Prerequisites:

1. Course Description:
Supervised practicum experience requiring a minimum of 350 hours teaching orientation and mobility to individuals with a visual disability.
Prerequisites: RHB 400, RHB 401, RHB 402, and permission of the instructor

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 will be of sufficient length to ensure the students have an opportunity to complete a minimum of 350 hours in an agency/school where Orientation and Mobility is provided. The student will work directly under the supervision of an on-site COMS who has a minimum of 3 years of 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.

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

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.

**Program Learning Outcomes**

This course directly supports the mission and values of the SFASU college of Education - It is the mission of SFA’s 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 assure that this class (as well as all others in vision) is solidly grounded in the realities of practice. It is intended to be a pragmatic, practical class with maximum emphasis being placed on equipping our teachers to be effective and efficient facilitators of learning for students with visual impairments across the state of Texas. 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.

This class emphasizes these Values in its pedagogy 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 these Values will be demonstrated by our students.

This class 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 Rehabilitation.
This course also directly supports the Perkins College of Education Core Curriculum Standards. Course assignments are designed to embed each of the core curriculum standards where appropriate.

1. Critical Thinking. Description indicates how students will be instructed in critical thinking skills: to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information; and how students will apply, demonstrate, or practice critical thinking skills to include each of the aforementioned activities. For the purposes of this course, students will evaluate consumers in a variety of settings taking into account the type of visual impairment, the experience, the age of onset and the current age of the consumer and the needs of each consumer. The student will write a program plan that addresses these areas.

2. Communication. Description indicates how students will be instructed in Communication Skills to include effective development, interpretation, and expression of ideas through written, oral, and visual communication, and how students will apply, demonstrate, or practice the aforementioned skills. For the purposes of this class, students will demonstrate clear communication with consumers, complete a written Orientation and Mobility Evaluation and document daily activities.

3. Personal Responsibility. Description indicates how students will be instructed in personal responsibility to include the ability to connect choices, actions, and consequences to ethical decision-making, and how students will apply, demonstrate, or practice the aforementioned skills. For the purposes of this course students will demonstrate appropriate personal and professional behaviors as documented in the Professional Assessment Rubric.

4. Social Responsibility. Description indicates how students will be instructed in intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities, and how students will apply, demonstrate, and practice the aforementioned skills. For the purposes of this course, students will respond and interact appropriately with consumers, agencies and the community in which they are providing services. They will strive to educate the community on visual impairment and how to interact appropriately with an individual with a vision loss.

5. Empirical and Quantitative Skills. Description indicates how students will be instructed in the manipulation and analysis of numerical data and observable facts resulting in informed conclusions, and how students will apply, demonstrate, and practice the aforementioned skills. For the purposes of this class, students will evaluate data collected during instruction and evaluate the effectiveness of strategies and student performance.

6. Teamwork. Description indicates how students will be instructed in the ability to consider different points of view and to work effectively with others to support a shared purpose or goal, and how students will apply, demonstrate, and practice the aforementioned skills. For the purposes of this course, students will demonstrate the ability to work with a variety of supervisors, other professionals, consumers and university personnel throughout their internship. They will model collaboration techniques that have been demonstrated through course work and internship placement.

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.
Program/Learning Outcomes:

This course directly supports the mission of the SFASU Department of Human Services. The Department of Human Services prepares undergraduates and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of students personal and professional development.

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.

This course also supports the mission of the Visual Impairment Preparation Program. It is the mission of the Visual Impairment Preparation Program to train Teachers of students with Visual Impairments (TVIs) and Certified Orientation and Mobility Specialists (COMS) who are practically and pragmatically prepared to meet the needs of persons with visual impairments across the state of Texas and in the nation as a whole. We believe that completers from our program should be equipped to effectively deliver instructional services which provide opportunities for students and clients with visual impairments to be more independent, lead more meaningful lives, and participate to a greater extent in society at large. In order to meet these goals, we believe that it is our responsibility to mentor and educate our graduates in the importance of exhibiting caring and compassionate approaches to instruction and positive beliefs about the worth of all individuals regardless of age, gender, race, sexual orientation or level of disability.

This course directly supports the newly revised standards of the Council for Exceptional Children, specifically;
Standard 1: Learner Development and Individual Learning Differences
Standard 2: Learning Environments
Standard 3: Curricular Content Knowledge
Standard 4: Assessment
Standard 5: Instructional Planning and Strategies
Standard 6: Professional Learning and Ethical Practice Language
Standard 7: Collaboration

This course directly supports the codes of ethics for professional practice developed for professionals in the field of visual impairments by the Association for Education and Rehabilitation of the Blind and Visually Impaired, specifically;
I. Commitment to the student
II. Commitment to the community
III. Commitment to the profession
IV. Commitment to colleagues, other professionals and to professional employers

This course directly supports the Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER) Curricular Standards for Orientation and Mobility Specialists – Curricular Standards: 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
This course directly 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 Divers Consumers
  - Domain 12. Analyze and Modify Environment
  - Domain 13. Know the Psychosocial Implications of Blindness and Visual Impairment

Program Learning Outcomes:

Program or Student Outcome # 1
Candidates for the O&M Program will submit both a pre and post-philosophy statement in which he/she clearly expresses dispositions which reflect an understanding of the duties and ethical responsibilities of a Certified Orientation and Mobility Specialist (COMS).

ASSESSMENT PLAN

Method of Assessment # 1 - Evaluation of pre-philosophy statement

Describe the procedures that will be used to collect information on student learning. Candidate papers will be scored using the Pre-philosophy paper rubric in which they clearly state and understanding of the roles and responsibilities of a Certified Orientation & Mobility Specialist (COMS). Candidate will be rated on a scale from 1-3, where 3 is exemplary.

Student Learning Outcomes:
The simulation training and material covered in this course will be structured in order for the students to develop competencies in the following:

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.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
COURSE REQUIREMENTS:

Pre-Internship Requirements (pre-requisites)

Before students can start an internship they must first complete RHB 401 and 402, pre-internship requirements that include at least 120 hours of practicum and 45 hours of seminar and be recommended for an internship by their pre-internship supervisor. In addition students should have also successfully completed all of the required O&M/vision didactic courses before starting an internship. Liability insurance is also required before students begin their internship.

Internship Requirements
Complete a minimum of 350 clock hours of internship experiences with students/consumers with visual impairments as described below:

Internship experience hours are defined as time spent in direct instruction of students/consumers with visual impairments. This may include observation of lessons conducted by your Cooperating on-site supervisor, planning lessons for the students you are assigned to teach, as well as time spent engaging in other professional duties, such as consulting with professionals and parents, attending IFSP, IEP, or IPE meetings and other meetings, and preparing materials.

DOCUMENTATION REQUIRED DURING INTERNSHIP:

To successfully complete the internship the student must complete all the documentation listed below:

1. Maintain a written log of all professional internship experience as described above.
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.
3. Complete a student profile (case study) on one student. The case study should include more complete data on the student than the general caseload information (see Section 4 of the Portfolio Requirements).
4. Prepare lesson 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. Upon completion of your internship submit a copy of your total teaching, observation/miscellaneous hours and your teaching grade submitted by your supervisor.
7. Have your supervisor complete the Academy Certification Competency form: (CERTIFICATION FORM)
8. Submit a final evaluation of your internship placement. (FINAL EVALUATION FORM)
9. 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.

A. Section 1: Schedules
(AER Standard 12; ACVREP Domain 5; PCOE Core Curriculum Standard 3)
This section of your portfolio should have your general work schedule for your internship activities. In addition, if the site at which you are working has a general schedule, it should also be included. In the case of itinerant services, general time schedules for each student should be included.

B. Section 2: Students
(AER Standards 1, 2; ACVREP Domain 5; PCOE Core Curriculum Standards 1, 2)
This section of your portfolio should have demographic information (including visual diagnosis and prognosis) on each student with a visual impairment with whom you are working. BE SURE TO MAINTAIN CONFIDENTIALITY OF STUDENTS BY NOT USING NAMES! This section should also include any assessments of levels of functioning (visual, O&M, functional skills and others if applicable) of students. Include a summary of current level of skills and recommendations for instructional objectives. If the cooperating on-site supervisor selects specific objectives from the formal IEP for you to work on, these should be included.

C. Section 3: Observations
(AER Standard 9; ACVREP Domain 12; PCOE Core Curriculum Standards 1, 4, 6)
During the internship it is expected that the student will purposefully observe the operation of the curriculum at a number of levels. Relevant information should be recorded as personal notes. It is intended that observation form the basis of purposeful discussion of issues and information with the cooperating on-site supervisor and supervisor. Relevant observations may include, among other things, information in the following areas:

1. the physical environment of the classroom, school, agencies, or community (particularly the visual and/or acoustic conditions and how these are manipulated for maximum benefit to the pupils);
2. classroom, school or agency administration (record keeping, routines, teacher deployment within the school, etc.);
3. agency wide organization of curriculum (e.g. aims and policy, specific curriculum documents, curriculum development processes, enrollment procedures, involvement of specialist teaching 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 Cooperating on-site supervisor as soon as possible after the lesson.

D. Section 4: Functional Skills Assessment (O&M Assessment)
(AER Standards 1, 2, 5, 6, 9; ACVREP Domains 4, 13; PCOE Core Curriculum Standards 1, 2, 5, 6)
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.

E. Section 5: Student Profile (Case Study)
(AER Standards 1, 2, 3, 5, 6; ACVREP Domains 2, 4, 5, 12, 13; PCOE Core Curriculum Standards 1, 2, 3, 4, 5, 6)
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, 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 onsite supervisor is intended to provide valuable insights into the curriculum development and programming processes.

F. Section 6: Lesson/Unit Plans
(AER Standards 2, 5, 8, 9, 12; ACVREP Domains 6, 7, 8, 9, 10, 11; PCOE Core Curriculum Standards 1, 2, 3, 4)
Preparation of daily lesson plans including objectives, materials and procedures should be included in this section. They may be short and may even be changed, but something should be planned for each session. In most instances, they should include:
1. an initial listing (age, grade level) of the group or individuals to whom the plan relates, and the date(s)/times involved;
2. clear statements of the program goals and the specific objectives for the lesson:
   (a) "program goals" are broad goals related to the overall program for a particular curriculum area; (for the student) 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. These items can be considered in one section to permit maximum flexibility;
5. evaluation activities/procedures which are planned to determine if the particular specific objectives have been satisfied;
6. where appropriate, lesson plans should identify prerequisite activities and any planned (or suggested) follow-up activities;
7. a self evaluation of the lesson/session and an available space for comments provided by the Cooperating on-site supervisor. Alternative formats which give appropriate attention to important aspects of lesson preparation may be more appropriate to a particular student or situation. Lesson plans should generally be available to the Cooperating on-site supervisor prior to the commencement of the session to allow ample time for discussion and suggestions to be considered.

G. Section 7: Daily log
(AER Standard 12; ACVREP Domain 5; PCOE Core Curriculum Standard 3)
Daily activities will be documented on the daily log form. This should include a summary of highlights, problems, questions and perceptions of the day’s activities. It serves as a basis for communication between you and the university supervisor. MAKE SURE TO DOCUMENT YOUR DAILY CONTACT HOURS ON THIS FORM. This section may be handwritten.

H. Section 8: Cumulative record of intern hours (If your internship exceeds one semester)
(AER Standard 12; ACVREP Domain 5; PCOE Core Curriculum Standard 3)
This section should merely document your teaching hours during each semester. It should be done in cumulative list format with direct contact and miscellaneous/observation hours listed separated.

I. Section 9: Video
(AER Standard 9; ACVREP Domain 4; PCOE Core Curriculum Standards 1, 2, 3, 4)
In addition to the above it is recommended that at least one lesson should be videotaped during each placement of the internship. This allows the student and supervisor to view and receive feedback on lessons as the student progresses. Lessons from several placements may be placed on the same tape.

PART ONE - OVERALL GUIDELINES
GENERAL GUIDELINES:
The University Supervisor will be responsible for a minimum of one on-site observation when applicable. These will be arranged with you prior to the visit. During these meetings, portfolios should be available for evaluation. Any time you will not be able to attend practicum/internship activities (e.g., illness) you should first contact your cooperating on-site supervisor, then contact your university supervisor. You will be evaluated by both the university supervisor and cooperating on-site supervisor during the internship. Both university supervisor’s and cooperating 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 Officer-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 Cooperating COMS’s schedule). Expectations regarding the completion and recording of practical experience records are outlined below.

INTERNSHIP OBJECTIVES
1. To demonstrate skills in applying principles of special methods for teaching orientation and mobility to students with visual impairments.
2. To demonstrate skills in designing instruction in appropriate areas of the orientation and mobility curriculum for students with visual impairments.
3. To demonstrate skills in conducting skills assessments and in preparing written reports.
4. To demonstrate skills in consulting and collaborating with professionals and parents to assure appropriate orientation and mobility programming for students with visual impairments.
PROCEDURES:
1. On a daily basis complete the internship daily log form, including the activities and the time involved.
2. Be prepared to present your portfolio to your University Supervisor during any on-site visit.
The Field Placement and Internship Observation form used to assess the skills you demonstrate and will
be discussed with you during the final visit.
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 Administer/Internship
Coordinator within the school or unit. 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, requirements or directions.
3. Becoming familiar with the routine and regulations of the classroom and the school/agency.
4. Maintaining a positive approach--indicating a willingness to be involved and of assistance.
5. Being professional at all times--respecting the confidential aspects of the school/agency and
classroom.
6. 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.
7. Being well prepared-having lesson plans and materials available on time.
9. Being open to constructive comment and advice and prepared to respond with appropriate changes.
10. Observing purposefully, recording observations and taking opportunities to discuss observations and
asking pertinent questions.
11. Being familiar with the Internship Guidelines, University requirements and the expectations
of the school/agency at all times.
12. Contacting the designated University Supervisor promptly if any concerns or conflicts arise.
The internship student is also responsible for:
   a. Initiating contact and visiting when possible, the Cooperating on-site supervisor prior to
reporting date.
   b. Sharing the Internship Portfolio with Cooperating on-site supervisor on initial visit and
periodically thereafter.
   c. Observing and instructing students as directed by the Cooperating on-site supervisor.
   Following the work calendar, rules and regulations of the school/agency serving as the internship
site.
   d. Filing all assessments, lesson plans, evaluations and other pertinent information in a large
binder (Internship Portfolio).
   e. Providing copy of schedule to University Supervisor.
   f. Completing daily log and turn in to University Supervisor.
   g. Facilitating observations by the University Supervisor by notifying the observer of best times for
observations, making a copy of the lesson plan available during the observation, and by
arranging a time and location for a feedback session after the observation.
   h. Providing the University Supervisor with access to the Internship Portfolio.
   i. Notifying the University Supervisor in the event that problems arise that cannot be resolved at
the practicum/internship site.
   j. Notifying the Cooperating on-site supervisor if you will be absent, at least one hour prior to the
start of the work day. Notify the University Supervisor of any emergency absences.
   k. Sharing the Internship Portfolio with the Cooperating on-site supervisor periodically.
   l. Reviewing student files as directed by Cooperating on-site supervisor.
   m. Observing Cooperating on-site supervisor while instructing students and during other related
responsibilities.
   n. Assessing one student while observed by Cooperating on-site supervisor. Meeting with
Cooperating on-site supervisor, after completion of assessment for evaluation and consultation.
   o. Writing narrative reports of results of assessments and appropriate IFSP, IEP IPE goals for
students as directed and assisted by Cooperating on-site supervisor.
p. Composing and disseminating a letter to parents or students notifying them of (a) the internship status of the student and (b) a permission request to videotape lessons for review by the student and possible later use for instructional purposes by the University Supervisor.
q. Filing all reports, lesson plans and evaluations in the internship Portfolio.
r. Gradually assuming teaching responsibility for students under your responsibility. Incorporate teaching strategies and other suggestions made by Cooperating on-site supervisor.
s. Completing all responsibilities similar to a regular employee, as organized by the cooperating on-site supervisor. This includes completing all paperwork in a timely manner.

RESPONSIBILITIES:

School/Agency Internship Coordinator:
- work with the University Coordinator to identify school staff that are eligible and willing to act as cooperating on-site supervisor; placement of students within the facility;
- may assist in arrangements for observation, monitoring and assessment of student performance by university personnel;
- provide student with experience in as many components of the O&M's role as possible;
- include student in faculty meetings and other meetings relevant to the students they will be working with.
- notify the University Supervisor of any relevant problems that arise, particularly those that cannot be resolved locally;
- notify University Supervisor when it is felt that the internship experience should be terminated prematurely.
- supply student with copies of all rules and regulations of the cooperating agency which relate to the student and the internship experience.

Cooperating On-site Supervisor:
The Cooperating on-site supervisor IS the host certified orientation and mobility specialist (COMS) to the student and, as such, is the primary professional model for the student during the internship. The role of the Cooperating on-site supervisor is two-fold:
(a) to act as a model for the student--demonstrating and explaining aspects of professional practice;
(b) to facilitate practice teaching opportunities for the student--assisting and advising the student wherever necessary and constructively commenting upon this component of the student's experience wherever possible and appropriate.

Both roles are extremely important and need to be balanced by the opportunity for follow-up discussion and responses to specific questions. Obviously, the emphasis on these roles will alter slightly over time with the student becoming more involved in "hands on" experiences as the internship progresses. However, within the general requirements outlined above, the organization of actual teaching sessions is at the discretion of the Cooperating on-site supervisor.

In general, the Cooperating on-site supervisor can contribute toward a profitable and rewarding practicum round by:
1. demonstrating a range of teaching and practice techniques as part of their normal daily routine;
2. annotating, reviewing, and discussing aspects of lessons, classroom management and techniques used;
3. providing the student with access to records and responding to related questions;
4. providing the student with access to curriculum programs and discussing such aspects as assessment, developing objectives, program development, evaluation, and parent reporting;
5. Providing the student with opportunities to work with individuals over a range of areas and activities;
6. Constructively commenting upon the student's work--indicating strengths and weaknesses and making suggestions for improvement and extension of skills;
7. Reviewing the student's performance relative to the assessment format when approximately half of the practicum/internship has elapsed.
8. Contacting the designated University Supervisor if:
   (a) concerns arise regarding the student's attitude or behavior, or
(b) there is any other concern regarding the student’s performance.


Specific responsibilities include:

(a). Orient student to school or agency and introduce to all key personnel in the school/agency.
(b). Depending on student’s background, schedule opportunities for the student to observe key personnel carrying out their roles.
(c). Identify students with visual impairments for the practicum/internship student to work with under Cooperating on-site supervisor direction, whenever possible, including students with a variety of levels and handicapping conditions.
(d). Provide opportunities for student to review files and other pertinent background information.
(e). Observe one assessment, delaying feedback to student until assessment is complete.
(f). Provide assistance with writing narrative assessment results and IFSP, IEP, IPE goals as requested by student.
(g). Review and provide written feedback (as deemed necessary) for narrative results of all assessments. Share any pertinent feedback with University Supervisor.
(h). Model direct teaching skills, behaviors and attitudes desired of the student.
(i). Gradually release teaching responsibility to student.
(j). Review lesson plans prior to lessons and provide written feedback if areas of deficiency are noted.
(k). Meet with the student to discuss instructional strategies, address concerns expressed by the student, and provide assistance as requested by the student.
(l). Notify University Supervisor if areas of serious deficiency are continuously noted and meet as a team (Cooperating on-site supervisor and University Supervisor) to plan an appropriate course of action to support the student.
(m). Provide feedback regarding specific instances of success.
(n). Recommend final grade
(o). Complete the Final Internship Evaluation Form.

The university staff is responsible for:

(a). The publishing and continual updating of Internship guidelines and assessment forms;
(b). Ensuring that students are aware of requirements and expectations before the internship commences. Notify student and cooperating on-site supervisor of responsibilities and procedure to be followed in the internship experience. Supply student and Cooperating on-site supervisor with copies of the Internship Handbook with written listing of responsibilities and evaluation forms.
(c). Overseeing the school experience program for all graduate students in the program.
(d). The initial determination of internship placements. Assist student in locating and securing an internship site and Cooperating on-site supervisor with proper paperwork to initiate placement.
(e). Observing, monitoring and assessing of the student’s classroom performance - both live and through feedback on videotaped performance;
(f). It is intended that the University Supervisor act as a source of constructive feedback — relating aspects of the student’s performance (and the practical experience in general) to the University program. It is expected that the student will be actively engaged in planned teaching activities for observation by the supervisor for at least part of the time allotted for each visit. Subsequent to this, time should be made available during visits for discussion between the student and the University Supervisor. At this time, it is expected that the student make all written records (notes of previous lessons, observations etc.) available for discussion with the University Supervisor. The University Supervisor should assist the student in examining his/her own behavior and development as it relates to professional growth.
(g). Meeting with the Cooperating On-site supervisor, School Administrator/Internship Coordinator and student to discuss progress and aid in the resolution of any difficulties which may arise. It is expected that the University Supervisor will work closely with the Cooperating on-site supervisor and/or the Internal Internship Coordinator during the internship.
(h). Providing written feedback to the student specifying those areas needing remediation, as well as areas of success within one week after each observation.
Overall feedback should be discussed verbally immediately following the observation.
(i). Remaining available to the student and Cooperating on-site supervisor to discuss any questions or concerns regarding the internship experience. Notify the student of office hours for student to meet with University Supervisor for more detailed feedback or instruction, as requested by the student.

(j). Review internship Portfolio.

(k). With cooperating on-site supervisor discuss overall success. Decide on and submit final grade.

PART TWO - ASSESSMENT OF PRACTICUM PERFORMANCE
During each internship, assessment will be based on the University Supervisor's observations, discussions, and interviews with Cooperating on-site supervisor, review of videotaped lessons, and review of written programs, records and evaluations. At the completion of an observation, the supervisor will complete the Field Placement and Internship Observation Form and will discuss the outcomes with the student. When the Field Placement and Internship Observation Form and the University O&M Competency Form: Clinical Practice Competencies have been completed and discussed with the student, the forms should then be signed and dated by both the University Supervisor and the student. Please note that student's are required to sign the forms 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 Program 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
- Final Evaluation
- Proper documentation of hours
- Case Study
- Orientation and Mobility Assessment
- Portfolio

V. Tentative Course Outline/Calendar:
Weekly contact by phone or e-mail will be made with student and on-site supervisor. This schedule will vary depending upon internship placements and demands.

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

BOOKS REQUIRED:
No books are required for this course.

VI. Required Materials

FEM Statement:
In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $18.00.

LiveText Statement:
This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in
other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText 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 account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

(With the new roll out of mySFA and the email process, titan mail is changing to ____@jacks.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! Completing the Course Evaluation is a REQUIREMENT for student receiving Grant Funding.

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.

VIII. Student Ethics and Other Policy Information:

Attendance:
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 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 on-site supervisor. 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). You will be allowed one unexcused absence without penalty. After that, **one letter grade will be subtracted from your final grade for each unexcused absence**. 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 blindfold lesson, please inform your instructor a **minimum of 45 minutes BEFORE** your scheduled lesson is to begin. This is a courtesy to your instructor and fellow students who may have planned to observe your lesson.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, room 325, 936-468-3004 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/.

**Student Academic Dishonesty: Policy 4.1**
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. **Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment, and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the internet or another source, and/or;
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

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

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

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

**Student Code of Conduct: Policy 10.4**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare:
Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Faculty and/or 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 students 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 instructor, 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 attached.

Additional Information:
To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:
1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.
2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:
The above schedule and procedures in this course are subject to change in the event of extenuating circumstances.
## 1. Case Study Rubric
**CEC Standards 1, 2, 3, 7, 9, 10**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Target (Exemplary) (3 points)</th>
<th>Acceptable (Proficient) (2 point)</th>
<th>Unacceptable (Developing) (1 point)</th>
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</thead>
<tbody>
<tr>
<td><strong>Investigation of Family and Culture</strong></td>
<td>Information gathering techniques are varied. Candidate investigates effectively and shows complete results that are linked to data collected. Candidate has collected rich data and done investigation beyond what is required in the assignment. Candidate includes all original data and forms.</td>
<td>Information gathering techniques meet minimum requirements. Candidate investigates and shows results that can be linked to data collected. Candidate includes all original data and forms.</td>
<td>Too few information gathering techniques are used, and the data collected lacks the depth needed for the assignment. Results are generally accurate but contain mistakes or are incomplete. Some forms or data may be missing or incomplete.</td>
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<tr>
<td><strong>Cultural Awareness and the Impact on Learning</strong></td>
<td>Narrative clearly and accurately describes the components of the culture(s) of the student and the family; strong evidence of understanding of the impact of the prevalent culture on learning is present; objective analysis of data presented and strong relevant examples provided from case study data</td>
<td>Narrative accurately describes the components of the culture(s) of the student and the family; general understanding of the impact of the prevalent culture on learning is present; objective analysis of some of the data presented; examples cited from case study data</td>
<td>Narrative has errors of analysis related to components of the culture(s) of the student and the family; little to no understanding of the impact of the prevalent culture on learning is present; narrative not backed up by evidence from case study</td>
</tr>
<tr>
<td><strong>Culture and Impairment</strong></td>
<td>Student’s background and history are referenced with strong insights into cultural and experiential differences; the cultural perception of visual impairment and disability is clearly addressed; clear evidence of research into cultural differences that influence development; educational opportunities associated with culture and impairment are examined and understood</td>
<td>Student’s background and history are referenced with some insights into cultural or experiential differences; the cultural perception of visual impairment and disability is considered; Some research of cultural differences on development; educational opportunities associated with culture and impairment are examined</td>
<td>Little evidence of understanding student’s cultural and experiential background; lack of insight into influence of culture on development; Combined impact of visual impairment and culture are not addressed; poor recognition of impact of culture and visual impairment on learning and on student success in classroom</td>
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<tr>
<td><strong>Impact of Culture and Impairment on Learning Characteristics</strong></td>
<td>Candidate displays a strong understanding of impact of both culture and visual impairment on the learning characteristics and differences in students</td>
<td>Candidate displays a good understanding of impact of culture and visual impairment on the learning characteristics and differences in students</td>
<td>Candidate fails to displays understanding of impact of culture and visual impairment on the learning characteristics and differences in students</td>
</tr>
<tr>
<td>Importance of Cultural Awareness</td>
<td>Candidate reports results to all stakeholders highlighting the importance of cultural awareness and diversity and uses effective communication skills to mediate any challenges.</td>
<td>Candidate reports results to some stakeholders. The importance of cultural awareness and diversity is addressed. Results are communicated in a professional manner.</td>
<td>Candidate does not effectively report results to stakeholders using effective communication skills.</td>
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<tr>
<td>Reflection</td>
<td>Candidate reflects on his/her practice and cultural awareness to improve instruction to students from diverse backgrounds and clearly articulates planned changes that will be made in the future.</td>
<td>Candidate reflects on his/hers practice and cultural awareness to related to students from diverse backgrounds; Candidate identifies opportunities to improve service and awareness</td>
<td>Candidate does not adequately reflect on his/her cultural awareness.</td>
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<td>Communication</td>
<td>Candidate effectively communicates awareness and respect for cultural differences that may impact learning; learning needs of the student, related to culture are used to detail interventions and to plan instruction</td>
<td>Candidate communicates awareness of cultural differences; learning needs of the student, related to culture are part of interventions and instructional plans</td>
<td>Candidate fails to communicate awareness of cultural differences; learning needs of the student, related to culture are not part of interventions and instructional plans</td>
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<tr>
<td>Collaboration and Planning</td>
<td>Candidate effectively communicates and collaborates with families from diverse backgrounds to develop and environment of trust and cooperation in educational planning</td>
<td>Candidate communicates individual ECC learning need and plans of the student to education personnel</td>
<td>Candidate fails to communicate individual ECC learning needs of the student, and/or fails detail plans of instruction to education personnel</td>
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</tbody>
</table>
Intern ___________________________  Date __________________

Agency/Facility_______________________________________

Supervisor ___________ Inclusive Dates of Evaluation ___________________

TEACHING PERFORMANCE: Poor = 1, Below average = 2, Average = 3,
Above average = 4, Excellent = 5

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<tr>
<th>CHECK THE APPROPRIATE NUMBER</th>
<th>1</th>
<th>2</th>
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<tr>
<td>1. Punctual to work and lessons.</td>
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<td>2. Plans appropriate lessons.</td>
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<td>3. Establishes and maintains rapport with student/consumer.</td>
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<td>4. Clarity when explaining lessons to student/consumer.</td>
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<td>5. Knowledgeable in subject area taught.</td>
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<td>6. Mutually establishes goals and objectives with students/consumers.</td>
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<td>7. Uses a variety of teaching techniques and activities.</td>
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<td>8. Plans lessons to achieve goals and objectives.</td>
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<td>11. Maintains proper position on lessons.</td>
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<td>12. Provides effective feedback and support to student/consumer.</td>
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<td>13. Drives safely and courteously where appropriate.</td>
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<td>14. Organizes and uses preparation time wisely.</td>
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<td>15. Communicates effectively in written reports and evaluations.</td>
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<td>16. Turns reports and other assignments in timely manner.</td>
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<td>17. Appropriate attendance and reporting at meetings.</td>
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<td>18. Shows initiative in presenting and developing new ideas.</td>
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<td>19. Handles special assignments appropriately.</td>
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<td>20. Neat and appropriate appearance.</td>
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<td>21. Consults with supervisor for assistance when needed.</td>
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<td>22. Seeks and accepts constructive criticism.</td>
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<td>23. Expresses opinions in supervisory conferences</td>
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<td>24. Follows through on suggestions.</td>
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<td>25. Observes the ethics of confidentiality.</td>
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<td>26. Relates well with other staff/teachers.</td>
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<td>27. Accepts professional responsibility.</td>
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<td>28. Appropriate attitude toward policies and procedures.</td>
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<td>29. Willingness to keep abreast of current professional literature.</td>
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Additional comments: (Use back if needed)

Supervisor's Signature ____________________________

Intern's Signature _________________________________
# PRACTICUM HOURS LOG

*(Back-up - *SAMPLE ONLY*)

<table>
<thead>
<tr>
<th>Date</th>
<th>Arrival</th>
<th>Departure</th>
<th>Hours</th>
<th>Minutes</th>
<th>Student</th>
<th>Signature</th>
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</table>

TOTAL HOURS (Minimum- 350) ____________________
**Professionalism Assessment Instrument**

For each observation, please complete the professionalism assessment instrument below by marking the appropriate box in each row.

<table>
<thead>
<tr>
<th>Candidate Name: ____________________________</th>
<th>Supervisor: ____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circle the appropriate observation: 1 2 3 4 5 6</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Component</th>
<th>Exceeds</th>
<th>Meets</th>
<th>Does Not Meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates punctuality and professional attendance</td>
<td>Shows dedication by arriving early and staying late as needed</td>
<td>Has regular attendance; does not leave early</td>
<td>Excessive absences and late arrivals/early departures</td>
</tr>
<tr>
<td>Works positively with supervisors and other professionals</td>
<td>Open and responsive to suggestions</td>
<td>Follows through on suggestions</td>
<td>Rejects suggestions</td>
</tr>
<tr>
<td>Dresses professionally and appropriately</td>
<td>Always dressed in clean professional attire</td>
<td>Dressed in appropriate clothes</td>
<td>Dressed in casual clothes; dirty clothes and/or inappropriate wear such as flip flops and t-shirts</td>
</tr>
<tr>
<td>Demonstrates collaboration with teachers and other professionals</td>
<td>Respects others; participates in group activities; values other perspectives</td>
<td>Participates in collaboration</td>
<td>Does not participate and may have a negative attitude</td>
</tr>
<tr>
<td>Is organized and prepared for class</td>
<td>Takes initiative and ask for feedback</td>
<td>Assignments are on time and meet minimum standards</td>
<td>Work is late or incomplete</td>
</tr>
<tr>
<td>Interacts ethically with students</td>
<td>Maintains confidentiality; supports students and respects them</td>
<td>Attempts to support students</td>
<td>Engages in gossip; derides school and/or students</td>
</tr>
<tr>
<td>Uses appropriate language in classrooms</td>
<td>Set an example for correct grammar</td>
<td>Uses appropriate words and sentences</td>
<td>Uses profanity, insults or inappropriate jokes/stories</td>
</tr>
<tr>
<td>Models openness to all students and ideas</td>
<td>Models tolerance and acceptance to all students; differentiates for all students</td>
<td>Listens to students and makes need modifications</td>
<td>Dismisses some students; does not include all students in learning</td>
</tr>
<tr>
<td>Shows enthusiasm and an interest in teaching</td>
<td>Maintains high engagement and interest in course work and class</td>
<td>Is interested in teaching and learning</td>
<td>Has no effort or interest in teaching</td>
</tr>
<tr>
<td>Uses classroom and</td>
<td>Consistently uses</td>
<td>Adheres to school and</td>
<td>Abuses computer</td>
</tr>
<tr>
<td>school resources</td>
<td>computers and phones appropriately and models behavior for students</td>
<td>university guidelines</td>
<td>privileges and uses phones during class</td>
</tr>
</tbody>
</table>
INTERNSHIP SUMMARY FORM

NAME ________________________________

TEACHING HRS FOR INTERNSHIP __________

PART I

1. TOTAL PLANNING HOURS ______________

2. VI STUDENT/CONSUMER LESSONS TAUGHT __________

3. TOTAL PLANNING/O&M LESSONS TAUGHT ______________

4. TOTAL MISCELLANEOUS/OBSERVATION HRS _____________

HAVE YOUR INTERNSHIP SUPERVISOR COMPLETE THE INFORMATION BELOW:

PART II

5. CIRCLE THE TEACHING GRADE YOU WOULD RECOMMEND FOR THIS STUDENT:

   95  90  85  80  75  70  65  60

6. Circle (a) or (b)

   (a) I WOULD RECOMMEND THIS STUDENT FOR ACADEMY O&M CERTIFICATION.

   (b) I WOULD NOT RECOMMEND THIS STUDENT FOR ACADEMY O&M CERTIFICATION.

7. EXPLAIN WHY THE STUDENT IS NOT READY FOR CERTIFICATION:

   ________________________________ DATE ________________

   SCHOOL/FACILITY ________________________________

   ADDITIONAL SUPERVISOR COMMENTS:
STEPHEN F. AUSTIN STATE UNIVERSITY
ORIENTATION AND MOBILITY PROGRAM
RHB 495/496 or SPE 595
FINAL INTERN EVALUATION FORM
(To be completed by supervisor after internship)

Agency/Facility _____________________
Date ______________________

1. List the intern's primary responsibilities during the internship.

2. Was the intern adequately prepared to carry out all assigned responsibilities? Briefly explain.

3. What were the intern's major strengths?

4. List additional information, materials, etc., you feel students should be aware of prior to internship.

5. Additional comments (use back if necessary).

Supervisor _________________________________
APPENDIX A

CLINICAL COMPETENCY EVALUATION FORM

Applicant Name: ______________________________________________________________

Name of Agency/School: __________________________________________________________________

Name of COMS Supervisor: __________________________________________________________________

Name of On-Site Supervisor (if applicable): __________________________________________

Dates of O&M Clinical Practice: From __________________ To __________________

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

<table>
<thead>
<tr>
<th>#</th>
<th>Description of Clinical Competency</th>
<th>Met</th>
<th>Not Met</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Communication and Professional Relationships</td>
<td></td>
<td></td>
</tr>
<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></td>
<td>O&amp;M Assessment</td>
<td></td>
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<tr>
<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></td>
<td>Instructional Planning</td>
<td></td>
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<tr>
<td>3</td>
<td>Candidate is able to plan for individualized O&amp;M instruction through the:</td>
<td></td>
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<tr>
<td>3a</td>
<td>Review and interpretation of relevant records and reports.</td>
<td></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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<tr>
<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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<tr>
<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>3e</td>
<td>Collaboration with the student, his/her family, and colleagues to develop appropriate goals and behavioral objectives, and development and sequencing</td>
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</table>
of individual lessons based on the student’s abilities, needs, and goals.

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<tr>
<th>Instruction</th>
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<td>4a</td>
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<td>4b</td>
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<tr>
<td>4c</td>
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<td>4d</td>
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<td>4e</td>
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<tr>
<th>Monitoring and Safety</th>
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<tr>
<th>Facilitating Independence</th>
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<table>
<thead>
<tr>
<th>Professionalism</th>
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<td>7</td>
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</table>

I would _____ would not _____ recommend the applicant for ACVREP certification.

Comments:
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 above competencies as indicated 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

_______________________________________________
Signature of Applicant  
Date
## O&M Core Domain Area Chart

<table>
<thead>
<tr>
<th>O&amp;M Core Domain Area</th>
<th>University Where Completed</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Alternative Learning (Attach Alternative Learning Approval Form)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Know Professional Information</td>
<td>SFASU</td>
<td>RHB 400</td>
<td>Blindfold</td>
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<td></td>
<td></td>
<td>RHB 325</td>
<td>Foundations</td>
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<td></td>
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<td>RHB 402</td>
<td>Practicum II</td>
<td></td>
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<tr>
<td>2. Understanding Relevant Medical Information</td>
<td>SFASU</td>
<td>RHB 340</td>
<td>Anatomy of Eye</td>
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<td>RHB 401</td>
<td>Practicum I</td>
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<tr>
<td>3. Understand and Apply Learning Theories to O&amp;M</td>
<td>SFASU</td>
<td>RHB 400</td>
<td>Blindfold</td>
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<td></td>
<td></td>
<td>RHB 401</td>
<td>Practicum I</td>
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<td></td>
<td></td>
<td>RHB 402</td>
<td>Practicum II</td>
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<td></td>
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<td>RHB 493</td>
<td>Low Vision</td>
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<td>4. Plan and Conduct O&amp;M Assessment</td>
<td>SFASU</td>
<td>RHB 401</td>
<td>Practicum I</td>
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<td></td>
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<td>RHB 402</td>
<td>Practicum II</td>
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<td></td>
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<td>RHB 495</td>
<td>Internship</td>
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<td>5. Plan O&amp;M Programs</td>
<td>SFASU</td>
<td>RHB 401</td>
<td>Practicum I</td>
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<td>RHB 402</td>
<td>Practicum II</td>
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<td>RHB 483</td>
<td>Low Vision</td>
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| **6. Teach O&M Related Concepts** | SFASU | RHB 400  
RHB 445  
442  
RHB 402 | Blindfold  
Concepts  
Practicum II |
| **7. Teach Orientation Strategies and Skills** | SFASU | RHB 401  
RHB 402  
RHB 495 | Practicum I  
Practicum II  
Internship |
| **8. Teach Mobility Skills** | SFASU | RHB 401  
RHB 402  
RHB 495 | Practicum I  
Practicum II  
Internship |
| **9. Teach Use of Senses** | SFASU | RHB 401  
RHB 402  
RHB 445  
RHB 442 | Practicum I  
Practicum II  
Concepts  
MIVI |
| **10. Teach Consumers who have Additional Disabilities** | SFASU | RHB 442  
RHB 445 | MIVI  
Concepts |
| **11. Teach Diverse Consumers** | SFASU | RHB 442  
RHB 495 | MIVI  
Internship |
| **12. Analyze and Modify Environment** | SFASU | RHB 401  
RHB 402  
RHB 483  
RHB 495 | Practicum I  
Practicum II  
Low Vision  
Internship |
| 13. Know the Psychosocial Implications of Blindness and Visual Impairment | SFASU | RHB 325, RHB 401, RHB 402 | Foundations Practicum II |