Plan:</th>
<th>The practicum candidate has a detailed plan to get the student from point of origin to destination. Lesson plan notes include side of street, street crossings, cardinal directions, landmarks and clues, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding and Preparation:</td>
<td>The practicum candidate was prepared to teach the lesson, with appropriate materials and devices. The candidate demonstrated a solid understanding of the lesson objectives and goals.</td>
</tr>
<tr>
<td>Individualization:</td>
<td>The practicum candidate has considered the student’s strengths and challenges when selecting this route, as well as unique concerns (medications, diagnoses, general health, fatigue, etc.). The route was appropriate for the student’s needs and skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cane Skills:</th>
<th>The practicum candidate determined the various cane skills that would be required during the course of the route prior to the lesson.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>TOTAL POINTS</th>
<th>Out of 10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
ORMO 4302 – SLO 4.1, O&M TracDat – Lesson/Route Planning Assignment

SLO 4: 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.

SLO 4.1: Candidate will demonstrate proficiency in planning, conducting, and evaluating lessons according to the individual student’s learning style, stage of development, age, or other unique personal attributes that impact learning (ACVREP Domains 5, 6, 7, 8, 12)

Method of Assessment: Lesson/Route Planning (Domains 5, 6, 7, 8, 12)

This course requires 40 hours of observation and/or instruction under the supervision of a Certified Orientation & Mobility Specialist (COMS). The practicum candidate will submit a written lesson intended for a student that he or she will be observing/teaching during this practicum placement. Data will be collected on the following skills:

- Planning, organization, and preparation for the lesson
- Knowledge of skills to be taught
- Communication techniques
- Safety concerns
- Professional judgement
- Introduction and termination of lesson

1. Select a student you will be observing/teaching in your practicum placement; preferably a student with whom you are familiar.

2. Create a detailed lesson plan, based on the template below, and teach this lesson to the student while your COMS supervisor closely monitors and records your efforts.

Student: Date:

Lesson:

Objective:

Location:

Materials Needed:

Introduction: (describe how you will introduce the lesson and make it relevant to the student)

Teach: (break down the steps you plan to use during actual instruction)

Assess: (describe how you will assess the student’s success)

Review: (how do you plan to wrap up the lesson?)

Self-Assess: (how do you feel you did? what improvements could you make?)

1. Print the rubric below so that your supervising COMS or course instructor can score each of the assessment categories, and remember to collect the signature of your COMS on the completed document, if applicable. The lesson plan and scored rubric, if completed by COMS supervisor, as a PDF file should be uploaded to LiveText/Watermark.
**ORMO 4302 – SLO 4.1, O&M TracDat – Lesson/Route Planning Rubric**

Practicum Student Name (print): ____________________________

Supervising COMS Name (print): ___________________________

Date: ___________  Signature of COMS: ___________________________

<table>
<thead>
<tr>
<th>LESSON/ROUTE PLANNING CATEGORY</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum candidate produced a written document reflecting a well-planned lesson.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The lesson plan created by the practicum candidate was tailored to the personal attributes of the student (considering his or her travel abilities, limitations, interests, goals, etc.).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicum candidate properly evaluated the lesson environment prior to the session.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicum candidate was prepared to teach the lesson he or she had planned, with appropriate materials and devices as needed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicum candidate demonstrated solid understanding of lesson goals and objectives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicum candidate properly introduced the lesson to the student.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicum candidate monitored the student at a safe and appropriate distance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicum candidate intervened at appropriate time and with appropriate information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicum candidate was able to teach relevant O&amp;M skills (human guide, protective techniques, cane techniques, etc.) with no assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicum candidate properly reviewed the lesson with the student.</td>
<td></td>
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</tbody>
</table>

**TOTAL POINTS**

<p>| | | |</p>
<table>
<thead>
<tr>
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</tbody>
</table>

Out of 10
ORMO 4302 – SLO 6.2 O&M TracDat Code of Ethics Assignment

SLO 6 – Understanding the Profession

Candidates will demonstrate understanding of the role, responsibilities, and ethical standards associated with becoming a Certified Orientation and Mobility Specialist. (ACVREP Domain 1)

Method of Assessment – Code of Ethics Report/Essay

A. Candidates will demonstrate knowledge and understanding of the Code of Ethics for O&M specialists through a written submission on professionalism and ethical standards of behavior.

B. Candidates will follow the assignment description closely, and provide all requested features to receive full credit for their work.

Assignment: After reviewing the Code of Ethics (provided at the back of this paper), write a brief summary of the document, with personal reflections, as described here. Your document should have your name, course number and section, and instructor’s name at the top. Format the rest of the paper using the “5 Standards of Acceptable Behavior” as your document headings. Under each section/heading, discuss the overall meaning of the list of practices itemized in that particular area. Summarize the main idea of that standard, and cite specific statements found in the Code of Ethics (also referred to here as ‘the Code’). For example, if you write about respecting the privacy and confidentiality of all information pertaining to the learner, close that sentence by adding “(1.8)” – reflecting Standard 1, Item 8 of the Code. At the close of each section, add a paragraph to describe your personal feelings about the items listed; why are these things important and valuable to O&M professionals (and the students, families, agencies, and other individuals who interact with them)? Are there any areas within that section in which you foresee potential difficulty? Please answer honestly and candidly. The objective of this assessment is self-evaluative, and your credit will be based on adherence to these instructions, not on your personal opinions or commentary. See the rubric below for scoring information.
## ORMO 4302 Code of Ethics – Rubric

<table>
<thead>
<tr>
<th>Requirements</th>
<th>5</th>
<th>3</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heading</td>
<td>Heading includes student’s name, course number and section, and instructor’s name</td>
<td>Heading includes 2 of 4 - student’s name, course number and section, and instructor’s name</td>
<td>Heading does not include each of the required items</td>
</tr>
<tr>
<td>Formatting</td>
<td>The “5 Standards of Acceptable Behavior” are used as headings within the body of the paper and are easily identified</td>
<td>The “5 Standards of Acceptable Behavior” are used as headings within the body of the paper</td>
<td>Paper has no headings, or has headings that deviate from the five listed in the Code</td>
</tr>
<tr>
<td>Reference to Code</td>
<td>Specific items found in the Code are identified within the body of the paper as appropriate, using section number &amp; item number (3 or more)</td>
<td>Specific items found in the Code are identified within the body of the paper as appropriate, using section number&amp; item number (2)</td>
<td>Specific items from the Code are not referenced within the body of the paper as described in the assignment instructions</td>
</tr>
<tr>
<td>Main Idea</td>
<td>The main idea of each standard is summarized in the sections below each heading</td>
<td>The main idea of each standard is addressed in the sections below each heading</td>
<td>Student fails to summarize the main idea of each standard within its section of the paper</td>
</tr>
<tr>
<td>Personal Reflection</td>
<td>At the close of each of the five sections, the student has written a paragraph thoroughly detailing his or her personal feelings and potential struggles pertaining to the associated standard or any item(s) therein</td>
<td>At the close of each of the five sections, the student has written a paragraph stating his or her personal feelings and potential struggles pertaining to the associated standard or any item(s) therein</td>
<td>The student failed to provide a personal reflection paragraph at the close of each section as described in the assignment instructions</td>
</tr>
<tr>
<td>Written Expression</td>
<td>The student’s submission shows evidence of careful proofreading and editing. The paper is well-written with fewer than 3 errors in spelling, grammar, and syntax.</td>
<td>The student’s submission shows evidence of proofreading and editing. The paper is well-written with fewer than 5 errors in spelling, grammar, and syntax.</td>
<td>The student’s submission contains 5 or more errors in spelling, grammar, and syntax, making it</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Points</th>
<th>spelling, grammar, and syntax.</th>
<th>difficult to read or comprehend.</th>
</tr>
</thead>
<tbody>
<tr>
<td>___________Out of 30 Possible Points</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Professionalism Assessment Instrument**

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

Candidate Name: ________________________ Supervisor: ______________________

Circle the appropriate observation/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; Excessive absences and late arrivals/early departures</td>
<td></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 for all students</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>-------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>----------------------------------------</td>
<td>--------------------------------------</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>
## O&M EVALUATION REPORT RUBRIC

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</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>Background information is mostly complete, leaving out 1 to 2 areas of information.</td>
<td>Background area is minimally complete, omitting 3 or more areas of information.</td>
<td>Omitted</td>
</tr>
<tr>
<td><strong>Orientation</strong></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>Minimally includes most age or developmentally appropriate concepts and minimally addresses use of sensory some information. Addresses either strengths or weaknesses. Assesses some cognitive skills required for orientation.</td>
<td>Orientation skills are omitted.</td>
</tr>
<tr>
<td>(AER Standards II-b, c, d, &amp; g, V-a &amp; c, and XIII-d)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Mobility</strong></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</td>
<td>Does not evaluate or minimally evaluates guide and cane techniques that are age appropriate, do not address specific indoor or outdoor evaluation, does not identify</td>
<td>Mobility skills are not addressed.</td>
</tr>
<tr>
<td>(AER Standards VII-a, VIII-a-j)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Recommendations (AER Standards IX-a, b, &amp; e)</td>
<td>strengths or weaknesses.</td>
<td>strengths or weaknesses.</td>
<td>strengths or weaknesses.</td>
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<td>--------------------------------------------</td>
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<tr>
<td>Recommendations are based on information provided in the evaluation only. Addresses needs in a variety of settings (home, school, indoor, outdoor) as appropriate.</td>
<td>Recommendations mostly based on information provided in the evaluation only. Addresses needs in 1 or more settings (home, school, indoor, outdoor) as appropriate.</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 (home, school, indoor, outdoor) as appropriate.</td>
<td>Not addressed/Omitted</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>
</tr>
</tbody>
</table>

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