



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

Summer 2019
EDSE 514: Orientation and Mobility
Section: D01 CRN: 42256
Section: 6V1 CRN: 42578
Section: 6Y1 CRN: 42572
2 – Credits

Instructor: Dr. Kim Avila	Meeting Dates: 5/20/2019 – 7/1/2019
Phone: 703.993.5625	Meeting Day(s): GMU Wknd: 6/21: 4pm – 9 pm, 6/22: 8 am – 5 pm, 6/23: 8 am – 12 pm
E-Mail: kavila@gmu.edu	Meeting Time(s): NET
Office Hours: By appointment	Meeting Location: NET/Finley 119
Office Location: Finley 203A	Other Phone: N/A

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

[Course Schedule](#)
[Assignments](#)

Recommended Prerequisite(s): 511. Concurrent enrollment is also permitted.
Co-requisite(s): None

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. Emphasizes motor and concept skill development. Field experience is required. Offered by [Graduate School of Education](#). May not be repeated for credit.

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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip

Are you completing a teacher licensure or non-licensure certificate program in addition to a Masters degree? Students can submit a Graduate Secondary Certificate Application (<http://registrar.gmu.edu/wp-content/uploads/GSCA.pdf>) to their advisor when they are ready to add a certificate. Talk to your advisor if you have any questions about the program/s you are completing.

Course Delivery Method

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

This course will be delivered online (76% or more) using asynchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Monday, May 20, 2019.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday.
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing 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 who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes

Upon completion of this course, teacher candidates/students will be able to:

1. Demonstrate knowledge of the background of the field of orientation and mobility, including historical and legal foundations.
2. 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.
3. Describe and demonstrate basic travel techniques for people with visual impairment, including human guide, trailing, stairs, doorways, and protective techniques.
4. Demonstrate knowledge of motor development, concept development, and sensory systems and be able to describe how these components affect orientation and mobility.
5. 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.
6. Demonstrate knowledge of the impact of low vision on the process of orientation and mobility.
7. Identify appropriate adaptations in travel techniques for learners with multiple disabilities and for those who are preschoolers.
8. Describe and demonstrate appropriate techniques for the instruction of daily living skills to individuals with visual impairment.

9. Describe and demonstrate appropriate techniques for the instruction of physical education to individuals with visual impairment.

Professional Standards

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, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 1: Learner development and individual learning differences (InTASC 1,2) & CEC Standard 5: Instructional planning and strategies (InTASC 7,8).

Required Textbooks

[Pogrud, R. L., & Griffin-Shirley, N. \(2017\). *Partners in orientation and mobility*. AFB Press, NY, NY.](#)

Materials:

1. A white cane. Instructions on how to measure for and purchase a white cane will be provided in the first week of class.
2. One blindfold/sleep shade for the face-to-face weekend

Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Additional Readings

Posted on Blackboard

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in

two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 514, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)

N/A

College Wide Common Assessment (TK20 submission required)

N/A

Performance-based Common Assignments (No Tk20 submission required)

N/A

Field Experience Requirement

A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or tutor. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE.

1. Complete the online EDSE Field Experience form. This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the form, regardless of whether you need assistance in locating a field experience placement or not. This information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at EDSEfld@gmu.edu.

If you are arranging your own field experience because you are a full-time contracted school system employee and will complete the field experience at your worksite, you will be asked to specify the school at which you will be completing the field experience.

If you request a field experience placement to be arranged, you will receive information via your GMU email account about your assigned internship placement from the Clinical Practice Specialist in the College's Educator Preparation Office (EPO). Check your GMU email regularly for important information regarding your field experience. Follow all instructions for the necessary Human Resource (HR) paperwork required

to access the assigned field experience placement.

2. View the EDSE Field Experience Introduction presentation. On the first week of classes and prior to representing George Mason in off-campus settings, your instructor will show a video presentation or provide a link to the presentation, which includes important information about the registration process for EDSE field experiences and tips for a successful field experience. After the presentation, sign the document provided by your instructor to indicate that you have watched the presentation and are aware of the EDSE field experience professionalism expectations.

3. Document your field experience hours. Your instructor will provide you with access to field experience documentation forms to use. There are two different field experience documentation forms – one for those completing field experience at their worksite and one for those completing field experiences in other classroom settings (e.g., GMU arranged a placement for you). Use the form that is most appropriate for your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.

4. Complete the field experience end-of-semester survey. Towards the end of the semester, you will receive an email from EDSEfld@gmu.edu with a link to an online survey. This brief survey asks you to report about important features of your field experience placement.

Other Assignments

Task	Points	Due
<u>Weekly participation: interactive responses, online discussions, and reflections</u>	70	Weekly
<u>O&M observation and reflection</u>	50	June 16
<u>Tactile environmental map project</u>	30	June 21
<u>Participation: face-to-face weekend; demonstration of technical skills</u>	100	June 21-23
<u>Graduate Candidate Assignment: Research Summaries</u>	20	July 1
Total	270	

Assignment Descriptions

Weekly Participation: Interactive responses, online discussions, and reflections

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 includes interactive responses from recorded lectures and readings, discussions on posted content, and other activities. Point distribution will vary each week but will include initial responses to discussion questions and activities that are a minimum of 200 words (or as specified), follow up to other responses, and completion of assigned question or activity. Please use appropriate terminology and respectful, professional communication in all course correspondence.

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	Points Earned
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	Tactile graphic is adequately organized and relatively clear; adaptations, spacing and arrangement are adequate; braille labels are transcribed	Tactile graphic is poorly organized and constructed; graphic adaptations, spacing and arrangement is inadequate or inappropriate; legend is omitted	

Criteria	Exemplary 9-10 points	Average 7-8 points	Unsatisfactory 0-6 points	Points Earned
	necessary; a legend is optimally used when appropriate	properly when necessary; a legend is adequately used when appropriate	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 with a qualified O&M instructor and a student or client who is blind or visually impaired. Lesson observations may be with a student/client of any age. Please arrange this observation well in-advance, as this course is on a shortened timeline.

Write a 3-4 page paper describing the following:

- Introduction
 - Name of O&M instructor and qualifications
 - Pseudonym of student/client
 - Short summary of the student/client's vision condition and functioning
 - Lesson setting (e.g. school, community, facility, residential, urban, etc.)
- The goal and purpose of the lesson
- Summary of the lesson, including methods and instructional strategies used, tools and devices, and travel techniques
- Your reflection: what did you learn from this lesson and how has it shaped your understanding of O&M instruction?

Grading Rubric

# of points	Item
___/10	Introduction: Instructor name; pseudonym of student, student summary, lesson setting
___/5	Goal and purpose of the lesson
___/15	Lesson summary
___/15	Lesson reflection
___/5	Spelling and grammar; APA format: 1-inch margins, references, double spaced
___/50	Total

Participation: Face-to-face Weekend; Including Demonstration of Technical Skills

Our face-to-face weekend is scheduled for June 21-23 at 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.

Graduate Candidate Assignment: Research Summaries

Each graduate student will complete a 20-point research analysis and synthesis assignment of two scholarly research articles in the field of orientation and mobility.

Summary One:

Students will select one of the posted research articles on Blackboard, write a summary of the research (criteria specified below) and post to the discussion board on Blackboard. Students must comment and communicate with others on the discussion board.

Summary Two:

Students will search through their university libraries, either online or in person, and choose a journal research article related to orientation and mobility. Then each will use the format specified below to synthesize the research and post to the discussion board. The *Journal of Visual Impairment and Blindness* will have ample research to choose from in this field, but students may also find articles from other peer-reviewed, scholarly publications. Students must comment and communicate with others on the discussion board.

Research summaries must include the following:

- Citation (in APA format, 6th edition)
- Purpose of study and/or research questions: (What questions were the researchers trying to answer; usually stated at the end of the introduction)
- Participants: What were the characteristics of participants and how many were in the study?
- Method: how did the researchers conduct the study
- Results: summarize what the study found
- Your perspective: Please share your thoughts on the research: Do you recognize limitations with the research? Is it practical? How could the research be expanded upon and/or improved?
- NOTE: do NOT just summarize the abstract found at the beginning of articles. Abstracts do not include much of the necessary information, so read through each article thoroughly.
- Summary lengths will vary but must be a minimum of 300 words.

Graduate Research Summary Rubrics

Summary One

Task	Points Possible	
Chose 1 of the posted articles	1	
Posted summary of at least 300 words and included the above sections	5	
Accurately interpreted the research	2	
Engaged in discussion and feedback with other students online	2	
Total	10	

Summary Two

Task	Points	
Chose an article from a scholarly, peer-reviewed journal	1	
Chose an article related to an O&M concept	1	
Accurately synthesized the research with the specified criteria in at least 300 words	6	
Engaged in discussion on the DB with other students	2	
Total	10	

Course Policies and Expectations

Attendance/Participation

Attendance during the face-to-face weekend class at the Fairfax campus of George Mason University is mandatory. No absence from this weekend will be excused. In the event a circumstance arises that an individual candidate cannot attend all or part of this session, a withdrawal from the course will be recommended. Each week asynchronous content and participation will be assigned via Blackboard with participation points available.

Late Work

Only in the case of serious personal/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. Late work for any reason is subject to loss of points or may not be accepted at all.

Grading Scale		
Grade	Points	Percent
A	256-270	95-100%
A-	243-255	90-94%
B+	237-242	88-89%
B	229-236	85-87%
B-	216-228	80-84
C	202-215	75-79%
C-	189-201	70-74%
F	<189	69% and below

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations (see <https://catalog.gmu.edu/policies/honor-code-system/>).

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student’s program – a self-evaluation at the start of their program, an instructor’s evaluation in the middle of their program, and a university supervisor’s evaluation during internship. When dispositions are assessed, it is important that for areas where a positive disposition is ‘occasionally evident’ or ‘rarely evident,’ the student takes steps to grow as an educator. See <https://cehd.gmu.edu/epo/candidate-dispositions>. In special education licensure programs, the mid-point evaluation is completed by instructors in EDSE 628, EDSE 661, and EDSE 616, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785.

Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Week	Task	Readings, assignments and due dates
Week 1 May 20-26	Course and syllabus overview The field of orientation and mobility	Videos: syllabus overview and intro to O&M lecture

Week	Task	Readings, assignments and due dates
	<ul style="list-style-type: none"> • 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 	<p><i>Partners in O&M</i>: Chs. 1 and 6</p> <p>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.</p> <p>Measure for and order your white cane</p> <p>Due: Interactive response and participation discussion 1; due dates posted on Blackboard</p>
<p>Week 2 May 27-June 2</p>	<p>Introduction to familiarization and tactile environmental mapping O&M in early childhood</p> <ul style="list-style-type: none"> • Concepts and skills • Developmental considerations • Tools and techniques • TVIs role with family and O&M service providers • Promoting safety 	<p>Video: O&M in early childhood and tactile maps</p> <p><i>Partners in O&M</i>: Chs 2 and 3</p> <p>Linked on Bb:</p> <ul style="list-style-type: none"> • Guidelines and Standards for Tactile Graphics, 2010 • APH: Guidelines for design of tactile graphics <p>Additional readings and resources posted on Blackboard</p> <p>Due: Interactive response and participation discussion 2; due dates posted on Blackboard</p>
<p>Week 3 June 3-9</p>	<p>O&M in the school years</p> <ul style="list-style-type: none"> • Concepts and skills • Developmental considerations 	<p>Video: O&M in school years lecture</p>

Week	Task	Readings, assignments and due dates
	<ul style="list-style-type: none"> • Tools and techniques • TVIs role with family and O&M service providers • Promoting safety 	<p><i>Partners in O&M</i>: Chs 9 and 11; Appendix B</p> <p>Additional readings and resources posted on Blackboard</p> <p>Due: Interactive response and participation discussion 3; due dates posted on Blackboard</p>
<p>Week 4 June 10-16</p>	<p>O&M through transition and adulthood</p> <ul style="list-style-type: none"> • 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 	<p>Guiding techniques: videos posted on Bb. Video: lecture on O&M transition and adulthood</p> <p><i>Partners in O&M</i>: Chs 7 and 8</p> <p>Additional readings and resources posted on Blackboard</p> <p>Due: Interactive response and participation discussion 1; due dates posted on Blackboard</p> <p>Due June 16: O&M observation reflection</p> <p>Interactive response and participation discussion 4; due dates posted on Blackboard</p>
<p>Week 5 June 17-23</p>	<p>Face-to-face session At GMU Fairfax campus Friday, June 21: 4-9pm Saturday: June 22: 8am-5pm Sunday: June 23: 8am-12pm</p>	<p>Due: <u>Everyone:</u> Submit your questions for our O&M panel by June 20</p> <p>Due: Tactile environment map project (June 21, bring with</p>

Week	Task	Readings, assignments and due dates
	Main meeting location: Finley room 119	you to our face-to-face class on Friday) Bring your blindfold and white cane
Week 6 June 24-July 1	Research and the field of orientation and mobility Course conclusion	Due: July 1 Interactive response and participation discussion 5; due dates posted on Blackboard Due: July 1 <u>Graduate students only:</u> Online response and discussion: Research and O&M

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered

with George Mason University Disability Services or at their Consortium university disability office. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

Appendix

Assessment Rubric(s)

Tactile Graphics Grading Rubric

Grading Rubric

Criteria	Exemplary 9-10 points	Average 7-8 points	Unsatisfactory 0-6 points	Points Earned
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	Tactile graphic is adequately organized and relatively clear; adaptations, spacing and arrangement are adequate; braille labels are transcribed properly when	Tactile graphic is poorly organized and constructed; graphic adaptations, spacing and arrangement is inadequate or inappropriate; legend is omitted	

Criteria	Exemplary 9-10 points	Average 7-8 points	Unsatisfactory 0-6 points	Points Earned
	legend is optimally used when appropriate	necessary; a legend is adequately used when appropriate	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	