College of Education and Human Development

Division of Special Education and disAbility Research

Fall 2024

EDSE 412 DL1: Braille Code

CRN: 82761, 3 – Credits

Instructor: Dr. Kim Avila	**Meeting Dates:** 8/26/24 – 12/18/24
Phone: 703.993.5625	**Instructional Method:** Mix of online synchronous and asynchronous online instruction. See the synchronous online video meeting dates below. The synchronous online video meetings will be supplemented by asynchronous online coursework.
E-Mail: kavila@gmu.edu	**Meeting Day & Time:** Wednesday; 4:30 pm – 7:10 pm
Office Hours: Before and after class or by appointment	**Meeting Location:** N/A; Online

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 their LMS (Learning Management System).**

Assignments Course Schedule

Prerequisite(s):
EDSE 311. Concurrent enrollment is also permitted.

Co-requisite(s):
EDSE 311

Course Description
Provides understanding of the literary code of braille and its implications for educational/literacy programs for students with blindness and visual impairments. Enables

students to better understand the braille code and how to teach it to students who are blind and visually impaired.

Course Overview

EDSE 412 teaches candidates learn to read and write literary Unified English Braille code. The course will prepare candidates to teach braille and literacy skills to students who are blind and visually impaired, assess literacy skills, and develop and instructional braille plan.

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

Educators Rising Collegiate is a student organization for undergraduate students dedicated to the promotion of matters that educators are facing today. Join at Mason360.

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 your LMS

This course will be delivered online (76% or more) using both synchronous and asynchronous format via Mason's Learning Management system (LMS). You will log in to the course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 28, 2024.

· To access your course in Blackboard Learn: https://mymasonportal.gmu.edu/

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 updated browsers.
  - [Blackboard Learn](#) supported browsers: https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support
  - [Canvas](#) supported browsers: https://guides.instructure.com/a/720329]

- Consistent and reliable access to GMU email and the course LMS, as these are the official methods of communication for this course.

- Speakers and a microphone or a microphone-enabled headset for use with synchronous web conferencing tools.

- Note that 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.

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 LMS 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, if any.
- 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.

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 blindness and visual impairments, including students with additional disabilities.
7. Understand cultural and linguistic diversity related to braille literacy for students with blindness and 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 1: Learner Development and Individual Learning Differences (InTASC 2); CEC Standard 3: Curricular Content Knowledge (InTASC 4); 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.

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

Required Resources
- Manual brailler (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.

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

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., LMS, 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/SLL (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/SLL.

For EDSE 512: No requirement to upload a Performance-based Assessment (PBA) to VIA/SLL.

Assignments and/or Examinations

Assignment Summary

Assignment	Points	Due Date
Participation (3 points per session x 13 sessions)	39	Weekly
Homework assignments (12 @ 8 points each)	96	Weekly
How to guide: Brailler and slate & stylus	20	October 2, 2024
Midterm exam	30	October 9, 2024
Final exam	50	November 20, 2024
Response and Reflection on Braille Instruction and Current Issues	20	November 27, 2024
Total	255	

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, 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 exceeding the allowable amount will be returned without earned points. 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 postmarked 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: Brailler and slate & stylus
Each candidate will demonstrate skills needed for proficient use of the manual brailler 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 brailler and slate & stylus, demonstrate proper paper insertion, brailling, and removal. A passage will be assigned for brailling on the brailler 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.

Performance-based Assessment
(VIA submission required)
N/A

College Wide Common Assessment
(VIA submission required)
N/A

Student Evaluations of Teaching:
The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and LMS notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at https://oiep.gmu.edu/set/

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, university disability service approved documents.

Grading Scale

	Points	Percentage
A	242-255	95-100
A-	229-241	90-94
B+	226-228	89
B	216-225	85-88
B-	204-215	80-84
C	178-203	70-79
D	165-177	65-69
F	<164	<64

*Note: George Mason University Academic Standards will be strictly enforced *through an institutional sanctioning matrix that all colleges and departments will need to adhere to if they find there are students who are engaged in academic dishonesty.* See Academic Standards (http://academicstandards.gmu.edu/) and GMU Catalog - Academic Standards (https://catalog.gmu.edu/policies/academic-standards/). Students are responsible for reading and understanding the Standards. The Office of Academic Integrity "works to promote authentic scholarship, support the institution's goal of maintaining high standards of academic excellence, and encourages continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice." Work submitted must be your own new, original work for this course or with proper citations.

Professional Dispositions

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See Student Guide (https://cehd.gmu.edu/current-students/cehd-student-guide). 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.

Other AI Information
Optional resources are available to expand upon the baseline statement provided above as needed depending on your course. Please review the "Communicate Your Course Policies about Gen-AI" tab at: AI Text Generators: Resource Page - Stearns Center for Teaching and Learning (gmu.edu)]

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 28	• Introduction and orientation • Braille and the braille cell • Manual braille writers • Lesson 1: The Braille Alphabet	**Read: Ashcroft: Introduction and Chapter 1** **Due:** **Student information card and braille participation**
Week 2 September 4	• 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 11	• Lesson 3: Numbers, punctuation continued • Strong contractions • Slate and stylus • Organizations and support for braille, code, literacy, transcription, and certification	**Read: Ashcroft Chapter 3 Other readings posted on Blackboard** **Bring your slate and stylus to every class!** **Due: Assignment 2**
Week 4 September 18	• 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
Week 5 **September 25**	• Lesson 5: Initial letter contractions • Designing and implementing a braille instructional curriculum	**Read: Ashcroft Chapter 5** **NLS Curriculum: Chapter 12** **Perkins Podcast: Teaching Braille Reading and Writing** **Existing Program Models** **Braille FUNdamentals** **TSBVI - Order of Braille Sign Introduction** **Building on Patterns** **UEB Too** **Mangold** **Natural Order Contractions** **UN's the One** *Beginning with Braille* **(Access on Mason Library)** **Readings posted on Blackboard** **Due:** **Assignment 4**
Week 6 **October 2**	• 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	**Read: Ashcroft Chapter 6** **Readings posted on Blackboard** **Due: Assignment 5** **Due: How to Guide: Brailler and Slate and Stylus**

Date	Topic	Reading and Assignments
Week 7 October 9	• 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 16	• 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 23	• Lesson 9: Lower word signs • Braille literacy assessments	**Read: Ashcroft Chapter 9** **Assessment of Braille Literacy Skills** **Readings posted on Blackboard** **Due: Assignment 8**
Week 10 October 30	• Lesson 10: Lower groupings and more shortform words • Graduate student reading reviews	**Read: Ashcroft Chapter 10** **Due: Assignment 9**
Week 11 November 6	• Lesson 11: Final letter groupings • Techniques and technologies for braille literacy and daily braille reading/writing for students with visual impairments	**Read: Ashcroft Chapter 11** **Braille Technology** **Readings posted on Blackboard** **Due Assignment 10**
Week 12 November 13	• Lesson 12: Additional symbols • Final exam review • Practice final exam	**Read: Ashcroft Chapter 12** **Readings posted on Blackboard** **Due: Assignment 11**
Week 13 November 20	**Final Exam**	**Due:** **Assignment 12**
Week 14 November 27	**No class meeting: Thanksgiving Break**	**Due: Written reflection and essay**

Date	Topic	Reading and Assignments
Week 15 December 4	**Course Conclusion**	**Any makeup coursework is due by this date.**

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here: Culture (https://cehd.gmu.edu/about/culture/)

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason's Academic Standards. See Academic Standards (https://catalog.gmu.edu/policies/academic-standards/).

- Students must follow the university policy for Responsible Use of Computing. See Responsible Use of Computing (http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. See Disability Services (https://ds.gmu.edu/).

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

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments.

- Questions or concerns regarding use of your LMS should be directed to:

o Blackboard Learn: https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/

o Canvas: https://its.gmu.edu/service/canvas/

- For information about student support resources on campus, see: https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

o TimelyCare: https://caps.gmu.edu/timelycare-services/

o Writing Center: https://writingcenter.gmu.edu/

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

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, 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 the 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 or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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/).

Student and Faculty Names and Pronouns
Name and pronoun use: If you wish, please share your name and gender pronouns with me and indicate how best to address you in class and via email. I use [faculty insert your specific pronouns here] for myself and you may address me as "[YOUR NAME]", "Dr./Prof. [NAME]" or "Mr./Ms./Mx. [NAME]" in email and verbally. I encourage students to use tools Mason provides to change your name and pronouns on Mason records, if you so choose: https://registrar.gmu.edu/updating-chosen-name-pronouns/

Diversity and Inclusion Statement
The College of Education and Human Development, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic/class status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and ability status, among other characteristics.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.

- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff, and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, and become aware of their biases and how they affect their interactions with others and the world.

Land Acknowledgement Statement

Land acknowledgment engages all present in an ongoing indigenous protocol to enact meaningful, reciprocal relationships with ancestors and contemporary tribal nations. As a state university, we have a responsibility to include and support indigenous communities and sovereign tribes in our work.

At the place George Mason University occupies, we give greetings and thanksgivings to these Potomac River life sources, to the Doeg ancestors, who Virginia annihilated in violent campaigns while ripping their lands apart with the brutal system of African American enslavement, to the recognized Virginia tribes who have lovingly stewarded these lands for millennia, including the Rappahannock, Pamunkey, Upper Mattaponi, Chickahominy, Eastern Chickahominy, Nansemond, Monacan, Mattaponi, Patawomeck, and Nottaway, past, present, and future, and to the Piscataway tribes, who have lived on both sides of the river from time immemorial.

Appendix
Assessment Rubric(s)

Task	Master	Proficient	Unsatisfactory
Demonstrates use of manual brailler and slate & stylus; provides directions and instruction on device use.	10 Candidate provides clear and accurate directions and demonstration for loading and removing paper and brailling. Correct position and accurate use of brailler and slate & stylus parts are used. Candidate gives meaningful and clear instructions on accurate use of brailler that can be	8-9 Candidate provides accurate directions and demonstration for loading and removing paper and brailling; Correct position and accurate use of brailler and slate & stylus parts are used. Correct terminology and parts of the equipment are	0-7 Candidate provides limited, incomplete, and/or inaccurate descriptions of each device. Directions and demonstration for use are incorrect, not sequenced properly, and/or erroneous. Demonstration documents unsatisfactory use of

Task	Master	Proficient	Unsatisfactory
	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.	identified. Directions for use are clear.	devices and terminology used is incorrect or limited.
Braille sample for the manual brailler.	5 Assignment 1: completion (1pt) and quality/accuracy (4pts). Sample is brailled in its entirety, is clear and formatted correctly with embossing quality that is consistent and even and contains no erasures. No contraction, misbrailled characters, or other errors are present in the transcription. Paper is correctly oriented.	4 Assignment 1: completion (1pt) and quality/accuracy (3pts). 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. No more than two contraction, misbrailled characters, or other errors are present in the transcription. Paper is correctly oriented.	0-3 Assignment 1: completion (1pt) and quality/accuracy 2pts). 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. More than two contraction, misbrailled characters, or other errors are present in the transcription. Paper is not correctly oriented.
Braille sample for the slate & stylus	5 Assignment 2: completion (1) and accuracy (4) Sample is brailled in its entirety, is clear and	4 Assignment 2: completion (1) and accuracy (3)	0-3 Assignment 2: completion (1) and accuracy (2)

Task	Master	Proficient	Unsatisfactory
	formatted correctly with embossing quality that is consistent and even and contains no erasures. No contraction, misbrailled characters, or other errors are present in the transcription. Paper is correctly oriented. Slate is optimally positioned for level transcription and aligned.	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. No more than two contraction, misbrailled characters, or other errors are present in the transcription. Paper is correctly oriented. Slate is positioned for level transcription and aligned.	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. More than two contraction, misbrailled characters, or other errors are present in the transcription. Paper is not correctly oriented. Slate is not positioned for level transcription and aligned.

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.