College of Education and Human Development
Division of Special Education and disAbility Research

Summer 2015
EDSE 514 N01: Orientation and Mobility for Students with Visual
Impairments
CRN: 41772, 2 - Credits

Instructor: Kimberly Avila	**Meeting Dates:** 5/18/2015 – 6/29/2015
Phone: 703.993.5625	**Meeting Day(s):** Async and in-person: Fri-Sun June 19-21 at GMU
E-Mail: kavila@gmu.edu	**Meeting Time(s):** Async 5/18-6/29 and in person: June 19: 4pm-9pm Saturday Jun 20: 8am-5pm Sunday June 21 8am-12pm
Office Hours: By appointment	**Meeting Location:** Online and Fairfax-Finley 119

Note: This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Syllabus Quick Links
Assignments Course Schedule
Required Textbooks

Course Description

Provides the foundation for understanding the components and essence of orientation and mobility (O&M). Establishes how the need for independent travel in the blind population created the field of O&M. Explores the philosophy and history of orientation and mobility, including cane instruction, dog guides, and methods of travel. Addresses techniques in developing orientation skills and basic mobility instruction. Motor and concept skill development are emphasized. Notes: Delivered online.

Prerequisite(s): EDSE 511 (may be taken concurrently)

Co-requisite(s): None

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

DELIVERY METHOD:

This course will be delivered online using an **asynchronous** format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before "@masonlive.gmu.edu) and email password. The course site will be available on class start date. This class will also meet in person from June 19-21 at the Fairfax campus of George Mason University.

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
    - Adobe Acrobat Reader: http://get.adobe.com/reader/
    - Windows Media Player: http://windows.microsoft.com/en-US/windows/downloads/windows-media-player
    - Apple QuickTime Player: www.apple.com/quicktime/download/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

EXPECTATIONS:

- **Course Week:** Refer to the asynchronous bullet below if your course is asynchronous or the synchronous bullet if your course is synchronous.

- ➢ **Asynchronous:** Because online courses do not have a "fixed" meeting day, our week will **start** on **Monday at 12:00 am**, and **finish** on **Sunday at 11:59 pm**.
  - ➢ **Synchronous:** Our course week will begin on the day that our synchronous meeting takes place as indicated on the Schedule of Classes.
- **Log-in Frequency**: Refer to the asynchronous bullet below is your course is asynchronous or the synchronous bullet if your course is synchronous.
  - ➢ **Asynchronous:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.
  - ➢ **Synchronous:** Students must log-in for all scheduled online synchronous meetings. In addition, students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.
- **Participation**: Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence**: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course. Contact ITU (http://itservices.gmu.edu/help.cfm) at (703) 993-8870 or support@gmu.edu.
- **Technical Issues**: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload**: Expect to log in to this course **at least three times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Netiquette: Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with

each other but sharing information and learning from one another as well as from the instructor.

Nature of Course Delivery
Learning activities include the following:
1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes
Upon completion of this course, students will be able to:
• Demonstrate knowledge of the background of the field of orientation and mobility, including historical and legal foundations.
• Demonstrate knowledge of the role of the orientation and mobility instructor, and will define the roles of other professionals who support learning in orientation and mobility.
• Describe and demonstrate basic travel techniques for people with visual impairment, including human guide, trailing, stairs, doorways, and protective techniques.
• Demonstrate knowledge of motor development, concept development, and sensory systems and be able to describe how these components affect orientation and mobility.
• Demonstrate basic knowledge of a variety of orientation and mobility devices, both low and high-tech, for persons with visual impairment and the pros and cons of these systems.
• Demonstrate knowledge of the impact of low vision on the process of orientation and mobility.
• Identify appropriate adaptations in travel techniques for learners with multiple disabilities and for those who are preschoolers.
• Describe and demonstrate appropriate techniques for the instruction of daily living skills to individuals with visual impairment.
• Describe and demonstrate appropriate techniques for the instruction of physical education to individuals with visual impairment.

Required Textbooks
Knott, N. I. (2002). *Teaching orientation and mobility in the schools: An instructor's companion.* New York: AFB Press. ISBN: 978-0-89128-391-1

Paperback or
ASCII: http://www.afb.org/store/Pages/ShoppingCart/ProductDetails.aspx?ProductId=978-0-89128-391-1&ruling=Yes

Pogrund, R., & Fazzi, D. (2002). Early focus: Working with young blind or visually impaired children and their families (2nd ed.). New York: AFB Press. ISBN 978-0-89128-856-5

Available in paperback, online, ASCII, or e-book

http://www.afb.org/store/Pages/ShoppingCart/ProductDetails.aspx?ProductId=978-0-89128-856-5&ruling=Yes

One blindfold/sleep shade for the face-to-face weekend

Digital Library
Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at Molly.Haines@pearson.com.

Recommended Textbooks
Posted on Blackboard

Required Resources
Posted on Blackboard

Additional Readings
Posted on Blackboard, include, but are not limited to:

Conroy, Paula. (2011). Supporting students with visual impairments in physical education: needs of physical educators. *AER Journal Research and Practice in Visual Impairment and Blindness, 5*, 3-10.

Foley, J. T., Lieberman, L. J., & Wood, B. (2008). Teaching strategies with pedometers for all children. *RE:view: Rehabilitation Education for Blindness and Visual Impairment, 39*, 206-212.

Lewis, S., Iselin, S.A. (2002). A comparison of the independent living skills of primary students with visual impairments and their sighted peers: a pilot study. *Journal of Visual Impairment & Blindness 96*, 335-44.

Lieberman, L. J., Byrne, H., Mattern, C. O., Watt, C. A., & Fernandez-Vivo, M. (2010). Health-related fitness of youths with visual impairments. *Journal of Visual Impairment & Blindness, 104*, 349-359.

Ramsey, V. K., Blasch, B. B., & Kita, A. (2003). Effects of mobility training on gait and balance. *Journal of Visual Impairment and Blindness, 97*, 720–726.

Renshaw, R. L., & Zimmerman, G. J. (2007). Using a tactile map with a 5-year-old child in a large-scale outdoor environment. *RE: view: Rehabilitation and Education for Blindness and Visual Impairment, 39*, 113–121.

Scott, B. (2010). Early long cane use: a case study. *AER Journal Research and Practice in Visual Impairment and Blindness, 3*, 26-29.

Smith, D. W. (2006). Developing mathematical concepts through orientation and mobility. *RE:view: Rehabilitation Education for Blindness and Visual Impairment, 37*, 161-165.

Course Relationships to Program Goals and Professional Organizations
This course is part of the Virginia Consortium for Teacher Preparation in Vision Impairment Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Visual Impairments PK-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC standards that will be addressed in this class include Standard 2: Characteristics of Learners and Standard 4: Instructional Strategies.

GMU POLICIES AND RESOURES FOR STUDENTS:
a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code/].

b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].

c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
- Radford: http://www.radford.edu/~dro/
- NSU: http://www.nsu.edu/disabilityservices/index.html
- ODU: http://studentaffairs.odu.edu/educationalaccessibility/
- JMU: http://www.jmu.edu/ods/

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

PROFESSIONAL DISPOSITIONS
Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT
The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See http://cehd.gmu.edu/values/]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/]

Course Policies & Expectations
Attendance.

This course is primarily offered asynchronously. Students are expected to review course content on Blackboard and participation points will be based on your accessing and engaging with the online materials. Students are expected to attend class during face-to-face meetings at GMU's Fairfax campus. Additional points will be assigned for participation in online discussions (both synchronous and asynchronous) and group activities.

Late Work.
Only in the case of serious family emergency or illness will late assignment submission be considered. You must communicate via email with the instructor as soon as possible if there is an emergency circumstance.

TaskStream Submission
Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, (*NO ASSESSMENT REQUIRED FOR THIS COURSE*) (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you MUST use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to http://cehd.gmu.edu/api/taskstream.

Grading Scale
A = 95-100%
A- = 90-94%
B+ = 88-89%
B = 85-87%
B- = 80-84
C = 75-79%
C- = 70-74%
F = 69% and below

Assignments

Performance-based Assessment (TaskStream submission required).
Not applicable.

Performance-based Common Assignments (No TaskStream submission required).
Practical Exam during face-to-face weekend

Other Assignments (hyperlinked to assignment descriptions)

Task	Points	Due
Weekly participation in online responses and discussions	60-Graduate	Weekly
Tactile environmental map project	30	June 19, 2015; please bring to our face-to-face class
O&M observation and reflection	50	June 29
Paper: The role of teachers of students with visual impairments in supporting O&M services	50	June 29
Participation: face-to-face weekend; demonstration of technical skills	100	June 19-21
Total	290 graduate	

Assignment Descriptions

Weekly Participation Online
This course requires weekly participation in Blackboard to discuss and respond to content. Each week, responses will be required for students to reflect upon information, analyze implications and collaborate with each other. Online participation may include discussions from posted content, activities and other responses. Point distribution will vary each week, but will include the following:

--Initial responses to discussion questions and activities are minimum of 200 words (or as specified) and all components of the question or activity have been fulfilled.

-- Student uses appropriate terminology and resources provided in readings/videos/media or supplemental resources. Student uses appropriate and

respectful communication and demonstrates progress toward professional development.

Undergraduate students will complete 40 points worth of assigned online work while graduate students will complete 60 points of online work, with assignments expanding into research and further analysis of orientation and mobility.

Tactile Environment Map Project

Students will select an environment to create a tactile map that is accessible to a student who is blind or visually impaired. The tactile map may represent either an indoor or outdoor setting, such as a cafeteria, classroom, park/playground, recreational facility, general layout of a school, etc. We will explore methods for creating tactile maps in this course, these should be included in your tactile representation. Students may use technologies or appropriate/durable materials to create this project. Symbols and a legend should be included when necessary. Braille labels may be used by students who are proficient in braille, but this is not required for students who have not taken braille courses yet.

Students will be required to share their tactile map project during our face-to-face weekend at GMU and will participate in a familiarization teaching activity. Please be sure to bring your tactile map with you. I will not keep your projects, so please also provide a digital photo of your project for grading and documentation purposes.

Grading Rubric

Criteria	Exemplary 9-10 points	Average 7-8 points	Unsatisfactory 0-6 points
Material selection	Student chose tactile materials that are optimal for graphic and provide ideal tactile definition for the user	Student chose tactile materials that are adequate for graphic and provide sufficient tactile definition for the user	Student chose tactile materials that are inappropriate for graphic and do not provide enough definition
Graphic adaptation	Tactile graphic is clear and organized; graphic was ideally adapted, spaced and arranged; braille labels are transcribed properly when necessary; a legend is optimally used when appropriate	Tactile graphic is adequately organized and relatively clear; adaptations, spacing and arrangement are adequate; braille labels are transcribed properly	Tactile graphic is poorly organized and constructed; graphic adaptations, spacing and arrangement is inadequate or inappropriate; legend is omitted or improperly identified

| Familiarization activity | Student provided optimal teaching strategies to use for a student who is b/vi | Student provided adequate teaching strategies to use with a student who is b/vi | Teaching strategies were inappropriate or inadequate for student who is b/vi |

O&M Lesson Observation

Arrange for an observation of a student with a visual impairment during an O&M lesson. Please arrange this observation well in-advance, as this course is on a shortened timeline. Write a 2-3 page paper describing the lesson objectives and activities. Include a reflection of what you learned from the observation. For example, you may discuss concepts you learned related to O&M, use of different travel techniques or tools, or instructional strategies used by the O&M specialist.

Grading Rubric

# of points	Item
__/5	Description of purpose of O&M lesson
__/20	Description of the lesson (activities)
__/20	Your reflections about the lesson (Do you think it was effective? What did you learn?)
__/5	Spelling and grammar; APA format: 1-inch margins, references, double spaced

Paper: The role of Teachers of Students with Visual Impairments in Supporting O&M Services

This paper serves as the culmination of content learned in this course and is intended to be your professional resource documenting important issues TVIs/schools must consider for O&M. Additionally, this paper may serve as a resource to share with your school systems and/or colleagues who need to learn about O&M. Weekly discussions and material will support the development of this assignment. Topics to consider addressing in your paper include, but are not limited to, how teachers of students with visual impairments identify the need for O&M referrals, the process for making a referral for an evaluation, the professional/collaborative relationship between TVIs and O&M instructors, student safety, relevant legal and liability issues and developmental considerations present among the population of students who are blind, visually impaired, including those who have multiple disabilities. At least five sources must be

cited in this paper and students are encouraged to add references and resources that expand upon those used in this class.

Papers must be five typewritten, double-spaced pages. Remember, you are writing for an audience that does not have any background knowledge in O&M, please be clear and succinct. One of the pages in your paper can be a resource list or you may create and appendix for resources.

Grading Rubric

Criteria	Exemplary	Average	Unsatisfactory
15 points possible Student identifies the roles of TVIs and school in the O&M process	13-15 points Roles and responsibilities are optimally identified, supports are optimally provided and cited for each role/responsibility	10-12 points Roles and responsibilities are adequately identified, supports are adequately provided and cited for each role/responsibility	<9 Roles and responsibilities are not identified are incorrect, supports are not provided or not cited for each role/responsibility
15 points possible Student identifies and explains considerations in O&M for students who are b/vi (e.g. developmental aspects, liability, legal issues, student safety, technology, collaboration, other*)*	13-15 Four or more areas of consideration are defined and are well-supported with literature and justifications	10-12 Four considerations are defined and are adequately defined with some literature and justification provided.	<9 Fewer than four areas of consideration are identified; literature or supporting information for each area is not provided or is not well-justified.
10 points possible Resources for O&M in school. REMEMBER, you are writing as a TVI, not as an O&M instructor!	9-10 Ample resources are provided that are appropriate and relevant to support best practices in O&M for school personnel	7-8 Several resources are provided that are appropriate to support best practices in O&M for school personnel	<6 Limited resources are provided to support best practices in O&M for school personnel; resources are not relevant or appropriate
10 points possible Mechanics Writing style Citations	9-10 APA style used, free of grammar errors, well-written	7-8 APA style used, some grammar errors, some limitations with writing	<6 APA style errors, grammatical errors significant limitations with writing

Paper is clear, concise and succinct; can be interpreted by those not in VI field	Paper is concise and can be interpreted by those not in VI field	Paper lacks clarity and direction, may not be interpreted by those who are not in VI field
Five or more citations are used, including those not required for reading in this course	Five or more citations are used, citations did not expand beyond content of this course	Fewer than five citations are in paper, did not expand beyond required content reading in this course

Participation: Face-to-face Weekend; Including Demonstration of Technical Skills
Our face-to-face weekend is scheduled for June 19-21 on GMU's Fairfax campus. Active participation is required for this session. Students will engage in basic technical skills in orientation and mobility (e.g. human guiding) and will be asked to demonstrate proficiency with these techniques.

Schedule

Proposed schedule, subject to change

Week	Task	Readings, assignments and due dates
Week 1 May 18-23	Course and syllabus overview The field of orientation and mobility • Historical perspectives of O&M • O&M overview: professionals, clients and students; tools and techniques • Referrals • Policies and regulations • Collaboration and TVIs roles and responsibilities	Videos: syllabus overview and intro to O&M lecture Knott (2002): • Ch. 1: Overview • Ch. 3: Referral and Assessment Additional readings and resources posted on Blackboard **Due:** Discussion questions and due dates posted on Bb Confirm your housing/hotel for face-to-face weekend Please share with me the name/contact information of the O&M instructor you will

		observe.
Week 2 **May 25-30**	Introduction to familiarization and tactile environmental mapping O&M in early childhood • Concepts and skills • Developmental considerations • Tools and techniques • TVIs role with family and O&M service providers • Promoting safety	Video: O&M in early childhood and tactile maps Pogrund & Fazzi (2002) • Ch. 2: Family Focus • Ch. 9: Motor Focus • Ch 10: Mobility Focus • Ch 11: pp 405-413 Knott (2002) • Appendix: Checklist of O&M Instructional Areas and Related Objectives Linked on Bb: • Guidelines and Standards for Tactile Graphics, 2010 • APH: Guidelines for design of tactile graphics Additional readings and resources posted on Blackboard **Due:** Discussion questions and due dates posted on Bb
Week 3 **June 1-June 7**	O&M in the school years • Concepts and skills • Developmental considerations • Tools and techniques • TVIs role with family and O&M service providers • Promoting safety	Video: O&M in school years lecture Knott (2002) • Ch. 4: The Individualized Educational Program • Ch. 5: Approaches to Teaching O&M • Ch. 7: Teaching Techniques Additional readings and resources posted on Blackboard **Due:** Discussion questions and due dates posted on Bb
Week 4	O&M through transition and	Knott (2002)

June 8-14	adulthood • Concepts and skills • Tools and techniques • TVIs role with family and O&M service providers and rehabilitation specialists • Safety considerations • O&M and liability • Independent living	• Ch. 9: Professional and Strategic Issues Guiding techniques: videos posted on Bb. Video: lecture on O&M transition and adulthood Additional readings and resources posted on Blackboard **Due:** Discussion questions and due dates posted on Bb
Week 5 **June 15-21**	Face-to-face session June 19-21 At GMU Fairfax campus Friday, June 19: 4-9pm Saturday: June 20: 8am-5pm Sunday: June 21: 8am-12pm Main meeting location: Finley room 119	Submit your questions for our O&M panel by June 18 **Due:** Tactile environment map project (June 19, bring with you to our face-to-face class on Friday) Also bring your blindfold
Week 6 **June 22-29**	Research and the field of orientation and mobility Course wrap-up	**Due: June 29** Everyone: Paper: The role of teachers of students with visual impairments in supporting O&M services **Due: June 29** Everyone: O&M observation reflection **Due:** Graduate students only: Online response and discussion: Research and O&M