Orientation and Mobility

Trademark Outcome: The Trademark Outcome (TO) that distinguishes our program graduates for the Orientation and Mobility (O&M) Program is: The candidate in the Orientation and Mobility Program will, upon completion, be able to conduct an assistive technology evaluation with and provide instruction to a student with a visual impairment using collaborative consultation.

Performance Skills:
The candidate can:

Phase One
ICC10S7 Use group problem-solving skills to develop, implement, and evaluate collaborative activities
TE6S2 Refer team members and families to assistive and instructional technology resources

ACVREP standards:
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 (e.g., long cane, etc.) and additional assessments.
4.4 Describe roles of related professionals (OT, PT, low vision specialists, rehabilitation specialists, optometrist, teachers, ophthalmologists, etc.) who provide relevant O&M assessment information.
5.3 Describe the components and process for the development of early intervention, education, and applicable rehabilitation plans.
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.

Phase Two
ICC10S8 Model techniques and coach others in the use of instructional methods and accommodations.
IGC10K1 Parent education programs and behavior management guides that address severe behavior problems and facilitation communication for individuals with exceptional learning needs
TE6S1 Work with team members to identify assistive and instructional technologies that can help individuals meet the demands placed upon them in their environments

ACVREP standards:
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 (e.g., long cane, etc.) and additional assessments.
4.4 Describe roles of related professionals (OT, PT, low vision specialists, rehabilitation specialists, optometrist, teachers, ophthalmologists, etc.) who provide relevant O&M assessment information.
5.3 Describe the components and process for the development of early intervention, education, and applicable rehabilitation plans.
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.

Phase Three
ICC10S5 Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families
ICC10S7 Use group problem-solving skills to develop, implement, and evaluate collaborative activities
TE6S3 Collaborate with other team members in planning and implementing the use of assistive and adaptive devices

ACVREP standards:
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 (e.g., long cane, etc.) and additional assessments.
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.

Scope and Sequences of the Courses:
Phase 1: Communication Skills
- EDSP 5380 Programs and Services for Individuals With Visual Impairments
  A&E
- EDSP 5383 Anatomy and Functions of the Visual System
  A&E
- EDSP 5384 Basic Orientation and Mobility Skills
  A&E
- EDSP 5307: Collaborative consultation methods
  A&E

Phase 2: Plan and implement an intervention
- EDSP 5389 Programs and Services for Students With Dual Sensory Impairments
  A&E
- EDSP 5391 Intermediate Seminar in Orientation and Mobility
  A&E
- EDSP 5392 Advanced Seminar in Orientation and Mobility
  A&E
- EDSP 5386 Intermediate Orientation and Mobility Training for Individuals Who Are Blind/Visually Impaired
  A&E

Phase 3: Evaluate client change and monitor progress to make recommendations
- EDSP 5093 Internship
  A&E

End of Phase Assessment
Phase 1: EDSP 5380
Phase 2: EDSP 5389
Phase 3: EDSP 5093
# Program of Studies for Orientation and Mobility
## Master’s Degree with Certification

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<th>Core Courses</th>
<th>6 semester hours</th>
<th>EPSY 5379</th>
<th>Introduction to Educational Research</th>
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<th>Problems and Trends in Special Education</th>
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<td>EDSP 5389*</td>
<td>Strategies for Students with Multiple Disabilities and Visual Impairments or Deafblindness</td>
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Total of 36 semester hours

*Required for student to be eligible for Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) Orientation & Mobility Specialist Certification.

**This degree plan with 36 semester hours leads to a M.Ed. in Special Education. For certification as an Orientation & Mobility Specialist, all of the Specialization courses must be completed as well for a total of 39 semester hours.
Specializations and Certifications

ACVREP Orientation and Mobility Specialist Certification

Useful Resources

https://www.depts.ttu.edu/gradschool/