I. Course Description:

This course is designed to provide the student with knowledge and skills needed to work with persons who have multiple impairments in addition to visual impairments. Topics include disabilities other than visual impairment, specific strategies for assessing and planning instruction in the area of Orientation & Mobility for persons with multiple impairments, and working with families.

The purpose of this section of the SPE 552 course is essentially to guide the student in acquiring the skills necessary to evaluate the Orientation & Mobility needs of individuals with visual and multiple impairments. These skills include planning for and conducting O&M evaluations of individuals with visual and multiple impairments, developing goals and objectives based on these evaluations, and planning instructional routines.

II. Program Learning Outcomes:

The following is a list of desired Program Learning Outcomes (PLOs) in which data will be collected for Nuventive Improve (TracDat) throughout the program. An asterisk denotes that PLO will be addressed during SPE 552.

Program Outcome #1 O&M Skill and Strategy Acquisition and Demonstration
Candidates for the O&M Program will demonstrate knowledge and understanding of the systems of orientation and mobility, and orientation and mobility skills and techniques as defined by the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP).

Program Outcome #2 – Assessment*
Candidates will demonstrate knowledge and understanding of assessments necessary for implementing and addressing specific student needs in regards to specific environments and the presence of multiple disabilities.

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

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

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

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

PLO #2 will be the main focus of this course. General topics in other PLOs will be addressed and discussed during class time and observation of instruction.

Student Learning Outcomes:

SLO Nuventive Improve (TracDat) ASSESSMENT PLAN
Method of Assessment # 2 – MDVI Assessment
(ACVREP Domains 2, 4, 6, 8, 10, 12; AER Standard I, II, IV, V, VI, VII, XII, XIII)

2.2 Candidate will demonstrate the knowledge and understanding of the effects of additional impairments on orientation and mobility as identified through the evaluation process. Candidate will submit an O&M Evaluation that
demonstrates proficiency in writing an evaluation report that describes specific tasks, conditions, and responses and recommendations based on the interpretation of these evaluations.

Additional Intended Learning Outcomes/Goals/Objectives:

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

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

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

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

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

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

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

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

The Core Foundation and Vision, Mission, Goals, and Core Values describe a shared vision and purpose for the SFASU College of Education. It provides coherence for our curriculum, clinical experiences, and assessments. It is linked to the University vision and values, and describes how those values translate into knowledge, skills, and dispositions in the College of Education. It is this philosophy and vision that helps to distinguish our graduates from those of other institutions.

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

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

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

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

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

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

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

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

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

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

Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. FOR THIS COURSE – This is demonstrated through review of assessments, student planning, resource collection, and course reading requirements.

Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication. FOR THIS COURSE – This is achieved through the module discussions, and collaboration with other students.

Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. FOR THIS COURSE – This is developed through completion of evaluations, and the development of measurable Individual Education Program goals/objectives.

Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. FOR THIS COURSE – This is demonstrated through module discussions and Collaborate course meetings.

Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making. FOR THIS COURSE – This is exhibited through maintaining schedules, course requirements, and meeting deadlines.

Social Responsibility - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. FOR THIS COURSE – This is acquired through the study of various individuals with visual impairments and additional impairments, and the review of roles and responsibilities related to O&M.

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 –

I. Medical Aspects of Blindness and Visual Impairment
II. Sensory Motor Functioning
III. Psycho-Social Aspects of Blindness and Visual Impairments
IV. Human Growth and Development over the Lifespan
V. Concept Development
VI. Multiple Disabilities
VII. Systems of Orientation and Mobility
VIII. Orientation and Mobility Skills and Techniques
IX. Instructional Methods, Strategies and Assessment
X. History and Philosophy of Orientation and Mobility
XI. Professional Information
XII. Development, Administration, and Supervision of O&M Program
XIII. Clinical Practice Competencies

This course specifically addresses the following AER Standards through practice and didactic instruction: I-e,b, II-b,f, III-c,d,f, V-a,c,d,e,f, VI-a,c,d,e, IX-o,p,q,r,s,t,u, XI-a,b,c,g,h.

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

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

This course specifically addresses the following ACVREP Domains through practice and didactic instruction: 1, 2, 4, 9, 10, and 11

III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

A. Instructional Strategies and Technology:
   This is an online course. The course will be delivered through the Desire2Learn (D2L) modules and ZOOM meetings. Meetings will be held every other Wednesday (see dates at top of the syllabus). Assignments will be detailed and submitted on D2L.

B. Class preparation/participation/attendance:
   You are expected to attend class meetings. Have assignments completed and materials read prior to attending class. This is a rigorous class that covers an enormous quantity of material that will be obtained through the Zoom class meetings and from the D2L modules. You cannot afford to get behind with your assignments. This course works better when you are involved and ask questions. I will be asking questions and calling on every student at some point during the semester. A total of 70 points (10 points per class meeting) will be awarded based on your level of class participation and attendance. Please note that these points are not assigned on the basis of correct responses, but on the willingness of the student to respond and work through the issue.

At the end of the semester the instructor will use the following criteria to evaluate students:
• 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

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.

Additional information Regarding All Assignments
All submissions will need to be in .pdf, .rtf, .doc or .docx format. All submissions will also need to have your
name on the document and have your name in the name of the file. Naming of your files needs to be as follows....last_name_assignment.type or last_name_assignment_spe552.type. If your last name is Higgins and you were sending me Learning Activity 1 in pdf format you would name the file higgins_la1.pdf or higgins_la1_spe552.pdf

No capital letters-no first names-do not use my name-no spaces. YOU are responsible for uploading the content into the associated D2L dropbox, and ensuring that it displays correctly for grading purposes.

C. Modules of Instruction: MOST of the instructional material for this course will be provided through Modules on the Desire2Learn (D2L) internet platform. Because this class is very dependent on the internet, both for class material and virtual class meetings, the student must be able to use the internet to obtain instructions on completing assignments, submitting assignments, and participating in class activities. It is, therefore, essential that the student not only have ready access to the internet, but also that they are comfortable in using it. Detailed instructions for using D2L are available on their “My Home” page on D2L, under the title “Helpful Links”, including the phone number for D2L Support, which is 936-468-1919.

These D2L Modules are the groundwork to gaining facts and insight regarding the topics of this class, and are expected to be read PRIOR to the class in which they will be further discussed through participation. Six of the Modules of readings and assignments for each class, are to be completed in each 2-week time segment of the course. There is more time given for the assignment in one of the Modules, due to its requirements. The material covered in each Module contributes to grades counted in discussions, study guides, quizzes, assignments, and exams.

D. Assignments: There will be a series of 6 assignments, worth 100 points each, that must be turned in by the due date, after which each will be ‘closed’. The assignments will cover subject matter which includes, but is not limited to, the following:
- Determining the appropriate Student Planning Category for a student with visual and multiple impairments.
- Completing a basic Functional Vision Evaluation for students with visual and multiple impairments.
- Gathering needed student information in order to prepare for evaluation.
- Completing a review on a given variety of assessments appropriated for students with MIVI.
- Completing an Orientation and Mobility evaluation and report on a video of a student with MIVI-SLO 2.2 (provided on D2L in the module 4).
- Completing an exercise on writing O&M-related IEP Goals and Objectives and Routine Planning for a student with MIVI.
- Completing a strategic plan for working with a student with MIVI you have observed, and their family.

IV. Evaluation and Assessments (Grading):

Quizzes: There will be 3 quizzes to check for understanding of the material in specific modules, each worth 50 points, for a possible total of 150 points.

Examinations: Two examinations (a midterm and a final) will be given during the semester. The students will be responsible for all material covered in class, in readings, and assignments. The Midterm exam will be worth 100 points; the Final Exam will be worth 200 points.

Grades: Grades will be computed based on total points accumulated for all activities and tests.

The following grading scale will be used to determine letter grades:

600 Points – Module Assignments (100 pts each)
150 Points – Quizzes (50 pts each)
100 Points – Mid-term Exam
200 Points – Final Exam
70 Points – Participation and Attendance (10 pts per class)

1120 Possible points

Grading Scale:
1008 – 1120 A
896 – 1097 B
784 – 985 C
672 – 783 D
Extra credit may be earned by participation in research (use of SONO) or the submission of a book review using the Education Review guidelines [http://www.edrev.info/contribute.html](http://www.edrev.info/contribute.html)

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Module # and Material Covered</th>
<th>Readings</th>
<th>Assignments</th>
<th>AER Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/29</td>
<td>1. What is MDVI?</td>
<td>Child Guided Strategies (Van Dijk) pp1-18</td>
<td>Module 1 Quiz; Determine Planning Category-video</td>
<td>I-e; II-b; V-d, e; VI-e</td>
</tr>
<tr>
<td>9/12</td>
<td>2. Student Planning Categories</td>
<td>Child Guided Strategies (Van Dijk) pp19-114</td>
<td>Module 2 Quiz; Michael’s Assessment-video</td>
<td>V-a; VI-c, e</td>
</tr>
<tr>
<td>9/26</td>
<td>3. Step-by-Step Process</td>
<td>Module Readings (Process created by Dr. Dixie Mercer)</td>
<td>Review of Records</td>
<td>I-b; II-f; V-c; VI-a, c; IX-o, p, q, r, s, t, u</td>
</tr>
<tr>
<td>10/10</td>
<td>4. The Eval Process</td>
<td>Fun &amp; Valuable Experience Literally Mastering Assessment (Cady): FVE Protocol &amp; FVE Made Easy (on d2l)</td>
<td>Evaluation Report-video</td>
<td>I-b; II-f; V-c; VI-a, d; IX-o, p, q, s, t, u</td>
</tr>
<tr>
<td>10/24</td>
<td>5. Vision Goals &amp; Objectives</td>
<td>Calendars (TSBVI) pp9-50, Appendix pp114-127 [Ch. 1-Benefits of Calendar Systems, Ch. 2-Anticipation Calendars, Ch. 3-Daily Calendars, Ch. 4-Expanded Calendars]</td>
<td>Develop IEP goals/objectives and an Activity Based Routine MIDTERM EXAM (open 10/28, close 11/5)</td>
<td>V-f; VI-c, e; XI-a, b, c</td>
</tr>
<tr>
<td>11/7</td>
<td>6. Roles &amp; Responsibilities</td>
<td>Module Readings (Caseload analysis, VISSIT, Itinerant scheduling, student schedules/services, etc.)</td>
<td>V-f; VI-c, e; XI-a, b, c</td>
<td></td>
</tr>
<tr>
<td>12/5</td>
<td>7. Working with Families</td>
<td>Module Readings and individual research</td>
<td>Presentations (assigned topics, such as, Grief Cycle, Family Support, National Agenda, Parent/Family organizations, Advocacy tips, etc.)</td>
<td>III-c, d, f; V-f; VI-e; XI-g, h</td>
</tr>
<tr>
<td>TBD</td>
<td>FINAL</td>
<td>FINAL EXAM- (open 12/7, close 12/12)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

VI. Readings, Texts, Websites, Materials:

**Required:**

1. **Blaha, Robbie. Calendars.** (2001) TSBVI Order # 59436CAL. ISBN: 1-880366-27-4. Approximately $35.00 This nugget is filled with everything you have ever wanted to know about the benefits of calendar systems, how to set them up, and how to use them. It includes some great pictures that can really be helpful.


3. It is imperative that you make sure prior to class that you have a stable, strong internet connection and a dependable, updated computer.

4. Also, in order for you to be able to participate in the class, you will also need a dependable [headphones & speaker](#) set. It is imperative that you be able to hear and be able to be heard in class. This will be your responsibility.

**Highly Recommended, but Optional Texts:**

$20.00. Will be instrumental in helping you visualize how to work with students who are MDVI; once you get familiar with it, you will use it a lot—both in your assignments, and in the future as you move through your career.

2. Basic Skills Activity Routines. Texas School for the Blind and Visually Impaired Order #59428 BSA $5.00 Another inexpensive tool you will want to have handy, starting with being able to access it for your assignments.


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

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:
You will be given an opportunity to participate in a formal evaluation at the end of the semester. In the Perkins College of Education, your evaluations are submitted to electronically through mySFA and must be submitted before finals are given. We do receive a list of students who have not submitted an evaluation, however 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.

Evaluation data is used for a variety of purposes, including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.
As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement.

I ask that you contact me during my office hours if you need to discuss any thoughts or concerns regarding this course or suggestions for improvement. I am committed to providing you all with a high-quality learning experience that is supportive as well as instructive. I ask that you not wait until the evaluation is due, please, let me know as soon as possible if you need assistance or clarification on anything so we can work together to resolve the issue or make accommodations if necessary.

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

A. 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.

FOR THIS CLASS: Students are expected to attend class. Attendance will be taken each class day. Students may receive excused absences for illness and family emergencies, but must present written documentation for such absence (i.e. doctor's note, emergency room admissions, funeral notices). Students will be allowed one unexcused absence without penalty. After that, one letter grade will be subtracted from the final grade for each unexcused absence.

A student who does not attend class and/or show participation will be dropped from financial aid for that course.

B. 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

C. Student Academic Dishonesty: Policy 4.1

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 Program Handbook.

For the purposes of this course, as part of the Visual Impairment/Orientation & Mobility Preparation (VIP) Program, any indication of academic dishonesty as defined by SFASU and the Perkins College of Education, as described above, in the VIP Program handbook, and in each course syllabus, will result in the following consequences:

1st offense – The student will receive an F in the course. A Report of Academic Dishonesty will be filed with the Associate Dean of Student Services and Advising. Failure of the course does not rule out further actions on the part of the program and/or SFASU. The student’s status/continuation in our graduate (M.Ed.) program will be determined by consensus of the VIP Program faculty. This may result in program discontinuation, and the student must repay associated grant fees as per initial agreement.

The student must self-pay to retake the course at a later date. All regular course assignments must be completed, along with a “re-taker packet” which requires additional coursework determined by the instructor (for instance, the
A student may be asked to write and submit a thesis paper on ethical practices. If the course is satisfactorily completed (passed with an A or B) on the second attempt, SFASU will replace the original (F) grade.

2nd offense – Dismissal from the VIP Program, and student must repay associated grant fees as per initial agreement. These consequences do not rule out further actions on the part of the VIP Program and/or SFASU.

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

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

D. Withheld Grades, Policy 5.5: 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 course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which the WH is assigned, 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 terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

E. 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 (see the Student Conduct Code, policy D-34.1). 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 prohibition 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.

Included as the last page of this syllabus is a disposition checklist that informs students of the importance of professionalism in their behaviors within the classroom and faculty members’ commitment to provide feedback accordingly.

F. Additional Information:
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.

Code of Ethics for the Texas Educator:
The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation
program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s 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/). 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.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:
The above schedule and procedures in this course are subject to change in the event of extenuating circumstances.
## Professionalism Assessment Instrument

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

<table>
<thead>
<tr>
<th>Candidate Name: __________________________</th>
<th>Supervisor: __________________________</th>
</tr>
</thead>
</table>

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>
</tr>
</tbody>
</table>
### Instructional Planning Rubric
#### Plan and Routine Development

<table>
<thead>
<tr>
<th>Candidates Name:</th>
<th>Faculty Responsible for Collection:</th>
<th>SID:</th>
<th>Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>AER Standard/ACVREP Domain</th>
<th>Unacceptable (Score 1)</th>
<th>Marginal (Score 2)</th>
<th>Proficient (Score 3)</th>
<th>Exemplary (Score 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AER VI, IX, XIII ACVREP 2, 4, 9</td>
<td>Plan includes little information about the background and/or characteristics of the learner.</td>
<td>Plan about the background and/or characteristics of the learner, but is incomplete.</td>
<td>Plan is organized and includes most information about the background and/or characteristics of the learner.</td>
<td>Plan is well organized and well written, and includes thorough information about the background and/or characteristics of the learner.</td>
</tr>
<tr>
<td>AER VI, IX, XIII ACVREP 4, 9, 10</td>
<td>Plan includes little to no description of environments, types of materials, staffing, group size, instructional routine, and timeframe.</td>
<td>Plan includes a partial description of environments, types of materials, staffing, group size, instructional routine, and timeframe.</td>
<td>Plan includes a brief description of environment, types of materials, staffing, group size, instructional routine, and timeframe.</td>
<td>Plan includes a thorough description of environment, types of materials, staffing, group size, instructional routine, and timeframe.</td>
</tr>
<tr>
<td>AER VI, XIII ACVREP 4, 9, 10</td>
<td>Plan does not include student planning category, critical visual moment, and/or address communication by student to indicate choice or mastery.</td>
<td>Plan includes a partial account of the student planning category, critical visual moment, and/or address communication by student to indicate choice or mastery.</td>
<td>Plan includes the student planning category, critical visual moment, and/or address communication by student to indicate choice or mastery.</td>
<td>Plan includes the student planning category, critical visual moment, and addresses adapted or modified communication by student to indicate choice or mastery in a cohesive and clear format.</td>
</tr>
<tr>
<td>AER VI, XI ACVREP 10</td>
<td>Plan does not include rationale.</td>
<td>Plan includes a rationale but lacks detail or support from material or literature.</td>
<td>Plan includes a rationale of the lesson with at least one clear reference to material.</td>
<td>Plan includes a thorough rationale of the lesson that provides substantial support from the lesson, reading, and/or material.</td>
</tr>
<tr>
<td>AER IX, XII ACVREP 5, 10</td>
<td>Plan’s long-term goals and short-term objectives are not collaborative or not reflective of the lesson.</td>
<td>Plan includes minimal collaboration, an incomplete long-term goal and short-term objective.</td>
<td>Plan contains one long-term goal and one short-term objective that are collaborative and appropriate for the learner.</td>
<td>Plan contains one long-term goal and one short-term objective, and collaboratively support 2 or more stakeholders.</td>
</tr>
<tr>
<td>AER IX, XIII ACVREP 4, 10</td>
<td>Assignment fails to include a self-evaluation and a plan for collaborative role release</td>
<td>Assignment fails to include either a self-evaluation piece or a plan for collaborative role release</td>
<td>Assignment includes both a self-evaluation piece and a plan for collaborative role release</td>
<td>Assignment includes both a thorough self-evaluation piece and a comprehensive plan for collaborative role release</td>
</tr>
</tbody>
</table>

**TOTAL SCORE**
### SPE 552 – SLO 2.2, O&M TracDat – MDVI O&M Evaluation Report

**Exemplary 3**

**Acceptable 2**

**Unacceptable 1**

<table>
<thead>
<tr>
<th>Omitted 0</th>
<th>Score</th>
</tr>
</thead>
</table>

#### Background Information

(AER Standards I, II; ACVREP Domains 2, 4)

<table>
<thead>
<tr>
<th>Exemplary 3</th>
<th>Acceptable 2</th>
<th>Unacceptable 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning of report provides all necessary information: Name, DOB, Referral Info, Assessment conditions, Medical history, Dr., Diagnosis, etc.</td>
<td>Background information is mostly complete, leaving out 1 to 2 areas of information.</td>
<td>Background area is minimally complete, omitting 3 or more areas of information.</td>
</tr>
</tbody>
</table>

#### Orientation

(AER Standards V, VI, IX, XIII; ACVREP Domain 4)

<table>
<thead>
<tr>
<th>Exemplary 3</th>
<th>Acceptable 2</th>
<th>Unacceptable 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addresses age or developmentally appropriate concepts and use of sensory information; both strengths and weaknesses; cognitive skills required for orientation.</td>
<td>Addresses most age or developmentally appropriate concepts and use of sensory some information; either strengths or weaknesses; some cognitive skills required for orientation.</td>
<td>Minimally addresses most age or developmentally appropriate concepts and minimally addresses use of sensory some information. Addresses either strengths or weaknesses; some cognitive skills required for orientation.</td>
</tr>
</tbody>
</table>

#### Mobility

(AER Standards VI, VII, IX, XIII; ACVREP Domain 4)

<table>
<thead>
<tr>
<th>Exemplary 3</th>
<th>Acceptable 2</th>
<th>Unacceptable 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes evaluation of all age appropriate or developmentally guide and cane techniques, both indoor and outdoor evaluation, as appropriate, and identifies strengths and weaknesses.</td>
<td>Includes evaluation of most guide and cane techniques that are age or developmentally appropriate; does not address both indoor and outdoor evaluation, as appropriate, and minimally identifies strengths and/or weaknesses.</td>
<td>Minimally evaluates guide and cane techniques that are age appropriate; minimally addresses does not address specific indoor or outdoor evaluation, as appropriate; does not clearly identify strengths or weaknesses.</td>
</tr>
</tbody>
</table>

#### Recommendations

(AER Standards VI, IX, XII, XIII; ACVREP Domains 4, 10)

<table>
<thead>
<tr>
<th>Exemplary 3</th>
<th>Acceptable 2</th>
<th>Unacceptable 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommendations are based solely on information provided in the evaluation. Addresses needs in a variety of settings, such as home, school, indoor, outdoor, as appropriate.</td>
<td>Recommendations are based mostly on information solely provided in the evaluation. Addresses needs in 1 or more settings, such as home, school, indoor, outdoor, as appropriate.</td>
<td>Recommendations are minimally based on information provided in the evaluation, or are not based on the evaluation at all. Does not address specific settings, such as home, school, indoor, outdoor, as appropriate.</td>
</tr>
</tbody>
</table>

Exemplary = 11-12, Acceptable = 8-10, Unacceptable = 7 or below

**Total Score**