1. Course Description:
Advanced internship with supervised work experience in Orientation & Mobility in various placements, which may include agencies and/or school systems. Allows the student to provide services to individuals with visual impairments under the supervision of a certified orientation and mobility specialist (COMS). Course is required to complete training in O&M and be eligible for ACVREP certification.

Prerequisites: ORMO 4600, ORMO 4301, ORMO 4302 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 semesters of the student’s program. The placement will be of sufficient length to ensure the students have an opportunity to complete a minimum of 175 hours of the required 350 hour internship (The hours are accrued across the 6 credit hour requirement of the program -Internship I and Internship II) 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 faculty. 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 is 3 hours of a required 6 hours of internship that is required for certification; this course can be taken as a 6 credit hour course in one semester to meet the full 6 credit hour requirement.

Course Justification: ORMO 4303 “Internship I” 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 on-site placement expectations, students are required to complete course work, meet weekly with their university supervisor through the online format (Zoom). As well, student interns are to meet weekly with their onsite 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.

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

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

### 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
  o Domain 1. Know Professional Information
  o Domain 2. Understanding Relevant Medical Information
  o Domain 3. Understand and Apply Learning Theories to O&M
  o Domain 4. Plan and Conduct O&M Assessment
  o Domain 5. Plan O&M Programs
  o Domain 6. Teach O&M Related Concepts
  o Domain 7. Teach Orientation Skills and Strategies
  o Domain 8. Teach Mobility Skills
  o Domain 9. Teach Use of Senses
  o Domain 10. Teach Consumers who have Additional Disabilities
  o Domain 11. Teach Diverse Consumers
  o Domain 12. Analyze and Modify Environment
  o Domain 13. Know the Psychosocial Implications of Blindness and Visual Impairment

This course specifically addresses the following ACVREP Domains through practice and didactic instruction: 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 ORMO 4303.

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

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

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

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

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

Program #6 – Understanding the Profession
Candidates will demonstrate understanding of the role, responsibilities, and ethical standards associated with becoming a Certified Orientation and Mobility Specialist.
**PLO #5 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 # 5 – Case Study*

(ACVREP Domains 2, 4, 5, 12, 13, AER Standards I, II, III, V, VI)

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 contain recommendations based on the evaluation, as demonstrated in a case study as part of the internship portfolio.

**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.
Sections marked with an asterisk will be maintained and/or completed during this portion of your internship (ORMO 4303). All items are required to be completed for successful completion of the ACVREP internship requirements and to be eligible to apply for ACVREP COMS certification.

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 ORMO 4303 and two (2) during ORMO 4304. 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.

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 (175 hours per course – ORMO 4303 & ORMO 4304), 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.
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 SFASU 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:

- Weekly On-site supervisor evaluations
- Mid-point Evaluation
- Professionalism Assessment (3 submissions)
- Proper documentation of hours
- Portfolio: Schedule(s), Students/Adults Consumers, Observation of Placement Site, Case Study, Daily log, Lesson Plans, 2 video recordings, Cumulative record of hours

**The grade for this course will be given based on the completion of the above items. All assignments for both ORMO 4303 and ORMO 4304 must be completed in order to ensure all AER Standards and ACVREP requirements for internships, prior to certification eligibility, have been met.

V. Tentative Course Outline/Calendar: replace with your own weekly schedule

Required weekly Zoom meetings will be made with intern candidate and university supervising COMS each Monday 8-9pm CST. If you cannot make this time, contact university supervising COMS to schedule a 1-1 zoom meeting. Zoom link will be shared by email.

Required materials and portfolio 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.

QClassroom Statement: This course uses the QClassroom 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. Support emails will come from qclassroom@sfasu.edu.

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/)

**Institutional Absences (HOP 04-110)**

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at [https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences](https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences).

**Code of Student Conduct and Academic Integrity**
The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

Withheld Grades Semester Grades Policy (HOP policy 02-206)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

Students with Disabilities
To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be
provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Wellness and Well-Being

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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.

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 be in class 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.

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.

On-campus Resources:

- The Dean of Students Office (Rusk Building, 3rd floor lobby)
  www.sfasu.edu/deanofstudents
  936.468.7249 dos@sfasu.edu
• SFASU Counseling Services • www.sfasu.edu/counselingservices  Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

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

• The Health and Wellness Hub “The Hub” Location: corner of E. College and Raguet St.
  - To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit.
  - www.sfasu.edu/thehub
  - 936.468.4008 - thehub@sfasu.edu - Services include:
    ❖ Health Services ❖ Counseling Services ❖ Student Outreach and Support ❖ Food Pantry ❖ Wellness Coaching ❖ Alcohol and Other Drug Education - Crisis Resources:
    ❖ Burke 24-hour crisis line 1(800) 392-8343 ❖ National Suicide Crisis Prevention: 9-8-8 ❖ Suicide Prevention Lifeline 1(800) 273-TALK (8255)
    ❖ Crisis Text Line: Text HELLO to 741-741

IX. Other Relevant Course Information:

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

ORMO 4303 – SLO 5.2, BSRS O&M Undergrad TracDat

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 nonstandardized 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>Score</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>
<td><strong>Score</strong></td>
<td></td>
</tr>
<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><strong>Score</strong></td>
<td></td>
</tr>
<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>
<td><strong>Score</strong></td>
<td></td>
</tr>
<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>
<td><strong>Score</strong></td>
<td></td>
</tr>
<tr>
<td>Educational &amp; Community based Experiences</td>
<td>Candidate thoroughly evaluates the Educational and Community experiences and opportunities that the child has had and how they have impacted the student.</td>
<td>Candidate moderately evaluates the Educational and Community experiences and opportunities that the child has had and how they have impacted the student.</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>Total Score:</td>
<td></td>
</tr>
</tbody>
</table>