Contact information:
Instructor: Tracy Hallak
Office: HSTC 218
Office Phone: 936.468.1173
Other Contact:
Cell: 817.903.6009
Email: hallaktracy@sfasu.edu
3 Credit Hours

Prerequisites: RHB 400 (also known as the Blindfold Class) RHB 401 (grades of B or above are required in both courses)

1. COURSE DESCRIPTION:
RHB 402. Advanced Clinical Practicum in Orientation and Mobility; 3 semester hours.
This course includes 3 hours of lecture and approximately 6 hours of laboratory per week. Field instruction in orientation and mobility are conducted under the supervision of the university faculty and/or approved COMS. Class provides advanced instruction of O&M theory, skills, and strategies in O&M instruction. Prerequisites: RHB 325, 400, and 401.

Purpose
This course is designed to allow the student to acquire the skills necessary to evaluate the orientation and mobility needs of individuals with visual impairments from birth through adulthood. Students will acquire essential skills for writing reports, developing IFSP’s for infants and toddlers, and IEP’s for school-aged children. Students will also observe and participate in 60 hours of direct orientation and mobility (O&M) instruction, under the supervision of a Certified Orientation and Mobility Specialist. Students must document at least 60 hours of successful O&M experience in order to receive a grade for this course. There are 7 Modules that will be posted on line throughout the semester with each module requiring written assignments that will have to be emailed to the instructor by a posted due date.

II. Intended Learning Outcomes/Goals/Objectives:

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

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

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

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

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

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

Program Learning Outcomes
This course directly supports the mission and values of the SFASU college of Education -It is the mission of SFA’s 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 assure that this class (as well as all others in vision) is solidly grounded in the realities of practice. It is intended to be a pragmatic, practical class with maximum emphasis being placed on equipping our teachers to be effective and efficient facilitators of learning for students with visual impairments across the state of Texas.

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 pedagogy 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 these Values will be demonstrated by our students.

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 Rehabilitation and One intention of this leadership course is to provide you the skills to lead others to embrace these principles.
This course directly supports the mission of the SFASU Department of Human Services
The Department of Human Services prepares undergraduates and graduate students for
leadership and service roles in East Texas and the global community. The department is
committed to incorporation of community-based, service-learning experiences within its
educational programs to maximize the advancement of student’s personal and professional
development.

This course supports the Core Objectives established by the Texas Higher Education
Coordinating board:
The core objectives established by the Texas Higher Education Coordinating Board (THECB) are:

**Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis,
evaluation and synthesis of information. FOR THIS CLASS – This is demonstrated through
evaluations of environments, consumer skills and the to development of orientation and mobility
lessons.

**Communication Skills** - to include effective development, interpretation and expression of ideas
through written, oral and visual communication. FOR THIS CLASS – This is documented through
the collection and dissemination of written assignments and demonstrating the ability to
effectively communicate instruction to consumers.

**Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data
or observable facts resulting in informed conclusions. FOR THIS CLASS – This is developed
through the evaluation of the skills of consumers receiving services and self-evaluation of ability
to provide meaningful instruction to consumers.

**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 CLASS – This is demonstrated through
collaborative activities with administrators, supervisors, caseworkers, teachers, and parents.

**Personal Responsibility** - to include the ability to connect choices, actions and consequences to
ethical decision-making. FOR THIS CLASS – This is modeled through the accurate maintenance
of schedules and the meeting of timelines that govern practice.

**Social Responsibility** - to include intercultural competence, knowledge of civic responsibility,
and the ability to engage effectively in regional, national, and global communities. FOR THIS
CLASS – This is demonstrated through the development of advocacy skills to better support the
community of persons with visual impairments.

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.
This course directly supports the standards of the Council for Exceptional Children, specifically;

Standard II: Development and Characteristics of Learners:
Standard III: Individual Learning Differences:
Standard VII: Instructional Planning:
Standard VIII: Assessment:
Standard IX: Professional and Ethical Practice:
Standard X: Collaboration:

This course directly supports the codes of ethics for professional practice developed for professionals in the field of visual impairments by the Association for Education and Rehabilitation of the Blind and Visually Impaired, 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
V. Commitment to Professional Employment Practices

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

Domain I – Volume 1 Chapter 8;
Domain II - Vol. 2 Chapter 3
Domain III – Vol. 2 Chapter 16
Doman IV –Vol. 2 Chapter 10
Domain VII –Vol. 2, Chapters 1 and 2
Domain VIII –Vol. 2 Chapters 8 and 12
Domain IX –Vol. 2 Chapter 2, 9, 3
Domain X – Vol. 1 Chapter 2, 10,
Domain XI – Vol. 1 Chapter 9, Vol. 2 Chapter 10 and 11
Domain XII – Vol. 2 Chapter 12
Domain XIII – Vol. 2 Chapter 6

This course supports Tracdact objectives that have been developed for the program. Data will be collected from the following SLO’s throughout RHB 402:

SLO # 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.

Method of Assessment # 2 - Route Planning

A. Candidate will demonstrate proficiency in planning a route that addresses environmental issues, safety concerns, individual needs and personal attributes of the consumer. (SPE 594/RHB402; Domains 2, 3, 4, 5)

B. Candidate will write up lesson to be taught and submit it to the instructor for approval. The Pre-internship Observation Form to collect data on the following skills:

- Planning, organization and preparation for the lesson
- Knowledge of skills to be taught
- Safety Concerns
- Professional Judgment

**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

**Method of Assessment # 2 – Code of Ethics (SPE 594; RHB 402)**

A. Candidate will demonstrate the knowledge and understanding of the Code of Ethics for O&M specialists through a survey on professionalism and ethical standards.

B. Candidates will complete a self-survey on how they view their understanding of the Code of Ethics and will evaluate areas of strength and weakness. Students will write a plan of action for areas that indicate a need for remediation. This will be completed on Collaborate, through D2L.

**Student Learning Outcomes:**

This course supports the Program Learning Outcomes and will enable the student to demonstrate the knowledge of:
- Adaptive Technology for Orientation and Mobility
- Improving Perception and Orientation
- Orientation Aids for Low Vision
- Improving the use of Low Vision
- Improving the Use of hearing
- Improving Psychosocial Functioning
- Working with Individuals with Dog Guides
- Working with Older Adults and Veterans
- Code of Ethics for Certified Orientation and Mobility Specialists

**III. COURSE ASSIGNMENT, ACTIVITIES, INSTRUCTIONAL STRATEGIES, USE OF TECHNOLOGY REQUIREMENTS:**

This course will be delivered in a face to face classroom setting. Classes will be twice a week for one and one quarter hours.

This course has three components:

1. The first component is classroom lecture. These classes will be on Tuesday and Thursday afternoons at 12:30 pm and last until 1:45 pm. The classroom is 314 in the Human Services Bldg. Class attendance is mandatory. It is expected that students will have read assignments PRIOR to class and be prepared to participate. Class attendance and participation is worth 700 points.

2. The second component is a series of learning modules and two exams. These modules and exams will include information from the required books, module information and classroom lectures. Each of the module assignments will have a total value of 100 points for a possible total of 700 points. Assignments will be
posted on D2L. They will also be submitted on D2L. The mid-term exam is worth 200 points. The final exam is worth 300 points.

3. The third component requires 60 hours of instruction/observation in basic O&M observing and participating in O&M lessons all under the direction of a Certified Orientation and Mobility Specialist. The skill and teaching procedures during this experience will be recorded. Completing these hours by the end of the semester is worth 100 points. The total possible points will be adjusted based on number of hours completed during the semester. A withheld will be assigned if all 60 hours are not complete by the end of the semester. ALL 60 hours must be completed to receive final grade in this class. Students can expect to be observed in the field by classroom instructor on 5 occasions.

Extra Credit through Sona

Research Participation: Every student can earn 4 research points (R-Points) by participating in departmental research projects that can be added to the midterm or the final. For every 30 minutes of research participation, students earn 1 R-Point (worth 2 points for a total of 8 points). Students must sign up for R-Points through the Department of Human Services Sona Systems Software


Evaluation and Assessment (Grading)

The following grading scale will be used to determine letter grades

700 Points - Module Assignments (50 pts each)
200 Points – Mid-term Exam***
300 Points – Final Exam***
100 Points – Project – Intersection analysis
700 Points – Participation and Attendance

2000 Possible points

Grading Scale:
1530 – 1700 A
1360 – 1529 B
1190 – 1359 C
Below 1225 F

You must obtain a grade of B or above to be eligible to be eligible for an internship!

V. CLASS SCHEDULE:

Tentative Class Schedule: this schedule is subject to change

Jan 19, 2016 Syllabus/projects/internship information and schedules
Jan 21, 2016 Chapter 6 vol. 2 Psychosocial Implications (module 1)
Jan 26, 2016 La Grow and Long, Chapters 1 and 2 (module 1)
Jan 28, 2016 Chapter 10, vol. 2, Older Adults, (module 2)
Feb 2, 2016  Working with Veterans (module 2)
Feb. 4, 2016  Independent lessons
Feb. 9, 2016  La Grow and Long Chapter 3 (module 2)
Feb. 12, 2016  Lesson writing; scheduling
Feb. 16, 2016  Chapter 1, vol. 1; Improving Perception (module 3)
Feb. 18, 2016  Chapter 2, vol. 1, Improving Orientation (module 3)
Feb. 23, 2016  La Grow and Long Chapter 4 (module 3)
Feb. 25, 2016  Chapter 3, vol. 2 Improving the use of Low Vision (module 4)
Mar. 1, 2016  Chapter 4, vol. 2 Improving the use of Hearing (speaker)
Mar. 3, 2016  La Grow and Long, Chapter 5 (module 4)
Mar. 8, 2016  Lesson writing, scheduling, Review
Mar. 10, 2016  **Mid-Term Modules 1-4**
Mar. 14-18, 2016  Spring Break
Mar. 22, 2016  Chapter 12 Vol. 2; Complex Intersections (module 5)
Mar. 24, 2016  Easter Break
Mar. 29, 2016  Chapter 10, vol., 1 Orientation aids (module 5)
Mar. 31, 2016  TAER Conference, Houston Texas
Apr. 5, 2016  La Grow and Long Chapter 7; TAPS part 4 pgs 124-200 (module 5)
Apr. 7, 2016  Chapter 8, vol. 1, Adaptive Technology
Apr. 12, 2016  Chapter 14, vol. 2, Electronic Aids
Apr. 14, 2016  La Grow and Long, Chapter 6
Apr. 19, 2016  Chapter 9, vol. 1, Dog Guides (module 7)
Apr. 21, 2016  Chapter 16, vol. 2, Dog Guides (module 7)
April 22, 23, 2016  Lukas Franck from Seeing Eye
Apr. 26, 2016  La Grow and Long, Chapter 8 (module 7)
Apr. 28, 2016  La Grow and Long, Chapter 9
May 3, 2016  Independent Lessons/scheduling
May 5, 2016  Review
May 10, 2016,  **FINAL**

**Tentative due dates for Modules:**
Module 1 - January 28, 2016
Module 2 - February 18, 2016
Module 3 - February 25, 2016
Module 4 - March 18, 2016
Module 5 - April 7, 2016
Module 6 - April 19, 2016
Module 7 - May 5, 2016

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 in a timely manner may delay your accommodations. For additional information, contact Disability Services. Location: Human Services Building, room 325. Phone: (936) 468-3004.

**VI. REQUIRED BOOKS AND MATERIALS**
ALL STUDENTS ARE RESPONSIBLE FOR OBTAINING THEIR OWN TEXTBOOKS. BOOKS SHOULD BE PURCHASED IN TIME TO HAVE THEM BY THE START OF CLASS.

This book can be ordered from AFB Press (afb.org)

ISBN: 978-0-982192-4-6

This book can be ordered from


FEM Statement:
In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience / clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $18.00

LiveText statement:
This course collects 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, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA Titan email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

VII. Course Evaluations:

“Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important 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 COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!”
In the 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.

In this course, students will receive additional points added to their point total, at the end of the semester, if 100% of students complete the survey.

VIII. Student Ethics and Other Policy Information:

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Attendance: Attendance is mandatory for this class unless otherwise discussed with instructor. If you will not be able to attend/participate in class discussions please notify instructor in advance. Notification in advance does not guarantee there will be no loss of points for absence. Students may receive excused absences for illness and family emergencies, but must present written documentation for such absence (i.e. doctor's note)

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 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 in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/. Location: Human Services Building, room 325. Phone: (936) 468-3004.

Academic Integrity

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.
Definition of Academic Dishonesty

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

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

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

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

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades Semester Grades Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.
The below is specific to new teachers in TEXAS, and may or may not apply to your current situation. It is a required part of this syllabus.

To complete Certification/Licensing Requirements in Texas related to public education, (if you are in the Teacher Certification program) you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due _______________________. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/<http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

IX. Other Relevant Course Information:

Caveat: The above schedule and procedures in this course are subject to change due to circumstances
Typically Taught Skills checklist

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary (3)</th>
<th>Acceptable (2)</th>
<th>Unacceptable (1)</th>
<th>Not Attempted (0)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write an Individualized Education Plan (IEP).</td>
<td>Student was able to write an appropriate IEP with no assistance.</td>
<td>Student was able to write an appropriate IEP with minimal assistance.</td>
<td>Student was able to write an appropriate IEP with considerable assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan a Lesson that Takes into Account the Learner’s Travel Abilities/Limitations.</td>
<td>Student properly considered the learner’s travel abilities/limitations.</td>
<td>Student required assistance to properly consider the learner’s travel abilities/limitations.</td>
<td>Student required considerable assistance to properly consider the learner’s travel abilities/limitations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Properly Evaluate the Travel Environment While Planning a Lesson.</td>
<td>Student properly evaluated the travel environment.</td>
<td>Student required assistance in properly evaluating the travel environment.</td>
<td>Student required considerable assistance in properly evaluating the travel environment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Category</td>
<td>Exemplary</td>
<td>Acceptable</td>
<td>Unacceptable</td>
<td>Not Attempted</td>
<td>Score</td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
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</tr>
<tr>
<td>Monitor the Learner from an Appropriate Distance While Teaching a Lesson.</td>
<td>Student monitored the learner at a safe and appropriate distance.</td>
<td>Student required minimal prompting to monitor the learner at a safe and appropriate distance.</td>
<td>Student required considerable amount of prompting to monitor the learner at a safe and appropriate distance.</td>
<td>Student did not monitor the learner at a safe and appropriate distance.</td>
<td></td>
</tr>
<tr>
<td>Intervene Appropriately (if needed) While Teaching a Lesson.</td>
<td>Student intervened at the appropriate time and with the appropriate information.</td>
<td>Student required minimal assistance in intervening at the appropriate time and with the appropriate information.</td>
<td>Student required considerable assistance in intervening at the appropriate time and with the appropriate information.</td>
<td>Student did not intervene at the appropriate time and with the appropriate information.</td>
<td></td>
</tr>
<tr>
<td>Properly Introduce and Review the Lesson.</td>
<td>Student properly introduced and reviewed the lesson.</td>
<td>Student required minimal assistance to properly introduce and review the lesson.</td>
<td>Student required considerable assistance to properly introduce and review the lesson.</td>
<td>Student did not properly introduce and review the lesson.</td>
<td></td>
</tr>
<tr>
<td>Human Guide</td>
<td>Student was able to teach this skill with no assistance.</td>
<td>Student was able to teach this skill with minimal assistance.</td>
<td>Student was able to teach this skill with considerable assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Protective Techniques</td>
<td>Student was able to teach this skill with no assistance.</td>
<td>Student was able to teach this skill with minimal assistance.</td>
<td>Student was able to teach this skill with considerable assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Locating Dropped Objects</td>
<td>Student was able to teach this skill with no assistance.</td>
<td>Student was able to teach this skill with minimal assistance.</td>
<td>Student was able to teach 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>Not Attempted</td>
<td>Score</td>
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<td>---------------</td>
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</tr>
<tr>
<td>Trailing</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Squaring Off</td>
<td>Student was able to teach this skill with no assistance.</td>
<td>Student was able to teach this skill with minimal assistance.</td>
<td>Student was able to teach this skill with considerable assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cane Techniques</td>
<td>Student was able to teach this skill with no assistance.</td>
<td>Student was able to teach this skill with minimal assistance.</td>
<td>Student was able to teach this skill with considerable assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soliciting/Declining Assistance</td>
<td>Student was able to teach this skill with no assistance.</td>
<td>Student was able to teach this skill with minimal assistance.</td>
<td>Student was able to teach this skill with considerable assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Following Directions</td>
<td>Student was able to teach this skill with no assistance.</td>
<td>Student was able to teach this skill with minimal assistance.</td>
<td>Student was able to teach this skill with considerable assistance.</td>
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<tr>
<td>Utilizing Landmarks</td>
<td>Student was able to teach this skill with no assistance.</td>
<td>Student was able to teach this skill with minimal assistance.</td>
<td>Student was able to teach this skill with considerable assistance.</td>
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<tr>
<td>Search Patterns</td>
<td>Student was able to teach this skill with no assistance.</td>
<td>Student was able to teach this skill with minimal assistance.</td>
<td>Student was able to teach this skill with considerable assistance.</td>
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<td>Compass Directions</td>
<td>Student was able to teach this skill with no assistance.</td>
<td>Student was able to teach this skill with minimal assistance.</td>
<td>Student was able to teach this skill with considerable assistance.</td>
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<tr>
<td>Category</td>
<td>Exemplary</td>
<td>Acceptable</td>
<td>Unacceptable</td>
<td>Not Attempted</td>
<td>Score</td>
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<tr>
<td><strong>Route Planning</strong></td>
<td>Student was able to teach this skill with no assistance.</td>
<td>Student was able to teach this skill with minimal assistance.</td>
<td>Student was able to teach this skill with considerable assistance.</td>
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<tr>
<td><strong>Analysis &amp; Identification of intersections &amp; Traffic Patterns</strong></td>
<td>Student was able to teach this skill with no assistance.</td>
<td>Student was able to teach this skill with minimal assistance.</td>
<td>Student was able to teach this skill with considerable assistance.</td>
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<tr>
<td><strong>Use of Traffic Control Devices</strong></td>
<td>Student was able to teach this skill with no assistance.</td>
<td>Student was able to teach this skill with minimal assistance.</td>
<td>Student was able to teach this skill with considerable assistance.</td>
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<tr>
<td><strong>Street Crossings</strong></td>
<td>Student was able to teach this skill with no assistance.</td>
<td>Student was able to teach this skill with minimal assistance.</td>
<td>Student was able to teach this skill with considerable assistance.</td>
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<tr>
<td><strong>Techniques for traveling in the following environments: indoor, outdoor, small &amp; large business districts, mall, &amp; rural</strong></td>
<td>Student was able to teach this skill with no assistance.</td>
<td>Student was able to teach this skill with minimal assistance.</td>
<td>Student was able to teach this skill with considerable assistance.</td>
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<tr>
<td><strong>Problem Solving</strong></td>
<td>Student was able to teach this skill with no assistance.</td>
<td>Student was able to teach this skill with minimal assistance.</td>
<td>Student was able to teach this skill with considerable assistance.</td>
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<tr>
<td><strong>Use of Public Transportation</strong></td>
<td>Student was able to teach this skill with no assistance.</td>
<td>Student was able to teach this skill with minimal assistance.</td>
<td>Student was able to teach this skill with considerable assistance.</td>
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Route Planning Lesson
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<th>Exemplary 3</th>
<th>Acceptable 2</th>
<th>Unacceptable 1</th>
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<tr>
<td><strong>Location</strong></td>
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<tr>
<td>Instructional Plan</td>
<td>Student has a step by step plan to get student from pt. A to pt. B, including side of street, street crossings, cardinal directions, landmarks and clues, etc.</td>
<td>Student has an adequate step by step plan to get student from pt. A to pt. B, omitting one or two of the following: side of street, street crossings, cardinal directions, landmarks and clues etc.</td>
<td>Student has minimal plan to get student from pt. A to pt. B, omitting side of street, street crossings, cardinal directions, landmarks and clues etc.</td>
<td>Omitted</td>
</tr>
<tr>
<td>Cane skills needed for specific route</td>
<td>Student addresses the various cane skills necessary throughout the route (2-pt, constant contact, 3-pt, touch and drag)</td>
<td>Student addresses the 2-3 cane techniques necessary throughout the route (2-pt, constant contact, 3-pt, touch and drag)</td>
<td>Student addresses the cane skills necessary throughout the route (2-pt, constant contact, 3-pt, touch and drag)</td>
<td>Omitted</td>
</tr>
<tr>
<td>Safety and Environmental Concerns</td>
<td>Student notes traffic patterns, uneven sidewalks, ambient noises, variations in time of day etc.</td>
<td>Student notes 2-3 of the following: traffic patterns, uneven sidewalks, ambient noises, variations in time of day etc.</td>
<td>Student notes only one of the following: traffic patterns, uneven sidewalks, ambient noises, variations in time of day etc.</td>
<td>Omitted</td>
</tr>
<tr>
<td>Personal Attributes of Consumer</td>
<td>Student takes into consideration strengths and weaknesses of consumer as well as medical concerns (fatigue, diabetes, etc.)</td>
<td>Student takes into consideration strengths OR weaknesses of consumer and medical concerns (fatigue, diabetes, etc.)</td>
<td>Student takes into consideration strengths OR weaknesses of consumer OR medical concerns (fatigue, diabetes, etc.)</td>
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**Professionalism Assessment Instrument**
For each observation, please complete the professionalism assessment instrument below by marking the appropriate box in each row.

Candidate Name: __________________________  Supervisor: ___________________

Circle the appropriate observation:  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>
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PRACTICUM HOURS LOG *(Back-up - *SAMPLE ONLY*)*
<table>
<thead>
<tr>
<th>Date</th>
<th>Arrival</th>
<th>Departure</th>
<th>Hours</th>
<th>Minutes</th>
<th>Student</th>
<th>Signature</th>
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TOTAL HOURS (Minimum- 60) ____________________