



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

Fall 2021

EDSE 512: Braille Code
Section: DL1; CRN: 83092
Section: 6V1; CRN: 86706
Section: 6Y1; CRN: 86727
3 – Credits

Instructor: Dr. Kim Avila	Meeting Dates: 8/25/2021 – 12/4/2021
Phone: 703.993.5625	Meeting Day(s): Wednesday
E-Mail: kavila@gmu.edu	Meeting Time(s): 4:30 pm – 7:10 pm
Office Hours: Before and after class or by appointment	Meeting Location: Online
Office Location: Finley 203a and online	Other Phone: N/A

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

Quick Links

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

Prerequisite(s):

EDSE 511 (may be taken concurrently)

Co-requisite(s):

None

Course Description

Provides understanding of the literary code of Braille and its implications for educational/literacy programs for students with a visual disability. Enables students to better understand the Braille code and how to teach it to students with a visual disability.

Advising Contact Information

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

Advising Tip

Do you know what tests are needed for your program? Tests should be taken as early as possible since most scores must be on file when students apply for internship. Check your program plan or talk with your advisor.

Course Delivery Method

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using synchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 23, 2021.

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

Technical Requirements

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

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

To get a list of supported operation systems on different devices see: [Tested devices and operating systems \(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

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

Expectations

- **Course Week:**
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- **Log-in Frequency:**
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- **Participation:**
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:**
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:**
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:**
Please be aware that this course is not self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

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

Learner Outcomes

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

1. Demonstrate an understanding of the history of the development of braille.
2. Read and write uncontracted literary braille.
3. Read and write contracted literary braille.
4. Demonstrate knowledge of tactile perception skills and principles of braille reading mechanics.
5. Demonstrate knowledge of pre-braille and emergent literacy skills.
6. Identify braille reading and writing teaching methods for students with visual impairments, including students with additional disabilities.
7. Understand cultural and linguistic diversity related to braille literacy for students with visual impairments.
8. Locate specific braille materials for classroom use.
9. Identify methods for teaching the use of the slate and stylus.

Professional Standards

(Council for Exceptional Children [CEC] and the Interstate Teacher Assessment and Support Consortium [InTASC]). Upon completion of this course, students will have met the following professional standards: CEC Standard 5: Instructional planning and strategies (InTASC 7,8).

Required Texts

1. Holbrook, M. C., & D'Andrea, F. M. (2014). *Ashcroft's programmed instruction: Unified English Braille (Fifth Edition)*. Scalars Publishing. ISBN: 978-0-9960353-0-9.

2. Holbrook, M. C., D'Andrea, F. M., & Sanford, L. D. (2014). *Ashcroft's programmed instruction companion reader: Unified English Braille*. Scalars Publishing. ISBN: 978-0-9960353-1-6.
3. Wormsley, D. (2016). *I-M-Able: Individualized meaning-centered approach to braille literacy education*. AFB Press.

The book below is available from Mason's Electronic Library (you do not need to purchase the book below)

Swenson, A. (2016). *Beginning with braille: Firsthand experiences with a balanced approach to literacy* (2nd ed.). AFB Press.

The books below are available for free download online:

- UEB Rulebook (2013)
 - Available also in BRF
- [The Rules of Unified English Braille Updates to Second Edition 2013 as of August 2019](#)
- [National Library Service Braille Transcriber Manual](#)
- Braille Formats: Principles of Print-to-Braille Transcription, 2016

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Becker, R. (2019). *Unified English Braille (UEB) Practice sentences, Second edition*. Actual Tactuals.

Burns, M. (2015). *Burns braille guide: A quick reference to Unified English Braille 2nd Edition*. AFB Press.

Koenig, A., Farrenkopf, C. (2016). *Assessment of braille literacy skills: UEB and EBAE*. Region 4 Braille Solutions.

Rex, E. J., Koenig, A. J., Wormsley, D. P., & Baker, R. L. (1994). *Foundations of braille literacy*. AFB Press.

Wormsley, D. (2004). *Braille literacy: A functional approach*. AFB Press.

Wormsley, D. P., & D'Andrea, F. (1997). *Instructional strategies for braille literacy*. AFB Press.

Required Resources

- Manual braille (Perkins, Light Touch) May be checked out from the VI Consortium
- Braille paper (8.5x11 and 11x11.5)
- Traditional slate and stylus
- [The APH student starter pack](#) contains braille paper, a slate and stylus, and an abacus, which is needed for the spring braille course
- [Perky Duck Software](#): Free download from Duxbury for Mac and PC. Note: braille transcription software (such as Duxbury, Braille Blaster or other transcription program) may not be used for assignments in this course.
- Digital camera and video recorder to upload specified assignments and tasks.

Additional Readings

Posted on Blackboard

Course Performance Evaluation

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

VIA Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to VIA (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to VIA.

For EDSE 512, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). Please check to verify your ability to upload items to VIA before the PBA due date.

Assignments and/or Examinations

**Performance-based Assessment
(VIA submission required)**

N/A

**College Wide Common Assessment
(VIA submission required)**

N/A

Other Assignments

Assignment Summary

Assignment	Points	Due Date
Participation (3 points per session x 13 sessions)	39	Weekly
Homework assignments (12 @ 8 points each)	96	Weekly
<u>How to guide: Braille and slate & stylus</u>	20	September 29, 2021
<u>Midterm exam</u>	30	October 6, 2021
<u>Graduate Student Project</u>	30	November 10, 2021
<u>Response and Reflection on Braille Instruction and Current Issues</u>	25	November 24, 2021
<u>Final exam</u>	50	December 1, 2021
Total	290	

Homework (12 @ 8 points each)

Homework assignments will consist of varying activities specified each week. Each homework assignment is worth 8 points. The manual braille writer, Perky Duck/electronic manual braille, and the slate & stylus will be used to submit assignments and exercises; word processors and the discussion board or other Blackboard or online programs may also be assigned. Each assignment is due before the next class session begins. Homework assignments that contain errors resulting in less than 80% accuracy in total or on one/any section may result in returning to the student without any points awarded with the option to resubmit the assignment with up to 85% of the points possible. The course instructor reserves the ability to add homework assignments, tests and quizzes to the course based on individual and class needs.

The use of transcription software and/or applications are **not** permitted on assignments, tests, or other products for this course. Any item submitted that was produced in full, part, or in small increments with a transcription program or app will not be counted for credit and may be subjected to academic integrity violations for cheating.

Assignments that are mailed must be post marked by the date specified on each task. Late penalties will apply to assignments not postmarked by the required date.

Send assignments to:
Kimberly Avila
George Mason University
MSN: 1F2
4400 University Drive
Fairfax, VA 22030

NOTE: Additional assignments may be added depending on the needs of the students.

How to guide: Braille and slate & stylus

Each candidate will demonstrate skills needed for proficient use of the manual braille and slate & stylus by creating a “How to Guide” for parents, teachers, or others who can benefit from learning about the use of these devices. Each candidate will prepare a video describing parts of the braille and slate & stylus, demonstrate proper paper insertion, braille, and removal. A passage will be assigned for braille on the braille and slate and stylus, which each candidate will mail to the instructor.

Midterm Examination

The midterm exam will consist of braille transcription and rule knowledge.

Response and Reflection on Braille Instruction and Current Issues

Each candidate will complete an assigned reflection and essay based on lecture content and readings. Questions will range from policies governing braille usage and implementation, to case studies, IEP goal development, data collection, reporting, and instructional planning for braille literacy.

Final Examination

All students will complete a braille exam at the end of the course. This exam will consist of braille transcription with Unified English Braille and rule usage.

Graduate Student Project

This project is only required for those enrolled in the graduate section of this course (500 or above level).

Each graduate candidate will select a course reading from choices provided on topics related to braille instruction and prepare a handout to share with the class on the reading. Each handout should include the following:

- APA citation of the reading
- Purpose and goals/objectives of the article/chapter/reading
- Tips for TBVIs: provide a succinct summary of main elements provided in the reading and how TBVIs can implement strategies as braille teachers and transcribers. In your own words, provide a brief overview of helpful content, instructional strategies, tables, data collection methods, materials preparation, or other relevant content from the article or chapter for TBVIs.

- Post on the designated discussion board on Blackboard prior to the class when the presentation is scheduled.
- Give a **very brief** presentation of **five, but no more than 10 minutes** to the class on the main topics covered in the reading.
- Handouts may be created in a word processor, slide show program, or other document sharing method. [Please make sure your handout is accessible, this website from Mason's ATI provides helpful information.](#)

Graduate Student Project Rubric

Criteria	Exceeds	Meets	Unsatisfactory
Reading selection	5 points Candidate used designated article/reading, provided an accurate APA citation, and other supports from relevant sources to supplement the content.	4 points Candidate used designated article/reading and provided an accurate APA citation.	<4 points Candidate did not use designated article/reading and/or did not provide an accurate APA citation.
Handout	20 points Candidate created and posted an accessible handout that defines the purpose, objectives, and pertinent content relevant to TBVIs who teach braille. Information provided is prioritized and meaningful to the crucial concepts presented in the reading. Handout is clear, organized, and concise.	15-19 points Candidate created and posted an accessible handout that highlights the purpose, objectives, and pertinent content relevant to TBVIs who teach braille. Information provided is meaningful to the main concepts presented in the reading. Handout is concise and organized.	<15 points Candidate created a handout with limited and/or inaccurate information on the purpose, objectives, and content relevant to TBVIs who teach braille. Information provided is irrelevant or not meaningful to the main concepts presented in the reading. Handout has limited organization and clarity.
Presentation	5 points	4 points	<4points

Criteria	Exceeds	Meets	Unsatisfactory
	Candidate gave a brief (5 minutes, but no longer than 10) presentation optimally summarizing key concepts in a succinct and clearly organized manner.	Candidate gave a brief (5 minutes, but no longer than 10) presentation summarizing key concepts in a succinct and organized manner.	Candidate gave a presentation with limited, inaccurate, or inconsistent information summarizing key concepts. Presentation had limited organization and clarity.

Course Policies and Expectations

Attendance/Participation

Students are expected to attend class. One absence may be excused only in the case of an emergency and with instructor notification. Participation points may be made up if the student submits a 200-word summary of the missed session along with the in-class practice exercises or assigned and required class participation activity. More than one absence will result in loss of the participation points for the missed session, as missing more than one session may limit student ability to prepare to pass the final exam and other assignments. Students are responsible for completing and submitting exercises for missed classes as assigned in the course schedule and class.

Activities in class are planned in such a way that they cannot be duplicated outside of the class session. Live lectures, activities, and guest speakers supplement this course and can only be experienced in the class. Furthermore, as part of this course you are expected to be an active and respectful participant, which includes engaging in class discussions and activities. Each week, participation activities for points will vary and may include, but are not limited to: discussions, surveys, quizzes, braille transcription submissions and readings, and written reflections. To earn full participation points, candidates must enter the synchronous classroom by the start of class, remain for the duration, use professional and respectful communication during the class, and submit items designated weekly for participation.

Late Work

Due to the rapid nature of this course, turning in assignments on time is a necessity. 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 warranting a late assignment submission. Work submitted late may not be accepted or may be subject to point deductions. Students with approved accommodations who require extended time must notify the instructor of this accommodation in advance with the proper documents.

Grading

	Points	Percent
A	275-290	95-100
A-	261-274	90-94
B+	258-260	89
B	246-257	85-88
B-	232-245	80-84
C	203-231	70-79
F	<203	69

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

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures \(https://cehd.gmu.edu/students/policies-procedures/\)](https://cehd.gmu.edu/students/policies-procedures/). Professional dispositions are an essential function of a special educator’s job, indicating that these dispositions are critical to develop and assess in special education licensure programs. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student’s program – a self-evaluation at the start of their program, a self-evaluation at the mid-point of their program, and a university supervisor’s evaluation during internship. In special education graduate licensure programs, the initial self-evaluation is completed in a designated course (EDSE 501), the mid-point self-evaluation is completed in designated courses (EDSE 627, EDSE 661, and EDSE 616), and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. In addition to these three designated evaluation times, instructors may complete instructor-rated disposition

assessments other times throughout the program. When dispositions are assessed, it is important that for areas where a positive disposition is rated as “not proficient,” the student takes steps to grow as an educator. See <https://cehd.gmu.edu/epo/candidate-dispositions>.

Class Schedule

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

Date	Topic	Reading and Assignments
Week 1 August 25	<ul style="list-style-type: none"> ▪ Introduction and orientation ▪ Blackboard ▪ Braille and the braille cell ▪ Braille writers ▪ Perky Duck ▪ Lesson 1: The Braille Alphabet 	Read: Ashcroft: Introduction and Chapter 1 Due: Student information card and braille participation
Week 2 September 1	<ul style="list-style-type: none"> • Lesson 2: Alphabetic Wordsigns, Capitalization and Punctuation • Introduction to braille literacy concepts and research discussion groups 	Read: Ashcroft Chapter 2 Research articles posted on Blackboard Due: Assignment 1
Week 3 September 8	<ul style="list-style-type: none"> • Lesson 3: Numbers, punctuation continued • Strong contractions • Slate and stylus • Organizations and support for braille, code, literacy, transcription, and certification 	Read: Ashcroft Chapter 3 Readings: Wormsely, ch. 5 Other readings posted on Blackboard Bring your slate and stylus to every class! Due: Assignment 2
Week 4 September 15	<ul style="list-style-type: none"> • Lesson 4: Contraction groupings, shortform words, punctuation cont'd • Emergent literacy and braille readiness 	Read: Ashcroft Chapter 4 Braille Readiness Grid Readings posted on Blackboard Due: Assignment 3

Date	Topic	Reading and Assignments
<p>Week 5 September 22</p>	<ul style="list-style-type: none"> • Lesson 5: Initial letter contractions • Designing and implementing a braille instruction curriculum for students who have visual impairments • Guest presenter: Michelle Hicks 	<p>Read: Ashcroft Chapter 5 NLS Curriculum: Chapter 12</p> <p>Perkins Podcast: Teaching Braille Reading and Writing</p> <p>Existing Program Models Braille FUNdamentals TSBVI - Order of Braille Sign Introduction</p> <p>Building on Patterns</p> <p>UEB Too Mangold</p> <p>Natural Order Contractions</p> <p><i>Beginning with Braille</i> (Access on Mason Library)</p> <p>Readings posted on Blackboard</p> <p>Due: Assignment 4</p>
<p>Week 6 September 29</p>	<ul style="list-style-type: none"> • Lesson 6: Part word contractions • Review for midterm • Considerations for students with other disabilities and those whose primary language is not English • Braille reading and writing goals 	<p>Read: Ashcroft Chapter 6</p> <p>Readings posted on Blackboard</p> <p>Due: Assignment 5</p> <p>Due: How to Guide: Brailier and Slate and Stylus</p>

Date	Topic	Reading and Assignments
Week 7 October 6	<ul style="list-style-type: none"> Lesson 7: Shortform, partial and whole word contractions Midterm Exam 	Read: Ashcroft Chapter 7 Readings posted on Blackboard Submit: Midterm exam by date specified on the test Due: Assignment 6
Week 8 October 13	<ul style="list-style-type: none"> Lesson 8: Initial letter contractions and more shortform words Guest Speakers: Braille Readers Panel (tentatively scheduled) 	Read: Ashcroft Chapter 8 Readings posted on Blackboard Due: Assignment 7
Week 9 October 20	<ul style="list-style-type: none"> Lesson 9: Lower word signs Braille literacy assessments 	Read: Ashcroft Chapter 9 Wormsley, Ch. 2 Assessment of Braille Literacy Skills Readings posted on Blackboard Due: Assignment 8
Week 10 October 27	<ul style="list-style-type: none"> Lesson 10: Lower groupings and more shortform words <i>I-Am-Able</i> Round Table Discussions 	Read: Ashcroft Chapter 10 <i>I-Am-Able</i> Round Table Be prepared to discuss chapters 1-6 of the Wormsley book. Due: Assignment 9
Week 11 November 3	<ul style="list-style-type: none"> Lesson 11: Final letter groupings Techniques and technologies for braille literacy and daily braille 	Read: Ashcroft Chapter 11 AFB Braille Technology TSBVI Braille Technology

Date	Topic	Reading and Assignments
	reading/writing for students with visual impairments	Readings posted on Blackboard Due Assignment 10
Week 12 November 10	<ul style="list-style-type: none"> Lesson 12: Additional symbols Graduate student reading reviews 	Read: Ashcroft Chapter 12 Readings posted on Blackboard Due: Graduate student assignment Due: Assignment 11
Week 13 November 17	<ul style="list-style-type: none"> Final exam review Practice final exam 	Due: Assignment 12
Week 14 November 24	No class meeting: Thanksgiving Break	Due: Written reflection and essay
Week 15 December 1	Final Exam	All coursework and final are due on this date.

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. See [Disability Services](https://ds.gmu.edu/) (<https://ds.gmu.edu/>).

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

Campus Resources

- Support for submission of assignments to either Tk20 or VIA should be directed to <https://cehd.gmu.edu/aero/assessments/>
- Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students \(https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/\)](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).

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

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

Appendix

Assessment Rubric(s)

Task	Master	Proficient	Unsatisfactory	Points earned/points possible
Demonstrates use of manual braille and slate & stylus; provides directions and	10 Candidate provides clear and accurate directions and demonstration for loading and	8-9 Candidate provides accurate directions and demonstration for loading and	0-7 Candidate provides limited, incomplete, and/or inaccurate descriptions of	/10

Task	Master	Proficient	Unsatisfactory	Points earned/points possible
instruction on device use.	<p>removing paper and brailleing. Correct position and accurate use of braille and slate & stylus parts are used. Candidate gives meaningful and clear instructions on accurate use of braille that can be easily followed by a novice braille user. Clear and accurate terminology with explanations is provided with descriptive information on parts of each device. Instructional use strategies are practical and optimal for target population and demonstrate mastery of use.</p>	<p>removing paper and brailleing; Correct position and accurate use of braille and slate & stylus parts are used. Correct terminology and parts of the equipment are identified. Directions for use are clear.</p>	<p>each device. Directions and demonstration for use are incorrect, not sequenced properly, and/or erroneous. Demonstration documents unsatisfactory use of devices and terminology used is incorrect or limited.</p>	
Braille sample for the manual braille.	5 Assignment 1: completion (1pt) and	4 Assignment 1: completion (1pt) and	0-3 Assignment 1: completion (1pt) and	/5

Task	Master	Proficient	Unsatisfactory	Points earned/points possible
	<p>quality/accuracy (4pts).</p> <p>Sample is brailled in its entirety, is clear and formatted correctly with embossing quality that is consistent and even and contains no erasures.</p> <p>No contraction, misbrailled characters, or other errors are present in the transcription.</p> <p>Paper is correctly oriented.</p>	<p>quality/accuracy (3pts).</p> <p>Sample is brailled in its entirety. Braille quality is mostly clear and formatted correctly. Embossing quality is mostly consistent and even and contains fewer than 2 erasures.</p> <p>No more than two contraction, misbrailled characters, or other errors are present in the transcription.</p> <p>Paper is correctly oriented.</p>	<p>quality/accuracy (2pts).</p> <p>Sample is not brailled in its entirety. Braille quality is not clear and/or not formatted correctly. Embossing quality is inconsistent and uneven, and/or contains more than 2 erasures.</p> <p>More than two contraction, misbrailled characters, or other errors are present in the transcription.</p> <p>Paper is not correctly oriented.</p>	
<p>Braille sample for the slate & stylus</p>	<p>5 Assignment 2: completion (1) and accuracy (4)</p> <p>Sample is brailled in its entirety, is clear and formatted</p>	<p>4 Assignment 2: completion (1) and accuracy (3)</p> <p>Sample is brailled in its entirety. Braille quality is mostly</p>	<p>0-3 Assignment 2: completion (1) and accuracy (2)</p> <p>Sample is not brailled in its</p>	<p>/5</p>

Task	Master	Proficient	Unsatisfactory	Points earned/points possible
	<p>correctly with embossing quality that is consistent and even and contains no erasures.</p> <p>No contraction, misbrailled characters, or other errors are present in the transcription.</p> <p>Paper is correctly oriented.</p> <p>Slate is optimally positioned for level transcription and aligned.</p>	<p>clear and formatted correctly. Embossing quality is mostly consistent and even and contains fewer than 2 erasures.</p> <p>No more than two contraction, misbrailled characters, or other errors are present in the transcription.</p> <p>Paper is correctly oriented.</p> <p>Slate is positioned for level transcription and aligned.</p>	<p>entirety. Braille quality is not clear and/or not formatted correctly. Embossing quality is inconsistent and uneven, and/or contains more than 2 erasures.</p> <p>More than two contraction, misbrailled characters, or other errors are present in the transcription.</p> <p>Paper is not correctly oriented.</p> <p>Slate is not positioned for level transcription and aligned.</p>	
	Total			/20



VI Consortium Syllabi Addendum

Disability Accommodations

Students with disabilities who seek accommodations in VI Consortium courses must be registered with their university disability services office and provide documentation of approved accommodations privately to instructors in a timely manner each semester. No accommodations will be implemented before official notification from the student's home Consortium university is received. Accommodations will be implemented as stated in the official notification from the university.

Honor Code

All students participating in BVI courses must adhere to their university honor code and will be asked to pledge adherence to the honor code. Additionally, all work submitted must be the students' own work and contain proper citations and any work submitted for a grade must be completed during the academic semester in which it is submitted for grading. Any deviations from the home university honor code will be reviewed by that university's governing body. The VI Consortium agrees to accept the actions or sanctions imposed by the home university's governing body.

Field Experiences

Many VI Consortium courses require field and practical experiences in schools or other settings. Students may not arrange their own field experiences. All students must comply with their home university protocol for participation in field experiences, including:

- Immediate and timely correspondence with the home university field placement office to submit field placement request procedures by home university deadlines;
- Timely compliance with submitting applications, documentation, background checks, and credentialing by the university and participating school system and/or agency for field work within the required deadlines; and
- Compliance with provisions and protocol for engaging in field experiences with the selected school, student(s), teachers, and administration.

No field experience placements will be made until all Consortium and home university requirements have been successfully met. Students may be removed from field placement settings if deemed necessary by the Consortium or home university.

Identification, Course, and Resource Access

While students apply to and register through their Consortium universities, all Consortium BVI courses operate through Mason and all VI Consortium students are given Mason credentials and a Mason G number. Students must keep record of their Mason G number, as this will serve as their identification should they ever pursue

education or employment directly through Mason. All courses require Mason credentials to log on, as does access to the electronic library and other resources used in courses. All students are also given Mason electronic mail accounts. Please activate and maintain this account, as course and program information are supplied through this account.

Advising

All students taking BVI courses must have current advising and a program of studies to ensure course enrollment follows the advised program for individual candidate circumstances.

Copyrighted Material and Intellectual Property

Materials (e.g., case studies, technology, books, articles, videos, and other media) shared through BVI courses may contain those with copyright and/or intellectual property protections. Students may not share any materials or media outside of this course, on social media, or other means. References with proper citations may be made to refer to these materials and media in all uses, whether in class or elsewhere.

Live Course Sessions and Course Recordings

Generally, synchronous courses are recorded and stored for future access should students experience a disruption to internet or power service during live sessions. Under no circumstances are these recordings to be shared with anyone. Likewise, live sessions and recordings may not be audited or accessed by individuals not currently enrolled in the specified courses. Please also do not disclose personal information about yourself or anyone else during live and recorded sessions, including messages submitted in chat functions. Any personal information needing to be relayed to the instructor must be done so privately.

Full Attention

Students must give 100% of their attention during synchronous class meetings and are expected to be fully engaged. Students may not drive or supervise others during class time or engage in non-course related activities that divert their attention away from the class.