GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
SPECIAL EDUCATION PROGRAM

EDSE 514
Orientation & Mobility
Summer 2010
May 17 thru July 11, 2010
NET

Adjunct Instructor: Stephen C. Ferguson
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COURSE DESCRIPTION (2 CREDIT HOURS) (Co/Pre-req: EDSE 511: Characteristics of Students with Visual Impairments)
Provides the foundation for understanding the components and essence of Orientation and Mobility. Establishes how the need for independent travel in the blind population created the field of O&M. Explores the philosophy and history of orientation & 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.

NATURE OF COURSE DELIVERY:
Learning activities in this class will include the following:
1. Class lecture, discussion, and participation via Black Board.
2. Video and other relevant interactive media presentations
3. Study and independent research
4. Application activities, including regular assignments
5. Written responses to posted discussion questions posted on Blackboard.

LEARNER OUTCOMES:
This course is designed to enable students to:
- demonstrate knowledge of the background of the field of orientation and mobility and is able to describe:
  - legal framework/historical foundations
  - curricular foundations,
  - cultural social-economic factors and beliefs affecting students with visual impairments and other concomitant disabilities.
  - the philosophy of instructional practices
  - federal entitlements
- demonstrate knowledge of the implications of blindness/visual impairment and deaf-blindness upon development and orientation and mobility skills acquisition and will be able to explain:
  - typical development of concepts and O&M skills
  - development of basic concept skills for a student with visual impairment
  - development of pre-cane mobility skills.
  - structure and function of the eye
  - basic terminology and travel implications of disorders of the visual system.
  - audition and O&M
  - role of perception
  - effects of medication
  - impact of vision loss on the family

- role of incidental learning
- recommended adaptations that address vision loss

- demonstrate knowledge of educational definitions, identification issues and teaching strategies for orientation and mobility skills development and can articulate:
  - strategies to teach pre-cane mobility skills
  - strategies for teaching basic concepts.
  - the long cane
  - dog guides
  - electronic travel aids
  - optical and non-optical aids
  - ambulatory aids
  - advantages and disadvantages of mobility systems

REQUIRED TEXTS:
Computer access to the internet and corresponding technology.

Blash, B., Weiner, & Welsh, R. (1997) *Foundations of orientation and mobility, 2nd Edition*. New York: American
    Foundation for the Blind.

Pogrund, R. & Fazzi, D. (2002). *Early focus: Working with young children who are blind or visually impaired and
    their families, 2nd edition*. New York: American Foundation for the Blind.

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA:
1. **Participation in discussions.** There will be 6 online sessions for this course. Students are expected to respond to posted discussion prompts at least twice a week, either to the instructor or to something another student has posted. (6 @ 5.5 points each, please post discussion responses by Thursday or Friday of each week so that other can respond or question in kind).

2. **Participation in course activities.** (Together Activities) These activities involve a variety of participatory activities which are currently being determined. Examples include simulations of blindness, student observations, demonstrations of techniques and mobility systems discussed during weekly online sessions, etc. These will be done 7/10 -7/11 2010 at GMU. More on this later.

3. **Gross Motor Assignment.** Students will identify 3 teacher recommended activities for a parent of a 24-month old child with visual impairment who is not yet walking. Students will write the information as if addressing a parent, Mrs. Conroy. Students should be as descriptive as possible as Mrs. Conroy does not know much about visual impairment or positional terms ie: supine, prone, etc. Students should use parent friendly terminology and provide rationale as to why the parent should do each activities. (Due by 6/14/2010)

4. **Concept Development.** This assignment is meant to broaden the focus from young kids and conceptual development to older travelers who are learning to travel independently. This will help illustrate the many conceptual components needed for independent travel and therefore, the need for a solid conceptual base. This assignment will mainly be done in with partners or as a group and worked on during the last two days of class. More detail on this assignment will be posted.

   Students will visit several traffic-signal controlled intersections that vary in complexity and traffic volume. For one crossing at each intersection, students will list all of the sources of information available to pedestrians who are blind or visually impaired for (1) street detection, (2) alignment, (3) initiating the crossing, and (4) walking a straight path across the street. For each source of information, students should distinguish whether the information

is always present and whether it depends on the pedestrian's familiarity with the intersection in order to be useful. (Due by 7/11/2010)

5. **Research Paper.** Students will write a 4 to 6 page research paper on a mobility system used in the field of orientation and mobility. Students should email the instructor with a topic choice for approval by week 3 or sooner of the course. This paper should be written in APA 5th edition style.   (Due by 6/28/2010 unless another date is agreed with by instructor).

Research Paper Scoring Rubric
(This is the Signature Assignment)

Exceeds standard requirements (16-20 points): Appropriate topic, thorough and thoughtful review of previous research, appropriate and clearly described implementation procedures, careful measurement and evaluation of results, thorough and appropriate discussion of implications of findings. Good writing style, free of mechanical or stylistic errors, appropriate use of APA format.

Meets standard requirements (10-15 points): Good overall paper, lacking in two or three of the criteria for an exemplary paper (e.g., Appropriate topic, thorough and thoughtful review of previous research, appropriate and clearly described implementation procedures, careful measurement and evaluation of results, thorough and appropriate discussion of implications of findings. Good writing style, free of mechanical or stylistic errors, appropriate use of APA format.) Not entirely reflective or thoughtful, or minor writing style errors may be present.

Does not meet standard requirements (0-9 points): Contains some useful information, but may have substantial problems with evaluation, writing style, or implementation of project or intervention, evaluation of results, overall thoughtfulness. Contains little or no information of value to special education practice. May describe a project of no value that was not approved for this assignment.

Gross Motor Assignment Grading Rubric

Gross Motor Assignment: Students will identify 3 teacher recommended activities for a parent of a 24-month old child with visual impairment who is not yet walking. Students will write the information as if addressing a parent, Mrs. Conroy. Students should be as descriptive as possible as Mrs. Conroy does not know much about visual impairment or positional terms ie: supine, prone, etc. Students should use parent friendly terminology and provide rationale as to why the parent should do each activity. (Due by 06/14/2009

Rubric: This assignment is worth 7 points in the grading structure. The point distribution as follows:

- 7 points for completing assignment as described above. Three activities are required to be listed which are age appropriate; remember you are addressing the parent who is not an educator.   The parent wants to know why their child will benefit from the activities (why).
- 5 points if assignment completed but excessive spelling and grammar errors (I know, I am not perfect and I will grade that way also). I have to encourage good grammar and spelling though.
- 4 points if less than three examples are given or other required parts are missing.
- 3 if only one example is given
- One point for handling in assignment with minimal or no content.

Course Grading Criteria

- Discussion Questions…………………………33 points
- Together Activities   33 points
- Gross Motor Assignment   7 points
- Concept Development Assignment   7 points
- Research Paper (APA Style)   20 points
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- Total points possible   100 points

GMU Grade/Point Equivalence

Grade	Points and %
A+	99-100
A	95-98
A-	90-94
B+	89
B	85-88
B-	80-84
C	70-79
F	<70

Further TaskStream Information

The signature assignment required for this course must be submitted electronically to Mason's NCATE management system, TaskStream: (https://www.taskstream.com).

Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to submit signature assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at http://gse.gmu.edu/programs/sped/. Students who do not submit the required signature assignment to TaskStream will receive a grade of Incomplete (IN) in the course. The Incomplete (IN) will change to a grade of (F) if the required signature assignment has not been posted to TaskStream by the incomplete work due date listed in the current semester's Schedule of Classes.

PROFESSIONAL STANDARDS:

Course's Relationship to Program Goals and Professional Organization

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program. This program complies with the standards for special educators established by the Council for Exceptional Children (CEC), the major special education professional organization.

The CEC Standards are listed on the following web site: http://www.cec.sped.org . Look in the second column on the left, and click on "Professional Standards." On this page, to the right, there is a red book pdf document titled "What Every Special Educator Must Know." The CEC Standards are located in this document. The primary CEC standards that will be addressed in this class will be Standard 1 on Foundations and Standard 4 on Instructional Strategies.

Special Education Content Standard #1   Foundations

Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies.

Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

<u>**Special Education Content Standard #4:**</u>   <u>**Instructional Strategies**</u>

Special educators posses a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula[3/] and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.

Beginning special educators demonstrate their mastery this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

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COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
STATEMENT OF EXPECTATIONS:

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All students must abide by the following:
- Students are expected to exhibit professional behavior and dispositions. See http://www.gse.gmu.edu for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703.993.2474 to access the DRC.

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COURSE EXPECTATIONS

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George Mason University Email: http://mail.gmu.edu/
From this link, follow the directions for activating an email account. Every student is required to establish a GMU email account. Course email correspondence and other important university emails will be sent to GMU email accounts.

George Mason Blackboard: http://blackboard.gmu.edu GSE Blackboard will be used to post important information for this course (and others) and in completing some course assignments. Materials, resources, dialogues, notes, and other types of information will be housed on this course's Blackboard web site.

*George Mason Patriot Web***:** https://patriotweb.gmu.edu/
This is a self-service website for students, faculty, and staff of George Mason University. There is a wealth of useful links, information, and online forms on this website including program of studies details, application for graduation, request for transfer of credit, and internship application.

Recommended Websites to Explore:
NOTE: Internet and web resources are not the same as peer-reviewed professional journal articles. Web sites will be posted on the course Bb that contain information that your Instructor recommends out of the millions of websites on

reading on the internet! Be sure that you distinguish, however, between peer-reviewed professional journals and web resources. More about this distinction (as well as distinguishing professional journals from magazines) will be discussed in class.

Writing Resources and Support:
One type of writing support during this course is your use of relevant parts of the APA manual. As you're completing writing assignments, you may find it helpful to review parts of the APA manual, such as: For example:

- Chapter 2 on writing style (2.01 to 2.05)
- Chapter 2 on grammar (2.06 to 2.12)
- Chapter 2 on guidelines to reduce bias in language (focus on 2.16)
- Chapter 3 on punctuation, spelling, capitalization, italics, or abbreviations (3.01 to 3.29)
- Chapter 3 on quotations (3.34 to 3.41) Paraphrase, please (refer to other information on plagiarism in the APA manual as well as other resources and notes in this syllabus)
- Chapter 3 on reference citations in text (3.94 to 3.103)
- Chapter 4 on Reference list (4.01 to 4.16)

APA Formatting Guidelines are also available at http://www.psywww.com/resource/apacrib.htm
This website is offered as a companion to the APA style manual. *However, it should not be considered a substitute for directly consulting the APA manual, 5th edition for standard of procedures for applying APA style.* Additional APA help URLs are available on the GSE library URL and may be available on the course Blackboard site. Caution with using web sites or resources other than the APA manual because some may have erroneous information on them.

Proposed Class Schedule

	Topic/Learning Experience	Reading and Assignments
5/17-23	• O&M legal framework/historical foundations • O&M curricular foundations • Cultural social-economic factors and beliefs affecting students with visual impairments and other concomitant disabilities. • The philosophy of instructional practices • Federal entitlements	• Read chapter 21 & 23 in Foundations. • Chapters 20 & 22 are optional background material from Foundations. • Discussion Prompt from Session one: Minimum - Add your own statement to the prompt plus respond to at least one other participant's initial prompt addition. (This is for point – yes).
5/24-30	• Typical development of concepts and O&M skills • Development of basic concept skills for a student with visual impairment • Development of pre-cane mobility skills	• Read in Early Focus pp 127-138 • Read in Foundations: Chapter 1, pp. 9-38 and Chapter 2 pp. 39-59. • Discussion Prompt Two: Your own additional to the prompt plus at least one response to another's addition.
5/31-6/6	• Structure and Function of the eye • Basic terminology and travel implications of disorders of the visual system • Audition and O&M • Role of Perception • Effects of medication	• *Foundations of Orientation and Mobility (chapters 3-6)* • *Review any links provided* • *Discussion Prompt Three: Original and response*
6/7-13	• Impact of vision loss on the family • Role of incidental learning • Recommended adaptations that address vision loss	• *Read in Early Focus, Chapter 2 pp. 16-51.* • *Discussion Prompt Four* • *Gross Motor Assign. Due 6/14*
6/14-20	• Strategies to teach Pre-cane mobility skills • Strategies for teaching basic concepts • The long cane • Dog guides	• *Read in Early Focus, Chapter 10 pp. 326-404 & pp. 232-235.* • *Discussion Prompt Four: Original and response* • *Gross Motor Assign Due Today* • *Research Paper due 6/28. Topic must be approved.*

Proposed Class Schedule Continued

6/21-27	• Electronic travel aids • Optical and non-optical aids • Ambulatory aids • Advantages and disadvantages of mobility systems	• Read in Foundations about ETAs on PP. 238-252. • Read in Foundations about optical and non-optical aids • pp. 88-95. • Read about ambulatory aids in Found. Ch. 15 pp. 456-482. • Discussion Prompt Six
6/28-7/4	• Research Reports	• Research Report Due 6/28. This is the Signature Assignment
7/10-11	• Together Session at GMU	• Concept Assignment Due 7/11 or as agreed to with Instructor.