



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

Summer 2020

EDSE 514: Orientation and Mobility for Students with Visual Impairments

Section: 6V1 CRN: 43143

Section: D01 CRN: 42346

Section: 6Y1 CRN: 43319

2 – Credits

Instructor Contact Information	Course Time and Location
Instructor: Dr. Kimberly Avila	Meeting Dates: 06/01/20 – 07/13/20
Phone: 703.200.3388	Meeting Day(s): Asynchronous except 6/27/20
E-Mail: kavila@gmu.edu	Meeting Time(s): Asynchronous/synchronous 10 am – 3 pm on 6/27/20
Office Hours: By appointment	Meeting Location: N/A; Online
Office Location: Online for summer 2020	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.

Prerequisite(s):

EDSE 511, which may be taken concurrently.

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.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip

Did you know there are scholarship opportunities for graduate students in CEHD? For more information, visit <https://cehd.gmu.edu/students/funding/scholarships>.

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 an 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 June 1, 2020.

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: [Browser support \(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see: [Tested devices and operating systems](#)

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/) (<https://get.adobe.com/reader/>)
 - [Windows Media Player](https://support.microsoft.com/en-us/help/14209/get-windows-media-player) (<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>)
 - [Apple Quick Time Player](http://www.apple.com/quicktime/download/) (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, 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 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. (Council for Exceptional Children (CEC), Interstate Teacher Assessment and Support Consortium (InTASC). Upon completion of this course, students will have met the following professional standards: CEC Standard 2: Learning Environments(InTASC 3); CEC Standard 3: Curricular Content Knowledge(InTASC 4); CEC Standard 5: Instructional Planning and Strategies(InTASC 7,8); CEC Standard 6: Professional Learning and Ethical Practice(InTASC 9); CEC Standard 7: Collaboration (InTASC 10).

Required Textbooks

Pogrund, R. L., & Griffin-Shirley, N. (2017). *Partners in orientation and mobility*. AFB Press, NY, NY.

Recommended Textbooks

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).

Required Resources/Materials

- A white cane. Instructions on how to measure for and purchase a white cane will be provided in the first week of class.
- Video/photo camera to complete and submit the skills portfolio

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

*Please note that due to barriers with accessing field experience placements in Summer 2020 as a result of COVID-19, there will be changes to the field experience process in this course. Students will be notified well in advance with changes and provided with alternative options. Check your Mason email regularly for important information regarding your field experience.

This course field experience has been replaced with a virtual observation assignment.

Other Assignments

Task	Points	Due
<u>Weekly participation: interactive responses, online discussions, and reflections</u>	80	Weekly
<u>Virtual O&M observation and reflection</u>	50	June 21, 2020
<u>Tactile environmental map project</u>	30	June 26, 2020
<u>Participation in synchronous session</u>	20	June 27, 2020

Task	Points	Due
<u>Skills Portfolio</u>	70	July 12, 2020
<u>Graduate Candidate Assignment: Research Summaries</u>	20	July 12, 2020
Total	270	

Assignment Descriptions

Note: due to the closure of campus and our inability to meet in-person, this course has been converted from hybrid to online. This has required the elimination of activities requiring students to wear blindfolds for various tasks. Please do not complete mobility tasks, use heat or sharp items or other tasks under blindfold; direct instruction and supervision by qualified personnel for mobility and these other skills under a blindfold is necessary for beginning students.

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 questions or activities. 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 share their tactile map project during our synchronous session in a 5-7-minute presentation. Please be prepared to describe to the class methods and instructional strategies you will use to orient your student to the graphic.

Two items are required to post on Blackboard for this assignment:

1. A clear photo(s) of your tactile graphics that will be shared during your presentation.
2. A brief description of your graphic, including the following:
 - a. Overview of your graphic (e.g. the setting you created in tactile form, such as a school playground)
 - b. Materials you used

Please note: you are not required to visit the location you are depicting. Consider using photos and other sources, such as satellite images of a school park you will create with a tactile graphic.

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 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 when necessary; a legend is adequately used when appropriate	Tactile graphic is poorly organized and constructed; graphic adaptations, spacing and arrangement is inadequate or inappropriate; legend is omitted or improperly identified	
Familiarization and presentation; photo and description	Student provided optimal teaching strategies to	Student provided adequate teaching strategies to	Teaching strategies were inappropriate or inadequate for student who is b/vi	

Criteria	Exemplary 9-10 points	Average 7-8 points	Unsatisfactory 0-6 points	Points Earned
	<p>use for a student who is b/vi</p> <p>A clear photo of the graphic was submitted Overview information provided with graphic submission.</p>	<p>use with a student who is b/vi</p> <p>A clear photo of the graphic was submitted Overview information provided with graphic submission.</p>	<p>Photo and/or overview were not provided.</p>	

O&M Lesson Observation (Virtual)

Virtual video/recorded observations of O&M lessons will be provided for students to watch and reflect upon. Prompts, directions, and the rubric for virtual observations are posted on Blackboard.

Students who previously (prior to the physical closing of schools and rehabilitation agencies in March 2020) were able to observe an O&M lesson may instead write a reflection on the lessons observed in-person within the past year. Please connect with the O&M instructor via phone or electronically to provide information needed for the assignment. Full directions and rubric are posted on Blackboard.

Participation: Synchronous Session

This course will meet synchronously on June 27, 2020 from 10:00am-3:00pm eastern. Active participation is required for this session, along with assigned tasks requiring submission.

Skills Portfolio

Each student will create a skill portfolio of methods taught during this class. This portfolio will include written responses, photos, and videos of students demonstrating proficiency with skills and concepts, such as guiding techniques, independent living, and other tasks that we cannot complete in-person due to the closing of the physical campuses. Complete directions and submission information is posted on Blackboard. Do not complete mobility tasks or use heat/sharp items under blindfold.

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 online 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* and *International Journal of Orientation and Mobility* 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, 7th 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	Points Earned
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	Points Earned
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 synchronous session is mandatory. 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%

Grade	Points	Percent
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 (see [Academic Integrity Site \[https://oai.gmu.edu/\]](https://oai.gmu.edu/) and [Honor Code and System \[https://catalog.gmu.edu/policies/honor-code-system/\]](https://catalog.gmu.edu/policies/honor-code-system/)). 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 new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures \(https://cehd.gmu.edu/students/policies-procedures/\)](https://cehd.gmu.edu/students/policies-procedures/). Students are expected to exhibit professional behaviors and dispositions at all times. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least two points in each student’s program – a self-evaluation at the start of their program, and a university supervisor’s evaluation during internship. In special education licensure programs, the self-evaluation is an online survey distributed via email upon program entry for graduate students and within initial courses (EDSE 241, EDSE 361, and EDSE 311) for undergraduate students. 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>.

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 June 1-7	Course and syllabus overview The field of orientation and mobility <ul style="list-style-type: none"> Historical perspectives of O&M 	Videos: syllabus overview and intro to O&M lecture

Week	Task	Readings, assignments, and due dates
	<ul style="list-style-type: none"> • 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>: Ch. 1 and appendices A and B</p> <p>Measure for and order your white cane</p> <p>Additional readings on Blackboard</p> <p>Due June 7: Interactive responses and participation discussion 1</p>
<p>Week 2 June 8-14</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, 3, and 4</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 June 14: Interactive responses and participation discussion 2</p>
<p>Week 3 June 15-21</p>	<p>O&M in the school years</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 school years lecture</p> <p><i>Partners in O&M</i>: Chs 4, 9, and 11</p>

Week	Task	Readings, assignments, and due dates
		<p>Additional readings and resources posted on Blackboard</p> <p>Due June 21: Interactive response and participation discussion 3</p> <p>Due June 21: <u>O&M virtual observation reflection</u></p>
<p>Week 4 June 22-26 <i>Note the difference in days</i></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: Chs 6, 7, and 8</i></p> <p>Additional readings and resources posted on Blackboard</p> <p>Due June 26: Interactive response and participation discussion 4</p> <p>Submit your questions for our O&M panel</p> <p>Due: July 26: <u>Tactile environment map project</u></p>
<p>June 27</p>	<p>Synchronous Session</p>	<p>Presentations: <u>Tactile environment map project</u> (Please post by June 26, to be presented to the class)</p>

Week	Task	Readings, assignments, and due dates
Week 5 June 28-July 5	Independent Living Skills Overview Physical education, sports, recreation, and leisure	Readings and resources posted on Blackboard Due July 5: Interactive response and participation discussion 5 Due July 5: Physical education case study
Week 6 July 6-12	Research and the field of orientation and mobility Course conclusion	Due: July 12 <u>Everyone: Skills portfolio</u> <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: See Core Values (<http://cehd.gmu.edu/values/>)

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see Honor Code and System [<https://catalog.gmu.edu/policies/honor-code-system/>]).
- Students must follow the university policy for Responsible Use of Computing (see Responsible Use of Computing [<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, or Consortium University, Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see Disability Services [<https://ds.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 Tk20 Help (tk20help@gmu.edu) or CEHD's Online Assessment System (<https://cehd.gmu.edu/aero/tk20>). Questions or concerns regarding use of Blackboard should be directed to Blackboard Instructional Technology Support for Students (<https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>).

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

- As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at [703-380-1434](tel:703-380-1434) or Counseling and Psychological Services (CAPS) at [703-993-2380](tel:703-993-2380). You may also seek assistance from Mason's Title IX Coordinator by calling [703-993-8730](tel:703-993-8730), or emailing the Title IX Coordinator (titleix@gmu.edu).
- For information on student support resources on campus, see Student Support Resources on Campus (<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 College of Education and Human Development (<http://cehd.gmu.edu/>).

Appendix

Assessment Rubric(s)

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 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 when necessary; a legend is adequately used when appropriate	Tactile graphic is poorly organized and constructed; graphic adaptations, spacing and arrangement is inadequate or inappropriate; legend is omitted or improperly identified	
Familiarization and presentation; photo and description	Student provided optimal teaching strategies to use for a student who is b/vi A clear photo of the graphic was submitted Overview information provided with graphic submission.	Student provided adequate teaching strategies to use with a student who is b/vi A clear photo of the graphic was submitted Overview information provided with graphic submission.	Teaching strategies were inappropriate or inadequate for student who is b/vi Photo and/or overview were not provided.	