



# **Student Handbook**

## **Program in Orientation & Mobility**

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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 an O&M program.

### **Advising**

Dr. Sandra Rosen is the coordinator of the Orientation & Mobility Program and serves as advisor to all candidates enrolled in the O&M program. Her office is located at Burk Hall #150. Upon admission to the program, candidates should meet with Dr. Rosen to set up their class schedule. Dr. Rosen is also available throughout the year for ongoing academic advising. Her office hours are posted outside BH #150.

### **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 at 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 a student does not consistently ensure the safety of a sleepshaded classmate during course activities, 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 <http://www.sfsu.edu/bulletin/>. 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 telephone (voice/TTY 415-338-2472) or by email ([dprc@sfsu.edu](mailto:dprc@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 Standards for Student Conduct can be found in the SFSU Bulletin:

### **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.

If after following the informal process and the concern or complaint remains unresolved, students may pursue a formal complaint. For questions about the process, contact Eugene R. Chelberg, Associate Vice President for Student Affairs/Enrollment Management, SSB 403, (415) 338-2916 or [concerns@sfsu.edu](mailto:concerns@sfsu.edu).



## 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	F	√	√
SPED 726	Student Teaching Seminar	3	Su	√	√
SPED 730	Student Teaching	9	F	√	√
SPED 731	Special Education Fieldwork	3	Su/Sp	√	√
SPED 747	Physical Disabilities & Sensory Impairments	3	F	√	√
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	√	√
SPED 792	Methods in Orientation & Mobility: II	3	F	√	√
ISED 797	Seminar in Educational Research	3	F/Sp		√
SPED 822	Methods in Orientation & Mobility: III	3	Sp	√	√
SPED 823	Methods in Orientation & Mobility: IV	3	Sp	√	√
SPED 895 or SPED 881 or 2 electives		3-6	F/Sp		√
SPED 896EXM					√

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**Recommended Electives:**

SPED 754	Basic Communication Skills for Learners w/VI	3	F	
GRN 705	Gerontology: An Interdisciplinary Synthesis	3	F	
GRN 715	Aging and Social Intervention	3	Sp	
COUNS 748	Rehabilitation Engineering Technology	3	F	
COUNS 778	Occup Info, Dynamics, & Placement in Rehab	3	Sp	
SPED 688	American Sign Language I	3	F/Sp	

## Appendix B

### Sample Forms

## **MILESTONES AND DEADLINES - PROGRAM IN O&M**

<b>REQUIREMENT</b>	<b>MA</b>	<b>CREDENTIAL</b>
<u>C-BEST</u> <ul style="list-style-type: none"> <li>To be taken A.S.A.P. if you have not already taken it. Information can be obtained at the Teacher Preparation Center in BH 244 or on the SFSU web page.</li> </ul>	◇	●
<u>Fingerprint and Character Clearance</u> <ul style="list-style-type: none"> <li>Must be completed ASAP. <ul style="list-style-type: none"> <li>Clearance must be obtained prior to beginning required observation &amp; participation activities in schools. <a href="http://www.ctc.ca.gov/credentials/submit-online.html">http://www.ctc.ca.gov/credentials/submit-online.html</a></li> <li>Keep a copy to turn in with your student teaching application.</li> <li>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).</li> </ul> </li> </ul>	●	●
<u>Tuberculin Test</u> <ul style="list-style-type: none"> <li>Obtain verification of negative TB test or chest X-ray. <ul style="list-style-type: none"> <li>Keep one copy to turn in with your student teaching application.</li> <li>Keep another copy for your own records.</li> <li>It must be done <u>no sooner than</u> 6 months prior to beginning internship.</li> </ul> </li> </ul>	●	●
<u>Online Sexual Violence Prevention Course</u> <ul style="list-style-type: none"> <li>all <u>new incoming students are required to complete mandatory sexual violence prevention education per CSU Executive Order 1095.</u> <ul style="list-style-type: none"> <li><a href="https://calstate.policystat.com/policy/6741651/latest/">https://calstate.policystat.com/policy/6741651/latest/</a></li> <li>It must be completed by deadline set by SFSU and emailed to students</li> </ul> </li> </ul>	●	●
<u>Add or Change Credential or MA</u> <ul style="list-style-type: none"> <li>Normally done automatically when admitted to program. To add a credential/MA, you must file these forms. <ul style="list-style-type: none"> <li>Obtain forms at: <a href="http://grad.sfsu.edu/content/change-graduate-program">http://grad.sfsu.edu/content/change-graduate-program</a></li> <li>It is <b>imperative</b> to file MA form after the completion of your first semester, but <u>before</u> you complete more than 12 units!!</li> </ul> </li> </ul> <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&amp;M"" and/or "classified" (for MA) in the lower right-hand corner. If it doesn't, see Dr. Rosen before you finish 12 units!!!.</p>	●	●
<u>Student Teaching Application</u> <ul style="list-style-type: none"> <li>See sample typed form and a blank form from the O&amp;M iLearn page</li> <li>File by Feb. 28<sup>th</sup> of the semester in which you take SPED 822/823.</li> </ul>	●	●
<u>CAP (Credential Approved Program) <a href="http://sped.sfsu.edu/content/forms-0">http://sped.sfsu.edu/content/forms-0</a></u> <ul style="list-style-type: none"> <li>Get CAP Form at: <a href="http://spedcd.sfsu.edu/content/forms-0">http://spedcd.sfsu.edu/content/forms-0</a>. Be sure to select the one entitled, "Orientation &amp; Mobility CAP Form."</li> <li>File the semester before your internship along with your student teaching application.</li> <li>See sample typed sheet in the O&amp;M Program Handbook.</li> <li>You <b>MUST</b> have a sample worksheet approved by Dr. Rosen <u>before</u> submitting the final form!!!!</li> </ul>	◇	●

## **MILESTONES AND DEADLINES - PROGRAM IN O&M**

<b>REQUIREMENT</b>	<b>MA</b>	<b>CREDENTIAL</b>
<u>ATC (Advancement to Candidacy)</u> <ul style="list-style-type: none"> <li>Obtain procedures outline at <a href="http://grad.sfsu.edu/content/advancement-to-candidacy">http://grad.sfsu.edu/content/advancement-to-candidacy</a> <ul style="list-style-type: none"> <li>See sample typed form and a blank form from the O&amp;M iLearn page</li> <li>File by posted deadline in the semester in which you are enrolled in SPED 822/823.</li> <li><u>DON'T BE LATE</u> or you may end up delaying your graduation by a semester!!!</li> <li>You <b>must</b> have a sample worksheet approved by Dr. Rosen before filling out the final form!</li> </ul> </li> </ul>	•	◇
<u>MA exam</u> <ul style="list-style-type: none"> <li>Must be taken during the last semester. <ul style="list-style-type: none"> <li>May be retaken 1 time.</li> <li>Sign up for the exam during the first month of the semester in which you plan to take the exam.</li> <li>Go to <a href="http://sped.sfsu.edu/content/forms-0">http://sped.sfsu.edu/content/forms-0</a> for information to sign up. <b>MUST register for SPED 896EXM during the semester in which you take the exam.</b></li> </ul> </li> </ul>	•	◇
<u>Culminating Experience (only for those completing field study or thesis):</u> <ul style="list-style-type: none"> <li>Must have ATC on file before beginning <ul style="list-style-type: none"> <li>See sample typed form and a blank form from the O&amp;M iLearn page</li> <li>File <u>NO later than the beginning</u> of the semester <u>before</u> your last.</li> <li>You must receive written approval of field study from the Human Subjects committee before beginning work.</li> </ul> </li> </ul>	•	◇
<b><u>Important Information About MA Exam &amp; Culminating Experience:</u></b> <b><u>Read "Additional Notes" on next page</u></b>	•	◇
<u>Application for graduation</u> <ul style="list-style-type: none"> <li>File the forms during your last semester. <ul style="list-style-type: none"> <li>Check the student schedule for the filing deadline. Don't be late!</li> <li>Obtain forms and instructions at <a href="http://grad.sfsu.edu/content/apply-to-graduate">http://grad.sfsu.edu/content/apply-to-graduate</a></li> </ul> </li> </ul>	•	◇
<u>Credential Application</u> <ul style="list-style-type: none"> <li>Get information regarding the <u>Award of Credential</u> at <a href="http://sped.sfsu.edu/content/forms-0">http://sped.sfsu.edu/content/forms-0</a></li> <li>File during your last semester</li> </ul>	◇	•
<u>Other Notes of Interest:</u> <ul style="list-style-type: none"> <li>No more than 6 units may be applied from another university or from SFSU's Open University toward an MA degree.</li> <li>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.</li> <li>No coursework over 6 years (at time GAP is filed) can be applied towards MA degree.</li> <li>No units may be transferred from Open University/Extended Education at <u>another</u> university.</li> <li><b>Students are <u>solely</u> responsible for meeting all deadlines!</b></li> </ul>		

### **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]
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 advisement 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]
3. Students who fail the MA exam two times:
  - a. Upon advisement, they can petition to take the exam a 3<sup>rd</sup> time (must register for EDUC 499)
  - b. Upon advisement, 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]



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**TEACHER PREPARATION CENTER**

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**CERTIFICATE OF CLEARANCE ONLINE APPLICATION INSTRUCTIONS**

**HAVE YOUR FINGERPRINTS TAKEN VIA LIVESCAN**

- Print three (3) copies of the LiveScan form: <http://www.ctc.ca.gov/credentials/leaflets/41-LS.pdf>  
You must use the CCTC LiveScan form. If you had your fingerprints taken at a district or for another type of job, these will NOT be electronically submitted to the CCTC.
- Visit a LiveScan Operator – usually a \$60-\$80 charge.
  - ☞ SFSU Department of Public Safety – call 415.338.7200 for an appointment.
  - OR
  - ☞ See the State Attorney General’s website for a list of LiveScan operators:  
<http://www.ag.ca.gov/fingerprints/publications/contact.htm>

**COMPLETE THE ONLINE APPLICATION AT THE CCTC WEBSITE**

- Go to: <https://teachercred.ctc.ca.gov/teachers/index.jsp>
- On the left, click on **Direct Application**
- Fill in the required fields and click the **Continue** button until the application is completed.
  - ☞ Be sure to choose **Certificate of Clearance** as the document type.
- Pay the fee – \$29.50
- Print out verification that you completed the application for your personal records.
- Once your COC is processed it can be printed from the internet. After two weeks, log in to the **Credential Look-up** on the CCTC website:  
<https://teachercred.ctc.ca.gov/teachers/PersonalSearchProxy>. If yours does not appear keep checking this site.
- Submit a copy of the Certificate of Clearance to the Credential Admissions Office. **\*\*Please do NOT submit the “Printer Friendly” copy. The document needs to list: your name, the document number and the issuance date.\*\***

*If you already have a Certificate of Clearance OR a CCTC credential (i.e., Substitute Credential, Child Development Permit, Multiple Subject Credential, etc.) you DO NOT need to complete the above process.*

**SAN FRANCISCO STATE UNIVERSITY**  
**REQUEST FOR CHANGE OF MASTER'S DEGREE**

(Continuing Graduate Students Use Only)

Name \_\_\_\_\_ Student ID \_\_\_\_\_  
Last First  
Address \_\_\_\_\_ Phone No. (\_\_\_\_) \_\_\_\_\_  
Number and Street  
City State Zip E-Mail: \_\_\_\_\_

**CURRENT Program:**

☐ EMBA ☐ MA ☐ MBA ☐ MFA ☐ MM ☐ MPA ☐ MPH ☐ MS ☐ MSA ☐ MSW

Major: \_\_\_\_\_ Concentration: \_\_\_\_\_

**NEW Program**

☐ EMBA ☐ MA ☐ MBA ☐ MFA ☐ MM ☐ MPA ☐ MPH ☐ MS ☐ MSA ☐ MSW

Major: \_\_\_\_\_ Concentration: \_\_\_\_\_

☐ Add ☐ Remove Credential (if applicable)

Credential Name \_\_\_\_\_ Credential Code \_\_\_\_\_

Current SFSU Graduate Cumulative GPA: \_\_\_\_\_ Attach unofficial SFSU transcript: <https://www.sfsu.edu/online/login.htm>

**Students may not pursue two master's degrees at the same time. Students must complete one degree before beginning work on a second degree. If this action is approved, your current degree objective will be changed to your new objective and the course work you have already completed cannot be counted towards another degree at a later date. No more than 12 units of already completed courses can be counted toward your new degree objective.**

**I understand these restrictions.** SIGNATURE: \_\_\_\_\_ Date: \_\_\_\_\_

**DEPARTMENT Recommendation:**

EFFECTIVE Semester: \_\_\_\_\_

☐ ACCEPTED to CLASSIFIED standing ☐ DENIED ☐ ACCEPTED TO CREDENTIAL

☐ ACCEPTED, with CONDITIONS (Recommended):

SIGNATURE: \_\_\_\_\_ Date: \_\_\_\_\_  
Department Chair (or Designee) Type or Print Last Name

**Department MUST submit to Division of Graduate Studies - ADM 250**

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**Division of GRADUATE STUDIES:**

SFSU Cumulative GPA: \_\_\_\_\_ Continuing Student: ☐ No ☐ Yes Admin/Finan HOLDS: ☐ No ☐ Yes

Comments: \_\_\_\_\_

☐ Exceeds 12 units of completed coursework

**ACTION TAKEN:** ☐ Admitted ☐ Denied

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Dean, Graduate Studies

**ACTION RECORDED:** ☐ Entered in SIMS and Grad Database ☐ Denied

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Graduate Studies Staff



## **Procedures for Change of Master's Degree**

### **Eligibility Requirements**

- This form may be used only by graduate level students currently enrolled in the University in good academic standing who wish to change status from an existing degree to a new degree or add/remove a Credential from their Master's degree.
- Students should contact the NEW department to ascertain if supplementary materials are required.

### **Procedures**

1. The student fills out the "Request for Change of Master's Degree" form.
2. *Continuing Students:*

Attach an unofficial SFSU transcript, printable from the web:

<https://www.sfsu.edu/online/login.htm>

*First Semester Students:*

Students who have not completed one semester of graduate studies at SFSU and want to submit a Request for Change of Master's Degree can do so after the fifth week of instruction.

3. The student submits the form to the NEW Academic Department, along with any supplemental application materials required by that department.
4. The NEW Academic Department completes the Department portion of the form and submits it to the Division of Graduate Studies at ADM 250 for official action.
5. The Division of Graduate Studies checks the student's academic standing and any Registrar's holds. If the student is in good standing and does not have any holds, the change will be approved and recorded. If not, the request will be denied. Copies of the form will be sent to both the student and the department, indicating what action has been taken.

THE CHANGE IN PROGRAM WILL NOT BE IN EFFECT UNTIL  
APPROVED BY THE DIVISION OF GRADUATE STUDIES.

# Department of Special Education

## STUDENT TEACHING APPLICATION

► **Spring semester .... due September 28**  
**Fall semester ..... due February 28**

Name Andrea Scarpetta Semester Intending to Student Teach Sum/Fall 2019

Only complete applications will be accepted by deadline. Students who complete their application after the deadline will be placed on a Wait List. Wait listed applicants will be approved for student teaching only if funds are available.

**STEP #1:** Download your unofficial transcript from the SFSU website – “MySFSU”, and complete the Credential Approved Program (CAP) form. Credential course requirements may be reviewed at [www.sfsu.edu/~spedcd](http://www.sfsu.edu/~spedcd).

**STEP #2:** Arrange to meet with your Advisor to review your transcripts. Bring the CAP form and your student teaching application for authorization by your Advisor.

**STEP #3:** Identify your credential objective below. Check (✓) preconditions met, and **attach copies of evidence for each precondition that you have met for your credential, even if you have submitted these materials at an earlier date.** Applications without all documents of evidence attached will be considered incomplete and will be rejected.

**Note:** If you hold a credential or permit issued by the California Commission on Teacher Credentialing (CCTC) make a copy and submit along with your application and CAP form in lieu of documentation below. Multiple-Subject, Single Subject, Education Specialist, and Intern credentials cover all preconditions listed below. Emergency Credentials or Permits only cover the COC and TB.

<b>Preliminary Education Specialist / Clinical Rehabilitative Services / Speech-Language Services Credentials</b>	
<input type="checkbox"/> Mild/Moderate Disabilities (M/M) <input type="checkbox"/> Moderate/Severe Disabilities (M/S) <input type="checkbox"/> Physical and Health Impairments (PHI) <input type="checkbox"/> Visual Impairments (VI)	<input type="checkbox"/> Early Childhood Special Education (ECSE) <input type="checkbox"/> Orientation & Mobility (O&M) <input type="checkbox"/> Speech-Language Pathology Services Credential (SLPSC)
<b>Preconditions:</b> <input type="checkbox"/> Credential Approved Program (CAP) <input type="checkbox"/> CBEST Result <input type="checkbox"/> TB Test Result <input type="checkbox"/> Subject Matter Competency, Test result or Waiver <input type="checkbox"/> COC - Certificate of Clearance: fingerprint or copy of current credential. A fee payable to the CCTC is applicable.	<b>Preconditions:</b> <input checked="" type="checkbox"/> Credential Approved Program (CAP) <input checked="" type="checkbox"/> CBEST Result <input checked="" type="checkbox"/> TB Test Result <input checked="" type="checkbox"/> COC - Certificate of Clearance: fingerprint, or copy of current credential. A fee payable to the CCTC is applicable.

**THIS STUDENT HAS MET ALL PRECONDITIONS AND IS RECOMMENDED FOR STUDENT TEACHING.**

Advisor approval: \_\_\_\_\_

Date: \_\_\_\_\_

The Department of Special Education will review your application and will notify you about your eligibility to enroll in student teaching course work.

### **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
- ☐ Physical & Health Impairments
- ☐ Visual Impairments
- ☐ Speech Language Pathology Services Credential (CD)
- ☐ 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 \_\_\_\_\_

**Credential Approved Program (CAP) Form**  
 SAN FRANCISCO STATE UNIVERSITY / COLLEGE OF EDUCATION  
**PROGRAMS IN SPECIAL EDUCATION & COMMUNICATIVE DISORDERS**

Name:	Date:
Address:	Student #:
Phone:	Credential: Clinical Rehabilitative Services – O&M
E-Mail:	Credential Emphasis: <b>Orientation &amp; Mobility</b>
Bachelors, Date & School:	Date of Credential Completion:

**CANDIDATES MUST BE FORMALLY ADMITTED TO CLINICAL REHABILITATIVE SERVICES  
 CREDENTIAL<sup>1</sup> IN ORIENTATION & MOBILITY TO FILE THIS CAP**

Course Prefix & Number	Course Title	Units	Grade	Term Registered	Institution Other Than SFSU
SPED 788	Law, Ethics, Collaboration, Technology & Instructional Planning	3			
SPED 747	Phys. Disabilities-Implications & Mgmt.	3			
SPED 655	Basic O&M for the Visually Impaired	3			
SPED 749	Medical, Educational, and Rehabilitative Implications of Visual Impairments	4			
SPED 753	Living Skills Assessment and Instruction for Learners with Visual Impairments	3			
SPED 757	Visual Impairment: Special Populations	3			
SPED 756	Orientation and Mobility Seminar	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			
SPED 726	Seminar: Student Teaching for O&M	3			
SPED 731	SPED Student Teaching (Child)	3			
SPED 730	SPED Student Teaching (Adult)	9			

\_\_\_\_ Total Postgraduate Units (49 units)

- ☐ **COPY OF PASSING SCORE FOR BASIC SKILLS ATTACHED** (current Preliminary or Clear Credential may be substituted)
- ☐ **COPY OF CERTIFICATE OF CLEARANCE ATTACHED** (>=5 years old; current Preliminary or Clear Credential may be substituted)
- ☐ **COPY OF NEGATIVE TB TEST RESULTS** (>=2 years old; current Preliminary or Clear Credential may be substituted)

Program Advisor \_\_\_\_\_ Rosen \_\_\_\_\_  
 Print Last Name

\_\_\_\_\_  
 Signature

\_\_\_\_\_  
 Date

<sup>1</sup> Candidates admitted only to the Special Education **Master's Degree program must be approved for student teaching.**

## **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 wish to have any accommodations, please indicate this when you sign up for the exam.

Some additional information from the Special Education Department Office:  
Please remember to bring your Student ID's to the MA Comprehensive Exam on Friday, as proctors will be checking ID.

In addition please refers to the following rules that will be in place during the exam:

1. Shut-off cell phones, and all personal belongings off table surfaces.
2. Absolutely no talking with other students during exam
3. Breaks – leave **all** materials in room when restroom break needed
4. No eating/drinking in computer lab; water and personal beverages left outside room
5. Stations monitored by proctor; only exams allowed on desktop screen
6. Scrap paper will be provided – do not use your own scrap paper.
7. Assistance needed? Raise hand for proctor's attention
8. **Time**: 4 hours, start to finish; time announcements given for Spell check, answer review, etc. (~3:30 pm)
9. **Printing**: final printing needs to be completed within 4 hours allowed for exam, no later than 4 pm; one printing only; check document for organization, Spell-check, etc. before printing; students who may finish earlier may print earlier.
10. **All papers**, handwritten and typed are returned at end of day, including scratch notes; exam questions; answers
11. **Report of Completion**: Department will report results to SFSU Graduate Studies
12. **Exam Results**: informed by letter from department; ***allow up to 4 - 5 weeks for reading***. If 2 readers do not agree, a 3<sup>rd</sup> reader is added to evaluate for final result

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

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

**FORM MUST BE TYPED****ADVANCEMENT TO CANDIDACY**Master of ArtsMajor Special Education

Concentration or Emphasis (if applicable): \_\_\_\_\_

Student: Select the correct University Bulletin year you were admitted to the program:

2015 - 2016

Name: Jay WalkerStudent ID: 912345678Address: 7652 Traveling BrookPhone(s): 415-338-1161City: CrosstownState: CAZip Code: 98723E-mail: jwalker@mail.sfsu.edu

**ALL REQUIREMENTS MUST BE COMPLETED ACCORDING TO PROGRAM GUIDELINES OR WITHIN 7 YEARS FROM THE TERM OF ADMISSION TO YOUR GRADUATE PROGRAM**  
**CONTINUOUS ENROLLMENT IS REQUIRED AFTER ENROLLMENT IN THE CULMINATING EXPERIENCE**

Student: Fill out the following information completely (including the semester and year each course was or will be taken).

Course Number	Course Title	Units Required	Units (to be) completed	Semester & Year	Use For Grad	Institution (not SFSU) (transfer units only)*	Grade	In Progress Or To Do
ISED 797	Sem: Educational Research	3	3	Fall 16			A	
SPED 788	Law, Ethics, and Instructional Planning	3	3	Sum 16			A	
One of SPED 801 or SPED 779 or SPED 747 (enter below)		3						
SPED 747	Phys. Disabilities & Sensory Impairm.	3	3	Spr 16			A-	
Special Education Courses, Upper Division/Graduate Courses		12						
SPED 760	Methods in Orientation & Mobility: I	3	3	Fall 16	Y		A	
SPED 792	Methods in Orientation & Mobility: II	3	3	Fall 16	Y		A	
SPED 822	Methods in Orientation & Mobility: III	3	3	Spr 17	Y		B+	
SPED 823	Methods in Orientation & Mobility: IV	3	3	Spr 17	Y		A	
Related Studies Course on Advisement:		3						
SPED 753	Living Skills Assess. & Instruc. for VI	3	3	Fall 16			A	
One of the following culminating experience options:		6						
<b>Option I:</b> 2 graduate seminars and SPED 896EXM Culminating Experience Exam <b>OR</b>								
<b>Option II:</b> 1 graduate seminar and SPED 894 <b>OR</b>								
<b>Option III:</b> SPED 881 and SPED 898 plus Oral Defense of Thesis; or SPED 881 and SPED 895								
<i>(list choice below):</i>								
SPED 749	Med, Educ, and Rehab, VI Impairments	4	4	Fall 17				In Progress
SPED 756	Orientation and Mobility Seminar	3	3	Spr 18				To Do
<b>Total Units</b>		<b>30</b>	<b>31</b>					

NOTE: For transfer work, a Request for Graduate Program Transfer Unit Evaluation must be submitted.

Must earn B- or above in SPED 745, 773, 787, and 789 (Plus-minus letter grade only)

Additional Degree Requirements:

- ☐ Report of Completion for 894 **OR** ☐ Report of Completion for 895 **OR** ☐ Thesis Receipt **AND** ☐ Report of Completion for Oral Defense **OR**  
☒ Report of Completion for Written Exam

Only 30% of units listed on the Advancement to Candidacy may be upper division undergraduate coursework.

GRADUATE MAJOR ADVISER: Please check off below the manner by which this student has or will have satisfied Second Level written English proficiency in your graduate program, i.e. ability to write in a scholarly manner in the major field.

☐ 1st Level Written English Proficiency  
 Completed by: CSET Writing or GRE Test
☐ 2nd Level Written English Proficiency to be completed by:  
 Choose One: ☒ Option I ☐ Option II ☐ Option III

GRADUATE ADVISER (Required):

Type/Print Last Name

Signature

Date

DEPARTMENT CHAIR (Required):

Bui

Type/Print Last Name

Signature

Date

GRADUATE COORDINATOR (Required):

Bui

Type/Print Last Name

Signature

Date

Approved ☐Not approved ☐

Dean of the Graduate Division or Designee

Date

Note: Upon approval of the ATC, read graduate Academic Policies and Procedures section in the Bulletin regarding conditions for maintaining its validity.



## PETITION FOR ATC SUBSTITUTION

### Change to Advancement to Candidacy Program

**FORM MUST BE TYPED**

**Official Degree Title as Listed in the University Bulletin:**

Master of \_\_\_\_\_ Major \_\_\_\_\_

Concentration or emphasis (if applicable) \_\_\_\_\_

Name \_\_\_\_\_ Student ID \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

City/State/Zip \_\_\_\_\_ Email \_\_\_\_\_

**Please list the course(s) you are removing from your approved ATC program, and the course(s) you wish to substitute. If you need to remove or add more than 3 courses, please submit a new ATC form instead.**

**REMOVE from program:**

Course No.	Course Title	Units	Reason for Removal/Substitution

**SUBSTITUTE with:**

Course No.	Course Title	Units	Semester and Year	Institution (not SFSU) (transfer units only)*	Grade	In Progress or To Do

**\*NOTE:** For transfer work, a *Request for Graduate Program Transfer Unit Evaluation* must be submitted.

#### REQUIRED SIGNATURES

**Graduate Advisor:**

\_\_\_\_\_  
Type or Print Name                      Signature                      Date

**Department Chair/Graduate Coordinator:**

\_\_\_\_\_  
Type or Print Name                      Signature                      Date

Accepted by Division of Graduate Studies: \_\_\_\_\_ Date: \_\_\_\_\_

## EVALUATION OF TRANSFER CREDIT FROM OTHER INSTITUTIONS

The “Request for Graduate Program Transfer Unit Evaluation” must be submitted, with appropriate signatures, to the Graduate Division, along with the Graduate Approved Program (GAP Advancement to Candidacy (ATC). Official Transcripts must be attached to the form or, if these are already on file with the University, unofficial copies (copied front and back) should be attached.

A course will be deemed eligible for transfer credit under the following conditions:

- The course content is such that it clearly meets the program's curricular requirements stipulated in the university *Bulletin*.
- The course was taken at a regionally accredited higher education institution.
- The course was completed after earning the baccalaureate degree.
- The student earned an acceptable grade (C or better) in the course.
- The course was either an upper division or a graduate course at the institution at which it was taken and must be acceptable to that institution's advanced degree program.
- The course was not used to meet any other degree requirement either at the institution where it was taken or at SFSU.
- The course was not taken any earlier than seven years from the date the student is planning to graduate.
- The sum of all credit-by-examination, extension, or transfer courses being proposed for inclusion on the GAP does not exceed six units in a 30-unit program (or twelve units in a 60-unit program).
- The GAP, with the transfer course(s) on it, has been approved by the student's graduate advisor.
- The GAP has been approved by the college graduate coordinator and by the Graduate Division.

It is the obligation of the student and of the student's advisor to determine that the proposed transfer courses will meet all of the conditions for eligibility. The Graduate Division will convert any quarter units to semester units at the time of evaluation.

**Units evaluated as acceptable for transfer are still subject to approval at the time of application for graduation. Any transfer coursework that has become outdated (exceeds the 7-year time limit) at that time will not be accepted.**

# REQUEST FOR GRADUATE PROGRAM TRANSFER UNIT EVALUATION\*

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Address: \_\_\_\_\_ Master's Program: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

I request that the following upper division and/or graduate level courses taken at the institutions indicated (not to exceed 6 semester units in a 30-unit program) be evaluated for transfer to San Francisco State University. These units have not been used to meet the requirements of any other degree program and were completed after earning the baccalaureate degree. If the courses are found to be acceptable, are approved by my graduate program adviser and Graduate Coordinator, and fall within the seven-year limit, I intend to include these courses on my Graduate Approved Program (GAP). **I understand that any units evaluated as acceptable for transfer are still subject to approval at the time of application for graduation and that any quarter units will be converted to semester units.**

Institution	Course Department, Number and Title	Term & Year Taken	To Substitute For

Check One: ☐ Official transcripts that include these courses are attached.  
☐ Official transcripts that include these courses are already on file at SFSU. **NOTE:** Please attach complete unofficial copies (front and back) of your transcripts to expedite processing.

Student: \_\_\_\_\_  
(Type or print name) (Signature) (Date)

If the above courses are found to be acceptable to the University for transfer purposes, they would be proposed for use in meeting the requirements for the Master's degree offered by our department.

Advisor: \_\_\_\_\_  
(Type or print name) (Signature) (Date)

Graduate Coordinator: \_\_\_\_\_  
(Type or print name) (Signature) (Date)

**When the above is completed and approved, submit this form, along with your Graduate Approved Program (GAP)/Advancement to Candidacy (ATC) to GradStop, ADM 250.**

**SPACE BELOW NOT TO BE USED BY APPLICANT**

Institution	Course Department, Number and Title	Semester Units and Grade	Class Level	Approved*	Denied

\*Refer to University Bulletin for complete information regarding the conditions under which transfer credit may be allowed for advanced degrees.

REMARKS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Evaluated by \_\_\_\_\_ Date \_\_\_\_\_

**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 Jav 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 2018

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

_____ SIGNATURE	_____ TYPE/PRINT NAME, ACADEMIC RANK AND DEPT.	_____ EMAIL (REQUIRED)
Other committee member(s):		
2nd	_____ SIGNATURE	_____ TYPE/PRINT NAME, ACADEMIC RANK AND DEPT.
3rd	_____ SIGNATURE	_____ TYPE/PRINT NAME, ACADEMIC 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	<u>Yvonne Bui, Department Chair</u> TYPE/ PRINT NAME AND TITLE	_____ DATE
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**FOR OFFICE USE ONLY**

Accepted by Division of Graduate Studies \_\_\_\_\_ Date \_\_\_\_\_

## Appendix C

### Professional Expectations of Students

**SAN FRANCISCO STATE UNIVERSITY  
PROGRAM IN ORIENTATION & MOBILITY**

**PROFESSIONAL EXPECTATIONS OF O&M CANDIDATES**

The Orientation & Mobility Program is a professional program designed to prepare you to become a teaching professional.

1. **Take care of business.** Be prompt. Confirm your enrollment. Attend classes regularly and on time. Make yourself aware of deadlines and meet them.
2. **Good manners** are essential. Show courtesy and respect to university faculty and staff, school/agency site personnel, students, and fellow candidates. Model the behavior you want to see from students and other professionals.
3. **Learn and employ good telephone etiquette.** Identify yourself by name and get the name of the person with whom you're talking. Use voicemail systems to your advantage by leaving complete and understandable messages that include your name and contact information. If you are using your own answering machine for professional calls, the greeting should be informative and professional. E-mail communication should meet these same standards.
4. **Establish and maintain appropriate boundaries** between yourself, your students, university faculty, and school/agency personnel.
5. **Establish and maintain good relationships** with your faculty advisor, university supervisor, and site supervisors. They are your advocates. If you have personal problems that may affect your academic progress, contact your faculty advisor immediately. Learn how to disagree in a respectful manner.
6. **Dress Code.** During class, casual and weather appropriate are the keys. During internship, business casual is the standard. Clothing should always clean and well maintained. Any questions about what is appropriate should be directed to your school site supervisor, your university internship supervisor, or your university faculty advisor.
7. **Follow proper protocol.** Work issues and problems out at the lowest possible level of authority. Start with your professor or university program advisor.
8. **Promptness and preparedness are keys to success.** You are expected to be in your University classes and placement sites on time and prepared. Stay until the end of class unless pre-arranged and approved.
9. **Knowing policies, rules, and procedures up front** will minimize personal and professional challenges/problems in the future. It is your responsibility to remain informed of the official University regulations.
10. **Do your best and be open to growth and improvement.**

**I have read the O&M program handbook and the information above. I understand, and agree to abide by, all professional expectations throughout my program at San Francisco State University.**

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

## Appendix D

### Portfolio

# **SFSU Program in Orientation and Mobility**

## **ePortfolio Handbook**

### **What is a Portfolio?**

It is a “systematic collection of materials selected and assembled by a professional and used to document professional accomplishments.”

--Allan A. Glatthorn, author of The Teacher's Portfolio

Portfolios are an opportunity for reflection and personal growth.

Last updated: Summer 2013



### **Possible Uses for your Electronic Portfolio (ePortfolio)**

- To present to prospective employers and administrators
- Share with colleagues

### **General Guidelines for Preparation of Professional Portfolios**

The portfolio is a showcase of your personality and your best work.

- Take your time and don't leave it to the last minute
- Be brief. Select carefully. Choose a few points and characteristics of yourself as an O&M Specialist that you wish to highlight.
- Tailor your portfolio for a specific audience. Although your portfolio should emphasize your best professional qualities, there may be circumstances when it will be appropriate to add or delete specific information for different purposes or audiences.
- Portfolios are intended to be unique. Design yours to show "you" from the perspective of what you can offer students, schools, or agencies and the profession.

Be Assertive in Selling Your Strengths!

### **How to Create Your ePortfolio**

You will receive an ePortfolio account and an introductory training from Academic Technologies on how to create your ePortfolio. For more information about electronic portfolios see:

<http://eportfolio.sfsu.edu/>

For examples, see:

<http://eportfolio.sfsu.edu/gallery.php>

### **Items to include in Your ePortfolio**

The ePortfolio will include content such as

- A welcome statement
- A personalized teaching philosophy
- An updated resume
- Descriptions of any special projects and initiatives, including presentations and publications
- Academic preparation (e.g., content standards for the O&M program, any academic highlights from your courses)
- A description of your internships and work experience
- Demonstration of knowledge of subject areas (e.g., including assessment, program planning, serving learners with multiple disabilities, working with clients with diverse cultural backgrounds, etc.). This might include one or more of the following areas:
  - Samples of professional writing (e.g., final report, progress report, assessment report, IEP/IWRP/ITP goals)
  - Sample lesson plans
  - Adaptations you have developed or might use for students with multiple disabilities or other additional needs
  - Research reports
  - Sample letters to families
  - Photographs of maps or other work samples (e.g. a challenging intersection that you were able to teach a student to cross)
  - Photographs of students engaged in a unique and interesting activity. This is NOT to be taken during the internship or any university related field experience. You are allowed to “stage” a photo representing an activity you have taught. Pictures taken

in any work setting require written permission from adults and/or a child's parent/guardian.

Other possible content areas include:

- Workshops and continuing education courses attended
- Scholarships, Awards, Grants
- Letters of Recommendation
- Thank you letters from learners, parents, family members, or others.
- Links to relevant online information, such as your LinkedIn profile, the website of agencies you have worked for, links to descriptions of classes taken, etc.

Portfolios are representative, NOT comprehensive. One or two high quality work samples are better than 5 mediocre ones. Portfolios are also dynamic, and should be updated periodically. As you continue to gain teaching experience and to grow professionally, alter it to reflect your development.

**APPENDIX B**

**O&M CORE DOMAIN AREA CHART**

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

			Orientation Mobility		
<b>6. Teach O&amp;M Related Concepts</b>	SFSU	SPED 655	Basic O&M for Learners with Visual Impairments		
<b>7. Teach Orientation Strategies and Skills</b>	SFSU	SPED 760/792/822/823	O&M Methods I, II, III, IV		
<b>8. Teach Mobility Skills</b>	SFSU	SPED 760/792/822/823	O&M Methods I, II, III, IV		
<b>9. Teach Use of Senses</b>	SFSU	SPED 655	Basic O&M for Learners with Visual Impairments		
<b>10. Teach Consumers who have Additional Disabilities</b>		SPED 757	Visual Impairment: Special Populations		
		SPED 747	Physical Disabilities and Sensory Impairments		
<b>11. Teach Diverse Consumers</b>		SPED 756	Seminar in O&M		
<b>12. Analyze and Modify Environment</b>		SPED 760/792/822/823	O&M Methods I, II, III, IV		
<b>13. Know the Psychosocial Implications of Blindness and Visual Impairment</b>		SPED 756	Orientation and Mobility Seminar		