Department of Human Services  
Internship Practicum in Orientation and Mobility  
SPE 595.601 CRN 16545  
Fall 2018

Instructor: Jennifer Perry

Preferred pronouns: she/her

Course Time & Location:  
Your internship site, online via D2L, and individual arrangements

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Office Hours:
Monday – 9:30a-11:30a
Friday – 1:30p-4:30p
Other times by appointment

Credits: variable, 3 -6 hours

Prerequisites: Completion of 180 practicum hours in courses SPE 500, SPE 518, SPE 593, SPE 594, and permission of the instructor

1. Course Description:
This internship is an advanced practicum course in teaching Orientation and Mobility techniques and procedures to individuals of all ages who are blind and visually impaired. The student may work with rehabilitation service agencies and/or in school systems allowing application of personal values, theory, and philosophy of working with individuals with disabilities. The student will perform his or her work under the supervision of an ACVREP certified COMS who has a minimum of 3 years of experience and who has been approved by the SFASU Visual Impairment Preparation Program faculty.

The internship course(s) will be taken during the final one or two semesters of the student’s program. Determining factors of internship length require that the student will register a minimum of 280 direct instructional hours of teaching orientation and mobility to individuals with a visual disability and 70 indirect hours of route planning, lesson observations, etc, to total 350 hours for completion of the internship. The student will work with the internship coordinator to determine appropriate course registrations that will ensure (1) the minimum hours are completed and (2) the student has demonstrated the competencies required to pass the ACVREP national certification exam. Additionally, the student will compile and submit a portfolio in D2L.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):  
Note: The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.
University-The SFA Way:
This course, our faculty, staff, alumni, and students believe in doing things "The SFA Way." We expect the best from ourselves and from each other, and we hold each other accountable when we fail to maintain these standards. Grounded in the five "Root Principles" below, all of us, as members of the SFA community, strive for personal excellence in everything that we do.

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

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

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

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

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

**This course directly supports the mission and values of the SFASU College of Education**

It is the mission of the Stephen F. Austin College of Education “to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.” This statement essentially sums up the intent of this class and our program as a whole. We make every effort to ensure 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.

**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.

**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 you will be evaluated on the following criteria:

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

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


**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.
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 at SFA is designed to meet the standards of two separate bodies; ACVREP which establishes the standards that candidates must be able to demonstrate through national examination, and the AER University Review Committee which establishes curricular standards for the program.

Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) guidelines for certification require:

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

This course specifically addresses the following ACVREP Domains through practice and didactic instruction: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13.

The Curricular Standards set for by the Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER) for Orientation and Mobility Specialists are:

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-a,e,f, II-c,d,f,g, III-a,c,e,i, VI-h, V-b,c,e,f, VI-a,f, VII-a,b,c, VIII-a,h,m, IX-a,e,f,g,h,i,q,r,s,t,u, X-e,f,g, XI-b,c, XII-a,b,c,d,g,i,j, and XIII-a,g,h,i,k,l,m,n,o,p,q,r,s,t,u,v,w,x,y, z, aa-nn.

Program Learning Outcomes: Orientation and Mobility

The following is a list of desired Program Learning Outcomes (PLOs) in which data will be collected for Nuventive Improve throughout the program. An asterisk denotes that PLO will be addressed during SPE 595.

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 Zoom time, work in the internship, observation of instruction.

**Student Learning Outcomes:**
SLO Nuventive Improve ASSESSMENT PLAN

**Method of Assessment # 4 – Clinical Competency Evaluation**
(ACVREP Domains 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13; AER Standard I, II, III, IV, V, VI, VII, VIII, IX, X, XI, XII, XIII)

**SLO 4.2** Candidate will demonstrate Clinical Competency in the areas of:
• Communication and professional Relationships
• O&M Assessment
• Instructional Planning
• Instruction
• Monitoring and Safety
• Facilitating Independence
• Professionalism
Method of Assessment # 5 – Case Study
(ACVREP Domains 2, 4, 5, 12, 13, AER Standards I, 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.

Method of Assessment # 6 – Post-Philosophy Paper
(ACVREP Domains 4, 5, 6, 7, 8, 9, 10, 11, 12, 13; AER Standard I, III, IV, V, VI, VII, VIII, IX, X, XI, XII XIII)
SLO 6.1 Candidate will demonstrate the knowledge and understanding of the role of the Orientation and Mobility Specialist, the dispositions, expectation and motivations for pursuing a career as a Certified Orientation and Mobility Specialist in a Post-Philosophy Paper.

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

Communication and Professional Relationships
Student must be able to establish and maintain effective communication and professional relationships with students, families, colleagues, and supervisors, including individuals from culturally and linguistically diverse backgrounds. Student will maintain weekly contact with his or her university supervisor via Zoom meetings, D2L discussion boards, phone calls, text messages, and/or emails.

O&M Assessment
Student must be 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 must able to plan for individualized O&M instruction through:
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 will develop needed and appropriate goals and abilities.

Direct Instruction
Student must 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 systems; 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 must be able to effectively monitor orientation and mobility skills, recognize potentially dangerous situations, and intervene as appropriate to ensure student safety.

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

**Professionalism**
Student must demonstrate professional conduct consistent with the Code of Ethics for Orientation & Mobility Specialists, find and access appropriate resources, keep on-time scheduling, and follow and maintain appropriate record keeping and reporting procedures.

**Brightspace D2L**
Assignments and portfolio pieces will be submitted on D2L, Live Text, and/or via OneDrive or email links. Internet access, scanning technology, video recording equipment, and regular email access are required.

Both D2L and sfasu.edu email accounts will be used in this course and must be checked regularly.

**DOCUMENTATION REQUIRED DURING INTERNSHIP:**

1. Submit signed internship agreement
2. Submit signed intern candidate agreement
3. Submit COMS statement of credentials
4. Submit weekly evaluations from your on-site COMS supervisor
5. Submit mid-point and final evaluations from your on-site COMS supervisor
6. Submit 6 professionalism assessments from your on-site COMS supervisor
7. Submit an internship summary form from your on-site COMS supervisor
8. Submit a signed clinical competency form from your on-site COMS supervisor
9. Complete 15 discussion boards on D2L
10. Maintain portfolio as listed below:

**PORTFOLIO REQUIREMENTS:**
If you have been recommended to enroll for only one semester (6 credits) of SPE 595 because it is expected that you will complete all 350 hours in one semester, all portfolio assignments will be completed in one semester.

If you have been recommended to enroll for two semesters (3 credits each) of SPE 595 because it is expected that you will not complete all 350 hours in one semester, portfolio assignments marked with ONE ASTERISK will be maintained and/or completed during the FIRST ENROLLMENT of your internship.

If you have been recommended to enroll for two semesters (3 credits each) of SPE 595 because it is expected that you will not complete all 350 hours in one semester, portfolio assignments marked with TWO ASTERISKS will be maintained and/or completed during the SECOND ENROLLMENT of your internship.

If you are unable to complete neither the portfolio assignments nor the 350 hours within two enrollments, you will be required to enroll in a follow-up one credit EPS course to maintain supervision at your own expense. This will be arranged with the SFASU faculty, and a new syllabus will be issued to address your situation.

Portfolio Assignments

Note: If you have more than one internship placement, regardless of semester enrollments, you will complete the internship agreement paperwork from the internship handbook AND Portfolio sections A and B for each placement, as indicated in italics below.

A. Section 1: Schedules*
   D2L DropBox only
   (AER Standard XII-a,b,i; ACVREP Domain 5)
   This section should include a general work schedule for intern 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*
   D2L DropBox only
   (AER Standards I-a, II-g, VII-b,c, IX-q,u, XII-i; ACVREP Domain 5)
   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; therefore, no names are to be used.

C. Section 3: Observations of Placement Site Program*
   D2L DropBox only
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 procedures (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: Functional Skills Assessment (O&M Assessment)**

**D2L DropBox only**

(AER Standards I-e, II-c,d,f, V-b,c, VI-a, IX-q,r,s,t,u; ACVREP Domains 4, 13)

Conduct a functional skills assessment (may be a checklist), or O&M assessment, and then prepare a typed narrative report that conforms to standards prescribed by the Texas Education Agency (TEA), or other applicable agency. You may submit the checklist or assessment tool along with your narrative report.

E. Section 5: Student/Adult Consumer Profile (Case Study)*

**LiveText and D2L DropBox**

(AER Standards I-e, III-a,c,e,i, V-b,c, VI-f, XI-g, XII-i; ACVREP Domains 2, 4, 5, 12, 13)

It is expected that intern candidates compile a profile (case study) on one student/adult consumer with a visual impairment during the internship. Profiles will differ according to the setting and the student/adult consumer involved. Depending on the placement, profiles 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 profile 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. 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 real names are to be used. See attached rubric.

F. **Section 6: Lesson/Unit Plans**
   
   *D2L DropBox only*
   
   (AER Standards V-b,c,e, VII-a, VIII-a, h, m, IX-g,h,q,r,s,t,u, XII-g, XIII-g,h,i,k,l,m,n,o,p,q,r,s,t,u,v,w,x,y,z, aa-nn; 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**
   
   *D2L DropBox only*
   
   (AER Standard XII-a,b,i; ACVREP Domain 5)
   
   Daily activities will be documented on a daily log form. This document should include a summary of highlights, problems, questions, and perceptions of the day's activities. It serves as a basis for communication between the intern candidate and the university supervisor. MAKE SURE TO DOCUMENT DAILY CONTACT HOURS AND ACTIVITIES ON...
THIS FORM. This section may be handwritten. A sample Daily Log form will be provided by the instructor.

H. **Section 8: Cumulative record of intern hours**
   *D2L DropBox only*
   (AER Standard XII-a,b; ACVREP Domain 5)
   This section should merely document the days and hours of your internship. It should be done in cumulative list format with direct contact and planning hours separated. This section should be typed and include totals.

I. **Section 9: Videos**
   *D2L Drop Box or Email*
   (AER Standard IX-e,f,g,h,i,s, XIII-a,g,h,i,k,l,n-z, aa-nn; ACVREP Domain 4)
   Four (4) total lessons should be recorded over the course of the internship. If two enrollments, two videos should be submitted in the first enrollment, and two videos should be submitted in the second enrollment. If one enrollment, two videos will be submitted in the first half of the internship, and two videos will be submitted prior to the end of the second half of the internship. 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.). Please include 1 video that shows the instruction of stairs (ascending and descending), one street crossing, travel using residential skills, and one video of your choosing.

J. **Section 10: Post-Philosophy Statement**
   *LiveText and D2L DropBox*
   (AER Standards I-f, IV-h, V-f, X-e,f,i, XI-b,c, XII-c,d,j; 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. Please address how you will demonstrate and prove the following commitments in your essay: Commitment to your students, commitment to the community, commitment to the profession, commitment to colleagues and other professionals, and commitment to professional employment practices.

PART ONE - OVERALL GUIDELINES

GENERAL GUIDELINES:
The University Supervisor and Intern Candidate are responsible for weekly contact 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 supervisors and supervising COMS' 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’ 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. Complete the internship daily log form, including the activities and the time involved.
2. During the internship(s), complete the required 350 hours, and submit portfolio requirements in a timely manner.
3. Upon completion of your internship submit a typed copy of the cumulative hours log.

STUDENT RESPONSIBILITIES:

6. During the internship the student is responsible to the school or agency administrator and the internship coordinator within the internship placement site.
7. Be punctual in arriving and in meeting set tasks and appointments.
8. Seek clarification if unsure about expectations, roles, requirements or directions.
9. Become familiar with and adhere to all rules, regulations, and expectations of the internship placement site.
10. Be professional, maintain confidentiality, and adhere to the dress code requirements of both the internship placement site and the university.
11. Acknowledge 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.
12. Be well prepared with lesson plans and materials available on time.
14. Be open and ready to appropriately respond to constructive comments and advice.
15. Observe purposefully, record observations, take opportunities to discuss observations, and ask pertinent questions.
16. Be familiar with the internship guidelines, university requirements, and the expectations of the school or agency at all times.
17. Maintain weekly contact with the university supervisor
18. Contact the university supervisor promptly if any concerns or conflicts arise.
19. Seek medical attention for injuries or illnesses, and report suspected contagion prior to reporting to the internship site.
20. If you are unable to complete your internship for medically related or other extenuating circumstances, please contact the University Supervisor immediately.
21. Complete the SFA course evaluation for each semester of internship enrollment.

*Internship roles and responsibilities for all parties are detailed in the SFASU O&M Internship Handbook.*

PART TWO - ASSESSMENT OF INTERNSHIP PERFORMANCE

Assessment of the SFA intern candidate 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 has 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 Intern Handbook to indicate only that they have read the report.

In the event that you do not satisfactorily complete your internship and your internship or university supervisor do not recommend you for ACVREP certification, you will fail the course, and it will be your responsibility to retake the course at your own expense.

In the event that a student requests to medically withdraw from the internship or withdraw from the internship for extenuating circumstances, the student must contact the internship placement site and the university supervisor immediately to arrange for completion at a later date or determine other appropriate solutions.

IV. Evaluation and Assessments (Grading):

The grade for this course will not be given until all assignments for your enrollment(s) of SPE 595 are satisfactorily completed in order to ensure that all AER Standards and ACVREP requirements for internships have been met.

**If you have recommended to enroll in 6 credits of SPE 595, your grade will be contingent on submission of the following:**

1. Internship site agreement
2. Internship candidate agreement
3. COMS statement of credentials
4. Weekly On-site supervisor evaluations
5. Mid-Point and Final Evaluation  
6. Professionalism Assessment (6 submissions)  
7. Internship Summary Form  
8. Clinical Competency Form (signed)  
9. Portfolio:  
   a. Schedule(s)*  
   b. Students/Adult Consumers*  
   c. Observation of Placement Site  
   d. Functional Skills/O&M Assessment  
   e. Case Study  
   f. Lesson Plans  
   g. Daily activity log reflecting minimum accumulation of 350 hours  
   h. Cumulative Record of Hours - Typed  
   i. Four videos  
   j. Post-Philosophy Statement  
10. Participation in 15 discussion boards  

*Intern agreement paperwork and Portfolio sections A and B must be submitted for each placement

If this is your first SPE 595 enrollment for 3 credits, submit these assignments in the first enrollment:  

1. Internship site agreement  
2. Internship candidate agreement  
3. COMS statement of credentials  
4. Weekly on-site supervisor evaluations  
5. Mid-point Evaluation  
6. Professionalism Assessment (3 of 6 submissions)  
7. Portfolio:  
   1. schedule(s)*  
   2. Students/Adult Consumers*  
   3. Observation of Placement Site  
   4. Case Study  
   5. Lesson Plans (3)  
   6. Daily activity log reflecting accumulation of 120 of 350 hours  
   7. Two videos  
   8. Participation in 8 of 15 discussion boards  

* Intern agreement paperwork and Portfolio sections A and B must be submitted for each placement

If this is your second SPE 595 enrollment for 3 credits, submit these assignments in the second enrollment:  

1. Weekly On-site supervisor evaluations  
2. Final Evaluation  
3. Professionalism Assessment (3 of 6 submissions)
4. Internship Summary Form
5. Clinical Competency Form (signed)
6. Portfolio:
   A. Schedule(s)*
   B. Students/Adult consumers*
   C. Functional Skills/O&M Assessment
   D. Daily activity log reflecting accumulation of remainder 230 of 350 hours
   E. Cumulative Record of Hours reflecting minimum 350 hours – Typed
   F. Two videos
   G. Post-Philosophy Statement
7. Participation in remaining 7 of 15 discussion boards

- If your second enrollment of SPE 595 is a continuation of the same placement from the first enrollment, the schedules and list of students/adult consumers do not need to be resubmitted.
- If your second enrollment of SPE 595 represents a second internship placement, please submit intern agreement paperwork and Portfolio sections A and B for each placement
- Regardless of enrollments and placements, no grade will be issued until all assignments are received as shown below:

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Grade Item</th>
<th>Points</th>
<th>D2L</th>
<th>LiveText</th>
</tr>
</thead>
<tbody>
<tr>
<td>*</td>
<td>Internship Site Agreement</td>
<td>3</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>*</td>
<td>Internship Candidate Agreement</td>
<td>3</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>*</td>
<td>COMS Statement of Credentials</td>
<td>3</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>*</td>
<td>Weekly Evaluations from Supervisor</td>
<td>3</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>*</td>
<td>Mid-Point Evaluation</td>
<td>3</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>3-6</td>
<td>Professionalism Assessments</td>
<td>3</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>D2L Discussion Boards</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*</td>
<td>Final Evaluation</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>*</td>
<td>Internship Summary</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>*</td>
<td>Clinical Competency</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td><strong>Portfolio- 10 parts</strong></td>
<td>20</td>
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<tr>
<td>*</td>
<td>Portfolio part 1- Schedule of clients</td>
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<td>*</td>
<td>Portfolio part 2- List of clients, conditions and goals</td>
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<td>1</td>
<td>Portfolio part 3- Description/observation of internship site</td>
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<td>1</td>
<td>Portfolio part 4- OM Assessment</td>
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<tr>
<td>1</td>
<td>Portfolio part 5- Case Study</td>
<td></td>
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</tbody>
</table>
V. Tentative Course Outline/Calendar:

Weekly contact through Zoom meetings, phone calls, text messages, discussion boards, or emails will be made with intern candidate and supervising COMS. The scheduled times will vary depending upon internship placements and demands. Zoom meetings will be conducted through D2L, and scheduled based on general availability of intern candidates and university supervisor.

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

**BOOKS REQUIRED:**
No books are required for this course. Required readings and assignments will be provided through Modules on D2L.

**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 purchase from www.livetext.com for a fee of $18.00 for a multiple year subscription.

**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 email to another account and do not receive an email concerning LiveText registration, please be sure to check your junk mail folder and spam filter for these emails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or email SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext.
7050 or email livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

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.

VIII. Student Ethics and Other Policy Information

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: Attendance and punctuality will be monitored by the supervising COMS. You are expected to promptly attend every meeting, lesson, and evaluation as determined by the internship schedule. In case of illness or other emergency, you may receive an excused absence or tardy, but you must follow the agency protocol to report an absence or late arrival and present a written excusal (i.e. doctor's note, emergency room admissions, funeral notices). If client lessons will be missed, you must notify your supervising COMS a minimum of one hour before the lesson and follow the agency protocol for notifying clients of instructor absence. Note: absences may delay your internship completion and anticipated graduation.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 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 in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices

FOR THIS CLASS: Students who need accommodations at the internship site will request accommodations through the agency or school where the internship placement is.

Student Academic Dishonesty: Policy 4.1
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

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. The academic policy related to the Visual Impairment Program is outlined in the 2016 Program Handbook.

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

1st offense – The student will receive an F in the course. A Report of Academic Dishonesty will be filed with the Associate Dean of Student Services and Advising. Failure of the course does not rule out further actions on the part of the program and/or SFASU. The student’s status/continuation in our graduate (M.Ed.) program will be determined by consensus of the VIP Program faculty. This may result in program discontinuation, and the student must repay associated grant fees as per initial agreement.
The student must self-pay to retake the course at a later date. All regular course assignments must be completed, along with a “re-taker packet” which requires additional coursework determined by the instructor (for instance, the student may be asked to write and submit a thesis paper on ethical practices). If the course is satisfactorily completed (passed with an A or B) on the second attempt, SFASU will replace the original (F) grade.

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

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

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

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work 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 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 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 Specific to Texas Educators:

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


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

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

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

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

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense. In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at 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 Martin at 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.

Link to orientation and mobility program page: http://www.sfasu.edu/humanservices/122.asp
Link to FAQ and OM Internship Handbook http://www2.sfasu.edu/visual-impairment/
SPE 595 – SLO 5.2 O&M Graduate Nuventive Improve Case Study Assignment

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

Method of Assessment # 2 – Case Study

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

Section 5: Student Profile (Case Study)
Whenever possible it is expected that students compile a profile (case study) on at least one student during the internship. Student profiles will differ according to the setting and the client involved. Depending on the placement, profiles may include a description of the student's vision impairment, audiological assessment, and other physical assessment information relating to aided and unaided functioning, information on language background and cultural affinity and a range of specific characteristics that are considered pertinent to the development of programs for that student. Where possible it is useful to relate this information to the program objectives and
procedures adopted for the student profiled. Opportunities should be taken to observe the student's play and social interactions, interactions with teachers, responses to particular teaching situations, etc.

The profiling exercise is intended to ensure that students have the opportunity to examine the specific program requirements and program responses for the students in their internship setting. Students should thoughtfully consider the link between the particular student's skills, abilities and needs and his/her current program. Detailed observation and discussion with the Cooperating On-site Supervisor is intended to provide valuable insights into the curriculum development and programming processes. Students will write a narrative of the case-study, describing the procedures that will be used to collect information on student learning.
# SPE 595 – SLO 5.2 O&M Graduate Nuventive Improve – Case Study Rubric

<table>
<thead>
<tr>
<th></th>
<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>
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<td></td>
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<tr>
<td><strong>Investigation of Family &amp; Culture</strong></td>
<td>Candidate thoroughly investigates family history through interview, review of records and observation, including family dynamics, birth order of child, who has guardianship, cultural experiences and background</td>
<td>Candidate moderately investigates family history through interview, review of records and observation, including family dynamics, birth order of child, who has guardianship, cultural experiences and background</td>
<td>Candidate minimally investigates family history through interview, review of records and observation, including family dynamics, birth order of child, who has guardianship, cultural experiences and background</td>
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<td></td>
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<tr>
<td><strong>Cultural &amp; Family Impact on Visual Impairment</strong></td>
<td>Candidate thoroughly addresses the cultural and family response to visual impairment and the beliefs of the family regarding visual impairment and future of child.</td>
<td>Candidate moderately addresses the cultural and family response to visual impairment and the beliefs of the family regarding visual impairment and future of child.</td>
<td>Candidate minimally addresses the cultural and family response to visual impairment and the beliefs of the family regarding visual impairment and future of child.</td>
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</tr>
<tr>
<td><strong>Psychosocial Implications of Visual Impairment</strong></td>
<td>Candidate thoroughly evaluates the psychological (7 stages of grief) and social implications of blindness that are impacting the student in a variety of environments.</td>
<td>Candidate moderately evaluates the psychological (7 stages of grief) and social implications of blindness that are impacting the student in a variety of environments.</td>
<td>Candidate minimally evaluates the psychological (7 stages of grief) and social implications of blindness that are impacting the student in a variety of environments.</td>
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<tr>
<td><strong>Educational &amp; Community based Experiences</strong></td>
<td>Candidate thoroughly evaluates the Educational and Community experiences and opportunities that the child has had and how 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>
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Total Score:
Candidates will demonstrate understanding of the role, responsibilities and ethical standards associated with becoming a Certified Orientation and Mobility Specialist.

Method of Assessment #1: Post-philosophy Paper

Candidate will demonstrate the knowledge and understanding of the role of the Orientation and Mobility Specialist, the dispositions, expectations and motivations for pursuing a career as a Certified Orientation and Mobility Specialist in a Post-Philosophy Paper

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

B. The assessment rubric for Post-Philosophy Paper will be used to evaluate the submission. Scores are rated as Exemplary, Acceptable, Unacceptable and Not Attempted.
<table>
<thead>
<tr>
<th>Commitment to the Student</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Score</th>
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<tbody>
<tr>
<td>COMS will: value the worth and dignity of the individual; strive to maintain high standards of instructions; take all reasonable safety precautions; respect confidentiality of information</td>
<td>12 out of 15 points</td>
<td>9-11 out of 15 points</td>
<td>6-8 out of 15 points</td>
<td>&lt; 6 out of 15 points</td>
<td>6-8 out of 15 points</td>
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<thead>
<tr>
<th>Commitment to the Community</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Score</th>
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<tbody>
<tr>
<td>COMS will: not refuse or exclude student from services; attempt to influence rights of individuals to receive services; contribute to community education; not engage in exploitation of students.</td>
<td>4 out of 4</td>
<td>3 out of 4</td>
<td>2 out of 4</td>
<td>&lt; 2</td>
<td>4 out of 4</td>
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<table>
<thead>
<tr>
<th>Commitment to the Profession</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Score</th>
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<tbody>
<tr>
<td>COMS will: use professional judgment; contribute to the body of specialized knowledge; interpret and use writing and research with integrity; conduct investigations that take into consideration the welfare of subject, etc.</td>
<td>10-12 out of 12 points</td>
<td>7 to 9 out of 12 points</td>
<td>4-6 out of 12 points</td>
<td>&lt; 4 points</td>
<td>10-12 out of 12 points</td>
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<table>
<thead>
<tr>
<th>Commitment to Colleagues and Other Professionals</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Score</th>
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<tbody>
<tr>
<td>COMS will: engage in professional relationships and not become involved in personal disparagement; communicate fully and openly with</td>
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<td></td>
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<td>6-8 out of 15 points</td>
</tr>
</tbody>
</table>

**SPE 595 – SLO 6.1 – Post-Philosophy Paper Rubric**
<table>
<thead>
<tr>
<th>Commitment to Professional Employment Practices</th>
<th>openly with colleagues; not provide services to an individual receiving services from another COMS; etc. 6-7 points out of 7</th>
<th>openly with colleagues; not provide services to an individual receiving services from another COMS; etc. 4-5 points out of 7</th>
<th>colleagues; not provide services to an individual receiving services from another COMS; etc. 2-3 points out of 7</th>
<th>openly with colleagues; not provide services to an individual receiving services from another COMS; etc. &lt;2 points out of 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMS will: offer a position on the basis of professional qualification; give prompt notification of change of availability; respond factually; provide applicants an honest description of assignment, etc. 10-12 out of 12 points.</td>
<td>COMS will: offer a position on the basis of professional qualification; give prompt notification of change of availability; respond factually; provide applicants an honest description of assignment, etc. 7-9 out of 12 points.</td>
<td>COMS will: offer a position on the basis of professional qualification; give prompt notification of change of availability; respond factually; provide applicants an honest description of assignment, etc. 4-6 out of 12 points.</td>
<td>COMS will: offer a position on the basis of professional qualification; give prompt notification of change of availability; respond factually; provide applicants an honest description of assignment, etc. Less than 4 points out of 12</td>
<td></td>
</tr>
</tbody>
</table>