



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

Summer 2016

EDSE 514 6V1: Orientation and Mobility for Students with Visual Impairments  
CRN: 43066, 2 - Credits

<b>Instructor:</b> Dr. Kimberly Avila, PhD, COMS	<b>Meeting Dates:</b> 05/16/16 - 06/28/16
<b>Phone:</b> 703.993.5625	<b>Meeting Day(s):</b> Friday 6/24, Saturday 6/25, & Sunday 6/26 ONLY
<b>E-Mail:</b> kavila@gmu.edu	<b>Meeting Time(s):</b> (F) 4:00pm – 9:00pm, (S) 8:00am – 5:00pm, & (S) 8:00am – 12:00pm
<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> Internet

**Quick Links:** [Assignments](#)   [Schedule](#)

***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.*

**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.

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

Notes: Delivered online.

Schedule Type: LEC

Hours of Lecture or Seminar per week: 2

Hours of Lab or Studio per week: 0

**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.

### **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

### **DELIVERY METHOD:**

This course is hybrid and will be delivered online using an **asynchronous** format via the Blackboard learning management system (LMS) housed in the MyMason portal. (One weekend (June 24-26) will be on campus at George Mason University.) For the online portion, 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 May 16, 2016.

### **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/](http://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**, and **finish** on **Sunday**.
  - **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 if 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](mailto: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.

### **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 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.

### **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

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

### **Additional Readings**

Provided on Blackboard

### **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 1: Learner development and individual learning differences; Standard 5: Instructional planning and strategies.

### **GMU Policies and Resources 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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. [See <http://ods.gmu.edu/>]. Students from other Consortium universities must submit documentation from their university offices in order to receive approved accommodations.

- 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.*

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 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 circumstance is subject to loss of points.

### **Tk20 Performance-Based Assessment Submission Requirement**

Every student registered for any Special Education course with a required performance-based assessment is required to submit the (NO ASSESSMENT REQUIRED FOR THIS COURSE) to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

### **Grading Scale**

<b>Grade</b>	<b>Points</b>	<b>Percent</b>
<b>A</b>	304-320	95-100%
<b>A-</b>	288-303	90-94%
<b>B+</b>	281-287	88-89%
<b>B</b>	272-280	85-87%
<b>B-</b>	256-271	80-84
<b>C</b>	240-255	75-79%
<b>C-</b>	224-239	70-74%
<b>F</b>	<223	69% and below

### **Assignments**

**Performance-based Assessment (Tk20 submission required).**

**Performance-based Common Assignments (No Tk20 submission required).**

### **Other Assignments:**

<b>Task</b>	<b>Points</b>	<b>Due</b>
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<u>Weekly participation in online responses and discussions</u>	70	Weekly
<u><a href="#">Graduate Candidate Research Summaries</a></u>	20	June 19
<u>Tactile environmental map project</u>	30	June 24; please bring to our face-to-face class
<u>O&amp;M observation and reflection</u>	50	June 28
<u>Paper: The role of teachers of students with visual impairments in supporting O&amp;M services</u>	50	June 28
<u>Participation: face-to-face weekend; demonstration of technical skills</u>	100	June 24-26
<b>Total</b>	320	

## 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 includes interactive responses from recorded lecture content, discussions on 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.

### 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
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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
<b>Total</b>	<b>10</b>

### 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
<b>Material selection</b>	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
<b>Graphic adaptation</b>	Tactile graphic is clear and organized;	Tactile graphic is adequately	Tactile graphic is poorly organized and

	graphic was ideally adapted, spaced and arranged; braille labels are transcribed properly when necessary; a legend is optimally used when appropriate	organized and relatively clear; adaptations, spacing and arrangement are adequate; braille labels are transcribed properly when necessary; a legend is adequately used when appropriate	constructed; graphic adaptations, spacing and arrangement is inadequate or inappropriate; legend is omitted or improperly identified
<b>Familiarization activity</b>	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
<b>15 points possible</b> 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
<b>15 points possible</b> 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.
<b>10 points possible</b> Resources for O&M in school. REMEMBER, you are writing as a	9-10 Ample resources are provided that are appropriate and relevant to support	7-8 Several resources are provided that are appropriate to support best	<6 Limited resources are provided to support best practices in O&M

TVI, not as an O&M instructor!	best practices in O&M for school personnel	practices in O&M for school personnel	for school personnel; resources are not relevant or appropriate
<b>10 points possible</b> 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 24-26 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.

**Schedule**

**Proposed schedule, subject to change**

Week	Task	Readings, assignments and due dates
<b>Week 1 May 16-22</b>	Course and syllabus overview The field of orientation and mobility <ul style="list-style-type: none"> <li>• Historical perspectives of O&amp;M</li> <li>• O&amp;M overview: professionals, clients and students; tools and techniques</li> <li>• Referrals</li> <li>• Policies and regulations</li> </ul>	Videos: syllabus overview and intro to O&M lecture  Knott (2002): <ul style="list-style-type: none"> <li>• Ch. 1: Overview</li> <li>• Ch. 3: Referral and Assessment</li> </ul>

	<ul style="list-style-type: none"> <li>• Collaboration and TVIs roles and responsibilities</li> </ul>	<p>Additional readings and resources posted on Blackboard</p> <p><b>Due:</b> Discussion questions and due dates posted on Bb</p> <p>Confirm your housing/hotel for face-to-face weekend Please share with me the name/contact information of the O&amp;M instructor you will observe.</p>
<p><b>Week 2</b> <b>May 23-29</b></p>	<p>Introduction to familiarization and tactile environmental mapping O&amp;M in early childhood</p> <ul style="list-style-type: none"> <li>• Concepts and skills</li> <li>• Developmental considerations</li> <li>• Tools and techniques</li> <li>• TVIs role with family and O&amp;M service providers</li> <li>• Promoting safety</li> </ul>	<p>Video: O&amp;M in early childhood and tactile maps Pogrund &amp; Fazzi (2002)</p> <ul style="list-style-type: none"> <li>• Ch. 2: Family Focus</li> <li>• Ch. 9: Motor Focus</li> <li>• Ch 10: Mobility Focus</li> <li>• Ch 11: pp 405-413</li> </ul> <p>Knott (2002)</p> <ul style="list-style-type: none"> <li>• Appendix: Checklist of O&amp;M Instructional Areas and Related Objectives</li> </ul> <p>Linked on Bb:</p> <ul style="list-style-type: none"> <li>• Guidelines and Standards for Tactile Graphics, 2010</li> <li>• APH: Guidelines for design of tactile graphics</li> </ul> <p>Additional readings and resources posted on Blackboard</p> <p><b>Due:</b> Discussion questions and due dates posted on Bb</p>
<p><b>Week 3</b> <b>May 30-June 5</b></p>	<p>O&amp;M in the school years</p> <ul style="list-style-type: none"> <li>• Concepts and skills</li> <li>• Developmental considerations</li> <li>• Tools and techniques</li> </ul>	<p>Video: O&amp;M in school years lecture</p> <p>Knott (2002)</p>

	<ul style="list-style-type: none"> <li>• TVIs role with family and O&amp;M service providers</li> <li>• Promoting safety</li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 4: The Individualized Educational Program</li> <li>• Ch. 5: Approaches to Teaching O&amp;M</li> <li>• Ch. 7: Teaching Techniques</li> </ul> <p>Additional readings and resources posted on Blackboard</p> <p><b>Due:</b> Discussion questions and due dates posted on Bb</p>
<b>Week 4 June 6-12</b>	<p>O&amp;M through transition and adulthood</p> <ul style="list-style-type: none"> <li>• Concepts and skills</li> <li>• Tools and techniques</li> <li>• TVIs role with family and O&amp;M service providers and rehabilitation specialists</li> <li>• Safety considerations</li> <li>• O&amp;M and liability</li> <li>• Independent living</li> </ul>	<p>Knott (2002)</p> <ul style="list-style-type: none"> <li>• Ch. 9: Professional and Strategic Issues</li> </ul> <p>Guiding techniques: videos posted on Bb. Video: lecture on O&amp;M transition and adulthood</p> <p>Additional readings and resources posted on Blackboard</p> <p><b>Due:</b> Discussion questions and due dates posted on Bb</p>
<b>Week 5 June 13-19</b>	<p>Research and the field of orientation and mobility</p>	<p>All: Submit your questions for our O&amp;M panel by June 19</p> <p><b>Due:</b> Graduate students: two research summaries</p>
<b>Week 6 June 20-26</b>	<p>Face-to-face session June 20-26 At GMU Fairfax campus Friday, June 24: 4-9pm Saturday: June 25: 8am-5pm Sunday: June 26: 8am-12pm</p> <p>Main meeting location: Finley room 119</p>	<p><b>Due:</b> Tactile environment map project (June 24, bring with you to our face-to-face class on Friday)</p> <p>Bring your blindfold</p>
<b>Week 7</b>	<p>Course conclusion</p>	

**June 27-28**

**Due: June 28**

Everyone: Paper: The role of teachers of students with visual impairments in supporting O&M services

**Due: June 28**

Everyone: O&M observation reflection

**Due:**

Graduate students only:  
Online response and discussion: Research and O&M