I. Course Description

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

Course Delivery Model: Students will participate in seminar discussions in a face-to-face format for 6 weeks followed by online classes via zoom once a week for 3.0 hours, as well as complete 60 hours of one-to-one blindfold simulation training under the instruction of a Certified Orientation and Mobility Specialist (COMS). The blindfold simulation is scheduled at various times with the COMS instructor. Each student will demonstrate the required skills and will be evaluated by his or her assigned COMS using an Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) Competency Checklist and the ACVREP Supervisor Checklist. Your COMS instructor will be either your course instructor, a qualified faculty member from the O&M program, or outside COMS hired by the university and selected by the O&M program. Blindfold simulation will take place on campus, in Lufkin, Nacogdoches and Tyler. Students need to provide their own transportation to Lufkin and Nacogdoches; transportation for the Tyler trip will be provided by the program/university. As well, the course requires 20 hours of observation of other students during blindfold simulation. The SPED 5600-641 course instructor will visit with COMS instructors weekly regarding student progress.

Course Justification: Three hours of this course will take place under blindfold for O&M cane instruction. The other three hours of this course will be in a classroom setting for the 6 weeks you are on campus and via Zoom for the remainder of the semester. The classroom part of the course requires students to engage in online modules for at least 3 hours per week. Primary source readings are woven into the content to support key concepts and provide information regarding instruction in the field of visual impairments. Students are required to complete discussion posts, written assignments, practicum assignments, and quizzes/exams over the course content. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments.
II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes)

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

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

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

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

Program Outcome #1 O&M Skills and Strategies*
Candidate will demonstrate knowledge and understanding of the systems of orientation and mobility, and orientation and mobility skills and techniques as defined by the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP).

Program Outcome #2 – Assessment
Candidates will demonstrate knowledge and understanding of assessments necessary for implementing and addressing orientation and mobility evaluations and program development.

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

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

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

*Program #6 – Understanding the Profession*

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

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

**Student Learning Outcomes: Orientation & Mobility**

SLO TracDat ASSESSMENT PLAN

**Method of Assessment # 1 – Skills and Strategies**

(ACVREP Domains 1, 3, 9: AER Standard II, VII, VIII, X)

1.1 Candidates will demonstrate basic guide techniques and cane skills for orientation and mobility while under blindfold in a variety of settings. Candidate will be evaluated by Certified Orientation and Mobility Specialist (COMS) supervisors using the ACVREP Competency Checklist Rubric in which they clearly demonstrate the orientation and mobility skills. Candidate will be rated on a scale from 1-3, where 3 is exemplary.

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

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

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

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

This course also supports the mission of the Visual Impairment Program

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

VI/O&M Program

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

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

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

**Respect for Diversity and Community**
- *We are a small community and we are learning this together*
- *Honest disagreements in the spirit of critical academic exchange are encouraged.*
- *While you can disagree, don’t personalize it; stick to the issues. No name-calling or stereotyping.*
- *Derogatory comments based on race, ethnicity, class, gender, sexual orientation,*
or nationality will not be tolerated.

- What we say stays here, unless we agree to change that. What we learn here though, we can share with others.
- If you are offended, say so, and say why.


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

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

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

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

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

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

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

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

This course supports the Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER) Curricular Standards for Orientation and Mobility Specialists – Curricular Standards: Orientation and Mobility Specialists
I. Medical Aspects of Blindness and Visual Impairment
II. Sensory Motor Functioning
III. Psycho-Social Aspects of Blindness and Visual Impairment
IV. Human Growth and Development over the Lifespan
V. Concept Development
VI. Multiple Disabilities
VII. Systems of Orientation and Mobility
VIII. Orientation and Mobility Skills and Techniques
IX. Instructional Methods, Strategies and Assessment
X. History and Philosophy of Orientation and Mobility
XI. Professional Information
XII. Development, Administration, and Supervision of O&M Program
XIII. Clinical Practice Competencies

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

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

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

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

III. Course Assignments, Activities, Instructional Strategies, use of Technology
Course Requirements:
Didactic Course Requirements. This class meets face to face (beginning June 3 through the week July 12) and online via ZOOM, from (July 15 - Aug 9) once per week. Class meetings will be on Monday afternoons from 2:30 to 5:30 pm. Class attendance is mandatory. It is expected that students will have read assignments PRIOR to class and be prepared to participate. The didactic portion will include lecture, class discussions and activities regarding readings from the Foundations of Orientation and Mobility textbook (Wiener, et al, 2010), as well as review and demonstration of skills taught during the simulation blindfold training.
Simulation (Blindfold) Training. This class requires 60 hours of blindfold/simulation training. All lessons will be carried out under the direct one-to-one supervision of an Academy Certified O&M Specialist (COMS). Your COMS instructor will be either your course instructor, a qualified faculty member from the O&M program, or outside COMS hired by the university and selected by the O&M program. Students will be assessed using the ACVREP Competency Checklist Rubric (Appendix 6) worth 100 points and Supervisor Evaluation Rubric (Appendix 5) worth 50 points for a combined total of 150 possible points. Rubrics are scored by the supervising COMS instructor. The Supervisor Evaluation Rubric assesses willingness, attitude, and improvements. The ACVREP Competency Checklist Rubric assesses O&M skills demonstrated under blindfold. Students are responsible for participating in simulation lessons and learning all skills under blindfold; these skills will be discussed and reinforced during face-to-face didactic course meetings. Blindfold lessons will begin the week of June 3 and continue through July 12. The COMS instructor assignments will be determined during the first meeting on June 3rd. It is up to the student to make alternate arrangements with his or her appointed COMS if they will be absent for any lessons. Simulation lessons are conducted in Nacogdoches and Lufkin. Students are responsible for their transportation to these locations. One day of simulation lessons will be conducted in Tyler, TX; transportation will be provided for this and students are responsible for bringing money for lunch. Students who do not complete simulation/blindfold training may be dropped from the course or required to retake the course or an equivalent course alternative. Completion of hours for this course will be submitted via QClassroom in the Field Experience Module (FEM).

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

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

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

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

5. **Exams** (Core Curriculum Standards: Critical Thinking and Communication) Students will be required to complete two exams (each worth 300 points) Exam 1 will cover Modules 1-3, including information provided through readings, didactic class discussion, D2L Modules and indoor/residential skills. Exam 2 will cover Modules 4-6 and information provided through readings, didactic class discussion, D2L Modules and business and miscellaneous skills/techniques.

6. **Class attendance** and participation lead to student learning and good grades. The class will meet 6 times face to face and 4 times over Zoom. Each student will be awarded 30 points for attendance and participation. Students who miss class without a valid and documented excuse will be docked one point from their attendance grade for each absence.

7. **Other assignments** include 10 discussion topics (10 points for each), a syllabus quiz (10 points), questions over the ACVREP website (20 points), and possible extra credit opportunities.

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

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

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

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

Adapted from *The Guide for training study circle facilitators* (1998) Study Circle Resource Center, © Topsfield Foundation
IV. Evaluation and Assessments. Grades will be based on the following:

1. Exam I 300 points
   ACVREP Domain 1, 3; AER Standard I-e g, II-a, IV-b, V-a, VIII-a b c e f g, IX-a b e v x, X- a b c d g h, XII-d, XIII- d e). VIII-a,b,c,e,f,g,)
   AER Standards I-e, II-a,c,d,e,g,h, III-b,e,h, IV-a, b, f, VI-b, IV-b, V-a, VIII-f,g, IX-a,b,e,v,x).

2. Final Exam 300 pts (ACVREP Domains 1, 3; AER Standards All from Exam I, II & III) Cumulative: Indoor, residential, and business skills, and reading assignments

3. Notebook* 300 pts (ACVREP Domains 6, 7, 8; AER Standards VIII-m, IX-d, XI-b,h, XIII-u,v,w,x,y,z, aa-kk). Notebook outline is attached at the end of the syllabus (Appendix 1), graded based on completed requirements and knowledge of O&M skills and techniques

4. Blindfold** 150 pts (ACVREP Domain 3; AER Standard VII-a,VIII- a,b,c,d,e,f,g,h,j, IX-i,j,k, XIII-p) Graded based on demonstration of O&M skills and techniques, and performance; Supervisor Evaluation Rubric (50 points) and ACVREP Skills Rubric (100 points) are attached at the end of the syllabus (Appendix 5 & 6)

5. Observations 100 pts (ACVREP Domain 4; AER Standards II-c,d,g, VIII-a,b,c,e,f,g,h,j, IX-p) Observation form is attached at the end of the syllabus (Appendix 2)

6. O&M Evaluation 150 pts (ACVREP Domain 4; AER Standards II-c,d,g, VIII-a,b,c,e,f,g,h,j, IX-p) O&M Evaluation Report rubric is attached at the end of the syllabus (Appendix 3)

7. Multicultural Paper 100 pts (ACVREP Domain 11; AER Standards III-i, X-a,d,e,g,h, XI-b,f, XII-c,d)
   a. Graded based on completeness, content and APA format; Multicultural Paper Rubric (Appendix 8)
   b. Rubric (Appendix 8)

8. Class attendance and participation 30 pts

9. Class Discussion Board 100 pts (ACVREP Domains 1, 3, 11, 13; AER Standards VIII-m, IX-d, XI-b,h, XIII-u,v,w,x,y,z, aa-kk) ACVREP website questions (ACVREP Domain 1; AER Standards VIII-m, IX-d, XI-b,h, XIII-u,v,w,x,y,z, aa-kk)

10. Syllabus Quiz

11. Extra Credit TBD

Late Assignments: *Five points will be deducted from all assignments for every day it is late past the due date unless I have extended the due date. **The blindfold grade is not only based on your performance under blindfold but also on attitude, effort, observations, attendance and punctuality for seminars and blindfold lessons, etc. Two rubrics are used to obtain the score.

***YOU MUST RECEIVE A GRADE OF “B” OR HIGHER TO BE RECOMMENDED FOR the next O&M course in the sequence.

V. Tentative Course Outline/Calendar

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

Simulation/Blindfold Training TBD: Individualized Lessons with Varied COMS Instructors
**SPED 5600 TENTATIVE CLASS SCHEDULE – SUMMER 2024**

Class Times Mondays 2:30 to 5:30 pm (Face to Face and Zoom)

**Blindfold (June 3-July 12) M-F mornings**

*Items in RED will be for a grade.*

<table>
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<tr>
<th>Date</th>
<th>Topics for Class</th>
<th>Assignments/Due Dates</th>
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| Week 1- May 13  
Asynchronous-on your own | On your Own- Review Syllabus                                                    | Reading assignments:  
Foundations Vol.1 CH. 13, 14, 15  
• Discussion Post 1 –due 5/20 |
| Week 2-May 20  
Zoom Meeting 8:00 to 9:00 pm | On your own- Module 1  
• Watch History of O&M video in Module 1  
• Watch “The Long Cane” (Part 1 and 2)  
• In class: Review course requirements, schedule, and D2L Content | Reading assignments:  
Foundations Vol.1 CH. 13, 14, 15  
• Discussion Post 2- Due 5/27  
• Syllabus Quiz – due by 5/27 |
| Week 3-May 27  
Asynchronous-on your own | On your own- Module 1  
• Review- Ch. 13 PPT- Originators of O&M  
• Review Ch.14 PPT- History of O&M Profession  
• Review Ch. 15 PPT -Profession of O&M | Reading assignments:  
Foundations Vol.1 CH. 13, 14, 15  
• Syllabus Quiz – due by 6/3  
• Video Reflection- The Long Cane Due 6/3 |
| Week 4-June 3  
In Person Class ECRC RM 219 2:30 to 5:30 pm | Module 1-Review of History in class  
• Make Canes- Meet your instructors  
• Notebook/Observation Requirements  
• Orientation and Mobility: A Living History- Group Work in class | Reading assignments:  
Fazzi & Barlow – CH 2,3, 4  
• Discussion Post 3- Due 6/10  
• Begin Observations (3 indoor) and Notebook |
| Week 5-June 10  
In Person Class ECRC RM 219 2:30 to 5:30 pm | Module 2- Indoor Skills  
• Review Skills CH 2-4. Human Guide, Hand Trailing, Protective Techniques  
• O&M Evaluations and Services | Reading Assignments:  
Fazzi & Barlow – CH 2,3, 4  
• Discussion Post 4- Due 6/17  
• Work on Observations, Notebook, & Evaluation- Indoor |
| Week 6- June 17  
In Person Class ECRC RM 219 | Module 2- Indoor Skills  
• Review Skills-CH 5. Indoor Cane Skills  
• Types of Canes | Reading Assignments:  
Fazzi & Barlow-Ch. 5  
Foundations- Vol 1 CH 2 |
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<th>Time</th>
<th>Module/Week</th>
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<th>Discussion Post/Due Date</th>
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<tr>
<td>2:30 to 5:30 pm</td>
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<td>• Work on Observations, Notebook, &amp; Evaluation- Indoor Due 6/24</td>
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<tr>
<td>Week 7- June 24</td>
<td>Module 3- Residential Skills</td>
<td>• Review Skills- CH 6-7 Block Travel and Residential Street Crossings</td>
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<td>In Person Class</td>
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<td>• ACVREP Website Review –Extra Credit</td>
<td>6/24</td>
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<tr>
<td>ECRC RM 219</td>
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<td>• Foundations Ch 1 &amp; 5 Perception and Locomotion, Kinesiology/Sensory Motor</td>
<td>6/24</td>
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<tr>
<td>2:30 to 5:30 pm</td>
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<td>Reading Assignments: Fazzi &amp; Barlow- CH 6</td>
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<tr>
<td>Week 8 – July 1</td>
<td>Module 3-Residential Skills</td>
<td>Foundations Vol 1 CH 1, 5</td>
<td>6/24</td>
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<tr>
<td>In Person Class</td>
<td></td>
<td>• Begin Notebook/Observations/Evaluation- Residential Skills</td>
<td>6/24</td>
</tr>
<tr>
<td>ECRC RM 219</td>
<td></td>
<td>• Discussion Post #6 Due 7/1</td>
<td>6/24</td>
</tr>
<tr>
<td>2:30 to 5:30 pm</td>
<td></td>
<td>Reading Assignments: Fazzi &amp; Barlow- Ch 7, 10</td>
<td>6/24</td>
</tr>
<tr>
<td>Week 9- July 8</td>
<td>Module 4-Downtown-Business</td>
<td>Foundations Vol 1 CH 3</td>
<td>6/24</td>
</tr>
<tr>
<td>In Person Class</td>
<td></td>
<td>• Exam 1- Modules 1-3 Due 7/8</td>
<td>6/24</td>
</tr>
<tr>
<td>2:30 to 5:30 pm</td>
<td></td>
<td>Reading Assignments: Fazzi &amp; Barlow- Ch. 7,8</td>
<td>6/24</td>
</tr>
<tr>
<td>Week 10- July 15</td>
<td>Module 4- Downtown- Business</td>
<td>• Discussion Post 7- Due 7/15</td>
<td>6/24</td>
</tr>
<tr>
<td>ZOOM Class</td>
<td></td>
<td>• Downtown Skills- Begin Begin Observations, Notebook, and Final Evaluation Report</td>
<td>6/24</td>
</tr>
<tr>
<td>2:30 to 5:30 pm</td>
<td></td>
<td>Reading Assignments: Fazzi &amp; Barlow Ch 7</td>
<td>6/24</td>
</tr>
<tr>
<td>Week 11- July 22</td>
<td>Module 5- Audition</td>
<td>Foundations Vol 1 Ch. 6 ,7</td>
<td>6/24</td>
</tr>
<tr>
<td>ZOOM Class</td>
<td></td>
<td>Fazzi &amp; Barlow Ch5 7</td>
<td>6/24</td>
</tr>
<tr>
<td>2:30 to 5:30 pm</td>
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<td>• Discussion Post 8- Due 7/22</td>
<td>6/24</td>
</tr>
<tr>
<td>Week 12- July 29</td>
<td>Module 6- Environmental Accessibility and Learning Theories</td>
<td>• Multicultural Paper Due 7/22</td>
<td>6/24</td>
</tr>
<tr>
<td>ZOOM Class</td>
<td></td>
<td>Reading assignments: Foundations Vol. 1, Chapter 4</td>
<td>6/24</td>
</tr>
<tr>
<td>2:30 to 5:30 pm</td>
<td></td>
<td>Fazzi &amp; Barlow Ch 8</td>
<td>6/24</td>
</tr>
<tr>
<td>Finals- Aug 5</td>
<td>Review for Final Exam Modules 4-6</td>
<td>• Discussion Post 9- Due 7/29</td>
<td>6/24</td>
</tr>
<tr>
<td>ZOOM Class</td>
<td>Miscellaneous content in d2.</td>
<td>6/24</td>
<td></td>
</tr>
<tr>
<td>2:30 to 5:30 pm</td>
<td></td>
<td>• Exam II Modules 4-6 Due 8/9</td>
<td>6/24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Turn in all Work: Final Notebook, O&amp;M Evaluation, Business Observations Due 8/9</td>
<td>6/24</td>
</tr>
</tbody>
</table>
VI. Readings (Required and recommended—including texts, websites, articles)

BOOKS REQUIRED:


ISBN: 978-0-89128-684-4


Optional:


ISBN: 978-0-9821792-4-6

- 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.

FEM Statement:

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

VII. Course Evaluations

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

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of purposes, including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement.

I ask that you contact me during my office hours if you need to discuss any thoughts or concerns regarding this course or suggestions for improvement. Please, contact me with any problems or concerns you may have throughout the semester, do not wait until the end of the semester. I am committed to providing you all with a high-quality learning experience that is supportive as well as instructive. I ask that you not wait until the evaluation is due, please, let me know as soon as possible if you need assistance or clarification on anything so we can work together to resolve the issue or make accommodations if necessary.
Students will also be required to evaluate their “blindfold” COMS instructors at the end of the course. The evaluation rubric will be provided by the instructor toward the end of the semester and simulation blindfold training (Appendix 4). This is to ensure that we provide quality supervision and instruction in the simulation blindfold training through the Program Specialist we hire to assist with this portion of your training.

VIII. Student Ethics and 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](https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences).

**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  
  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/thewhub
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

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**X. Other Relevant Course Information:**

**Caveat:**

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

Requirements for O&M notebook:

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

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

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

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

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

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

A. Indoor and Basic Skills Section

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

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

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

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

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

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

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

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

Name of observer:______________________________________________________

Name of student being observed:__________________________________________

Date of observation:_____________________________________________________

Length of lesson:_______________________________________________________

Lesson location and brief description:_______________________________________

_____________________________________________________________________

Comments:
(Student attitude, skills being addressed, modifications, if the student was performing well or poorly, how
did you know?, student's strengths and weaknesses? How did the instructor adapt to student’s strengths
and weaknesses? Did you note any textural or auditory information that helped or may have helped if
the student had recognized it?)
## 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><strong>Beginning of report provides all necessary information: Name, DOB, Referral Info, Assessments Conditions, Medical history, Dr, Diagnosis, etc.</strong></td>
<td><strong>Background information is mostly complete, leaving out 1 to 2 areas of information</strong></td>
<td><strong>Background area is minimally complete, omitting 3 or more areas of information.</strong></td>
<td><strong>Omitted</strong></td>
</tr>
<tr>
<td><strong>Orientation</strong></td>
<td><strong>Includes; age or developmentally appropriate concepts and use of sensory information. Addresses both strengths and weaknesses. Assesses cognitive skills required for orientation.</strong></td>
<td><strong>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.</strong></td>
<td><strong>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.</strong></td>
<td><strong>Orientation skills are omitted.</strong></td>
</tr>
<tr>
<td>(AER Standards II-b, c, d, &amp; g, V-a &amp; c, and XIII-d)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mobility</strong></td>
<td><strong>Includes evaluation of all age appropriate or developmentally guide and cane techniques, both indoor and outdoor evaluation and identifies strengths and weaknesses.</strong></td>
<td><strong>Includes evaluation of most guide and cane techniques that are age or developmentally appropriate, OR does not address both indoor and outdoor evaluation and identifies strengths or weaknesses.</strong></td>
<td><strong>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 strengths or weaknesses.</strong></td>
<td><strong>Mobility skills are not addressed.</strong></td>
</tr>
<tr>
<td>(AER Standards VII-a, VIII-a-j)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Recommendations</strong></td>
<td><strong>Recommendations are based on information provided in the evaluation only. Addresses needs in a variety of settings (home, school, indoor,</strong></td>
<td><strong>Recommendations mostly based on information provided in the evaluation only. Addresses needs in 1 or more settings (home, school, indoor,</strong></td>
<td><strong>Recommendations only slightly based on information provided in the evaluation or not based on the evaluation at all. Does not address specific setting</strong></td>
<td><strong>Not addressed/Omitted</strong></td>
</tr>
<tr>
<td>(AER Standards IX-a, b, &amp; e)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Expression</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>--------------------</td>
<td>-----------------</td>
<td>-----------------</td>
<td>-----------------</td>
<td></td>
</tr>
<tr>
<td>Evaluation shows evidence of careful proof reading and editing. The evaluation is well constructed with fewer than 3 errors in spelling, grammar and syntax.</td>
<td>Evaluation shows evidence of proof reading and editing. The evaluation is presented in an organized manner with fewer than 5 errors in spelling, grammar and syntax.</td>
<td>Evaluation fails to show evidence of proof reading and editing. The evaluation is presented in a disorganized manner with more than 5 errors in spelling, grammar and syntax.</td>
<td>Checklist format</td>
<td></td>
</tr>
<tr>
<td>13-15</td>
<td>Exemplary</td>
<td>10-12</td>
<td>Acceptable</td>
<td>9 or below</td>
</tr>
</tbody>
</table>
**APPENDIX 4**
COMS Instructor Evaluation
ORMO 4600 and SPED 5600
(completed by student being taught)

_Instructor’s Name:_________________________________________________

<table>
<thead>
<tr>
<th>Component</th>
<th>Above Average 3</th>
<th>Average 2</th>
<th>Below Average 1</th>
<th>Does Not Meet 0</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adheres to curricular lessons/skills</td>
<td>thoroughly completes all lessons, student being taught comprehensively develops skills</td>
<td>adequately completes lessons, student being taught adequately develops skills</td>
<td>rushes and finishes all lessons early, student being taught inadequately develops skills</td>
<td>did not complete lessons/skills</td>
<td></td>
</tr>
<tr>
<td>Enhances student learning</td>
<td>extensively shares “real world” experiences, modifications of O&amp;M skills</td>
<td>adequately shares “real world” experiences, modifications of O&amp;M skills</td>
<td>minimally shares “real world” experiences, modifications of O&amp;M skills</td>
<td>fails to share “real world” experiences, modifications of O&amp;M skills</td>
<td></td>
</tr>
<tr>
<td>Attitude</td>
<td>provides positive feedback throughout training</td>
<td>provides mostly positive feedback throughout training</td>
<td>provides more negative than positive feedback throughout training</td>
<td>provides negative feedback throughout training</td>
<td></td>
</tr>
<tr>
<td>Punctuality and professional attendance</td>
<td>early to lessons, attends all lessons, or makes arrangements if absent (1 absences)</td>
<td>punctual to lessons, makes arrangements if absent (2-3 absences)</td>
<td>late to lessons, cancels often without making arrangements</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Professionalism</td>
<td>always respectful</td>
<td>mostly respectful</td>
<td>disrespectful</td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>
**APPENDIX 5**
**O&M Supervisor Evaluation Rubric**
(AER Standards: X-f, XI-c, XIII-a, I, m)

Student’s Name: __________________________________________________________

Faculty/Instructor Responsible for Collection: ______________________________

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary</th>
<th>Acceptance</th>
<th>Unacceptable</th>
<th>Not Attempted</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Willingness</td>
<td>Student was willing to attempt every skill/route without hesitation</td>
<td>Student was willing to attempt every skill/route minimal hesitation</td>
<td>Student was willing to attempt every skill/route considerable hesitation</td>
<td>Student was unwilling to attempt some or all of the skill/routes</td>
<td></td>
</tr>
<tr>
<td>Attitude</td>
<td>Student’s attitude was positive throughout the training process.</td>
<td>Student’s attitude was mostly positive throughout the training process.</td>
<td>Student’s attitude was poor throughout the training process.</td>
<td>Student’s attitude was negative throughout the training process.</td>
<td></td>
</tr>
<tr>
<td>Progression</td>
<td>Student showed progress from lesson to lesson, by applying already taught skills; Especially when challenged in a certain area.</td>
<td>Student showed progress from lesson to lesson, by applying already taught skills with minimal amount of prompting.</td>
<td>Student maintained basic travel abilities without progressing throughout the training process.</td>
<td>Student’s travel abilities regressed throughout the training process. Study was unable to apply skills.</td>
<td></td>
</tr>
<tr>
<td>Plan Appropriate Lesson Based on a Given, Fixed Route.</td>
<td>Student planned a thorough, appropriate lesson.</td>
<td>Student needed assistance or omitted some aspects of a thorough, appropriate lesson.</td>
<td>Student did not exhibit a full understanding of what encompasses planning a thorough, appropriate lesson.</td>
<td>Student did not plan the lesson.</td>
<td></td>
</tr>
</tbody>
</table>
### APPENDIX 6
ORMO 4600/SPED 5600 – SLO1.1, O&M TracDat – Demonstration of Skills - ACVREP Competency Checklist Rubric
(AER Standards VIII and XIII)

**Student:** __________  **Semester:** __________  **Evaluator:** __________  **Score:** __________

The student will be able to demonstrate a functional knowledge of the following skills:
NA = Not Attempted

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Unacceptable</th>
<th>NA</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Human Guide</strong></td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Student was able to demonstrate this skill with no assistance.</td>
<td>Student was able to demonstrate this skill with minimal assistance.</td>
<td>Student was able to demonstrate this skill with considerable assistance.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Self-Protective Techniques</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student was able to demonstrate this skill with no assistance.</td>
<td>Student was able to demonstrate this skill with minimal assistance.</td>
<td>Student was able to demonstrate this skill with considerable assistance.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Locating Dropped Objects</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student was able to demonstrate this skill with no assistance.</td>
<td>Student was able to demonstrate this skill with minimal assistance.</td>
<td>Student was able to demonstrate this skill with considerable assistance.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Trailing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student was able to demonstrate this skill with no assistance.</td>
<td>Student was able to demonstrate this skill with minimal assistance.</td>
<td>Student was able to demonstrate this skill with considerable assistance.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Squaring Off</strong></td>
<td></td>
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<tr>
<td>Student was able to demonstrate this skill with no assistance.</td>
<td>Student was able to demonstrate this skill with minimal assistance.</td>
<td>Student was able to demonstrate this skill with considerable assistance.</td>
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<tr>
<td><strong>Cane Techniques</strong></td>
<td></td>
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<tr>
<td>Student was able to demonstrate this skill with no assistance.</td>
<td>Student was able to demonstrate this skill with minimal assistance.</td>
<td>Student was able to demonstrate this skill with considerable assistance.</td>
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</tr>
<tr>
<td><strong>Soliciting/Declining Assistance</strong></td>
<td></td>
<td></td>
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<tr>
<td>Student was able to demonstrate this skill with no assistance.</td>
<td>Student was able to demonstrate this skill with minimal assistance.</td>
<td>Student was able to demonstrate this skill with considerable assistance.</td>
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</tr>
<tr>
<td><strong>Following Directions</strong></td>
<td></td>
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</tr>
<tr>
<td>Student was able to demonstrate this skill with no assistance.</td>
<td>Student was able to demonstrate this skill with minimal assistance.</td>
<td>Student was able to demonstrate this skill with considerable assistance.</td>
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<tr>
<td>Category</td>
<td>Exemplary (3)</td>
<td>Acceptable (2)</td>
<td>Unacceptable (1)</td>
<td>NA (0)</td>
<td>Score</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Utilizing Landmarks</td>
<td>Student was able to demonstrate this skill with no assistance.</td>
<td>Student was able to demonstrate this skill with minimal assistance.</td>
<td>Student was able to demonstrate this skill with considerable assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Search Patterns</td>
<td>Student was able to demonstrate this skill with no assistance.</td>
<td>Student was able to demonstrate this skill with minimal assistance.</td>
<td>Student was able to demonstrate this skill with considerable assistance.</td>
<td></td>
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</tr>
<tr>
<td>Compass Directions</td>
<td>Student was able to demonstrate this skill with no assistance.</td>
<td>Student was able to demonstrate this skill with minimal assistance.</td>
<td>Student was able to demonstrate this skill with considerable assistance.</td>
<td></td>
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</tr>
<tr>
<td>Route Planning</td>
<td>Student was able to demonstrate this skill with no assistance.</td>
<td>Student was able to demonstrate this skill with minimal assistance.</td>
<td>Student was able to demonstrate this skill with considerable assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis &amp; Identification of intersections &amp; Traffic Patterns</td>
<td>Student was able to demonstrate this skill with no assistance.</td>
<td>Student was able to demonstrate this skill with minimal assistance.</td>
<td>Student was able to demonstrate this skill with considerable assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of Traffic Control Devices</td>
<td>Student was able to demonstrate this skill with no assistance.</td>
<td>Student was able to demonstrate this skill with minimal assistance.</td>
<td>Student was able to demonstrate this skill with considerable assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Street Crossings</td>
<td>Student was able to demonstrate this skill with no assistance.</td>
<td>Student was able to demonstrate this skill with minimal assistance.</td>
<td>Student was able to demonstrate this skill with considerable assistance.</td>
<td></td>
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</tr>
<tr>
<td>Techniques for traveling in the following environments: indoor, outdoor, small &amp; large business districts, mall, &amp; rural</td>
<td>Student was able to demonstrate this skill with no assistance.</td>
<td>Student was able to demonstrate this skill with minimal assistance.</td>
<td>Student was able to demonstrate this skill with considerable assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Category</td>
<td>Exemplary</td>
<td>Acceptable</td>
<td>Unacceptable</td>
<td>NA</td>
<td>Score</td>
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<tr>
<td>--------------------------------</td>
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</tr>
<tr>
<td><strong>Problem Solving</strong></td>
<td>Student was able to demonstrate this skill with no assistance.</td>
<td>Student was able to demonstrate this skill with minimal assistance.</td>
<td>Student was able to demonstrate this skill with considerable assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Use of Public Transportation</strong></td>
<td>Student was able to demonstrate this skill with no assistance.</td>
<td>Student was able to demonstrate this skill with minimal assistance.</td>
<td>Student was able to demonstrate this skill with considerable assistance.</td>
<td></td>
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</tr>
<tr>
<td><strong>Total:</strong></td>
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</tbody>
</table>
## APPENDIX 7

### Professionalism Assessment Instrument

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

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

Candidate Name: ____________________________  Supervisor: ____________________________

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

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

**SPED 5600-641**

(AER Standards: X-a, d, e, g, h; XI-b & f; XII-c & d)

**Assignment = 100 points**

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Unacceptable</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completeness and Quality of Response/Evidence of Research-Based Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student’s paper clearly relates to questions, and adroitly addresses all aspects and facets of the areas to be researched.</td>
<td>20</td>
<td>15</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Student’s paper includes 5 or more sources, including textbooks, books, peer-reviewed journals, articles, and official websites. No Wikipedia.</td>
<td></td>
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</tr>
<tr>
<td>Student’s paper somewhat relates to questions, and inadequately addresses some facets of the areas to be researched.</td>
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</tr>
<tr>
<td>Student’s paper includes 4 sources, including textbooks, books, peer-reviewed journals, articles, and official websites. No Wikipedia.</td>
<td></td>
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</tr>
<tr>
<td>Student’s paper fails relate to the questions and does not address each facet of the areas to be researched.</td>
<td></td>
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</tr>
<tr>
<td>Student’s paper includes less than four sources or uses Wikipedia as a source.</td>
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</tr>
<tr>
<td>Comprehension of Culture</td>
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<tr>
<td>Student demonstrates cohesive knowledge of the culture that is accurate and research based.</td>
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</tr>
<tr>
<td>Student demonstrates adequate knowledge of the culture and is researched based.</td>
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</tr>
<tr>
<td>Student fails to demonstrate knowledge of the culture.</td>
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<tr>
<td>Disability Perspectives of the Culture</td>
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<tr>
<td>Student demonstrates cohesive knowledge disability perspectives of the culture that is accurate and research based.</td>
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</tr>
<tr>
<td>Student demonstrates adequate knowledge disability perspectives of the culture and is researched based.</td>
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</tr>
<tr>
<td>Student fails to demonstrate knowledge disability perspectives of the culture.</td>
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</tr>
<tr>
<td>Written Expression</td>
<td>Student’s paper shows evidence of careful proof reading and editing. The paper is well constructed with fewer than 3 errors in spelling, grammar and syntax.</td>
<td>Student’s paper shows evidence of proof reading and editing. The paper is presented in an organized manner with fewer than 6 errors in spelling, grammar and syntax.</td>
<td>Student’s paper fails to show evidence of proof reading and editing. The paper is presented in a disorganized manner with 7 or more errors.</td>
<td></td>
</tr>
<tr>
<td>Formatting</td>
<td>Includes APA style with cover page, running head, headings, in text citations and reference page (0-2 errors)</td>
<td>Includes APA style with cover page, running head, headings, in text citations and reference page (3-4 errors)</td>
<td>Fails to includes APA style with cover page, running head, headings, in text citations and reference page (more than 5 errors)</td>
<td></td>
</tr>
<tr>
<td>Scoring</td>
<td>90 - 100 = Exemplary</td>
<td>70 - 89 = Acceptable</td>
<td>69 and below = Unacceptable</td>
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</tr>
<tr>
<td>TOTAL POINTS</td>
<td></td>
<td></td>
<td>100 possible points</td>
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</tbody>
</table>