Instructor: Beverly Jackson, M. Ed. COMS  
Office: Early Childhood Research Center,  
Rm 209Y  
Office Phone: 936-468-5511  
Other Contact Information: 512-656-3339 (cell)  
jacksonbm6@d2l.sfasu.edu  

Course Time: Mondays 8:00 to 9:00 PM CST  
Course Location: Virtual via ZOOM  
Office Hours: Tu/Wed/Th 5:00 to 6:00 pm CST by appointment  
Credits: 3.0  
Email: Beverly.jackson@sfasu.edu

Course Synchronized Class Schedule, Through D2L Zoom:  
Class held weekly via zoom every Monday from 8:00 to 9:00 pm CST with the exception of Spring Break.

My designated office hours are Tuesday through Thursday, from 5:00 to 6:00 pm, CST by appointment. If you need to schedule a different time, I am flexible and can work with you. Please use my d2l email: jacksonbm6@d2l.sfasu.edu to communicate with me. I will check my D2L email daily through the regular workweek (Monday-Friday) and will try to respond within 24 hours.

Prerequisites: none

I. Course Description
This lecture course examines the development of children with sight versus children with visual impairments. Body imagery, concept development, spatial awareness, mobility and sensorimotor skills are emphasized.

Topics in this course include the study of the development of children with typically developing visual function and children with visual impairment. Skills training in the following areas are emphasized: body image and awareness, concept development, spatial awareness, mobility, and sensorimotor functioning.

Course Credit Hour Justification: Basic Concepts in Orientation and Mobility (3 credits lecture, fully online) includes 15 weeks of scheduled learning PLUS 1 week of final assessment/exams for a 16-week total semester. The lecture course contains extensive written content that requires students to engage the online content for at least three hours per week. For every hour a student spends engaging with the online content, he/she spends at least two hours completing associated assignments and assessments. This course also offers 15 synchronous weekly online meetings via
zoom, across the semester that are 1 hour per meeting. Along with engaging with online content, completing associated assignments and assessments, and attending synchronous meetings, students are also required to complete and document 15 hours of field-based experience and service hours related to visual impairment during the semester.

This three credit-hour practicum course requires students to engage in online modules for at least three hours per week (45 hours/semester). Primary source readings are woven into the content to support key concepts and provide information regarding instruction in the field of visual impairments. Students are required to complete discussion posts, written assignments, practicum assignments, and quizzes/exams over the course content. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments (90 hours/semester).

**Purpose:**
The SPED 5318 course is designed for both the student whose goal is to become a Teacher of Students with Visual Impairments (TSVI) or a Certified Orientation and Mobility Specialist (COMS). It allows this student to acquire the skills and concepts necessary to work independently and/or collaborate with other classroom teachers and other disciplinary therapists to conduct assessments and successfully plan and implement an individualized program for students with visual impairments from birth through adulthood, including for populations who may have low vision or MDVI (multiple disabilities/visual impairment).

TSVI-track students will learn to implement basic orientation and mobility skills and observe and participate in blindfold training under the supervision of a Certified Orientation and Mobility Specialist (COMS) in their area. Learning modules will be given online to be completed during the semester, as well as presentations, COMS interviews, compiling a notebook of basic Orientation and Mobility skills, writing reflections on O&M instruction and observation, quizzes, and two exams.

**II. Intended Learning Outcomes/Goals/Objectives:**

**Perkins College of Education:** All standards can be found on the PCOE webpage, including the Vision, Mission, Goals and Core Values of the Perkins College of Education. The objectives of this course clearly align with the goals and objectives of the college and the department.

This class emphasizes these values in its content, philosophy, and in its assessment of outcomes. We, as instructors, strive to reflect these principles in the teaching of this class and we also have the highest expectations that you, our students, will also demonstrate these values as you develop as leaders in the field of visual impairment. These values are analogous with ethical standards that have developed by the Association for the Education and Rehabilitation of the Blind and Visually Impaired, and one intention of this course is to provide you the skills to lead others to embrace these principles.
This course also supports the mission of the Visual Impairment/O&M Program:
It is the mission of the Visual Impairment Program to train Teachers of students with Visual Impairments (TSVIs) and Certified Orientation and Mobility Specialists (COMS) who are practically and pragmatically prepared to meet the needs of persons with visual impairments across the state of Texas and in the nation, as a whole. We believe that completers from our program should be equipped to effectively deliver instructional services which provide opportunities for students and clients with visual impairments to be more independent, lead more meaningful lives, and participate to a greater extent in society at large. In order to meet these goals, we believe that it is our responsibility to mentor and educate our graduates in the importance of exhibiting caring and compassionate approaches to instruction and positive beliefs about the worth of all individuals regardless of age, gender, race, sexual orientation or level of disability.

EXTERNAL

This course supports the Texas Education Agency (TEA) in the standard development of professional educators who are in the field of Visual Impairment, specifically:
Standard I: The teacher of students with visual impairments understands and applies knowledge of the characteristics and needs of students with visual impairments, including those with additional disabilities. (1.6s)

Standard II: The teacher of students with visual impairments, including those with additional disabilities, understands and applies the knowledge of formal and informal assessments and evaluations and know how to use resulting data and other information to make service and programming recommendations and to participate in the development of the students’ Individual Educational Programs (IEPs) and Individualized Family Service Plans (IFSPs) (2.11k)

Standard III: The teacher of students with visual impairments, including those with additional disabilities, understands and applies the knowledge of strategies for planning instruction in the school, home, and community environments to facilitate student achievement. (3.2s, 3.3s, 3.4s)

Standard IV: The teacher of students with visual impairments, including those with additional disabilities, knows how to promote students’ development of concepts and skills for academic achievement, social interaction, and independent living. ( 4.3k, 4.13k, 4.15k, 4.16k, 4.19k, 4.20k, 4.15s, 4.17s, 4.18s, 4.20s)

Standard V: The teacher of students with visual impairments, including those with additional disabilities, knows how to communicate and collaborate effectively in a variety of professional settings. (5.5s)

This course supports the following Core Objectives established as by the Texas Higher Education Coordinating Board (THECB):

- **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. For this class, this is demonstrated through the planning and carrying out specific program plans.

- **Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication. For this class, this is documented through the reporting of interviews, reflections, specific assignments, and class demonstrations.
• **Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. **For this class,** this is developed through the measurement and reflection of specific O&M skills and concepts.

• **Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. **For this class,** this is demonstrated through collaborative activities with professional TSVIs/COMS in the field, administrators, supervisors, teachers, and classmates.

• **Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision making. **For this class,** this is modeled through the accurate maintenance of schedules and meeting of timelines that govern practice.

• **Social Responsibility** - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. **For this class,** this is demonstrated through the further development of advocacy skills to better support the community of persons with visual impairments.

This course supports the **Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER) Curricular Standards for Orientation and Mobility Specialists,** and special addresses the subsections of the following standards through practice and didactic instruction:

- Standard I – Medical Aspects of Blindness and Visual Impairment, subsection: a, c, e, f
- Standard II – Sensory Motor Functioning, subsection: c, d, g
- Standard IV – Human Growth and Development over the Lifespan, subsection: a, g
- Standard V – Concept Development, subsection: a, b, c, d, f
- Standard VI – Multiple Disabilities, subsection: a, b, c, d, e, f
- Standard VII – Systems of Orientation and Mobility, subsection: b, c, d, g
- Standard IX - Instructional Methods, Strategy & Assessment, subsection: a, b, c, f, n, p, v, x, y
- Standard X - History and Philosophy of Orientation and Mobility, subsection: a, b, c, o
- Standard XII - Development, Administration, and Supervision of O&M Program, subsection: f

This course **directly supports the Codes of Ethics** for professional practice developed for professionals in the field of visual impairments by the **Association for Education and Rehabilitation of the Blind and Visually Impaired,** specifically:

I. Commitment to the student
II. Commitment to the community
III. Commitment to the profession
IV. Commitment to colleagues, other professionals and to professional employers

This course supports the development of competencies that are accepted across professions in Visual Impairment, specifically:

- Domain I - Understanding students with visual impairment
  - Competency 1 - Knowledge of the visual system
  - Competency 2 - Effects of visual impairments on development and learning
  - Competency 4 - Effects of factors other than disabilities
- Domain II - Assessment of students with visual impairments
  - Competency 5 -- Selecting, adapting, and administering assessments
  - Competency 6 -- Interpreting and communicating assessment results
Competency 7 -- IEP and IFSP development
Domain III - Fostering student learning and development
  Competency 8 -- Organizing the learning environment
  Competency 9 -- Communication and literacy
  Competency 11 -- Sensory efficiency
  Competency 12 -- Social interaction and recreation and leisure skills.
  Competency 13 -- Independent living and orientation and mobility.
Domain IV - Professional Knowledge
  Competency 16 -- Working collaboratively with families.
  Competency 17 -- Legal and ethical foundations and professionalism.

This course supports the following ISTE STANDARDS: International Society for
Technology in Education which can be found at: https://www.iste.org/standards/iste-standards-for-teachers

2.2. a. & b, 2.2.b, 2.4.a & d, 2.5 a & d, 2.6.d, and 2.7.a

Program Learning Outcomes: Visual Impairment
Program Outcome #1 The student will demonstrate applied knowledge of the most common conditions causing visual dysfunction in the population of students with visual impairments.
Program Outcome #2 The student will demonstrate understanding and applied knowledge of formal and informal assessments designed to address and measure the unique needs of students with visual impairments.
Program Outcome #3 The student will model and demonstrate applied knowledge of strategies that improve access to curriculum and promote the development of learners with visual impairments.
Program Outcome #4 The student will document and express knowledge, ideals, skills, and standards associated with professional practice in the field of visual impairment.
Program Outcome #5 The Master’s candidate will demonstrate advanced knowledge and understanding in the field of visual impairment.
Program Outcome #6 Student will demonstrate proficiency in Braille production and interpretation using both the literary and the Nemeth code
Program Outcome #7 The student should be able to demonstrate cultural awareness and professional behavior in all settings related to the provision of services to students with visual impairments.

Student Learning Outcomes (SLO):
This course supports objectives for data gathering that have been developed for the program, specifically SLO – 1.2: Basic Concepts in O&M Basic Skills Notebook (Domains, 3, 6, 9)

A. Assessment: Students will write a notebook describing the O&M basic skills they learned under blindfold and through observation/instructional videos.
B. Criteria for success: Notebooks will be scored using the Basic O&M Skills & Notebook
Rubric. **Please Refer to Syllabus Appendices for More Detail.**

III. Course Assignments, Activities, Instructional Strategies, Use of Technology Requirements

1. **Use of Technology through SFASU D2L:** [https://d2l.sfasu.edu](https://d2l.sfasu.edu)

   Assignments and class discussions for this course will be delivered using distance education through the use of Brightspace, by Desire 2 Learn (D2L) and Zoom. The link to join the interactive online class sessions will be available to each student on D2L. In order for students to be able to successfully participate in class, all will need a dependable head phones & speaker set. Video camera is not required, but allowed. As this class is dependent on the internet, each student must have a reliable internet connection, be able to use the internet, and be able to navigate the D2L website. The D2L website and course link is where all course activity will occur, including accessing unit assignments, discovering required reading and research, and submitting assignments and exams. If there is any problem with accessing course material, the student may need to notify the SFASU Office of Disability Services as well as to either e-mail or call the instructor. If other technical assistance is needed, contact D2L tech support at 936-468-1919.

2. **Modules on D2L and Class Preparation:** Due to the limited amount of time that is available for this class, most of the instructional material will be provided through the internet, on D2L, in Modules. Other instructional material will derive from your own text book and personal practicum experiences. Any material from modules, other required readings, or from Zoom class nights could be included in the module assignments or on exams. Please read assigned modules and text books PRIOR to the class in which they will be discussed. You must keep in mind that this course, as with others in the program, covers an enormous quantity of material, and you must consistently be on top of deadlines and due dates. This is crucial.

3. **Attendance and Class Participation:** Attendance is imperative, expected, and will be documented. Students are expected to arrive promptly, being able to log onto the web-site up to 15 minutes prior to the beginning of each class to check their audio equipment. Excused absences will be given for illness and family emergencies, but the student must present written documentation for such absence (i.e. doctor's note, emergency room admissions, funeral notices). Take note that, without class attendance, regardless of reason, points toward class participation cannot be earned, unless prior arrangements are made with the instructor. Regardless of attendance, every student is responsible for course content and assignments.

   **Class participation:** The primary methods of instruction for this class revolve around discussion, questioning, and participation by each class member. Class participation points are based on the criteria listed below:
   - Appropriateness of participation in class discussions, including willingness and ability to answer questions through chat and headset
   - Evidence of critical thinking and creativity during class discussions and activities
   - Demonstration of good consulting skills, such as politeness, manners, and diplomacy
• Display of a positive attitude toward the subject material and class activities
• Ability to devote full attention to the class

**Additionally:**
• We are a small community and we are learning this together.
• Honest disagreements in the spirit of critical academic exchange are encouraged. While you can disagree, don’t personalize it; stick to the issues. No name-calling or stereotyping.
• Derogatory comments based on race, ethnicity, class, gender, sexual orientation, or nationality will not be tolerated.
• What we say stays here, unless we agree to change that. What we learn here, though, we can share with others.
• If you are offended, say so, and say why.
  ➢ Adapted from The Guide for training study circle facilitators (1998). Study Circle Resource Center, © Topsfield Foundation

4. **Course Components for BOTH TSVIs and O&Ms:**
   ❖ **Attendance and Participation** – 100 points
   ❖ **Mid-term and Final Exams**, each worth 200 points, for a total of 400 points
   ❖ **Discussions for each module** – each worth 100 points, for a total of 600 points
   ❖ **Quizzes for each module** – each worth 100 points, for a total of 600 points

**Field Based Experience is required for this course.** Completion of hours for this course will be submitted via QClassroom. This course uses the QClassroom data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Support emails will come from qclassroom@sfasu.edu.

5. **Course Components for TSVIs ONLY:**
   ❖ **Assignments**
     ❖ **Compile an O&M Basic Skills and Techniques Notebook** – 200 points.
       o A template for this notebook is provided at the end of this syllabus. Information for this notebook is to be gained from the 10 hours of blindfold instruction and observation and/or given videos. A template for this notebook is provided at the end of this syllabus.
     ❖ **Create and present a PowerPoint** – 200 points
       o on a chosen O&M skill or technique
     ❖ **Log 5 hours of being under blindfold instruction** – 100 points
       o in basic O&M, under the direction of a Certified Orientation and Mobility Specialist (COMS). The skill and teaching procedures during this experience will be recorded and documentation will be submitted in D2L.
       o 5 hours will be applied as credit toward total practicum hours, and documented in QClassroom Field Experience
     ❖ **Log 5 hours of observation/videos of O&M instruction**
       o 2 hours of which can be chosen from given educational videos
5 hours will be applied as credit toward total practicum hours, and documented in QClassroom Field Experience

❖ Submit 2 reflections – 100 points each, for 200 points
  ○ 1 reflection of the blindfold experience
    ▪ 1-hours credit will be applied toward total practicum hours, and documented in QClassroom Field Experience.
  ○ 1 reflection on hours of observations/educational videos
    ▪ 1-hours credit will be applied toward total practicum hours, and documented in QClassroom Field Experience.

❖ Submit a reflection for 3 interviews – 100 points each for a total of 300 points
  ○ Conducted with 3 Certified O&M Specialists
    ▪ 3-hours credit will be applied toward total practicum hours, and documented in QClassroom Field Experience.

❖ NOTE: There are 15 total hours for TSVI Field Experience in this course. Following these assignments will fulfill these hours.

6. Course Components for O&Ms ONLY:
   ▪ Assignments
     ❖ Compile an O&M Concepts Notebook – 200 points
       ○ A template for this notebook is provided at the end of this syllabus.
     ❖ Create and present a PowerPoint – 200 points
       ○ On a chosen topic from their notebook template
     ❖ Submit 3 reflections of the interviews – 300 points
       ○ Conducted with 3 TSVIs and/or COMS

  **Please Refer to the end of the syllabus for more detail.

IV. Evaluation and Assessment (Grading)**
Assignments and exams are accessed through D2L online, and are required to be submitted by the given due date. The Midterm and Final Exams will have an open date and a close date that will be announced. Late assignments may be accepted for reduced credit, upon consultation with the instructor. It is recommended that each student keep a personal calendar and checklist of these, as well as all due dates. This is important, as there may be unplanned technical difficulties or unexpected life circumstances. Please note that technical difficulties that are not related to the SFA D2L website are NOT the responsibility of the instructor and extensions for assignments will not be granted. The following grading scale found in the syllabus appendices will be used to determine letter grades.

**Please Refer to Syllabus Appendices for More Detail.

ALL assignments must be submitted to complete this class. Extensions and WH grade requests will be determined on a case by case basis. Documentation is required.

V. Tentative Synchronized Class Schedule: Fifteen synchronized classes will be held on given dates, via the D2L course Zoom link. As this is an interactive internet class, please be prompt and prepared to participate, and keep distractions to a minimum. Treat this class as if you were
on campus. It has been recommended that to minimize distractions students may go to a library or alternate location when it is not possible to give full attention to the class discussion at home. Driving during Zoom sessions is also not recommended. Please refer to and download your specific SPED 5318 Synchronized Class Schedule chart, which can be found in the appendices.

**Please Refer to the end of the syllabus for more detail.**

### VI. Texts and Materials

**Required Texts:** All students are personally responsible for obtaining their own required textbooks, and should purchase them in time to have them by the start of the course. SFASU Bookstore: Phone 936-468-2108  [http://www.sfasu.bkstr.com](http://www.sfasu.bkstr.com)

**Required for TSVIs and O&Ms:**


**Required for O&Ms only:**


### VII. Course Evaluations

Near the end of the semester, before finals are given, students are encouraged to participate in a formal online evaluation, which is submitted electronically through MySFA. All ratings and comments are confidential and anonymous and will not be available to the instructor until after final grades are posted. This online evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation,
2. Instruction evaluation purposes, and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate. Please know that the COE faculty is committed to excellence in teaching and continued improvement. The students are encouraged to visit with the instructor during office hours, through email or phone, or to schedule an appointment in order to discuss opinions on the quality of the course or ways to improve it. The instructor is dedicated to providing students with a high-quality learning experience which is supportive as well as instructive. Please let the instructor know before the end of the semester if assistance or clarification is needed, or if there are any concerns, so that resolution can be worked on together. The course evaluation is needed at the end of the course in the course evaluation process.
VIII. Student Ethics and Other Policy Information:

Institutional Absences (HOP 04-110)

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

Code of Student Conduct and Academic Integrity

The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s
own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

**Withheld Grades Semester Grades Policy (HOP policy 02-206)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

**Students with Disabilities**

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Student Wellness and Well-Being**

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**Other important course-related policies:**

***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)***

**IX: Resources**

- **On-campus Resources:**
  - The Dean of Students Office (Rusk Building, 3rd floor lobby)
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

Crisis Resources:

- Burke 24-hour crisis line 1(800) 392-8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline 1(800) 273-TALK (8255)
- Crisis Text Line: Text HELLO to 741-741
# TSVI Track – SPED 5318

## Quizzes

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## Discussions

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## Assignments

1. TSVIs - O&M Basic Skills Notebook 200
2. TSVIs - Basic O&M Blindfold Log 100
3. TSVIs - Two Reflections 200
4. TSVIs - Three Interviews 300
5. TSVIs Presentation 200

## Exams

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| Attendance. Participation | 100 |

## Final Total Points

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A = 2430-2700   B = 2160-2429   C = 1890-2159   D = 1620-1879
### O&M Track – SPED 5318

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<td>Module 2 Shorts</td>
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<td>Module 3 Shorts</td>
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<td>Module 4 Shorts</td>
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<td>Module 5 Shorts</td>
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<td>Module 6 Shorts</td>
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<tr>
<th>Assignments</th>
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<tr>
<td>1. O&amp;Ms - O&amp;M Concept Notebook</td>
<td>200</td>
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<td>2. O&amp;Ms - Three Interviews</td>
<td>300</td>
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<td>3. O&amp;Ms Presentation</td>
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<tr>
<td>Final</td>
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| Attendance, Participation | 100   |

| Final Total Points     | 2400  |

A = 2160-2400  B = 1920-2159  C = 1680-1919  D = 1440
O&M BASIC SKILLS Instruction, Observation, and NOTEBOOK INSTRUCTIONS

1. Contact a Certified Orientation and Mobility Specialist (COMS) in your district or region. If you do not know one, or don’t know how to get in touch with one, please email your instructor or get in touch with your Educational Service Center VI Consultant, so that you can get some assistance. When you visit with the COMS, let them know that you are needing him/her to instruct you in some given basic skills of O&M, and that you will need approximately 5 hours of blindfolding and 3-5 hours of observation time, as they teach someone else – a classmate or a student on their caseload. This can be done easily and in a fun way, with a group of your classmates and the COMS, on a Saturday, or a Sunday afternoon.

2. While wearing a blindfold, you need to be instructed in the O&M skills listed in the given O&M Basic Skills Notebook Outline, up to the section on Basic Indoor Cane Skills. When you get to the Basic Indoor Cane Skills, have your COMS demonstrate the skills and techniques, as you watch. You do not have to do these under blindfold, but may, if you desire. This will not necessitate buying a cane. The COMS should just use their own cane, or one that has been borrowed from their district. Also, spend some time serving as the guide/teacher for a fellow student or your O&M teacher.

3. The outline that follows should be used as both a guide for your blindfold training and as the table of contents for your O&M Basic Skills Notebook. You will want to print it out to share with your COMS, so they will be aware of what you need.

4. While doing the O&M techniques under blindfold, you also need to cover orientation procedures and concepts needed for independently accomplishing the skills. This may be covered by your teacher during the blindfold training and will also be discussed throughout the module information and during class. This orientation and concept information should also be included in the notebook, as well as any teaching suggestions.

5. After covering the skills under blindfold, briefly explain them in your own words in an electronic notebook document, following the given outline.

6. EACH time you complete a lesson/hour, document your blindfold/observation hours on the 5318 Blindfold & Observation Log (listed in D2L under “Important Assignments”), having your COMS initial your log.

7. Submit both your completed O&M Basic Skills Notebook and 5318 Blindfold & Observation Log through appropriate D2L dropboxes AND IN LIVETEXT, being sure to keep a copy of your notebook for yourself.

8. Note that you may use 2 hours of Educational Videos towards the 5 hours minimum of Observation Hours. The links to these videos are given on the 5318 Blindfold & Observation Log. Be sure to submit a Video Summary (format given on the 5318 Blindfold & Observation Log, for each video that you use for this purpose. Submit each Video Summary in the appropriate D2L Dropbox AND IN LIVETEXT.
Your Name and Semester Date

O&M BASIC SKILLS NOTEBOOK
TABLE OF CONTENTS

1. Human Guide Techniques
   a. Basic Guiding Procedure
   b. Narrow Passageways
   c. Transferring Sides
   d. Reversing Directions
   e. Entering/Exiting Doors
   f. Ascending/Descending Stairs
   g. Teaching Suggestions/Observations
   h. Concepts Needed for Human Guide techniques

2. Orientation to a New Environment
   a. Compass/Clock/Cardinal Directions
   b. Applying Positional Concepts and Laterality (next to, across, left/right, etc.)
   c. Using Landmarks and Clues
   d. Tactile Maps
   e. Teaching Suggestions/Observations
   f. Concepts Needed for Orientation to a New Environment

3. Social Graces
   a. Handshake Procedure
   b. Making Eye Contact
   c. Locating Seating
   d. Drinking from a Drinking Fountain
   e. Self-Advocacy/Understanding Eye Condition
   f. Soliciting Assistance
   g. Recording Technology for Taking Notes
   h. Teaching Suggestions/Observations

4. Protective Techniques
   a. Hand Trailing Procedure
   b. Upper Hand and Forearm Procedure
   c. Modified Upper Hand and Forearm Procedure
   d. Lower Hand and Forearm Procedure
   e. Direction Taking
   f. Squaring Off
   g. Teaching Suggestions/Observations
   h. Concepts Needed for Protective Techniques

5. Room Familiarization/Search Patterns
   a. Whole method (grid, perimeter)
   b. Part method (sectional)
c. Locating Dropped/Desired Objects

d. Sound Localization Improvement Strategies

e. Teaching Suggestions/Observations

f. Concepts Needed for Room Familiarization/Search patterns

NOTE: blindfold training with your COMS stops here. The rest can be simply discussed with your COMS, and noted.

6. Cane Information
   a. Proper Cane Length
   b. Carrying the Cane While Walking with a Human Guide
   c. Parts of the cane
   d. How to change a cane tip
   e. How to fold a cane
   f. Locating Dropped Objects with the Cane
   g. Teaching Suggestions/Observations
   h. Concepts Needed for Basic Cane

7. Low Vision Considerations
   a. Using Visual Landmarks
   b. Fluctuating Vision
   c. Lighting Adjustments
   d. Determining Need for an Optical Device
   e. Using an Optical Device Inside the Classroom and Buildings
   f. Teaching Suggestions/Observations
**SPED 5318 – SLO 1.2, - TSVIs ONLY – Basic Concepts in O&M Notebook Assignment**

**Student:** ________________  **Semester** ________________  **Evaluator:** __________  **Score:** ________________

<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds Standard - 3</th>
<th>Meets Standard - 2</th>
<th>Below Standard- 1</th>
<th>NA-0</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Human Guide Techniques</strong></td>
<td>All 8 areas in the content outline are addressed thoroughly. Teaching suggestions and concepts are discussed clearly.</td>
<td>5-7 areas in the content outline are addressed adequately, and teaching suggestions and concepts are discussed.</td>
<td>&lt;5 areas in the content outline are addressed, and teaching suggestions and concepts are discussed minimally or not at all.</td>
<td>NA-0</td>
<td></td>
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<tr>
<td><strong>Orientation to a New Environment</strong></td>
<td>All 6 areas in the content outline are addressed thoroughly. Teaching suggestions and concepts are discussed clearly.</td>
<td>4-5 areas in the content outline are addressed adequately, and teaching suggestions and concepts are discussed.</td>
<td>&lt;4 areas in the content outline are addressed, and teaching suggestions and concepts are discussed minimally or not at all.</td>
<td>NA-0</td>
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<tr>
<td><strong>Social Graces</strong></td>
<td>All 8 areas in the content outline are addressed thoroughly. Teaching suggestions are discussed clearly.</td>
<td>6-7 areas in the content outline are addressed adequately, and teaching suggestions and concepts are discussed.</td>
<td>&lt;5 areas in the content outline are addressed, and teaching suggestions and concepts are discussed minimally or not at all.</td>
<td>NA-0</td>
<td></td>
</tr>
<tr>
<td><strong>Protective Techniques</strong></td>
<td>All 8 areas in the content outline are addressed thoroughly. Teaching suggestions and concepts are discussed clearly.</td>
<td>6-7 areas in the content outline are addressed adequately, and teaching suggestions and concepts are discussed.</td>
<td>&lt;5 areas in the content outline are addressed, and teaching suggestions and concepts are discussed minimally or not at all.</td>
<td>NA-0</td>
<td></td>
</tr>
<tr>
<td><strong>Room Familiarization</strong></td>
<td>All 6 areas in the content outline are addressed thoroughly, and teaching suggestions and concepts are discussed clearly.</td>
<td>4-5 areas in the content outline are addressed adequately, and teaching suggestions and concepts are discussed.</td>
<td>&lt;3 areas in the content outline are addressed, and teaching suggestions and concepts are discussed minimally or not at all.</td>
<td>NA-0</td>
<td></td>
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<tr>
<td><strong>Cane Information</strong></td>
<td>All 8 areas in the content outline are addressed thoroughly. Teaching suggestions and concepts are discussed clearly.</td>
<td>6-7 areas in the content outline are addressed adequately, and teaching suggestions and concepts are discussed.</td>
<td>&lt;5 areas in the content outline are addressed, and teaching suggestions and concepts are discussed minimally or not at all.</td>
<td>NA-0</td>
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<tr>
<td><strong>Low Vision Considerations</strong></td>
<td>All 6 areas in the content outline are addressed thoroughly. Teaching suggestions and concepts are discussed clearly.</td>
<td>4-5 areas in the content outline are addressed adequately, and teaching suggestions and concepts are discussed.</td>
<td>&lt;3 areas in the content outline are addressed. Teaching suggestions and concepts are discussed minimally or not at all.</td>
<td>NA-0</td>
<td></td>
</tr>
</tbody>
</table>

**Total Score**
Method of Assessment #2 – Developmental Concepts (SPED 4345 and SPED 5318; Domains, 3, 6, 9)

A. Assessment: The candidate will document how children use vision to control their bodies and interact within various settings. The candidate will demonstrate knowledge and understanding of the role that body image and spatial, temporal, positional, directional and environmental concepts play in moving purposefully in the environment through development of a Concept Notebook. The Concept Notebook will be comprised of creative activities designed by the candidate, that specifically address/teach body awareness, spatial, temporal, positional, directional, and environmental concepts in order to promote purposeful movement. Activities must be appropriate, comprehensive, creative, and specific. The candidate will note when children use their vision to learn body-to-body concepts, to apply body-to-object concepts, and learn and apply object-to-object concepts.

B. Criteria for success: Each notebook will be scored using the Concept Notebook Rubric which rates the degree to which each candidate clearly understands the role basic concept development plays as a foundation for orientation and mobility skills and techniques.

O&M Concept Notebook Rubric

SPED 5318 Instructions for the O&M Concept Notebook

Use the template provided as the index/contents for your notebook. Be sure, prior to the beginning of your project, to carefully look over the rubric by which your notebook will be graded. The notebook can be done in either paper or electronic format, but an electronic copy is required to be submitted to the appropriate Dropbox AND to LiveText. Note that there will be a deduction of 25 points if it is not submitted to LiveText.

For each sub-section of the notebook, include the following:

1. A clear description of one activity that can be used to teach that concept, or for identifying through touch, imitation or functional use)

2. Identify which of these developmental stages the activity mostly identifies with
   ⇒ body-to-body
   ⇒ body-to-object
   ⇒ object-to-object
   ⇒ abstract

3. List the approximate age or age range of the student for which the activity may be appropriate.
1. Body Awareness
   a. Aware of their hands
   b. Aware of their feet
   c. Aware they can move.

2. Body Movement (Isolating body parts)

3. Body Planes
   a. Top
   b. Bottom
   c. Side
   d. Front
   e. Back

4. Body Parts (Identifying through touch, imitation or functional use)
   a. Facial parts
   b. Hair
   c. Head/trunk/torso
   d. Chest
   e. Back
   f. Neck
   g. Shoulder
   h. Arm

5. Laterality of body (self; simple directions; ex: touch your right knee)

6. Laterality of objects (ex: touch the right side of the box)

7. Positional/Directional Concepts (36/40 = 90%, 30/40 = 75%)
• With body
  a. Up/down
  b. In/out
  c. Top/bottom
  d. In front of/In back of
  e. Over/Under
  f. Near/Far
  g. High/Low
  h. Beginning/End
  i. Near to/Far from
  j. Between
  k. Center, corner/side
  l. Straight/crooked
  m. Through/around
  n. Open/closed
  o. Forward/Backward
  p. Toward/Away
  q. Parallel/perpendicular
  r. Diagonal
  s. Ahead/behind
  t. Sideways

• With Objects
  a. Up/down
  b. In/out
  c. Top/bottom
  d. In front of/In back of
  e. Over/Under
  f. Near/Far
  g. High/Low
  h. Beginning/End
  i. Near to/Far from
  j. Between
  k. Center, corner/side,
l. Straight/crooked
m. Through/around
n. Open/closed
o. Forward/Backward
p. Toward/Away
q. Parallel/perpendicular
r. Diagonal
s. Ahead/behind
t. Sideways

8. Quantitative Concepts (separate or together; 13/14 = 90%, 11/14 = 75%)
   a. Big/little
   b. Short/long
   c. Narrow/wide
   d. Deep/shallow
   e. Tall/short
   f. Many/few
   g. More/less

Below: O&M Concept Notebook Rubric (O&Ms only)
<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds Standard 3</th>
<th>Meets Standard 2</th>
<th>Below Standard 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body Awareness</td>
<td>Activities: are creative, focus on hands, feet, and at least 2 more body parts; reinforce body awareness and identify creative body-to-body, body-to-object, or object-to-object components; clearly describe how ability to move will be reinforced.</td>
<td>Activities: focus on hands, feet, and 1 more body part; reinforce body awareness and identify adequate body-to-body, body-to-object, or object-to-object components; have potential to reinforce ability to move.</td>
<td>Activities: focus on 1-2 body parts; body-to-body, body-to-object, or object-to-object are clearly identified; do not reinforce ability to move.</td>
</tr>
<tr>
<td>Body Movement (isolating body parts)</td>
<td>Activity: requires movement of at least 3 distinct body parts; incorporates at least 3 concepts; creative body awareness, spatial, positional, directional, or environmental concepts.</td>
<td>Activity: requires movement of at least 2 distinct body parts; incorporates at least 1 concept; appropriate body awareness, spatial, temporal, positional, directional, or environmental concepts.</td>
<td>Activity: requires movement of 1-2 distinct body parts, inadequately incorporates these concepts: body awareness, spatial, temporal, positional, directional, or environmental concepts.</td>
</tr>
<tr>
<td>Body Planes (touch, imitation, functional use)</td>
<td>Activities: focus on all 5 planes in assignment; clearly identify components of activities which include creative incorporation of body awareness, spatial, positional, directional, and environmental concepts.</td>
<td>Activities: focus on at least 4 of the 5 planes in the assignment; identify appropriate body awareness, spatial, positional directional, and environmental concepts.</td>
<td>Activities: focus on fewer than 4 planes in the assignment; do not include or adequately identify appropriate body awareness, spatial, positional directional, and environmental concepts.</td>
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<tr>
<td>Body Parts (identify through touch, imitation or functional use)</td>
<td>Activities: focus on at least 7 body parts; clearly identify components of activities which include creative incorporation of body awareness, spatial, positional, directional, and environmental concepts.</td>
<td>Activities: focus on 4-7 body parts; identify components of activities which include incorporation of body awareness, spatial, positional, directional, and environmental concepts.</td>
<td>Activities: focus on fewer than 4 body parts; do not include adequately identify components of activities which include creative incorporation of body awareness, spatial, positional, directional, and environmental concepts.</td>
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<tr>
<td>Laterality of Body (self; simple directions)</td>
<td>Activity: clearly focuses on laterality of self, is creative, developmentally appropriate, and clearly described.</td>
<td>Activity: moderately focuses on laterality of self, is creative, developmentally appropriate, and adequately described.</td>
<td>Activity: inadequately focuses on laterality of self, is not developmentally appropriate, and/or adequately described.</td>
</tr>
<tr>
<td>Laterality of Objects</td>
<td>Activity: clearly focuses on laterality of self, is creative, developmentally appropriate, and clearly described.</td>
<td>Activity: moderately focuses on laterality of self, is creative, developmentally appropriate, and adequately described.</td>
<td>Activity: inadequately focuses on laterality of self, is not developmentally appropriate, and/or adequately described.</td>
</tr>
<tr>
<td>Positional, Directional Concepts: With Body; With Objects</td>
<td>Activities: provided to address 90% (36/40) of concepts in index, clearly identify components of activities which include creative incorporation of body awareness, spatial, positional, directional, and environmental concepts.</td>
<td>Activities are provided to address 75% (30/40) of concepts in index, identify appropriate body awareness, spatial, positional, directional, and environmental concepts.</td>
<td>Activities are provided to address &lt;75% (&lt;30) of concepts in index, do not include or inadequately identify appropriate body awareness, spatial, positional, directional, and environmental concepts.</td>
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<tr>
<td>Quantitative Concepts</td>
<td>Activities: provided to address at least 90% (36/40) of concepts in index, clearly identify components of activities which include creative incorporation of body awareness, spatial, positional, directional, and environmental concepts.</td>
<td>Activities: provided to address at least 75% (30/40) of concepts in index, identify appropriate body awareness, spatial, positional, directional, and environmental concepts.</td>
<td>Activities: provided to address &lt;75% (&lt;30) of concepts in index, do not include or inadequately identify appropriate body awareness, spatial, positional, directional, and environmental concepts.</td>
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<td>Scoring:</td>
<td>Exceeds Standard: 24=100, 23=95, 22=90, 21=85</td>
<td>Meets Standard: 20=81, 19=78, 18=75, 17=73, 16=70</td>
<td>Below Standard: 15 = 67</td>
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<td>Readings</td>
<td>Assignments and Quizzes</td>
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<td>On Your Own!</td>
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<td>Read Your Syllabus</td>
<td>Introduction Discussion</td>
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<tr>
<td>1/22</td>
<td>Module 1 Syllabus Review O&amp;M Overview</td>
<td>ALL- Partners in O&amp;M – Ch. 1 Syllabus Course Components for TSVI &amp; COMS</td>
<td>Module 1 Shorts</td>
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<tr>
<td>1/29</td>
<td>Module 1 O&amp;M Overview</td>
<td>Read All Content in Module 1 d2l</td>
<td>Module 1 Quiz</td>
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<tr>
<td>2/5</td>
<td>Module 2 Concept and Motor Development</td>
<td>ALL- Partners in O&amp;M- Ch. 2 &amp; 3 Read All Content in Module 2 d2l</td>
<td>Module 2 Shorts</td>
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<tr>
<td>2/19</td>
<td>Module 3 Spatial Orientation &amp; Basic Mobility</td>
<td>ALL- Partners in O&amp;M – Ch. 5 &amp; 6 Read All Content in Module 3 d2l</td>
<td>Module 3 Shorts</td>
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<td>2/26</td>
<td>Module 3 Spatial Orientation &amp; Basic Mobility</td>
<td>O&amp;Ms only- TAPS – Part 2: pp. 82-113</td>
<td>Module 3 Quiz</td>
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<td>Midterm Week</td>
<td>Review &amp; Midterm Exam Modules 1-3</td>
<td>MidtermExam</td>
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<td>SPRING BREAK</td>
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<td>Module</td>
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<tr>
<td>3/18</td>
<td>Module 4 Tools, Aids, &amp; Accessibility</td>
<td>All-Partners in O&amp;M – Ch. 7 &amp; 8 Read All Content in Module 4 d2l</td>
<td>Module 4 Shorts</td>
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<tr>
<td>4/1</td>
<td>Module 5 O&amp;M and the ECC</td>
<td>ALL-Partners in O&amp;M – Ch. 9 &amp; 10 Read All Content in Module 5 d2 O&amp;Ms only-TAPS Part 1: pp. 32-54</td>
<td>Module 5 Quiz</td>
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<td>Module 5 MDVI</td>
<td>ALL-Partners in O&amp;M – Ch. 9 &amp; 10 Read All Content in Module 5 d2 O&amp;Ms only-TAPS Part 1: pp. 32-54</td>
<td>Module 5 Shorts</td>
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<td>4/15</td>
<td>Module 6 Collaboration</td>
<td>Partners in O&amp;M – Chapter 11 Read All Content in Module 6 d2l</td>
<td>Module 6 Quiz</td>
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<tr>
<td>4/22</td>
<td>Class Presentations</td>
<td>Turn in: TSVIs and O&amp;Ms – Notebooks and Interviews TSVIs - Blindfold Log and Reflections</td>
<td>Module 6 Shorts</td>
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<tr>
<td>4/29</td>
<td>Class Presentations</td>
<td>Turn in: PowerPoints for Presentation in D2L Classmate’s PowerPoints for Presentation in Discussions</td>
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<tr>
<td>5/6</td>
<td>Review for Final</td>
<td>Final Exam Modules 4-6</td>
<td>5/12 Midnight</td>
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