



Student Handbook

Program in Orientation & Mobility

Department of Special Education
San Francisco State University
1600 Holloway Ave.
San Francisco, CA 94132

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San Francisco State University Program in Orientation & Mobility

Program Overview

The SFSU program in Orientation & Mobility (O&M) provides a comprehensive preparation in all areas of O&M including service to infants, preschoolers, school-aged children, adults, and senior citizens. In addition to a standard curriculum, the SFSU O&M program provides candidates with specialized skills to serve children and adults who have multiple disabilities and who are from diverse cultures. Graduates take jobs in the public schools, state schools for the blind, state rehabilitation agencies, non-profit rehabilitation agencies, Veteran's Administration Blind Rehabilitation Centers, non-profit agencies serving infants and preschool children, or privately contract their services

Candidates may pursue a Master of Arts Degree in Special Education, a Clinical Rehabilitative Services Credential in Orientation & Mobility, or both. Candidates who do not already possess a Master's degree in a related field must complete the requirements for the Master of Arts Degree and may also complete the requirements for the credential if they so wish. The credential qualifies one to teach O&M to children and youth with visual impairments who are served in the public school system and to adults who are served by private or state rehabilitation agencies. The Master's degree alone will qualify one to work in adult rehabilitation settings only.

The SFSU Program in O&M is fully approved by the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER). Candidates who successfully complete the program are considered to have met all academic requirements for certification from the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP).

SFSU's Clinical Rehabilitative Services Credential Program in the area of Orientation & Mobility includes 6 units of generic coursework and 34 units of specialized coursework. A list of required courses is provided in Appendix A. It is sometimes possible to substitute coursework taken at another institution if the course content matches to that of the required course. Candidates are encouraged to bring such requests to their advisor immediately upon admission. Requests are handled on a case-by-case basis.

As part of its comprehensive design, the SFSU Program in Orientation & Mobility includes the following focus areas:

Human Growth and Development as Related to Orientation and Mobility

To plan and provide optimum individualized instruction, it is important to understand the impact of visual impairment on human growth and development and implications for independent orientation and mobility. Visual impairment has an impact upon the development and utilization of sensory motor processes with

unique implications for independent movement and spatial orientation. Candidates become familiar with the impact of vision loss upon all areas of growth and development in order to plan and implement appropriate O&M instruction.

Vision and Functional Implications of Vision Loss

In order to design and provide an educational program that is appropriate for each individual who is blind or visually impaired, O&M specialists must be knowledgeable regarding the anatomy, physiology, and functional implications of visual impairments. This knowledge is crucial to the necessary collaboration between eye care professionals and educational specialists who serve learners who are blind and visually impaired.

Concept Development for Independent Movement and Spatial Orientation

To be prepared to instruct learners of diverse ages who are visually impaired to maintain orientation while moving independently in the home, school, and community, O&M specialists must be able to identify and assess age-appropriate concepts necessary for independent travel in a variety of environments.

Systems of Orientation and Mobility

Individuals who are blind and visually impaired have options regarding the type of mobility systems to utilize for independent travel in a variety of environments. O&M specialists must be familiar with each mobility system, including functions and indications for use in a variety of travel situations. This familiarization enables the O&M Specialist to provide proper guidance in the individual selection of a mobility system, as well as to provide instruction in the use of each mobility system.

Skills and Techniques of Independent Orientation and Mobility

The presence of a visual impairment challenges an individual's ability to establish and maintain orientation, and to move about in home, school, and community environments. Skills and techniques of O&M are essential to independent travel, access to educational and community programming, adjustment to vision loss, access to social opportunities, and self-esteem for individuals who are blind and visually impaired. O&M specialists need to be fully knowledgeable of the orientation and mobility curriculum and be able to assess and instruct individuals who are blind and visually impaired in these specialized techniques across a variety of settings.

Assessment, Instructional Planning and Effective Instruction

Assessments and instructional programs that are consistent with individualized learner needs and goals are most effective when they are carefully planned and conducted in a professional manner. Candidates acquire the skills needed to conduct O&M assessments and to plan appropriate instructional programs. This includes providing instruction that is properly sequenced, sensitive to individual differences, and that facilitates independent problem-solving. Candidates develop the ability to adapt and utilize appropriate instructional media and to effectively manage the learning environments in a variety of instructional settings.

Psychological Sociological and Vocational Implications of Visual Impairment & Blindness

The development of positive social and emotional skills is essential for individuals to function independently at home, school, and community and to be effective in both employment and interpersonal relationships. O&M specialists need to be understanding and accepting of individuals with visual impairment so that they can create a climate where these individuals and their families can be knowledgeable, accepting, and comfortable with the visual impairment. They must also be aware of issues and trends of society and government that impact the lives, education, and careers of individuals with visual impairment.

History, Philosophy, and Professionalism

To participate fully as O&M professionals candidates must understand the history of their field, current issues, philosophies, and trends. Adoption of the Orientation & Mobility Code of Ethics is a professional requirement of the Association for Education and Rehabilitation of the Blind and Visually Impaired Certification in Orientation & Mobility.

Orientation and Mobility Program Development

Visual impairment is a low incidence disability. It is not uncommon for an O&M Specialist to be responsible for developing a program for a school district or private/public agency. candidates are prepared with the skills and knowledge to establish, administer, and supervise and O&M program.

Advising

Dr. Yvonne Bui is the coordinator of the Orientation & Mobility Program and serves as advisor to all candidates enrolled in the O&M program. Her contact information is ybui@sfsu.edu. Upon admission to the program, candidates should meet with Dr. Bui to set up their class schedule. Dr. Bui is also available throughout the year for ongoing academic advising.

Continued Enrollment in the O&M Program

All O&M major students, and all summer students who wish to apply to the O&M Program and a later date, must achieve a minimum of 80% (B-) on each course assignment, activity, quiz, and test in the O&M Methods Courses (SPED 655, 760, 792, 822, 823). A score of less than 80% on any of the above will not allow the student to enroll in the more advanced O&M methods courses or student teaching and the student may be declassified from the O&M program.

Additionally, if the course instructor(s) deem that a student does not consistently ensure the safety of a classmate during course activities involving travel under sleep shade, the student will receive written notice. If safety violations continue after the second notice, the student may be declassified from the program.

Forms and Deadlines

During the course of a candidate's enrollment, there are a number of forms that must be filed. A list of these forms and deadlines for each are provided in Appendix C. Samples of completed forms are also provided in Appendix B.

Portfolio

Candidates develop and maintain a professional portfolio during their enrollment in the program. This portfolio documents coursework, academic and other achievements related to O&M and one's study at SFSU. It also provides the foundation for the professional portfolio that O&M specialists maintain throughout their careers. An overview of this portfolio is provided in Appendix C.

University Bulletin

If candidates have not done so already, they are encouraged to check out the SFSU State University Bulletin online at <https://bulletin.sfsu.edu/>. The Bulletin provides information on university resources and support services, fees and financial aid, and university policies and procedures. Some of the most frequently referenced policies are written below:

Universal Design for Learning & Accommodations

San Francisco State University implements the principals of Universal Design for Learning to make course concepts accessible and skills attainable regardless of learning style, physical, or sensory abilities.

San Francisco State University complies with the regulations of the Americans with Disabilities Act of 1990 and offers accommodations to students with disabilities. If you are in need of a classroom accommodation, please make an appointment with the instructor to discuss this. All information will be held in the strictest confidence.

Students with disabilities who need reasonable accommodations are encouraged to contact the instructor of each of your courses. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by <https://access.sfsu.edu/>

Student Conduct

The University is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community should choose behaviors that contribute toward this end. Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community, and contribute positively to student and university life. The SF State University Standards for Student Conduct can be found at: <https://conduct.sfsu.edu/standards>

Academic Integrity

Plagiarism is a form of cheating or fraud; it occurs when a student misrepresents the work of another as his or her own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgment, but it also includes employing or allowing another person to write or substantially alter work that a student then submits as his or her own.

Observation of Religious Holidays

When religious holidays require students to be absent from class activities, the student needs to inform the instructor, in writing, during the first two weeks of the class each semester. The student will not be penalized, but it is his/her responsibility to make up the work missed.

SFSU policy on Declassification::

A student may be declassified (disenrolled) from a graduate degree program for a range of reasons even if the GPA is above a 3.0. Reasons for declassification may include, but are not restricted to: unprofessional conduct; behavioral issues that interfere with the learning of others; failure to make progress toward the degree as set forth by the University and program policies; failure to meet grade requirements to maintain good standing in the program and/or University; and/or the department/program faculty determine that the student is incapable of completing degree requirements at the level expected of a graduate student in the discipline.

- Failure to make progress toward the degree as set forth by the University and program policies (e.g., not taking courses related to the degree, not meeting program requirements to take a required number of courses each year, repeated "I" or "W" requests);
- Failure to meet expectations for discipline-required culminating experience with little improvement after multiple attempts or drafts;
- Failure to meet grade requirements to maintain good standing in the program and/or University;
- Plagiarism or academic dishonesty identified (cases are referred to Student Conduct Office).

The declassification request must be initiated by the major department with support from the department/program chair and college dean or designee. Requests are submitted to the dean of Graduate Studies for final action and official notification to the student and the Registrar's Office. Declassified students will not be permitted to enroll through regular University or Open University in any undergraduate or graduate courses in the program or degree from which they were declassified. Unless declassification was related to conduct issues that interfere with campus interactions, declassified students are eligible to apply to a new program through CAL STATE APPLY, pay the application fee, and be accepted as a student by the department/program.

Grievance Procedures

A graduate student who has problems arising from academic evaluation, degree requirements, or general policies and procedures are strongly encouraged to follow the informal concerns and complaints process as outlined at Student Concerns and Complaints. Graduate students should discuss grievances first with a graduate major advisor or graduate coordinator. Graduate coordinators are listed on the Graduate Studies website. If a student wishes to appeal a decision, he/she should then consult with the department chair, the college dean or the dean of Graduate Studies, in that order. Should questions arise beyond this point, the University dean of students or designee may be consulted for advice.

Appendix A

Required Courses

O&M Course List					
Course Number & Title	Units	Sem	Cred	MA	
SPED 655 Basic Orientation & Mobility for People w/ VI	3	Sum	√	√	
SPED 726 Student Teaching Seminar	3	Sp/F	√	√	
SPED 730 Student Teaching	9	Sp/F	√	√	
SPED 731 Special Education Fieldwork	3	Sp/Sum	√	√	
SPED 747 Physical Disabilities & Sensory Impairments	3	F/Sp	√	√	
SPED 749 Med., Ed & Rehab. Implications of VI	4	F	√	√	
SPED 753 Living Skills Assess & Instruct for Learners w/VI	3	Sp	√	√	
SPED 756 Orientation and Mobility Seminar	3	Sp	√	√	
SPED 757 Visual Impairment: Special Populations	3	Sp	√	√	
SPED 760 Methods in Orientation & Mobility: I	3	F	√	√	
SPED 788 Law, Ethics, & Instructional Planning	3	F/Sp/Sum	√	√	
SPED 792 Methods in Orientation & Mobility: II	3	F	√	√	
SPED 822 Methods in Orientation & Mobility: III	3	Sp	√	√	
SPED 823 Methods in Orientation & Mobility: IV	3	Sp	√	√	
SPED 881 (Fall only) or ISED 797 Seminar in Educational Research	3	F/Sp/Sum	N/A	√	
SPED 896EXM	0	F/Sp	N/A	√	
Total			49	52	

Notes: F=Fall semester, Sp= Spring Semester, Sum=Summer

Appendix B

Milestones and Sample Forms

MILESTONES AND DEADLINES - PROGRAM IN O&M

REQUIREMENT	MA	CREDENTIAL
<u>Fingerprint and Character Clearance</u> <ul style="list-style-type: none"> • Must be completed ASAP. <ul style="list-style-type: none"> ○ Clearance must be obtained prior to beginning required observation & participation activities in schools. https://sped.sfsu.edu/content/apply-fingerprint-clearance-california-ctc. ○ <u>Keep a copy to turn in with your student teaching application.</u> ○ Keep a third copy for your own records. If you already hold a valid CA teaching credential, you do not need to be fingerprinted again. You can simply submit a photocopy (front and back) of your current credential (including waivers and substitution credentials). 	•	•
<u>Tuberculin Test</u> <ul style="list-style-type: none"> • Obtain verification of negative TB test or chest X-ray. <ul style="list-style-type: none"> ○ Keep one copy to turn in with your student teaching application. ○ Keep another copy for your own records. ○ It must be done <u>no sooner than</u> 6 months prior to beginning internship. 	•	•
<u>Add or Change Credential or MA</u> <ul style="list-style-type: none"> • Normally done automatically when admitted to program. To add a credential/MA, you must file these forms. <ul style="list-style-type: none"> ○ Obtain forms at: http://grad.sfsu.edu/content/change-graduate-program ○ It is imperative to file MA form after the completion of your first semester, but <u>before</u> you complete more than 12 units!! <p><u>Note:</u> Sometimes a student's objective does not get entered into the computer when he or she begins a program. Get an unofficial transcript sometime after the end of the first semester and verify that it says "CRS-O&M" and/or "classified" (for MA) in the lower right-hand corner. If it does not, inform the O&M Program Coordinator before you finish 12 units!!!</p>	•	•
<u>Student Teaching Application</u> <ul style="list-style-type: none"> ○ See sample typed form and a blank form from the O&M Program page on Canvas ○ File by Feb. 28th of the semester in which you take SPED 822/823. 	•	•
<u>CAP (Credential Approved Program)</u> http://sped.sfsu.edu/content/forms-0 <ul style="list-style-type: none"> ○ Information on completing the CAP form is provided on the Canvas O&M Program page. ○ File the semester before your internship along with your student teaching application. ○ See sample typed sheet in the O&M Program Handbook. ○ You MUST have a sample worksheet approved by the O&M Program Coordinator <u>before</u> submitting the final form!!!! 	◇	•
<u>PCE (Proposal of Culminating Experience)</u> <ul style="list-style-type: none"> • Obtain procedures outline at https://grad.sfsu.edu/content/culminating-experience <ul style="list-style-type: none"> ○ See sample typed form and a blank form from the O&M Program advising page on Canvas. ○ File by posted deadline (April 1) in the semester in which you are enrolled in SPED 822/823. ○ DON'T BE LATE or you may end up delaying your graduation by a semester!!! ○ You must have a sample worksheet approved by the O&M 	•	◇

MILESTONES AND DEADLINES - PROGRAM IN O&M

REQUIREMENT	MA	CREDENTIAL
<u>MA exam</u> <ul style="list-style-type: none"> • Must be taken during either the last semester or the one prior to it. <ul style="list-style-type: none"> ○ May be retaken 1 time. ○ Sign up for the exam during the first month of the semester in which you plan to take the exam. ○ Go to https://sped.sfsu.edu/content/masters-comprehensive-written-examination for information to sign up. 	•	◇
<u>Culminating Experience (only for those completing field study or thesis):</u> <ul style="list-style-type: none"> • Must have ATC on file before beginning <ul style="list-style-type: none"> ○ Check your Milestones on the Student Center (after you have completed 18 units of coursework. ○ If it is not there as approved and completed, inform the O&M Program Coordinator. 	•	◇
<u>Important Information About MA Exam & Culminating Experience: Read "Additional Notes" on next page</u>	•	◇
<u>Application for graduation</u> <ul style="list-style-type: none"> • File the forms during your last semester. <ul style="list-style-type: none"> ○ Check the student schedule for the filing deadline. Don't be late! ○ File your Report of Completion form: https://grad.sfsu.edu/content/report-completion (The link to the form can also be found under step number 6 of the Steps to Graduation). <ul style="list-style-type: none"> ■ Important information for form: <ul style="list-style-type: none"> • Degree objective: Master of Arts • Major: Special Education • Concentration : Leave this box blank • Emphasis: Orientation & Mobility ■ Important routing information: <ul style="list-style-type: none"> • Committee Member 1: Yvonne Bui, ybui@sfsu.edu • Committee Member 2: Adam Graves, adamgraves@sfsu.edu • Department Chair: Amber Friesen, afriesen@sfsu.edu ○ Obtain forms and instructions at http://grad.sfsu.edu/content/apply-to-graduate 	•	◇
<u>Credential Application</u> <ul style="list-style-type: none"> • Get information regarding the <u>Award of Credential</u> at https://sped.sfsu.edu/content/steps-award-credentials <ul style="list-style-type: none"> ○ File after the final grades show on your transcript. 	◇	•

Other Notes of Interest:

- No more than 6 units may be applied from another university or from SFSU's Open University toward an MA degree.
- Students who have taken all coursework but who need an additional semester to finish an incompletes or take the MA exam are allowed a one semester grace period, during which they can do so without paying additional tuition.
- Students who do not graduate at the end of this semester are required to register for EDUC 499 through CEL (College of Extended Learning) for any remaining semesters in which they will not be signing up for any additional coursework.
- No coursework over 6 years (at time ATC is filed) can be applied towards MA degree.
- No units may be transferred from Open University/Extended Education



REQUEST FOR CREDENTIAL ADD OR CHANGE ONLY

(Credential and Graduate Continuing Student Use Only)

Name _____ Student ID No. _____
Last First

E-Mail: _____
Number and Street

- Make sure to update your Mailing address on your Student Center. For instructions, please visit: https://cms.sfsu.edu/content/student-center#diploma%20name

Current SFSU Post-Baccalaureate Cumulative GPA: _____ Attach unofficial SFSU transcript: https://www.sfsu.edu/online/login.htm

I do not plan on completing my current credential program and acknowledge that I must reapply to the university and credential program to complete the original admitted credential program. If you want to add a Master's Degree to your Credential, you must formally apply to the University and complete any departmental requirements.

I understand these restrictions. SIGNATURE: _____ Date: _____

DEPARTMENT Recommendation:

CURRENT Credential/Master's Program:

Name of Credential _____ 3 Digit Credential Code _____ Major/Plan Code _____

NEW or ADDED Credential Program:

Name of NEW Credential _____ 3 Digit Credential Code _____ Major/Plan Code _____

EFFECTIVE Date: _____

ACCEPTED to NEW CREDENTIAL program DENIED

CREDENTIAL STATUS:

- 4 - Holds preliminary or level I teaching credential and enrolled to complete professional clear or level II credential requirements.
5 - Admitted and enrolled in a credential program.
6 - Admitted to more than one credential program.
8 - Admitted and enrolled in internship.
V - Holds valid 1st credential, admitted to 2nd credential program.

Include in ERSS Report: Yes No

Additional Subpanel Data: _____

SIGNATURE: _____
Department Chair (or Designee) Type or Print Last Name Email

Reviewed and approved by Credential Office BH 244: (Single, Multiple subjects, Special Education + Communicative Disorder only)

SIGNATURE: _____
Credential Admissions Specialist Type or Print Last Name Email

Department MUST submit to Division of Graduate Studies - ADM 250

Division of GRADUATE STUDIES:

SFSU Cumulative GPA: _____ Continuing Student: No Yes Admin/Finan HOLDS: No Yes

Comments: _____

ACTION RECORDED: Entered in CS and Grad Database Denied

Signature: _____ Date: _____
Dean or Graduate Studies Designee

Student Teaching / Intern Commitment Form

I, _____, (Print Name) pledge to conduct my student teaching / intern experience by registering for the designated seminar class and performing the requisite number of hours as a student teacher / intern in an approved offsite location or facility.

Check program emphasis:

- Early Childhood Special Education
- Mild / Moderate Disabilities
- Moderate / Severe Disabilities
- Orientation and Mobility
- Visual Impairments
- Other _____

My signature obligates me to conduct my student teaching / internship experience during the academic year semesters in which I register. I understand that I must register during the terms dictated by my program advisor. I also understand that the Department of Special Education has allocated resources for supervision in my placement in order for me to fulfill my student teaching / internship experience.

Signature _____

Date _____

**EDUCATION SPECIALIST PRELIMINARY CREDENTIAL PROGRAM:
ORIENTATION AND MOBILITY (O&M)**

Deadline for Student Teaching Applications

- **Spring/Summer Semester.....September 13**
- **Fall semester..... February 13**

Student name:	Date:
Student ID#:	Student e-mail:
Semester(s) student intends to student teach*:	

*Students in ECSE and O&M complete two separate student teaching experiences. Please indicate the semester/year for each student teaching experience.

Student Teaching Application Must Include:

- Credential Approved Program (CAP) form signed by advisor (second page of this document)
- TB Test Results
- Certificate of Clearance (COC), fingerprint, or copy of current credential
- * Basic Skills Requirement (*a bachelor's or higher degree from a regionally accredited institution, will automatically satisfy this requirement*)
- Unofficial Transcripts

All student teaching materials should be compiled and emailed to Steve Macaris by the due date (smacaris@sfsu.edu)

O&M Cap and Student Teaching Application
(08/23//2024)

Course Prefix & Number	Course Title	Units	Grade	Term Registered	Institution Other Than SFSU
Core Classes (6 units)					
SPED 788	Law, Ethics & Instructional Planning	3			
SPED 747	Physical Disabilities and Sensory Impairments	3			
Advanced Methods Courses (28 Units)					
SPED 655	Basic Orientation and Mobility for Learners with Visual Impairments	3			
SPED 749	Medical, Educational, and Rehabilitative Implications for Visual Impairments	4			
SPED 753	Living Skills Assessment and Instruction for Learners with Visual Impairments	3			
SPED 756	Orientation and Mobility Seminar	3			
SPED 757	Visual Impairments: Special Populations	3			
SPED 760	Methods in Orientation and Mobility I	3			
SPED 792	Methods in Orientation and Mobility II	3			
SPED 822	Methods in Orientation and Mobility III	3			
SPED 823	Methods in Orientation and Mobility IV	3			
Clinical Fieldwork & Student Teaching (15 units)					
SPED 726	Workshop: Student Teaching Support Sessions for ESN or VI	3			
SPED 730	Student Teaching: Special Education	9			
SPED 731	Special Education Field Experiences	3			
Total Units (49 units)					

Program Advisor _____
Print Last Name

Signature

Date

Guidelines to Petition for Proposal for Culminating Experience (PCE)

All students enrolled in the Master of Arts in Special Education program must complete a Culminating Experience to earn their degree. In order to complete your Culminating Experience, students must first earn approval from the SPED Department and the Division of Graduate Studies by submitting petition the PCE. The ATC is now submitted by the Division of Graduate Studies after the student completes 18 units. Check the Milestones on the SFSU Student Center to ensure that it has been approved and completed.

The ATC and PCE must be submitted and approved the semester **before** you intend to enroll in your Culminating Experience. For example, if you plan to take the Master's Culminating Exam in the Spring, all forms must be submitted and approved during the previous Fall semester. There are a few additional conditions before you are eligible to submit these petitions:

- Students must have completed (earned letter grades B- or higher) for **at least** 18 units of classes listed on the ATC.
- If you have been approved for the Creative Work Project or the Thesis options, you must have approval from your faculty advisor(s) at least one semester before you submit the PCE. The thesis option requires prior IRB approval.
- For a complete list of requirements, carefully review the Grad. Studies website <https://grad.sfsu.edu/content/culminating-experience>

Blank copies of all petitions can be found on the [Division of Graduate Studies](#) website.

Submitting the Advancement to Candidacy (ATC) Substitution Form

Transfer Unit Evaluations and ATC Substitutions

If you have listed a course on your ATC that you have taken outside of SFSU, this course must be approved as a substitution by the Department and by the Division of Graduate Studies. Please fill out a [Transfer Unit Evaluation](#) form. If you are substituting for a Core Course, you must also submit a [Waiver of Graduate Program Regulations](#) form. Submit the forms to sped@sfsu.edu along with transcripts and a course description.

If you need to make a revision to the ATC (i.e. switch out a course), please complete and submit an [ATC Substitution](#) petition and submit it through DocuSign (submission instructions can be found on the last page).

Submitting the Proposal for Culminating Experience (PCE)

PCE forms will vary depending on which Culminating Experience option you have been approved for. The version in this sample will include the Master's Culminating Exam option; consult with your faculty advisor if you are completing the Creative Work Project or Thesis options. Students should fill in the PCE to match PCE sample page 3. You do **not** need to fill out the committee member section as you will be submitting your petitions through DocuSign.

Form submission instructions can be found on the last page.

**Master of Arts in Special Education
Orientation and Mobility (O&M)**

This Master of Arts degree program in special education facilitates candidates' competency in research and scholarship and provides a comprehensive grounding in evidence-based practices in Orientation and Mobility.

Course	Title	Units
Core Courses (9 units)		
ISED 797	Seminar in Educational Research	3
SPED 788	Law, Ethics, Collaboration, Technology & Instructional Planning	3
SPED 747	Physical Disabilities and Sensory Impairments	3
O&M Program Courses (12 units)		
SPED 760	Methods in Orientation & Mobility: I	3
SPED 792	Methods in Orientation & Mobility: II	3
SPED 882	Methods in Orientation & Mobility: III	3
SPED 823	Methods in Orientation & Mobility: IV	3
Related Studies Courses (3 units)		
SPED 753	Living Skills Assessment and Instruction for Learners with Visual Impairments	3
O&M Graduate Elective Courses*		
Culminating Experience Options (6 units, <i>select one option</i>)		
Option I: Two Elective Courses + Comprehensive Exam		
SPED 749	Medical, Educational, and Rehabilitative Implications of Visual Impairments	4
SPED 757	Visual Impairment: Special Populations	3
SPED 896	SPED MA EXAM	0
Option II: Advanced Research Course + Creative Work Project		
SPED 881	Students must take SPED 881 to supplement the Creative Work	3
SPED 894	Creative Work Project and Presentation	3
Option III: Advanced Research Course + Thesis		
SPED 881	Advanced Research Seminar in Special Education	3
SPED 898	Thesis and Oral Defense	3
Total Units		30-31

* Courses for the Graduate Electives are selected upon advisement with a faculty advisor

** All courses listed on ATC must have a grade of B- or higher

**PROPOSAL FOR CULMINATING EXPERIENCE
896EXM: WRITTEN AND/OR ORAL EXAMINATION**

Complete, print and file this form with the Division of Graduate Studies in accordance with guidelines published in the University *Bulletin*.

NO HANDWRITTEN FORMS WILL BE ACCEPTED

1. Official Degree Title as listed in the University Bulletin:

Master of Arts Major Special Education
 Concentration or emphasis (if applicable) _____

2. Check here if this is a REVISED proposal (withdrawing previous proposal)

3. Name Jay Walker Student ID 912345678
 Address 7652 Traveling Brook Phone (415) 338-1161
 City/State/Zip Crosstown, CA 98723 Email jwalk@mail.sfsu.edu

4. INDICATE THE TYPE OF EXAMINATION(S) YOU WILL BE TAKING:

Written Comprehensive Examination Oral Comprehensive Examination **REPORT OF COMPLETION REQUIRED**

5. Description (*must fit in space allotted*):

Include brief description of examination content.

Exam questions will address knowledge of current theory, research, and evidence-based practices in the field of special education in the area of orientation and mobility.

6. I PLAN TO ENROLL IN THE 896EXM COURSE IN: Fall Spring Summer Year 2024

Do not complete this section if you are submitting your PCE through DocuSign

7. SUPERVISING COMMITTEE: must include a minimum of two TENURED or TENURE TRACK faculty members from the student's major department
Committee Chair:

 SIGNATURE

Clearly TYPE/PRINT **First and Last NAME**, RANK AND DEPT.

 EMAIL (REQUIRED) @sfsu.edu

Other committee member(s):

2nd

 SIGNATURE

Clearly TYPE/PRINT **First and Last NAME**, RANK AND DEPT.

3rd

 SIGNATURE

Clearly TYPE/PRINT **First and Last NAME**, RANK AND DEPT.

8. DEPARTMENT CHAIR/GRADUATE COORDINATOR: I have reviewed the above proposal including the composition of the supervising committee and find it acceptable for meeting the culminating experience requirement for the master's degree in the major indicated.

 SIGNATURE

 TYPE/ PRINT FULL NAME AND TITLE

 DATE

FOR GRADUATE STUDIES OFFICE USE ONLY

Accepted by Division of Graduate Studies _____ Date _____

Submitting Your PCE

PCE petitions are submitted through DocuSign. The submission links are on the Graduate Studies website (see below). On each respective page, you can find the submission link, instructions on how to submit, and video guides for additional help.

Graduate Studies Links

[PCE Submission](#)

[ATC Substitution Submission](#)

PCE Submission Signers <i>On the PCE DocuSign submission, you will be asked to include your form signers:</i>	
Culminating Experience Committee Chair <i>select your faculty advisor (choose one)</i>	Yvonne Bui, ybui@sfsu.edu
Second Reader Your second reader will be a faculty member who is not listed as your Committee Chair	Adam Graves, adamgraves@sfsu.edu
Department Chair/Graduate Program Coordinator	Amber Friesen, afriesen@sfsu.edu
Send a Copy To	SPED Department, sped@sfsu.edu

Appendix C

Master's Comprehensive Exam

Master's Comprehensive Examination Emphasis in Orientation & Mobility

Study Guide

The Master's Comprehensive Exam in Orientation & Mobility is designed to provide a culminating assessment of a candidate's professional knowledge prior to graduation. Candidates are asked to demonstrate their knowledge and mastery of relevant course work. Studying for the MA exam also prepares the candidate for the ACVREP examination.

Questions involve a combination of theory and practical application. The questions include all domains from the following courses:

SPED 655
SPED 749
SPED 760/792
SPED 822/823
SPED 756
SPED 726
SPED 757
SPED 747

The MA exam has an essay format and requires the candidate to answer three out of 5 possible questions. Answers are evaluated according to: a) content and b) organization and writing mechanics (e.g., use of complete sentences, transitions, capitalization, and punctuation).

Some tips for writing your answers:

- Read the questions carefully. Be sure to respond to all parts of a question
- Organize your outline in a logical, easy-to-follow sequence
- Cite pertinent references when appropriate
- Be specific and detailed in your answers. For example, general statements such as "assess" are not sufficient. You must state all areas of assessment (e.g., spatial concepts, numbering system concepts, use of monoculars, glare, cane skills, intersection analysis, human guide skills)

Students can take the exam during their last semester (recommended), or during the preceding semester.

If you are a student with a disability and are receiving services from DPRC, please indicate your need for accommodations when you sign up for the exam (and inform the O&M Program Coordinator).

Additional Notes for MA Students

1. Students who are admitted into the SPED 894 (CWP) or SPED 898 (thesis) option have 2 semesters to make progress or complete the CE.
 - a. If the students are progressing but need one additional semester after their grace semester, they can register for EDUC 499 one time
 - b. If after 2 semesters the faculty member deems that sufficient progress has not been made, the student has the option to take SPED 896, MA exam, instead [Note: student has to submit petition to retroactively withdraw from SPED 894/SPED 898 and amend the ATC/PCE]
2. Students who fail the MA exam first time:
 - a. The students will be given an RP grade and an opportunity to retake the MA exam the following semester (at no cost)
 - b. Upon approval and in rare situations, the student may petition to start the application process for CWP (see 3b below)[note: student has to submit petition to retroactively withdraw from SPED 896 and amend the ATC/PCE]
3. Students who fail the MA exam two times:
 - a. Upon approval, they can petition to take the exam a 3rdtime (must register for EDUC 499)
 - b. Upon approval, they can petition to start the application process for the creative work project (must have a full proposal and take SPED 881 before they can register for SPED 894))[note: student has to submit petition to retroactively withdraw from SPED 896 and amend the ATC/PCE]

Rubric: M.A. Comprehensive Examination Evaluation Rubric
Department of Special Education

Rating	Description
Strong Pass	<ul style="list-style-type: none"> • Directly responds to the question and all its dimensions and nuances • Presents ideas in a logical fashion, building a coherent argument across paragraphs • Supports arguments through <u>extensive</u> relevant citations and demonstrates knowledge of relevant research • Includes <u>numerous</u> details and examples throughout to clarify and explicate information presented • Includes ample evidence of critical analysis, synthesis, and evaluation of information presented • Uses basic terminology accurately, demonstrating a superb understanding of core concepts • Writing style follows standard conventions and reflects graduate level composition writing skills (e.g., use of complete sentences, transitions, capitalization, and punctuation) • Ideas are very clearly communicated
Pass	<ul style="list-style-type: none"> • Directly responds to the question and addresses all dimensions and nuances • Develops a reasonably coherent argument across paragraphs • Supports arguments through relevant citations and demonstrated knowledge of relevant research • Includes sufficient evidence and details and examples throughout to clarify and explicate information presented • Includes critical analysis, synthesis, and evaluation of information presented • Uses basic terminology and concepts accurately and appropriately • Writing style follows standard conventions and reflects graduate level composition writing skills (e.g., use of complete sentences, transitions, capitalization, and punctuation) • Ideas are clearly communicated
Weak Pass	<ul style="list-style-type: none"> • Responds to the question and most of the relevant dimensions • A few ideas were presented logically but some fragmentation in overall argument is evident • Includes some relevant citations to support statements but does not provide support throughout response • Includes some details and examples to clarify and explicate information presented • Includes some evidence of analysis, synthesis, and evaluation of information presented • Uses basic terminology and concepts accurately and appropriately most of the time • Writing style generally follows standard conventions and reflects graduate level composition writing skills (e.g., use of complete sentences, transitions, capitalization, and punctuation) • Communicates most ideas clearly, although some comments or statements are in need of further clarification
Fail	<ul style="list-style-type: none"> • Fails to directly respond to the question • Fails to develop a logical and coherent argument across paragraphs • Lacks relevant research support and citations • Lacks details and examples • Fails to analyze, synthesize, and evaluate information • At times, uses basic terminology and concepts inaccurately and/or inappropriately • Writing style fails to follow standard conventions and reflect graduate level composition writing skills (e.g., use of complete sentences, transitions, capitalization, and punctuation) • Ideas are not clearly communicated

Appendix D

Support for At- Risk Students

Process to Support Students At-Risk of Failing to Meet Coursework or Fieldwork Competencies

If a student has difficulty meeting course standards (and maintaining at least a "B-" grade on all assignments in O&M Methods courses - SPED 655, 760, 792, 822, 823) several supports will be offered to the student as appropriate.

- (a) The Program Coordinator will identify, in collaboration with program faculty and internship site supervisors, any candidate who is "at risk" of failing because of their poor performance on course assignments and/or in their fieldwork placements (efforts will be made to identify the students "at risk" during the first semester that they are enrolled in the coursework and fieldwork in the Orientation and Mobility program);
- (b) The Program Coordinator will develop, in collaboration with program faculty and internship site supervisors, a list of areas that must be addressed and an Individual Action Plan that includes needed supports and completion dates;
- (c) The Program Coordinator will meet with the candidate, the Department Chair, program faculty, the master teacher, and DPRC staff (if relevant and appropriate) to review the Individual Action Plan and completion dates with the candidate; and
- (d) Program faculty, internship site supervisors, and DPRC staff (if relevant) will continue to provide mentoring and supports (including the supports included on the action plan) until the concerns are resolved. If the candidate continues to fail to meet coursework or fieldwork competencies, he or she will not receive a passing grade for those courses.

Important Note: A grade of less than a "B-" on any assignment in an O&M methods course will prevent a student from enrolling in future O&M Methods courses.

Appendix E

ACVREP Core Domain Chart

APPENDIX B

O&M CORE DOMAIN AREA CHART

O&M CORE DOMAIN AREA	UNIVERSITY WHERE COMPLETED	COURSE NUMBER	COURSE TITLE	ALTERNATIVE LEARNING (Attach Alternative Learning Approval Form)	COMMENTS
1. Know Professional Information	SFSU	SPED 756 SPED 726 or SPED 721	Orientation and Mobility Seminar Workshop: Student Teaching for Orientation Mobility		
2. Understanding Relevant Medical Information	SFSU	SPED 749 SPED 747	Medical, Educational, and Rehabilitative Implications of Visual Impairment Physical Disabilities and Sensory Impairments		
3. Understand and Apply Learning Theories to O&M	SFSU	SPED 756	Orientation and Mobility Seminar		
4. Plan and Conduct O&M Assessment	SFSU	SPED 760/792/822/823	O&M Methods I, II, III, IV		
5. Plan O&M Programs	SFSU	SPED 726 or SPED 721	Workshop: Student Teaching		

			for Orientation Mobility		
6. Teach O&M Related Concepts	SFSU	SPED 655 or SPED 755	Basic O&M for Learners with Visual Impairments		
7. Teach Orientation Strategies and Skills	SFSU	SPED 760/792/ 822/823	O&M Methods I, II, III, IV		
8. Teach Mobility Skills	SFSU	SPED 760/792/ 822/823	O&M Methods I, II, III, IV		
9. Teach Use of Senses	SFSU	SPED 655 or SPED 755	Basic O&M for Learners with Visual Impairments		
10. Teach Consumers who have Additional Disabilities		SPED 747	Physical Disabilities and Sensory Impairments		
11. Teach Diverse Consumers		SPED 756	Seminar in O&M		
12. Analyze and Modify Environment		SPED 760/792/ 822/823	O&M Methods I, II, III, IV		
13. Know the Psychosocial Implications of Blindness and Visual Impairment		SPED 756	Orientation and Mobility Seminar		