Instructor: Heather R. Munro

Office: ECRC 209H
Office Phone: 936.468.5348
Email: hrmunro@sfasu.edu
Other Contact: Wendi Powell 936.468.1145

Course Zoom Day & Time: Thursdays 6-8 PM
online via Brightspace/D2L Zoom
2/1, 2/15, 2/29, 3/21, 4/4, 4/18, 5/2

Virtual Office Hours:
Monday – by appointment
Tuesday – by appointment
Wednesday – 8:00 AM – 9:00 AM
Thursday – by appointment
Friday – 11:00 AM – 3:00 PM
All other times – by appointment

Credits: 3 hours

Prerequisites: SPED 5600 and SPED 5393

I. Course Description

SPED 5394 - Advanced Practicum in Orientation and Mobility.
This 16-week advanced practicum is the second of two practicum courses with academic content and supervised field experiences required for certification as an orientation and mobility specialist. Academic content focuses on the appropriate instructional strategies related to teaching students with visual impairment/blindness in navigating inside and outside environments. A minimum of 40 hours of direct observation/supervised participation in orientation and mobility is required.

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

Course Credit Hour Justification

Advanced Clinical Practicum in Orientation and Mobility (3 credits practicum) spans 16 weeks. The practicum contains extensive academic content in addition to required field experience hours. The academic content requires students to engage with faculty in two ways – (1) lectures, typically electronic Zoom lecture and (2) online modules— together requiring at least 3 hrs/wk. Outside-of-class work includes: supervised on-the-street field experiences—about 6 hrs/wk (a total of 40 hrs is required) —and academic assignments (readings, client assessments, summary reports) – about 4 hrs/wk minimum (at least 60 hrs/16 wks); approximately 10 hrs/wk which will be >100 hrs/16 wks.

1. Faculty contact
   a. Zoom meetings—2 hrs/biweekly = 15 hrs/16 wk semester
   b. Module interaction—2 hrs/wk for 16 wks = 30 hrs/16 wk semester
   c. TOTAL faculty contact = 15 hrs + 30 hrs = 45 hrs/16 wk semester
2. Outside-of-class work
   a. Supervised on-the-street field experience – about 6 hrs/wk; total of 40 hr/16 wk
   b. Out-of-class academic preparation—4 hrs/wk for 16 wks = 60 hrs/16 wk semester
   c. **TOTAL outside-of-class work = 100 hrs/16 wk semester**

3. **GRAND TOTAL: 45 hrs + 100 hrs = minimum of 145 hrs/16 wk semester**

**Purpose**

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

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

**Program Learning Outcomes: Orientation & Mobility**

The following is a list of desired Program Learning Outcomes (PLOs) in which data will be collected for Nuventive Improve/TracDat throughout the program. An asterisk denotes that PLO will be addressed during SPED 5394.

*Program Outcome #1: O&M Skill and Strategy Acquisition and Demonstration*

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

*Program Outcome #2 – Assessment*

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

*Program Outcome #3 – Program Planning*

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

*Program Outcome #4 – Professional Practice*

Candidate will demonstrate knowledge and understanding of practices related to Orientation and Mobility including: observational techniques, design and implementation of assessment, and instructional programs and professionalism.
Program Outcome #5 – Understand the Individual
The candidate will demonstrate the knowledge and understanding of strategies and methods used to conduct individualized assessments, program development, and to select, design, and implement O&M instruction that is responsive to individual needs, age appropriate, respects multi-cultural differences, and provides appropriate follow-up.

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

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

Student Learning Outcomes: Orientation & Mobility

This course supports Nuventive Improve/TracDat objectives that have been developed for the program, specifically;
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 (ACVREP Domains 2, 3, 4, 5; AER Standards II, VIII, IX, XIII)

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.
  Method of Assessment: Lesson/Route Planning (ACVREP Domains 5, 6, 7, 8, 12; AER Standards II, VIII, IX, XIII)

SLO – 6: Candidates will demonstrate understanding of the role, responsibilities, and ethical standards associated with becoming a Certified Orientation and Mobility Specialist.
  SLO 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.
  SLO 6.2 B. Candidates will follow the assignment description closely, and provide all requested features to receive full credit for their work (ACVREP Domain 1; AER Standard X)

This course will enable the student to demonstrate 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](http://www.sfasu.edu/assessment/index.asp)

**Additional Intended Learning Outcomes/Goals/Objectives/Standards**

**Internal**

**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.

*Respect, Caring, Responsibility, Integrity*

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

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

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

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

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

The Core Values of our College are:

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

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. Your professionalism will be assessed during this class (and throughout your program) using the attached rubric.

This course also supports the mission of the Visual Impairment Preparation (VIP) 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.
External

This course supports the Core Objectives established by the Texas Higher Education Coordinating board:

**Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. **FOR THIS COURSE** - this will be accomplished through the performance of observations, assessments, recommendations related to assessments, and supervised instruction.

**Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication. **FOR THIS COURSE** - this will be addressed through the development of the Code of Ethics essay, and responses to discussion prompts and long-answer examination questions.

**Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. **FOR THIS COURSE** - this may be addressed through the collection and analysis of data related to O&M and Older Adults, Improving Perception, Improving Orientation, Improving Use of Low Vision, Improving Use of Hearing, Complex Intersections, Orientation Aids, Adaptive Technology, and Electronic Aids.

**Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. **FOR THIS COURSE** - this will be addressed through the practice of cooperative and reciprocal discussions and working under the tutelage of the supervising COMS.

**Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making. **FOR THIS COURSE** - this will be addressed through the development of individualized, effective, and manageable recommendations, completion of 60 Field Based Experience hours, AND the meeting of assignment deadlines.

**Social Responsibility** - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. **FOR THIS COURSE** - this will be addressed through effective contributions to class discussions (both during class meetings and online asynchronous discussions) and the essay addressing the Code of Ethics for O&M Specialists.

**This course directly supports the standards of the Council for Exceptional Children, specifically:**

- Standard 1: Learner Development and Individual Learning Differences
- Standard 2: Learning Environments
- Standard 3: Curricular Content Knowledge
- Standard 4: Assessment
- Standard 5: Instructional Planning and Strategies
- Standard 6: Professional Learning and Ethical Practice Language
- Standard 7: Collaboration

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

- **I. Medical Aspects of Blindness and Visual Impairment:** d, e
- **II. Sensory Motor Functioning:** a, e, h
- **III. Psych-Social Aspects of Blindness and Visual Impairments:** a, b, d, e, f, g, j
- **IV. Human Growth and Development over the Lifespan:** e, f, g, h
- **V. Concept Development**
VI. Multiple Disabilities: b, f
VII. Systems of Orientation and Mobility: a, b, c, d, e, f, g, i
VIII. Orientation and Mobility Skills and Techniques: a-h, j, m, n
IX. Instructional Methods, Strategies and Assessment: b, c, d, e, g, i, j, k, l, n, p, s, t, u, w, x
X. History and Philosophy of Orientation and Mobility: a, f, i, j, k, m, p
XI. Professional Information: a, d
XII. Development, Administration, and Supervision of O&M Program: a, j
XIII. Clinical Practice Competencies: a, d, e, g, h, k, l, n-nn

This course specifically addresses the following AER Standards through reading, practice, didactic instruction, and written assessment: I, II, III, IV, VI, VII, VIII, IX, X, XI, XII, XIII.

This course supports the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) guidelines for certification:
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, 2, 3, 5, 6, 7, 8, 9, 10, 12, 13

This course directly supports the codes of ethics for professional practice developed by professionals in the field of visual impairment by the Association for Education and Rehabilitation of the Blind and Visually Impaired (AERBVI), specifically:
I. Commitment to the student
II. Commitment to the community
III. Commitment to the profession
IV. Commitment to colleagues, other professionals, and to professional employers

This course directly supports the codes of ethics for professional practice developed by professionals in the field of visual impairments by the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP), specifically:
I. Commitment to the student/client
II. Commitment to the community
III. Commitment to the profession
IV. Commitment to colleagues and other professionals
V. Commitment to professional employment practices

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

Instructional Strategies and Technology
This course will be delivered using distance education through the use of Brightspace/D2L and Zoom online. Classes will meet synchronously using web conferencing (Zoom) to deliver presentations, promote discussion, and explore concepts. Instruction will be supported through online materials presented on the class D2L page. Students will also be required to facilitate and participate asynchronously in online discussions investigating topic prompts and required readings. Assignments will be detailed on D2L (Modules and Discussions) and discussed during synchronous meetings. Students must have reliable internet connection in order to access D2L course information and Zoom. You will also need a working headset with microphone in order to participate in our Zoom meetings.

Graded Assignments
This course will have graded assignments in every D2L module, as either a Module Activity or a Module Quiz. Most modules also have a discussion assignment, which is graded according to how closely your responses align to the prompt. There are two examinations (a midterm worth 170 points and a final worth 200 points), and your participation is graded by virtue of class attendance (in our ZOOM sessions) and active engagement. Three of your assignments MUST BE SUBMITTED THROUGH QCLASSROOM (the Code of Ethics assignment-SLO6.2, the Lesson Plan from Module 2-SLO4.1, and the Route Plan from Module 6-SLO3.2).

Synchronous meeting participation
The primary methods of instruction for this class revolve around discussion, questioning, and participation by each class member regarding the information you are learning in the online modules. Five (5) points are awarded for each of the 7 synchronous meeting for a total of 35 possible points. You are required to attend synchronous meetings, participate and/or facilitate on-line discussions, and be prepared to discuss reading material, Web Lessons, and completed Learning Activities. You are expected to be present for our synchronous meetings. This is a graduate-level class that will focus on the development and discussion of advanced ideas and concepts. Your absence will hinder the growth of you as an individual and the group as a whole. Points toward class participation cannot be earned on evenings when you are not present, even if you review the recorded session at a later time. You are expected to be professional and respectful of others in all activities and exchanges.

At the end of the semester, I will evaluate you on the following criteria (Adapted from The Guide for training study circle facilitators (1998) Study Circle Resource Center©, Topsfield Foundation)

Professionalism
- Appropriateness of participation in class discussions and in online discussions.
- Willingness to answer questions.
- Evidence of critical thinking during class 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
• Completion of the course evaluation

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.

Participation points are awarded based on attendance (obviously), along with:
  a. Appropriateness of participation in class discussions
  b. Willingness to answer questions
  c. Evidence of critical thinking and creativity during class discussions and activities
  d. Demonstration of good “consulting skills” (e.g., politeness, manners, diplomacy, tact, etc.)
  e. Display of a positive attitude toward subject material, class activities, other individuals, etc.

Brightspace/D2L Modules and Other Readings
Due to the limited amount of real-time interaction available for this class, additional instructional material will be provided through web-based modules. These modules are designed to provide instruction provided over the web, often with additional support or details for future assignments that will be submitted. The information in the modules will complement material in the textbook and web readings. These D2L modules are a very important part of the class, and students are responsible for completing them (reading the materials, doing the exercises, quizzes, discussions, etc.) as part of their course work. The material covered in the modules will be included on exams and in your assignments. Reading assignments should be completed prior to each synchronous meeting which address that modules information. Additional modules may be developed as needed as the class progresses. You will be notified if additional material is added.

Module Activities and Assignments
Each D2L module will culminate one or more activities, which will give you an opportunity to practice using the concepts and skills reviewed. All activities will be completed individually – NO GROUP WORK. After each class, you will use the information gained from the reading of the corresponding module content and text, and through class discussion to complete the module assignment or quiz associated with that topic. The web assignments will integrate class presentations, readings, and web modules each of these concepts with visual impairment, discipline-specific, knowledge and skills to make the activities. Each of the 7 modules is worth a total of 50 points (combined points from discussions, activities, or quizzes). The three QClassroom assignments are worth 100 points each. There will be a deduction of 25 points for each SLO assignment not submitted to both QClassroom and D2L as required.
Teaching/Observation Requirements
A minimum of 40 hours of training in O&M skills and techniques provided to persons who are blind or visually impaired (under direct supervision of an ACVREP certified O&M specialist) must be documented and submitted to your instructor. Forms to be used are available on the class D2L site. Practicum hours and documentation are submitted to QClassroom by the end of the semester.

*All 40 hours from SPED 5393 and SPED 5394 (a total of 80 hours) must be documented and submitted before you can enroll in SPED 5695 (your internship placement and course).

Examinations
Two examinations (a midterm worth 170 points and a final worth 200 points) will be administered during this semester, via D2L. You are responsible for all material covered in class, assigned readings, study guides, and in the assignments in order to successfully complete the exams.

IV. Evaluation and Assessments (Grading)
Grades will be based on the following:

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FEM Personal Update Quiz (from “Getting Started” module)</td>
<td>15 points</td>
</tr>
<tr>
<td>Code of Ethics (from “Getting Started” module)</td>
<td>100 points</td>
</tr>
<tr>
<td>Module 1 (Discussion-25 points, Activity-25 points) 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</td>
<td>50 points</td>
</tr>
<tr>
<td>Module 2 (Activity-30 points, Discussion-20 points, Lesson Plan-100 points) AER Standards I-f; II-a; III-b; IV-e,g,h; VII-a; VII-j,m,n; IX- b,c,d,I,n,p,u,x</td>
<td>150 points</td>
</tr>
<tr>
<td>Module 3 (Quiz-25 points, Discussion-25 points) AER Standards II-a,d,h; VII-a; VIII-j; IX-i,k,l; XIII-d,q,r,s,t,u,h,k</td>
<td>50 points</td>
</tr>
<tr>
<td>Module 4 (Quiz-25 points, Discussion-25 points) AER Standards I-e; II-e,h; VI-b; XI-b,c; XII-j</td>
<td>50 points</td>
</tr>
<tr>
<td>Midterm (Covers Module 1-4) ACVREP Domains 2, 3, 5, 6, 7, 8, 9 10, 14; AER Standards I, II, III, IV, VII, VIII, IX, X, XI, XII, XIII</td>
<td>170 points</td>
</tr>
<tr>
<td>Module 5 (Study Guide-25 points, Discussion-25 points) AER Standards VI-f; VII-g; VIII-h; IX-e,g,j; X-a,j,m</td>
<td>50 points</td>
</tr>
<tr>
<td>Module 6 (Study Guide-40 points, Discussion-10 points, Route Plan-100 points)</td>
<td>150 points</td>
</tr>
</tbody>
</table>
AER Standards VII-b,c,d,f,I; X-I; XIII-a

Module 7 (Discussion-12.5 points, Discussion -12.5 points, Quiz-25 points)  
AER Standards VII-e, X-k, XIII-g

The Module assignments (1 – 7) cover ACVREP Domains 1, 2, 3, 5, 6, 7, 8, 9, 10, 12, 13; and AER Standards I, II, III, IV, VI, VII, VIII, IX, X, XIII

Class Participation (7 class meetings at 5 points each)  
35 points

Final Exam  
ACVREP Domains 1, 2, 3, 5, 7, 8, 12; AER Standards I, VI, VII, VIII, IX, X, XIII  
200 points

TOTAL  
1070 POINTS

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

- A = 963 – 1070 points (90% → 100%)
- B = 856 – 962 points (80% → 89.99%)
- C = 749 – 855 points (70% → 79.99%)
- D = 642 – 748 points (60% → 69.99%)
- F = anything below 642 points

YOU MUST RECEIVE A GRADE OF “B” OR HIGHER TO BE RECOMMENDED FOR SPED 5695 (O&M Internship), the final O&M courses in the sequence, as well as complete the required 40 hour practicum from this course and 40 hours from SPED 5393 (a total of 80 hours practicum).

Practicum Hours (ACVREP Domains 7, 8, 9, 10, 12; AER Standards VII, VIII, IX, XIII) must be documented and submitted to QClassroom.

VI. Tentative Course Outline/Calendar

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

Classes will be held via Brightspace/D2L Zoom beginning at 6:00 pm and ending at 8:00 pm (CST). Please be prompt and prepared to participate. Keep distractions to a minimum. SEE NOTE BELOW**

<table>
<thead>
<tr>
<th>SYNCHRONOUS MEETINGS</th>
<th>TOPICS</th>
<th>READING</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
</table>
| Meeting 1            | • Syllabus review  
                      | • Pre-internship requirements | • Foundations Vol. 2 Chapter 6 | • Code of Ethics Assignment – SUBMIT TO QClassroom! |
| Meeting 2 | Older Adults  
Veterans | Improving Perception  
Improving Orientation | Foundations Vol. 2 Chapter 10  
LaGrow & Long Chapter 3 | “The Greatest Generation” Discussion  
“Older Adults’ Perspectives (Adjustment)” Discussion  
“Comorbidities” Discussion  
“Effects of Mobility” Discussion  
Module 2 Discussion  
Lesson Plan Assignment – SUBMIT TO QClassroom! |
|----------|-----------------|------------------------|------------------------|-------------------------------------------------|
| Meeting 3 | Improving Perception  
Improving Orientation | Foundations Vol. 2 Chapters 1 and 2  
LaGrow & Long Chapter 4 | | Module 3 Quiz  
Module 3 Discussion |
| Meeting 4 | Improving the Use of Low Vision  
Improving the Use of Hearing | Foundations Vol. 2 Chapters 3 and 4  
LaGrow & Long Chapter 5 | | Module 4 Quiz  
Module 4 Discussion |

**MIDTERM (between meetings 4 and 5)**  
All material from D2L modules 1-4, Collaborate sessions, and readings

| Meeting 5 | Complex Intersections  
Orientation Aids | Foundations Vol. 2 Chapters 11 and 12  
LaGrow & Long Chapter 7 | Module 5 Study Guide  
Module 5 Discussion |
VI. Readings (Required and recommended—including texts, websites, articles, etc.)

**Required text**

ISBN: 978-0-9821792-4-6


Books may be located in the university bookstore, or online on the AFB website (http://www.afb.org/afb-press).

**Other Articles**
Other reading assignments from texts and/or additional materials will be posted in Modules on the class D2L page.
QClassroom Statement:
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.

VII. Course Evaluations

You will be required to participate in a formal evaluation of my teaching 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 summarized data 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 (the teaching itself and the content/assignments) 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 annual evaluation processes, 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 or otherwise in order to discuss your thoughts about this course or ways to improve it. I am fully 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 immediately if you need assistance or clarification on anything so we can work together to resolve the issue or make accommodations if necessary. You should expect a response to emails (please use hrmunro@sfasu.edu rather than D2L messages) and phone calls within 48 hours during the regular school week (Monday – Friday).

VIII. Student Ethics and Policy

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:** You are expected to attend all class meetings. Students may receive excused absences for illness and family emergencies, but must present written documentation for such absence (e.g., doctor's note, emergency room admissions, funeral notices). It is especially important that on-site visits (for your Field Based Experience hours) be kept. PLEASE communicate with your on-site supervisor as early as possible in the event any problems or potential problems arise.

**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
    - 936.468.7249
dos@sfasu.edu
  - SFASU Counseling Services • 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
The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

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

Crisis Resources:

- Burke 24-hour crisis line 1(800) 392-8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline 1(800) 273-TALK (8255)
- Crisis Text Line: Text HELLO to 741-741

X. Other Relevant Course Information:

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

Course links:

VI/O&M FAQ page and Handbook
www2.sfasu.edu/visual-impairment
### Professionalism Assessment Instrument

Candidate Name: __________________________  Supervisor: __________________________

Circle the appropriate observation: 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</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>
SPED 5394 – 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.
### SPED 5394 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 difficult to read or comprehend.</td>
</tr>
<tr>
<td>Total Points</td>
<td>_______________</td>
<td>Out of 30 Possible Points</td>
<td></td>
</tr>
</tbody>
</table>
SPED 5394 – 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</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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>
<td></td>
</tr>
</tbody>
</table>

TOTAL POINTS: ___________________________________________  Out of 10
Practicum Student Name (print): ____________________________

Supervising COMS Name (print): ____________________________

Date: ______________    Signature of COMS: ____________________________

<table>
<thead>
<tr>
<th><strong>ROUTE PLANNING CATEGORY</strong></th>
<th><strong>THOROUGHLY</strong></th>
<th><strong>MODERATELY</strong></th>
<th><strong>MINIMALLY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Environment:</strong> 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.</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>Route Plan:</strong> 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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Understanding and Preparation:</strong> 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>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Individualization:</strong> 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>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cane Skills:</strong> The practicum candidate determined the various cane skills that would be required during the course of the route prior to the lesson.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL POINTS** ____________________________ Out of 10