

Soave, Melissa

From: Andrew Zircher <AZircher@ehe.osu.edu>
Sent: Wednesday, April 25, 2012 2:11 PM
To: Smith, Randy; herness.1@gradsch.ohio-state.edu; Wolf, Kay; Soave, Melissa
Subject: Orientation and Mobility Licensure

Dear Dr. Smith, Dr. Herness, Dr. Wolf, and Ms. Soave,

Faculty in the School of Teaching and Learning submitted a proposal for a new non-degree license program in Orientation and Mobility. The target population for this program is individuals who have or are working toward a teaching license and want to add a second license.

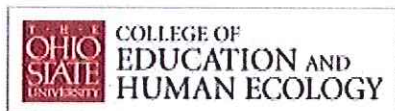
This is a request for a new non-degree program. Coursework associated with this proposal was submitted during semester conversion, and all of the courses have been approved and are in the bulletin.

Link to the proposal file-

<http://people.ehe.osu.edu/curriculum/files/2012/04/OAA-Orientation-and-Mobility-License-non-degree.pdf>

The proposal at the link above includes documentation that is required by the Board of Regents for new teacher licensure programs, but if you would prefer a trimmed down version for your review, let me know and I can delete the syllabi and vitae. Let me know if you have any questions.

Andy Zircher, MA
Academic Planning Specialist, Curriculum Coordinator
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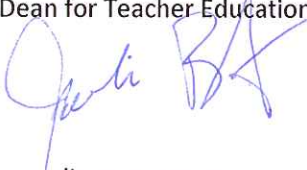


Office of Academic Affairs
172 Arps Hall, 1945 N. High Street
614 688-4571

Date: April 6, 2012

To: Randy Smith, Vice Provost of Academic Programs, Melissa Soave, Program Manager

Cc: Joe Wheaton, Interim Assistant Dean for Teacher Education, Andy Zircher, Curriculum Coordinator

From: Jackie Blount, Associate Dean 

RE: Orientation and Mobility non-degree licensure program

The faculty and administration of the College of Education and Human Ecology (EHE) have approved a proposal for a graduate non-degree licensure program for Orientation and Mobility in the School of Teaching and Learning. As you know, EHE faculty also recently approved a college realignment proposal. If the realignment proposal is approved, then the Orientation and Mobility license program would be housed in the Department of Teaching and Learning.

The proposal for the Orientation and Mobility license program was approved by the EHE Curriculum Committee on January 26, 2012, and by the EHE College Council on March 2, 2012. The proposal was approved by the Curriculum Committee pending a few changes, and the proposal was held until recently when the issues were addressed. This proposal will be sent to the Board of Regents by Joe Wheaton, the EHE Interim Assistant Dean for Teacher Education, for state approval of EHE's preparation of students for teacher licensure in Orientation and Mobility.

The Orientation and Mobility non-degree license program is for students who have completed a Bachelor's degree and have or are working toward teacher licensure in another area. Many courses in this program were proposed as new courses for semesters, but all of those courses have been fully approved and are now in the University course bulletin.

EHE approves this program proposal for a non-degree license program in Orientation and Mobility, and requests University level approval. If there are any questions, please contact me at blount.36@osu.edu or our curriculum coordinator, Andy Zircher, at Zircher.2@osu.edu.

Paul: Cover Letter

To: College Committee
From: Peter V. Paul
Date: March 1, 2012
Re: Cover letter Revised

It should be noted that we currently have quarter-hour courses in the Orientation & Mobility licensure program until the change to semester hours in Summer of 2012. As a result, we have eliminated 3 courses and have incorporated the competencies/information in other semester-hour courses (indicated below).

Below is the original program in quarter hours, followed by the semester conversion program. This should clarify the information on Page 11 of Form A.

Original Program: (Quarter Hours)

Summer Term:

826: Visual Processes - 3 quarter hours (Eliminated)
685: Basics of O&M - 3 quarter hours

Fall Quarter:

925.52: Intermediate Seminar - 3 quarter hours
925.52: Techniques & Methods 1 - 3 quarter hours
887.52: Supervised Field Experience 1 - 1 quarter hour

Winter Quarter:

925.52: Advanced Seminar - 3 quarter hours
925.52: Techniques & Methods 2 - 3 quarter hours
887.52: Supervised Field Experience 2 - 1 quarter hour

Spring Quarter:

925.52: Special Topics Seminar - 3 quarter hours
925.52: Techniques & Methods 3 - 3 quarter hours (Eliminated)
887.52: Supervised Field Experience 3 - 1 quarter hour (Eliminated)

Summer Term (2nd Summer Term for Cohort):

885.52: Internship - 6 quarter hours

Semester Conversion

Summer Term: E = Existing; N = New

T&L 5510: Basics of Orientation & Mobility - 2 semester credits **E**

Fall Semester:

T&L 6510: Orientation and Mobility Intermediate Seminar - **3 semester credits **N**

**Content has been expanded to include materials from Visual Processes & Techniques & Methods Three

T&L 6520: Techniques & Methods 1 - 2 semester hours **N**

Paul: Cover Letter

T&L 5189 – Supervised Field Experience I —1 semester hour (Fieldwork experience expanded from 35 hours to 50 hours due to the elimination of Supervised Field Experience 3) **E**

Spring Semester:

T&L 6511 Orientation and Mobility Advanced Seminar - **3 semester credits

Content has been expanded to include materials from Visual Processes and Techniques & Methods 3 **N

T&L 6521: Techniques & Methods 2 - 2 semester hours **N**

T&L 5189 – Supervised Field Experience 2 –1 semester hour (Fieldwork experience expanded from 35 to 50 hours due to the elimination of Supervised Field Experience 3) **E**

May-Mester:

T&L 6512 – Special Topics: Early Childhood through the Later Years – 2 semester hours **N**

Summer Term (2nd Summer Term for Cohort):

T&L 5191 - Internship – Four (4) Semester Hours **E**

Program Request

Orientation & Mobility license - Non-degree

GENERAL PROGRAM INFORMATION

1. Fiscal Unit / Academic Organization: **School of Teaching and Learning – D1275**
2. Administering College: **Education and Human Ecology**
3. Request designation: **New**
4. Program / Plan name: **Orientation and Mobility license – Non-degree**
5. Type of Program / Plan:
 - **Graduate non-degree licensure**
6. Program / Plan code abbreviation
7. Degree Title (current and proposed names, if different): **Not applicable**
8. Does this program have associated Specializations / Sub-plans? **No**

PROGRAM REQUIREMENTS

9. Program Learning Goals (i.e., knowledge, skills, and attitudes / perspectives) to be attained by students at time of completion of the program.

#	Description of Clinical Competency
COMMUNICATION AND PROFESSIONAL RELATIONSHIPS	
1	Candidate is able to establish and maintain effective communication and professional relationships with students, families, colleagues, and supervisors, including individuals from culturally and linguistically diverse backgrounds.
O&M ASSESSMENT	
2	Candidate is able to plan and conduct individualized comprehensive O&M assessments, synthesize the findings in a professionally written report, and communicate results with students, families, and members of the individualized intervention/education/rehabilitation team, as appropriate.
INSTRUCTIONAL PLANNING	
3	Candidate is able to plan for individualized O&M instruction through the:
3a	Review and interpretation of relevant records and reports.
3b	Selection and preview of potential training areas (e.g., home, school, work or community).
3c	Design and/or procurement of instructional materials and appropriate devices (with appropriate medical consultation regarding optical devices).
3d	Provision of accurate information regarding options for mobility systems (e.g., long cane, dog guide, electronic travel devices) to the student and his/her family so that s/he can make informed choices regarding the most appropriate option for a given time.
3e	Collaboration with the student, his/her family, and colleagues to develop appropriate goals and behavioral objectives, and development and sequencing of individual lessons based on the student's abilities, needs, and goals.
INSTRUCTION	
4	Candidate is able to effectively teach and reinforce the following elements of O&M instruction across a range of environments (such as indoor, residential, and light business):
4a	Concepts related to independent movement and orientation (such as body, laterality, directionality, spatial,

	environmental, and time-distance).
4b	Mobility techniques, including, but not limited to, basic skills, cane skills, adapted mobility devices, route travel, street crossings, and the use of public and other transportation systems.
4c	Orientation skills, including, but not limited to, use of cognitive processes; landmarks; cardinal directions; room, store, and community familiarization; address system; independent information gathering; route planning; and maps.
4d	Use of low vision in maintaining safe and independent movement and orientation (such as the use of non-optical devices, use of optical devices in conjunction with eye care professionals, use of visual skills, and incorporating vision use with cane or other mobility systems).
4e	Use of remaining senses (other than vision) in maintaining safe and independent movement and orientation (such as the use of auditory skills, reflected sound, tactile recognition, proprioceptive and kinesthetic awareness).
MONITORING AND SAFETY	
5	Candidate is able to effectively monitor orientation and mobility skills, recognize potentially dangerous situations, and intervene as appropriate to ensure student safety.
FACILITATING INDEPENDENCE	
6	Candidate is able to facilitate student independence and problem solving ability across a variety of travel situations, in familiar and unfamiliar environments.
PROFESSIONALISM	
7	Candidate demonstrates professional conduct consistent with the Code of Ethics for Orientation & Mobility Specialists, finds and accesses appropriate resources, keeps on-time scheduling, and follows and maintains appropriate record keeping and reporting procedures.

10. List of semester courses (department, title, credit hours) and categories of courses that constitute the requirements of the program. *(Notes: If this is a proposal for a graduate program, list any requirements beyond those stipulated by the Graduate School.)*

T&L 5510: Basics of Orientation & Mobility - 2
T&L 6510: Orientation and Mobility Intermediate Seminar - 3
T&L 6520: Techniques & Methods 1 - 2
T&L 5189 – Supervised Field Experience I --1
T&L 6511 Orientation and Mobility Advanced Seminar - 3
T&L 6521: Techniques & Methods 2 - 2
T&L 5189 – Supervised Field Experience 2 –1
T&L 6512 – Special Topics: Early Childhood through the Later Years – 2
T&L 5191 - Internship – 4

11. Program Rationale.

There is a severe shortage of Orientation and Mobility Specialists within the state of Ohio and nationally. At present, Ohio does not have a permanent university training program to prepare O&M specialists. Peter V. Paul (Ohio State University) and Danene Fast (Ohio State School for the Blind) and others have developed an Orientation and Mobility (O&M) Preparation Program via state-level funding from the School Study Council of Ohio/Ohio Center/Ohio Deaf-Blind Education and the Ohio Department of Education.

Approximately two-thirds of the current population of children and students with visual impairments have additional disabilities. O&M specialists need to be well prepared to serve individuals of all ages, who are visually impaired and have a wide range of abilities. Therefore, university students in

this program will be prepared to serve clients from birth to death. The O&M Preparation Program at Ohio State also includes a component in early childhood and multiple disabilities.

The development of the OSU Orientation and Mobility Program is driven by two sets of guidelines; one set is motivated by principles from the Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER) Orientation and Mobility University Personnel Preparation Standards document. Because AER has still not completed current guidelines and is not currently prepared to evaluate O&M programs, the Ohio State University O&M program has aligned itself with the second set of guidelines that can be found in the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) Orientation and Mobility Specialists Certification Handbook, Section 3: O&M Body of Knowledge. The OSU program contains the professional competencies that students must master to become certified through ACVREP. These competencies comprise the content of the examination administered by ACVREP prior to initial certification as an O&M Specialist. In Ohio, certification by ACVREP (previously handled by AER, but became an ACVREP function a few years ago) is a requisite for obtaining ODE licensure in the area of Pupil Services: Orientation and Mobility. The ACVREP guidelines on which the program has been based are online at www.acvrep.org.

A few courses in the O&M program are online; thus, students need to become familiar with this medium. Students also are exposed to the use of technology with children and adolescents who are blind or visually impaired. All university candidates are exposed to/knowledgeable in the use of educational technology (e.g., online, electronic mail, powerpoint, etc.).

12. Semesters curriculum advising sheet of requirements for the program, formatted to meet the unit's standards. **See attached within documentation submitted to the Board of Regents.**

13. Curricular Map that shows how, and at what level (e.g., beginning, intermediate, advanced), the program's courses facilitate students' attainment of program learning goals. A table format is recommended (*see example below*). (*Notes: This information is only required for undergraduate degrees and majors. If the program has multiple specializations / sub-plans, multiple maps may be attached.*): **Not required for non-degree program**

14. Will this program have an associated pre-major or area of interest? **Not applicable**

CREDIT HOUR EXPLANATION

Program credit hour requirements		Number of credit hours required for proposed program (Semester credit hours)
Total minimum credit hours required for completion of program		20
Required credit hours offered by the unit	Min	20
	Max	20
Required credit hours offered outside of the unit	Min	0
	Max	0
Required prerequisite credit hours not included above	Min	
	Max	

Note: students must already have a teaching license or be working toward a license to be in this program.

ASSESSMENT CONVERSION

15. Is this a degree program (undergraduate, graduate, or professional) or major? **Not applicable**

ATTACHMENTS

16. Letter from program-offering unit (e.g., department, school, center)

17. Letter from the college to the Office of Academic Affairs

18. Co-administering letter: **Not applicable**

19. Support / concurrence letters: **Not applicable**

20. Additional documentation for Ohio Board of Regents review, if appropriate: **Form A, and required materials submitted to the Board of Regents for program leading to licensure.**

Ohio Board of Regents
Academic Quality Assurance
30 East Broad St., 36 FL • Columbus, OH 43215
www.ohioeducator.ning.com
educator_prep@regents.state.oh.us

New Education Licensure Program Proposal (Form A) Graduate Programs

USE THIS FORM FOR:

A New Education Graduate Degree Program Leading to Initial or Advanced Licensure: Form A. Institutions that are or are not currently authorized by the Chancellor of the Board of Regents must complete this form to request approval to offer a program that leads to educator licensure. Programs can be at initial or advanced licensure levels. Approval of a New Education Licensure Program at an institution not currently authorized requires a site visit. Contact Shane DeGarmo in the [Office of Academic Programs](#) for further information.

General Directions

- Submit your completed proposal electronically to educator_prep@regents.state.oh.us.
- The Chancellor's staff will review proposals to be certain that each is complete and no problems found. If issues are found, the proposal will be returned. When the proposal is completed, re-submit to educator_prep@regents.state.oh.us.
- Insert responses in text boxes directly under each heading or in the tables provided.
- If you are submitting a scanned attachment to support a response, please clearly identify the attachment item by section name/letter.
- Out-of-state institutions and for-profit institutions registered with the State Board of Career Colleges and Schools, must complete appropriate forms. Contact Shane DeGarmo in the [Office of Academic Programs](#) for further information.
- Out of state institutions must be authorized by the Ohio Board of Regents. If your institution is authorized, please complete this Proposal Form. If your institution is not yet authorized, contact Shane DeGarmo the [Office of Academic Programs](#) for further information.
- The fee for new program review (\$1,000.00 for non-public institutions) is to be mailed when your new program proposal is sent. *The review will not begin until all fees are received.* Checks should be made out to the *Ohio Board of Regents, AQA*. On the envelope, please add ATTENTION: Corey Posey.

Additional Information. Questions about the proposal process may be directed to educator_prep@regents.state.oh.us. Visit <http://www.ohioeducator.ning.com> for additional information. A *Reference Section* is located at the end of this document.

NOTE: *Authorization* from Dean/Director of Education Program is required to submit any new program proposal. Therefore, we require the Dean or Director of the unit to electronically submit the proposal from her/his direct email account to educator_prep@regents.state.oh.us. This also provides an assurance that the Dean/Director has knowledge about and will support the proposed program should it be approved.

Section 1. Introduction

Type your response in the table below or type "X" next to your selection.

Date of Submission	Date to be provided
Name of Institution	The Ohio State University
Name of Department or College	College of Education & Human Ecology; School of Teaching & Learning
Mailing Address	1945 N. High Street; 333 Arps Hall
Dean or Director's Name	Cheryl L. Achterberg
Dean or Director's Email	"Cheryl L. Achterberg" <cachterberg@ehe.osu.edu>
Person Submitting Program	Peter V. Paul
Title	Professor
Phone	614-247-2650 (voiced message only)
Email	paul.3@osu.edu
What semester/year do you want your proposed program to begin?	Summer Term 2012
Your Proposed Program Name and License Code (License Types and Teaching Field Codes)	<i>Name:</i> Orientation & Mobility Specialists <i>Code:</i> Professional Pupil Services (74-270500)
If applicable, within what degree program does this licensure sit?	Licensure can be obtained via the Graduate Nondegree route.
Program Type	<input type="checkbox"/> Initial – Programs that lead to initial license XXX
	<input type="checkbox"/> Advanced – Programs following initial licensure
and Program Level	<input type="checkbox"/> Post-Baccalaureate [courses at the graduate level]XXX
	<input type="checkbox"/> Masters
	<input type="checkbox"/> Post Masters
	<input type="checkbox"/> Doctorate
Program Website, if already	NA

created	
When have you/or will you send this Program to RACGS? [all public institutions, University of Dayton and Case Western Reserve University]	NA; only 20 semester hours for licensure

Section 2. Accreditation and Approval

Type your response in the table below or type "X" next to your selection.

Regional Institutional Accreditation

Name of Accrediting Organization	Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP)
Date of Accreditation	NA; see official letter from Garrett Holm (see attachment labeled: Section 2-Garett Holm Letter.Paul.pdf)
Date of Next Review	NA; see above attached letter

National Accreditation

If your college/university has undergone national accreditation, what year is the next affirmation of accreditation? Which accreditor?

2012	National Council for the Accreditation of Teacher Education (NCATE)
	Teacher Education Accreditation Council (TEAC)

NOTE: Proposals from Non-Ohio based institutions: If the proposed program already has received full national recognition from a specialized professional association (SPA), the SPA report can substitute for Section 7 of this proposal.

Name of Specialized Professional Association	NA
Date of Last SPA Approval	NA

Section 3. Academic Leadership

Type your responses in the sections below.

Brief institutional description.

The Ohio State University (OSU), located in Columbus, is a world-class research university and the leading comprehensive teaching and research institution in the state. This four-year residential institution is currently the largest public university, enrolling

approximately 40,000 full-time undergraduate students per year. The student population is comprised of approximately 48% women and 14% minority students.

Program Development

Describe how the proposed program aligns with needs of the profession and prepares students to become effective educators of digital age learners.

There is a severe shortage of Orientation and Mobility Specialists within the state of Ohio and nationally. At present, Ohio does not have a permanent university training program to prepare O&M specialists. Peter V. Paul (Ohio State University) and Danene Fast (Ohio State School for the Blind) and others have developed an Orientation and Mobility (O&M) Preparation Program via state-level funding from the School Study Council of Ohio/Ohio Center/Ohio Deaf-Blind Education and the Ohio Department of Education.

Approximately two-thirds of the current population of children and students with visual impairments have additional disabilities. O&M specialists need to be well prepared to serve individuals of all ages, who are visually impaired and have a wide range of abilities. Therefore, university students in this program will be prepared to serve clients from birth to death. The O&M Preparation Program at Ohio State also includes a component in early childhood and multiple disabilities.

The development of the OSU Orientation and Mobility Program is driven by two sets of guidelines; one set is motivated by principles from the *Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER) Orientation and Mobility University Personnel Preparation Standards* document. Because AER has still not completed current guidelines and is not currently prepared to evaluate O&M programs, the Ohio State University O&M program has aligned itself with the second set of guidelines that can be found in the *Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) Orientation and Mobility Specialists Certification Handbook, Section 3: O&M Body of Knowledge*. The OSU program contains the professional competencies that students must master to become certified through ACVREP. These competencies comprise the content of the examination administered by ACVREP prior to initial certification as an O&M Specialist. In Ohio, certification by ACVREP (previously handled by AER, but became an ACVREP function a few years ago) is a requisite for obtaining ODE licensure in the area of Pupil Services: Orientation and Mobility. The ACVREP guidelines on which the program has been based are online at www.acvrep.org.

A few courses in the O&M program are online; thus, students need to become familiar with this medium. Students also are exposed to the use of technology with children and adolescents who are blind or visually impaired. All university candidates are exposed to/knowledgeable in the use of educational technology (e.g., online, electronic mail, powerpoint, etc.).

Organizational Structure

Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities. What percent of this person's time will be needed to ensure program success? Who else among administration, faculty, staff, and committees are key to program success?

Dr. Peter V. Paul serves as the Faculty Coordinator and Oversight Person for the Orientation & Mobility program and is a guest lecturer in several courses. He is the major advisor for all students in this program. Dr. Paul is a tenured faculty in the area of low-incidence. Although Dr. Paul is the coordinator for all low incidence programs (hearing impairment, visual impairment), approximately 15% of his time per semester is devoted to administration, advising, and teaching activities in the O&M program.

Dr. Tiffany Wild provides technical support and is a guest lecturer in several courses. Currently, Dr. Wild is a full-time Program Manager/Staff for the School of Teaching & Learning.

Ms. Danene Fast serves as the Program Director, teaches courses, and coordinates all clinical and internship experiences. Ms. Fast is a full-time employer with the Ohio State School for the Blind and is a certified Orientation & Mobility Specialist (COMS). Ms. Fast has been hired as a full-time lecturer/faculty leader for the O&M program via state-level funds (grant).

All O&M courses at OSU are taught by certified/licensed O&M specialists with at least a master's degree level education and a minimum of 2,500 hours of direct O&M client instruction. Faculty-student ratios follow guidelines for safety/liability/instructional quality reasons (1 to 8 for clinical experiences and 1 to 6 for blindfold and simulator experiences). In line with the guidelines, this program is coordinated by a full-time degreed/certified O&M member (Danene Fast) to ensure its quality.

We also use "reviewers" for our application process. These reviewers are COMS (certified orientation & mobility specialists).

Section 4. Student Success and Enrollment

Type your response below.

Admission and Student Success

Describe the criteria for admission.

Students are required to complete an application packet, which includes (1) application form, (2) recommendation form, (3) resume or CV, and (4) transcripts from previous university work (see *attached* Section 4-O&M Admissions Materials.Paul.doc). Students need a Bachelor's degree and a 3.0 overall GPA.

Selected students may participate in an interview process.

A rating scale is used based on the information requested in 1 to 4 above. Up to three raters with an O&M license are solicited to participate in the review process. Recommendations are sent to Dr. Paul, who writes letters of acceptance or rejection to the prospective applicants.

Selection is competitive. There are only 9 slots per cohort (per academic year) with more than 25 interested applicants. As per ACVREP guidelines, we can accept only 9 students per cohort.

Describe the support your unit and institution will provide so that students can be successful? [i.e. advising, tech help-desk, tutorials, library resources, faculty advising and mentoring]

The Ohio State University, School of Teaching & Learning, has provided offices, support staff, and storage space for Dr. Paul, Dr. Wild, and Ms. Fast, and for all materials pertaining to the O&M program. The Office of Academic Services and Teacher Licensure in the School of Teaching & Learning is available to assist students in preparing materials for their licensures. Dr. Paul is the major official advisor and mentor for all students; however, Dr. Wild and Ms. Fast are also available for advisement. Contact with students occurs on an on-going basis via e-mail and face-to-face visits.

Via grants from the Ohio Department of Education/School Study Council of Ohio, instructors and program coordinator have been able to purchase a range of materials and resources (books, canes, masks, etc.) that are for student use in the program. Most of the important materials (e.g., canes, masks) are non-consumable and can be used by students in future cohorts. Dr. Paul also has a budget, via the School of Teaching & Learning, in which funds can be used to support this program (as well as others under his jurisdiction).

Students can receive assistance with the online components and other library aspects. The OSU Tech assistants have a general office in the basement of Ramseyer Hall and can be contacted via telephone or electronic mail. The assistants can be contacted during university working hours during the week, and their response is typically within 48 hours after an immediate acknowledgment (via e-mail only).

Provide the name and title of the Americans With Disability Act (ADA) contact for this proposed program. What accommodations are available to students?

Scott L. Lissner
ADA Coordinator
"Lissner, Scott L" lissner.2@osu.edu

The OSU O&M Preparation Program works closely with the Office of Disability Services and the ADA Office to ensure that any student with a disability be given equal access to all class work, including materials that are placed online. Instructors provide course materials to the office in order to provide all materials in assessable media format. Online O&M courses are "ADA-approved" accessible, and any additional modifications to coursework and internship opportunities are made on an individual basis.

What is your best estimate for enrollment in the proposed program?

Year One	Year Two	Year Three
9	9	9

Section 5. Program Requirements and Curriculum

Programs leading to education licensure are required to meet minimum standards established by the Chancellor of the Board of Regents and the State Board of Education. In this section, you will provide a wide variety of information that shows program alignment with standards and requirements, courses and activities, program locations, and delivery models, and transfer policies.

Standards and Requirements

Identify how and where the educator preparation requirements, standards, and Board of Regents guidelines identified below are addressed in your proposed professional education program (general education courses do not need to be addressed). Explain in the text boxes to the right of each item. Scan and attach supporting documentation and explanations. Provide URLs that point to the specific information requested.

Ohio Licensure Program Requirements for Teaching

NA for this Program

Assure us that your proposed program will address these standards and requirements. Check or describe where in the curriculum and/or program they are addressed. If you are enclosing scanned attachments, indicate below.

[12 semester-hour reading requirement](#) for early childhood, middle childhood, & intervention specialist programs
OR
[3 semester-hour reading core](#) for AYA programs, career-vocational and multi-age programs;

Candidates' understanding of the Ohio Academic Content Standards	
Requirements for the Resident Educator License	
Ohio Standards for the Teaching Profession (PDF)	
Ohio Standards for Professional Development (PDF) When professional development programs are offered to candidates, that the Standards describing High Quality Professional Development are utilized in the design of these offerings.	
Meet Ohio Department of Education Licensure Program Standards . (If the program already has been approved by national SPA, these standards are met.)	
School Operating Standards Provide assurance that the proposed program includes the study of and candidate knowledge of operation of Ohio schools via the requirements described in the 'Ohio Administrative Code Chapter 3301-35: Standards for School Districts and Schools-Kindergarten through Twelfth Grade.'	
Value-added growth measures , as defined by the State Board of Education.	
General Education Requirements	

Ohio Licensure Program Requirements for School Administrators	Describe where in the curriculum and/or program these standards and requirements are addressed. If you are enclosing scanned attachments, indicate below.
NA for this program	
Alignment with Ohio Department of Education Standards for Principals and Superintendents Ohio Standards for Principals (PDF)	
Meet Ohio Department of Education Licensure Program Standards . If the program already is approved by national SPA, these standards are met. (If the program already has been approved by national SPA, these standards are met.)	

<p>Ohio Standards for the Teaching Profession (PDF)</p>	
<p>Ohio Standards for Professional Development (PDF) When professional development programs are offered to candidates, that the Standards describing High Quality Professional Development are utilized in the design of these offerings.</p>	
<p>School Operating Standards Provide assurance that the proposed program includes the study of and candidate knowledge of operation of Ohio schools via the requirements described in the 'Ohio Administrative Code Chapter 3301-35: Standards for School Districts and Schools-Kindergarten through Twelfth Grade.'</p>	
<p>Value-added growth measures, as defined by the State Board of Education.</p>	

<p>Ohio Licensure Program Requirements for Pupil Services [audiologist, counselor, social worker, speech-language pathologist, psychologist, nurse, orientation and mobility specialists, occupational therapist, physical therapist]</p> <p>This is applicable for O&M</p>	<p>Describe where in the curriculum and/or program these standards and requirements are addressed. If you are enclosing scanned attachments, indicate below.</p>
<p>Meet Ohio Department of Education Licensure Program Standards. If the program already has been approved by national SPA, these standards are met.</p>	<p>NA. The accreditation for this program is ACVREP, which administers the licensure test. See ACVREP guidelines at www.acvrep.org.</p>
<p>Ohio Standards for Professional Development (PDF) When professional development programs are offered to candidates, that the Standards describing High Quality Professional Development are utilized in the design of these offerings.</p>	<p>Because the program is based on ACVREP guidelines, students are exposed to current professional standards and are aware of the need for continuing professional development. In fact, ACVREP requires licensed O&M individuals to be recertified every five years via professional development courses/workshops and/or university level courses.</p>
<p>School Operating Standards Provide assurance that the proposed program includes the study of and candidate knowledge of operation of Ohio schools via the requirements described in the 'Ohio Administrative Code Chapter 3301-35: Standards for School Districts and Schools-Kindergarten through Twelfth Grade.'</p>	<p>Our program has a seminar (EDU T&L 925.52: (quarter number; semester conversion number not available): Intermediate Seminar) that specifically covers school-based issues as part of the program (see Section 5-O&M Program Syllabi.Paul.doc).</p>

Courses, Descriptions and Syllabi

Provide course information and syllabi (as scanned attachments). Information needed includes:

- Course name, number, credit hours, whether required or elective course, new or existing, TAG or not, and which courses meet state reading requirements.
- Course description as listed in the catalog.
- Syllabi including name(s) of faculty teaching the course, course schedule, assignments, attendance policies, required books [hard copy and/or electronic] and other resource materials, and grading policies.
- If not included in the syllabi, also provide learning outcomes, prerequisites, methods of assessment, and relevant institutional policies.

Course of Study

Provide the typical course and activities sequence within the proposed program in the table below. List only the professional program courses, and information in each column. If you have documents/materials that may assist in providing this information (i.e. an advising sheet,), scan and attach electronically in place of these tables. You can provide URLs that point to the specific information requested.

General Note: TAG and reading requirements—NA. Syllabi can be found in the attachments (attachment is labeled: Section 5-O&M Syllabi.Paul.doc). The ACVREP standards are listed at the end of each syllabus for each course.

Courses and course numbers	Credit hrs – Q OR S?	R or E? [required/ elective]	N or E? [new or existing]	<u>12 semester-hour reading requirement</u> for early childhood, middle childhood, & intervention specialist programs <u>3 semester-hour reading core</u> for AYA programs, career-vocational and multi-age programs
EDU T&L 5510: Basics of Orientation & Mobility <i>Summer Term (initial)</i>	2 S	R	E	
EDU T&L 6510: O&M Intermediate Seminar	3 S	R	N	

<i>Fall Semester</i>				
EDU T&L 6520: O&M Techniques & Methods I <i>Fall Semester</i>	2 S	R	N	
EDU T&L 5189: Supervised O&M Field Experience I <i>Fall Semester</i>	1 S	R	E	
EDU T&L 6511: O&M Advanced Seminar <i>Spring Semester</i>	3 S	R	N	
EDU T&L 6521: O&M Techniques & Methods II <i>Spring Semester</i>	2 S	R	N	
EDU T&L 5189: O&M Field Experience II <i>Spring Semester</i>	1 S	R	E	
EDU T&L 6512: O&M Special Topics Seminar: Early Childhood through the Later Years <i>May-Mester</i>	2 S	R	N	
EDU T&L 5191: O&M Internship <i>Summer Term (2nd one)</i>	4 S	R	E	

Program Sites and Delivery Models

List all sites and addresses if 50% or more of the curriculum will be delivered by any combination of

1) a location other than the main campus, 2) online, 3) hybrid/blended, or 4) other delivery models (including flexible or accelerated programs).

Institutions *may be required* to provide additional information if more than 50% of the program will be offered online, in locations other than the main campus, or through hybrid/alternative delivery models. Contact Shane DeGarmo, Office of Academic Programs, sdegarmo@regents.state.oh.us, for questions about Board of Regents policies related to program locations and delivery models.

Locations and Types	Percent of Program Offered	Location Name Address, City and State	Does the institution use this location for other academic programs?
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Note: This is NA because more than 50% of the program is offered onsite/on campus; whereas the remaining semester hours are online/hybrid. See Section 5-O&M Syllabi.Paul.doc for delineation.			
In-Person/On Main Campus			
In-Person/Other Than Main Campus			
Online [an online program is one in which most (80+%) of the content is delivered online, typically without face-to-face meetings]			
Hybrid/blended [a hybrid/blended program is one that blends online and face-to-face delivery, with substantial content delivered online]			
Flexible or accelerated program [a flexible or accelerated program includes courses that do not meet during the institution's regular academic term or courses that meet during the regular academic term but are offered in a substantially different manner than a traditional fixed number of meeting during the term]			
Other. Explain:			

Program Cohesion and Transfer Policies

Type your response in the table below.

Program Cohesion and Quality

If content for courses [i.e. modules, assessments] or entire courses will be purchased and/or used in your proposed program, who is providing these materials?

This section is NA.

Transfer Policies for Teaching Licensure

Describe the transfer credit policies for the proposed program. Include information about the methods used to evaluate coursework and determine equivalency.

NOTE: Public institutions and out of state institutions must assure how the requirements of Ohio's transfer and articulation policies are met, including the [Education Transfer Assurance Guides](#).

The Transfer and Articulation courses taken at other institutions will be used to meet the licensing requirements of this program. Most of those courses are within our General Education curriculum and will also be in the pre-major requirements. Major coursework (e.g., O&M courses) taken at another institution will be reviewed by program faculty to be sure that the licensing content was covered.

Section 6. Field Experiences and Clinical Practice

The clinical program requirements for associate licensure, teaching, school administrators and pupil services are listed below. Institutions should select the appropriate set of program requirements and demonstrate how they are met during the field experiences and clinical practice in the proposed program. Explain how you make sure your candidates will have qualified and diverse clinical educators, coaches and mentors during field and clinical experiences. These experiences should be aligned with the Ohio Standards for the Teaching Profession. [Ohio Standards for the Teaching Profession](#) (PDF)

Field experiences and clinical practice start when a candidate is admitted into the proposed education program and are grouped into three types: 1) initial/early field experiences, 2) more intensive field experiences and 3) Clinical Practice/Student Teaching. Each grouping addresses minimum requirements. There is a minimum of 100 total hours for all field experiences and these hours are to be distributed across the entire proposed education program.

For the purpose of this Program Review OBR will follow the definition for Clinical Practice and Field Experiences as found in the NCATE Glossary:

- **Clinical Practice.** Student teaching or internships that provide candidates with an intensive and extensive culminating activity. Candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. <http://www.ncate.org/Standards/NCATEUnitStandards/NCATEGlossary/tabid/477/Default.aspx#F>
- **Field Experiences.** A variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research. Field experiences may occur in off-campus settings such as schools, community centers, or homeless shelters.

<http://www.ncate.org/Standards/NCATEUnitStandards/NCATEGlossary/tabid/477/Default.aspx#F>

B.A./B.S. and Above Programs

1) Initial/Early Field Experiences - Teaching

1. Observations
2. Supervised experiences
3. Method of earning hours (embedded, course base)
4. Documentation of candidate performance by university supervisors, and/or P12 teachers
5. Explain benchmarks or gateways

Describe how the proposed program will meet these minimum expectations and indicate what if any, additional initial field experiences will be included.

2) More Intensive Field Experiences - Teaching

1. All experiences are supervised
2. Experiences during methods block should be at least 60 hours.
3. Additional hours should range between 10-30 hours.
4. Must include documentation of how hours were earned.
5. Documentation of candidate performance by university supervisors and P12 teachers
6. Documentation that experiences are within the reading core, including AYA and multi-age programs.

Describe how the proposed program will meet these minimum expectations and indicate what if any, additional initial field experiences will be included.

3) Clinical Practice/Student Teaching

1. All experiences are supervised
2. Minimum of twelve weeks, including at least four consecutive weeks of full-time teaching responsibility (planning, implementing, learning, activities, assessments)

3. Includes a minimum of three face-to face observations by university supervisors using Ohio Standards for the Teaching profession assessments.
4. Documentation of 3 observations of candidate performance by university supervisors and cooperating teachers.
5. Additional specific assessments determined by the proposed program (action research, case study, teacher work samples)

Describe how the proposed program will meet these minimum expectations and indicate what if any, additional initial field experiences will be included.

Field Experiences and Clinical Practice Hours B.A./B.S. and Above

Provide the number of hours which are completed during various field and clinical experiences in each of the two following areas. Mark with a check when the topics below are addressed in each of these three increasingly rigorous types of field and clinical experiences.

	Must have 100 hours during these two areas		
	Initial/Early Field Experiences	More Intensive Field Experiences	Clinical Practice/Student Teaching [12 wks]
PROVIDE THE ACTUAL NUMBER OF HOURS IN THESE TWO TYPES OF FIELD EXPERIENCES			
INDICATE WITH A CHECKMARK WHETHER THE TOPICS BELOW ARE ADDRESSED WITHIN ANY OR ALL OF THREE TYPES OF FIELD EXPERIENCES AND CLINICAL PRACTICE COLUMNS			
Academic Language			
Aligning Content Standards & Instruction			
Assessing Student Learning			
Classroom and School Diversity			
Classroom Management			
Content Methods			
English Language Learners			
Learner Growth and Development			
Lesson Planning			
Professional Growth			
Reading Instruction			
Subject Specific Pedagogy			
Technology Instruction/Integration			

Administrator Preparation Programs

Field and Clinical Experiences

How does the proposed program ensure that all candidates have qualified and diverse clinical educators, coaches and mentors during field and clinical experiences? Clarify how your proposed program meets the Ohio Department of Education requirements that institutions meet the Education Leadership Constituent Council (ELCC) guidelines for internships with hours distributed among the following areas:

1. Continuous improvement (vision and change).
2. Instruction.
3. School operations, resources, learning environment.
4. Collaboration.
5. Parents and community engagement.

NOTE: The [Principal Clinical Practice Blue Ribbon Panel](#) has been charged by the Ohio Board of Regents to make policy and implementation recommendations regarding education program changes in this area. When recommendations have been accepted by the Chancellor, expectations in this section will change.

Pupil Services Preparation Programs

[audiologist, counselor, social worker, speech-language pathologist, psychologist, nurse, orientation and mobility specialist, occupational therapist, physical therapist]

Field Experiences and Clinical Practice:

How does your proposed program ensure that all candidates have qualified and diverse clinical educators, coaches and mentors during field experiences and clinical experiences? Clarify how your proposed program meets Ohio Department of Education [Licensure Program Standards](#).

Note: Explanation is provided below for diversity in mentors and settings for field and clinical experiences. ACVREP is our accreditation agency (for certified O&M

instructors)-- www.acvrep.org

If your program has been approved by a SPA or other professional accrediting agency, provide that information here (when and what accrediting agency) so that we know that the standards for field experiences and clinical practice for other school personnel have been met.

Note: ACVREP requires 350 field/clinical experience hours under the direct supervision of a COMS (certified orientation & mobility specialist) in order to grant ACVREP certification. The syllabi outline the three field/clinical experiences (two field experiences and one internship) that are required for the students in the O&M program (see Section 5—O&M Syllabi.Paul.doc).

Qualifications of Mentor Teachers

How does the proposed program ensure that all candidates have qualified and diverse clinical educators, coaches and mentors during field experiences and clinical practice? Explain the criteria you use [in addition to these minimum requirements: three years of successful teaching focused in the field and the recommendation and/or approval by a building administrator] to ensure mentors are well prepared for this role.

All mentor clinicians must have at least three (3) years of experience in a P to Adult/Life-long Setting as a COMS (certified orientation & mobility specialist). Typically, these mentor clinicians are extensively involved professionally in ACVREP and are up to date with professional issues. Attempts are made to select mentor clinicians and sites in a variety of diverse settings in both urban and rural situations. Our School of Teaching & Learning is noted for assertively promoting the selection of individuals of diversity (e.g., race, ethnicity, etc.) and for placement in diverse settings. Nevertheless, such selection depends on the availability and willingness of the school districts and mentor clinicians.

Qualifications of University Clinicians/Supervisors

How does the proposed program ensure that all candidates have qualified and a variety of university clinicians/supervisors during field experiences and clinical practice?

The O&M program employs the services of several individuals who are practicing COMS in Ohio. These individuals are responsible for mentoring/supervising candidate and teaching select courses in the program as well as recommending clinical sites.

Our main “faculty leader”, Ms. Danene Fast is not only a certified O&M instructor, but also highly visible in leadership positions in her professional organizations. For example, she has been past president of the *Association for the Education and Rehabilitation of the Blind and Visually Impaired* (AER) in Ohio, and her colleagues have honored her with an international award. As such, Ms. Fast has connections and contacts with other COMS members and diverse clinical sites in the field. Ms. Fast and the rest of the instructors in the O&M program are committed to ensuring that the candidates have a wide variety of field/clinical experiences and supervisors/mentors in the program.

Section 7: Assessment for Licensure Programs

If the proposed program already has received full national recognition from a specialized professional association (SPA) **you do NOT need to complete Section 7.**

Note: Our SPA is ACVREP. Assessments have been developed and placed on TK20 (similar to NCATE programs). Assessments are listed below and all assessments are attached (Section 7--O&M Assessments.Paul.doc).

Assessments Utilized within B.A. and Beyond Teacher Preparation Programs

REQUIRED ASSESSMENTS FOR TEACHING	Scan and send a copy of Instrument	Scan and send the Scoring Tool
State Test - PRAXIS II Content Test	No need to send	No need to send
OR OPI (ACTFL Speaking Proficiency Test)	No need to send	No need to send
OR WPT (ACTFL Writing Proficiency Test)	No need to send	No need to send
State Test – PRAXIS II Pedagogy Test	No need to send	No need to send
Lesson Planning Assessment	Send your instrument/s	Send scoring tool
Student Teaching Assessment	Send your instrument/s	Send scoring tool
Student Growth Measures (value added)	No need to send	No need to send
If your proposed program will utilize additional assessments please list below:		
	Send your instrument/s	Send scoring tool

	Send your instrument/s	Send scoring tool
	Send your instrument/s	Send scoring tool
How will the assessment data collected and analyzed be used to improve your proposed program over time?		

Assessments for Administrator and Pupil Services [audiologist, counselor, social worker, speech-language pathologist, psychologist, nurse, orientation and mobility specialist, occupational therapist, physical therapist] **Programs**

List key assessments for the proposed program and when they will be administered. Include copies of the assessment instruments and scoring guidelines. Will PRAXIS be utilized?

As mentioned previously, O&M's SPA is ACVREP—this program is not affiliated with NCATE. However, because OSU and our other licensure programs are under NCATE, we have used the same format with the development of key assessments and with the documentation of data/scores on TK20.

The assessments for the program are attached (Section 7-O&M Key Assessments.Paul.doc).

The scoring procedures for the assessment are on TK20. 4 assessments (Basic O&M Checklist; Techniques One Checklist; Techniques Two Checklist; Techniques Three Checklist) have a pass/fail format, completed each semester after completion of the Techniques Coursework.

ACVREP Clinical Competency Evaluation Form (format: standards met/not met) is used upon completion of the internship experience.

O&M Self-Evaluation Document (format: a scale of 1-5) is completed at the conclusion of the third semester, fourth semester, and internship semester.

Comprehensive Project: In-Service Training Workshop (see attachment for assessment requirements) is completed at the conclusion of the program—that is, after all courses and field/clinical experiences.

Upon successful completion of the program, students are recommended for the ACVREP licensure exam. Scores on the exams are also submitted to TK20.

How will the assessment data you collect and analyzed be used to improve the proposed program (instruction, content, etc.) over time?

The initial development of the assessments for the O&M program occurred during the 2010-2011 academic year. Data were reported on TK20, beginning in the Fall of 2011. With only 9 students completing the program, there is limited sufficient information to guide the improvement of the program. Much of the current improvement concerns the refinement of the assessments (language of the items; clarification of the instructions) and the development of a new format. All of the candidates have met the minimum criteria for all assessments.

The plan for improvements in the program will be based on the candidates' performance on ACVREP examination. That is, we will peruse the specific sections of the examination, which cause concerns. At present, all 9 candidates from the 2010-2011 who completed the program took and passed the ACVREP examination on the initial attempt.

Section 8: Faculty

Colleges and universities seeking program approval must demonstrate that standards and expectations for full-time and part-time faculty, adjuncts, instructors, and graduate teaching assistants are met. Faculty teaching courses for graduate credit are generally assumed to hold a doctoral degree in the appropriate disciplinary area, although some exceptions are appropriate.

Faculty Ranks/Titles

Provide your best estimate -- How many within each of the following ranks/titles will be involved in a teaching role within the proposed program?

	First Year	Second Year	Third Year
Full professor (coordinator/main advisor; guest lecturing in selected courses)	1	1	1
Associate professor	0	0	0
Assistant Professor	0	0	0
Instructor	0	0	0
Higher Ed Clinical Faculty [higher education faculty who primarily work within school districts, with candidates]	1	1	1
PK-12 Clinical Faculty [PK-12 teachers granted clinical faculty status by an institution of higher education]	0	0	0
Adjunct (or part time) faculty	0	0	0
Other, please specify	20	20	20
Note: Due to the nature of the program, our lecturers (5)			

with COMS also function as clinical faculty <i>in practice</i> , but not <i>in name</i> . We also use several other individuals (volunteer/mentors/reviewers) who participate in the program (15).			
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Indicate whether the institution will need to identify additional full time or part time faculty to start or continue within the proposed program. If additional faculty are needed, describe the appointment process and provide a timeline for identifying such individuals.

NA. We already have sufficient instructors for delivering this licensure program.

Program Faculty

Complete the faculty matrix for the faculty who will be teaching at the proposed site. Faculty information should be current, per the date of your proposed program approval submission. Include open positions in the matrix. Be sure to provide a faculty matrix chart for each site or delivery option offered for the program. **Please note that the institution will need to submit faculty vitas/resumes (also needed and requested in Section 5).**

NOTE: Vitae/resumes for all instructors below have been attached (attachment is labeled: Section 8-Vitae & Resumes.Paul.doc).

Name of Instructor	Rank or Title	Full-Time Part-Time	Degree titles, institution, year. Include discipline/field as on diploma	Years of all teaching experience in the discipline	Teaching location and/or at a distance	Concurrently teaching at another institution? If so, where?	Areas of expertise using learning technology	Additional Expertise in the Discipline/Field (e.g., licenses, certifications)	Name the course(s) this individual will teach in the proposed program Include course prefix & number
Paul	Professor	Full	PhD, Interdisciplinary Studies in Hearing Impairment; University of Illinois, 1984	33	On campus/online	NA	Experience with online applications (e-mail, wikis, etc.). Also experience with educational technology such as powerpoints, etc.	Teaching students who are d/Deaf and hard of hearing	Guest lecturer in—Special Topics; Intermediate Seminar; Advanced Seminar
Wild	Visiting Professor (2009 to 2012); beginning in Fall 2012-hired as Program Manager	Full	PhD, Visual Impairment, The Ohio State University, 2008	12	On campus/online	NA	Experience with online applications (e-mail, wikis, etc.). Also experience with educational technology such as powerpoints, etc.	Middle childhood education, emphasis on mathematics & science; visual impairment	Guest lecturer in—Basics of O&M; Special Topics; Intermediate Seminar; Advanced Seminar
Fast	Lecturer (Faculty Leader)	Full	MA, Orientation & Mobility Western Michigan University August 1999	17	On campus/online	NA	Experience with online applications (e-mail, wikis, etc.).	BSEd – Teacher of the Visually Impaired Elementary Education	T&L XXX (685) – Basics of O&M T&L XXX (925.52) – Intermediate Seminar T&L XXX (925.52) – Advanced Seminar

							Also experience with educational technology such as powerpoints, etc.		T&L XXX (925.52) – Special Topics Seminar
Cuniak	Lecturer	Part	M.Ed, Orientation & Mobility, Teacher of the Visually Impaired University of Pittsburgh 2003	9		NA	Experience with online applications (e-mail, wikis, etc.). Also experience with educational technology such as powerpoints, etc.	BA – Psychology	T&L XXX (925.52) – O&M Techniques One T&L XXX (925.52) – O&M Techniques Two
Roesner	Lecturer	Part	MS, Orientation & Mobility Salus University 2005	7		NA	Experience with online applications (e-mail, wikis, etc.). Also experience with educational technology such as powerpoints, etc.	BS – General Studies Education & Mathematics	T&L XXX (925.52) – O&M Techniques One T&L XXX (925.52) – O&M Techniques Two
Wetli	Lecturer	Part	MS, Orientation & Mobility Salus University 2005	7		NA	Experience with online applications (e-mail, wikis, etc.). Also experience with educational technology such as powerpoints, etc.	BA – Communication	T&L XXX (925.52) – O&M Techniques One T&L XXX (925.52) – O&M Techniques Two

Professional Development/Scholarship

Describe the support for faculty professional development and expectations for scholarship activities the institution provides. What (if any) professional development will be provided to instructors/faculty who will teach in the proposed program and what (if any) are the expectations for scholarship related to this proposed program?

The tenure-track faculty member (Paul) is required to engage in scholarship activities (publications, conference presentations) as well as professional development. Paul has attended conferences, including occasional visits to O&M conferences. All other lecturers, including clinical faculty, do not have scholarship requirements; however, our main lecturer (Fast) and clinical faculty (Wild) have published scholarly works (e.g., Wild) and have presented at conferences (e.g., Wild, Fast, etc.).

OSU faculty and staff have a budget, which can be used to support participation in conferences and other professional development activities. The O&M program at OSU currently receives state-level funding; a portion of this funding can be used for professional development purposes (speakers, workshop presenters, etc.). Lecturers (COMS) are supported, typically via their non-university jobs, to attend conferences and to engage in professional development activities. As mentioned, COMS need to remain professionally active and need to renew their certificate every five years.

Section 9: Library Resources and Information Literacy

Only institutions that are not yet authorized in Ohio must complete this section.

NA for OSU

Library Resources

Describe the involvement of a professional librarian in the planning for the program (e.g., determining adequacy of current resources, working with faculty to determine the need for additional resources, setting the budget for additional library resources/services needed for the program).

Describe the library resources in place to support the proposed program (e.g., print, digital, collections, consortia, memberships, services, etc.).

Describe any additional library resources that are needed to support the request and provide a timeline for acquiring/implementing such services. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative arrangements it intends to pursue, and monetary amounts the institution will dedicate to the library budget to support and maintain the proposed program.

Information literacy

Describe the intent of the institution to incorporate library orientation and/or information literacy into the proposed program. In your response, describe initiatives (e.g., seminars, workshops, orientations, etc.) that the institution uses or intends to use for faculty and students in the program.

Email this proposal and all accompanying materials to:

educator_prep@regents.state.oh.us

Academy for Certification of Vision
Rehabilitation & Education Professionals

January 23, 2012

Peter V. Paul, Ph.D.
Coordinator of Low-Incidence Program
School of Teaching and Learning, College of Education and Human Ecology
The Ohio State University

Dear Dr. Paul:

The purpose of this correspondence is to inform all relevant parties that the Academy for Certification of Vision Rehabilitation and Education Professionals (herein referred to as ACVREP™) has determined that the curriculum of The Ohio State University Program in Orientation and Mobility fully meets the formal education and training requirements for candidate eligibility as a Certified Orientation and Mobility Specialist® (COMS®) established by ACVREP.

This determination allows ACVREP to grant graduates of The Ohio State University Program in Orientation and Mobility eligibility to sit for the ACVREP Orientation and Mobility Specialist Certification Examination and issue certification once graduates of the program have achieved a passing score on the certification examination and demonstrated completion of all other requirements for certification.

It should be noted that this determination was facilitated by the ACVREP Certification Committee and approved by the ACVREP Board of Directors. The academic review of the curricular program and subsequent finding were necessitated by the following circumstances:

1. Prior to September 2009, ACVREP stipulated within its requirements for certification as an orientation and mobility specialist that candidates must graduate from a university academic program approved by the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER).
2. In March of 2007, AER announced that it would not be reviewing and approving new programs (such as The Ohio State University Program in Orientation and Mobility) until further review of the current AER university review and approval process was completed. AER completed the review of the university approval process in late 2010, and due to modifications in the program, the program is currently in the beta study phase. Furthermore, the beta study only includes a small number of university programs that were previously approved by AER.

These circumstances placed graduates of The Ohio State University Program in Orientation and Mobility in a precarious position, as they were unable to apply for professional ACVREP certification as an orientation and mobility specialist. Understanding that said circumstances placed undue burden upon the graduates of The Ohio State University Program in Orientation and Mobility, ACVREP took appropriate action to review the curricular aspects of the program in relation to the Core Content Areas of the ACVREP Professional Standards.

This review was initiated by ACVREP upon the receipt of an Application for Eligibility from an individual graduate of The Ohio State University Program in Orientation and Mobility. Upon completion of this review, it was determined by the relevant committee that the curricular program of The Ohio State University Program in Orientation and Mobility met the Core Content Areas of the ACVREP Professional Standards. This determination allowed the individual applicant the opportunity to be declared eligible to sit for the ACVREP certification examination and effectively set organizational precedent relative to the review and declaration of candidate eligibility for graduates of The Ohio State University Program in Orientation and Mobility.

This determination is supported by the fact that 100% of the graduates from The Ohio State University Program in Orientation and Mobility have demonstrated their ability to meet the rigorous requirements of ACVREP certification and have been granted the credential of Certified Orientation and Mobility Specialist (COMS).

Furthermore, it should be noted that the need complete such a review is no longer necessary. ACVREP has recently modified organizational policy relevant to certification requirements pertaining to formal education and training. At this time, the requirements are that the individual candidate has a minimum of a Bachelors degree (with emphasis in Orientation and Mobility defined as major, minor or academic concentration) from an accredited university or has completed a post-graduate certification preparation program in Orientation and Mobility from accredited university.

Thus, while the review conducted and the determination made by ACVREP that The Ohio State University Program in Orientation and Mobility met the formal education and training requirements for ACVREP certification was critical at the time it was issued, it is no longer relevant, as graduates of the program are eligible to apply for ACVREP certification under the current requirements.

Thank you for your attention in this matter.

Sincerely and respectfully,



Garett A. Holm, President
ACVREP

Cc: Danene K. Fast, COMS
Program Manager
The Ohio State University Program in Orientation and Mobility

Orientation & Mobility Licensure
Admissions Application Materials

1. **Application Form** (Appendix A)
Complete Appendix A and include it with application

2. **Resume**
Include a current resume of no more than two (2) pages with application

3. **Written Statement**
On no more than two type written, double spaced pages, write about your background, your reasons for wanting to enter the O&M Licensure Program at OSU, your professional goals, personal strengths, limitations and life experiences that may be pertinent to your work as an O&M specialist.

4. **Letters of Recommendation** (Appendix B)
Please submit two (2) letters of recommendation, using the form found in Appendix B. Letters should be written by persons who know you well, have knowledge of your previous academic or work experience and are willing and able to be specific in their answers.

5. **Transcript**
Submit a university transcript that documents completion of at least a Bachelor's Degree with an overall GPA of 3.0

Note: For an expedited review, electronic submission of application materials is preferred, including letters of recommendation. If necessary, transcripts can be postal mailed or faxed.

All materials must be submitted, **no later than April 1, 2011** to:

Dr. Peter Paul
The Ohio State University
School of Teaching and Learning
333 Arps Hall
1945 North High Street
Columbus, OH 43210
Fax: (614)292-7695
Email: paul.3@osu.edu

Paul:OSU

The Ohio State University
School of Teaching and Learning
Orientation & Mobility Licensure
Application Form
Appendix A

Name: _____
Last First Middle

Email: _____

Address: _____
Number Street Apt. #

City State Zip

Phone: _____
Home/Cell Work

Summer Term: _____
Year

Note: All O&M applicants will apply to OSU as Graduate Nondegree students online after acceptance into the program. If you are interested in the MA degree program, we ask that you then complete a separate application process for the School-wide MA degree during your first quarter of enrollment. Tuition/fee waivers only entail the courses for O&M certification, not the rest of the MA program.

I wish to be considered for tuition assistance and fee waivers: _____ Yes _____ No

Please include this form as part of your completed application.

I certify that all of the information contained in my application materials is true and correct.

Signature

Date

All materials must be submitted, **no later than April 1, 2011** to:

Dr. Peter Paul
The Ohio State University
School of Teaching and Learning
333 Arps Hall
1945 North High Street
Columbus, OH 43210
Fax: (614)292-7695
Email: paul.3@osu.edu

Paul:OSU

The Ohio State University
School of Teaching and Learning
Orientation & Mobility Licensure
Recommendation Form
Appendix B

Section A: To be completed by applicant

Name: _____
Last First Middle

Name of Reference: _____

Title of Reference: _____

Waiver for confidentiality (check one):

_____ I waive the right to have access to this letter

_____ I do not waive the right to have access to this letter

Applicant's Signature: _____

Section B: To be completed by reference

* Note: An orientation and mobility (O&M) specialist is a professional who teaches children and adults who are blind and visually impaired the skills necessary to travel throughout the community safely, independently and efficiently. The role of an O&M specialist includes teaching individuals to use their residual vision and other senses, travel indoor and outdoor routes, use a long cane, cross streets and many other related skills. **Please complete the following items based on your knowledge of the applicant's ability to assume a position requiring this level of responsibility, compassion and problem-solving abilities.**

Knowledge of Applicant:

How long have you known this applicant? _____ years _____ months

What is the nature of your relationship with the applicant? How did you come to know him/her?

1. Please comment on the applicant's academic ability and/or quality of his/her work/professional experience.

Paul:OSU

2. Please comment on the applicant’s verbal and written communication skills.

3. Please comment on the applicant’s interpersonal skills, such as relating to work supervisors, clients, colleagues, friends, etc.

4. Using the following chart, indicate at which level you consider the applicant in each of the areas, using the scale provided:

	Very Low 1-25%	Below Average 26-50%	Average 51-75%	Very Good 76-90%	Outstanding 91-100%	Unable to Evaluate
Academic Ability / Quality of Work						
Communication Skills						
Interpersonal Skills						

5. Does the applicant’s choice of licensure/graduate program indicated above seem consistent with your knowledge of the applicant? Please explain.

6. Describe the applicant’s personal strengths and limitations that may affect his/her ability to complete graduate level coursework and carry out the professional duties of an O&M specialist.

7. If you alone were making the decision to accept this applicant as a graduate student, which one of the following would best describe your decision? (Please check only one.)
 Recruit – Will be a truly outstanding student and professional

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- _____ Definitely Accept – Will complete the coursework at a superior level
- _____ Accept – Will complete coursework at an adequate level
- _____ Accept – Without reservations about ability or motivation
- _____ Accept – With reservations about potential as an O&M specialist
- _____ Do Not Accept – *Please explain in #5 above*

Name: _____
Last First Middle

Email: _____

Address: _____
Number Street Apt. #

_____ City State Zip

Phone: _____
Home/Cell Work

Signature: _____
Note: Electronic signature is acceptable. If sending via email, email submission with address is acceptable.

Thank you for your assistance!

All materials must be submitted, **no later than April 1, 2011** to:

Dr. Peter Paul
The Ohio State University
School of Teaching and Learning
333 Arps Hall
1945 North High Street
Columbus, OH 43210
Fax: (614)292-7695
Email: paul.3@osu.edu

Email attachments are preferred, but not required.

The Ohio State University
Orientation and Mobility
Course Syllabi (Semesters)



**The Ohio State University
College of Education and Human Ecology
School of Teaching and Learning
T&L 685 (QTR)
T&L XXX (Semester)
Basics of Orientation and Mobility
Summer Semester**

OSU Faculty Director:

Dr. Peter V. Paul
Office: 216 Ramseyer Hall
Email: paul.3@osu.edu

Lecturer for Course:

Danene K. Fast, COMS
dfast@ossb.oh.gov
(614) 785-7268

Guest Speaker:

Dr. Tiffany Wild

Course Number, Title and Description, Credit Hours:

**Basics of Orientation and Mobility - Two (2) Credit Hours
(7 weeks – 2 meetings per week for 110 minutes)**

Description:

This course will present an overview of the major historical events in the development of the field of orientation and mobility (O&M) in the U.S. and the primary mobility systems utilized in the field of O&M for travel purposes. Students will learn about how to access professional and consumer O&M resources and assess environments for accessibility and safety. Roles of team members in the delivery of O&M services, psycho-social implications of blindness and assessment and instructional strategies for sensory motor skills, concepts, indoor orientation, basic O&M skills and human guide techniques in preparation for formal O&M instruction will also be addressed.

U,G Level, Credits, Class time distribution, prerequisites, quarters offered, general information:

This undergraduate/graduate level course will be offered through a combination of online and face-to-face meetings during the summer semester; a total of 12 classes at 120 minutes each. It is a requirement for students pursuing licensure in Intervention Specialist: Visual Impairment and Pupil Services: Orientation and Mobility, but will be open to graduate students within a variety of academic programs. It is anticipated that the course will be offered once per year during Summer quarter and is intended to be taken concurrently with T&L 826 – Visual Processes. This course is a prerequisite for the Orientation and Mobility Techniques and Methods I and the Orientation and Mobility Intermediate Seminar courses required for students in the O&M licensure program.

Course Objectives/Learning:

Following successful completion of this course, the students will be able to:

- Identify the advantages and disadvantages of various mobility systems (long cane; dog guide; ETDs; Human Guide)
- Describe the major historical events and persons responsible for the establishment of the O&M profession in the U.S.

- Identify visual impairment/O&M resources for students/consumers and professionals.
- Demonstrate knowledge of the roles of various educational/rehabilitation team members involved in interdisciplinary, multidisciplinary and transdisciplinary approaches to providing O&M services and instruction.
- Demonstrate an understanding of the psychosocial implications of blindness, methods of assessing psychosocial needs related to O&M and meeting the needs of students/consumers.
- Understand important factors in environmental accessibility and safety for travelers who are blind or visually impaired.
- Demonstrate knowledge of strategies, methods and materials used to assess and instruct students/clients in: sensory motor; concepts; life skills; indoor orientation and familiarization; soliciting and declining assistance; basic skills and human guide techniques.
- Demonstrate an understanding of how to adapt instructional strategies and methods for students/clients with unique individual needs.

Required Text(s) and Course Materials:

Blasch, B.B., Wiener, W.R. & Welsh, R.L. (2010). Foundations of Orientation and Mobility (3rd ed.). New York: AFB Press.

Corn, A.L. & Erin, J. (Eds). (2010). Foundations of low vision: Clinical and functional perspectives (2nd edition). New York: AFB Press.

Human Guide and Basic Skills Modules Packet provided by instructor on Carmen

Additional articles/handouts provided by instructor.

Additional Recommended Materials:

LaGrow, S. & Weessies, M. (1994) Orientation & Mobility: Techniques for Independence. New Zealand: The Dunmore Press Limited.

Grading Plan/Grading Rubric – Point structure for assignments and tests.

- **Historical Persons/Events Assignment – 10 points** – 1 point for each person/event on list that is correctly and completely identified/explained, based on course readings)
- **Environmental Assessment Assignment – 10 points** - 1 point for each element that is analyzed and supported with rationale based on course content/readings (8 points total); 1 point for description of environment using O&M terms, 1 point for photographs of environment.
- **Mobility Systems Comparison Assignment –10 points** - 1/2 point for each element that is correctly and completely explained for each of 5 mobility systems
- **Resources Assignment – 10 points** - 1 pt. each for 10 listed resources: ½ pt. for contact information and ½ pt. for description of resource)
- **Money ID and Organization Assignment – 25 points** -1 point each for ten (10) specific ideas; 15 points for a money ID and organizing “kit”
- **Observation Write-up – 10 points** - Following observation of an actual O&M lesson, write-up will receive pts. for each of 4 required elements: background (1); purpose of lesson (1); description of lesson (4); reflection (4).

- **Practical Skills Evaluation – 20 points total**
 - **10 points** - Each student will draw the name(s) of one or more O&M techniques from the whole quarter and demonstrate them with a partner in class. Other students will offer constructive feedback.
 - **10 points** - Comprehensive evaluation. On-going O&M Techniques Evaluation Sheet must be submitted. Non-O&M Students must demonstrate a **minimum of 12/15 skills** to receive credit; O&M students must demonstrate a mastery of **15/15 skills** to receive credit. Students will be provided with several opportunities throughout the semester to try each skill until mastered.
- **Midterm Examination – 50 points** - Written exam over first half of course content
- **Final Examination – 100 points** - Comprehensive written exam over all course content. May include task analysis of practical skills. Due Final Exam Session.
- **Final Concept/Orientation Project Presentation - 25 points** Points will be awarded for the following elements of the practical project:
 - Rationale/relationship to O&M (5)
 - Constructed Teaching Tool (10)
 - Lesson Plan for using tool (5)
 - Presentation (5)

Grading Scale:

A 93-100%	B+ 87-89	C+ 77-79	D+ 67-69
A- 90-92	B 83-86	C 73-76	D 60-66
	B- 80-82	C- 70-72	E 59% or less

Topical Outline - Schedule of Topics, Readings, Assignments

Week 1:

Session One: History of the field of O&M – U.S. and the World

Readings:

BWW – Volume One: Chapters 13, 14 & 15

Assignment:

1) Based on information from your readings, **post** ten (10) KEY events/persons in the U.S. and the world (1860 – 1998) that influenced the development of O&M as we know it today.

You may choose some, but not all, of your information from the timeline printed on pages 515-527 in Blasch, Weiner & Welsh.

2) Post two (2) questions that you have regarding orientation and mobility. Respond to at least three (3) postings of your classmates.

Session Two: Basic Interaction Strategies: “What to Do When You Meet a Blind Person” - Video

Practical Skills:

Basics of Human Guide – Grasp and Position
Narrow Passageway
Changing Sides
Changing Direction
Closed Doors
Skill Assessment

Readings:

Article provided by instructor (The Long Cane)

Skill Modules Packet – Modules 1, 2, 3, 4 & 5

DUE: Historical Persons/Events Assignment

Week Two: Anatomy and Physiology of the Eye

Session One: **Readings:**

Corn - Chapters 1 & 5

Assignment:

Create your own glossary of the following parts of the eye. Do not copy the definitions; however, describe each part in a manner that will assist you in explaining and remembering the part when you are a professional in the field. If you are quoting a source, be sure to include that source:

- a. Orbit
- b. Eyelid/Eyelash
- c. Tears
- d. Conjunctiva
- e. Limbus
- f. Lacrimal Apparatus
- g. Sclera
- h. Pupil
- i. Iris
- j. Cornea
- k. Ciliary Body
- l. Choroid
- m. Retina
- n. Optic Nerve
- o. Lens
- p. Macula
- q. Vitreous Cavity
- r. Fovea
- s. Aqueous

Using the discussion board, **collaborate** with your classmates to choose one unique part of the eye; no one should have the same part. **Post** three (3) facts about your part of the eye and the name of one condition that may affect the function of that part of the eye. **Respond** to at least three (3) postings of your peers.

Session Two: Practical Skills: Ascending/Descending Stairs
Sitting in a Chair
Accepting/Declining Assistance
Skill Assessment

Readings:

Skill Modules Packet – Modules 6, 7 & 8

Week Three: Diseases of the Eye

Session One: **Readings:**

Corn - Chapter 6

Assignment:

Using the discussion board, **collaborate** with your classmates to choose one (1) internal and one (1) external eye disease; no one should have the same diseases.

Post the following about each:

- a. Location
- b. Description of disease
- c. Functional problems
- d. Implications for travel

Find five (5) resources for each disease on the internet. Provide web addresses for each. You Tube has great short videos of what a person with many of the conditions we are studying would actually see in different environments. You may use one video as a reference, if appropriate.

Respond to at least three (3) postings of your peers

Session Two: *Eye Anatomy Quiz – in class*

Practical Skills: Protective Techniques: Forearm; Lower Body
Trailing
Skill Assessment

Readings:

Skill Modules Packet – 9, 10 & 11

Week Four: Orientation Skills

Session One: Concepts and Body Imagery
Visual Development versus Visual Efficiency

Readings:

Blasch, Weiner & Welsh – Volume One: Chapter 2
Corn – Chapter 9

Assignment:

Using the discussion board, **post** your answer to the following questions:
How would you teach visual efficiency skills during each of the following developmental stages? How would you teach concepts during each of the following stages?

- i. Birth – Three
- ii. Preschool
- iii. School-Age
- iv. Adult

Respond to at least three (3) postings of your classmates.

Session Two: Environment: Considerations for Safety and Accessibility
Environmental Analysis

Practical Skills: Paired Outdoor Cane Experience
Low Vision Simulators
Peer Critiques
Skill Assessment

Readings:

Blasch, Weiner & Welsh – Chapter 11

Week Five: Mobility Systems I: Long Cane, Alternative Mobility Devices & ETAs

Session One: **Readings:**

Blasch, Weiner & Welsh – Chapters 3 & 8

Assignment:

Using the discussion board, for each of the five (5) mobility systems (human guide, long cane, adapted mobility devices, ETDs and dog guides), **post** a response to each of the following:

Description of the system

Possible variations

Advantages and disadvantages of using the system, based on class discussion and readings

Respond to at least three (3) postings of your classmates.

Session Two: Mobility Systems II: Dog Guides – Trip to Pilot Dogs

Readings:

Blasch, Weiner & Welsh – Volume One: Chapter 9

**DUE: Three (3) questions to ask at Pilot Dogs
V/O&M Resources Assignment**

Week Six: Psychosocial Implications of Blindness and Visual Impairment

Session One: **Readings:**

Blasch, Weiner & Welsh – Volume One: Chapter 6

Corn – Chapter 2

Assignment:

Using information from the readings, explain how vision loss can affect the psychosocial aspects of an individual's health? Cite specific examples.

Read the postings of your other classmates.

Respond to at least three (3) postings.

Session Two: Paired Outdoor Cane Experience

Practical Skills: Direction Taking
 Squaring Off
 Search Patterns
 Locating a Dropped Object

Readings:

Skills Module Packet – Modules 12, 13, 14 & 15

Week Seven:

Session One: Being a Team Player in the Delivery of O&M Services – “Who does what, and how?”

Readings:

Handouts Provided by Instructor

Assignment:

Using the discussion board, **post** five (5) suggestions for collaborative planning between a certified orientation and mobility specialist (COMS) and other members of the educational team.

Respond to at least three (3) postings of your peers.

Session Two: Life Skills: Money Organization; Drinking Fountains
Wheelchair experience with Human Guide
Trying It Out in the Real World"
Demonstration of Practical Skills
Completion of Activity Assignments & Discussion
Skill Assessment

Finals Week: **Presentation of Concept/Orientation Instructional Projects**
Practical Skills Final
Final Examination

Assignment Details – Description, format, due dates, evaluation criteria

- **Historical Persons/Events Assignment – 10 points** (1 point for each person/event on list that is correctly and completely identified/explained, based on course readings)
Description: Students will be given a list of 10 persons/events that were significant in the development of the field of O&M. For each name/event, they will write a paragraph describing the person's/event's contribution, based on class readings.
- **Environmental Assessment Assignment – 10 points** (1 point for each element that is analyzed and supported with rationale based on course content/readings (8 points); 1 point for description of environment using O&M terms, 1 point for photographs of environment.)
Description: Students will select a room, classroom, hallway, or other similar environment that they will use to conduct an environmental analysis from the perspective of a visually impaired traveler. Students will take pictures of their environments to include with their written analyses that will be based on guidelines provided to them.
- **Mobility Systems Comparison Assignment –10 points** (1/2 point for each element that is correctly and completely explained for each of 5 mobility systems)
Description: For each of the 5 mobility systems (human guide, long cane, adapted mobility devices, ETDs and dog guides) students will be asked to write up their responses related to: description of the system; possible variations; advantages and disadvantages of using the system, based on class discussion and readings.
- **Resources Assignment – 10 points** (1 pt. each for 10 listed resources: ½ pt. for contact information and ½ pt. for description of resource)
Description: Students will be required to research 8 listed resources related to visual impairment/O&M (e.g., professional organizations; literature sources; list serves; etc.) and write up information that they gather about these resources

- through their research. Students will also be asked to come up with 2 additional resources and write up those on a resource list to be shared with the class.
- **Money ID and Organization Assignment – 25 points** Students will research ideas for teaching students to identify and organize money for making purchases in the community. Based on their research, students will 1) bullet out ten (10) specific ideas and resources that will help them in teaching their students to identify coins and organize money (10 points) and 2) put together a money ID and organizing “kit” that the students will try out themselves when making a purchase at a store and will have to use with future students (15 points).
 - **Observation Write-up – 10 points** (Following observation of an actual O&M lesson, write-up will receive pts. for each of 4 required elements: background (1); purpose of lesson (1); description of lesson (4); reflection (4).
Description: Students will be required to observe an O&M lesson conducted by a COMS and submit a write-up about their experience, including background on the student, purpose of the lesson, description of what happened during the lesson, and a reflection of what was learned from the lesson and impressions of it.
 - **Practical Skills Evaluation – 20 points total**
 - **10 points** - Each student will draw the name(s) of one or more O&M techniques from the whole quarter and demonstrate them with a partner in class. Other students will offer constructive feedback.
 - **10 Points** - *Non-O&M students must demonstrate mastery with a **minimum of 12/15 skills** to receive credit and O&M students must demonstrate a mastery of **all skills** to receive credit.* All students may continue to try each skill throughout the quarter until mastered. Throughout the quarter, students will be learning, practicing, teaching other students and critiquing practical human guide and basic O&M skills. Students will be evaluated on their mastery of each technique via a Techniques Evaluation Sheet. Students will be provided with several opportunities throughout the semester to try each skill until mastered.
 - **Final Concept/Orientation Project Presentation - 25 points** Points received for the following elements of practical project:
 - Rationale/relationship to O&M (5)
 - Constructed Teaching Tool (10)
 - Lesson Plan for using tool (5)
 - Presentation (5)Description: Students will be asked to develop a practical teaching tool (model; game; activity; etc.) that could be used to teach an orientation or concept skill to a student/client, along with a lesson plan for using the teaching idea. These projects will be presented to the class during the final exam class period.
 - **Midterm Examination – 50 points** - Written exam over first half of course content. Online – Carmen.
 - **Final Examination – 100 points** - Comprehensive written exam over all course content. May include task analysis of practical skills.

Policies for Missed Exams/Quizzes/Assignment Due Dates

All assignments are due by the dates indicated on the syllabus. Two (2) points will be deducted for each day that an assignment is received by the instructor past the due date. Assignments that are late due to unanticipated family and medical emergencies should be discussed with the instructor as soon as possible and will be handled on a case-by-case basis.

Policies for Student Conduct and Participation

Because of the “hands-on” nature of this course, on-time attendance and active participation in class discussions and blindfold activities are required. No more than 1 late arrival/early leave/absence will be allowed in order to pass this course. Make-up of missed course material and blindfold technique practices is the responsibility of the student. Unanticipated family and medical emergency situations should be discussed with the instructor as soon as possible and will be handled on a case-by-case basis.

Academic Misconduct:

The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct).

http://studentaffairs.osu.edu/resource_csc.asp

ODS Statement:

Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; <http://www.ods.ohio-state.edu/>. Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

Grievances and Solving Problems:

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by **speaking first with the instructor or professor**. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first **to the supervising instructor**, then to the

chairperson of the assistant's department. “

Statement on Diversity:

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Any student with a documented disability who might require special accommodations should self identify to the instructor as early as possible to receive effective and timely accommodations.

Off-Campus Field Experiences:

As a collaborative effort between OSU and Pilot Dogs, Inc., students will tour the Pilot Dogs facility, learn about appropriate referrals for dog guide users, understand the process of obtaining and using a dog guide and receive first-hand experience, under a blindfold, using a dog guide to travel outdoors. Students will also apply techniques learned in this course during assigned paired activities at a local mall.

Technology:

Portions of this class are online. Students are required to be familiar with the use of email and CARMEN and will access the internet, online library resources and professional list serves to gather information for completion of class assignments.

You are expected to check your OSU account periodically. All class correspondence will be sent to your OSU email address. Many email programs allow users to forward mail automatically from another account. Do not email from non-OSU accounts.

ACVREP Competencies Covered:

1.2; 1.3; 1.4; 2.2; 4.1; 4.2; 4.4; 6.1; 6.2; 6.3; 6.4; 7.1; 7.5; 7.6; 8.1; 8.2; 8.3; 8.9; 9.1; 9.2; 9.3; 9.4; 9.5; 9.6; 10.1; 10.2; 11.1; 12.1; 13.1; 13.2

The Ohio State University
College of Education and Human Ecology
School of Teaching and Learning
T&L 925.52 (QTR)
T&L XXX (Semester)
Orientation and Mobility Intermediate Seminar
Fall Semester

OSU Faculty Director:

Dr. Peter V. Paul
Office: 216 Ramseyer Hall
Email: paul.3@osu.edu

Lecturer for Course:

Danene K. Fast, COMS
fast.40@osu.edu
(614) 785-7268

Guest Speakers:

Dr. Peter V. Paul
Dr. Tiffany Wild

Course Number, Title and Description, Credit Hours:

T&L XXX – Orientation and Mobility Intermediate Seminar – Three (3) Credit Hours

Description:

This course introduces a world view of the history of the profession of orientation and mobility (O&M) for persons who are blind or visually impaired and outlines current national O&M certification standards, Code of Ethics, and laws and regulations that impact the delivery of O&M services. It provides students with a foundation for understanding the process of planning, skill assessment, goal-setting, designing and sequencing individualized O&M instructional programs for students/clients. Specific instructional strategies for concept development and map use are also covered, along with information on selecting mobility systems/devices to be used by specific clients/students and on working with dog guide users.

U,G Level, Credits, Class time distribution, prerequisites, quarters offered, and general information:

This 3-credit graduate level course will be offered on-line during the fall semester. The course is required for students pursuing licensure in Pupil Services: Orientation and Mobility through the Orientation and Mobility licensure program and is intended to be taken concurrently with the O&M Techniques and Methods I course. Prerequisites for this course are: T&L 826 - Visual Processes and T&L 685 – Basics of Orientation and Mobility.. This course must be taken prior to the Orientation and Mobility Techniques and Methods II course and the Orientation and Mobility Advanced Seminar course. **This course may only be taken by students admitted into the Orientation and Mobility licensure program.**

Course Objectives/Learning Outcomes:

Following successful completion of this course, the students will:

- Identify key events and people in the US and world-wide that have historically contributed to the current profession of O&M as we know it today.

- Understand what ACVREP does and the current ACVREP O&M certification standards/ requirements and the O&M Code of Ethics.
- Describe various laws and regulations, such as IDEA, Rehabilitation Acts, ADA and Medicare, and their relationship to the field of O&M.
- Conceptualize the steps in the process of planning, skill assessment, goal setting, designing and sequencing individualized O&M instructional programs for students/clients.
- Understand the relationship of concept development to O&M and develop strategies for concept instruction.
- Appropriately construct maps and understand strategies for teaching students to use maps for O&M purposes.
- Understand issues related to the process of selecting mobility systems/devices to be used by specific clients/students and working with dog guide users.

Required Texts and Course Materials:

Corn, A.L. & Erin, J. (Eds). (2010). Foundations of low vision: Clinical and functional perspectives (2nd edition). New York: AFB Press.

(FP) Fazzi, D. & Petersmeyer, B. (2001). Imagining the Possibilities. Creative Approaches to Orientation and Mobility Instruction for Persons who are Visually Impaired. New York: AFB Press.

(BWW) Weiner, W., Welsh, R., & Blasch, B. (2010) Foundations of Orientation and Mobility – Volumes I and II. 3rd Ed. New York: AFB Press.

Jacobson, W. (1993). The Art and Science of Teaching Orientation and Mobility to Persons with Visual Impairments. New York: AFB Press.

Joffe, E. (1999). A Practical Guide to the ADA and Visual Impairment. New York: AFB Press.

Knott, N. (2002). Teaching Orientation and Mobility in the Schools. An Instructor's Companion. New York: AFB Press.

Huebner, K., Merk-Adam, B., Stryker D., and Wolffe K. (2004). The National Agenda for the Education of Children and Youths with Visual Impairments, Including Those with Multiple Disabilities, Revised. New York: AFB Press.

Ohio Administrative Code – Chapter 3301-35
Standards for School Districts and Schools – Kindergarten through Twelfth Grade
www.ode.state.oh.us

Additional Recommended Text(s) and Course Materials:

Fazzi, D. (2005). Orientation & mobility certification examination study guide. Order from: AER.

Goodman, S. & Wittenstein, S. (2003). Collaborative Assessment. New York: AFB Press.

Pogrund, et al. (1995). TAPS. An Orientation & Mobility Curriculum for Students with Visual Impairments (2nd. Ed.). Austin, TX: Texas School for the Blind and Visually Impaired.

Websites Used:

ACVREP: www.acvrep.org
Ohio Help Me Grow: www.ohiohelpmegrow.org
Educational Resources Ohio: www.edresourcesohio.org
Ohio Rehabilitation Services: www.rsc.ohio.gov
Texas School for the Blind and Visually Impaired: www.tsbv.edu
Guiding Eyes for the Blind: www.guidingeyes.org
The Seeing Eye: www.seeingeye.org
Guide Dogs for the Blind: www.guidedogs.com
Leader Dogs for the Blind: www.leaderdog.org
Pilot Dogs: www.sites.google.com/site/pilotdogs

Grading Plan:

Midterm Written Exam – 100 pts.
Final Written Exam – 200 pts.
Discussion Board Postings – 100 pts. total
O&M Historical Timeline – 100 pts.
O&M Assessment List/Samples – 50 pts. total
Lesson Plan Assignment – 50 pts.

Grading Scale:

A 93-100%	B+ 87-89	C+ 77-79	D+ 67-69
A- 90-92	B 83-86	C 73-76	D 60-66
	B- 80-82	C- 70-72	E 59% or less

Topical Outline - Schedule of Topics, Readings, Assignments:

Week 1: Ohio Administrative Code – Chapter 3301-35
Standards for School Districts and Schools – Kindergarten through Twelfth Grade

The National Agenda for the Education of Children and Youths with Visual Impairments, Including those with Multiple Disabilities

Readings:

Ohio Administrative Code – Chapter 3301-35
Standards for School Districts and Schools – Kindergarten through Twelfth Grade

Huebner, Merk-Adam, Stryker & Wolffe (2004). The National Agenda for the Education of Children and Youths with Visual Impairments, Including those with Multiple Disabilities. New York: AFB Press

Assignments:

1) Post a response to the following questions:

- As an Orientation and Mobility Specialist, how are the standards presented in the Ohio Administrative Code relevant to your work within local districts?
- How does the information presented in the National Agenda coincide with the standards of the Ohio Administrative Code?
- Read the postings of your fellow classmates and respond to at least three postings.

Week 2:

ACVREP O&M Certification requirements and the O&M Code of Ethics
Federal Laws and Regulations and O&M

Readings:

BWW – Volume One: Pages 389-393 (Stopping at Service Delivery Options)

Joffe – p. 3-17; 38-52; 120-142; 143-158 (ADA)

Knott – p. 6-8 (Federal Laws/Regulations)

Assignments:

1. Visit www.acvrep.org

- a) **Read** about the purpose of ACVREP
- b) **Read** all sections on Orientation and Mobility certification. Download and **print out** the O&M Certification Handbook for your personal use.
- c) **Read** and **print out** the section on the Code of Ethics for O&M Specialists.

2. **Select** one of the following laws/regulations: a) ADA; or b) IDEA

- a) **Research** the law/regulation via your readings and/or the internet
- b) **Post** the major points regarding the law/regulation on the discussion board, along with your questions about it.
- c) **Post** your answer to the following question: How does this law/regulation impact the provision of O&M services and independent travel for persons who are blind/visually impaired?

Week 3:

Reading Eye Reports and Clinical Low Vision Specialists

Assignments:

Visit <http://www.uic.edu/com/ophres/readnotes.htm>

Visit <http://www.tsbvi.edu/Education/medsites.htm>

Look at the example of the eye report as you read the information from the above websites.

Post on discussion board any questions you may have relating to reading an eye report.

Answer the following questions:

- What is the difference between an eye exam with an ophthalmologist versus an optometrist?
- What is the difference between a medical exam and a low vision exam?
- How can a COMS use the information in these reports?

Respond to at least three (3) postings of your classmates.

Week 4:

Step 1: Planning for O&M Assessment

Readings:

BWW – Volume One: Pages 413-429
FP – p. 1-17 (Planning for Assessment)
Knott – p. 29-36 (Referral and Prep for Assessment)
Article Provided by Instructor: GW – Ch. 3 (Preparation for Assessment)

Assignment:

1. **Post** your response to the following question: As an O&M specialist, what are the specific steps/tasks necessary to **plan/prepare** for conducting an O&M assessment?

Week 5:

Step 2: Initial O&M Assessment

Readings:

BWW – Volume One: Pages 413-429
Individualized Assessment & O&M Instructional Planning
FP – p. 17-21; 25-31 (Conducting Assessment)
Knott – p. 36-48; 217-219 (Conducting Assessments; Selecting Routes & Instruments; Sample Report; Sources of Assessment Tools)

Articles Provided by Instructor:

TAPS – p. 211-236 (O&M assessment instrument for young children)
p. 196-203 (O&M screening instrument)
GW – Ch. 9 (Orientation & Mobility Assessment)

Assignments:

1. **Compile** an initial list of/samples of 10 O&M-related assessment instruments and/or checklists that you read about in your readings (or other sources). For each, indicate:
 - a. What aspect(s) of O&M it is intended to assess
 - b. Where you found it and/or ordering information for it if it is a published instrument. **Due to dropbox.**
2. **Visit:** www.edresourcesohio.org and read over the Evaluation Team Report form used for preschool and school age students' evaluations every three years. Print off a copy of it if you are not already familiar with it and keep it for future reference.
3. **Post** your response to the following questions: What areas would you assess as an O&M specialist for a comprehensive O&M assessment for a student/client? What other team members could be included in the assessment process and what would their roles be?

Week 6:

Step 3: O&M Goal/Objective Setting and the IFSP/ IEP/IPE
Mid-Term Exam Due

Readings:

BWW – Pages 429-432 – Individualized Program Planning
Knott – Ch. 4; p. 227-236 (The IEP; O&M Sample Objectives)

Assignments:

1. **Select one** of the following documents:
 - a) Individual Family Service Plan (IFSP – for Infants/Toddlers and Families)

- b) Individualized Education Program (IEP – for Preschoolers and School-Age Students)
- c) Individual Plan for Employment (IPE) – for rehabilitation clients working toward employment.

2. **Download:**

- a) IFSP form from: www.ohiohelpmegrow.org
- b) IEP form from: www.edresourcesohio.org
- c) IPE form from:
www.rsc.ohio.gov/bvrbsviformsandpublications/GuideforDevelopingYourIPE.doc

- 3. **Familiarize** yourself with the form you have chosen and written instructions that accompany the form that explain how to complete it.
- 4. **Post** your questions about your chosen form and how to complete it, along with your comments on how O&M instruction/goals would be included within the form.

Week 7:

Step 4: Planning for O&M Instruction

Readings:

FP – Ch. 2 & 6; p. 22-24 (O&M plan basics; Selecting environments)
Jacobson – p. 130 – 131 (Neighborhood environments and planning)

Assignments:

1. **Write** a Lesson Plan. **Due to drop box.**

Based on the suggested steps for preparing for an O&M lesson in FP (“Weekly Lesson Plans” section on p. 34-40), write up your Lesson Plan for **initially** introducing a student to using the Diagonal Cane Technique.

Include the following:

- a) Goals and objectives of lesson (10 points)
- b) Location of lesson (5 points)
- c) Instructional materials (5 points)
- d) Introduction to lesson (10 points)
- e) Method (10 points)
- f) Summary/Closing (5 points)
- g) Additional Notes (5 points)

2. **Post** at least three questions about this process on the discussion board and respond to others’ questions.

Week 8:

Step 5: Principles for Implementing O&M Instruction

Readings:

BWW – Volume One – Chapter Seven

FP – Ch. 3 & 5; p. 21-22 (Making learning meaningful; Teaching & Learning

Styles; On-going assessment)

Jacobson – Ch. 1 & 11 (Overview; Teaching Approaches)

- p. 47-50 (Effective teaching indoors)
- p. 51-52 (Sequencing indoor skills; indoor environments)
- p. 13-19 (motor; exploring; posture)
- p. 54-56 (route patterns)
- p. 73 & 82 (sequencing indoor)
- p. 100-104 (advanced indoor strategies)
- p. 105-110 (strategies; sequencing; environments basic outdoor)

p. 114-116 (basic outdoor effective teaching)
p. 131 – 132 (turns; numbering systems basic outdoors)
p. 133-134 (small business sequencing)
Knott – Ch. 5 (Teaching approaches)

Assignment:

Post 5 ideas from your readings on teaching ideas/approaches that you found to be particularly interesting or creative and that you might plan to use in your practice of O&M on the discussion board to share with your classmates.

Week 9: Concept Development and O&M

Readings:

FP – Ch. 4 (Teaching concepts)
Jacobson – p. 26-32
Knott – p. 123-129 (Teaching techniques – orientation)

Assignment:

Post your explanation of any 3 of the following important aspects of teaching concepts, according to Knott in your readings:

- a) Generalizing from the concrete
- b) False vs. informed concepts
- c) Experiencing the world tactilely
- d) Promoting imagery
- e) Promoting functionality
- f) The individual approach

Respond to other classmates' explanations.

Week 10: Principles for Map-Making and Use/Orientation (Including Auditory Maps)

Readings:

BWW – Volume One: Chapter 10
FP – Ch. 7 (Maps & models)
Knott – p. 129-134 (Orientation aids)

Assignments:

1. Based on guidelines within your readings, **design and create** a *simple map* or model that may be used the residential concept of either **a city block** or **a basic intersection**. Turn in your completed map/model to your Techniques instructor.
2. **Post** a critique of your map or model on the discussion board upon completion, including answers to the following questions:
 - a) What are 5 guidelines from your readings that you incorporated into your map/model?
 - b) What are the strengths of your map/model?
 - c) What would you modify or do differently the next time?

Week 11: Matching Mobility Systems/Devices with Specific Clients/Students

Readings:

BWW – Volume One: Chapter 9
Volume One: Chapter 8
Volume Two: Chapter 16

Pages 248-250

Jacobson – p. 63-67; 78-80; 161-164

Knott – p. 137-142 (Who; what kind; when – Cane)

Article Provided by Instructor: *TAPS – p. 272 (adaptive mobility devices)*

View: Partners in Travel video from Seeing Eye

Visit: Dog guide school websites for more information.

Assignments:

1. **Use** the O&M List Serve (AER) and/or talk with an O&M specialist that you know.
2. **Ask** list serve members/an O&M specialist how they determine what type of mobility system or systems (cane; specific type of cane; alternative mobility device; dog guide; ETD) may be good matches for their clients/students. In other words, what factors and/or decision-making process do they use in making these decisions?
3. **Post** responses you receive to share with your classmates.
4. **View** video demonstrations of GPS and BrailleNote mobility technology.
5. **Post:**
 - a) potential pros and cons of using/recommending these pieces of technology
 - b) sources for obtaining these pieces of technology, including contact information
 - c) sources for additional training in using these devices.

Week 12:

O&M Service Delivery Models and Logistical/Professional Issues

Readings:

BWW – Volume One, Pages 389-413 (*through Individualized Assessment & O&M Instructional Planning*)

FP – Ch. 8 (Collaboration)

Jacobson – Ch. 12 (Confidentiality; Risks; Professional organization participation)

Knott – Ch. 9 (Professional issues; Safety; Liability)

TAPS – p. 310-311 (Personal safety)

Provided by Instructor:

Griffin-Shirley, N., Marsh, R. A., & Hartmeister, F. (2001). Orientation and mobility specialists' practices concerning liability issues. *Journal of Visual Impairments and Blindness*, 95 (1), 45-48.

Post answers to the following questions on the discussion board:

- a) What are the service delivery options discussed in your readings for providing O&M services and, of these, what do you think (at this point) would be a good fit for you—and why?
- b) What are two specific concerns in the O&M field regarding liability? For each one you named, indicate how you could minimize your liability risks as an O&M specialist?
- c) What are two ideas for ensuring optimal safety for yourself and your students when working on O&M skills out in the community?

Week 13: Perception and O&M

Readings:

BWW – Volume One: Chapter One (*Perceiving to Move and Moving to Perceive: Control of Locomotion by Students with Vision Loss*)
Jacobson – p. 19

Assignments:

Respond to the following question and submit your answer to the dropbox:

- a. What are three elements of perception related to a person's ability to travel? Explain each.

Post two questions that you have about perception as explained in your readings? Respond to at least three of your classmates' inquiries.

Week 14: Audition and O&M – *Guest Lecturer: Dr. Peter Paul*

Readings:

BWW – Volume One: Chapter Four (Audition for Students with Vision Loss)

BWW – Volume Two: Chapter Four (Improving the Use of Hearing for Orientation and Mobility)

Jacobson – p. 19-22 (auditory skills); p. 59-60 (Sound localization)

Assignment:

Post your reflections from your BWW readings on one of the following:

- a) auditory skills used by pedestrians who are blind
- b) sound localization
- c) traffic sounds
- d) echolocation.

Specifically, what is the skill? How is it used? What are some challenges to using it? Include any questions you have about the skill.

Finals Week: Final Exam will be posted on-line

Assignment Details:

- **Midterm Exam – 100 points**
 - On-line exam over first four sessions
- **Final Exam – 200 points**
 - On-line comprehensive exam over material from the entire quarter – 200 points
- **Weekly Discussion Board – 140 points**
 - Full Participation will be monitored each week for 14 weeks. Weekly postings will be worth 10 points each, for a total of 140 points. Areas of critique will include:
 - Completing required discussion board assignments, as listed in the syllabus
 - Reading of all other postings
 - Quality of postings, including appropriate graduate-level grammar, punctuation and spelling
 - Responses to postings
- **O&M Historical Timeline – 50 points**

- Written timeline of key events/persons in the history of O&M in the U.S. and around the world. Minimum of 50 entries at 1 pt. each.
- **O&M Assessment List/Samples – 50 points**
 - Compilation of 10 O&M assessment citations and/or samples with explanation of what each is intended to assess and source of instrument/checklist. 5 points each, for a total of 50 points.
- **Lesson Plan Assignment – 50 points**
 - Plan for teaching a lesson on the Diagonal Technique to a student, following the required guidelines. 5 to 10 pts. per element required (as noted in Week 6) for a total of 50 points.

Policies for Missed Assignments/Exams/Quizzes:

All assignments are due by the dates indicated on the syllabus. Three (3) points will be deducted for each day that an assignment is received by the instructor past the due date, up to three days. After three days, no points will be received for the assignment. Assignments that are late due to unanticipated family and medical emergencies should be discussed with the instructor as soon as possible and will be handled on a case-by-case basis.

Policies for Student Conduct and Participation:

Students are expected to actively participate in on-line discussions (via the discussion board) by posting questions regarding the course readings and content each week, responding to other students' postings and providing answers to weekly assignment questions.

Academic Misconduct :

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct).

http://studentaffairs.osu.edu/resource_csc.asp

ODS Statement :

Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; <http://www.ods.ohio-state.edu/>. Please make sure that students know they will be expected to follow

Americans with Disabilities Act Guidelines for access to technology.

Grievances and Solving Problems:

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by ***speaking first with the instructor or professor***. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first ***to the supervising instructor***, then to the chairperson of the assistant’s department. “

Statement on Diversity:

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Any student with a documented disability who might require special accommodations should self identify to the instructor as early as possible to receive effective and timely accommodations.

Technology:

Portions of this class are online. Students are required to be familiar with the use of email and CARMEN and will access the internet, online library resources and professional list serves to gather information for completion of class assignments.

You are expected to check your OSU account periodically. All class correspondence will be sent to your OSU email address. Many email programs allow users to forward mail automatically from another account. Do not email from non-OSU accounts.

ACVREP Competencies Covered:

1.1, 1.3, 1.4, 4.1, 4.2, 4.3, 4.4, 4.5, 5.2, 6.3, 7.2, 7.3, 7.6, 8.3, 8.5,

The Ohio State University
College of Education and Human Ecology
School of Teaching and Learning
T&L 925.52 (QTR)
T&L XXX (Semester)
Orientation and Mobility Techniques and Methods I
Fall Semester

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Course Number, Title and Description, Credit Hours

T&L XXX - Orientation and Mobility Techniques and Methods I – 2 semester hours

Description:

This hands-on course covers introduction to the long cane and adaptive mobility devices, indoor travel environments, indoor orientation skills, route travel and residential travel skills.

U,G Level, Credits, Class time distribution, prerequisites, quarters offered, and general information:

This 2-hour graduate level course will be offered face-to-face on seven Saturday sessions throughout the semester; each class will meet for 4 hours for a total of 280 hours of instruction as a requirement for students pursuing licensure in Pupil Services: Orientation and Mobility. It is anticipated that the course will be offered once per year during Fall Semester and is intended to be taken concurrently with the O&M Intermediate Seminar course. Prerequisites for this course are: T&L 826 and T&L 685. This course must be taken prior to the Orientation and Mobility Techniques and Methods II course and the Orientation and Mobility Advanced Seminar course. **This course may only be taken by students admitted into the Orientation and Mobility licensure program.**

Course Objectives/Learning Outcomes

Following successful completion of this course, the students will be able to:

- Demonstrate the knowledge and understanding of the construction, assembly, maintenance and storing of the long cane and adaptive mobility devices, the nomenclature of the cane and its parts, and awareness of resources for procuring long canes and other devices.
- Demonstrate an understanding of the techniques for using adaptive mobility devices for children and adults in indoor environments: in hallways; stair travel; going through doors; examining objects; and use with a human guide.

- Demonstrate the ability to perform, teach and critique the following cane skills: cane grip, placement and manipulation; cane use with a human guide; cane use with trailing; contacting and examining objects; cane use on stairs; diagonal technique; constant contact; two-point touch; three-point touch; touch and slide; and shore lining.
- Demonstrate the ability to perform, teach and critique the following indoor orientation and travel skills: route planning (shapes/patterns; mapping skills; compass directions); direction-taking; time-distance judgment; and use of clues, cues, landmarks, use of environmental features, search patterns, numbering systems, and familiarization to indoor environments and recovery techniques.
- Demonstrate the ability to select appropriate indoor travel environments for instruction.
- Demonstrate the ability to use and teach cane techniques within a residential area; travel straight line, “L”, “U” routes and around a city block; locate curbs; react to grass lines when veering; and select residential travel areas for instruction.
- Demonstrate the ability to perform, teach and critique cane skills within a residential to business area.
- Demonstrate the ability to perform, teach and critique the following outdoor orientation and travel skills: route travel; labeling and using directional corners; recovering from driveways or sidewalks; use of outdoor numbering system to reach specific goal; soliciting information; use of outdoor clues and landmarks; map use skills; and use of compass directions.
- Demonstrate the ability to select appropriate residential, transition to business and business travel environments for instruction, an understanding of unique characteristics of each, and appropriate sequencing of lessons.
- Demonstrate the ability to discuss, perform and teach a residential “drop off” lesson.
- Demonstrate knowledge of the effects, adaptations and skills necessary for travel in adverse weather conditions (rain, snow, ice).

Required Text(s) and Course Materials:

(H&P) Hill, E. & Ponder, P. (1976). Orientation and mobility techniques. A guide for the practitioner. New York: AFB Press.

(L&W) LaGrow, S. and Weessies, M. (1994). Orientation and mobility: Techniques for independence. Alexandria, VA: AERBVI.

(LL) LaPrelle, L.L. (1996). Standing on my own two feet. Los Angeles, CA: Blind Children's Center.

(TAPS) Pogrud, R. et.al (1995). Teaching age-appropriate purposeful skills. An orientation & mobility curriculum for students with visual impairments (2nd ed.). Austin, TX: Texas School for the Blind and Visually Impaired.

Grading Plan/Grading Rubric:

- AMD Construction and Evaluation Assignment - 50 pts.
- O&M Device Vendors List Assignment -20 pts.
- Techniques Evaluation -80 points
- Techniques and Methods Journal -80 points

- Lesson Plan Assignment -30 points
- Residential Drop-Off Lesson – 50 points
- Final Exam - 100 points

Grading Scale:

A 93-100%	B+ 87-89	C+ 77-79	D+ 67-69
A- 90-92	B 83-86	C 73-76	D 60-66
	B- 80-82	C- 70-72	E 59% or less

Topical Outline - Schedule of Topics, Readings, Assignments

Session 1: Orientation to O&M Program
Practical Instruction/Lecture
Introduction to AMDs, including background, techniques and rationale.
Practical demonstration of AMDs within indoor locations.
Readings: TAPS – p. 75-79 and p. 271-286
LL – entire booklet
Introduction to the Long Cane
Dispense Canes to Students
Background on Long Cane Techniques/Rationale/ Demonstration
Technique Practice/Teaching:
Diagonal Technique – Walking with a Guide
Review: Human Guide
Diagonal Technique – Standard
Diagonal Technique – Trailing a Wall
Diagonal Technique – Contacting & Exploring Objects
Diagonal Technique – Locating & Traveling Through Closed Door
Storing a Cane
Readings: L&W – p. 97-114
TAPS – p. 80-82
H&P – p. 36-41 and p. 42-49

Session 2: Background on Long Cane Techniques/Rationale/ Demonstration
Technique Practice/Teaching:
Diagonal Technique – Ascending & Descending Stairs
Touch Technique
Constant Contact
Three Point Touch
Touch and Drag
Touch and Slide
Readings: L&W – p. 114-131
TAPS – p. 83-86
H&P – p. 49-58; p. 65-69

DUE: Journal Entries for Session #1

Session 3: Background on Selecting an Indoor Travel Environment for Instruction &
Skill Rationale/Demonstration
Technique Practice/Teaching:
Cardinal Directions
Numbering Systems

Indoor Familiarization – with another person
Background on Indoor Orientation Skills & Route Travel
Indoor Travel Patterns
Indoor Route Travel – Locate specified destination
Applied Use of Clues, Landmarks, Numbering System,

Cardinal Directions

Technique Evaluation

Readings: L&W – p. 85-86; p. 134-137
TAPS – p. 68-70; 93-97
H&P – p. 4-7; 9-10

DUE: Journal Entries for Session #2
O&M Device Vendors List Assignment

Session 4:

Background on Indoor Self-Familiarization Techniques
Technique Practice/Teaching:

Self-familiarization to unfamiliar environment
Use of a simple route map
Review of indoor travel skills, techniques & methods

Readings: L&W – p. 86-96
TAPS – p. 314 – 317; p. 137
H&P – p. 10-11

Instruction

Background on Introduction to Residential Areas/Selecting an Area for

Technique Practice/Teaching:

Applying Cane Techniques Outdoors
Dealing with Cane Sticking
Veering: Reacting to Grasslines

Readings: L&W – p. 137-141
TAPS – p. 135-136; p.138
H&P – p. 61-62; p. 65-65-66; p. 69

DUE: Journal Entries for Session #3
Lesson Plan Assignment

Session 5:

Background on Residential Techniques & Methods
Technique Practice/Teaching:

Residential Straight Line Route
Use of appropriate cane skills
Judging Distance of a City Block
Locating Curbs

Readings: L&W – p. 120-131
TAPS – p. 135; p.138
H&P – p. 62-66

Background on Residential Techniques & Methods
Technique Practice/Teaching:

Travel “L” and “U” Routes
Travel Around a City Block

Readings: L&W – p. 143-145

TAPS – p. 135; p. 137; p.139
H&P – p. 62-64

DUE: Journal Entries for Session #4

Session 6: Background Information/Rationale on Techniques and Methods
Techniques & Methods Practice :
Residential “L” & “U” Route Travel: Using clues &
landmarks & trailing
Residential Route Travel: Soliciting Information/assistance
Recovering from veers into driveways/sidewalks
Labeling & Using Directional Corners & Concept of
Intersection
Readings: L&W: p. 141-146
TAPS: p. 137; 139-140
H&P: p.77-78

Background Information: Sequencing Lessons for Street Crossings:
Types of
Intersections
Techniques & Methods Practice:
Street Crossing Alignment w/ Parallel Grassline
Street Crossing Alignment w/ Perpendicular Curb
Maintaining Alignment using Parallel/Perpendicular
Traffic Sounds
Recovery from Veers when Crossing Streets
Readings: L&W: p. 147-152
TAPS: p.145-149
H&P: p. 67-69; p. 70-71; p. 92-93

DUE: Journal Entries for Session #5

Session 7: **AM:** Background Information: Orientation Skills/Route Travel
Techniques & Methods Practice:
Analyzing & Crossing at 2-way
3-way
4-way Stop Sign Controlled Intersections
Use of Outdoor Numbering System
Readings: L&W: p. 153-156
TAPS: p. 151
H&P: p. 8

PM: Background Information: Route travel/Map Use
Techniques & Methods Practice:
Residential Route Travel: Map Use
Readings: TAPS: p. 314-317

DUE: Journal Entries for Session #6
Presentation of AMD and Critique

Final Exam Week:

Residential Drop-Off Lesson
DUE: Journal Entries for Session #7
Final Exam Online

Assignment Details – Description, format, due dates, evaluation criteria

- **Techniques & Methods Evaluation – 80 points** Students will be evaluated on their mastery of the 40 major O&M techniques presented in this course @ a possible 2 points each, as recorded on an O&M Techniques Evaluation Sheet for each student. Students will have multiple opportunities to demonstrate each skill until mastered. Due: On-going; Must be completed by the Final Exam session.
- **Techniques and Methods Journal – 80 points** Students will be required to keep a journal of the techniques/methods learned during each session in this course that will include: Technique and description; rationale/applications of technique; instructional methods and adaptations; and references for further information on the technique (2 points each - 1/2 point for each criteria). Due: Each session for previous session.
- **AMD Construction and Evaluation Assignment – 50 points** Guidelines for assignment will be distributed to students, including: a) designing and constructing an AMD; and b) evaluating the AMD on aspects such as rationale for its design, effectiveness, durability, maneuverability, cost, etc. (based on chart in “Barriers or Enablers” article by Clarke). 25 points possible for constructed device and 25 points for evaluation of device. Presentation will be made to the class. Due: Session Seven.
- **O&M Device Vendors List Assignment – 20 points** Students will be responsible for researching, listing (with contact information) and describing product(s) available from a minimum of 5 vendors of mobility devices (including canes, AMDs, tips, etc.). 4 pts. possible for each vendor entry. Due: Session Three.
- **Lesson Plan Assignment – 30 points** – Students will each choose one technique for which they will plan a lesson for teaching a student to learn this technique. The lesson plan must include all five elements outlined on page #16 of TAPS as well as a description of the theoretical student that this lesson is intended. Five (5) points will be possible for each of these 6 sections of the lesson plan. Due: Session Four.
- **Residential Drop-Off Lesson – 50 points** – During final exam week, student will have the opportunity to practice O&M strategies learned throughout the semester to complete a residential drop-off lesson. Score will be based on participation, use of appropriate O&M problem skills and peer critique.
- **Final Exam - 100 pts.** - On-line comprehensive exam over material from the entire quarter

Policies for Missed Exams/Quizzes/Assignment Due Dates

All assignments are due by the dates indicated on the syllabus. Two (2) points will be deducted for each day that an assignment is received by the instructor past the due date. Assignments that are late due to unanticipated family and medical emergencies should be discussed with the instructor as soon as possible and will be handled on a case-by-case basis.

Policies for Student Conduct and Participation

Because of the “hands-on” nature of this course, on-time attendance and active participation in class discussions and blindfold activities are required. No more than 1 late arrival/early leave/absence will be allowed in order to pass this course. Make-up of missed course material and blindfold technique practices is the responsibility of the student. Unanticipated family and medical emergency situations should be discussed with the instructor as soon as possible and will be handled on a case-by-case basis.

Academic Misconduct :

The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct.

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http://studentaffairs.osu.edu/resource_csc.asp

ODS Statement :

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Grievances and Solving Problems:

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Statement on Diversity:

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Any student with a documented disability who might require special accommodations should self identify to the instructor as early as possible to receive effective and timely accommodations.

Off-Campus Field Experiences:

Students in this class will spend class time within various indoor and outdoor community environments learning O&M techniques through observing instructional methods demonstrated by the course instructor (s), trying out the techniques while wearing blindfolds, and instructing other students who are blindfolded.

Technology:

Students are required to be familiar with the use of email and CARMEN and will access the internet, online library resources and professional list serves to gather information for completion of class assignments.

You are expected to check your OSU account periodically. All class correspondence will be sent to your OSU email address. Many email programs allow users to forward mail automatically from another account. Do not email from non-OSU accounts.

ACVREP Competencies Included: 7.1, 7.2, 7.3, 7.4, 7.5, 8.2, 8.3, 8.4

The Ohio State University
College of Education and Human Ecology
School of Teaching and Learning
T&L 887.52 (QTR)
T&L XXX (Semester)
Supervised Field Experience I
Fall Semester

OSU Faculty Director:

Dr. Peter V. Paul
Office: 216 Ramseyer
Email: paul.3@osu.edu

Lecturer for Course:

Danene K. Fast, COMS
fast.40@osu.edu
(614) 785-7268

Course Number, Title and Description, Credit Hours:
T&L XXX – Supervised Field Experience I – One (1) Credit Hour

Description:

This field experience requirement includes observation of O&M instruction provided by a COMS, and other O&M related experiences, within a variety of settings (private agency; school district; dog guide school; deaf-blind center; early childhood program; DD program; state school for the blind; etc.).

U,G Level, Credits, Class time distribution, prerequisites, quarters offered, general information:

This one (1) credit hour graduate level course will have arranged field experience requirements, to equal a total of at least 50 hours of observing lessons taught by Certified O&M Specialists, and/or other listed O&M-related professional activities involving blind or low vision students/clients and professionals, within a variety of settings. This course will be offered during and is required for students pursuing licensure in Pupil Services: Orientation and Mobility as a prerequisite to Supervised Field Experience II. **This course may only be taken by students admitted into the Orientation and Mobility licensure program.**

Course Objectives/*Learning Outcomes:

Following successful completion of this course, the student will be able to:

- Identify and describe resources for consumers to obtain services, support, and/or information related to visual impairment
- Identify and describe professional resources pertinent to the O&M profession
- Describe service delivery models for O&M programs such as itinerant, center-based, and residential
- Describe the implications of additional disabilities upon O&M instruction, e.g., physical impairments, cognitive disabilities, multiple disabilities, hearing impairments, traumatic brain injury, etc.
- Describe the implications of diversity, including age and cultural differences, as they relate to potential adaptations in O&M instruction

- Identify and describe factors to be considered to minimize the psychosocial impact of vision loss upon consumers with congenital or adventitious visual impairments and their families
- Demonstrate professional conduct consistent with the Code of Ethics for Orientation & Mobility Specialists and keep on-time scheduling

Required Text(s) and Course Materials:

Obtain a large 3-ring binder for use as a Practicum Portfolio.

Grading Plan/Grading Rubric – Point structure for assignments and tests, including lab assignments, if applicable. Include explanation of how student performance will be assessed.

- 1) **Daily Time Log - 60 pts.** (2 pts. for each documented hour) A **MINIMUM of 50 hours and at least 10 individual observations** must be logged in to pass this course and receive credit.
- 2) **Observation Write-Ups – 35 pts. each** (5 pts. possible for each section of the write-up).

Grading Scale:

A 93-100%	B+ 87-89	C+ 77-79	D+ 67-69
A- 90-92	B 83-86	C 73-76	D 60-66
	B- 80-82	C- 70-72	E 59% or less

Assignment Details:

Schedule a **MINIMUM of 50 hours of observation time (minimum of 10 different observations)** from a list of approved options provided to you by your University supervisor. Any observation activities/sites other than ones on the list must be approved by your University supervisor prior to scheduling them.

- 1) **Daily Time Log:** Record the date, location and amount of time observed for each observation session on the Daily Time Log form. Obtain a verification signature from the professional who was observed for each listed observation. – **50 pts.** (1 pt. for each documented hour) **Due: Finals Week.**
- 2) **Observation Write-Ups:** Write a **two-page description of each observation** and turn them in to the University supervisor on or before the due date(s). – **35 pts. each** (5 pts. possible for each section of the write-up). **Due: One week after completion of each observation.** All write-ups must be turned in by Finals Week to receive credit.
 - a) Descriptions of COMS lesson observations should include the following:
 - o Background: place; name/title of cooperating COMS; amount of time spent observing
 - o Objectives of lesson and brief lesson plan
 - o Teaching strategies used by cooperating COMS
 - o Description of student/client and evaluation of student/client behavior
 - o Materials utilized

- Analysis of lesson area
 - Reactions, suggestions and other comments
- b) All other activity write-ups should include:
- Background: place; type and purpose of observation experience; and name/title of cooperating professional/contact person; amount of time spent observing
 - Detailed description of activity observed
 - Strategies used by cooperating professional
 - Description of student/client and evaluation of student/client behavior
 - Materials utilized
 - Relationship or relevance of this observation to your future O&M position
 - Reactions, suggestions and other comments
- 3) File a copy of each observation write-up and Time Log in your Practicum Portfolio.

Policies for Missed Assignment Deadlines:

All assignments are due by the dates indicated on the syllabus. Three (3) points will be deducted for each day that an assignment is received by the instructor past the due date, up to three days. After three days, no points will be received for the assignment. Assignments that are late due to unanticipated family and medical emergencies should be discussed with the instructor as soon as possible and will be handled on a case-by-case basis.

Policies for Student Conduct and Participation:

All students are expected to conduct themselves as professionals during these field experience observations and follow the stated Student Responsibilities from the O&M Field Experience and Internship Handbook. If a student must miss a scheduled observation, he/she should notify the cooperating COMS/professional as soon as possible, preferably at least one day prior to the scheduled observation. Students should arrive for each observation on time and stay through the completion of the lesson/activity unless other arrangements have been made ahead of time with the COMS or other professional being observed. Students should observe the lesson/activity but NOT interact with the student/client or COMS/ professional during the lesson unless invited to do so by the COMS/professional.

All efforts will be made to make the scheduling of these field experience hours as do-able as possible (e.g., evening and weekend hours) for students who are working full-time during the day. However, due to the required number of hours for licensure and the importance of quality experiences during the fieldwork facet of the O&M Program, it is likely that students may need to take time off (e.g., personal leave; other time off) to complete at least some of these hours during regular daytime work hours. It is the responsibility of each student to work out the scheduling of these hours, which may require making special arrangements with his/her employer.

Academic Misconduct:

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Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; <http://www.ods.ohio-state.edu/>. Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

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Any student with a documented disability who might require special accommodations should self identify to the instructor as early as possible to receive effective and timely accommodations.

Off-Campus Field Experiences:

Students will observe actual community-based O&M lessons and other O&M-related professional activities within a variety of community settings identified for the students by the instructor.

Technology:

Students are required to be familiar with the use of email and CARMEN and will access the internet, online library resources and professional list serves to gather information for completion of class assignments.

You are expected to check your OSU account periodically. All class correspondence will be sent to your OSU email address. Many email programs allow users to forward mail automatically from another account. Do not email from non-OSU accounts.

ACVREP Competencies Included: 1.2; 1.3; 5.1; 10.1; 11.1; 13.2

The Ohio State University
College of Education and Human Ecology
School of Teaching and Learning
T&L 925.52 (QTR)
T&L XXX (Semester)
Orientation and Mobility Advanced Seminar
Spring Semester

OSU Faculty Director:

Dr. Peter V. Paul
Office: 216 Ramseyer Hall
Email: paul.3@osu.edu

Lecturer for Course:

Danene K. Fast, COMS
fast.40@osu.edu
(614) 785-7268

Guest Speakers:

Dr. Peter Paul
Dr. Tiffany Wild

**Course Number, Title and Description, Credit Hours:
T&L XXX – Advanced Seminar: Three (3) credit hours**

Description:

This course presents important background information upon which techniques instruction may be based. Information on analyzing, sequencing and monitoring street crossing lessons at various types of intersections and involving a variety of methods of traffic control are presented, along with an analysis of complex intersections, such as roundabouts, intersections without traffic control, and actuated signals. Unique characteristics of small business, gas station, mall, department store, supermarket, airport, rural, urban and railroad crossing environments are delineated and public transportation options and principles for accessing them are presented. Personal safety concerns and strategies for clients/students and O&M instructors are also highlighted, along with service delivery models for the provision of O&M services. The role of perception for O&M is explored, along with auditory skills necessary for non-visual independent travel.

U,G Level, Credits, Class time distribution, prerequisites, quarters offered, and general information:

This 3-credit graduate level course will be offered on line during the Winter quarter. The course is required for students pursuing licensure in Pupil Services: Orientation and Mobility through the Orientation and Mobility licensure program and is intended to be taken concurrently with the O&M Techniques and Methods II course. Prerequisites for this course are: T&L 826 - Visual Processes; T&L 685 – Basics of Orientation and Mobility; and Visual Impairment and Deafblindness in Early Childhood; and Orientation and Mobility Intermediate Seminar. This course must be taken prior to the Orientation and Mobility Techniques and Methods III course and the Orientation and Mobility Special Topics Seminar course. **This course may only be taken by students admitted into the Orientation and Mobility licensure program.**

Course Objectives/Learning Outcomes:

Following successful completion of this course, the students will be able to:

- Describe the various service delivery models for providing O&M services.
- Explain potential personal safety concerns for clients/students and O&M instructors and strategies for ensuring optimal safety while out in the community.
- Demonstrate an understanding of a variety of organizational and professional issues related to the role of an O&M specialist.
- Explain the role of various forms of perception for orientation and mobility.
- Explain the types and importance of sound and auditory skills for O&M.
- Explain how to analyze sequence and monitor street crossings at a variety of types of intersections and with various methods of traffic control, including complex intersections, such as roundabouts and intersections with no traffic control or with actuated signals.
- Describe the unique characteristics of small business, gas station, mall, department store, supermarket, airport, rural, urban and railroad crossing environments.
- Demonstrate an understanding of the array of public transportation options for clients/students and how to access them.
- Understand the impact of various disabilities and health conditions on travel.
- Adapt O&M techniques and instructional methods for individuals who are deafblind, have cognitive disabilities, are physically impaired or have other health conditions.
- Assess and meet the O&M instructional needs of clients/students with low vision.

Required Text(s) and Course Materials:

Corn, A.L. & Erin, J. (Eds). (2010). Foundations of low vision: Clinical and functional perspectives (2nd edition). New York: AFB Press.

(BWW) Weiner, W., Welsh, R., & Blasch, B. (2010) Foundations of Orientation and Mobility – Volumes I and II. 3rd Ed. New York: AFB Press.

(FP) Fazzi & Petersmeyer (2001). Imagining the Possibilities. Creative Approaches to Orientation and Mobility Instruction for Persons who are Visually Impaired. New York: AFB Press.

(Jacobson) Jacobson, W. (1993). The Art and Science of Teaching Orientation and Mobility to Persons with Visual Impairments. New York: AFB Press.

(Knott) Knott, N. (2002). Teaching Orientation and Mobility in the Schools. An Instructor's Companion. New York: AFB Press

(TAPS) Pogrud, et al. (1995). TAPS. An Orientation & Mobility Curriculum for Students with Visual Impairments. Austin, TX: Texas School for the Blind and Visually Impaired

(LW) LaGrow, S. & Weessies, M. (1994). Orientation and Mobility. Techniques for Independence. Alexandria, VA: AERBVI.

(Huebner) Huebner, K. et al. (1995). Hand in Hand. Essentials of Communication and Orientation and Mobility for Your Students who are Deaf-Blind. Volume I. New York: AFB Press.

Provided by Instructor:

Griffin-Shirley, N., Marsh, R. A., & Hartmeister, F. (2001). Orientation and mobility specialists' practices concerning liability issues. *Journal of Visual Impairments and Blindness*, 95 (1), 45-48.

Marsh, R.A., Hartmeister, F., & Griffin-Shirley, N. (2000). Legal issues for orientation and mobility specialists: Minimizing the risks of liability. *Journal of Visual Impairment and Blindness*, 94 (8), 495-508.

Websites Used:

Dona Sauerburger, COMS: www.sauerburger.org/Dona

Crawford, J.S. O&M for Wheelchair Users (article) at:
www.affiliatedblind.org/Images/Interior/documents/wheelchair_om.pdf

Epilepsy Foundation of America: www.epilepsyfoundation.org

Grading Plan:

Written Midterm Exam – 100 points

Written Final Exam – 200 points

Discussion Board Postings – 10 postings @ 10 pts. each = 140 points

Intersection Project – 50 points

In-Service Training Workshop: O&M for Persons with Low Vision -150 points. Grading rubric will be provided for students on CARMEN.

O&M Instructional Kit for Students/Clients who are Deafblind – 75 points. Grading rubric will be provided for students on CARMEN.

Grading Scale:

A 93-100%

B+ 87-89

C+ 77-79

D+ 67-69

A- 90-92

B 83-86

C 73-76

D 60-66

B- 80-82

C- 70-72

E 59% or less

Topical Outline - Schedule of Topics, Readings, Assignments:

Week 1: A Look at Common Types of Intersections

Readings:

BWW – Volume One, Pages 349-373 (Accessibility of Sidewalks and Street Crossings)

Jacobson – p. 110 – 113 (street corner familiarization)
p. 138-139 (traffic islands)

Assignment:

Intersection Project:

1. Draw a diagram and/or take a photograph (in the community) of the following 5 types of intersections: **(Due Week Three)**

a) basic "+" intersection

b) "T" intersection

c) offset intersection

- d) intersection with a traffic island
- e) roundabout

Describe what is unique about each.

2. **Post** information from your readings on **two** of these intersections, such as challenges presented when attempting to cross; what type of environment in which they may be located and any other aspects that are significant for the type of intersection. **Comment** on at least three of the postings of your peers.

Week 2:

A Look at Common Types of Traffic Control and Crossing Strategies

Readings:

Jacobson – p. 122 (basic types of traffic control and strategies)
p. 138 - 139 (walk/don't walk signals; police controlled; beeper)

Power Point Presentations: *Where's the Street? Detectable Warnings on Curb Ramps*

By: Janet Barlow

Accessible Pedestrian Signals: Description of Current Technology, Guidelines and Usage

By: Janet Barlow & Jennifer Graham

Assignment:

1. **Visit:** www.sauerburger.org/Dona and read the article on "Street Crossings: Analyzing Risks, Developing Strategies and Making Decisions").
2. **Post** your reflections on how the information on traffic control and street crossing strategies in your readings and in the above article, are similar or different than what you are learning in your Techniques course. What aspects from the readings/article would you incorporate into your practice as an O&M specialist?
3. Formulate and post 5 questions to ask a traffic engineer.

Week 3:

Sequencing Street Crossing Lessons and Monitoring for Safety/Effectiveness

Readings:

Jacobson – p. 53-54; 95; 97 (indoor monitoring)
Ch. 8 (sequence; strategies; interventions)
Knott – p. 112-114 (general considerations)

Assignment:

Post suggestions from your readings regarding the physical positioning and actions of an O&M specialist in order to monitor students for safety and proper execution of the following techniques: a) walking in open indoor space; b) independent stair travel; and c) learning to cross a street.

Due: Intersection Project

Week 4:

Complex Intersections/Crossings

Readings:

BWW – Volume Two: Chapter Twelve (*Teaching Travel at Complex Intersections*)

Assignment:

1. **Visit:** http://oandm.aerbvi.org/position_paper3.htm ("AERBVI Position Paper on Actuated Signals") AND www.sauerburger.org/Dona ("Teaching Blind Pedestrians to Cross at Complex Signalized Intersections")
2. **Read** both of these papers.
3. **Post** 4 or more key ideas that stood out to you from **each** article that would be important for you to incorporate into your practice as an O&M specialist and 2 or more questions that each article raised for you.

Week 5:

Special Travel Situations/Conditions

Readings:

BWW – Volume Two: Chapter 15 (Teaching O&M for Adverse Weather Conditions)

- Jacobson –
- p. 159-161 (Adverse weather; Night travel)
 - p. 143-144 (no sidewalks; alleyways)
 - p. 149-153 (elevators, escalators, revolving doors)

Assignment:

1. **Post** your answer to the following questions: If you have a student who needs instruction with night-time travel, is it necessary to schedule the lesson at night? Is a blindfold lesson during the day an adequate substitute for a night lesson? Why or why not?
2. **Post** your response to the following question: What are some important considerations/adaptations for teaching students to travel in snow, rain, and extreme heat?

Week 6:

Understanding Unique Environments

Readings:

- Jacobson –
- p. 133-134 (small business)
 - p. 136 (intermediate business)
 - p. 137-138 (downtown)
 - p. 139 – 145 (Malls; stores; rural; parking lots; gas stations; railroad crossings)
- Knott – p. 105-111 (supermarket)
- TAPS – p. 170-171 (railroads); 152-153 (rural)

Assignment:

- Post** the response you would give to your student who wants to know what the unique aspects of each of the following travel environments are:
- a) small business
 - b) intermediate business
 - c) downtown/urban
 - d) malls
 - e) parking lots
 - f) gas stations

Week 7:

Transportation Basics

Readings:

BBW – Volume Two: Chapter 13 (Teaching the Use of Transportation for O&M)

- Jacobson – p. 153-159 (Private transportation; bus; taxi; train; rapid rail; air)

Knott – p. 115-122 (bus)
TAPS – p. 184-190

Assignment:

Post the components and steps involved in teaching a student to use public bus transportation. Indicate any questions you have about this process.

Mid-Term Exam Posted On-Line

Week 8: O&M for Persons with Low Vision: Part I – Functional Vision Assessment

Readings:

BWW – Volume One: Chapter Three
Volume Two: Pages 61-70 (Functional Low Vision Mobility Evaluation)

Jacobson – p. 22-26 (visual skills; use of devices)
p. 61-62 (adaptations for protective techniques)
p. 79 (cane use)
p. 116 (basic outdoor travel)
p. 145-146 (advanced outdoor travel)

TAPS – p. 291-306 (Visual skills assessment and training)

Assignment:

1. In-Service Training Workshop: O&M for Persons with Low Vision
Students will develop a one-day in-service workshop on “O&M for Students/Clients with Low Vision”, based on readings and other course materials and discussion, that may be presented to co-workers (teachers; TVIs; related services personnel; administrators, rehabilitation personnel, etc.). The in-service assignment will include:

- 1) an agenda for the day
- 2) a power point presentation
- 3) handouts and a resource list for participants.

A grading rubric will be provided for students by the instructor.

Due: Week #11.

2. **Post** your responses to Learning Activities 1 through 4 of your reading.

Week 9: Optical Devices

Readings: Corn – Chapter 7, 11, 14 & 16

Assignment:

- 1) **Visit** www.lowvisiononline.unimelb.edu.au
- 2) **Read** the section on optical devices.
- 3) **View:** Powerpoint on optical devices – think about the devices used at orientation
- 4) **Search** online for five (5) sites related to near and distance low vision devices. **Describe** each site in three to five (3-5) sentences. **Post** the information online to share with your classmates.

Week 10: O&M for Persons who are Deafblind: Part I – Overview/Communication Considerations

Guest Lecturer: Dr. Peter Paul

Readings:

BWW – Volume Two: Chapter 17
Huebner – Modules 2, 3, 6, 8

Assignment:

1) O&M Instructional Kit for Working with Students/Clients who are Deafblind

Based on readings, discussions and resources gathered through this course, students will develop a kit that may be used in their future work with O&M clients/students who are deafblind.

Included in this kit will be:

- 1) a sample communication system that may be used by students/clients for interacting with the public and/or using public transportation
- 2) a public information card (that may be shared with persons in the community) that explains primary principles for respectfully and effectively interacting with persons who are deafblind in travel situations
- 3) a list of potential sources for ASL translators and/or other persons to assist with communication during O&M lessons
- 4) a list of additional vendors and resources for obtaining O&M assessment and instructional materials for clients/students who are deafblind. A grading rubric will be provided for students by the instructor. Due: Week #14.

1) **Visit:** www.sauerburger.org/Dona

2) **Post and discuss** five key issues that are discussed in this website and in your readings, related to O&M instruction for persons who are deafblind.

Week 11:

O&M for Persons who are Deafblind: Part II – Purposeful Movement/O&M Strategies

Guest Lecturer: Dr. Peter Paul

Readings:

Huebner – Modules 4, 15, 16, 17, 18, 19, 20

Assignments:

Post your responses to #9, #10 & #11 in the Activities for Review section of BBW Chapter 8, incorporating information from BBW and Huebner readings and Sauerburger website.

Due: In-service Training Workshop on O&M for Persons with Low Vision

Week 12:

O&M for Persons with Physical Disabilities: Part I - Overview

Readings:

BWW –

Volume One: Chapter 5

Volume Two: Chapter 18 (Pages 564-595)

Crawford Website:

www.affiliatedbind.org/Images/Interior/documents/wheelchair_om.pdf

Assignment:

Post a description of the varied population of persons with physical disabilities and an overview of the various types of ambulatory aids that may be used for travel purposes.

Week 13: O&M for Persons with Physical Disabilities: Part II – O&M Adaptations/Strategies

Readings:

Knott – Ch. 8 (wheelchair; communication; assessment)
TAPS – p. 98-118 (walker; crutches; support cane)

Assignment:

Post:

- 1) an outline of suggested strategies from your readings for working with persons who use a variety of ambulatory aids
- 2) your reflection on your experience(s) with using a wheelchair and instructing others while using a wheelchair within your techniques course

Week 14: O&M for Persons with Cognitive Disabilities & Other Health Conditions

Readings:

BWW – Volume Two: Chapter 18 (Pages 595-623)
Volume Two: Chapter 19

Knott – p. 91 (Emergency Preparedness)

Assignments:

- 1) **Post** your response, as an O&M specialist, to the following: Describe how independence in O&M is on a continuum, and that, regardless of cognitive disabilities, all visually impaired persons are entitled to, and will benefit from O&M services.
- 2) **Post** at least three websites that you have located that contain current information on HIV/AIDS that would be valuable for O&M specialists to know about. Explain the key points contained in each.

Due: O&M Instructional Kit for Persons who are Deafblind

Final Exam Week: Final Exam will be posted online.

Assignment Details – Description, format, due dates, evaluation criteria, examples, (some of this may be provided as the quarter progresses)

Written Midterm Exam – (100 points) On-line written examination covering content from weeks 1-7. Due Week 8.

Written Final Exam – (200 points) On-line comprehensive written examination covering content from entire semester. Due: Final Exam Session.

Discussion Board Postings – (140 points) 14 postings @ 10 pts. each. Due as designated.

Intersection Project – 10 pts. for each intersection diagram/description @ 5 = 50 pts.

In-Service Training Workshop: O&M for Persons with Low Vision (150 points)
Students will develop a one-day in-service workshop on “O&M for Students/Clients with

Low Vision”, based on readings and other course materials and discussion, that may be presented to co-workers (teachers; TVIs; related services personnel; administrators, rehabilitation personnel, etc.). The in-service assignment will include: 1) an agenda for the day; 2) a power point presentation; and 3) handouts and a resource list for participants. A grading rubric will be provided for students by the instructor. Due: Week #11.

O&M Instructional Kit for Working with Students/Clients who are Deafblind (150 points) Based on readings, discussions and resources gathered through this course, students will develop a kit that may be used in their future work with O&M clients/students who are deafblind. Included in this kit will be: 1) a sample communication system that may be used by students/clients for interacting with the public and/or using public transportation; 2) a public information card (that may be shared with persons in the community) that explains primary principles for respectfully and effectively interacting with persons who are deafblind in travel situations; 3) a list of potential sources for ASL translators and/or other persons to assist with communication during O&M lessons; and 4) a list of additional vendors and resources for obtaining O&M assessment and instructional materials for clients/students who are deafblind. A grading rubric will be provided for students by the instructor. Due: Week #14.

Policies for Missed Exams/Quizzes:

All assignments are due by the dates indicated on the syllabus. Three (3) points will be deducted for each day that an assignment is received by the instructor past the due date, up to three days. After three days, no points will be received for the assignment. Assignments that are late due to unanticipated family and medical emergencies should be discussed with the instructor as soon as possible and will be handled on a case-by-case basis.

Policies for Student Conduct and Participation:

Students are expected to actively participate in on-line discussions (via the discussion board) by posting questions regarding the course readings and content each week, responding to other students' postings and providing answers to weekly assignment questions.

Academic Misconduct :

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct).

http://studentaffairs.osu.edu/resource_csc.asp

ODS Statement :

Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; <http://www.ods.ohio-state.edu/>. Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

Grievances and Solving Problems:

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, "You should seek to resolve a grievance concerning a grade or academic practice by **speaking first with the instructor or professor**. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union." "Grievances against graduate, research, and teaching assistants should be submitted first **to the supervising instructor**, then to the chairperson of the assistant's department. "

Statement on Diversity:

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Any student with a documented disability who might require special accommodations should self identify to the instructor as early as possible to receive effective and timely accommodations.

Off-Campus Field Experiences:

N/A

Technology:

Portions of this class are online. Students are required to be familiar with the use of email and CARMEN and will access the internet, online library resources and professional list serves to gather information for completion of class assignments.

You are expected to check your OSU account periodically. All class correspondence will be sent to your OSU email address. Many email programs allow users to forward mail automatically from another account. Do not email from non-OSU accounts.

ACVREP Competencies Included: 2.4; 4.1; 4.2; 4.4; 5.1; 5.2; 8.1; 8.3; 8.5; 8.6; 8.7; 8.8; 8.9; 8.10; 9.6; 10.1; 10.2; 11.1; 11.2; 14 A-1; 14 C-5; 14D-2; 14D-5; 14E-1

The Ohio State University
College of Education and Human Ecology
School of Teaching and Learning
T&L 925.52 (QTR)
T&L XXX (Semester)
Orientation and Mobility Techniques and Methods II
Spring Semester

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Course Number, Title and Description, Credit Hours

T&L XXX - Orientation and Mobility Techniques and Methods II - 2 semester hours

Description:

This hands-on course covers orientation and mobility techniques and methods for business areas, special travel environments and public transportation.

U,G Level, Credits, Class time distribution, prerequisites, quarters offered, and general information:

This 2-hour graduate level course will be offered face-to-face on seven Saturday sessions throughout the semester; each class will meet for 4 hours for a total of 280 hours of instruction as a requirement for students pursuing licensure in Pupil Services: Orientation and Mobility. It is anticipated that the course will be offered once per year during Spring semester and is intended to be taken concurrently with the O&M Advanced Seminar course. Prerequisites for this course are: T&L 826; T&L 685; Orientation and Mobility Techniques and Methods I; and O&M Intermediate Seminar. This course must be taken prior to the Orientation and Mobility Special Topics Seminar course. **This course may only be taken by students admitted into the Orientation and Mobility licensure program.**

Course Objectives/*Learning Outcomes

Following successful completion of this course, the students will be able to:

- Demonstrate the ability to perform, teach and critique cane skills within a business area.
- Demonstrate the ability to perform, teach and critique the following street crossing skills: aligning parallel with a grassline; aligning perpendicular with a curb; parallel and perpendicular alignment with traffic sounds for crossing; crossing streets with and without traffic control (2-way stop; 3-way stop; 4-way

- stop; no control); determining and handling light-controlled intersection crossings; and recovering from veers when crossing streets.
- Demonstrate an understanding of travel within gas station and parking lot environments.
 - Demonstrate the ability to analyze, cross and teach skills necessary to handle basic light-controlled intersections, including those with pedestrian signals.
 - Demonstrate an understanding of and ability to teach skills for indoor business travel (such as a mall environment, a department store and a supermarket), including orientation to the environment, route travel, making a purchase, soliciting assistance, using escalators, elevators and revolving doors.
 - Demonstrate the ability to perform and teach skills for seating one's self in a vehicle with a cane.
 - Demonstrate the ability to perform and teach skills necessary to negotiate a small business area route, including locating a specific destination and identifying and negotiating gas stations and parking lots.
 - Demonstrate an understanding of characteristics of urban/large business areas and ability to perform and teach skills necessary to negotiate a route an urban area and locate a specified destination, including personal safety strategies.
 - Demonstrate the ability to perform, teach and critique travel skills for use of public transportation, including obtaining route information and using a bus and a taxi.
 - Demonstrate the ability to perform, teach and critique skills needed to identify and handle challenging street crossing situations, such as complex intersections, roundabouts, and crossings without traffic control.
 - Demonstrate the ability to perform, teach and critique travel skills within rural areas, including travel and street crossings without sidewalks.
 - Demonstrate the ability to perform, teach and critique travel skills necessary for making railroad crossings.
 - Demonstrate the ability to select and use appropriate rural, railroad, public transportation and unusual street crossing travel environments for instruction.

Required Text(s)

(H&P) Hill, E. & Ponder, P. (1976). Orientation and mobility techniques. A guide for the practitioner. New York: AFB Press.

(L&W) LaGrow, S. and Weessies, M. (1994). Orientation and mobility: Techniques for independence. Alexandria, VA: AERBVI.

(TAPS) Pogrud, R. et.al (1995). Teaching age-appropriate purposeful skills. An orientation & mobility curriculum for students with visual impairments (2nd ed.). Austin, TX: Texas School for the Blind and Visually Impaired.

Grading Plan/Grading Rubric:

- **Technique Evaluation** (56 points) — Students will be evaluated on their mastery of the 28 major O&M techniques presented in this course @ a possible 2 points each, as recorded on an O&M Techniques Evaluation Sheet for each student.
- **Techniques Journal** (56 points)— Students will be required to keep a journal of brief notes/reflections on the 27 major techniques/methods learned during this course that will include: technique and description; rationale/applications of

- technique; instructional methods and adaptations; questions; and references for further information on the technique (2 pts. for each entry).
- **Tips for Soliciting Assistance Assignment** (15 points) - In addition to ideas presented in class, students will research strategies that they may teach their students for soliciting travel assistance/information within residential to business areas. At least 15 strategies/ideas will be required to be included on a written sheet.
 - **Route Map / Intersection Model Kit Project** (50 points) – Students will explore the many tactile mapping/diagramming materials in the APH catalog. The students may each select one of these products (or make one of their own) and demonstrate how the product may be used to aid in instructing a student on a route travel (mapping out a route) or a street crossing (understanding the concept of the intersection and how they are crossing from one corner to another) lesson.
 - **Lesson Plan and Instructional Media Project** (100 points) – Students will select one of the following O&M instructional areas presented in this course: 1) Negotiating gas stations and parking lots; 2) Using public bus transportation; 3) Traveling in rural areas without sidewalks; 4) Railroad crossings; or 5) Challenging street crossing situations (e.g., turn arrows; roundabouts; no traffic control). For the chosen topic, each student will develop a series of 5-10 lessons for teaching an O&M student within that area (student scenario will be given), based on course content and additional research on the topic. One model or other teaching media/material will also be developed to be used to teach the lessons. A rubric with required elements, contents and point values will be given to students for grading purposes. Projects will be presented to the class during the final exam session.
 - **Comprehensive Drop-Off Lesson** (50 points) During final exam week, student will have the opportunity to practice O&M strategies learned throughout the semester to complete a drop-off lesson. Score will be based on participation, use of appropriate O&M problem skills and peer critique. A detailed rubric will be handed out, prior to activity.
 - **Final Exam** – (100 points) - On-line comprehensive exam over material from the entire quarter

Grading Scale – Sample grading scale as listed on Carmen

A 93-100%	B+ 87-89	C+ 77-79	D+ 67-69
A- 90-92	B 83-86	C 73-76	D 60-66
	B- 80-82	C- 70-72	E 59% or less

Topical Outline - Schedule of Topics, Readings, Assignments – Including assignment due dates, exam dates, and final exam date and time

Session 1: Background Information: Characteristics of Business Area/Sequencing Lessons

Techniques & Methods Practice:

Outdoor Business Area Planning & Travel/Soliciting Assistance
Identify and Negotiate Gas Stations and Parking Lots
Basic Traffic Light Intersection: Analyzing and Crossing

Readings: L&W: p. 156-163
TAPS: p. 162-163; p. 165; p.173-176
H&P: p. 73-77; p. 84-87

Business Area Route: Locating Specified Destination
Identify & Negotiate Gas Stations & Parking lots

Readings: L&W: p.163
TAPS: p. 164

Session 2: Background Information: Mall/Department Store Travel
Techniques & Methods Practice:
Mall Route Travel
Escalators

Readings: L&W: p.164-166; 167-169
TAPS: p. 167; 181
H&P: p. 87-88

Background Information: Department Stores
Techniques & Methods Practice:
Department Store Orientation, Travel, Soliciting Assistance/Information
Making a Purchase
Elevators

Readings: L&W: p. 166-167; 169-170
TAPS: p. 169-170; p. 180
H&P: p. 88-89

DUE: Journal for Session #1

Session 3: Background Information: Supermarkets
Techniques & Methods Practice:
Supermarket Orientation, Travel, Soliciting Assistance/Information
Orientation to an automobile & seating self in a vehicle w/cane

Readings: L&W: p. 170-174
TAPS: p. 168; 178-179
H&P: p. 90

DUE: Journal for Session #2
Tips for Soliciting Assistance Assignment

Session 4: Background Information
Techniques & Methods:
Introduction to an Urban/Large Business Area
Revolving Doors

Planning and Traveling Routes in Urban Areas
Personal Safety Strategies

Readings: L&W: p. 170-172
TAPS: p. 133-134; 310-311
H&P: p. 60-61;

DUE: Journal for Session #3

Session 5: Background Information: Planning and Route Information: Bus Travel
Techniques & Methods:
Route to bus stop
Bus Travel to Specified Destination
Locate Destination when Exiting Bus
Readings: L&W: p. 182-186
TAPS: P. 186-187;
H&P: p. 78-84

Background Information: Use of Taxis/Trains/Subways/Rapid Rail
Techniques & Methods:
Railroad Crossings
Readings: L&W: p. 186-190; p. 177-78
TAPS: p. 170-171; p. 186-190
H&P: p. 95; p. 96

DUE: Journal for Session #4
Route Map / Intersection Model Kit Project

Session 6: Background Information: Rural Areas & Night Travel
Techniques & Methods:
Rural Areas: Travel without sidewalks
Rural Areas: Crossings without sidewalks
Readings: L&W: p. 174-176
TAPS: p. 152-154; p. 155-157

Background Information: Variety of Challenging Street Crossing Situations
Techniques & Methods:
Crossing at Traffic Lights w/Turn Arrows
Negotiating a roundabout

Readings: TAPS: p. 173-177
"Crossing Streets" at www.sauerburger.org
"Roundabouts" at www.sauerburger.org

DUE: Journal for Session #5

Session 7: Background Information: Areas/Intersections without traffic control
Techniques & Methods:
Analyzing and crossing areas/intersections without traffic control

Readings: “Street Crossings” section at www.sauerburger.org

Review/Questions

Lesson Plan and Instructional Media Project Presentations

**DUE: Lesson Plan and Media Project Presentations
Journal for Session #6**

Final Exam Session:

**DUE: Journal Entries for Session #7
Comprehensive Drop-Off Lesson
Final Exam Online**

Assignment Details – Description, format, due dates, evaluation criteria

- **Techniques and Methods Journal (56 points)** Students will be required to keep a journal of brief notes on the techniques/methods learned during each session in this course that will include: technique and description; rationale/applications of technique; instructional methods and adaptations; questions; and references for further information on the technique (2 pts. for each entry). DUE: Each session for previous session’s techniques.
- **Technique Evaluation (56 points)** Students will be evaluated on their mastery of the 28 major O&M techniques presented in this course @ a possible 2 points each, as recorded on an O&M Techniques Evaluation Sheet for each student. DUE: By Final Exam Session.
- **Tips for Soliciting Assistance Assignment (15 points)** - In addition to ideas presented in class, students will research strategies that they may teach their students for soliciting travel assistance/information. At least 15 strategies/ideas will be required to be included on a written sheet. DUE: Session #3.
- **Route Map / Intersection Model Kit Project (50 points)** – Students will explore the many tactile mapping/diagramming materials in the APH catalog. The students may each select one of these products (or make one of their own) and demonstrate how the product may be used to aid in instructing a student on a route travel (mapping out a route) or a street crossing (understanding the concept of the intersection and how they are crossing from one corner to another) lesson. Due: Session #5.
- **Lesson Plan and Instructional Media Project (100 points)** – Students will select one of the following O&M instructional areas presented in this course: 1) Negotiating gas stations and parking lots; 2) Using public bus transportation; 3) Traveling in rural areas without sidewalks; 4) Railroad crossings; or 5) Challenging street crossing situations (e.g., turn arrows; roundabouts; no traffic control). For the chosen topic, each student will develop a series of 5-10 lessons for teaching an O&M student within that area (student scenario will be given), based on course content and additional research on the topic. One model or other teaching media/material will also be developed to be used to teach the lessons. A rubric with required elements, contents and point values will be given to students for grading purposes. Projects will be presented to the class during the final exam session.

- **Comprehensive Drop-Off Lesson (50 points)** During final exam week, student will have the opportunity to practice O&M strategies learned throughout the semester to complete a drop-off lesson. Score will be based on participation, use of appropriate O&M problem skills and peer critique. A detailed rubric will be handed out, prior to activity.
- **Final Exam (100 points)** - On-line comprehensive exam over material from the entire quarter

Policies for Missed Exams/Quizzes/Assignment Due Dates

All assignments are due by the dates indicated on the syllabus. Two (2) points will be deducted for each day that an assignment is received by the instructor past the due date. Assignments that are late due to unanticipated family and medical emergencies should be discussed with the instructor as soon as possible and will be handled on a case-by-case basis.

Policies for Student Conduct and Participation

Because of the “hands-on” nature of this course, on-time attendance and active participation in class discussions and blindfold activities are required. No more than 1 late arrival/early leave/absence will be allowed in order to pass this course. Make-up of missed course material and blindfold technique practices is the responsibility of the student. Unanticipated family and medical emergency situations should be discussed with the instructor as soon as possible and will be handled on a case-by-case basis.

Academic Misconduct :

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Grievances and Solving Problems:

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Any student with a documented disability who might require special accommodations should self identify to the instructor as early as possible to receive effective and timely accommodations.

Off-Campus Field Experiences:

Students in this class will spend class time within various community environments, learning O&M techniques through observing instructional methods demonstrated by the course instructor (s), trying out the techniques while wearing blindfolds, and instructing other students who are blindfolded.

Technology:

Students are required to be familiar with the use of email and CARMEN and will access the internet, online library resources and professional list serves to gather information for completion of class assignments.

You are expected to check your OSU account periodically. All class correspondence will be sent to your OSU email address. Many email programs allow users to forward mail automatically from another account. Do not email from non-OSU accounts.

ACVREP Competencies Included: 7.1, 7.2, 7.3, 7.4, 7.5, 8.2, 8.3, 8.4

The Ohio State University
College of Education and Human Ecology
School of Teaching and Learning
T&L 887.52 (QTR)
T&L XXX (Semester)
Supervised Field Experience II
Spring Semester

OSU Faculty Director:

Dr. Peter V. Paul
Office: 216 Ramseyer Hall
Email: paul.3@osu.edu

Lecturer for Course:

Danene K. Fast, COMS
fast.40@osu.edu
(614) 785-7268

Course Number, Title and Description, Credit Hours:

T&L XXX – Supervised Field Experience II – One (1) Credit Hour

U,G Level, Credits, Class time distribution, prerequisites, quarters offered, general information:

This one (1) hour graduate level course includes arranged field experience requirements, to equal a total of at least 50 hours of observing, co-teaching and initial supervised teaching experiences in O&M (direct assessment, planning and implementation of instruction) a variety of blind/low vision students under the direct supervision of a Certified Orientation and Mobility Specialists (COMS) within one or more settings. Emphasis will reflect on the process and continuity of teaching (a) student(s) over time.

This course will be offered during Spring semester, after completion of Supervised Field Experience I. This course is required for students pursuing licensure in Pupil Services: Orientation and Mobility as a prerequisite to O&M Internship. **This course may only be taken by students admitted into the Orientation and Mobility licensure program.**

Course Objectives/*Learning Outcomes:

Following successful completion of this course, the student will demonstrate an understanding of how to:

- Adapt instructional strategies for consumers with additional disabilities, e.g., physical impairments, cognitive disabilities, multiple disabilities, hearing impairments, traumatic brain injury, etc.
- Establish and maintain effective communication and professional relationships with students, families, colleagues, and supervisors, including individuals from culturally and linguistically diverse backgrounds
- Plan and conduct individualized comprehensive O&M assessments, synthesize the findings in a professionally written report, and communicate results with students, families, and members of the individualized Intervention/education/rehabilitation team, as appropriate

- Plan for individualized O&M instruction through the review and interpretation of relevant records and reports;
- Plan for individualized O&M instruction through the selection and preview of potential training areas (e.g., home, school, work, or community)
- Plan for individualized O&M instruction through the design and/or procurement of instructional materials and appropriate devices (with appropriate medical consultation regarding optical devices)
- Plan for individualized O&M instruction through the provision of accurate information regarding options for mobility systems (e.g., long cane, dog guide, electronic travel devices) to student and family so that students can make informed choices regarding the most appropriate option for a given time
- Plan for individualized O&M instruction through the collaboration with student, family, and colleagues to develop appropriate goals and behavioral objectives; and development and sequencing of individual lessons based on student abilities, needs, and goals
- Effectively teach and reinforce concepts related to independent movement and orientation (such as body, laterality, directionality, spatial, environmental, and time-distance) across a range of environments (such as indoor, residential, and light business)
- Effectively teach and reinforce mobility techniques, including, but not limited to, basic skills, cane skills, adapted mobility devices, route travel, street crossings, and the use of public and other transportation systems across a range of environments (such as indoor, residential, and light business)
- Effectively teach and reinforce orientation skills, including, but not limited to, use of cognitive processes; landmarks; cardinal directions; room, store, and community familiarization; address system; independent information gathering; route planning; and maps across a range of environments (such as indoor, residential, and light business)
- Effectively teach and reinforce use of low vision in maintaining safe and independent movement and orientation (such as use of non-optical devices, use of optical devices in conjunction with eye care professionals, use of visual skills, and incorporating vision use with cane or other mobility systems) across a range of environments (such as indoor, residential, and light business)
- Effectively teach and reinforce use of remaining senses (other than vision) in maintaining safe and independent movement and orientation (such as the use of auditory skills, reflected sound, tactile recognition, proprioceptive, and kinesthetic awareness) across a range of environments (such as indoor, residential, and light business)
- Effectively monitor orientation and mobility skills, recognize potentially dangerous situations, and intervene as appropriate to ensure student safety.
- Facilitate student independence and problem solving ability across a variety of travel situations, in familiar and unfamiliar environments
- Demonstrate professional conduct consistent with the Code of Ethics for Orientation & Mobility Specialists, find and access appropriate resources, keep on-time scheduling, and follow and maintain appropriate record keeping and reporting procedures

Required Text(s) and Course Materials:

Students will continue to add to the Practicum Portfolio established in the Field Experience I course.

Grading Plan/Grading Rubric:

- 3) **Daily Time Log - 100 pts.** (2 pts. for each documented hour) A **MINIMUM of 50 hours** must be logged in to pass this course and receive credit.
- 4) **Narrative Write-Ups – 35 pts. each** (5 pts. possible for each section of the write-up).
- 5) **O&M Self-Evaluations – 20 pts.** (10 pts. each) possible for completion of pre- and post- experience evaluations and inclusion in Portfolio.

Grading Scale:

A 93-100%	B+ 87-89	C+ 77-79	D+ 67-69
A- 90-92	B 83-86	C 73-76	D 60-66
	B- 80-82	C- 70-72	E 59% or less

Assignment Details:

Schedule a **MINIMUM of 50 hours of observation/co-teaching time** under the direct supervision of a COMS. You are required to schedule these hours with the goal of experiencing and participating in instruction with a diverse population of students and, if possible, in more than one setting. Field experience sites must be approved by your University supervisor prior to scheduling them.

Your Practicum Portfolio will be evaluated and graded on the following elements:

Daily Time Log: Record the date, location and amount of time spent for each observation/co-teaching session on the Daily Time Log form. Obtain a verification signature from the cooperating COMS for each listed session. – **100 pts.** (2 pts. for each documented hour) **Due: Finals Week.**

O&M Self-Evaluations: Complete a Self-Evaluation form prior to beginning the field experience and at the end of the experience and file them in the Practicum Portfolio. **20 pts. possible (10 for each)** for completion and placement into Portfolio. **Due: Week 1 and Finals Week.**

Narrative Write-Ups: Write a **two-page description of each observation/co-teaching session** and turn them in to the University supervisor on or before the due date(s). – **35 pts. each** (5 pts. possible for each section of the write-up). Follow the guidelines below. **Due: One week after completion of each session.** All write-ups, and supporting sample assessments, lesson plans, evaluations and other applicable materials must be turned in to your cooperating COMS and University supervisor by Finals Week to receive credit.

- Initially (up to 25 hours) observe the cooperating COMS while instructing the students and write a two-page narrative for your Practicum Portfolio for each lesson that includes:
 - Background: place; name/title of cooperating COMS; amount of time spent observing
 - Objectives of lesson and brief lesson plan
 - Teaching strategies used by cooperating COMS
 - Description of student and evaluation of student behavior
 - Materials utilized

- Analysis of lesson area
- Reactions, suggestions and other comments
- Then (for the remaining 25 hours), with your cooperating COMS, decide how you may take a more active role in the instruction, such: as helping to plan lessons; identify appropriate teaching environments for lessons; gather/make teaching materials for lessons; and/or co-teach lessons under the direct supervision of the COMS. Write a two-page narrative after each of these co-teaching experiences for your Practicum Portfolio that includes:
 - Background: place; name/title of cooperating COMS; amount of time spent; your role(s) in co-teaching this lesson
 - Objectives of lesson and brief lesson plan
 - Teaching strategies used by cooperating COMS and/or yourself
 - Description of student and evaluation of student behavior
 - Materials used
 - Analysis of lesson environment
 - Reactions, suggestions and other comments regarding this lesson, and feedback from the cooperating COMS.

Policies for Missed Assignment Dates:

All assignments are due by the dates indicated on the syllabus. Three (3) points will be deducted for each day that an assignment is received by the instructor past the due date, up to three days. After three days, no points will be received for the assignment. Assignments that are late due to unanticipated family and medical emergencies should be discussed with the instructor as soon as possible and will be handled on a case-by-case basis.

Policies for Student Conduct and Participation:

All students are expected to conduct themselves as professionals during the field experience sessions and follow the stated Student Responsibilities for Field Experience II in the ***O&M Field Experience and Internship Handbook***. If you need to miss a scheduled session, notify the cooperating COMS as soon as possible. Also notify the University supervisor if you must miss a session that the University supervisor was planning to observe. Follow the work calendar, rules and regulations of the agency serving as the field experience site. Notify the University supervisor in the event that problems arise that cannot be resolved at the practicum site.

All efforts will be made to make the scheduling of these field experience hours as do-able as possible (e.g., evening and weekend hours) for students who are working full-time during the day. However, due to the required number of hours for licensure and the importance of quality experiences during the fieldwork facet of the O&M Program, it is likely that students may need to take time off (e.g., personal leave; other time off) to complete at least some of these hours during regular daytime work hours. It is the responsibility of each student to work out the scheduling of these hours, which may require making special arrangements with his/her employer.

Academic Misconduct :

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic

misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct).

http://studentaffairs.osu.edu/resource_csc.asp

ODS Statement :

Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; <http://www.ods.ohio-state.edu/>. Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

Grievances and Solving Problems:

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, "You should seek to resolve a grievance concerning a grade or academic practice by ***speaking first with the instructor or professor***. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union." "Grievances against graduate, research, and teaching assistants should be submitted first ***to the supervising instructor***, then to the chairperson of the assistant's department. "

Statement on Diversity:

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Any student with a documented disability who might require special accommodations should self identify to the instructor as early as possible to receive effective and timely accommodations.

Off-Campus Field Experiences:

Students will observe and co-teach actual community-based O&M lessons, supervised by a certified O&M specialist (COMS) within one or more agencies or programs in Ohio that provide O&M instruction for students/consumers who are blind or visually impaired.

Technology:

Students are required to be familiar with the use of email and CARMEN and will access the internet, online library resources and professional list serves to gather information for completion of class assignments.

You are expected to check your OSU account periodically. All class correspondence will be sent to your OSU email address. Many email programs allow users to forward mail automatically from another account. Do not email from non-OSU accounts.

ACVREP Competencies Included: 10.2; 14-A-1; 14B-1; 14c-1; 14C-2; 14C-3; 14C-4; 14C-5; 14D-1; 14D-2; 14D-3; 14D-4; 14D-5; 14E-1; 14F-1; 14G-1

The Ohio State University
College of Education and Human Ecology
School of Teaching and Learning
T&L 925.52 (QTR)
T&L XXX (Semester)
**O&M Special Topics Seminar – Early Childhood through Later Years
“May-Mester”**

OSU Faculty Director:

Dr. Peter V. Paul
Office: 216 Ramseyer Hall
Email: paul.3@osu.edu

Lecturer for Course:

Danene K. Fast, COMS
fast.40@osu.edu
(614) 785-7268

Guest Speakers:

Dr. Peter V. Paul
Dr. Tiffany Wild

Course Number, Title and Description, Credit Hours:

T&L XXX – Special Topics: Early Childhood through the Later Years – Two (2)

Credit Hours (4 weeks – Three (3) Sessions per week)

Description:

This course highlights strategies for adaptations for early childhood and geriatric populations in the area of orientation and mobility. It provides students with opportunities to learn about the unique considerations encountered in working with both types of populations and an array of adapted O&M techniques and methods that enable optimal safety and independence for these individuals.

U,G Level, Credits, Class time distribution, prerequisites, quarters offered and general information:

This 2-credit graduate level course will be offered on line during the “May-Mester”. The course is required for students pursuing licensure in Pupil Services: Orientation and Mobility through the Orientation and Mobility licensure program. Prerequisites for this course are: T&L 826 - Visual Processes; T&L 685 – Basics of Orientation and Mobility; Orientation and Mobility Intermediate Seminar and Advanced Seminar; and Orientation and Mobility Techniques I & II. This course must be taken prior to the Orientation and Mobility Internship. **This course may only be taken by students admitted into the Orientation and Mobility licensure program.**

Course Objectives/*Learning Outcomes:

Following successful completion of this course, the students will be able to:

- Understand the impact of various disabilities and health conditions on travel.
- Adapt O&M techniques and instructional methods for individuals who are deafblind, have cognitive disabilities, are physically impaired or have other health conditions.
- Understand the aging process and implement adapted O&M techniques and instructional strategies for older persons who are visually impaired.

- Assess and meet the O&M instructional needs of clients/students with low vision.
- Understand and meet the O&M needs of infants and preschoolers and their families.
- Be prepared for medical emergencies that may be encountered on O&M lessons.

Required Text(s) and Course Materials:

Corn, A.L. & Erin, J. (Eds). (2010). Foundations of low vision: Clinical and functional perspectives (2nd edition). New York: AFB Press.

(BWW) Weiner, W., Welsh, R., & Blasch, B. (2010) Foundations of Orientation and Mobility – Volumes I & II. (3rd ed.). New York: AFB Press.

(Chen) Chen, D., Ed. (1999). Essential elements in early intervention. Visual impairment and multiple disabilities. New York: AFB Press.

(F&P) Fazzi, D.L. & Pogrud, R.L. (2002). Early focus: Working with young children who are blind or visually impaired and their families. New York: AFB Press.

(GG) Griffin-Shirley, N. & Groff, G. (1993). Prescriptions for Independence. Working with Older People who are Visually Impaired. New York: AFB Press.

(OR) Orr, A. & Rogers, P. (2003). Solutions for Success. A Training Manual for Working with Older People Who Are Visually Impaired. New York: AFB Press.

Additional Recommended Readings:

Duffy, M. (2002). Making Life More Livable. Simple Adaptations for Living at Home After Vision Loss (Revised ed.). New York: AFB Press.

Clarke, K. (2005). Hold Everything! Twenty Stay-Put Play Spaces for Young Children with Sensory Impairments and Other Special Needs. Columbus, OH: Ohio Center for Deafblind Education.

Crews, J. & Whittington, F. (2000). Vision Loss in an Aging Society: A Multidisciplinary Perspective. New York: AFB Press.

Websites Used:

American Diabetes Association: www.diabetes.org

AFB Senior Site: www.afb.org

Dona Sauerburger, COMS: www.sauerburger.org/Dona

Epilepsy Foundation of America: www.epilepsyfoundation.org

Grading Plan:

Discussion Board Postings (120 pts.)– 12 postings at 10 points each.

Stay-Put Play Space (50 pts.) – *Due Session Four*
25 points for teaching tool and 25 points for corresponding lesson plan.

AFB Video Summary (15 points) – *Due Session Eight*

Summarize the seven module curriculum discussed in the AFB Video, "Profiles in Aging and Vision."

Assisted Living Write-Up (100 points) – *Due Session Ten*

Visit a local nursing home or care center for the elderly. Interview a staff member in charge and tour the facility. Write a 3-5 page response paper that responds to the following: 1) Name of Facility 2) Address and Contact Information 3) Mission Statement 4) Description of the building, grounds and services 5) How is the center funded? 6) What types of services are provided? Are vision services available? 7) What types of residents are served? 8) Your opinion and impressions of the facility

Emergency Preparedness Assignment (50 pts.) *Due Session Eleven*

Students will visit www.epilepsyfoundation.org AND www.diabetes.org (and may read additional materials and/or visit additional websites as desired) and write up one plan **each** for preparing for potential emergencies while working with 1) students/clients who have seizure disorders AND 2) students/clients with diabetes.

Midterm Examination (100 pts.) On-line written examination covering content from Sessions 1-6.

Final Examination (200 pts.) On-line comprehensive written examination covering content from entire semester.

Grading Scale:

A 93-100%	B+ 87-89	C+ 77-79	D+ 67-69
A- 90-92	B 83-86	C 73-76	D 60-66
	B- 80-82	C- 70-72	E 59% or less

Topical Outline - Schedule of Topics, Readings:

Session 1: In the Beginning: Understanding Young Children with Visual Impairments
Guest Lecturer: Dr. Tiffany Wild
Readings: Chen – Chapters 1 – 3
Making Sense of Early Intervention
Assignment: Choose and watch two family videos from the Family Connect website at www.familyconnect.org
Discussion Board Question: How did the parents in the videos you observed handle having a child with a visual impairment? What are some unique aspects of services for infants (Early Intervention) and preschoolers (preschool special education) who are visually impaired or blind? Consider what is included and how services are delivered, based on children and family preferences, strengths and needs.
Website: www.tsbvi.edu/bib/early.htm
www.blindchildrenscenter.org
www.vips.org

Session 2: Interventions for Early Childhood
Guest Lecturer: Dr. Tiffany Wild
Readings: Chen – Chapters 4 -5
Discussion Board Question: What are some of the unique considerations for conducting vision assessments at the early childhood level? How are they different than with school-aged students?

Visit: Ohio Coalition for Deafblind Resources. Review Kay Clarke's publication, "Hold Everything! Twenty Stay Put Play Spaces for Young Children with Sensory Impairments and Other Special Needs."
Create a stay-put play space that can be used for teaching an O&M concept to an infant, toddler or preschooler; you may create one that is found in the booklet, or create your own.

Session 3: O&M Development and Assessments for Early Childhood
Roles of an O&M Specialist in Early Childhood
More "traditional" O&M skills/techniques: basic skills; human guide; ocular and mobility device use

Readings: Fazzi & Pogrund – Chapter 9 & 10
Anthony, et. al - Sessions 1 & 4

Assignment:

1. **View:** "Getting There" and "Going Places" videos/CDs
2. **Discussion Board:** Post your answers to the following questions: How would you describe "orientation and mobility" in infancy? In toddlerhood? In the preschool years? How does this differ from "motor development" and from O&M for older children or adults? What do you think are the roles of O&M specialists, TVIs, and other persons (e.g., parents; PTs; OTs; etc.) in the provision of O&M instruction for young children who are visually impaired and may have hearing or other additional disabilities?

Session 4: Sensory Development/Assessment/Intervention: Young Children who are Visually Impaired with Multiple Needs
Tactile Interactions/Interventions

Readings: Chen – 8 & 10
Fazzi & Progrund – 3 & 4

Assignment:

1. **Visit:** www.wsdsonline.org/deafblind/videotopics.htm
2. **View** the following Mini-Module Video Clips: a) "Hand Under Hand" and b) "Routines"
3. **Discussion Board:** Post your reflections to the video clips and your questions on the discussion board. Post your response to the following: Discuss the importance of using alternatives to a "hand over hand" approach when tactually interacting with young children who are Visually Impaired. What are at least 2 of these alternatives?

Session 5 O&M for Infants and Preschoolers

Readings: Fazzi & Pogrund – 3 & 4
Selected sections of Developmentally-Appropriate O&M Guide

Assignments:

Develop a case study of an infant or preschooler who is blind. Assess this child and write IFSP/IEP goals and an instructional program in O&M.

Discussion Board: Post your response to the following questions: What are at least 5 areas of impact on motor development commonly seen in young children who are visually impaired? How may physical therapists,

occupational therapists O&M specialists and TVIs team to meet the motor needs of these children (roles and specific strategies)?

Session 6: Early Childhood Visual Impairment and Deafblind Resources

Guest Lecturer: Dr. Peter Paul

Readings: Chen – p. 421-440
Fazzi & Pogrund – p. 459-486

Websites: www.scco.org/ocdbe (Resources; Consultation Services)
www.ossb.oh.gov (Infant/Preschool Outreach program)

Assignment:

1. **Develop** an annotated list of website resources, including 5 websites that include resources/information on young children who are visually impaired and 5 websites that include resources/information on young children who are deafblind.
2. **Post** your list on the discussion board for classmates.
3. **Print** copies for your future use in the field.

Mid-Term Exam will be posted on-line.

Session 7: AFB Video – Profiles in Aging and Vision

Assignment:

View: “Profiles in Aging and Vision” video – Alberta Orr (AFB Press)

Summarize the seven module curriculum discussed in the video and submit to the dropbox. *Due Session Eight*

Post your thoughts on how teaching O&M to older persons who are blind and visually impaired differs from the strategies discussed regarding early intervention. How are they the same. Respond to at least three posts from your classmates.

Session 8: Older Persons who are Visually Impaired: Background/O&M Skills/Environment

Readings:

BWW – Volume Two: Chapter 10

GG – Ch. 1, 2, 3

OR – Introduction, Lessons 1, 2 & 3

Discussion Board: Post, based on your readings, your responses to the following questions:

- a) What are the most common types of vision loss for older persons?
- b) What are at least 2 unique aspects of working with clients who are older adults?

Session 9: Special Topics Relating to Gerontology

Readings:

Article Provided by Instructor:

Aging and Vision Loss: A Conceptual Framework for Policy and Practice

Crews, J. & Whittington, F. (2000). *Vision Loss in an Aging Society: A Multidisciplinary Perspective*. AFB Press: New York.

Assignment: Visit a local nursing home or care center for the elderly. Interview a staff member in charge and tour the facility. Write a 3-5 response paper that responds to the following:

- 1) Name of Facility
- 2) Address and Contact Information
- 3) Mission Statement
- 4) A description of the building, grounds and services
- 5) How is the center funded?
- 6) What types of services are provided? (ie. Is this a short-term facility or a long-term facility?)
- 7) What types of residents are served?
- 8) Your opinion and impressions of the facility

Post a brief summary of your experience on the discussion board. Respond to a minimum of three postings of your classmates.

Session 10: Psycho-Social Issues in Aging

Readings:

Articles Provided by Instructor:

Psychosocial Considerations in a Rehabilitation Model for Aging and Vision Services

Crews, J. & Whittington, F. (2000). *Vision Loss in an Aging Society: A Multidisciplinary Perspective*. AFB Press: New York.

Additional Health Conditions

Duffy, Maureen (2002). *Making Life More Livable: Simple Adaptations for Living at Home After Vision Loss*. AFB Press: New York.

Discussion Board: Post an additional health condition that may affect an older adult with vision loss. How could this condition potentially affect the psychosocial aspects of the individual's health? Read the postings of your other classmates. Provide suggestions for adaptations for at least three of their scenarios.

Session 11: O&M for Older Persons who are Visually Impaired: Support Skills

Readings: GG – Ch. 10, 11, 12, 13

Post five of your most pressing questions about serving persons who are older AND **post** your thoughts in response to the questions posted by your fellow students.

Due: Emergency Preparedness Assignment

Session 12: Final Examination

Assignment Details – Description, format, due dates, evaluation criteria, examples, (some of this may be provided as the quarter progresses)

Discussion Board Postings (110 pts.)– 11 postings at 10 points each.

Stay-Put Play Space (50 pts.) – *Due Session Four*

25 points for teaching tool and 25 points for corresponding lesson plan.

AFB Video Summary (15 points) – *Due Session Eight*

Summarize the seven module curriculum discussed in the AFB Video, "Profiles in Aging and Vision."

Assisted Living Write-Up (100 points) – *Due Session Ten*

Visit a local nursing home or care center for the elderly. Interview a staff member in charge and tour the facility. Write a 3-5 page response paper that responds to the following: 1) Name of Facility 2) Address and Contact Information 3) Mission Statement 4) Description of the building, grounds and services 5) How is the center funded? 6) What types of services are provided? 7) What types of residents are served? 8) Your opinion and impressions of the facility

Emergency Preparedness Assignment (50 pts.). *Due Session Eleven*

Students will visit www.epilepsyfoundation.org AND www.diabetes.org (and may read additional materials and/or visit additional websites as desired) and write up one plan **each** for preparing for potential emergencies while working with 1) students/clients who have seizure disorders AND 2) students/clients with diabetes.

Midterm Examination (100 pts.) On-line written examination covering content from Sessions 1-6.

Final Examination (200 pts.) On-line comprehensive written examination covering content from entire semester.

Policies for Missed Exams/Quizzes

All assignments are due by the dates indicated on the syllabus. Five (5) points will be deducted for each day that an assignment is received by the instructor past the due date, up to three days. After three days, no points will be received for the assignment. Assignments that are late due to unanticipated family and medical emergencies should be discussed with the instructor as soon as possible and will be handled on a case-by-case basis.

Policies for Student Conduct and Participation

Students are expected to actively participate in on-line discussions (via the discussion board) by posting questions regarding the course readings and content each week, responding to other students' postings and providing answers to weekly assignment questions.

Academic Misconduct:

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct).

http://studentaffairs.osu.edu/resource_csc.asp

ODS Statement:

Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; <http://www.ods.ohio-state.edu/>. Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

Grievances and Solving Problems:

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by *speaking first with the instructor or professor*. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first *to the supervising instructor*, then to the chairperson of the assistant’s department. “

Statement on Diversity:

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Any student with a documented disability who might require special accommodations should self identify to the instructor as early as possible to receive effective and timely accommodations.

Off-Campus Field Experiences:

NA

Technology:

Portions of this class are online. Students are required to be familiar with the use of email and CARMEN and will access the internet, online library resources and professional list serves to gather information for completion of class assignments.

You are expected to check your OSU account periodically. All class correspondence will be sent to your OSU email address. Many email programs allow users to forward mail automatically from another account. Do not email from non-OSU accounts.

ACVREP Competencies Included: 2.4; 4.1; 4.2; 4.4; 5.2; 8.1; 8.3; 10.1; 10.2; 11.1; 11.2; 14A-1; 14C-5

The Ohio State University
College of Education and Human Ecology
T&L 885.52 (QTR)
T&L XXX (Semester)
Orientation and Mobility Internship
Summer Term

Note: This is taken during the 2nd Summer Term for the Cohort

OSU Faculty Director:

Dr. Peter V. Paul
Office: 216 Ramseyer Hall
Email: paul.3@osu.edu

Lecturer for Course:

Danene K. Fast, COMS
fast.40@osu.edu
(614) 785-7268

Course Number, Title and Description, Credit Hours:

T&L XXX - Orientation and Mobility Internship – Four (4) Semester Hours

Description:

This internship requires direct O&M assessment, planning and instruction of a variety of students within at least one setting (e.g., private agency, state school for the blind, and/or a VA Blind Rehabilitation Center) under the supervision of a COMS.

U,G Level, Credits, Class time distribution, prerequisites, quarters offered, general information:

This 4-hour graduate level course, required for students pursuing licensure in Pupil Services: Orientation and Mobility, is an internship involving a minimum of 250 hours of O&M instructional experience under the direct supervision of a COMS; **this is required for ACVREP certification**. It is anticipated that students will participate in the internship experience during Summer Semester, after successfully completing all other program requirements. *A total of at least 100 hours of field experience (supervised observation, co-teaching, and direct instruction) must be completed and documented prior to beginning the O&M Internship.* **This course is limited to students admitted into the Orientation and Mobility licensure program.**

Course Objectives/*Learning Outcomes:

Following successful completion of this course, the student will demonstrate the ability to independently:

- Adapt instructional strategies for consumers with additional disabilities, e.g., physical impairments, cognitive disabilities, multiple disabilities, hearing impairments, traumatic brain injury, etc.
- Establish and maintain effective communication and professional relationships with students, families, colleagues, and supervisors, including individuals from culturally and linguistically diverse backgrounds
- Plan and conduct individualized comprehensive O&M assessments, synthesize the findings in a professionally written report, and communicate results with students, families, and members of the individualized Intervention/education/rehabilitation team, as appropriate

- Plan for individualized O&M instruction through the review and interpretation of relevant records and reports;
- Plan for individualized O&M instruction through the selection and preview of potential training areas (e.g., home, school, work, or community)
- Plan for individualized O&M instruction through the design and/or procurement of instructional materials and appropriate devices (with appropriate medical consultation regarding optical devices)
- Plan for individualized O&M instruction through the provision of accurate information regarding options for mobility systems (e.g., long cane, dog guide, electronic travel devices) to student and family so that students can make informed choices regarding the most appropriate option for a given time
- Plan for individualized O&M instruction through the collaboration with student, family, and colleagues to develop appropriate goals and behavioral objectives; and development and sequencing of individual lessons based on student abilities, needs, and goals
- Effectively teach and reinforce concepts related to independent movement and orientation (such as body, laterality, directionality, spatial, environmental, and time-distance) across a range of environments (such as indoor, residential, and light business)
- Effectively teach and reinforce mobility techniques, including, but not limited to, basic skills, cane skills, adapted mobility devices, route travel, street crossings, and the use of public and other transportation systems across a range of environments (such as indoor, residential, and light business)
- Effectively teach and reinforce orientation skills, including, but not limited to, use of cognitive processes; landmarks; cardinal directions; room, store, and community familiarization; address system; independent information gathering; route planning; and maps across a range of environments (such as indoor, residential, and light business)
- Effectively teach and reinforce use of low vision in maintaining safe and independent movement and orientation (such as use of non-optical devices, use of optical devices in conjunction with eye care professionals, use of visual skills, and incorporating vision use with cane or other mobility systems) across a range of environments (such as indoor, residential, and light business)
- Effectively teach and reinforce Use of remaining senses (other than vision) in maintaining safe and independent movement and orientation (such as the use of auditory skills, reflected sound, tactile recognition, proprioceptive, and kinesthetic awareness) across a range of environments (such as indoor, residential, and light business)
- Effectively monitor orientation and mobility skills, recognize potentially dangerous situations, and intervene as appropriate to ensure student safety.
- Facilitate student independence and problem solving ability across a variety of travel situations, in familiar and unfamiliar environments
- Conduct him/herself in a professional manner consistent with the Code of Ethics for Orientation & Mobility Specialists, find and access appropriate resources, keep on-time scheduling, and follow and maintain appropriate record keeping and reporting procedures

Required Text(s) and Course Materials:

Interns will continue to add to the Practicum Portfolio from the Field Experience I and II courses.

Grading Plan/Grading Rubric:

Daily Time Log – 500 possible points

2 pts. for each documented hour.

A **MINIMUM of 250 hours** must be logged in to pass this course and receive credit.

This is required for ACVREP certification.

O&M Self-Evaluations – 30 points (15 points each) possible for completion of pre- and post- internship evaluations.

Assessment Narrative Reports – 50 points

Lesson Plans – 70 points

Recorded Lesson Assignment (Teaching Observation) – 50 points.

One lesson video recorded and reviewed with cooperating COMS.

Final Assessment Reports – 35 points

Grading Scale:

A 93-100%

B+ 87-89

C+ 77-79

D+ 67-69

A- 90-92

B 83-86

C 73-76

D 60-66

B- 80-82

C- 70-72

E 59% or less

Assignment Details:

Time requirement: Follow the work calendar and daily schedule of regular employees of the agency to equal approximately 30-40 hours per week for the duration of the internship (10-12 weeks). Hours of direct contact with students and other related activities should be **not less than 250 hours and no more than 350 hours**. Copies of the weekly schedules are to be submitted to the University supervisor.

Your Practicum Portfolio will be evaluated and graded on the following elements:

- 1) **Daily Time Log:** Record the date, location and amount of time spent for each lesson and related duties on the Daily Time Log form and file it in your Portfolio. Obtain a verification signature from the cooperating COMS for each listed session. – **2 points for each documented hour.**

Due: Every 2 weeks to University supervisor

- 2) **O&M Self-Evaluations:** Complete Self-Evaluation forms before, in the middle and at the end of the internship and file them in the Practicum Portfolio. **30 points possible (15 points each)** for completion and placement into Portfolio.

Due: Week 1 and Finals Week

- 3) **Assessment Narrative Reports:** Write up the results of assessment and appropriate student goals for two (2) students whom you cooperatively and independently assessed. Request assistance from the cooperating COMS as needed.

Provide copies of the narrative assessment/goal-setting reports to the cooperating COMS and the University supervisor. **50 points possible (25 points each)**

Due: One week after each assessment is completed.

- 4) **Detailed lesson plans** for all students under your responsibility and submit copies of them to your cooperating COMS at least 48 hours prior to each scheduled lesson, as required by your cooperating COMS. Incorporate suggestions and other assistance provided by the cooperating COMS into your lessons. Update lesson plans daily based on observations of the student's previous day's performance. For each lesson, include:
- Background: place; name of cooperating COMS; amount of time spent
 - Objectives of lesson and brief lesson plan
 - Teaching strategies used
 - Description of student and evaluation of student behavior
 - Materials utilized
 - Analysis of lesson environment
 - Reactions, suggestions, comments and feedback from your supervising COMS

Two (2) lesson plans must be submitted for grading. **70 points possible (35 points each)**

- 5) **Recorded Lesson (Teaching Observation):** After obtaining permission, videotape one lesson. With it, include: 1) a written lesson plan and any data collection or other student assessment information; and 2) a short self-critique of the lesson including positive components and specific steps you will take to remedy any concerns. Review it with the cooperating COMS and supply the videotape and written review to the University supervisor. **(50 points possible)**
- 6) **Final Assessment Reports:** Conduct a short final assessment of all of your students near the completion of your internship, as requested by your supervising COMS. Write a narrative report of the students' progress, final level of functioning and recommendations for future instruction. One (1) final assessment report must be submitted for grading. **(35 possible points)**

All assignments are due by the dates indicated on the syllabus. Three (3) points will be deducted for each day that an assignment is received by the instructor past the due date, up to three days. After three days, no points will be received for the assignment. Assignments that are late due to unanticipated family and medical emergencies should be discussed with the instructor as soon as possible and will be handled on a case-by-case basis. **O&M licensure will be possible only after successful completion of the Internship experience.**

Policies for Student Conduct and Participation:

All students are expected to conduct themselves as professionals during the internship experience and follow the stated Student Responsibilities for the Internship in the **O&M Field Experience and Internship Handbook**. If you need to miss a scheduled session, notify the cooperating COMS as soon as possible. Also notify the University supervisor if you must miss a session that the University supervisor was planning to observe. Follow the work calendar, rules and regulations of the agency serving as the field experience site. Notify the University supervisor in the event that problems arise that cannot be resolved at the practicum site. Handle all reports and other papers related to agency students in the manner requested by the agency and confidentially.

All efforts will be made to make the scheduling of the Internship experience as do-able as possible. However, due to the required number of hours for licensure and the importance of quality experiences during the internship facet of the O&M Program, it is likely that students will need to travel to an internship site and/or take time off (e.g., personal leave; other time off) from work commitments to complete internship requirements during the quarter. It is the responsibility of each student to work out the scheduling of these hours around personal and work commitments.

Academic Misconduct :

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct).

http://studentaffairs.osu.edu/resource_csc.asp

ODS Statement :

Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; <http://www.ods.ohio-state.edu/>. Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

Grievances and Solving Problems:

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, "You should seek to resolve a grievance concerning a grade or academic practice by **speaking first with the instructor or professor**. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union." "Grievances against graduate, research, and teaching assistants should be submitted first **to the supervising instructor**, then to the chairperson of the assistant's department. "

Statement on Diversity:

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon

protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Any student with a documented disability who might require special accommodations should self identify to the instructor as early as possible to receive effective and timely accommodations.

Off-Campus Field Experiences:

Students will teach actual community-based O&M lessons, under the direction of a certified O&M specialist (COMS), through an agency or program that provides O&M instruction for students/consumers who are blind or visually impaired.

Technology:

Students are required to be familiar with the use of email and CARMEN and will access the internet, online library resources and professional list serves to gather information for completion of class assignments.

You are expected to check your OSU account periodically. All class correspondence will be sent to your OSU email address. Many email programs allow users to forward mail automatically from another account. Do not email from non-OSU accounts.

ACVREP Clinical Competencies Included: 14-A-1; 14B-1; 14c-1; 14C-2; 14C-3; 14C-4; 14C-5; 14D-1; 14D-2; 14D-3; 14D-4; 14D-5; 14E-1; 14F-1; 14G-1

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ACVREP CLINICAL COMPETENCY EVALUATION FORM

Applicant Name: _____

Name of Agency/School: _____

Dates of O&M Clinical Practice: **From** _____ **To** _____

Each of the following minimal competencies must be met during a minimum of 350 hours of discipline-specific supervised practice (e.g., internship(s) or student teaching in conjunction with the university program), under the supervision of an on-site COMS, as part of the ACVREP certification requirements. This evaluation form must be submitted with the application for certification. (It is strongly recommended that applicants for certification demonstrate clinical competence with various populations of individuals with blindness and low vision, including children, adults, and individuals with multiple disabilities.)

#	IV. Description of Clinical Competency	Met	Not Met
	COMMUNICATION AND PROFESSIONAL RELATIONSHIPS		
1	Candidate is able to establish and maintain effective communication and professional relationships with students, families, colleagues, and supervisors, including individuals from culturally and linguistically diverse backgrounds.		
	O&M ASSESSMENT		
2	Candidate is able to plan and conduct individualized comprehensive O&M assessments, synthesize the findings in a professionally written report, and communicate results with students, families, and members of the individualized intervention/education/rehabilitation team, as appropriate.		
	INSTRUCTIONAL PLANNING		
3	Candidate is able to plan for individualized O&M instruction through the:		
3a	Review and interpretation of relevant records and reports.		
3b	Selection and preview of potential training areas (e.g., home, school, work or community).		
3c	Design and/or procurement of instructional materials and appropriate devices (with appropriate medical consultation regarding optical devices).		
3d	Provision of accurate information regarding options for mobility systems (e.g., long cane, dog guide, electronic travel devices) to the student and his/her family so that s/he can make informed choices regarding the most appropriate option for a given time.		
3e	Collaboration with the student, his/her family, and colleagues to develop appropriate goals and behavioral objectives, and development and sequencing of individual lessons based on the student's abilities, needs, and goals.		
	INSTRUCTION		
4	Candidate is able to effectively teach and reinforce the following elements of O&M instruction across a range of environments (such as indoor, residential, and light business):		
4a	Concepts related to independent movement and orientation (such as body, laterality, directionality, spatial, environmental, and time-distance).		
4b	Mobility techniques, including, but not limited to, basic skills, cane skills,		

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	adapted mobility devices, route travel, street crossings, and the use of public and other transportation systems.		
4c	Orientation skills, including, but not limited to, use of cognitive processes; landmarks; cardinal directions; room, store, and community familiarization; address system; independent information gathering; route planning; and maps.		
4d	Use of low vision in maintaining safe and independent movement and orientation (such as the use of non-optical devices, use of optical devices in conjunction with eye care professionals, use of visual skills, and incorporating vision use with cane or other mobility systems).		
4e	Use of remaining senses (other than vision) in maintaining safe and independent movement and orientation (such as the use of auditory skills, reflected sound, tactile recognition, proprioceptive and kinesthetic awareness).		
MONITORING AND SAFETY			
5	Candidate is able to effectively monitor orientation and mobility skills, recognize potentially dangerous situations, and intervene as appropriate to ensure student safety.		
FACILITATING INDEPENDENCE			
6	Candidate is able to facilitate student independence and problem solving ability across a variety of travel situations, in familiar and unfamiliar environments.		
PROFESSIONALISM			
7	Candidate demonstrates professional conduct consistent with the Code of Ethics for Orientation & Mobility Specialists, finds and accesses appropriate resources, keeps on-time scheduling, and follows and maintains appropriate record keeping and reporting procedures.		

Comments:

I, the undersigned, verify that the applicant has met the above competencies as indicated under my supervision. *I also verify that the applicant has completed a _____ hour O&M internship/fieldwork experience under my supervision.*

Signature of Supervising COMS Supervisor

Date

Signature of On-Site Supervisor (if applicable)

Date

Signature of Applicant

Date

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Orientation & Mobility Self-Evaluation

Adapted, with permission, from the Texas Tech University Program in O&M

Name: _____

Date: _____

Circle the appropriate experience:

Fieldwork II

Fieldwork III

Internship

Final Evaluation

At the beginning of your Fieldwork II, Fieldwork III and Internship experiences you will complete a self-evaluation. As you complete each self-evaluation, you will review the items you marked three (3) or less to monitor the progress you are making at becoming competent with these items. As you complete your final internship experience, you will complete this self-evaluation for a final time. The goal is to have each item be a four (4) or five (5) at the conclusion of your internship experience.

Circle the level of proficiency you feel you have in each area:

(1 = Least Competent, 5 = Most Competent)

	Standard:					
1.	Know Professional Information					
1.1	Identify and describe basic laws and regulations that affect O&M services. (ie. IDEA, Rehabilitation laws, ADA, Medicare, etc.)	1	2	3	4	5
1.2	Identify and describe resources for consumers to obtain services, support and/or information related to visual impairment. (ie. Dog guide schools, NAPVI, NFB, ACB, BVA, etc.)	1	2	3	4	5
1.3	Identify and describe professional resources pertinent to the O&M profession. (ie. AFB, JVIB, AER, ACVREP, etc.)	1	2	3	4	5
1.4	Identify and describe the major historical events and persons responsible for the establishment of the O&M profession as it exists today.	1	2	3	4	5
2.	Understanding Relevant Medical Information					
2.1	Describe the anatomy and physiology of the visual system.	1	2	3	4	5
2.2	Describe common eye conditions/etiologies (macular degeneration, RP, ROP, glaucoma, diabetic retinopathy, CVI, optic nerve hypoplasia, etc.) of consumers and their implications on visual functioning and be able to interpret eye reports.	1	2	3	4	5
2.3	Describe the basic anatomy and physiology of the auditory system and be familiar with the components of audiological reports.	1	2	3	4	5
2.4	Describe basic procedures necessary to react appropriately to medical situations (ie. Insulin reactions, seizures, etc.)	1	2	3	4	5
3.	Understand and Apply Learning Theories to O&M					
3.1	Describe basic principles of learning theories and their implications for O&M instruction	1	2	3	4	5
4.	Plan and Conduct O&M Evaluation					

4.1	Develop a plan for O&M evaluation that includes obtaining and interpreting medical, educational and rehabilitation reports; interviewing the consumer and others relevant to the consumer's training; and selecting appropriate assessment tools, materials, activities and settings.	1	2	3	4	5
4.2	Assess the consumer's present level of functioning in each of the following areas as related to O&M - vision, senses, orientation and mobility skills, social/emotional issues, concepts/cognition, medical and physical limitations and personal goals.	1	2	3	4	5
4.3	Based on the O&M evaluation, determine the consumer's O&M needs and/or make recommendations for services, mobility devices and/or systems (ie. Long cane) and additional assessments.	1	2	3	4	5
4.4	Describe the roles of related professionals (OT, PT, low vision specialists, rehabilitation specialists, optometrists, teachers, etc.) who provide relevant O&M assessment information.	1	2	3	4	5
4.5	Conduct ongoing evaluation to monitor progress, to determine the need for change in instructional strategy or O&M program, and to determine when the skill level is sufficient to graduate or move on.	1	2	3	4	5
5.	Plan O&M Programs					
5.1	Describe service delivery models for O&M programs such as itinerant, center-based and residential.	1	2	3	4	5
5.2	Develop O&M goals and objectives/benchmarks for individualized programs.	1	2	3	4	5
5.3	Describe the components and processes for the development of early intervention, education and applicable rehabilitation plans (ie. IFSP, IEP, IWRP, etc.)	1	2	3	4	5
6.	Teach O&M Related Concepts					
6.1	Describe the relationship of O&M related concepts (body, environmental and spatial) to purposeful movement.	1	2	3	4	5
6.2	Describe the impact of visual impairment on the development of concepts and how consumers develop concepts.	1	2	3	4	5
6.3	Provide instruction to facilitate the development of O&M related concepts (ie. Body, environmental, spatial, etc.)	1	2	3	4	5
6.4	Teach life skill concepts related to O&M (ie. Money organization, social skills, time management, etc.)	1	2	3	4	5
7.	Teach Orientation Strategies and Skills					
7.1	Develop orientation skills through the use of environmental features (ie. Sun, sounds, slopes, etc.)	1	2	3	4	5
7.2	Facilitate optimal development of the consumer's spatial organization skills using strategies such as cognitive mapping and spatial updating.	1	2	3	4	5
7.3	Assist the consumer in route planning using various approaches, such as route					

	shapes, mapping skills and compass directions.	1	2	3	4	5
7.4	Teach problem-solving strategies related to establishing and maintaining orientation for travel; use of instructional approaches such as drop-offs, reorientation, alternative routes, etc.	1	2	3	4	5
7.5	Familiarize consumer to novel environments using techniques appropriate for persons with various frames of reference (object-to-object, self-to-object)	1	2	3	4	5
7.6	Compare and contrast approaches for orienting dog guide handler to new environments versus long cane users.	1	2	3	4	5
8.	Teach Mobility Skills					
8.1	Know the mechanics of locomotion that affect efficient mobility (ie. Integration of reflexes, muscle tone, coordination, balance, gait, patterns, posture, etc.)	1	2	3	4	5
8.2	Identify and describe basic O&M skills, including protective and human guide techniques and the rationale for teaching these skills.	1	2	3	4	5
8.3	Determine appropriate mobility device and/or system by considering advantages, disadvantages and consumer's needs and preferences, including, but not limited to human guide, long cane, dog guide, ETD, functional vision and AMD.	1	2	3	4	5
8.4	Identify and describe O&M cane skills (ie. Cane use with a guide, diagonal techniques, two-point touch, etc.) and the rational for teaching these skills.	1	2	3	4	5
8.5	Apply appropriate sequence of street crossing instruction (ie. Simple to complex)	1	2	3	4	5
8.6	Teach consumers to analyze intersections in simple and complex environments.	1	2	3	4	5
8.7	Identify and describe traffic controls (ie. Uncontrolled, 2-way and 4-way stops, traffic signal systems, roundabouts, yields, etc.) and implications for consumer crossings.	1	2	3	4	5
8.8	Identify and describe street crossing techniques and when to apply them, such as determining when to begin crossing, alignment, use of pedestrian button, etc.	1	2	3	4	5
8.9	Teach consumers how to access, plan and execute simple and complex transportation systems, including buses, rail and paratransit.	1	2	3	4	5
8.10	Teach travel in special environments, including adverse weather conditions, rural areas, airports, malls, stores, gas stations, etc.	1	2	3	4	5
9.	Teach Use of Senses					
9.1	Explain principles of vision development as they apply to visual efficiency training.	1	2	3	4	5
9.2	Teach use of optical and non-optical low vision devices for O&M tasks.	1	2	3	4	5
9.3	Teach visual skills that optimize O&M performance, ie. Eccentric viewing, scanning, tracking, tracing, etc.	1	2	3	4	5
9.4	Teach consumer to use tactile information for O&M related tasks.	1	2	3	4	5
9.5	Teach consumer to interpret kinesthetic and proprioceptive information to					

	maximize O&M skills during movement/travel, such as using time-distance estimates, making accurate turns, recognizing/using slopes, etc	1	2	3	4	5
9.6	Teach auditory skills to maximize effective movement/travel (ie. Use sounds to align/position self, echolocation, etc.)	1	2	3	4	5
10.	Teach Consumers who have Additional Disabilities					
10.1	Describe the implications of additional disabilities upon O&M instruction (ie. Physical impairments, cognitive disabilities, multiple disabilities, hearing impairments, TBI, etc.)	1	2	3	4	5
10.2	Adapt instructional strategies for consumers with additional disabilities (ie. Physical impairments, cognitive disabilities, multiple disabilities, hearing impairment, TBI, etc.)	1	2	3	4	5
11.	Teach Diverse Consumers					
11.1	Describe the implications of diversity, including age and cultural differences, as they relate to potential adaptations in O&M instruction.	1	2	3	4	5
11.2	Apply principles of human development and the aging process to O&M instructions.	1	2	3	4	5
12.	Analyze and Modify Environment					
12.1	Analyze travel environments to identify and overcome potential barriers to consumer access in home, school, work or community environments.	1	2	3	4	5
13.	Know the Psychosocial Implications of Blindness and Visual Impairments					
13.1	Identify and describe factors to be considered to minimize the psychosocial impact of vision loss upon consumers with congenital or adventitious visual impairments and their families.	1	2	3	4	5
13.2	Identify strategies to assist consumers during the process of adjustment to visual impairment, including providing resources, informational counseling, etc.	1	2	3	4	5
	Totals:					

The Ohio State University Program in Orientation & Mobility



Comprehensive Project In-Service Training Workshop

Students will choose from one of the following topics:

- 1) O&M for Infants & Preschoolers
- 2) O&M for Older Individuals who are Visually Impaired
- 3) O&M for Learners with Low Vision
- 4) O&M in the School System
- 5) O&M for Learners with Additional Disabilities

Student will develop a one-hour, in-service presentation based on research, readings, course materials and discussions. This presentation should be designed to teach participants about the topic of choice and provide information on how participants can take an active role when working with clients who are visually impaired. The in-service presentation should include:

- 1) Agenda (50 points)
- 2) Power Point Presentation (100 points)
- 3) Handouts and a resource list for participants (50 points)

A total of 200 possible points is available

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14.	Search Patterns: Linear/Fan/Box								
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15.	Locating a Dropped Object								
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Instructor: _____

Completion Date: _____ **%Mastered:** _____

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c. Touch and Drag								
9. Selecting an Indoor Travel Environment: Characteristics								
10. Cardinal Directions								
11. Numbering Systems								

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24.	Locating Curbs & Judging Distance of Block								
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25.	Veering: Reacting to Grass lines								
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Instructor: _____

Completion Date: _____ **%Mastered:** _____

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	Outdoor Numbering Systems								
14.	Residential Route Travel: Soliciting Information, Clues & Landmarks, Trailing								
15.	Residential Route Travel: Map Use								
16.	Residential Drop-Off Lesson								
17.	Travel in Adverse Weather Conditions: Rain, Snow & Ice								

O&M TECHNIQUES EVALUATION SHEET Pg. 2

Course: 925.52 - O&M Techniques II Quarter/Year: Winter 2011

<u>TECHNIQUE</u>	<u>Learn</u>	<u>Observe</u>	<u>Try</u>	<u>Teach</u>	<u>Adapt</u>	<u>Critique</u>	<u>Mastered</u>	<u>Initials</u>
18. Characteristics of a Business Area/Sequencing Business Area Lessons								
19. Plan and Negotiate Business Route: Locate Specific Destinations								
20. Identify and Negotiate Gas Stations and Parking Lots								
21. Basic Traffic Lights: Analyzing and Crossing								
22. Shopping Mall Orientation & Travel								
23. Making a Purchase								
24. Department Store: Orientation, Travel, Soliciting Assistance								
25. Escalators								
26. Elevators								
27. Supermarket: Orientation, Travel, Soliciting Assistance								

Instructor: _____

Completion Date: _____

%Mastered: _____

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14. Railroad Crossings								
15. Challenging Street Crossings: Lights with Turn Arrows								
16. Challenging Street Crossings: Roundabouts								
17. Challenging Street Crossings: No Traffic Control								

Instructor: _____

Completion Date: _____

%Mastered: _____

Attached are vitae/resumes for:

Peter Paul

Danene Fast

Tiffany Wild

Shannon Cuniak

David Roesner

Aaron Wetli

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Peter V. Paul
Curriculum Vita (abridged)

EDUCATIONAL RECORD:

1980-1984; University of Illinois at Urbana-Champaign; College of Education;
Interdisciplinary Program; Hearing Impairment; Doctor of Philosophy, October;
1974-1976; University of South Florida; Tampa, Florida; College of Social & Behavioral
Sciences; Aural (Re)Habilitation; Master of Science, June
1972-1974; University of South Florida; Tampa, Florida; College of Education;
Elementary Education; Bachelor of Arts, June

EMPLOYMENT RECORD:

1984-present Ohio State University; Columbus, Ohio; College of Education
Asst. Professor, 1984-1989; Assoc. Professor, 1989-1995; Professor, 1995-present
Adjunct Professor, Dept. of Speech & Hearing Science, 2000-present
1975 to 1980 Instructor of students with hearing impairment in public schools

RESEARCH or SCHOLARLY ACTIVITIES: Sample of Publications/Presentations**Books/Book Chapters**

- Paul, P., & Wang, Y. (2012). *Literate thought: Understanding comprehension and literacy*.
Sudbury, MA: Jason & Bartlett Learning.
- Paul, P. (2011). A perspective on language and literacy issues. In D. Moores (Ed.),
*Partners in education: Issues and trends from the 21st international Congress on
the Education of the Deaf* (pp. 51-61). Washington, DC: Gallaudet University
Press.
- Paul, P., & Whitelaw, G. (2011). *Hearing and deafness: An introduction for health and
education professionals*. Sudbury, MA: Jason & Bartlett Learning.
- Trezek, B., Wang, Y., & Paul, P. (2011). Processes and components of reading. In M.
Marschark & P. Spencer (Eds.), *Handbook of deaf studies, language, and
education* (Vol. 1, 2nd ed.) (pp. 99-114). New York: Oxford University Press.
- Trezek, B., Wang, Y., & Paul, P. (2010). *Reading and deafness: Theory, Research, and
Practice*. Clifton Park, NY: Delmar/Cengage Learning.
- Paul, P. (2010). Qualitative-similarity hypothesis. In R. Nata (Ed.), *Progress in
Education, Vol. 20* (pp. 1-31). New York, NY: Nova Science Publishers.
- Paul, P. (2009). *Language and deafness* (4th edition). Sudbury, MA: Jason & Bartlett.
- Paul, P. (2003). Processes and components of reading. In M. Marschark & P. Spencer (Eds.),
Handbook of deaf studies, language, and education (pp. 97-109). New York: Oxford
University Press.
- Paul, P. (1998). *Literacy and deafness: The development of reading, writing, and literate
thought*. Boston, MA: Allyn & Bacon.

Refereed Journal Articles: Sample

- Wang, Y. & Paul, P. (2011). Integrating technology and reading instruction with children
who are deaf or hard of hearing: The effectiveness of the Cornerstones Project.
American Annals of the Deaf, 156(1), 56-68.
- Paul, P., & Lee, C. (2010). Qualitative-similarity hypothesis. *American Annals of the
Deaf*, 154(5), 456-462.

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- Paul, P., & Moores, D. (2010). Perspectives on Deaf epistemologies. *American Annals of the Deaf*, 154(5), 417-420.
- Paul, P., & Moores, D. (2010). Introduction: Toward an understanding of epistemology and deafness. *American Annals of the Deaf*, 154(5), 421-427.
- Wang, Y., Lee, C., & Paul, P. (2010). An understanding of the literacy levels of students who are deaf/hard-of-hearing in the United States, China, and South Korea. *L1-Educational Studies in Language and Literature*, 10(1), 87-98.
- Paul, P., Wang, Y., Trezek, B., & Luckner, J. (2009). Phonology is necessary, but not sufficient: A rejoinder. *American Annals of the Deaf*, 154(4), 346-356. [editor-reviewed].
- Paul, P. (2008). Introduction: Reading and children with disabilities. *Balanced Reading Instruction*, 15(2), 1-12.
- Wang, Y., Trezek, B., Luckner, J., & Paul, P. (2008). The role of phonology and phonological-related skills in reading instruction for students who are deaf or hard of hearing. *American Annals of the Deaf*, 153(4), 396-407.
- Trezek, B. J., Wang, Y., Woods, D. G., Gampp, T. L., & Paul, P. (2007). Using Visual Phonics to Supplement Beginning Reading Instruction for Students who are Deaf/Hard of Hearing. *Journal of Deaf Studies and Deaf Education*, 12(3), 373-384.
- Paul, P. (2006). New literacies, multiple literacies, unlimited literacies: What now, what next, where to? A response to Blue listerine, parochialism & ASL literacy. *Journal of Deaf Studies and Deaf Education*, 11 (3), 382-387.
- Paul, P., & Wang, Y. (2006). Multiliteracies and Literate Thought. *Theory into Practice: Literacies of and for a diverse society*, 45(4), 304-310.

Other Creative or Scholarly Works: Sample

Worked on two reading series for deaf and hard of hearing students; Sample publications:

- Quigley, S., McAnally, P., Rose, S., Payne, J-A., & Paul, P. (2004). *The Reading Bridge: Level 1 (2nd ed.)*. Austin, TX: Pro-Ed.
- Quigley, S., McAnally, P., Rose, S., Payne, J-A., & Paul, P. (2004). *The Reading Bridge: Level 2 (2nd ed.)*. Austin, TX: Pro-Ed.

Unpublished Scholarly Presentations (sample):

International, National, State:

- Paul, P. (2010, July). *A perspective on language and literacy issues*. Presentation at the 2010 International Congress of the Deaf Conference (ICED) in Vancouver, British Columbia, Canada. [Keynote Presenter]
- Wang, Y. & Paul, P. (2010, May). *Cornerstones*. Presentation at the 2010 American Educational Research Association, SIG-Technology, Instruction, Cognition & Learning Denver, Colorado, May.
- Wild, T., Paul, P., & Kurz, N. (2008, July). *Curriculum standards, pedagogical practices, inclusion, assessment, and collaboration with science content educators in implementing science education for students with visual impairments*. Presentation at the 2008 AER International Conference (July 22-27, 2008) in Chicago.
- Kurz, N., Paul, P., & Wild, T. (2008, July). *Teachers of students with visual impairments beliefs: Implications for practice*. Presentation at the 2008 AER International

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- Conference (July 22-27, 2008) in Chicago.
- Cihon, T., Gardner, R., Morrison, D., & Paul, P. (2008, March). *Using visual phonics as a strategic intervention to increase literacy behaviors for kindergarten students at-risk for reading failure*. Association for Behavior Analysis International (ABA), Chicago, 2008.
- Wild, T., Paul, P., & Kurz, N. (2008, January). *Teachers' beliefs concerning standards, practices, assessment, and collaboration in implementing science education for students with visual impairments*. Paper presented at the annual international meeting of the Association for Science Teacher Educators, St. Louis, MS.
- Kurz, N., Wild, T., & Paul, P. (2008, March). *Teachers' of the visually impaired beliefs: The relationship between teachers' sense of efficacy, adaptive technology, and management decisions*. American Education Research Association, 2008.
- Trezek, B., Wang, Y., Luckner, J., & Paul, P. (2008, March). *Rethinking reading instructional practices for students who are deaf/hard of hearing*. American Education Research Association, New York, 2008.
- Trezek, B. J., Wang, Y., Woods, D. G., Gampp, T. L., & Paul, P. (2007). *Using visual phonics to supplement beginning reading instruction for students who are deaf/hard of hearing*. American Education Research Association, Chicago, April, 2007).

FUNDED PROPOSALS

- Paul, P. (2005-2012). Teacher Preparation Program for Intervention Specialists, Education of the Visually Impaired. Ohio Department of Education/School Study Council of Ohio. Role: Principal Investigator.
- Paul, P. (2009-2012). *Orientation & Mobility Preparation*. Ohio Department of Education/School Study Council of Ohio. Role: Principal Investigator. Role: Principal Investigator, 2010-2011.
- Research on Edited Captions for Deaf Children
U.S. Department of Education
Principal Investigator/Project Director: Mardi Loeterman
Role of Peter Paul: Co-PI and Head of Research Panel--2001 to 2003.
- Steppingstones of Technology Innovation for Students with Disabilities
U.S. Dept. of Education: **Phase 2: Development--CFDA 84.327A**
Principal Investigator/Project Director: Mardi Loeterman
Peter Paul's role: Co-PI; Research Consultant--Head of Panel—2002-2003.

EDITORSHIPS/MEMBER OF EDITORIAL BOARD/PROFESSIONAL SERVICE

Editor: *American Annals of the Deaf* (term commenced January 2011)

Associate Editor: *Journal of Deaf Studies and Deaf Education*, 1998-2002; *Theory into Practice*, 2003 to 2008; *Volta Review*, 1995-1998

Member of Editorial Board: *American Annals of the Deaf*, 1993 to 2011 (incoming Editor); *Balanced Reading Instruction*, 2006 to present; *Council of Exceptional Children*, 1992 to 1995; *Journal of Deaf Studies & Deaf Education*, 2002-2005; *Reading Research Quarterly*, 2006 to present; *Remedial & Special Education*,

Paul:OSU

1991 to 2009; *Volta Review*, 1992 to 2010.

Guest Reviewer: *Disability Studies*, August, 2009; *The European Journal of Cognitive Psychology*, July, 2005; January, 2006; *Educational Researcher*, August, 1997; *Journal of Speech, Language and Hearing Disorders*, March, 1996, 1998; *Reading Research Quarterly*, 1991 to 1994; *Remedial and Special Education*, 1994; *Council of Exceptional Children*, January, 1992; *Language Problems and Language Planning*, 1993; *Journal of Learning Disabilities*, 1992; *Perception & Psychophysics*, 1992; *Journal of Rehabilitative Audiology*, June, 1987-January, 1989--[Content Reviewer, Special Monograph]

Guest Editor for Special Journal Issues:

Paul, P. & Moores, D. (Guest Eds.). (2010). Deaf epistemologies. *American Annals of the Deaf*, 154(5).

Paul, P. (Guest Editor). (2008) Reading and children with disabilities. *Balanced Reading Instruction*.

Bloome, D., & Paul, P. (Guest Editors). (2006). *Theory into Practice: Literacies of and for a diverse society*, 45(4).

AWARDS

2000 Senior Faculty Research Award for Outstanding Research in the Field of Education; College of Education, The Ohio State University

Richard and Laura Kretschmer National Leadership Award (Ohio School Speech Pathology Educational Audiology Coalition (OSSPEAC)—Received October 2010.

Paul:OSU

Danene K. Fast

6633 Guyer Street
Worthington, Ohio 43085

Home Phone: (614) 785-7268

E-Mail Address: dfast@ossb.oh.gov
danenekb23@yahoo.com

Education

Master of Arts – August 1999
Western Michigan University, Kalamazoo, MI 49008
Orientation & Mobility
GPA: 3.96

Bachelor of Science in Education – May 1995
Kutztown University, Kutztown, PA 19530
Dual Major: *Elementary Education*
Special Education for Students who are Visually Impaired
GPA: 3.34 (Dean's List)

Current Certifications

ACVREP O&M Certification #1377 – December 31, 2014
State of Ohio Department of Education – June 30, 2015
Teaching: Intervention Specialist – Visually Impaired PK-12
Pupil Services: Orientation & Mobility Specialist

Professional Employment

Outreach Consultant – Columbus, Ohio
Certified Orientation & Mobility Specialist
Certified Teacher of the Visually Impaired
Ohio State School for the Blind
August 2007 – Present

Certified Orientation & Mobility Specialist – Columbus, Ohio
Ohio State School for the Blind
October 2000 – August 2007

Adjunct Faculty Instructor – Columbus, Ohio
Summer Institute on Sensory Disabilities - sponsored through the
Ohio Department of Education, Ohio State School for the Blind, ORCLISH &
The Ohio State University
Summers of 2003 & 2004

Special Education Teacher – State of Delaware
Division for the Visually Impaired
1995 – 1998; 1999 – September 2000

Paul:OSU

Orientation & Mobility Intern – Birmingham, Alabama
Southeastern Blind Rehabilitation Center
May 1999 – August 1999

Graduate Assistant – Kalamazoo, Michigan
Department of Blind Rehabilitation, Western Michigan University
October 1998 – May 1999

Professional Experience

Outreach Consultant – Ohio State School for the Blind

Provided assistance in the area of blind rehabilitation, education and O&M to school districts, related school staff, parents and students throughout the State of Ohio by:

- Conducting on-site visitations at request of LEA;
- Conducting in-house evaluations in the area(s) of functional vision, O&M and education as part of the OSSB Educational Clinic Team;
- Providing teacher training and assistance regarding effective strategies for students who are visually impaired;
- Referring school staff, parents and/or students for additional resources and/or collaboration of agencies;
- Designing and using data collection and charting systems to accompany programs initiated;
- Performing baseline observations and post check observations of student behavior and academic programming where necessary;
- Disseminating information regarding visual impairments and services;
- Responding to correspondences and inquiries for assistance, as necessary.

Provided instruction and assessment to the students of OSSB through:

- Maintaining an active caseload of OSSB students who require direct instruction in the area of orientation and mobility (O&M);
- Providing direct instruction in the area of O&M and educational services, as specified in student IEPs;
- Keeping and maintaining records of student progress in the area of O&M and educational services;
- Participating in IEP development, MFE clinics and staffings relating to O&M instruction;
- Working with families to obtain program continuity in the home
- Writing and revising O&M policies and procedures, including dog guide requirements and off-campus pass handbooks;
- Participating in grant writing programs.

Assessed need areas and maintained pertinent data on services and students by:

- Maintaining accurate reports and evaluations;
- Developing monthly, quarterly and yearly summary reports, as required;
- Periodic reviews to ascertain satisfaction level for services;
- Periodic reviews to assess expectations of the OSSB Outreach Program and adjust accordingly to meet the ever-changing needs of districts and students throughout the State of Ohio.

Paul:OSU

Increased public awareness of OSSB services, needs of students who are visually impaired and opportunities for collaboration by:

- Presenting at colleges, SERRCs, professional development conferences, school districts and other educational facilities throughout Ohio;
- Designing and disseminating printed materials relating to the needs of students with visual impairments;
- Assisting parents in assessing needed services/options for children with visual impairments.

Orientation & Mobility Specialist – Ohio State School for the Blind

Provided instruction and assessment to the students of OSSB through:

- Maintaining an active caseload of OSSB students who require direct instruction in the area of orientation and mobility (O&M);
- Providing direct instruction in the area of O&M and educational services, as specified in student IEPs;
- Keeping and maintaining records of student progress in the area of O&M and educational services;
- Participating in IEP development, MFE clinics and staffings relating to O&M instruction;
- Working with families to obtain program continuity in the home;
- Acting as a class advocate to support the students of OSSB;
- Participating in grant writing programs.

Adjunct Faculty Member, Course Instructor

Responsible for designing and teaching a course entitled Orientation & Mobility in the Classroom through:

- Designing and implementing a program that addressed the unique of classroom teachers;
- Providing participants with an overview of O&M, concepts relating to O&M, how O&M relates to the classroom and school environments;
- Providing hands-on experiences to enhance participants' knowledge of visual impairments
- Follow-up consultation with participants to assist with classroom implementation of activities.

Special Education Teacher – State of Delaware

Provided itinerant instruction and assessment to students throughout the southern half of Delaware through:

- Maintaining an active caseload of 50+ students who have visual, as well as multiple, impairments;
- Providing direct instruction in the area of Braille, adaptive technology and other related educational software for students who are visually impaired;
- Participating in IEP development;
- Keeping and maintaining records of student progress;
- Staff development;
- Working with early intervention to identify children with visual impairments at the earliest possible age and provide families with information and consultation regarding VI services;
- Completing annual functional vision assessments;

Paul:OSU

- Working with BSVI transition coordinators to assist with transition planning for all students ages 15 and older;
- Material ordering and distribution;
- Professional development activities to maintain certification;
- Participating in grant writing programs.

Professional Memberships

Association for the Education & Rehabilitation of the Blind & Visually Impaired (AER)
AER-Ohio (AERO)

Past President: 2008-Present

President: 2006-2008

President Elect: 2006-2008

Division 9: State of Ohio Representative: 2002-2006

National Educators Association (NEA)

Council for Exceptional Children

Honors

2008 – AER - The Orientation & Mobility Citation for Direct Service

1999 – John Malamazian Scholarship Award

1998 – WMU College of Health & Human Services Graduate Assistantship

1998 – United States Department of Education Graduate Fellowship

1996 – Kutztown University, College of Education, Student Teacher of the Year

1995 – Who’s Who Among Students in American Colleges and Universities

1995 – Kutztown University, Special Education Department, Student Teacher of the Year

Kappa Delta Pi – Educational Honor Society

Recent Presentations:

- | | |
|----------------|--|
| May 2009 | “Functional Vision: Developing Strategies for Assessment”
Ohio State School for the Blind, Outreach Program
Columbus, Ohio |
| March 2009 | “Differences & Similarities: A Workshop about Blindness”
Sutter Park School
Worthington, Ohio |
| October 2008 | “Functional Vision: Developing Strategies for Assessment”
2008 AERO Conference – Kings Island Resort & Conference Center
Cincinnati, Ohio |
| September 2007 | “Sighted Guide: How to Effectively Assist a Person who is Visually Impaired” – Ohio State School for the Blind
Columbus, Ohio |
| November 2006 | “Helping Adolescents with Vision Impairments Improve Their Social Interaction Skills and Self-Concepts through Activity-Based Counseling – A Case Example”
2006 AERO Conference – Worthington, Ohio |
| November 2006 | “Back to Basics – An O&M Refresher”
2006 AERO Conference – Worthington, Ohio |

Paul:OSU

- March 2006 “Around Ohio: Mobility throughout the State”
AERO – Division 9 Workshop
Columbus, Ohio
- November 2006 “O&M: Services for Students with Multiple Disabilities – Roundtable
Discussion” AERO General O&M Business Meeting
Deer Creek State Park, Ohio
- September 2005 “Introduction to Orientation & Mobility: A Teacher’s Workshop”
Ohio State School for the Blind - Columbus, Ohio

Related Experiences

Western Michigan University Internship Supervisor

January 2007 – April 2007
August 2004 – December 2004
October 2003 – January 2004
September 2001 – December 2001

Responsible for supervising, observing and evaluating university level students preparing to become Certified Orientation & Mobility Specialists.

Recent Professional Development

October 2008

2008 AER State Conference – “AERO – Moving Forward”

July 2008

“AER International Conference featuring the Orientation & Mobility Conference within a Conference” - Chicago, Illinois

January – March 2008

eLearning Online Course: “Autism Spectrum Disorder: Strategies for Coping in the Classroom”

November 2007

2007 AER State Conference – “AERO- A Shared Vision”

November 2006

2006 AER State Conference – “A-E-R-O Wireless”

May 2006

“Cortical Visual Impairment: What You See Is Not Always What You Get”
Presented by Dr. Christine Roman

March 2006

2006 Division Nine Conference – “Around Ohio – Mobility throughout the State”
Columbus, Ohio

November 2005

2005 AER State Conference – “Advocating, Educating, Reaching Out”

Tiffany Wild, PhD

7855 Mountain Ash Ln.
Canal Winchester, 43110
(614) 837-8322
wild.13@osu.edu

Education

- 2008 THE OHIO STATE UNIVERSITY, Columbus, Ohio
Doctorate of Philosophy in Integrated Teaching and Learning
Major Emphasis: Visual Impairments
Cognate Areas: Public Policy and Science Education
- 2005 VANDERBILT UNIVERSITY, Nashville, TN
Master of Education in Special Education
Major Emphasis: Visual Impairments
- 2001 OHIO UNIVERSITY, Athens, OH
Bachelor of Science in Education with Honors
Major in Middle Childhood Education
Emphasis: Mathematics and Science Education
- 1999 CAPITAL UNIVERSITY, Columbus, OH
Bachelor of Arts in Environmental Science and Mathematics

Academic Appointments

- | | | |
|-----------|---|------------------|
| Current | The Ohio State University
Visiting Assistant Professor
Coordinator of the Visual Impairment Education Program
Lecturer – Early and Middle Childhood Mathematics and Science | Columbus, Ohio |
| Current | National Wild Turkey Foundation
Curriculum Consultant | Edgefield, SC |
| 2006-2007 | University of Northern Colorado
Graduate Lecturer | Greeley, CO |
| 2007 | National Federation of the Blind
Education and Research Intern | Baltimore, MD |
| 2006 | American Foundation for the Blind
Policy Intern | Washington, D.C. |
| 2005 | Project PAVE
Teacher of the Visually Impaired | Nashville, TN |
| 2004 | Susan Gray School for All Children
Teacher's Aide for the Visually Impaired | Nashville, TN |
| 2003-2004 | Christ the King School
6 th , 7 th , and 8 th Grade Inclusion Teacher
Subjects: Math, Science, and Health Teacher | Columbus, OH |
| 2001-2003 | Fairfield Union Jr/Sr High School | Lancaster, OH |

Paul:OSU

Inclusion Teacher
Subjects: 7th Grade Science, 9-12 Biology

**Related
Employment**

2002-2003	Fairfield Union Sr. High Cheerleading Coach	Lancaster, OH
2002	Fairfield Union Sr. High Brass Sectional Instructor	Lancaster, OH
2001	YMCA Summer Day Camp Camp Director	Lancaster, OH
2000-2001	YMCA After-School Program Site Director	Lancaster, OH

Grants

Enhancing Science and Mathematics Instruction for Middle School Students who are Deaf/Hard of Hearing or Blind/Low Vision
(\$300,000 curriculum grant – Project manager)

Program for Preparation of Intervention Specialists for Students with Visual Impairments, The Ohio Department of Education, School Study Council of Ohio
(Granted to The Ohio State University, Project Manager – 3 years)

Assistive Technology Grant, School Study Council of Ohio
(\$10,000 for 2 years, Granted to The Ohio State University, Teacher of the Visually Impaired Program – Project Manager)

DNA Research Analysis Materials Grant, Fairfield County Educational Service Center
(equipment totally approximately \$1,000)

Conservation Education Grant, National Wild Turkey Federation
(\$1,000)

Travel Grant from The Ohio State University, College of Education, Department of Integrated Teaching and Learning, (\$400)

Member Grant from The Association for Education and Rehabilitation of the Blind and Visually Impaired, Ohio chapter, (\$250)

Publications

Wild, T, Paul, P., Kurz, N. (in review). Teacher beliefs and science education for students with visual impairments. *AER journal: Research and practice in visual impairment & blindness*.

Wild, T. & Trundle, K. (April, 2010). Talking turkey: Teaching about America's greatest conservation story with children with visual impairments. *Journal of Visual Impairment & Blindness*, 104(4), 198-201.

Wild, T & Trundle, K. (February, 2010). Conceptual understandings of seasonal change by middle school students with visual impairments. *Journal of Visual Impairment & Blindness*, 104(2), 107-108.

Wild, T. & Allen, A. (February, 2009). Policy analysis of science based best practices

Paul:OSU

- for students with visual impairments. *Journal of Visual Impairment & Blindness*, 103(2), 113-117.
- Wild, T. & Koehler, K. (2008). Teaching science to students with visual impairments. *Penguins and Polar Bears* [electronic journal].
- Smith, D. & Wild, T. (October, 2006). Least-Restrictive environment for students with visual impairments. *Journal of Visual Impairment & Blindness*, 100(10), 592-593

Presentations**International**

- Wild, T., Trundle, K. (April, 2009). *Conceptual understandings of seasonal change by middle school students with visual impairments*. Paper presented at the annual international meeting of the National Association for Research in Science Teaching. Anaheim, CA.
- Wild, T., & Trundle, K. (January, 2009). *Students' with visual impairments conceptions of causes of seasonal change*. Paper presented at the annual meeting of the annual international meeting of the Association for Science Teacher Educators, Hartford, CT.
- Wild, T., Paul, P., & Kurz, N. (2008, July). *Curriculum Standards, Pedagogical Practices, Inclusion, Assessment, and Collaboration with Science Content Educators Implementing Science Education for Students with Visual Impairments*. Paper present at the biannual international meeting of the Association for Education and Rehabilitation of the Blind and Visually Impaired, Chicago, IL.
- Wild, T., Chwalow, J., Riccobono, M., & Zaborowski, B., (2008, July). *Effects of Mentoring on Blind Students' Career Plans, Attitudes, Locus of Control, and Self-Efficacy*. Paper present at the biannual international meeting of the Association for Education and Rehabilitation of the Blind and Visually Impaired, Chicago, IL.
- Wild, T. & Paul, P. (2008, January). *Teachers' Beliefs Concerning Standards, Practices, Assessment, and Collaboration in Implementing Science Education for Students with Visual Impairments*. Paper presented at the annual international meeting of the Association for Science Teacher Educators, St. Louis, MO.
- Wild, T. & Trundle, K.C. (2007, January). *Teaching Conservation Utilizing the National Wild Turkey Federation Curriculum*. Paper presented at the annual international meeting of the Association for Science Teacher Educators, Clearwater Beach, FL

National

- Wild, T. & Trundle, K. C. (2006, September). *Talking turkey: Utilizing the National Wild Turkey Federation's Conservation Curriculum in teaching students with visual impairments*. Paper presented at the annual meeting of the Research in the Rockies Fourth Research Summit on Low-Incidence Disabilities, Vail, CO.
- Wild, T. (2006, August). *Problems with Reporting the Number of Students with Visual Impairments*. Paper presented to Congressional Aides for Senator Voinovich, Senator DeWine, and Congressman Hobson, Washington, D.C.
- Smith, D., Wild, T. (2006, February). *Least Restrictive Environment for Students with Visual Impairments*. Paper presented to Congressional Aides for Senator Voinovich, Senator DeWine, and Congressman Hobson, Washington, D.C.
- Wild, T. (2006, February). *Teaching Turkey to the Visually Impaired*. Presentation at

Paul:OSU

- the annual National Wild Turkey Federation Convention, Nashville, TN.
(Invited)
- Wild, T. (2006, February). *Talking Turkey Using Your Senses*. Presentation at the annual National Wild Turkey Federation Convention, Nashville, TN. (Invited)
- Wild, T. (2005, February). *Talking Turkey with Students with Visual Impairments*. Presentation at annual National Wild Turkey Federation Convention, Nashville, TN. (Invited)

Regional

- Wild, T., & Trundle, K. (September, 2009). *Students' with visual impairments conceptions of causes of seasonal change*. Paper presented at the annual meeting of the annual meeting of the Mid-Atlantic Association for Science Teacher Educators, Friendship, OH.
- Wild, T & Trundle, K.C. (2007, September). *Turkey Talk: Teaching Conservation to Children with Visual Impairments*. Paper presented at the annual meeting of the Mid-Atlantic Association for Science Teacher Educators, Hawks Nest State Park, WV.

State

- Wild, T. (2008, November). *From research to practice: Blind consumers and professionals working together*. Presentation to National Federation of the Blind of Ohio, Columbus, OH. (Invited)
- Wild, T. (2008, November). *From research to practice: Professionals and researchers working together*. Presentation to the Association for Education and Rehabilitation of the Blind and Visually Impaired Ohio Chapter, Cincinnati, OH.
- Wild, T., Baker, D., & Paul, P. (2007, November). *A Call to action: Critical needs of blind children and those who teach them*. Presentation to National Federation of the Blind of Ohio, Cincinnati, OH. (Invited)
- Wild, T. (2007, November). *Advocacy 101*. Presentation to the Association for Education and Rehabilitation of the Blind and Visually Impaired Ohio Chapter, Mt. Sterling, OH.

Local

- Wild, T. (2008, February). *Inquiry Based Science and Mathematics*. Presentation to Differentiated Instruction class, Columbus Public Schools, Columbus, OH (Invited)
- Wild, T. (2007, October) *Inquiry Based Science and Mathematics Instruction for All Students*. Presentation to Differentiated Instruction Class, Columbus Public Schools, Columbus, OH. (Invited)
- Wild, T. (2007, November) *Teaching Science Vocabulary to All Students*. Presentation to Inclusion Reading Class, The Ohio State University, Columbus, OH. (Invited)
- Wild, T. (2007, April). *Policy Collaboration Among Disability Groups*. Presentation to Professional Development in Visual Impairments Class, The Ohio State University, Columbus, OH. (Invited)

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Wild, T. (2007, April). *Inquiry Based Science Instruction for All Students*. Presentation to Differentiated Instruction Class, Columbus Public Schools, Columbus, OH. (Invited)

Wild, T. (2006, January). *Teaching Students with Visual Impairments*. Presentation to Inclusion Education Class, The Ohio State University, Columbus, OH. (Invited)

Activities

Member, Council for Exceptional Children, current

Member, American Council of the Blind

Member, Association for Education and Rehabilitation of the Blind and Visually Impaired, current

Member, Association for Education and Rehabilitation of the Blind and Visually Impaired Ohio Education Sub-Committee on Concerns for Services for Students with Visual Impairments in Ohio, current

Member, Association for Science Teacher Educators, current

Member, National Council of Teachers of Mathematics

Member, National Federation of the Blind, current

Member, National Association for Research in Science Teaching, current

Member, National Leadership Consortium in Sensory Disabilities, current

Member, National Leadership Consortium in Sensory Disabilities Evaluation Team, current

Peer Reviewer, Association for Education and Rehabilitation of the Blind and Visually Impaired, *AER Journal: research and Practices in Visual Impairment and Blindness*, current

Semester Conversion Team, The Ohio State University, current

Peer Reviewer, Association for Science Teacher Educators, International Annual Meeting of the Association for Science Teacher Educators, 2007 - 2009

State Science Fair Judge, The Ohio Academy of Science, 2007 - 2009

Campaign Volunteer, Tim Schaffer for Senator Campaign, 200

Facilitator, Josephine L. Taylor Leadership Institute, School Age Children and Youths Workshop, 2006

Co-Chairperson, Science Fair Day, Christ the King School, 2004

Women in Science School Coordinator, Christ the King School and Fairfield Union Junior High School, 2002-2004

Science Olympiad Coach, Fairfield Union Jr/Sr High School, 2002-2003

Honors

National Center for Leadership in Visual Impairments Fellow, 2005 - 2008

Pi Lambda Theta International Education Honor Society, Current

NWTF Conservation Educator of the Year, 2005

Delta Gamma Fellow to Josephine L. Taylor Leadership Institute, 2005

Golden Key International Honor Society, 2001

Phi Theta Kappa International Honor Society, 2001

Jay N. Emerson Award Winner, 1998

Batelle Scholar, 1995-1999

Shannon D. Cuniak

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Westerville, Ohio 43081

Home Phone: (614) 289-3332
E-Mail Address: scuniak@ossb.oh.gov

Education

Master of Education – August 2003
University of Pittsburgh, Pittsburgh, Pennsylvania
Vision Studies/Orientation & Mobility

Bachelor of Arts – May 2002
Wheeling Jesuit University, Wheeling, West Virginia
Psychology

Employment

Outreach Services – Columbus, Ohio
Teacher of the Visually Impaired/Certified Orientation & Mobility Specialist
Ohio State School for the Blind
August 2005 – Present

Currently provide technical assistance to educators throughout the state of Ohio by conducting on-site visitations at the request of the school district's LEA. Provide teacher training and assistance regarding strategies and accommodations that are effective for visually impaired students in the classroom setting. Refer educators and families to the appropriate resources and collaborating agencies. Work directly with students performing assessments including functional vision, braille, technology, O&M, academic, and vocational abilities. Keep data on the types of resources provided and areas traveled. Write detailed reports based on observations, interviews and assessments conducted during the on-site visitation.

Participate in the Multi-factored Evaluation educational clinic by collaborating with other members of the OSSB team to develop updated MFE's of visually impaired students of all ages and disabilities throughout the state of Ohio; personally performed O&M, braille, technology, functional vision, and academic assessments.

Responsible for teaching orientation and mobility skills to a variety of different children in a residential school setting. Specific job requirements include individualized student instruction, active participation on the IEP team and staff development related to O&M. Extensive experience with IEP development, O&M assessments and MFE.

Adjunct Faculty Instructor – Columbus, Ohio
The Ohio State University
October 2010 – Present

Teaching graduate level students who are studying to become Certified Orientation and Mobility Specialists (COMS) through The Ohio State University Program in Orientation and Mobility.

Taught the Orientation and Mobility Techniques class, which utilized a hands-on learning approach, using blindfold and simulators, to learn specific mobility techniques with the long cane. Visual demonstrations and journal entries were required by each student.

Curriculum Consultant – Louisville, Kentucky

American Printing House for the Blind (APH)

January 2006 – August 2009

Collaborated with teams located in Washington, California, Oregon and Arkansas, as well as APH to rebuild the Patterns series. Assisted in writing stories and editing the Kindergarten and first grade levels of the new Building on Patterns curriculum.

Orientation and Mobility Instructor and Facilitator – Columbus, Ohio

Summer camp experiences sponsored through the Ohio State School for the Blind, Bureau of Services for the Visually Impaired (BSVI) and Ohio Rehabilitation Services Commission (RSC)
Summers of 2005, 2006, 2007, 2008, 2009

Provide travel training to students transitioning from high school to college. Oriented students to residential living facility, OSSB campus, bus route and job sites. Provide support to middle and high school students within the sports camp. Assisted students in tandem bike riding, specialized track skills and taught students how to play goalball, basketball and beep baseball.

Teacher of the Visually Impaired – Greensburg, Pennsylvania

Westmoreland Intermediate Unit

August 2003 – August 2005

Provided direct individual instruction including braille, technology, sensory awareness, functional vision assessments, etc. with early intervention, preschool, elementary, and high school students of various cognitive levels and disabilities. Developed Individualized Education Plans (IEP), 3-year Evaluation Team Reports (ETR) and used a variety of assessment tools to develop proper accommodations to students with visual impairments.

Orientation & Mobility Intern – Pittsburgh, Pennsylvania

Pittsburgh Vision Services

May 2003 – August 2003

Provided individualized training in the areas of orientation and mobility to high school and college students and adults. O&M assessments were completed to determine instructional needs. Training included orientation to space, instruction of safe travel skills in the local community, teaching proper cane use, encouraging independence and daily living skills.

Student Teacher of the Visually Impaired – Pittsburgh, Pennsylvania

Allegheny Intermediate Unit

January 2003 – April 2003

Worked as an itinerant teacher with students six to eighteen years of age. Prepared lesson plans and provided direct instruction in reading, mathematics, and vision specific areas including braille and technology. Utilized instructional dual curriculum teaching by way of adapting regular classroom instruction.

Current Certifications

ACVREP O&M Certification #4584 – March 30, 2010 - March 31, 2015

State of Ohio Department of Education - July 1, 2007 - June 30, 2012

Pupil Services: Orientation & Mobility Specialist

State of Ohio Department of Education – July 1, 2008 - June 30, 2013

Intervention Specialist: Teacher of the Visually Impaired

Organizational Memberships

Association for the Education & Rehabilitation of the Blind & Visually Impaired (AER)

AER-Ohio (AERO) – Secretary, November 2010 – present

National Educators Association (NEA)

Related Experiences

Secretary of the Association for the Education & Rehabilitation of the Blind & Visually Impaired – Ohio (AERO)

January 2011 - present

Pennsylvania Association for Blind Athletes

Davidow-Northeast Games for the Blind

Summers of 2004 & 2005

Assisted students in areas of track and field, goalball, soccer and wrestling. Responsible for supervising students in the dormitory, at meal time and during the instructional clinics.

Conferences Attended

AER International Conference 2008

Annual AERO Statewide Conferences beginning in 2005

Central Atlantic Orientation & Mobility Association (COMA) Conference

Around Ohio: Mobility Throughout the State

A Collaborative Conference on Autism with Low Incidence Disabilities

Basic and Advanced Braille Note Trainings

Cortical Visual Impairments: What You See Isn't Always What You Get

O&M: School Aged Students with Deaf-blindness and/or Multiple Disabilities

Penn/Del AER Conferences – 2004 through 2006

The Seeing Eye – O&M Training Program

Guiding Eyes for the Blind – O&M Training Program

Accessible Pedestrian Signals Workshop – November 2010

Presentations/Public Speaking

Functional Vision: Developing Strategies for Assessment – 2008 AERO Conference

Functional Vision: Developing Strategies for Assessment – April & October 2009 at OSSB

Ohio State University Introduction to Special Education – April & November 2009; May 2010

Presentation and tour of Ohio State School for the Blind

Paul:OSU

David Roesner - Résumé

5401 Coral Berry Dr
Columbus Oh, 43235
Phone (614) 314-8584

Objective

To obtain employment in the field of Orientation and Mobility Therapy.

Education

Masters of Science in Orientation and Mobility 2005

Pennsylvania College of Optometry
Department of Graduate Studies

Bachelors of General Studies January 2003
University of Southern Queensland
Toowoomba, Queensland
Majors: Mathematics and Education

The Ohio State University June 2000 - June 2001
Columbus, Ohio

University of Southern Queensland January 1999 - March 2000
Hervey Bay, Queensland

Educational Achievements

Obtained a 3.5 GPA in graduate studies program at the Pennsylvania College of Optometry (Orientation and Mobility/Low Vision Therapy)

Awarded a scholarship from the U.S. Department of Special Education, Office of Special Education, Rehabilitation Services Association.

Endeavor Award – for commitment, diligence and consistent work in all studies
Hervey Bay Senior College (1997)

University of New South Wales Math Competition
Scored in top 2% of school and top 10% in the state.

Completed Chinese Immersion Program (3 years)
Urangan State High School

Employment

Orientation and Mobility Specialist

Columbus City Schools – Columbus Ohio. October 2007 – Present

Duties include performing O&M assessments creating individual programs, training students using their remaining vision, long canes and electronic travel aids (ETA's), as well as writing reports for parents, teachers, and record keeping purposes.

Orientation and Mobility Specialist

Guide Dogs Queensland – Queensland Australia. November 2005 – September 2007

Duties included performing O&M assessments creating individual programs, training clients/students using their remaining vision, long canes and electronic travel aids (ETA's) including the MiniGuide and Ultra Cane, as well as writing reports for clients, parents, teachers, and record keeping purposes. I was also responsible for setting up coordinating and running multiple Low Vision Clinics in regional towns of Queensland. I gave presentation to the public regarding the services that Guide Dogs Queensland offers, and in-service presentations on O&M techniques, and maximizing vision in Low Vision Clients. I also assisted with fundraising activities.

Orientation and Mobility Specialist (Intern)

The Vision Center of Central Ohio - Columbus OH. June 2005 - September 2005

Driver/Deliverer

Galyans Trading Co (Sports Store) - Columbus OH. February 2003 - February 2004

Sales associate

Galyans Trading Co (Sports Store) - Columbus OH. February 2000 - July 2001
Received numerous salesman awards.

Cadet Civil Engineer

Hervey Bay City Council January 1999- February 2000

Duties included starting a traffic counting program, monitoring city's asset management program, coordinating street light program, and producing simple civil engineering designs.

Volunteer work

Assisted on numerous fundraising projects for the Sunrise Rotary Club of Hervey Bay, as well as other non-profit organizations in the area.

Paul:OSU

AARON WETLI, MS COMS

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Columbus, OH 43224

(614) 595-1073
aaronwetli@hotmail.com

EXPERIENCE

- 08/10 to Present
The Ohio State University
Adjunct Faculty Instructor for Program in Orientation & Mobility
-teach students how to wayfind
-instruct students on importance of traveling under blindfold or vision simulator
-evaluate students travel skills
- 06/10 to Present
Columbus City Schools
Orientation & Mobility Specialist
-evaluate student's functional vision and independent travel skills
-teach students to become safe and independent travelers
-write and coordinate IEP/ETR goals in collaboration with other team members
- 08/07 to 06/10
The Ohio State School for the Blind
Orientation & Mobility Specialist
-evaluated student's functional vision and independent travel skills
-taught students to become safe and independent travelers
-wrote and coordinated IEP/ETR goals in collaboration with other team members

EDUCATION

- 08/03 - 12/05 **Salus University** Elkins Park, PA
Masters of Science, Orientation & Mobility Therapy
- 04/97 - 12/01 **The Ohio State University** Columbus, OH
Bachelors of Art, Communication

PROFESSIONAL

Member of AER, have ACVREP certification, and full licensure from The Ohio Department of Education in pupil services.

EXTRA

I am an excellent communicator who has worked with persons who are blind, or visually impaired, for the past ten years. I have worked with students and clients of all ages and level of travel skills.