

Degree: MA: RHBL: O&M (73a) **For Calendar Year:** 2017
(Date submitted to college committee: March 31, 2017 By: John W. McAllister, Ed.D.)
(Date posted on college assessment website: _____)

Overall Rating: _____

Respond to all six parts following the “Degree Program Assessment Progress Report Instructions.” (NOTE: Parts 1 through 4 can be copied from the relevant sections of your assessment plan.) Attach additional pages as needed.

This report covers Year 4 of 5 (2017). The Five-Year Assessment Plan was approved in 2010 and may be found in Appendix A. The curriculum matrix may be found in Appendix A. Blank assessment forms may be found in Appendix B.

(1) Student learning goal(s) addressed this year:

The following are the goals as outlined in the assessment plan. This year’s efforts were placed in student learning outcomes as assessed by their O&M supervisors during their internships. While students’ skills were assessed in their didactic and applied classes as is done each year, there were difficulties in getting instructor evaluations of individual courses taught by this program coordinator due to technical difficulties throughout the old College of Education. Further, due to restructuring of the university academic programs and the establishment of a new College of Education and Health Professions July 1, 2016, the O&M program coordinator and sole faculty member. It was not possible to do extensive and comprehensive assessment activities in 2016 as a result.

Goal #1: Assessment Procedures:

Students will demonstrate the ability to use appropriate assessment instruments and procedures to evaluate clients’ current level of functioning in the areas of concept development, sensorimotor skills, posture and gait, and travel abilities.

Goal #2: Cognitive knowledge of Orientation and Mobility skills:

Students will demonstrate the knowledge of the appropriate skills necessary for traveling with impaired vision and/or with additional disabilities.

Goal #3: Instructional Methodology:

Students will demonstrate the ability to apply learned theories and knowledge of skills (Goal #2) when developing, sequencing, and teaching appropriate lessons for and to their clients with visual impairments.

Goal #4: Monitoring of clients:

Students will demonstrate the ability to monitor their clients' independent travel skills (including acquisition of orientation and mobility techniques and safety procedures) by successfully attaining the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER) orientation and mobility competencies during their practicum and internship experiences.

Goal #5: Human Growth and Development:

Students will demonstrate the ability to recognize the psychosocial, medical, and cultural needs of each client as they relate to his or her individual education/rehabilitation plan.

Goal #6: History and Philosophy of Orientation and Mobility:

Students will demonstrate an understanding of the history of the profession as it relates to current critical issues, the orientation and mobility code of ethics, certification of mobility instructors, and implementation of orientation and mobility services.

(2) Learning outcomes/objectives for those goals addressed this year:

Objective #1: Upon graduation, students will be able to demonstrate the ability to assess the level of acquired orientation and mobility skills and to evaluate those skills over time in their clients with visual impairments.

Objective #2: Upon graduation, students will be able to demonstrate the ability to develop and teach orientation and mobility skills through appropriately sequenced lessons for their clients with visual impairments.

Objective #3: Upon graduation, students will be able to demonstrate the ability to monitor their client's safety when traveling through various environments.

(3) Courses & activities where assessed:

All of the student-learning outcomes are assessed annually through the courses and other activities, e.g., student teaching and internship experiences. (See Attached Assessment Plan) The learning outcomes as perceived by internship supervisors will be reported here.

(4) Methods used:

As indicated in the attached plan, a variety of methods are used to assess student-learning outcomes: course evaluations, course instructor evaluations, papers, projects, and supervisor reports for the student teaching and internship experiences. The O&M Program is primarily an online program, especially during the academic year. Students do come in the summers to participate in the three-week O&M Summer Institute where they learn the specialized skills to become an O&M specialist.

The O&M Program is an applied skill-set type of training program. That is, students learn the theories for teaching O&M through the online didactic courses (RHBL 7315, 7316, 7325, COUN 7360 and 7362; EDFN 7303; SPED 7305; and, two electives). When they come in the summers, they learn the applied nature of teaching O&M through the core O&M courses (RHBL 7317, 7318), which may also be thought of as precursors to student teaching and internship. Faculty and adjunct instructors teach and observe students learning how to travel under blindfold or low vision simulators, and observe students teach one another those skills while one of a team is wearing a blindfold or low vision simulator.

It is the observations of internship supervisors that will be reported on here. Internship supervisors completed a supervisory report (see Appendix B) at mid-term (140 hours of direct teaching) and at the end of the internship (280 hours of direct teaching). In 2016 three (3) student interns and their respective supervisors completed the respective reporting forms. (Student interns complete their forms every 60 hours or so.)

Forms were received and compiled during 2017. Analysis of the data took place in the spring of 2017 due to time constraints in the program coordinator being assigned a second department to manage.

(5) What are the assessment findings? How did you analyze them?

The form (see below) consisted of a checklist of 14 items indicating “Professionalism,” and 9 items on “Teaching Ability;” and, two items of narrative appraisal of what the supervisor felt the intern was especially good at and the other related to areas needing improvement. The 23-item checklist categories were “Excellent,” “Acceptable,” and “Not Acceptable.”

The items were added up across supervisory reports and tabulated. The two narrative items were reported in their entirety by supervisors and indicated for this report as “Intern 1,” “Intern 2,” etc. A qualitative analysis of the items was performed.

When analyzing the checklist items of Professionalism and Teaching Ability, all supervisors perceived their interns as exhibiting excellent or acceptable behaviors in all areas assessed. No items were checked as “not acceptable” by any of the supervisors. Areas assessed in Professionalism included: Appearance, Punctuality, Rapport with clients, Acceptance of Supervision, Able to accept suggestions, Demonstrates professional behavior, Confronts difficult situations in a positive manner, Follows agency rules and regulations, Observes ethics of confidentiality, Upholds of the O&M code of ethics, Participates in agency functions, Attendance and reporting at meetings, and The attitude towards the O&M profession. Areas assessed in Teaching ability included: Awareness of personal strengths and weaknesses, Flexibility in adapting to changing needs of clients and situations, Inventiveness and resourcefulness, Able to formally assess client skill level, Able to prescribe and deliver an appropriate O&M

program, Able to deliver an appropriately sequenced plan of instruction as so deemed by continuous evaluation of client skill level, Able to consistently monitor client's safety, Able to deliver directions in an appropriate manner, and Knowledge and application of O&M skills. The narrative items were analyzed to determine that all supervisors saw growth in their interns and generally praised them at the end of their training period. Descriptors like, flexible, resourceful, professional, knowledgeable and creative were used by many of the supervisors. All would employ their interns upon graduation if they could.

Areas that needed improvement related to growth and experience as instructors upon graduation. That is, all supervisors believed that with experience their interns would mature into excellent instructors.

(6) What conclusions were drawn and what decisions were made as a result? How were stakeholder groups involved?

The interns were well prepared for their internships. The prior teaching exposure the interns received in the two methods courses (RHBL 7317 and 7318) and in their practicum course (RHBL 7390) prepared them well for their culminating internship experiences. In 2016 alumni will be surveyed after one year of program completion to poll student perceptions of their training. A formal stakeholder meeting did not take place in 2016 in part due to changes in leadership at several of the agencies in the metropolitan Little Rock area. Normally, agency directors at World Services for the Blind, The Lighthouse for the Blind, Arkansas School for the Blind, and Arkansas Division of Services for the Blind comprise the stakeholder group for the program advisory board. Both directors of WSB and LHB retired in 2016 and both agencies underwent a series of interim directors. Hopefully more normalized leadership will occur in 2016 to reinstate the advisory board.

UALR INTERNSHIP SUPERVISOR REPORT

Summary for 2017

The supervisor should complete this report at midterm and at the end of term and return it to the Department of Counseling, Adult and Rehabilitation Education at University of Arkansas at Little Rock. The items are to be ranked by the supervisor as *Excellent, Acceptable, or Not Acceptable*. Additional information may be included on the back of this form or on separate sheets of paper. This report is to be shared with the student by the supervisor before submitting to UALR.

GRADUATE STUDENT: ___3 Interns_____ SUPERVISOR: ___3 supervisors_____

NAME OF TRAINING SITE: 3 sites around the country: V.A.'s, private agencies, schools

DATE AND TIME PERIOD: January – December, 2017

Not
Excellent Acceptable Acceptable

PROFESSIONALISM

- | | | | | |
|---|---|-----|-----|-----|
| 1. Appearance | 3 | ___ | ___ | ___ |
| 2. Punctuality | 3 | ___ | ___ | ___ |
| 3. Rapport with clients | 3 | ___ | ___ | ___ |
| 4. Rapport with colleagues | 3 | ___ | ___ | ___ |
| 5. Acceptance of supervision | 3 | ___ | ___ | ___ |
| 6. Able to accept suggestions | 3 | ___ | ___ | ___ |
| 7. Demonstrates professional behavior | 3 | ___ | ___ | ___ |
| 8. Confronts difficult situations in a positive, appropriate manner | 3 | ___ | ___ | ___ |
| 9. Follows agency/training site rules and regulations | 3 | ___ | ___ | ___ |
| 10. Observes ethics of confidentiality | 3 | ___ | ___ | ___ |

- | | | | | | |
|-----|---------------------------------------|---|-----|-----|-----|
| 11. | Upholds AER, O&M code of ethics | 3 | ___ | ___ | ___ |
| 12. | Participates in agency functions | 3 | ___ | ___ | ___ |
| 13. | Attendance and reporting at meetings | 3 | ___ | ___ | ___ |
| 14. | Attitude toward the profession of O&M | 3 | ___ | ___ | ___ |

TEACHING ABILITY

- | | | | | | |
|-----|--|---|-----|-----|--|
| 15. | Awareness of personal strengths and weaknesses | 3 | ___ | ___ | ___ |
| | | | | | Not |
| | | | | | Excellent Acceptable Acceptable |
| 16. | Flexibility in adapting to changing needs of clients and situations | 3 | ___ | ___ | ___ |
| 17. | Inventiveness and resourcefulness | 3 | ___ | ___ | ___ |
| 18. | Able to formally assess client skill level | 3 | ___ | ___ | ___ |
| 19. | Able to prescribe and deliver an appropriate O&M program | 3 | ___ | ___ | ___ |
| 20. | Able to deliver an appropriately sequenced plan of instruction as so deemed by continuous evaluation of client skill level | 3 | ___ | ___ | ___ |
| 21. | Able to consistently monitor clients' safety | 3 | ___ | ___ | ___ |
| 22. | Able to deliver directions in an appropriate manner | 3 | ___ | ___ | ___ |
| 23. | Knowledge and application of O&M skills | 3 | ___ | ___ | ___ |

NARRATIVE APPRAISAL

24. Teaching areas in which the student seems especially good.

Intern 1: Looks to enhance knowledge base by seeking out continuing education opportunities, such as attending webinars. She seeks clarification to be sure her teaching methods are appropriate. She demonstrates a great attention to detail when working with clients and with

proper documentation. She is clear and thorough when presenting information. The quality of her report writing continues to improve and now calls for few suggestions. She is often complimented by clients for her kindness and thorough approach. She has grown as a team player at the agency; for example, learning to change paper towels in a tricky dispenser rather than relying on coworkers for this. While this may seem to be a small task, it reflects an attitude conducive to workplace harmony.

Intern 2: She has demonstrated the ability to work with a wide variety of students effectively, especially those with multiple disabilities. She displays excellent rapport with all her students.

Intern 3: She has become more comfortable in her timing and appropriateness in how she guides lessons. She has good ideas about what direction each student should go in skill building and is able to implement them. She is adaptable to changes in schedules. She has developed good rapport with her students.

Intern 4: Professionalism, knowledge of instructional skills, report writing and flexibility.

Intern 5: Rapport with students and staff are excellent. He has an excellent way to keeping even the most talkative students on task. Flexibility and patience.

Intern 6: She has been a pleasure to work with throughout her internship. She has grown a lot in her professional career. As she gained confidence in her teaching abilities, my supervision has dropped off to where she is managing a client's program with limited supervision. She has always been concerned about the safety of her clients on lessons. She has been able to relax and has learned how to keep someone safe but not give the impression that she is hovering. She has demonstrated an eagerness to learn and has listened to suggestions on how to improve her teaching abilities and has implemented those suggestions into her teaching. She has demonstrated good time management abilities... She has demonstrated good knowledge of the O&M subject matter. I would happily give her any recommendations as she progresses to the next step of her career.

Intern 7: She is very knowledgeable in the area of O&M and has done exceptionally well with students who are traveling in residential, rural and downtown areas. It is my opinion that she is more comfortable working with secondary students but with time and experience she do fine with elementary aged children. She is more than willing to work with any student that is scheduled with her.

Intern 8: Wonderful with the students and keeps them on track. Is creative and can think on her feet; makes use of a variety of resources. Does an excellent job of monitoring the safety of her students.

Intern 9: She is very creative and resourceful. She makes the lessons meaningful to each person she teaches and clearly articulates the purpose behind each lesson. She is prepared and thoughtful in her preparations.

Intern 10: He is very flexible when working with students and staff. He is always ready and willing to help out covering students or working on projects.

25. Teaching areas in which the student needs to improve.

Intern 1: She strives to reach beyond her comfort level, but this ability is still developing at times. For example, she is working on becoming comfortable using hand-under-hand teaching technique with children who might prefer this. She is still developing her ability to assess clients' movements and behavior to determine needed skills when those differ from their self-reported experiences. For example, a client who

bumped his head on the door-frame benefitted more from lower than upper protective techniques.

Intern 2: She has shown improvement in many areas during her internship. Her ability to assess and create lesson plans based on that assessment has greatly improved.

Intern 3: It may take time for her to fully recognize that her opinion has authority when signing an O&M assessment. With experience she should be able to continue to time appropriate O&M related comments/questions to her students.

Intern 4: As far as I'm concerned there aren't any areas. I believe with experience she will be excellent in all areas.

Intern 5: He is doing very well in all areas. He has excellent skills that will only improve as he gains additional practice. He was a pleasure to work with and I believe he will be a wonderful addition to the field.

Intern 6: She has been improving in her report writing. Even though she has made progress in being flexible when faced with the need to change her planned lesson, she still seems unsure of where to go after the normal skills have been completed. She needs to think of creative ways to practice or work on skills that will keep things interesting for the client.. She continues to learn how to reword something if the client is not understanding what is being said.

Intern 7: She needs to improve her own cane skills to demonstrate them as necessary and to evaluate when a student is demonstrating them incorrectly.

Intern 8: Allowing students to self-evaluate, especially when they make mistakes.

Intern 9: She has shown great improvement in all areas. I feel her confidence in teaching small business travel will increase over time including crossing complex lighted intersections.

Intern 10: Lesson sequencing and intervention skills with difficult clients.

Supervisor signature date

Student signature date

PLEASE INCLUDE ADDITIONAL INFORMATION ON BACK OF THIS FORM

APPENDIX A

Graduate Degree Program Assessment Plan Cover Sheet (rev. 07):

UNIVERSITY OF ARKANSAS AT LITTLE ROCK

Plan No. 73a, 73c

Degree Program: Rehabilitation of the Blind: Orientation and Mobility

Department and College: Counseling, Adult and Rehabilitation Education, College of Education

Degree Type(MA, MS, EdS, EdD, PhD, Certificate): MA

Prepared by: John W. McAllister, Ed.D., Assistant Professor and Coordinator

Submitted to College Assessment Committee on _____ Approved on _____

Submitted to Provost Assessment Advisory Group on _____ Approved on _____

Respond to all four questions, following the Degree Program Assessment Plan Form Instructions. Attach additional pages as needed.

1. What are your student learning goals for this degree program?

Goal #1: Assessment Procedures:

Students will demonstrate the ability to assess appropriate travel instruction environments and use appropriate assessment instruments and procedures to evaluate clients' current level of functioning in the areas of concept development, sensorimotor skills, posture and gait, and travel abilities.

Goal #2: Cognitive knowledge of Orientation and Mobility skills:

Students will demonstrate the knowledge of the appropriate skills necessary for traveling with impaired vision and/or with additional disabilities.

Goal #3: Instructional Methodology:

Students will demonstrate the ability to apply learned theories and knowledge of skills (Goal #2) when developing, sequencing, and teaching appropriate lessons for and to their clients with visual impairments.

Goal #4: Monitoring of clients:

Students will demonstrate the ability to monitor their clients' independent travel skills (including acquisition of orientation and mobility techniques and safety procedures) by successfully attaining the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER) orientation and mobility competencies during their practicum and internship experiences.

Goal #5: Human Growth and Development:

Students will demonstrate the ability to recognize the psychosocial, medical, and cultural needs of each client as they relate to his or her individual education/rehabilitation plan.

Goal #6: History and Philosophy of Orientation and Mobility:

Students will demonstrate an understanding of the history of the profession as it relates to current critical issues, the orientation and mobility code of ethics, certification of mobility instructors, and implementation of orientation and mobility services.

2. What are your learning objectives or outcomes associated with each student-learning goal?

Objective #1: Upon graduation, students will be able to demonstrate the ability to assess the appropriate travel instruction environments, the level of acquired orientation and mobility skills, and to evaluate those skills over time in their clients with visual impairments.

Objective #2: Upon graduation, students will be able to demonstrate the ability to develop and teach orientation and mobility skills through appropriately sequenced lessons for their clients with visual impairments.

Objective #3: Upon graduation, students will be able to demonstrate the ability to monitor their client's safety when traveling through various environments.

3. Where will the objectives be addressed in your program? In which courses and through which activities will they be assessed? (Attach Curriculum Assessment Map.)

See attached

4. How will you assess each objective? (a) Methods; b) Design; c) Assessment cycle; d) Stakeholder involvement.)

(a)-(c) See attached curriculum map. In addition:

Students are surveyed for course input during the respective online and face-to-face classes as well as instructor evaluations are conducted at the end of every semester. Course and instructor adjustments are made as necessary. Previous surveys have lead to the replacement of one adjunct instructor. Surveys of recent graduates and their employers, all stakeholders, will take place one year after program completion; results will assist in future program adjustments. (The O&M Program graduates approximately 6 students per year.)

Peer-to-peer reviews of student teaching will take place at least twice during the Summer O&M Institute in June of each year. Students will score their peers using a scoring sheet and rubric (see Appendix A). Results will be shared with their peers and data will be collected and analyzed to determine if the application of learned skills has taken place and if adjustments must be made in the presentation of skill training through the blindfold simulations. Students must score a satisfactory on this part of their training.

There are two environmental analysis projects in which students will be judged in their abilities to assess appropriate teaching environments for either low vision travelers (RHBL 7325) or for totally blind travelers (RHBL 7317 and 7318). This ability is critical for novice O&M specialists in that they can be constantly seeking out teaching environments as itinerant community instructors or required to develop complete teaching curriculums in rehabilitation centers. In RHBL 7317 they will be assessed in identifying appropriate indoor and residential training environments and in RHBL 7318 they will be seeking out business and rural training environments. The respective scoring rubrics may also be found in Appendix A.

During their student teaching (RHBL 7390: practicum) and internship (RHBL 7395) experiences, students are assessed by their cooperating supervisors on numerous criteria. The analyses will look at aggregate data across each item based either on numbers of students or student percentages. Adjustments in course delivery and course content can result from these analyses. The rubrics may be found in Appendix A.

The O&M Program is presently waiting or the call for proposals on the RSA grant.to train O&M specialists through the U.S. Rehabilitation Services Administration. As part of that award, the program is extensively reviewed on an annual basis related to the various objectives of that grant.

Finally, the O&M Program Was re approved in 2015 and will not have to go through AER approval until 2020. In 2020 the program will move from being AER approved to AER accredited because the Association for the Education and Rehabilitation of the Blind and

Visually Impaired has moved to an accreditation model. Until then the Program will be grandfathered in to accredited status because it is not due for re-evaluation until 2020.

(d) Stakeholder Involvement. The stakeholders related to the O&M Program are: the current students; alumni; and various agency directors both locally and nationally. Agency CEO's from World Services for the Blind, the Arkansas School for the Blind, the Arkansas Division of Services for the Blind are examples of local agency directors who meet bi-monthly with the O&M Program coordinator and annually during the AR AER conference in Little Rock. During those meetings issues related to the program are discussed and feedback is obtained. Previous meetings have resulted in some of the following changes to the program over the past several years: going from an on campus program to a hybrid, online program; cooperative relationships in the summers with WSB and ASB (free room and board arrangements with students in exchange for recreational duties for our graduate students) and DSB (transition O&M services from our O&M graduate students with college/business bound young adults with impaired vision). In addition, the CEO's provide program advocacy with the Arkansas legislature and Governor's Office.

2013-2017 O&M Assessment Student Goals/Learning Outcomes

Student Goals	Learning outcomes	Courses	Method	Timeline
1) Assessing clients	1a) Knowing and understanding, and demonstrating systematic assessment	RHBL 7317, 7318, 7325, 7390, 7395	Lesson Plans, Exams, projects	Annually
	1b) Understanding and demonstrating the process of documentation and report writing	RHBL 7317, 7318, 7390, 7395	Assessment report writing, lesson plans	Annually
	1c) Knowing and understating and demonstrating sequenced teaching plans and instructing students and clients with visual impairments.	RHBL 7317, 7318, 7390, 7395	Lesson plans, teaching simulations, student teaching	Annually
2) Knowledge of O&M Skills	2a) Knowing about & understanding basic O&M skills	RHBL 7317, 7390, 7395	Exams, blindfold simulations	Annually
	2b) Knowing and understanding intermediate O&M skills	RHBL 7317, 7390, 7395	Exams, blindfold simulations	Annually
	2c) Knowing and understanding advanced O&M skills	RHBL 7318, 7390, 7395	Exams, blindfold simulations	Annually
3) Instructional Methodology	3a) Demonstrates the ability to teach basic O&M skills	RHBL 7317, 7390, 7395	Exams, blindfold simulations	Annually
	3b) Demonstrates the ability to teach intermediate O&M skills.	RHBL 7317, 7390, 7395	Exams, blindfold simulations	Annually
	3c) Demonstrates the ability to teach advanced O&M skills.	RHBL 7318, 7390, 7395	Exams, blindfold simulations	Annually
4) Monitoring Clients	4a) Students will monitor their peers' safety during blindfold simulations	RHBL 7317, 7318	Observations/forms/rubricks	Annually
	4b) Students will monitor their clients' safety while they travel indoors.	RHBL 7390, 7395	Supervisor observations/forms/rubrick	Annually
	4c) Students will monitor their clients' safety while they travel in residential areas.	RHBL 7390, 7395	Supervisor observations/forms/rubrick	Annually
	4d) Students will monitor their clients' safety while they travel in business areas.	RHBL 7390, 7395	Supervisor observations/forms/rubrick	Annually
5) Human Growth and Development	5a) Students will demonstrate knowledge of the special medical issues and needs of clients with visual impairments.	RHBL 7316, 7317, 7318, 7315, 7325, 7390, 7395	RHBL 7315 Exams, RHBL 7390 lesson plans, RHBL 7316 research papers, RHBL 7317/18 blindfold simulations	Annually
	5b) Students will demonstrate knowledge of the special issues and needs of their clients' posture and gait and other physical disabilities.	RHBL 7316, 7317, 7318, 7315, 7325, 7390, 7395	RHBL 7316 Exams, RHBL 7390 lesson plans, RHBL 7316 research papers, RHBL 7317/18 blindfold simulations	Annually
	5c) Students will demonstrate the knowledge of issues and psychological needs of their clients with visual disabilities.	COUN 7362, RHBL 7315, 7325, 7390, 7395	COUN 7362 Exams, RHBL 7390 lesson plans, RHBL 7316 research papers, RHBL 7317/18 blindfold simulations	Annually

	5d) Students demonstrate the knowledge of cultural issues of their clients with visual disabilities.	COUN 7360, 7362; RHBL 7316, 7315, 7317, 7318.	COuN 7360 Exams, RHBL 7390 lesson plans, RHBL 7316 research papers, RHBL 7317/18 blindfold simulations	Annually
6) History and Philosophy of O&M	1.1) Students will demonstrate knowledge of the history of the O&M profession.	RHBL 7316, 7317, 7318, 7325	RHBL 7317/7325 Exams, RHBL 7316 research papers	Annually
	1.2) Students will demonstrate knowledge of the code of ethics and its history	RHBL 7318	Exams, research papers	Annually
	1.3) Students will demonstrate knowledge of certification and licensure issues for the profession.	RHBL 7318	Exams, discussion, research papers	Annually
	1.4) Students will demonstrate knowledge of the delivery of O&M services of O&M in schools and agencies for the blind.	RHBL 7318, 7390, 7395	Exams, lesson plans	Annually

2013-2017 Curriculum and Assessment Matrix: O&M Program Assessment

Goal #1 Assessment Procedures: Students will demonstrate the ability to use appropriate assessment instruments and procedures to evaluate the prospective teaching environments, clients' current level of functioning in the areas of concept development, sensori-motor skills, posture and gait, and travel abilities.			
Courses	Outcome 1: Knowing and understanding, and demonstrating systematic assessment of the environment and of their clients	Outcome 2: Understanding and demonstrating the process of documentation and report writing	Outcome 3: Knowing and understating and demonstrating sequenced teaching plans and instructing students and clients with visual impairments
RHBL 7317 Intro. To Methods of O&M	Somewhat Exam, demonstrations, simulations, teaching peers; project with rubrick	Little Projects	Extensive Exam, demonstrations, simulations, peer teaching
RHBL 7318 Adv. Methods of O&M	Somewhat Exam, demonstrations, simulations, teaching peers; project with rubrick	Little Projects	Extensive Exam, demonstrations, simulations, peer teaching
RHBL 7325 Low Vision Implications	Extensive Exam, project with rubrick	Little Exam	None
RHBL 7390 Student Teaching in O&M	Extensive Lesson planning	Extensive Report Writing	Extensive Report Writing, lesson plans
RHBL 7395 Internship in O&M	Extensive Lesson plans, assessments	Extensive Report writing, daily note taking	Extensive Lesson plans, report writing

2013-2017 Curriculum and Assessment Matrix: O&M Program Assessment

Goal #2 Cognitive Knowledge of Orientation and Mobility Skills: Students will demonstrate the knowledge of the appropriate skills necessary for traveling with impaired vision and/or with additional disabilities.			
Courses	Outcome 1: Knowing about & understanding basic O&M skills: sighted guide through self-protection techniques	Outcome 2: Knowing and understanding intermediate O&M skills: basic cane skills and indoor travel techniques	Outcome 3 Knowing and understanding advanced O&M skills: residential and business travel, and special travel environments
RHBL 7317	Extensive Exam, simulations, teaching peers	Extensive Exam, simulations, teaching peers	Limited Simulations, teaching peers
RHBL 7318	Little None	Extensive Exam, simulations, teaching peers	Extensive Exam, simulations, teaching peers
RHBL 7390	Extensive Teaching students/clients	Extensive Teaching students/clients	Extensive Teaching students/clients
RHBL 7395	Extensive Teaching students/clients	Extensive Teaching students/clients	Extensive Teaching students/clients

2013-2017 Curriculum and Assessment Matrix: O&M Program Assessment

Goal #3 Instructional Methodology: Students will demonstrate the ability to apply learned theories and knowledge of skills (Goal #2) when developing, sequencing, and teaching appropriate lessons for and to their clients with visual impairments.			
Courses	Outcome 1: Demonstrates the ability to teach basic O&M skills.	Outcome 2: Demonstrates the ability to teach intermediate O&M skills: basic cane skills and indoor travel techniques	Outcome 3: Demonstrates the ability to teach advanced O&M skills: residential and business travel, and special travel environments
RHBL 7317	Extensive Exam, simulations, teaching peers	Extensive Exam, simulations, teaching peers	Limited Simulations, teaching peers
RHBL 7318	Little None	Extensive Exam, simulations, teaching peers	Extensive Exam, simulations, teaching peers
RHBL 7390	Extensive Teaching students/clients	Extensive Teaching students/clients	Extensive Teaching students/clients
RHBL 7395	Extensive Teaching students/clients	Extensive Teaching students/clients	Extensive Teaching students/clients

2013-2017 Curriculum and Assessment Matrix: O&M Program Assessment

Goal #4 Monitoring of clients: Students will demonstrate the ability to monitor their clients' independent travel skills (including acquisition of orientation and mobility techniques and safety procedures) by successfully attaining the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER) orientation and mobility competencies during their practicum and internship experiences.				
Courses	Outcome 1: Students will monitor their peers' safety during blindfold simulations	Outcome2: Students will monitor their clients' safety while they travel indoors.	Outcome 3: Students will monitor their clients' safety while they travel in residential areas.	Outcome 4: Students will monitor their clients' safety while they travel in business areas.
RHBL 7317	Extensive Blindfold simulations; rubrick	None Not Assessed	None Not Assessed	None Not Assessed
RHBL 7318	Extensive Blindfold simulations; rubrick	None Not Assessed	None Not Assessed	None Not Assessed
RHBL 7390	None Not Assessed	Extensive Observations, report forms	Extensive Observations, report forms	Extensive Observations, report forms
RHBL 7395	Little Not Assessed	Extensive Observations, report forms	Extensive Observations, report forms	Extensive Observations, report forms

2013-2017 Curriculum and Assessment Matrix: O&M Program Assessment

Goal #5: Human Growth and Development: Students will demonstrate the ability to recognize the psychosocial, medical, and cultural needs of each client as they relate to his or her individual education/rehabilitation plan.				
Courses	Outcome 1: Students will demonstrate knowledge of the special medical issues and needs of clients with visual impairments.	Outcome 2: Students will demonstrate knowledge of the special issues and needs of their clients' posture and gait and other physical disabilities.	Outcome 3: Students will demonstrate the knowledge of issues and psychological needs of their clients with visual disabilities.	Outcome 4: Students demonstrate the knowledge of cultural issues of their clients with visual disabilities.
RHBL 7315 Medical Aspects of Blindness	Extensive Exam, projects	Limited Exam, projects	None Not assessed	Limited Exam, discussions
RHBL 7316 Principles of O&M	Somewhat Exam, Research paper	Extensive Exam, research paper, discussions	Little Discussions	Little Discussions
RHBL 7317	Somewhat Exam; discussions	Extensive Exam; demonstrations, discussions	Little Exam; discussions	Somewhat; discussions
RHBL 7318	Extensive Exam; demonstrations, discussions	Extensive Exam; demonstrations, discussions	Little Exam; discussions	Little Exam; discussions
RHBL 7390	Somewhat Medical report analyses, lesson plans	Extensive Lesson plans	Extensive Observations, lesson plans	Extensive Observations, lesson plans
RHBL 7395	Somewhat Medical report analyses, lesson plans	Extensive Lesson plans	Extensive Observations, lesson plans	Extensive Observations, lesson plans
COUN 7360 Foundations of Rehabilitation	None Not assessed	None Not Assessed	None Not Assessed	Somewhat Exam; research paper
COUN 7362 Psychological Aspects of Disabilities	Somewhat Exam	None Not assessed	Extensive Exam; paper	Extensive Exam; paper

2013-2017 Curriculum and Assessment Matrix: O&M Program Assessment

Goal #6: History and Philosophy of Orientation and Mobility: Students will demonstrate an understanding of the history of the profession as it relates to current critical issues, the orientation and mobility code of ethics, certification of mobility instructors, and implementation of orientation and mobility services.				
Courses	Outcome 1: Students will demonstrate knowledge of the history of the O&M profession.	Outcome 2: Students will demonstrate knowledge of the code of ethics and its history	Outcome 3: Students will demonstrate knowledge of certification and licensure issues for the profession.	Outcome 4: Students will demonstrate knowledge of the delivery of O&M services of O&M in schools and agencies for the blind.
RHBL 7316	Extensive Exam	None Not Assessed	Somewhat Project	None
RHBL 7317	Extensive Exam	Somewhat Exam	None	None
RHBL 7318	Extensive Exam	Extensive Exam	Extensive Exam; discussions	Somewhat Exams; discussions
RHBL 7325	Somewhat Exam	None Not Assessed	Somewhat Not Assessed	Somewhat Field Evaluation Principle 5
RHBL 7390	None Not Assessed	None Not Assessed	None Not Assessed	Extensive Projects
RHBL 7395	None Not Assessed	Somewhat Observations	Somewhat Observations	Somewhat Observations

Appendix B
Score Sheets and Rubrics

Faculty or Peer Evaluation of Orientation and Mobility Skills Taught to Peers

Student Teacher: _____

Date: _____

Lesson Objectives:

- 1.
- 2.
- 3.

[Rubrick Scoring: 0=Unsatisfactory, 1= Needs Improvement, 3=Satisfactory, 5=Exemplary]

The Teacher was knowledgeable about the techniques that were taught:

0 1 3 5

Comments:

The Teacher explained the objectives of the lesson clearly:

0 1 3 5

Comments:

The Teacher provided effective feedback during and after the lesson:

0 1 3 5

Comments:

The Teacher provided appropriate and safe monitoring throughout the lesson:

0 1 3 5

Comments:

Evaluator's Signature: _____

Faculty or Peer Teaching Rubric

PEER TEACH		10 TOTAL POINTS		
	EXEMPLARY 100% 9 Points	SATISFACTORY 85% 6 Points	NEEDS IMPROVEMENT 70% 3 Points	UNSATISFACTORY 0 Points
KNOWLEDGE OF TECHNIQUE	All major and minor* steps in the technique are presented without hesitation or use of notes.	All major steps of the technique are presented but there is hesitation and/or notes had to be referred to more than once. 1 minor step might have been left out, but did not interfere with the lesson.	1 major step and/or 1-2 minor steps were left out. Lesson was choppy due to multiple hesitations and/or reliance on notes.	More than one major step or more than 2 minor steps were left out. Lesson did not flow due to multiple hesitations, deleted steps, and/or constant reliance on notes.
COMMUNICATION WHILE TEACHING	Communication with the student is appropriate for the level of the student and the technique being taught. All directions are given verbally and instructor does not provide unnecessary physical contact unless safety is an issue or the student does not understand the direction/concept after being presented several ways verbally.	Communication with the student is appropriate for the level of the student and the technique being taught. Instructor makes unnecessary physical contact with the student 1-2 times. Instructor does not revise directions/concepts when student does not understand (i.e. instructor just repeats the same thing).	Communication with the student is appropriate for the level of the student and the technique being taught. Instructor makes unnecessary physical contact with the student 3 times. Instructor does not revise directions/concepts when student does not understand (more than one time during the lesson).	Communication with the student is not appropriate for the level of the student and/or the technique being taught. Instructor makes unnecessary physical contact with the student 4 or more times. Instructor does not revise directions/concepts when student does not understand (two or more times during the lesson).
SAFE AND APPROPRIATE MONITORING	The safety and monitoring of the student is consistent throughout the entire peer teach. NO safety or monitoring errors were made by the instructor.	One safety or monitoring error** is made by the instructor during the peer teach.	Two safety or monitoring errors are made by the instructor during the peer teach.	More than two safety or monitoring errors are made by the instructor during the peer teach.

*Major steps are the steps that are in Dr. Jacobson's textbook. Minor steps are those that were discussed in class and should be included in your task analysis.

**A safety error might be leaving out or not correcting for the use of upper arm protection when walking in an unfamiliar area with low-hanging branches. A monitoring error might be allowing the student's arc to be narrowed while walking and not getting full coverage.

Low Vision Environmental Project Rubric
RHBL 7325

Project Criteria	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
	100 Points	90 Points	80 Points	0 Points
	Ten points each:	Nine points each:	Eight points each:	
Glare	All examples of glare are identified and addressed.	All but one examples of glare are identified or all are identified but not all are addressed.	More than one example of glare are not identified or adequately addressed.	Glare is not addressed in the project or inadequately addressed.
Geography	The geography of the environment is fully addressed.	The geography of the environment is addressed but some aspect is left unaddressed.	More than one aspect of the geography of the environment is not addressed.	The geography of the environment is not addressed or inadequately addressed.
Photographs	The photographs fully illustrate the environmental conditions described.	The photographs illustrate the environmental conditions but some are difficult to discern or out of order.	More than one of the photographs is difficult to discern or out of order. One or more illustrate a problem not addressed in the text.	There are no photographs presented or they are out of order or just collected together and must be matched up with the text.
Presentation of Information	The presentation of the text and photographs and map fully illustrate the environmental problems.	The presentation of the text and photographs and map illustrate the environmental problems but one issue is not addressed.	The presentation of the text and photographs and map illustrate the environmental problems but more than one issue is not addressed.	The presentation of the text and photographs and map do not adequately illustrate the environmental problems and more than one issue is not addressed.
Recommendations	The recommendations are fully reasoned, do not require a large sum of money to fix, and are presented in the text directly after the problem is identified.	The recommendations are fully reasoned, do not require a large sum of money to fix, and are presented as a list at the end of the text.	The recommendations do not address all problems identified or not identified or require large sums of money to fix.	The recommendations do not address two or more of the problems or are not included in the text.
Contrast	Contrast is full addressed in the text and in all pictures presented.	Contrast is not fully addressed in the text or in 1 of the photographs.	Contrast is not fully addressed in 2 or more of the photographs or in the text.	Contrast is not addressed at all either in the pictures or text.
Map	The map clearly presents the geography of the area being analyzed and its immediate surrounding area.	The map presents the geography of the area being analyzed but not the surrounding area.	The map is confusing to read and follow in the text and does not adequately represent the area.	The map is not presented in the project or does not adequately represent the area or information to be discussed in the text.

Lighting	Natural and artificial lighting are addressed in respect to their relationship to glare, contrast, and one's ability to discern the area being traversed.	Natural and artificial lighting are addressed but not in at least one case in respect to their relationship to glare, contrast, and one's ability to discern the area being traversed.	Natural and artificial lighting are addressed but not in at least two or more cases in respect to their relationship to glare, contrast, and one's ability to discern the area being traversed.	Lighting is not adequately addressed throughout the text or natural lighting is not taken into account.
Text Analysis	The descriptions of the map and photographs are fully explained and analyzed.	The descriptions of the map and photographs are explained and analyzed except in one instance.	The descriptions of the map and photographs are explained except in more than one instance.	The descriptions of the map and photographs are not explained adequately.
Knowledge	The project demonstrates a thorough knowledge and understanding of the principles of the low vision environment.	The project demonstrates a knowledge and understanding of most of the principles of the low vision environment.	The project demonstrates gaps in the knowledge and understanding of the principles of the low vision environment.	The project demonstrates a lack of knowledge and understanding of the low vision environment.

**O&M Program Environmental Project Rubrick
RHBL 7317/7318**

Project Criteria	Exemplary 100 Points	Satisfactory 90 Points	Needs Improvement 80 Points	Unsatisfactory 0 Points
Map	The map clearly presents the geography of the area being analyzed and its immediate surrounding area.	The map presents the geography of the area being analyzed but not the surrounding area.	The map is confusing to read and follow in the text and does not adequately represent the area.	The map is not presented in the project or does not adequately represent the area or information to be discussed in the text.
Geography	The geography of the environment is fully addressed.	The geography of the environment is addressed but some aspect is left unaddressed.	More than one aspect of the geography of the environment is not addressed.	The geography of the environment is not addressed or inadequately addressed.
Text Analysis	The descriptions of the map and photographs are fully explained and analyzed.	The descriptions of the map and photographs are explained and analyzed except in one instance.	The descriptions of the map and photographs are explained except in more than one instance.	The descriptions of the map and photographs are not explained adequately.
Photographs	The photographs fully illustrate the environmental conditions described.	The photographs illustrate the environmental conditions but some are difficult to discern or out of order.	More than one of the photographs is difficult to discern or out of order. One or more illustrate a problem not addressed in the text.	There are no photographs presented or they are out of order or just collected together and must be matched up with the text.
Appropriateness of area(s) chosen	All areas depicted are appropriate for teaching a person who is totally blind.	Areas depicted are generally appropriate but there is some question about a particular area.	More than one area depicted are questionable for appropriateness for teaching a blind traveler.	Areas depicted do not conform to the appropriateness for teaching a blind traveler.

UALR O&M PRACTICUM SUPERVISOR REPORT

The supervisor should complete this report at midterm and at the end of term and return it to the Department of Counseling, Adult and Rehabilitation Education at University of Arkansas at Little Rock: (FAX)501-224-3170. The items are to be ranked by the supervisor as Excellent, Acceptable, or Not Acceptable. Additional information may be included on the back of this form or on separate sheets of paper. This report is to be shared with the student by the supervisor before submitting to UALR.

GRADUATE STUDENT: _____

SUPERVISOR: _____

NAME OF TRAINING SITE: _____

DATE AND TIME PERIOD: _____

Fill in the following blanks using the following evaluative terms, as appropriate: Excellent, Acceptable, or Unacceptable

PROFESSIONALISM:

Appearance _____

Punctuality _____

Rapport with clients _____

Rapport with colleagues _____

Acceptance of supervision _____

Able to accept suggestions _____

Demonstrates professional behavior _____

Confronts difficult situations in a positive, appropriate manner _____

Follows agency/training site rules and regulations _____

Observes ethics of confidentiality _____

Upholds AER, O&M code of ethics _____

Participates in agency functions _____

Attendance and reporting at meetings _____

Attitude toward the profession of O&M _____

TEACHING ABILITY:

Awareness of personal strengths and weaknesses _____

Flexibility in adapting to changing needs clients and situations _____

Inventiveness and resourcefulness _____

Able to formally assess client skill level _____

Able to prescribe and deliver an appropriate O&M program _____

Able to deliver an appropriately sequenced plan of instruction as so deemed by continuous evaluation of client skill level _____

Able to consistently monitor clients' safety _____

Able to deliver directions in an appropriate manner _____

Knowledge and application of O&M skills _____

NARRATIVE APPRAISAL:

Teaching areas in which the student seems especially good. _____

Teaching areas in which the student needs to improve. _____

Describe the general age group of clients that received instruction from the student.

Amount of time supervisor spent with student in evaluative discussions: _____ hours per week.
Would you recommend the student for advancement to (check one): _____ professional internship
placement, or _____ employment? If not, please explain.

Was adequate support given from UALR?

Supervisor signature/date

Student signature/date

PLEASE INCLUDE ADDITIONAL INFORMATION ON BACK OF THIS FORM

UALR INTERNSHIP SUPERVISOR REPORT

The supervisor should complete this report at midterm and at the end of term and return it to the Department of Rehabilitation at University of Arkansas at Little Rock. The items are to be ranked by the supervisor as *Excellent, Acceptable, or Not Acceptable*. Additional information may be included on the back of this form or on separate sheets of paper. This report is to be shared with the student by the supervisor before submitting to UALR.

GRADUATE STUDENT: _____ SUPERVISOR: _____

NAME OF TRAINING SITE: _____

DATE AND TIME PERIOD: _____

	Excellent	Acceptable	Not Acceptable
<u>PROFESSIONALISM</u>			
1. Appearance	_____	_____	_____
2. Punctuality	_____	_____	_____
3. Rapport with clients	_____	_____	_____
4. Rapport with colleagues	_____	_____	_____
5. Acceptance of supervision	_____	_____	_____
6. Able to accept suggestions	_____	_____	_____
7. Demonstrates professional behavior	_____	_____	_____
8. Confronts difficult situations in a positive, appropriate manner	_____	_____	_____
9. Follows agency/training site rules and regulations	_____	_____	_____
10. Observes ethics of confidentiality	_____	_____	_____
11. Upholds AER, O&M code of ethics	_____	_____	_____
12. Participates in agency functions	_____	_____	_____
13. Attendance and reporting at meetings	_____	_____	_____
14. Attitude toward the profession of O&M	_____	_____	_____

TEACHING ABILITY

- | | | | | |
|-----|--|-------|-------|-------|
| 15. | Awareness of personal strengths and weaknesses | _____ | _____ | _____ |
| 16. | Flexibility in adapting to changing needs clients and situations | _____ | _____ | _____ |
| 17. | Inventiveness and resourcefulness | _____ | _____ | _____ |
| 18. | Able to formally assess client skill level | _____ | _____ | _____ |
| 19. | Able to prescribe and deliver an appropriate O&M program | _____ | _____ | _____ |
| 20. | Able to deliver an appropriately sequenced plan of instruction as so deemed by continuous evaluation of client skill level | _____ | _____ | _____ |
| 21. | Able to consistently monitor clients' safety | _____ | _____ | _____ |
| 22. | Able to deliver directions in an appropriate manner | _____ | _____ | _____ |
| 23. | Knowledge and application of O&M skills | _____ | _____ | _____ |

NARRATIVE APPRAISAL

24. Teaching areas in which the student seems especially good. _____

25. Teaching areas in which the student needs to improve. _____

26. Describe the general age group of clients that received instruction from the student. _____

27. Amount of time supervisor spent with student in evaluative discussions: _____ hours per week.

28. Would you recommend the student for advancement to (check one): ____professional internship placement, or ____employment? If not, please explain. _____

29. Was adequate support given from UALR? _____

_____ Supervisor signature	date	_____ Student signature	date
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PLEASE INCLUDE ADDITIONAL INFORMATION ON BACK OF THIS FORM