I. COURSE DESCRIPTION

**SPE 593 - Intermediate practicum in Orientation and Mobility.** Two-hour seminar and five hours of lab per week. Practicum experience requiring a minimum of 40 hours of teaching/observing orientation and mobility for individuals with a visual impairment under the supervision of the practicum supervisor.

This course is the first of two practicum courses which allow students to observe and apply strategies that have been previously taught in SPE 500 (the prerequisite [blindfold] course).

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

**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 **40 hours** of direct orientation and mobility (O&M) instruction, under the supervision of a Certified Orientation and Mobility Specialist. The skills and teaching procedures during this experience will be recorded, and **the supervising COMS will need to sign off** on your observations or supervised instruction unless permission is granted by this instructor.

Observations/lessons are to be recorded on the log form provided by the instructor in D2L. If a you are unable to obtain the minimum 40 practicum hours throughout this semester, you will be required to add the remaining hours to hours required for the spring practicum course (SPE 594). You must document a combined 80 hours (40 hours per practicum course – SPE 593, SPE 594) prior to receiving an internship placement. There are 7 Modules which will be posted online throughout the semester, with each module requiring written assignments that must be submitted to the **D2L Dropbox, or to LiveText if specified**, by the posted due date.

II. INTENDED LEARNING OUTCOMES/GOALS/OBJECTIVES (PROGRAM/STUDENT LEARNING OUTCOMES)

**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 593.
PLO #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).

PLO #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.

PLO #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.

PLO #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.

PLO #5 Understanding 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.

PLO #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 #3 will be the main focus of this course. General topics in other PLOs will be addressed and discussed during D2L ZOOM meetings, internship experiences, and observation of instruction.

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

Domain I – Medical Aspects of Blindness; Vol. 2, Ch. 18
Domain II – Sensory Motor Functioning; Vol. 2 Ch. 5
Domain IV – Human Growth and Development over the Lifespan; Vol. 2 Ch. 7, 8, 9
Domain V – Concept Development; Vol. 2, Ch. 7
Domain VI – Multiple Disabilities; Vol. 2, Ch. 17, 18, 19, 20
Domain VII – Systems of Orientation and Mobility; Vol. 2, Ch. 11
Domain VIII – Orientation and Mobility Skills and Techniques; Vol. 2 Ch. 11, 13
Domain IX – Instructional Methods, Strategies, and Assessment; Vol. 2 Ch. 5, 9

STUDENT LEARNING OUTCOMES:
This course supports TracDat objectives that have been developed for the program, specifically:

SLO – V The Master’s candidate will demonstrate advanced knowledge and understanding in the field of orientation and mobility.

  The Master’s candidate will:
  1) Develop, conduct, and present advanced research in the field of visual impairment commensurate with and meeting requirements of the M.Ed. degree.
  2) Plan, craft, and articulate clear, insightful, organized, and supported responses to multifaceted comprehensive questions.

The following outcomes are linked directly to this course:

SLO 3.1 Goal Writing (SPE 593 ACVREP Domains 2, 3, 4, 5; AER Standards IX, XII)
  A) Candidate will demonstrate proficiency in writing behaviorally stated goals and objectives based on evaluation findings that are realistic and appropriately sequenced. Goals will identify a desired behavior, a criterion for measuring success, conditions specific to the goal, and a timeframe for completion. Goals and objectives must be supported by an identified need for instruction based on the O&M evaluation.
  B) Candidate will be rated on a scale of 1 to 3, where 3 is exemplary.
This course will enable the student to demonstrate the knowledge of:
1. The referral process required to serve students with visual impairments
2. What constitutes O&M instruction
3. How basic concepts are learned and used by children with visual impairments
4. Assessment of individuals with visual impairments
5. How to write measurable goals based on assessment
6. How to evaluate and modify basic O&M for the child with visual and multiple impairments
7. Become familiar with orientation aids and how they support O&M services

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 insure 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, 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 Visual Impairment / Orientation & Mobility Preparation Program.**

A) 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.

B) 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 online 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 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 during practicum experiences

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
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 COURSE – This is demonstrated through review of assessments, 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 presentation, module discussions, and collaboration with other students and practicum instructors.
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 the observation documentation, and the development of 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 collaborative activities with other students and the practicum instructors.
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 review of teaching strategies and an understanding of various individuals with visual impairments, and the review of professional and strategic issues related to O&M.

The O&M program is designed to meet the standards of two separate bodies; ACVREP which establishes the standards that candidates must be able to demonstrate through national examination, and the AER University Review Committee which 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-a,d,e,f; II-a,d,e,f,g; III-b,c,d,e,f,i,j; IV-a,b,c,d,f,g,h; V-a,b,d,e,f; VI-a,c,d,e,f; VII-a,b,c,d,h,l; VIII-c,d,e,i,k,l,m,n; IX-a,b,c,d,e,g,h,i,n,o,p,q,r,s,t,u,v,x,y,z; X-f,g,o,p,q; XI-c,f; XII-a,b,e,f,g,h,i,j; XIII-a,f,g,i,j,n,u,w,x.

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

This course specifically addresses the following ACVREP Domains through practice and didactic instruction:  2, 4, 5, 6, 7, 8, 9, 10, 11, and 12.
III. COURSE ASSIGNMENTS, ACTIVITIES, INSTRUCTIONAL STRATEGIES, USE OF TECHNOLOGY

This course will be delivered via distance education through the use of a web-based program (D2L and ZOOM). Class session alerts will be posted as “News” items on the D2L course homepage prior to each class. Presentations and discussions will be implemented using this web-based conferencing. Students will access assignments (in the form of seven Modules) using web-based lessons available on D2L, and submit assignments in the Dropbox on D2L or to LiveText as appropriate. The course calendar, with due dates for assignments, exams and links, and interactive class meeting schedule with links, is located both in this syllabus and on the D2L page for this course.

This course has four components:

1. A series of seven learning modules and two exams. These modules and exams will include information from the required textbooks, module content information and website information. Each of the module assignments are valued at 50 points each for a total of 350 possible points.

2. You will have two major examinations; a mid-term and a final. The mid-term will be worth 200 points, and the final is worth 300 points.

3. There will be seven D2L ZOOM sessions. Exams and instructional material will be covered during these interactive meetings, as well as assigned readings. Classes will be held on Tuesday evenings from 6:00 pm to 8:00 pm, Central Standard Time. Class attendance and participation will be worth 70 points (10 points per ZOOM session).

4. This course requires 40 hours of instruction/observation in basic O&M. You must document observation and/or participation in O&M lessons all under the direction of a Certified Orientation and Mobility Specialist. The skills and teaching procedures during this experience will be recorded, and your supervising COMS must sign off on your observations or supervised instruction, unless permission is granted by the SPE 593 instructor. Observations/lessons must be submitted (with hours tallied), describing in detail the skills and procedures in narrative format.

IV. EVALUATION AND ASSESSMENTS (GRADING)

The following grading scale will be used to determine letter grades

- 350 Points – Module Assignments (7 at 50 pts each)
- 200 Points – Mid-term Exam
- 300 Points – Final Exam
- 70 Points – Class Attendance and Participation (10 pts per class session)

920 Possible points

Grading Scale:

- 828-920   A
- 736-827   B*
- 644-735   C
- 552-643   D
- BELOW 552 F

*You MUST have a grade of B or above to take the next course in the sequence, SPE 594
V. TENTATIVE COURSE OUTLINE/CALENDAR

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

<table>
<thead>
<tr>
<th>D2L/ZOOM Session</th>
<th>Focus</th>
<th>Readings</th>
<th>AER Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class #1 8/27/18</td>
<td>Syllabus Review</td>
<td>Foundations of O&amp;M (3rd Ed.) Vol. 1 Ch. 12 – Administration, Assessment, and Program Planning for Orientation and Mobility Services Teaching O&amp;M in the Schools: An Instructor’s Companion Ch. 1 – Overview Ch. 3 – Referral and Assessment Ch. 6 – The Domains: Home, School, and Community</td>
<td>IX: e, g, h, i, o, p, q, r, s, t, u, y X: g, o, q XII: a, b, f, g, h, i XIII: f, j</td>
</tr>
<tr>
<td>Class #2 9/10/18</td>
<td>Module 2</td>
<td>Foundations of O&amp;M (3rd Ed.) Vol. 2 Ch. 8 – Teaching Orientation and Mobility to School-Age Children Ch. 9 – Teaching Orientation and Mobility to Adults Teaching O&amp;M in the Schools: An Instructor’s Companion Ch. 2 – O&amp;M Through the School Year TAPS (3rd Ed.) Part 1: The Curriculum Pages 12-31</td>
<td>III: b, c, d, e, f, j IV: a, f, g, h IX: a, b, c, h, n, q, r, s, t, x, y X: o, p XI: c XII: a, b, h XIII: a, j, w, x</td>
</tr>
<tr>
<td>Class #3 9/24/18</td>
<td>Module 3</td>
<td>Foundations of O&amp;M (3rd Ed.) Vol. 2 Ch. 5 – Improving Sensorimotor Functioning for Orientation and Mobility Ch. 7 – Teaching Orientation and Mobility for the Early Childhood Years Teaching O&amp;M in the Schools: An Instructor’s Companion Ch. 5 – Approaches to Teaching O&amp;M Ch. 7 – Teaching Techniques TAPS (3rd Ed.) Part 1: The Curriculum Pages 35-39</td>
<td>II: a, f, g III: c, d, f IV: a, b, c, d, g, h V: a, b, e, f VII: a, b, c, d VIII: c, e IX: b, c, d, r, s, t, v, x, y XII: g, h XIII: n, u, w</td>
</tr>
<tr>
<td>Class #4 10/8/18</td>
<td>Module 4</td>
<td>Midterm Review</td>
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</tbody>
</table>

Foundations of O&M (3rd Ed.) Vol. 2 Ch. 19 – Teaching Orientation and Mobility to Students with Cognitive Impairments and Vision Loss Ch. 20 – Teaching Orientation and Mobility to Students with Cortical Visual Impairment | I: a, f V: a, d, e VI: a, d, e, f VIII: m |
| Class #5 | Module 5 | Foundations of O&M (3rd Ed.) Vol. 2  
| |  | Ch. 17 – Teaching Orientation and Mobility to Students with Vision and Hearing Loss  
| | | Ch. 18 – Teaching Orientation and Mobility to Learners with Visual, Physical, and Health Impairments  
| | | Teaching O&M in the Schools: An Instructor’s Companion  
| | | Ch. 8 – Students with Multiple Disabilities  
| Class #6 | Module 6 | Foundations of O&M (3rd Ed.) Vol. 1  
| | | Ch. 10 – Orientation Aids for Students with Vision Loss  
| | | Foundations of O&M (3rd Ed.) Vol. 2  
| | | Ch. 11 – Teaching the Use of Orientation Aids for Orientation and Mobility  
| | | Ch. 13 – Teaching the Use of Transportation Systems for Orientation and Mobility  
| Class #7 | Module 7 | Foundations of O&M (3rd Ed.) Vol. 2  
| | | Ch. 15 – Teaching Orientation and Mobility for Adverse Weather Conditions  
| | | Teaching O&M in the Schools: An Instructor’s Companion  
| | | Ch. 4 – The Individualized Education Program  
| | | Ch. 9 – Professional and Strategic Issues  
| | | Appendix – Checklist of O&M Instructional Areas and Related Objectives  
| | | TAPS (3rd Ed.) Part 1: The Curriculum  
| | | Pages 207-213  

**A student who does not attend class and/or show participation will be dropped from financial aid for that course. You must be present in class sessions in order to earn participation points. Participation**
points will not be awarded to students who listen to the recorded session only.

**A Word about D2L and ZOOM.** This class is dependent on the internet. You **must** be able to use the internet in order to obtain instructions on completing assignments, research assigned topics, submit assignments, take and submit exams, participate in class, and complete class and other activities as assigned. It is, therefore, **essential** that you not only have available reliable access to the internet, but also that you are comfortable in using it. Also, in order for you to be able to participate in the class, you **will also need a dependable headphone/speaker set.** Neither SFASU nor your instructor are responsible for solving technical problems which are not a product of the websites themselves. If you need technical assistance, please contact the Center for Teaching and Learning (ctl.sfasu.edu) at 936-468-1010.

VI. READINGS

STUDENTS ARE RESPONSIBLE FOR OBTAINING THEIR OWN TEXTBOOKS. BOOKS SHOULD BE PURCHASED IN TIME TO HAVE THEM ON THE FIRST DAY OF CLASS.

Required Books

Volume II: Instructional strategies and practical applications  **ISBN 978-0-89128-461-1**

(4-book set)  **ISBN 1-880366-46-0**
Can be purchased from TSBVI by calling 512-206-9215 or online at  
[http://www.tsbvi.edu/taps](http://www.tsbvi.edu/taps)

**ISBN 0-89128-391-9**

**FEM Statement:**

In this course you must purchase and enroll in 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](http://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 ([____@jacks.sfasu.edu](mailto:____@jacks.sfasu.edu)) 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 check your junk mail folder and your spam filter for these emails.

**If you have questions about obtaining or registering your LiveText account, call 936-468-1267 or email [SFALiveText@sfasu.edu](mailto:SFALiveText@sfasu.edu).** Once LiveText is activated, **if you have technical questions, call 936-468-7050 or email [livetext@sfasu.edu](mailto: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 Perkins College of Education electronically evaluate courses taken within the PCOE. 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.

VIII. STUDENT ETHICS AND OTHER POLICY INFORMATION:
Found at https://www.sfasu.edu/policies

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 will 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.

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, Room 325, 936-468-3004 / 936-468-1004 (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.

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. Student Academic Dishonesty: Policy 4.1

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.

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

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 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 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.

Withheld 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.

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 are 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:

Caveat:

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

<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTIVITY: Include brief description of teaching, misc., observations, etc.</th>
<th>TIME</th>
<th>COMS Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>EX: 9/30/18</td>
<td><strong>EX: Observation of semi-business route from home to grocery store</strong></td>
<td>EX: 90 min</td>
<td>EX: HRM</td>
</tr>
</tbody>
</table>

**TOTAL TIME:**