1. **Course Description:**
   Internship candidates will work in the field under the direct supervision of a certified orientation and mobility specialist for a minimum of 350 hours teaching orientation and mobility to individuals who are blind or visually impaired.

   **Prerequisites:** SPED 5600 (SPE 500), SPED 5393 (SPE 593) and SPED 5394 (SPE 594) with a grade of B in each

   This is an advanced course in teaching Orientation and Mobility techniques and procedures to blind and visually impaired students and consumers. This internship is taken during the last semester of the student's program. The placement(s) will be of sufficient length to ensure the students have an opportunity to complete the minimum required 350 hour internship in various settings that may include an agency/school/entity where Orientation and Mobility is provided. The student will work directly under the supervision of an on-site Certified Orientation and Mobility Specialist (COMS) who has a minimum of 3 years of direct teaching experience and has been approved by the SFASU Visual Impairment Preparation Program Internship Coordinator. The course outcomes and objectives are to develop competencies that meet the requirement of ACVREP Certification Organization. To gain approval, the placement site must have a signed affiliation agreement in place with SFASU and the program. This course is taken as a 6 credit hour course that spans across both summer semesters to meet the full 6 credit hour requirement. This course will be delivered in an online format with weekly Zoom meetings.

**Course Justification:**
SPED 5695 “Graduate Internship in Orientation and Mobility” is the first half of the internship requirements. This is an extensive field-based experience for students in the Orientation and Mobility (O&M) program. Student interns will concentrate their experiences in settings appropriate to the placement site (child centered/adult centered). Student interns must have completed the required course work and practicum experience hours prior to enrolling in the O&M internship. It is the goal of the SFASU O&M program to provide student interns with meaningful teaching experience that allow opportunities to increase practical knowledge and skills as future instructors. In addition to one-site placement expectations, students are required to complete course work, meet one-on-one with their university supervisor weekly for 30 minutes via phone or video conferencing, and meet five weeks for 1 hour of instruction through the online format (ZOOM). As well, student interns are to meet weekly with their on-site Certified Orientation and Mobility Specialist (COMS) supervisor to review progress and any areas of needed improvement. The internship practicum experience will consist of hands-on experience for 35
hours per week at the placement site. These activities, inclusive of the internship expectations and academic components, average a minimum of 36.5 hours per week.

One-on-one phone call/video conferencing = 30 min/wk – 2.5 hrs.
Didactic class/Zoom = 1 hr/wk – 5.0 hrs.
Practicum work = 35 hrs/wk – 175.0 hrs.

Total = 36.5 hrs/wk – 182.5 hrs.

James I. Perkins College of Education Diversity Statement is found at the following link:
http://coe.sfasu.edu/about-us/

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

INTERNAL

University-The SFA Way:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. FOR THIS COURSE: Candidates will demonstrate this through creating lesson plans, conducting evaluations and adapting lessons while teaching.

**Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication. FOR THIS COURSE: Candidates will demonstrate these skills through collaboration with COMS supervisor, university supervisor, and other professionals via face-to-face meetings, phone conferences, and email correspondence.

**Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. FOR THIS COURSE: Candidates will review student/client information, collect data, and complete an evaluation on students/clients.

**Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. FOR THIS COURSE: This will be demonstrated through collaboration with the supervising COMS regarding lesson planning and creating goals/objectives.

**Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical
decision-making. FOR THIS COURSE: Candidates will be required to adhere to the ACVREP O&M Code of Ethics and SFASU professionalism standards.

**Social Responsibility** - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. FOR THIS COURSE: Candidates will work with individuals with visual impairments and/or additional disabilities, and other professionals from a variety of cultures in locations in Texas and around the country.

The O&M program is designed to meet the standards or two separate bodies; ACVREP which establishes the standards that candidates must be able to demonstrate through national examination, and the AER University Review Committee with establishes curricular standards for the program.

This course supports the Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER) Curricular Standards for Orientation and Mobility Specialists

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

This course specifically addresses the following AER Standards through practice and didactic instruction: I, II, III, VI, V, VI, VII, VIII, IX, X, XI, XII, and XIII.

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

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

This course specifically addresses the following ACVREP Domains through practice and didactic instruction: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13.
Program Learning Outcomes:
The following is a list of desired Program Learning Outcomes (PLOs) in which data will be collected for TracDat throughout the program. An asterisk denotes that PLO will be addressed during SPED 5695.

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

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

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

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

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

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

PLO #4, 5 & 6 will be the main focus of this course. General topics in other PLOs will be addressed and discussed during collaborate time, work in the internship, observation of instruction.

Student Learning Outcomes:
Method of Assessment # 4 – Clinical Evaluation
(ACVREP Domains 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13; AER Standard I, II, III, IV, V, VI, VII, VIII, IX, X, XI, XII, XIII)
SLO 4.2 Candidate will demonstrate Clinical Competency in the areas of:
• Communication and professional Relationships
• O&M Assessment
• Instructional Planning
• Instruction
• Monitoring and Safety
• Facilitating Independence
• Professionalism

Method of Assessment # 5 – Case Study
(ACVREP Domains 2, 4, 5, 12, 13, AER Standards I-f, III-a,c,e,i, V-b,c, VI-f, XI-g XII-i)
SLO 5.2
Candidate will demonstrate the knowledge and understanding of standardized and non-standardized O&M assessment instruments and will conduct an assessment using an appropriate instrument. Candidate will demonstrate proficiency in writing an evaluation report that describes specific tasks, conditions and responses that obtain recommendations based on the evaluation, as demonstrated in a case study as part of the internship portfolio.
Method of Assessment # 6 – Post-Philosophy Paper
(ACVREP Domains 4, 5, 6, 7, 8, 9, 10, 11, 12, 13; AER Standard I-f, IV-h, V-f, X-e,f,i, XI-b,c, XII-c,d,j)
SLO 6.1 Candidate will demonstrate the knowledge and understanding of the role of the Orientation and Mobility Specialist, the dispositions, expectation and motivations for pursuing a career as a Certified Orientation and Mobility Specialist in a Post-Philosophy Paper.

For additional information on meaningful and measurable learning outcomes see the assessment resource page http://www.sfasu.edu/assessment/index.asp

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
Communication and Professional Relationships
Student 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
Student 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
Student is able to plan for individualized O&M instruction through the:
Review and interpretation of relevant records and reports; Selection and preview of potential training areas (e.g., home, school, work or community); Design and/or procurement of instructional materials and appropriate devices (with appropriate medical consultation regarding optical devices); 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; Collaboration with the student, his/her family, and colleagues to develop appropriate goals and abilities, needs, and goals.

Instruction
Student 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): Concepts related to independent movement and orientation (such as body, laterality, directionality, spatial, environmental, and time-distance); 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; 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; 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); 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
Student is able to effectively monitor orientation and mobility skills, recognize potentially dangerous situations, and intervene as appropriate to ensure student safety.

Facilitating Independence
Student is able to facilitate student independence and problem solving ability across a variety of travel situations, in familiar and unfamiliar environments.
**Professionalism**
Student 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.

**DOCUMENTATION REQUIRED DURING INTERNSHIP:**

To successfully complete this portion of the internship, the intern candidate must complete all the documentation listed below:

1. Maintain a written log of all professional internship experience as described below.
2. Conduct a functional skills evaluation (may be a checklist) or-O&M assessment and prepare a written report that conforms to standards prescribed by the Texas Education Agency or other applicable agency (See Section 4 of the Portfolio Requirements).
3. Complete a list of students/adult consumers you are working with, including required information described in the Portfolio (see Section 2 of the Portfolio Requirements).
4. Prepare lessons plans for each of your students/consumers you teach. If your supervisor observes you during the lesson present this lesson plan to them prior to the lesson.
5. Maintain a daily log form, including your teaching and observation/miscellaneous activities and the time involved. Have your supervisor initial these activities.
6. Maintain weekly contact with university supervisor via Collaborate meetings, phone calls, text messages and/or emails.
7. Maintain portfolio as listed below:

**PORTFOLIO REQUIREMENTS:**
This includes all of the student's formal lesson preparation (plans) and associated program material. The portfolio should be subdivided for each of the planning areas. Lesson plans should be recorded in one section which should be made available to the University Supervisor and, where appropriate, to the Cooperating On-site supervisor. The final written record of the internship should be submitted to the University Supervisor upon completion of the internship.

All items are required to be completed for this 6 credit hour course.

A. Section 1: Schedules
(AER Standard XII; ACVREP Domain 5)
This section should include a general work schedule for internship activities. Please include a copy of the placement site’s general schedule, if applicable. In the case of itinerant services, include general time schedules for each student.

B. Section 2: Students/Adult Consumers
(AER Standards I, II; ACVREP Domain 5)
This section should provide information including visual diagnosis and prognosis on each This section should provide information including visual diagnosis and prognosis on each student/adult consumer with a visual impairment with whom the intern candidate will be working. Include any assessments of levels of functioning (visual, orientation and mobility, functional skills, and others as applicable), summary of current skill levels, and recommendations for instructional objectives. If the Supervising COMS selects specific IFSP, IEP, or IPE goals and objectives, include those. Intern candidates must maintain the confidentiality of all students/adult consumers served in a manner that meets the requirements of the placement site. Intern candidates must maintain the confidentiality of all students/adult consumers served in a manner that meets the requirements of the placement site, therefore no individual’s names are to be used.

C. Section 3: Description of Placement Site Program
(AER Standard IX; ACVREP Domain 12)
The intern candidate is expected to observe the instruction of the curriculum/program at a number of
levels. Relevant information should be recorded as detailed observation notes, which may include information in the following areas:

1. the physical environment of the classroom, school, agency, or community (particularly the visual and/or acoustic conditions and how these are manipulated for maximum benefit to the student/adult consumer with a visual impairment)

2. classroom, school, or agency administration (record keeping, routines, teacher deployment within school, etc.)

3. agency wide organization (i.e., aims and policy, specific curriculum documents, curriculum development processes, enrollment procedures, involvement of specialist and support staff in curriculum development and implementation, reporting procedures, parent interviews, etc.)

4. class-level organization of curriculum/programming (e.g., typical programming period, programming format, assessment and evaluation procedures employed, development of objectives, class record keeping, involvement of specialist teachers and related professionals, etc.)

5. classroom/individual teaching—students should ensure that they know the objectives of sessions observed and should discuss their observations with the Supervising COMS as soon as possible after the lesson.

D. Section 4: Orientation and Mobility (O&M) Assessment
(AER Standards I, II, V, VI, IX; ACVREP Domains 4, 13)
For one student/adult consumer conduct a functional skills assessment (may be a checklist), or O&M assessment, and prepare a typed narrative report that conforms to standards prescribed by the Texas Education Agency (TEA), or other applicable agency.

E. Section 5: Case Study
(AER Standards I, II, III, V, VI; ACVREP Domains 2, 4, 5, 12, 13)
It is expected that intern candidates compile a case study on one student/adult consumer with a visual impairment during the internship. Case studies will differ according to the setting and the student/adult consumer involved. Depending on the placement, case studies may include a description of the individual's visual impairment, auditory abilities, presence/functional impact of other disabilities, information on language and cultural background. Other specific characteristics considered pertinent to the development of programming should be included. It is important to be able to relate this information to program objectives and procedures adopted for the student/adult consumer profiled.

Opportunities should be taken to observe the student's/adult consumer's social interactions, interactions with professionals and peers, responses to particular teaching situations, etc.

This case study exercise is intended to ensure that interns have the opportunity to holistically examine the student/adult consumer and his/her specific needs and the response of the program to address their needs. Intern candidates should thoughtfully consider the link between the particular individual's skills, abilities and needs, and his/her current programming. Detailed observation and discussion with the Supervising COMS is intended to provide valuable insights into the curriculum development and programming processes. This assignment requires submission to LiveText/Watermark.

Intern candidates must maintain the confidentiality of all students/adult consumers served in a manner that meets the requirements of the placement site, therefore no individual's names are to be used.

F. Section 6: Lesson/Unit Plans
(AER Standards II, V, VIII, IX, XII; ACVREP Domains 6, 7, 8, 9, 10, 11)
Preparation of daily lesson plans, including objectives, materials, and procedures, should be included in this section. These may be short, and may eventually need rewriting, but something should be planned for each session. In most instances, these should include:

1) An age or grade level, and the date(s)/times involved;

2) Clear statements of the program goals and specific lesson objectives:
   a) Program goals are broad goals related to the overall program for a particular curriculum area;
b) Specific objectives should be written in detailed terms (for the student/adult consumer) and should relate to the identified program goals;

3) Resources (human and material) to be used and location of lesson;

4) Planned content, learning experiences, and proposed methods to be employed;

5) Evaluation activities/procedures which are used to determine if the particular specific objectives have been satisfied;

6) Lesson plans, where appropriate, should identify prerequisite activities and any planned (or suggested) follow up activities; and

7) A self-evaluation of the lesson/session and an available space for comments provided by the Supervising COMS.

Alternative formats that give appropriate attention to important aspects of lesson preparation may be more appropriate to a particular student/adult consumer, situation, or placement site requirements. Lesson plans should be available to the Supervising COMS prior to the commencement of the lesson/session to allow ample time for discussion and suggestions to be considered.

G. Section 7: Daily log
(AER Standard XII; ACVREP Domain 5)
Daily activities will be documented on a daily log form. This document should include a summary of highlights, problems, questions, perceptions of the day's activities and hours earned. It serves as a basis for communication between the intern candidate and the university supervisor. This section may be handwritten or typed, and should be updated daily. The Daily Log template will be provided by the University supervisor.

H. Section 8: Cumulative Record of Internship hours
(AER Standard XII; ACVREP Domain 5)
This section should merely document the days and hours of your internship. It should be done in cumulative list format with instructional and non-instructional hours separated. This section should be typed and include totals.

I. Section 9: Video Recordings
(AER Standard IX; ACVREP Domain 4)
Four (4) lessons should be recorded during the internship, two (2) during the first half and two (2) during the second half. This allows the intern and university supervisor to view and give feedback on lessons as the internship progresses. Multiple lessons may be recorded and submitted on the same device (e.g., disc, flash drive, drop box, email, etc.). A general template is attached to demonstrate what may be included in feedback for your videos.

J. Section 10: Post-Philosophy Statement
(AER Standards I, III, IV, V, VI, VII, VIII, IX, X, XI, XII XIII; ACVREP Domains 4, 5, 6, 7, 8, 9, 10, 11, 12, 13)
This is an essay on the intern's personal philosophy of instruction and services in the field of orientation and mobility. This should include (but is not limited to): The role of the COMS; understanding of the code of ethics; and expectations and motivations regarding employment in the field of O&M. This assignment requires submission to LiveText/Watermark.

PART ONE - OVERALL GUIDELINES!
GENERAL GUIDELINES:
The University Supervisor and Intern Candidate are responsible for weekly meetings to discuss placement, requirements, progress, etc. Any time you will not be able to attend practicum/internship activities (e.g., illness) you should first contact your supervising COMS, then contact your university supervisor. You will be evaluated by both the university supervisor and supervising COMS during the internship. Both university supervisor's and supervising COMS's evaluations will be considered when assigning a grade. The University Supervisor will assign the final grade. All requirements must be met satisfactorily in order to pass. Students placed in schools and agencies are responsible to the Principal
or Administrator-in-Charge for the duration of the internship. It is expected that students adhere to regular staff hours of attendance at the school or agency—including all duties and staff meetings (as dictated by the Supervising COMS’s schedule). Expectations regarding the completion and recording of practical experience records are outlined below.

INTERNSHIP OBJECTIVES
1. To demonstrate a knowledgeable and skillful application of the instructional strategies and methods for teaching orientation and mobility to students/adult consumers with visual impairments.
2. To demonstrate the knowledge and skills needed in designing appropriate instructional lesson and curriculum for orientation and mobility training with students/adult consumers with visual impairments.
3. To demonstrate the knowledge and skills necessary for conducting orientation and mobility evaluations and assessments, and in preparing written reports.
4. To demonstrate skills in consulting and collaborating with professionals, parents and students/adult consumers to assure appropriate orientation and mobility programming.

PROCEDURES:
1. On a daily basis complete the internship daily log form, including the activities and the time involved.
2. During the internship complete the required 350 hours, and submit portfolio requirements in a timely manner.
3. Upon completion of your internship submit a typed copy of the cumulative log and a typed copy of a functional skills or O&M assessment.

RESPONSIBILITIES:
Student: During the period of the internship the student is responsible to the School or Agency Administrator/Internship Coordinator within the internship placement site. In general, the student can contribute toward a profitable and rewarding practicum/internship by:
1. Being punctual in arriving and in meeting set tasks and appointments.
2. Seeking clarification if unsure about expectations, roles, requirements or directions.
3. Becoming familiar with, and adhere to, all rules, regulations and expectations of the internship placement site.
4. Being professional, maintain confidentiality, and adhere to the dress code requirements of both the internship placement site and the university.
5. Acknowledging the Cooperating on-site supervisor’s professional status and responsibility for instruction by not assuming control in situations other than those where it has been delegated.
6. Being well prepared—having lesson plans and materials available on time.
8. Being open to constructive comments and advice and prepared to respond with appropriate changes.
9. Observing purposefully, recording observations and taking opportunities to discuss observations and asking pertinent questions.
10. Being familiar with the Internship Guidelines, University requirements and the expectations of the school/agency at all times.
11. Maintaining weekly contact with the university supervisor.
12. Contacting the University Supervisor promptly if any concerns or conflicts arise.
(Internship roles and responsibilities for all parties is detailed in the SFASU O&M Internship Handbook.)

PART TWO - ASSESSMENT OF INTERNSHIP PERFORMANCE
During each internship, assessment will be based on the University Supervisor’s observations, discussions, and interviews with supervising COMS, review of videotaped lessons, and review of written assignments, records and evaluations. When the Clinical Competencies Evaluation rubric have been completed and discussed with the intern candidate, the forms should then be signed and dated by both the Supervising COMS and the intern candidate. Please note that students are required to sign the forms provided in the SFA O&M Internship Handbook to indicate only that they have read the report. Where it is
apparent that a student is likely to be awarded a rating of WH "Additional practicum required", it is expected that the University Intern Coordinator be involved at the earliest possible stage.

IV. Evaluation and Assessments (Grading):
THIS IS A PASS / FAIL COURSE. This will be based on the following:

Completed by site supervisor (with intern candidate):
- Weekly On-site supervisor evaluations
- Internship Observation Evaluation
- Professionalism Assessment (6 submissions)
- Proper documentation of hours
- Clinical Competency Evaluation rubric
- Final Intern Evaluation form
- Internship Summary form

Completed by intern candidate:
- Portfolio: Schedule(s), Students/Adults Consumers, O&M Assessment, Observation of Placement Site, Case Study, Daily log, Lesson/Unit Plans, 4 video recordings, Cumulative record of hours (documenting 350 hours), Post-Philosophy Statement

**The grade for this course will not be given until ALL assignments and ALL internship requirements for SPED 5695 are completed in order to ensure all AER Standards and ACVREP requirements for internships, prior to certification eligibility, have been met.**

WH - "Additional practicum required", it is expected that the University Intern Coordinator be involved at the earliest possible stage.

V. Tentative Course Outline/Calendar:

Required weekly contact through Collaborate/Zoom meetings will be made with intern candidate and university supervising COMS. The scheduled times will vary depending upon internship placements and demands. Collaborate/Zoom meeting information will be posted in D2L/Brightspace and scheduled based on general availability of intern candidates and university supervisor. (Tentative Zoom meeting schedule is Tuesdays from 8:00-9:00pm.)

Required readings and assignments will be provided through Modules on D2L.

VI. Readings (Required and recommended—including texts, websites, articles, etc.):

**BOOKS REQUIRED:**

No books are required for this course.

**LiveText/Watermark Statement:**

This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.
If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

**FEM Statement:** FEM is used for field experiences, practica, and internships in a way to document the offsite experiences.

**VII. Course Evaluations:**

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

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

**VIII. Student Ethics and Other Policy Information:** Found at [http://www.sfasu.edu/policies/](http://www.sfasu.edu/policies/)

**Class Attendance and Excused Absence: Policy 6.7**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

**FOR THIS CLASS:** You are expected to be prompt to all internship appointments. Attendance will be reported by the supervising COMS. You may receive excused absences for illness and family
emergencies, but must present written documentation for such absence (i.e. doctor's note, emergency room admissions, funeral notices). Remember your attendance counts. You must regularly be at your placement site and meetings with your university supervisor to participate fully in the course. You are expected to attend every meeting, and every lesson and evaluation as determined by the schedule during internship. Prior notice of expected absences is required, especially if you must cancel a lesson, please inform your supervising COMS a minimum of one hour before your scheduled lesson is to begin.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

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

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

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

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

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

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

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

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

**Student Code of Conduct: Policy 10.4**
Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

University supervisor and/or COMS supervisors shall also attend to students’ professional behaviors in the end of semester feedback, which may influence the final grade at the discretion of the instructor/supervisor. Review attachment to determine the behaviors associated with professionalism, which provides an overview of expectations faculty have of/for all students. Attention to items referring to “dress” or “physical appearance” are reserved for student’s placement in practica and internship sites, in which student teaching and clinical service delivery to clients is required.

For this course, students must also adhere to the O&M Code of Ethics as it relates to:

1. Commitment to the Student
2. Commitment to the Community
3. Commitment to the Profession
4. Commitment to Colleagues and Other Professionals
5. Commitment to Professional Employment Practices

For this course, students' disposition will be assessed by the university supervisor, using the Professionalism Assessment Instrument. This rubric will be used in conjunction with course work and attendance for advising and internship placement purposes. See Professionalism Assessment Instrument found in the SFA O&M Internship Handbook.

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


SFASU values students' mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

Additional Information Specific to Educator Preparation:

Code of Ethics for the Texas Educator:

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


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

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

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

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

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

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation. Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or Providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

IX. Other Relevant Course Information:

Caveat: The above schedule and procedures in this course are subject to change in the event of extenuating circumstances.
SPED 5695 – SLO 5.2, Case Study Assignment

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

Method of Assessment # 2 – Case Study

A. Candidate will demonstrate the knowledge and understanding of standardized and non-standardized O&M assessment instruments and will conduct an assessment using an appropriate instrument. Candidate will demonstrate proficiency in writing an evaluation report that describes specific tasks, conditions and responses that contain recommendations based on the evaluation, as demonstrated in a case study as part of the internship portfolio.

Section 5: Student Profile (Case Study)

Whenever possible it is expected that students compile a profile (case study) on at least one student during the internship. Student profiles will differ according to the setting and the client involved. Depending on the placement, profiles may include a description of the student's vision impairment, audiological assessment, and other physical assessment information relating to aided and unaided functioning, information on language background and cultural affinity and a range of specific characteristics that are considered pertinent to the development of programs for that student. Where possible it is useful to relate this information to the program objectives and procedures adopted for the student profiled. Opportunities should be taken to observe the student's play and social interactions, interactions with teachers, responses to particular teaching situations, etc.

The profiling exercise is intended to ensure that students have the opportunity to examine the specific program requirements and program responses for the students in their internship setting. Students should thoughtfully consider the link between the particular student's skills, abilities and needs and his/her current program. Detailed observation and discussion with the Cooperating On-site Supervisor is intended to provide valuable insights into the curriculum development and programming processes. Students will write a narrative of the case-study, describing the procedures that will be used to collect information on student learning.
<table>
<thead>
<tr>
<th>Exemplary 3 points</th>
<th>Acceptable 2 points</th>
<th>Unacceptable 1</th>
<th>Omitted 0</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Biographical Information</strong></td>
<td>Candidate thoroughly investigates and reports complete results regarding student’s background, age, diagnosis, medical history, education</td>
<td>Candidate moderately investigates and reports results regarding student’s background, age, diagnosis, medical history, education</td>
<td>Candidate minimally investigates and reports results regarding student’s background, age, diagnosis, medical history, education</td>
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<tr>
<td><strong>Investigation of Family &amp; Culture</strong></td>
<td>Candidate thoroughly investigates family history through interview, review of records and observation, including family dynamics, birth order of child, who has guardianship, cultural experiences and background</td>
<td>Candidate moderately investigates family history through interview, review of records and observation, including family dynamics, birth order of child, who has guardianship, cultural experiences and background</td>
<td>Candidate minimally investigates family history through interview, review of records and observation, including family dynamics, birth order of child, who has guardianship, cultural experiences and background</td>
<td></td>
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<tr>
<td><strong>Cultural &amp; Family Impact on Visual Impairment</strong></td>
<td>Candidate thoroughly addresses the cultural and family response to visual impairment and the beliefs of the family regarding visual impairment and future of child.</td>
<td>Candidate moderately addresses the cultural and family response to visual impairment and the beliefs of the family regarding visual impairment and future of child.</td>
<td>Candidate minimally addresses the cultural and family response to visual impairment and the beliefs of the family regarding visual impairment and future of child.</td>
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<tr>
<td><strong>Psychosocial Implications of Visual Impairment</strong></td>
<td>Candidate thoroughly evaluates the psychological (7 stages of grief) and social implications of blindness that are impacting the student in a variety of environments.</td>
<td>Candidate moderately evaluates the psychological (7 stages of grief) and social implications of blindness that are impacting the student in a variety of environments.</td>
<td>Candidate minimally evaluates the psychological (7 stages of grief) and social implications of blindness that are impacting the student in a variety of environments.</td>
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</tr>
<tr>
<td><strong>Educational &amp; Community based Experiences</strong></td>
<td>Candidate thoroughly evaluates the Educational and Community experiences and opportunities that the child has had and how</td>
<td>Candidate moderately evaluates the Educational and Community experiences and opportunities that the child has had and how</td>
<td>Candidate minimally evaluates the Educational and Community experiences and opportunities that the child has had and how they have impacted the student.</td>
<td></td>
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</tbody>
</table>
they have impacted the student.

they have impacted the student.

**Total Score:**
CLINICAL COMPETENCY EVALUATION FORM

Applicant Name: _______________________________________

Name of Agency/School: ________________________________

Information and signatures are required for each portion of the internship if it has not been completed at a single location. Use as many pages as needed to provide the information and signatures that are required on page 5 for each location and portion of the internship.

Dates of Entire Program 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 Onsite supervision of a COMS or if prior approval has been obtained and Off-Site supervision of a 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.) Applicant must complete a minimum of 250 Instructional hours as part of this internship and no more than 50 of these hours may come from the category of lesson/material preparation and/or route scouting combined.

Clinical or field placement hours may be accrued through a combination of coursework designated as practicum (pre-internship) and/or internship.

Instructional hours include time spent in the following endeavors:
- Assessment of students in any of the domain areas identified in the Orientation and Mobility Scope of Practice
- Direct teaching of students in any of the domain areas identified in the Orientation and Mobility Scope of Practice
- Active participation in IEP, IWRP, assessment, or other formal meetings where the instructor is actively engaged in presenting information that will affect instruction provided to the student
- Providing direct consultation and training to parents, caregivers, teachers, and other related professionals
- Lesson/material preparation and/or route scouting

Non-Instructional hours include, but are not limited to, time spent in the following endeavors:
- Observation of lessons conducted by other COMS
- Report writing
- Attendance at conferences
- Travel to and from contact with a student
- Travel to conferences
- General staff meetings
- Supervision meetings
- Public education
<table>
<thead>
<tr>
<th>#</th>
<th>Description of Clinical Competency</th>
<th>Date Met (MM/DD/YYYY)</th>
<th>Supervising COMS (Printed Name)</th>
<th>Supervising COMS (Signature)</th>
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</thead>
<tbody>
<tr>
<td><strong>Communication and Professional Relationships</strong></td>
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<tr>
<td>1</td>
<td>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.</td>
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<tr>
<td><strong>O&amp;M Assessment</strong></td>
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<td>2</td>
<td>Candidate is able to plan and conduct individualized comprehensive O&amp;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.</td>
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<tr>
<td><strong>Instructional Planning</strong></td>
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<td>3</td>
<td>Candidate is able to plan for individualized O&amp;M instruction through the:</td>
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<tr>
<td>3a</td>
<td>Review and interpretation of relevant records and reports.</td>
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<tr>
<td>3b</td>
<td>Selection and preview of potential training areas (e.g., home, school, work or community).</td>
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<td>3c</td>
<td>Design and/or procurement of instructional materials and appropriate devices (with appropriate medical consultation regarding optical devices).</td>
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<td>3d</td>
<td>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.</td>
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<tr>
<td>#</td>
<td>Description of Clinical Competency</td>
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<td>3e</td>
<td>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.</td>
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<td>4</td>
<td>Candidate is able to effectively teach and reinforce the following elements of O&amp;M instruction across a range of environments (such as indoor, residential, and light business):</td>
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<td>4a</td>
<td>Concepts related to independent movement and orientation (such as body, laterality, directionality, spatial, environmental, and time-distance).</td>
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<td>4b</td>
<td>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.</td>
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<tr>
<td>4c</td>
<td>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.</td>
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<td>4d</td>
<td>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).</td>
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<tr>
<td>4e</td>
<td>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).</td>
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<tr>
<td>#</td>
<td>Description of Clinical Competency</td>
<td>Date Met (MM/DD/YYYY)</td>
<td>Supervising COMS (Printed Name)</td>
<td>Supervising COMS (Signature)</td>
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<td>5</td>
<td>Monitoring and Safety</td>
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<td></td>
<td>Candidate is able to effectively monitor orientation and mobility skills, recognize potentially dangerous situations, and intervene as appropriate to ensure student safety.</td>
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<td>6</td>
<td>Facilitating Independence</td>
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<td></td>
<td>Candidate is able to facilitate student independence and problem solving ability across a variety of travel situations, in familiar and unfamiliar environments.</td>
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<td>7</td>
<td>Professionalism</td>
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<td></td>
<td>Candidate demonstrates professional conduct consistent with the Code of Ethics for Orientation &amp; Mobility Specialists, finds and accesses appropriate resources, keeps on-time scheduling, and follows and maintains appropriate record keeping and reporting procedures.</td>
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</tbody>
</table>

Please complete the information on the following page for each internship placement, attaching additional record sheets as necessary.
Record of On-Site Supervisor(s) or Off-Site COMS Supervisor(s) (if Onsite Supervisor is not a COMS)

If the internship was not completed in one location, the information on this page must be completed for each internship site.

Name of Supervising COMS:

Name of Onsite Supervisor OMS if applicable

Name and Address of Practice/Facility:

Dates Applicant Has Accrued Clinical Hours Under Your Supervision: From _________________ To _________________

Statement of Integrity: We do hereby acknowledge that all the information submitted on this form is true and correct to the best of our knowledge and was completed in accordance with the Orientation and Mobility Specialist Code of Ethics. We understand that falsified information on this form is grounds for the denial of certification eligibility for the applicant.

I, the undersigned, verify that the applicant has met the competencies which I have signed and dated in the above evaluation under my supervision. I also verify that the applicant has completed a _______ hour O&M internship under my supervision.

Signature of Supervising COMS Supervisor: Date:

Signature of On-Site Supervisor (if applicable): Date:

Comments:

If signing as the final Supervisor that culminates the applicant’s complete Clinical Competency including Competency Areas from Evaluation Form as well as the 350 hours of discipline-specific supervised practice, please complete the following question as well.

I would _____ / would not _____ recommend the applicant for ACVREP certification.
University Verification of Internship Completion

Name of Supervising University Faculty Member:

Name of University Preparation Program:

Dates Applicant Has Accrued Clinical Hours Under Your Supervision: From ________________ To ________________

Statement of Integrity: We do hereby acknowledge that all the information submitted on this form is true and correct to the best of our knowledge and was completed in accordance with the Orientation and Mobility Specialist Code of Ethics. We understand that falsified information on this form is grounds for the denial of certification eligibility for the applicant.

I, the undersigned, verify that the applicant has met the competencies which all supervising COMS have signed and dated in the above evaluation under my supervision. I verify that the applicant has completed a _______ hour O&M internship under my supervision including ____________ hours of direct instruction. I also verify that the non-instructional hours were designed to best enhance student learning.

Signature of Supervising University Faculty Member: Date:

Comments:

If signing as the University Supervisor that culminates the applicant’s complete Clinical Competency including Competency Areas from Evaluation Form as well as the 350 hours of discipline-specific supervised practice, please complete the following question as well.

I would _____ / would not _____ recommend the applicant for ACVREP certification.
SPED 5695 – SLO 6.1, Post-Philosophy Paper Assignment
Candidates will demonstrate understanding of the role, responsibilities and ethical standards associated with becoming a Certified Orientation and Mobility Specialist.

Method of Assessment #1: Post-philosophy Paper
Candidate will demonstrate the knowledge and understanding of the role of the Orientation and Mobility Specialist, the dispositions, expectation and motivations for pursuing a career as a Certified Orientation and Mobility Specialist in a Post-Philosophy Paper

A. Post-Philosophy Statement: This is an essay on the candidate's personal philosophy of instruction and services in the field of orientation and mobility. This should include but is not limited to: The Role of the COMS; Understanding of the Code of Ethics; Expectations and Motivations regarding employment in the field of O&M.

B. The assessment rubric for Post-Philosophy Paper will be used to evaluate the submission. Scores are rated as Exemplary, Acceptable, Unacceptable and Not Attempted.
# Post-Philosophy Paper Rubric

**Student:** _______________  **Semester:** ________  **Evaluator:** __________  **Score:** ____________

<table>
<thead>
<tr>
<th>Commitment to the Student</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Score</th>
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<tbody>
<tr>
<td><strong>COMS will:</strong> value the worth and dignity of the individual; strive to maintain high standards of instructions; take all reasonable safety precautions; respect confidentiality of information</td>
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<td>COMS will: value the worth and dignity of the individual; strive to maintain high standards of instructions; take all reasonable safety precautions; respect confidentiality of information</td>
<td>&lt; 6 out of 15 points</td>
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<tr>
<td>12 out of 15 points</td>
<td>9-11 out of 15 points</td>
<td>6-8 out of 15 points.</td>
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<tr>
<th>Commitment to the Community</th>
<th>4 out of 4</th>
<th>3 out of 4</th>
<th>2 out of 4</th>
<th>&lt;2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMS will:</strong> not refuse or exclude student from services; attempt to influence rights of individuals to receive services; contribute to community education; not engage in exploitation of students.</td>
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<td></td>
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<tr>
<td>4 out of 4</td>
<td>3 out of 4</td>
<td>2 out of 4</td>
<td>&lt;2</td>
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<thead>
<tr>
<th>Commitment to the Profession</th>
<th>4-6 out of 12 points</th>
<th>4-6 out of 12 points</th>
<th>4-6 out of 12 points</th>
<th>&lt;4 out of 12 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMS will:</strong> use professional judgment; contribute to the body of specialized knowledge; interpret and use writing and research with integrity; conduct investigations that take into consideration the welfare of subject, etc.</td>
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<p>| Score | 4-6 out of 12 points | 4-6 out of 12 points | 4-6 out of 12 points | &lt;4 out of 12 points |</p>
<table>
<thead>
<tr>
<th>Commitment to Colleagues and Other Professionals</th>
<th>10-12 out of 12 points</th>
<th>7 to 9 out of 12 points</th>
<th>&lt; 4 points</th>
</tr>
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<tr>
<td>COMS will: engage in professional relationships and not become involved in personal disparagement; communicate fully and openly with colleagues; not provide services to an individual receiving services from another COMS; etc.</td>
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<tr>
<td>6-7 points out of 7</td>
<td>4-5 points out of 7</td>
<td>2-3 points out of 7</td>
<td>&lt;2 points out of 7</td>
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<tr>
<th>Commitment to Professional Employment Practices</th>
<th>10-12 out of 12 points</th>
<th>7 to 9 out of 12 points</th>
<th>&lt; 4 points</th>
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<td>COMS will: offer a position on the basis of professional qualification; give prompt notification of change of availability; respond factually; provide applicants an honest description of assignment, etc.</td>
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<td>7-9 out of 12 points.</td>
<td>4-6 out of 12 points.</td>
<td>4-6 out of 12 points.</td>
<td>Less than 4 points out of 12</td>
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Total Score: