



## Division of Special Education and Counseling

Fall 2024

### EDSP 4660 - Literary Braille Code for Individuals with Visual Impairments (3 units) Section 1

**Course Model:** Hybrid (Synchronous and Asynchronous)

Instructor:

Class Day/Time:

Office:

Class Location:

Telephone:

Email:

Office Hours:

For COVID-19 related information and questions, please check Cal State LA's [Health Watch](#) sites regularly for updates.

#### **Catalog Description:**

Pre/Co-requisite: EDSP 4000 or instructor consent.

Fundamentals of specialized communication skills for individuals with visual impairments and blindness, including uncontracted and contracted literary braille, slate & stylus, computer braille translation software, and braille reading.

Professional Statements:

#### A. [Theme and Conceptual Framework for Professional Preparation](#)

The faculty members of the College of Education have adopted the organizing theme of "Preparing Educators to Serve the Culturally and Linguistically Diverse Population of Urban Schools and Related Institutions of the 21st Century" for all programs for professional educators at California State University, Los Angeles. This theme is reflected in this course by course content and performance standards; lecture topics; suggested readings; and rubrics described in this syllabus. The diagram at the end of the syllabus provides the conceptual framework for the theme and supports the preparation of professional educators by the members of the Cal State LA College of Education faculty.

#### B. [Statement of Reasonable Accommodation](#)

The College of Education faculty members fully support the Americans with Disabilities Act (ADA). The members of the faculty will provide reasonable accommodation to any student with a disability who is registered with the Office of Students with Disabilities (OSD) who needs and requests accommodation. The faculty member may wish to contact the OSD to verify the presence of a disability and confirm that accommodation is necessary. The OSD will arrange and provide for the accommodation.

Reasonable accommodation may involve allowing a student to use an interpreter, note taker, or reader; accommodation may be needed during class sessions and for administration of examinations. The intent of the ADA in requiring reasonable accommodation is not to give a particular student an unfair advantage over other students, but simply to allow a student with a disability to have an equal opportunity to be successful.

OSD is located on the first floor of the Student Services Building Room #1320 (near Financial Aid and Registrar). The office can be contacted at OSD@calstatela.edu or (323)343-3140.

#### Other student supports on the Cal State L.A. Campus:

- **Student Health Services:** <http://www.calstatela.edu/studenthealthcenter>
- **Food Pantry:** University Student Union Room 308
- **CalFresh Outreach Center:** <http://www.calstatela.edu/studentservices/calfresh>
- **Graduate Writing Support Program:** <http://www.calstatela.edu/graduateresourcecenter/graduate-writing-support-program>
- **Glazer Family Dreamers' Resource Center:** <http://www.calstatela.edu/ab540>

#### All Gender Restrooms:

- La Kretz Hall, Floors 1, 2, and 3
- Library Palmer Wing, LPW 1065 and LPW 1067
- Salazar Hall, Applied Gerontology, SH 107 and SH 108
- Simpson Tower, ST 821 and ST 822
- Student Union, Second Floor
- Theater Arts, TA 126

#### Lactation Rooms

Please contact the Title IX Coordinator at 323.343.3041 to request access.

- Administration, ADM 304
- King Hall, KH 154A
- Salazar Hall, SH 129A
- University Student Union, USU 206

#### C. Student Conduct

Student conduct is viewed as a serious matter by the faculty members in the College of Education. The School faculty members assume that all students will conduct themselves as mature citizens of the campus community and will conduct themselves in a manner congruent with university policies and regulations. Inappropriate conduct is subject to discipline as provided for in Title 5, California Code of Regulations (see Student Conduct: Rights and Responsibilities, and Student Discipline, Cal State LA eCatalog). Academic honesty is expected of all students in the College, in accordance with University policy. There are established university reporting procedures if a student is suspected of committing an academically dishonest act.

***\*\*Please read relevant sections of the APA manual regarding plagiarism and academic scholarship\*\****

#### D. Technology

Courses in the College of Education require a high level of technological literacy along with access to current technology in order to assure student success. In all undergraduate, credential, certificate and graduate courses, students in the COE are expected to:

- Have access to an internet accessible device that will meet the technology requirements of the course in which the student is enrolled.
- Have sufficient working knowledge of this device, its applications and operating system to use it for their classes, as well as how to keep its operating system and applications up to date.

- **Use a Cal State LA email account for all course and university-related communication.**
- Access the current campus learning management system (e.g., Canvas) on a regular basis as required by the course in which they are enrolled.
- Use campus technology resources including the Cal State LA portal, Open Access labs and ITS Help Desk as needed.

Students should anticipate that their use of these skills will be integrated into courses within their programs. Students who are unable to meet any of the above expectations are strongly advised to take an introductory technology course or ITS workshop upon enrollment in the College of Education.

#### Land Acknowledgment

Every community owes its existence and vitality to generations from around the world who contributed their hopes, dreams, and energy to making the history that led to this moment. Some were brought here against their will, some were drawn to leave their distant homes in hope of a better life, and some have lived on this land for more generations than can be counted. Truth and acknowledgment are critical to building mutual respect and connection across all barriers of heritage and difference. We begin this effort to acknowledge what has been buried by honoring the truth. We are currently occupying ancestral land of the Tongva people. In our work to promote social justice in education we must always consider the many legacies of violence, displacement, migration, and settlement that bring us together here today.

*This statement is drawn from the U.S. Department of Arts and Culture #HonorNativeLand initiative. You can learn more here (<https://usdac.us/nativeland>) and through additional resources posted on our course Canvas page.*

#### Email Policy:

Please email me @ [gina.michell4@calstatela.edu](mailto:gina.michell4@calstatela.edu). I check my e-mail several times during the week and once on weekends. If you send a message, I will get back to you as soon as possible. However, please note that I can receive hundreds of emails each day, and occasionally emails are missed. Emails will generally be replied to within 48-hours of being read. If you do not hear from me within 72-hours, please do not hesitate to send a friendly reminder or second email. As always, professional discourse and courtesy is appreciated in the tone of all emails. For immediate assistance during business hours, call the division of Special Education and Counseling, 323-343-4400.

In addition, weekly office hours will be held. My office hours are a block of time dedicated to advisement, and students should plan to communicate with me about course-related matters during this time. Office hours times sign-up link can be found at the top of the syllabus.

#### Turnaround/Feedback

As a student, you should expect to receive assignment feedback within 10-days of the due date (not submission date). You are permitted to submit assignments early; however, I may not start grading them until the due date has passed. Final grades for the course will be posted in alignment with university grading timelines.

#### Division Canvas Site: Special Education Programs, Information, and Resources

The Division hosts a Canvas site called Special Education Programs, Information, and Resources to provide information about fieldwork, master's programs, the comprehensive exam, and the Clear credential and induction. It also has forms students frequently need including add and drop forms, course overlap, and advancement to candidacy, among others. Students are encouraged to self-enroll into the course if it does not already show on your Canvas page. Call the Division of Special Education and Counseling office if you need assistance (323-343-4400)

This course meets the following California Teaching Performance Expectations:

Universal	VI	Literacy TPEs
<p><b>1.6</b> Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.</p> <p><b>3.5</b> Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.</p> <p><b>5.6</b> Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.</p> <p><b>5.7</b> Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.</p> <p><b>6.1</b> Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to</p>	<p><b>1.2</b> Select and develop assessment and teaching strategies for core and expanded core curriculum areas including accommodations and modifications that address age (birth-22 years old), visual impairment, family values and priorities, visual prognosis, and other individual characteristics across settings and tasks, including addressing learner needs for individuals with a wide range of abilities and functional vision (including ocular and cerebral visual impairments), and individuals with co-occurring disabilities (including autism and deaf blindness).</p> <p><b>1.4</b> Select, adapt, and use nonvisual/alternate instructional strategies to address student needs for individuals from birth-22 years old who have a wide range of abilities and functional vision (including ocular and cerebral visual impairments), possibility of co-occurring disabilities (including individuals with autism and/or Deaf-blindness), and other individual characteristics.</p> <p><b>1.7</b> Collaborate with assistive technology specialists, assistive technology vendors, instructional technology specialists, and other professionals to support the inclusion of the most appropriate, customized tools into the educational programming and accessibility needs of individuals with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) including learners with co-occurring disabilities (including autism and deaf blindness).</p> <p><b>1.8</b> Assess and instruct students to use mainstream and assistive technology devices to engage and support student learning in general and expanded core curriculum.</p> <p><b>1.10</b> Counsel families and other members of the educational team about psychosocial and cultural</p>	<p><b>7.1</b> Plan and implement evidence-based literacy instruction grounded in an understanding of applicable literacy-related academic standards (CA Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical subjects, California English Language Development Standards, CA Braille Reading Standards, CA Infant/Toddler Learning and Development Foundations, and CA Preschool Learning Foundations); the themes of the California English Language Arts Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration; and the California Preschool Curriculum Framework and California Infant Toddler Curriculum Framework.</p> <p><b>7.2</b> Plan and implement evidence-based literacy instruction grounded in an understanding of Universal Design for Learning;</p> <p>Plan and implement evidence-based literacy instruction grounded in an understanding of California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention);</p> <p>Plan and implement evidence-based literacy instruction grounded in an understanding of the impact of visual impairments on language and literacy development;</p> <p>Plan and implement evidence-based literacy instruction grounded in an understanding of the <i>California Guidelines for Programs Serving Students with Visual Impairments</i>;</p>

<p>plan and implement instruction that can improve student learning.</p>	<p>implications of visual impairment as related to congenital and acquired visual impairment.</p> <p><b>2.1</b> Identify and implement environmental accommodations and modifications to facilitate optimal sensory use and multisensory access to, and active participation in, individual and group activities in general and expanded core curriculum environments, including addressing learner needs for individuals with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities (including autism and Deaf-Blindness).</p> <p><b>2.2</b> Collaborate with team members including other vision specialists, resource and alternate media specialists, and technology personnel to design and implement environments that promote optimal sensory use, foundational orientation and mobility skills, independence, social engagement, and efficient storage of specialized materials.</p> <p><b>2.4</b> Use ergonomics and appropriate technology settings aligned with students' preferred learning media, such as illumination and size control, color and contrast (visual) settings, speech output (auditory) settings, braille input/output and other tactual displays, mouseless computing (tactile) settings, and low tech strategies to support ubiquitous computing to promote access to the general and expanded core curriculum.</p> <p><b>2.5</b> Facilitate incidental learning experiences to address nonvisual access across physical and virtual environments for a full range of learners, including addressing learner needs for individuals with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities (including autism and Deaf-Blindness).</p> <p><b>2.8</b> Teach students with visual impairment to develop orientation skills using physical and virtual environmental features, identify and advocate for</p>	<p>Plan and implement evidence-based literacy instruction grounded in an understanding of the <i>California Dyslexia Guidelines</i>, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).</p> <p><b>7.3</b> Incorporate evidence-based asset-based pedagogies, inclusive approaches (as appropriate based on assessed functional vision, learning media, and expanded core curriculum), and culturally and linguistically affirming and sustaining practices in literacy instruction and incorporating the diversity of students' cultures, languages, dialects, communication needs, and home communities. Promote students' literacy development in languages other than that English in multilingual (dual language and bilingual education) programs</p> <p><b>7.4</b> Provide evidence-based literacy instruction for students with visual impairments that considers the implications of functional vision, learning media and the expanded core curriculum, including instruction using alternate media such as braille and digital text, adapted materials, and low vision and AAC devices, and that is active, motivating, and engaging; responsive to students' age, language and literacy development, communication needs, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional methods, materials, and tasks, and identified academic standard.</p> <p><b>7.5 Foundational Skills.</b> Develop students' skills in the following:</p>
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	<p>optimal physical and virtual environmental accommodations and modifications, and to request and refuse assistance as needed.</p> <p><b>3.1</b> Demonstrate proficiency in reading, writing, proofreading, and interlining alphabetic and fully contracted Unified English Braille.</p> <p><b>3.4</b> Produce braille with a manual braille writer, slate and stylus, computer (including use of braille translation software), and electronic braille production methods.</p> <p><b>3.5</b> Identify specialized resources unique to visual impairment to address the specific communication needs of students with varied communication abilities, reading levels, science, technology, engineering, art, math (STEAM) abilities, and language proficiency</p> <p><b>3.7</b> Collaborate with team members such as speech/language pathologists, occupational therapists, and classroom staff to modify the presentation of augmentative/alternative communication devices such as switches, tangible symbols, and visual displays for nonvisual or low vision access.</p> <p><b>3.8</b> Design, obtain, and organize specialized materials, resources, assistive technology, and curricular programs to optimize sensory efficiency and to implement instructional and individualized education program goals and objectives.</p> <p><b>3.9</b> Identify the individual needs of the full range of learners, and adapt materials and curricula as appropriate to provide access to the general education and Expanded Core Curriculum (ECC).</p> <p><b>3.11</b> Identify general education and visual impairment specific curricula for instruction of literacy, STEAM, other academic areas, and the ECC.</p>	<p><b>a.</b> Print/braille concepts, including letters of the print and braille alphabets, including contracted braille</p> <p><b>b.</b> phonological awareness, including phonemic awareness</p> <p><b>c.</b> phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences</p> <p><b>d.</b> decoding and encoding; morphological awareness</p> <p><b>e.</b> text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)</p> <p><b>f.</b> instruction that is structured and organized as well as direct, systematic, and explicit.</p> <p><b>g.</b> practice in connected, decodable text</p> <p><b>h.</b> Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.</p> <p><b>i.</b> Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.</p> <p><b>7.6 Meaning Making.</b> Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, braille, digital, and oral/tactile/symbolic), questioning, experiential multisensory and hands-on learning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines.</p> <p>Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.</p> <p><b>7.7 Language Development.</b> Promote students' language development by attending to vocabulary knowledge and use, grammatical structures (e.g.,</p>
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	<p><b>4.1</b> Develop, coordinate, and implement appropriate programs for infants and young children with visual impairments with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and including those with co-occurring disabilities (including autism and Deaf-Blindness), and their families.</p> <p><b>4.2</b> Obtain resources for braille codes currently in use.</p> <p><b>4.3</b> Use digital resources, hardware, and software to produce and access materials in accessible media including the conversion of print materials into braille, tactile, and/or digital formats.</p> <p><b>4.10</b> Create, adapt, and format documents, including text, images, graphics, and video to improve accessibility based on individual needs.</p> <p><b>4.11</b> Use basic methods to adapt and format inaccessible media, text, images, graphics, and video to improve usability for students with visual impairments.</p> <p><b>4.13</b> Teach the use of the abacus, accessible calculator, tactile graphics, adapted equipment, and appropriate technology for science, technology, engineering, art, math (STEAM) instruction to meet individual needs.</p> <p><b>4.16</b> Promote and reinforce sensorimotor and physical skills, including gross and fine motor, posture, balance, purposeful movement, and strength to meet individual needs unique to visual impairment.</p> <p><b>4.22</b> Teach career education skills usually acquired visually to facilitate transition of students with visual impairments based on individual needs, including facilitating positive work habits and skills, concepts related to work, exploration of vocational interests, opportunities to work, use of technology</p>	<p>syntax), and discourse-level understandings, pragmatics as students read, listen, speak, or communicate symbolically or tactilely, and write with comprehension and effective expression.</p> <p>Create environments that foster students' language development, including discipline-specific academic language.</p> <p>Enhance language development by engaging students in experiential learning and in the creation of diverse print, digital, and multimedia texts.</p> <p>Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.</p> <p><b>7.8 Effective Expression.</b> Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts.</p> <p>Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration.</p> <p>Develop students' use of keyboarding and/or other assistive technology, such as braille writers, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations.</p> <p>Teach young children letter formation, through printing and/or producing braille, and related language conventions, such as capitalization and</p>
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	<p>to complete tasks in the workplace, and for planning for postschool engagement across settings.</p> <p><b>4.23</b> Teach self-determination skills usually acquired visually based on individual needs related to self-knowledge, self-advocacy and empowerment, assertiveness, informed decision making, problem solving, goal setting, and self-directed and self-regulated behavior to facilitate inclusion across settings.</p> <p><b>6.1</b> Develop and maintain professional learning and practice by actively participating in professional organizations and professional development activities within the field of visual impairments including a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and Deaf Blindness.</p> <p><b>6.2</b> Articulate instructional and professional philosophies and ethical practices to address the specific needs of students with visual impairment across settings.</p> <p><b>6.4</b> Articulate an instructional philosophy that incorporates the expanded core curriculum to respond to the specific implications of visual impairment across settings.</p> <p><b>6.5</b> Advocate for evidence-based educational policy related to visual impairment and low incidence disabilities.</p> <p><b>6.6</b> Articulate a plan for continuous professional development to remain current on all areas of the expanded core curriculum, with particular attention to access technology, most prevalent causes of and medical treatments for severe visual impairment and co-occurring disabilities, and implications on learning and instruction of students with visual impairments including a wide range of abilities and functional vision (including ocular and cerebral</p>	<p>punctuation, in conjunction with applicable decoding skills.</p> <p><b>7.10</b> Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision-making.</p> <p>Understand how to use screening and diagnostic assessments to determine students' literacy profiles; identify potential reading and writing difficulties, including students' risk for dyslexia, communication needs, and other literacy-related disabilities;</p> <p>Determine students' strengths and needs in functional vision, learning media, and expanded core curriculum and their programmatic implications.</p> <p>Understand how to appropriately assess and interpret results for English learner students.</p> <p>Collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide Tier 2 supplemental instruction in inclusive settings; and formulate and implement individualized intervention for students who need Tier 3 intensive support.</p> <p><b>7.12</b> Collaborate with multidisciplinary teams (e.g., families and guardians, general education teachers, speech-language pathologists, school psychologists, occupational therapists, physical therapists, AAC facilitators, DHH teachers and specialists) when determining eligibility for special education services, interpreting assessment results, and planning necessary adaptations (accommodations and modifications) for students</p>
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	<p>visual impairments) and co-occurring disabilities, including autism and Deaf-Blindness.</p> <p><b>6.7</b> Conduct internet and library database searches to locate information specific to visual impairment.</p> <p><b>6.8</b> Use tools for online engagement in communities of practice.</p> <p><b>6.9</b> Evaluate and discern credible and scholarly sources of information about visual impairments, including knowledge of valid and reliable research techniques.</p>	<p>with visual impairments who may have a secondary disability, such as dyslexia or another disability that impacts literacy development.</p> <p><b>7.13</b> Collaborate with classroom teachers, school literacy and language specialists, school administrators, and other service providers (e.g., speech-language pathologists, physical therapists, occupational therapists, instructional assistants, interpreters/interveners, AAC facilitators) to provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings), including early and/or functional literacy as appropriate, that ensures access to grade-level literacy instruction that aligns with state-adopted standards, incorporates the <i>California Dyslexia Guidelines</i>, and addresses individual IEP goals.</p> <p><b>7.14</b> Utilize assistive technology (e.g., braille writers; keyboarding; speech-to-text/text-to-speech; alternative file formats, including audio, multimedia; AAC) and multiple means of communication (e.g., tactile and pro-tactile American Sign Language, voice output devices) as needed to support the teaching of literacy that integrates reading, writing, listening, and speaking or communicating tactilely in discipline-specific ways.</p>
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### Student Learning Outcomes

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

**SLO 1:** Identify historical and theoretical perspectives related to braille use and braille literacy.

**SLO 2:** Identify the braille reading standards for California and national organizations.

**SLO 3:** Correctly operate and care for a braille writer.

**SLO 4:** Write and read un-contracted and contracted literary braille in EBAE and/or UEB.

**SLO 5:** Transcribe tests, materials and worksheets using the proper formats.

**SLO 6:** Transcribe and adapt a children's story book.

**SLO 7:** Demonstrate proficiency in the use of the slate & stylus

**SLO 8:** Interline and proofread a child generated passage of braille.

**SLO 9:** Describe and demonstrate strategies for teaching early literacy skills, including tactile discrimination and access to early literacy.

#### Note:

As required by California's Commission on Teacher Credentialing, candidates in Education Specialist Credential Programs must participate in a minimum of 600 hours of supervised clinical practice across the arc of the program, with the equivalent of 6 formal observations by faculty every semester (or 24 formal evaluations across our 2-year programs). This course provides candidates with **10 clinical practice hours and 2 formal observations**.

#### Required Textbooks/Materials:

All books listed are required for this course and will be used in multiple classes throughout your program. The cost of the initial purchase will be high; however, you will make use of all books of the course of the next 2-years. Please note:

- Limited quantities are available in the university bookstore. It is recommended that you order online.
  - If you are on a grant, check your grant benefits before purchasing. Some grants cover textbooks.
  - Some books may be available to order at a lower cost from an alternate vendor, such as Amazon.com or Barnes and Noble. When using an alternate vendor, *be sure to order the correct version of the book*. Outdated versions of textbooks will not align with course readings.
1. [Ashcroft's Programmed Instruction: Unified English Braille \(API-UEB\)](#) (Note: You do not need to order the \$45 companion reader)  
ISBN: 978-0-9960353-0-9
  2. Swensen, A (2000). [Beginning with Braille](#). New York, AFB Press. (This is published by AFB but will be sold through APH) ISBN: 978-0-89128-698-1
  3. Holbrook, McCarthy & Kamei-Hannan (Eds.) (2017) Foundations of Education Third Edition - Volume I and II. (sold as a 2 volume set or electronically as individual chapters – I recommend that you buy both as you will use them both throughout your program)  
[Volume I](#): ISBN: 978-0-89128-695-0  
[Volume II](#): ISBN: 978-0-89128-696-7
  4. UEB Guidelines 2013 (AKA UEB Rulebook) – Free Download  
[Printable Version](#)  
[Searchable Online Version](#)
  5. [Guide to Technical Material](#) - Free Download

6. [Perkins Braille Writer](#) (*Note: Loaner braille write will be available for check-out on a first come, first served basis. Watch for announcement regarding check-out procedures.*) Note: You may not use a Smart Brailler or any plastic brailler in this class. You need the full size, metal, Perkins Braille Writer.
7. [Slate & Stylus](#) (minimum 4 lines, 28 cells. This is what will come in the student starter kit from APH) - do not get the [index card slate](#). [Page slate](#) is ok to use.
8. [Braille eraser](#)
9. [8 ½ x 11](#) and [11 x 11 ½](#) braille paper (**without tractor-feed**. DO NOT BUY THIS!). Paper can be manilla, gray or white and may be with or without holes. See [APH](#) and [MaxiAids](#) for paper ordering options

**Note:** I recommend purchasing the [Student Starter Pack](#) from APH. (includes slate & stylus, braille eraser, both types of paper and Cranmer Abacus (for next semester). \$89 - OREDER EARLY! These take a while to ship.

*Students will need to supply their own braille paper, slate & stylus, and braille eraser. [Perkins Braille Writers](#) can be borrowed from the University on a first come, first serve basis if you do not have access to one in your district/SELPA/Agency*

10. Software – [Perky Duck](#) (available free online through Duxbury Systems)
11. [CA Braille Reading Standards](#) Free Download
12. [Guidelines for Programs Serving Students with Visual Impairments](#) –Free Download
13. [ABC's of UEB](#) - Free Download

#### Recommended Textbooks:

1. [Braille Enthusiast's Dictionary Unified English Braille Edition](#) ISBN: 978-0-9960353-4-7
2. [Burns Braille Guide](#) ISBN-13: 978-0-89128-717-9
3. [Unified English Braille Practice Sentences](#) (No ISBN available)

#### Course Requirements

1. *Active Participation:* While a hybrid format does offer you some flexibility, it is not any less work than taking a traditional on-campus course. You are expected to actively participate whether synchronous or asynchronous. In-class assignments are reliant upon participation, interaction, and feedback. Therefore, in-class assignments cannot be made-up and will be assigned a grade of zero if student is not online during synchronous sessions.
2. *Deadlines:* All deadlines are firm and non-negotiable except in genuine emergencies. Please plan ahead so that personal and school events do not cause you to be unable to meet deadlines. These *do not* constitute valid reasons to fail to meet them. In the case of a genuine emergency, contact instructor to discuss your needs. Any assignment given permission to be turned in late will lose 10% of its point value. Late assignments are due by 9am, 1-week after the original due date.
3. *Late Adds:* Students adding the course after the first week of class will be allowed to make-up all assignments *with the exception of in-class assignments*. In-class assignments are reliant upon participation, interaction and feedback. Therefore, in-class assignments cannot be made-up and will be assigned a grade of zero. Students will be granted 1-week for every week past the start of class to complete the allowed assignments (E.g. Adding 2-weeks late will grant you two weeks to submit make-up work).

#### Course Assignments:

1. [PowerPoint and Readings W/ Accountability Quiz](#) (Total points possible = **60 points**; 6 Quizzes, each worth 10 points). Quizzes will be based on the readings and PowerPoints assigned for these weeks. Assigned Quizzes will be **due at the end of the module in which they are assigned**.

2. Homework Assignments (Total points possible = 250 points; 25 assignments worth 10 points each.) Weekly assignments **due each week**, as specified on the schedule. All exercises and self-tests must be brailled using a Perkins Braille Writer (PBW), Slate and Stylus (S&S), or software as directed. (Refer to schedule for details.)

Students are expected to complete and turn in **every lesson** from each chapter in the APIB textbook to build muscle memory and practice the rules. For each chapter, you will be graded on one specific assignment which will focus on the symbols learned in that chapter. **Proofreading is essential to your learning of the braille code.** Therefore, **you will be responsible for proofreading and correcting your errors.** After your assignment is submitted, it will be returned to you with an answer key. Each error will be counted as a 1-point deduction. You will be responsible for identifying the type of error made and how to correct it (See sample in Canvas). You will earn back ½ of the points deducted after completing your proofreading. **If you do not turn in your proofread assignment within 3-days of the initial submission, your grade will not be adjusted, and you will receive the original grade (See Canvas for due dates).** Additionally, if you neglect to correct an error, it will be counted as a full point deduction.

Errors are defined as any braille cell that has additional dots, missing dots, poor erasure or is tactually illegible. Also, unnecessary spaces or lack of spacing will count as an error, including those that are required for correct formatting.

The following are examples of braille errors:

- Alignment errors
- Characters misformed (added or omitted dots)
- Contractions omitted or misused
- Erasures (discernable by touch)
- General format errors (paragraphing, margins, etc.)
- Letters inserted or omitted
- Omitted or inserted composition signs
- Omitted or inserted punctuation
- Spacing Errors

3. Quiz 1 & 2 (Total points possible = 80 points (40 points each); See Schedule for Due Dates). Each quiz may consist of braille transcription using Perkins Braille Writer (PBW), Slate and Stylus (S&S) or PerkyDuck software, interlining and/or reading. Each error will be counted as a 1-point deduction. Errors are defined as any braille cell that has additional dots, missing dots, poor erasure or is tactually illegible. Also, unnecessary spaces or lack of spacing will count as an error, including those that are required for correct formatting.
4. Braille Brain Units (Total points possible = 50 points) Braille Brain tutorial units will be assigned throughout the semester. These self-paced tutorials serve as reinforcement for the content and will be independent practice following your weekly lecture. Each practice unit must be completed with a score of 80% or better to receive full credit. Exercises are self-correcting and can be repeated up to 10-times.
5. **Invision Training (50 points)**: The Invision Training for *Paraeducators for Students Who Are Blind and Visually Impaired* is a self-paced tool for training paraeducators and the educational team about the roles and responsibilities of the paraeducator who works with the wide range of students who are blind and visually impaired. While this training was designed for paraeducators, it contains a comprehensive look at the roles of the TVI, O&M Specialist and how to collaborate with classroom teachers and paraeducators. This training will help you better understand your role as a TVI and prepare you for your responsibility in managing the paraeducators that work with the students on your caseload. After completing the training, complete the Invision Quiz in Canvas.
6. Preschool/ Kindergarten Observation and Circle Time (Total points possible = 35 points; See schedule for Due Date) There are two parts to this project. First, you will need to observe a **general education** preschool or kindergarten circle time (a.k.a. group time, morning circle) and complete the worksheet provided. Second, you will select 2 activities you observed and adapt **each** activity for a student who

has low vision **and** for a student who is blind. Thoroughness, appropriateness of adaptations, creativity, and effort will be a portion of your grade. See rubric for a breakdown of points. You will then present your adaptations to the class. (See additional information below)

7. Literacy Box & Tactile Book and Presentation (Total points possible = **35 points**; See [Schedule for Due Date](#)). First, you will partner with another student in the class and adapt a picture book into a tactile book. Then, you will gather materials to create a “Literacy Box” for the book. Finally, you will present your book and Literacy Box to the class. (See additional information below)
8. Take-Home Final (Total 50 points possible; See [Schedule for Due Date](#)). Take-Home exam will cover material presented in the assigned readings, activities, and lectures. The exam may include multiple choice, short answer and/or short essay format. Exam must be word processed and e-mailed to instructor by due date.
9. TPE Fieldwork Rubrics (Total 20 points possible; [Graded with Circle Time and Literacy Box activities](#)) As part of your Circle Time and Literacy Box activities, a TPE Fieldwork Rubric will be provided to you. You will keep these rubrics on file as evidence of fieldwork for your TPE requirements.

**Assignment**

**Point Value**

1. 6 Accountability Quizzes (10 points each)	60 points
2. 25 Homework Assignments: PBW, Interlining, S&S, etc. (10 points each)	250 points
3. Quiz 1 & 2 (40 points each)	80 points
4. Braille Brain units	50 points
5. Invision Training	50 points
6. Preschool/Kindergarten Observation & Circle Time Activities	35 points
7. Literacy Box & Tactile Book and Presentation	35 points
8. Take-Home Final	50 points
	<b>TOTAL = 610 points possible</b>

**Grading Scale:**

Note: The lowest grade permissible to pass this class is a B-

100.00 %	94.00 %	A
93.99 %	90.00 %	A-
89.99 %	87.00 %	B+
86.99 %	84.00 %	B
83.99 %	80.00 %	B-
79.99 %	77.00 %	C+
76.99 %	74.00 %	C
73.99 %	70.00 %	C-
69.99 %	67.00 %	D+
66.99 %	64.00 %	D
63.99%	61.00%	D-

60.99 %	0.00 %	F
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**Course Schedule:**

Week by Week Guide

(S) = Synchronous Meetings: 4:30-7:10

(A) = Asynchronous Meetings: See Canvas for Asynchronous Modules

P

**Course Schedule**

Date	Learning Topics	Activities	Assignments/Readings Due	TPEs
<b>Dates:</b> [1-week prior to semester starting]	<ul style="list-style-type: none"> <li>NONE</li> </ul>	<ul style="list-style-type: none"> <li>Course Orientation: Complete the course orientation on Canvas. Be sure to watch all videos. Pay special attention to videos regarding braille equipment and materials.</li> </ul>	NONE	
<b>Week 1</b>	<ul style="list-style-type: none"> <li>Introductions</li> <li>Equipment Checkout</li> <li>Review of Schedule &amp; Assignments</li> <li>Use and Care of Equipment</li> <li>Introduction to Braille (EBAE &amp; UEB)</li> <li>Ashcroft Chapter 1</li> <li>Double Spacing, Indenting and Erasing Instruction</li> <li>Introduction to Perky Duck</li> </ul>	<ul style="list-style-type: none"> <li>Classwork – Chapter 1</li> <li>Double spacing practice</li> <li>Indenting Practice</li> <li>Erasing Practice</li> </ul> <p>PowerPoint</p> <ul style="list-style-type: none"> <li>Introductions</li> <li>Equipment Review</li> <li>Review of Schedule &amp; Assignments</li> <li>Use and Care of Equipment</li> <li>Introduction to Braille (EBAE &amp; UEB)</li> <li>Ashcroft Chapter 1</li> <li>Double Spacing, Formatting and Erasing Instruction</li> <li>Perky Duck</li> </ul>	<p>READ: BWB Chapters 1-2 READ: Ashcroft Chapter 1</p> <p>PRACTICE: Braille all lessons from Chapter 1 on your PBW.</p> <p>HW 1: Chapter 1: Test A PBW</p> <p>Homework Format: Braille your First and Last Name in the top left corner of the assignment (line 1). Skip a line (line 2 is blank). Begin the assignment on line 3. <b>Skip a line between lines of braille (double space).</b></p> <p>BB Unit 1 – <u>Braille Alphabet Practice</u></p> <p><b>Complete Accountability Quiz in Canvas</b></p>	<p>U 1.6 &amp; 3.5 &amp; 5.6 &amp; 5.7 VI TPEs 1.7 &amp; 1.8 VI TPEs 4.2 VI TPEs 3.4 &amp; 4.3 Literacy TPE 7.5a</p>
<b>Week 2</b>	<ul style="list-style-type: none"> <li>Ashcroft Chapter 2</li> <li>Interlining</li> </ul>	<ul style="list-style-type: none"> <li>Classwork – Chapter 2</li> <li>Formatting/Centering</li> <li>Interlining Practice</li> </ul>	<p>READ: BWB Chapter 3 READ: Ashcroft Chapter 2</p>	<p>VI TPE 3.1 VI TPE 3.4 VI TPEs 6.1 &amp; 6.6 &amp; 6.7 &amp; 6.8</p>

	<ul style="list-style-type: none"> <li>Professional Development Opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Professional Development Collaboration</li> </ul> <p>PowerPoint</p> <ul style="list-style-type: none"> <li>Formatting</li> <li>General Guidelines for Instruction</li> </ul>	<p>PRACTICE: Braille all lessons from Chapter 2 on your PBW.</p> <p>HW 2: Chapter 2: Test A PBW</p> <p>Homework Format: Braille your First and Last Name in the top left corner of the assignment (line 1). Skip a line (line 2 is blank). On line 3, Center and write the word Homework. Skip a line (line 4 is blank). Begin the assignment on line 5. <b>Skip a line between lines of braille (double space). Remember to indent and include punctuation.</b></p> <p>HW 3: Centering (See assignment for formatting instructions)</p> <p>HW 4: Interlining</p> <p>BB Unit 2 – Alphabetic Wordsigns Practice</p> <p>Complete Accountability Quiz in Canvas</p>	
<p><b>Week 3</b></p>	<ul style="list-style-type: none"> <li>Ashcroft Chapters 3&amp;4</li> <li>Early Literacy</li> <li>Language development and literacy</li> <li>Tactile Perception &amp; Discrimination</li> </ul>	<ul style="list-style-type: none"> <li>Classwork – Chapters 3&amp;4</li> <li>Tactile Discrimination practice</li> </ul>	<p>READ: BWB Chapters 5-6 FOE – VI Chapter 9 READ: Braille Works: <a href="#">Why is Braille Literacy so Important?</a> READ: Ashcroft Chapters 3&amp;4</p> <p>PRACTICE: Braille all lessons from Chapters 3&amp;4 on your PBW.</p> <p>HW 5: Chapter 3: Test A PBW</p> <p>HW 6: Chapter 4: Test A</p>	<p>VI TPEs 1.2 &amp; 1.4 &amp; TPE 3.11 &amp; TPE 4.1 Universal TPE 6.1 VI TPE 6.5 VI TPE 3.8 Literacy TPE 7.1</p>

			<p>Homework Format: Braille your First and Last Name in the top left corner of the assignment (line 1). On line 2, write the date using the format 1-1-2021. Skip a line (line 3 is blank). <b>Center</b> and write the Assignment Name on line 4. Skip a line (line 5 is blank). Begin the assignment on line 6. Remember to indent! <b>Skip a line between lines of braille (double space).</b></p> <p>Note: This is the format that will be used for <b>chapter tests</b> for the rest of the semester!</p> <p>BB Unit 1 – Braille Numbers Practice</p> <p>BB Unit 3 – Unit 3 Practice</p> <p>BB Unit 4 - <u>Signs of Operation and Comparison Practice</u></p>	
<p><b>Week 4</b></p>	<ul style="list-style-type: none"> <li>• Functional Literacy</li> <li>• Working with Students with Multiple Disabilities</li> </ul>	<p>PowerPoint</p> <ul style="list-style-type: none"> <li>• Foundational Literacy</li> <li>• Functional literacy</li> <li>• Working with students with multiple disabilities.</li> </ul>	<p>READ: FOE –VII Chapter 10 READ: BWB Chapter 13</p> <p>HW 7: Interlining</p> <p>HW 8: Pre-Reading/Reading activity</p> <p>Complete Accountability Quiz in Canvas</p>	<p>VI TPEs 1.2 &amp; 1.4 &amp; 2.1 &amp; TPE 3.5 &amp; TPE 3.8 &amp; TPE 3.9 Literacy TPE 7.5a</p>
<p><b>Week 5</b></p>	<ul style="list-style-type: none"> <li>• Quiz 1 (PBW, Oral Reading and Interlining/Proofreading)</li> <li>• S&amp;S Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Quiz 1 in-class</li> <li>• S&amp;S Practice</li> </ul>	<p>READ: BWB Chapters 7-8 FOE – VI Chapter 8</p> <p>HW 9: S&amp;S - Ashcroft 2.1.3 p. 17</p> <p>HW 10: S&amp;S - Ashcroft 3.1.4 p. 37 See</p>	<p>VI TPEs 1.2 &amp; 1.4 VI TPEs 1.7 &amp; 1.8 &amp; 4.13 &amp; 4.22</p>

			<p>assignments for formatting instructions</p> <p><u>Invision Training Due</u></p>	
<p><b>Week 6</b></p>	<ul style="list-style-type: none"> <li>Cultural Differences: Issues Related to Literacy</li> <li>Braille Reading Practice</li> <li>Hand movements When Reading Braille</li> </ul>	<p>PowerPoint</p> <ul style="list-style-type: none"> <li>Cultural differences</li> <li>Issues related to literacy</li> <li>Braille reading, hand movements</li> </ul> <p>Additional Activities</p> <ul style="list-style-type: none"> <li>Reading Braille Practice</li> <li>S&amp;S Practice</li> </ul>	<p>READ: Supplemental readings available in the Presentation.</p> <p>READ: Coleman, M. A., &amp; Harrison, J. (2022). Cultural Diversity in Children’s Braille Books. <i>Journal of Visual Impairment &amp; Blindness</i>, 116(2), 127–140. <a href="https://doi-org.mimas.calstatela.edu/10.1177/0145482X221090261">https://doi-org.mimas.calstatela.edu/10.1177/0145482X221090261</a></p> <p>READ: BWB Chapter 9</p> <p>HW 11: S&amp;S Ashcroft 4.1.1 p. 57 See assignment for formatting instructions</p> <p>HW 12: Calendar</p> <p>HW 13: Cultural Implications</p> <p>Complete Accountability Quiz in Canvas</p>	<p>VI TPEs 1.2 &amp; 1.10 &amp; TPE 3.8 &amp; TPE 3.9 &amp; 4.16 &amp; 4.16 &amp; 4.23</p> <p>VI TPE 1.4</p> <p>Literacy TPE 7.3</p>
<p><b>Week 7</b></p>	<ul style="list-style-type: none"> <li>Ashcroft Chapters 5&amp;6</li> </ul>	<ul style="list-style-type: none"> <li>Classwork – Chapters 5&amp;6</li> </ul>	<p>READ: Ashcroft Chapters 5&amp;6</p> <p>PRACTICE: Braille all lessons from Chapters 5&amp;6 on your PBW.</p> <p>HW 14: Chapter 5: Test A PBW</p> <p>HW 15: Chapter 6: Test A PBW &amp; S&amp;S- Write the Last 3 words in each column using the S&amp;S (9 words total) See Week 3 For Formatting</p>	<p>VI TPEs 1.2 &amp; 1.4 &amp; TPE 3.11 &amp; TPE 4.1</p> <p>Universal TPE 6.1</p> <p>VI TPE 6.5</p> <p>VI TPE 3.8</p>

			<p>BB Unit 5 - <u>More Single-Cell Punctuation Practice</u></p> <p>BB Unit 8 – Modes Practice</p> <p>BB Unit 9 - <u>Initial-Letter Contractions: Dot 5 Indicator Practice</u></p> <p>BB Unit 10 - <u>Fractions Practice</u></p> <p>BB Unit 10 – Grouping Signs Practice</p>	
<b>Week 8</b>	<ul style="list-style-type: none"> <li>Teaching Writing</li> <li>The Writing Process</li> <li>Graphic Organizers</li> </ul>	<p>PowerPoint</p> <ul style="list-style-type: none"> <li>Writing Process Activity Exploring Graphic Organizers</li> </ul>	<p>READ: BWB Chapters 10-11</p> <p>HW 16: Graphic Organizers</p> <p><b>Complete Accountability Quiz in Canvas</b></p>	VI TPEs 1.2 & 1.4
<b>Weeks 9 &amp; 10</b>	<ul style="list-style-type: none"> <li>Ashcroft Chapters 7&amp;8</li> <li>Interlining with Feedback</li> </ul>	<ul style="list-style-type: none"> <li>Classwork – Chapters 7&amp;8</li> <li>Interlining with Errors Practice</li> <li>Reading Practice</li> </ul>	<p>READ: Ashcroft Chapters 7&amp;8</p> <p>HOMEWORK: Braille all lessons from Chapters 7&amp;8 on your PBW</p> <p>PRACTICE: Braille all lessons from Chapter 7 on your PBW.</p> <p>HW 17: Chapter 7: Test A <b>PBW &amp; S&amp;S- Write the Last 3 words in each column using the S&amp;S (9 words total)</b> <b>See Week 3 For Formatting</b></p> <p>HW 18: Chapter 8: Test A PBW <b>See Week 3 For Formatting</b></p> <p>HW 19 Interlining w/ Feedback</p> <p>BB Unit 6 - <u>Strong Groupsigns and Wordsigns Practice</u></p>	VI TPEs 1.2 & 1.4 & TPE 3.11 & TPE 4.1 Universal TPE 6.1 VI TPE 6.5 VI TPE 3.8

			<p>BB Unit 7 - <u>Strong Groupsigns (ar, ed, er, gh, ow, ing) Practice</u></p> <p>BB Unit 11 - <u>Two-Cell Punctuation Practice</u></p> <p>BB Unit 12 – <u>More Initial-Letter Contractions Practice</u></p> <p>BB Unit 13 – Modes Practice</p>	
<b>Week 11</b>	<ul style="list-style-type: none"> <li>• Quiz 2 (PBW, Oral Reading, S&amp;S and Interlining/Proofreading)</li> <li>• Circle Time Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Quiz 2 in-class</li> <li>• Present Circle Time adapted activities in-class</li> </ul>	<b>Circle Time Due</b>	VI TPE 3.1 Literacy TPE 7.1
<b>Weeks 12 &amp; 13</b>	<ul style="list-style-type: none"> <li>• Ashcroft Chapters 9&amp;10</li> <li>• Creating Meaningful Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• Classwork – Chapters 9&amp;10</li> <li>• View sample worksheets</li> </ul>	<p>READ: Ashcroft Chapters 9&amp;10</p> <p>READ: BWB Chapters 10-11</p> <p>PRACTICE: Braille all lessons from Chapters 9&amp;10 on your PBW</p> <p>HW 20 Chapter 9: Test A <b>PBW &amp; S&amp;S- Write the words from the columns using the S&amp;S (10 words total) See Week 3 For Formatting</b></p> <p>HW 21: Chapter 10: Test A PBW <b>See Week 3 For Formatting</b></p> <p>HW 22: Worksheets</p> <p>BB Unit 14 – <u>Lower Wordsigns (his, was, were, be, in, enough) Practice</u></p>	VI TPEs 1.2 & 1.4 & TPE 3.11 & TPE 4.1 Universal TPE 6.1 VI TPE 6.5 VI TPE 3.8

			<p>BB Unit 15 - <u>Lower Groupsigns (be, con, dis, ea, bb, cc, ff, gg, in, en) Practice</u></p>	
<p><b>Week 14</b></p>	<ul style="list-style-type: none"> <li>Ashcroft Chapters 11&amp;12</li> <li>Tactile Discrimination</li> </ul>	<ul style="list-style-type: none"> <li>Classwork – Chapters 11-12</li> <li>Tactile Discrimination Practice</li> </ul>	<p>READ: Ashcroft Chapters 11&amp;12</p> <p>PRACTICE: Braille all lessons from Chapters 11&amp;12 on your PBW</p> <p>HW 23: Chapter 11: Test A PBW <b>See Week 3 For Formatting</b></p> <p>HW 24: Chapter 12: Test A PBW &amp; S&amp;S- Write sentence #5 using the S&amp;S <b>See Week 3 For Formatting</b></p> <p>HW 25: Tactile Discrimination Activity</p> <p>BB Unit 16 – <u>Shapes and Omissions Practice</u></p> <p>BB Unit 16 – Other Geometric Shapes Practice</p> <p>BB Unit 17 – <u>Final-Letter Groupsigns Practice</u></p> <p>BB Unit 18 – <u>Less Common Math Symbols Practice</u></p> <p>BB Unit 19 - <u>Less Common Punctuation Symbols and Roman Numerals Practice</u></p> <p>BB Unit 20 – Special Symbols</p>	<p>VI TPEs 1.2 &amp; 1.4 &amp; TPE 3.8</p>
<p><b>Week 15</b></p>	<ul style="list-style-type: none"> <li>Presentations – Literacy Box</li> </ul>	<ul style="list-style-type: none"> <li>Literacy box presentations in class</li> <li>Receive Take-Home Final</li> </ul>	<p>READ: No reading this week</p> <p>HOMEWORK: No homework this week.</p>	<p>Literacy TPE 7.1</p>

			Braille Brain Due Literacy Box Due	
<b>Week 16 Final</b>	Take-Home Final Due			

**Key:**

- BB: Braille Brain Tutorial
- BWB = Beginning with Braille
- FOE – VI = Foundations of Education Second Edition
- Volume I FOE – VII = Foundations of Education Second Edition Volume II
- Ashcroft = Ashcroft’s Programmed Instruction: Unified English Braille

**Instructor Policy about Late Assignments:**

All deadlines are firm and non-negotiable except in genuine emergencies. Please plan ahead so that personal and school events do not cause you to be unable to meet deadlines. These *do not* constitute valid reasons to fail to meet them. In the case of a genuine emergency, contact instructor to discuss your needs. Any assignment given permission to be turned in late will lose 10% of its point value. Late assignments are due by 9am, 1-week after the original due date.

Incompletes will be granted only in accordance with university policy.

**Homework & Braille Brain Alignment List (and points)**

Week Topic/Important Notes	Homework	Braille Brain Practice
<b>Wk. 1</b> Ch. 1	HW 1 Chapter 1: Test A PBW (10)	BB Unit 1 – <u>Braille Alphabet Practice</u>
<b>Wk. 2</b> Ch. 2	HW 2 Chapter 2: Test A PBW (10)  HW 3 Centering Exercise  HW 4 Interlining Practice (10)	BB Unit 2 – Alphabetic Wordsigns Practice
<b>Wk. 3</b> Ch. 3&4	HW 5 Chapter 3: Test A PBW (10)  HW 6 Chapter 4: Test A PBW (10)	BB Unit 1 – Braille Numbers Practice  BB Unit 3 – Unit 3 Practice  BB Unit 4 - <u>Signs of Operation and Comparison Practice</u>  BB Unit 20 – Review

<b>Wk. 4</b> Functional Literacy	HW 7 Interlining (10) HW 8 Pre-Reading/Reading (Video) (10)	N/A
<b>Wk. 5</b> <b>S&amp;S Instruction Begins &amp; Quiz 1</b>	HW 9 Ashcroft 2.1.3 p. 17 S&S (10) HW 10 Ashcroft 3.1.4 p. 37 S&S (10)	N/A
<b>Wk. 6</b> Reading & Cultural Implications	HW 11 Ashcroft 4.1.1 p. 57 S&S (10) HW 12 Calendar Assignment (10) HW 13 Cultural Implications (10)	
<b>Wk. 7</b> Ch. 5&6	HW 14 Chapter 5: Test A PBW (10) HW 15 Chapter 6: Test A PBW & S&S- Write the Last 3 words in each column using the S&S (9 words total) (10)	BB Unit 5 - <u>More Single-Cell Punctuation Practice</u> (5) BB Unit 8 – Modes Practice (5) BB Unit 9 - <u>Initial-Letter Contractions: Dot 5 Indicator Practice</u> (5) BB Unit 10 - <u>Fractions Practice</u> BB Unit 10 – Grouping Signs Practice
<b>Wk. 8</b> Writing	HW 16 Graphic Organizers (10)	N/A
<b>Wks. 9 &amp; 10</b> Ch. 7&8	HW 17 Chapter 7: Test A PBW & S&S- Write the Last 3 words in each column using the S&S (9 words total) (10) HW 18 Chapter 8: Test A PBW (10) HW 19 Interlining w/ Feedback (10)	BB Unit 6 - <u>Strong Groupsigns and Wordsigns Practice</u> BB Unit 7 - <u>Strong Groupsigns (ar, ed, er, gh, ow, ing) Practice</u> BB Unit 11 - <u>Two-Cell Punctuation Practice</u> BB Unit 12 – <u>More Initial-Letter Contractions Practice</u> BB Unit 13 – Modes Practice
<b>Wk. 11</b> <b>Circle Time Dues &amp; Quiz 2</b>	N/A	N/A

<b>Wks. 12 &amp; 13</b> Ch. 9&10	HW 20 Chapter 9: Test A PBW & S&S- Write the words from the columns using the S&S (10 words total) (10) HW 21 Chapter 10: Test A PBW (10) HW 22 Worksheets (10)	BB Unit 14 – <u>Lower Wordsigns (his, was, were, be, in, enough) Practice</u>  BB Unit 15 - <u>Lower Groupsigns (be, con, dis, ea, bb, cc, ff, gg, in, en) Practice</u>
<b>Wk. 14</b>	HW 23 Chapter 11: Test A PBW HW 24 Chapter 12: Test A PBW & S&S- Write sentence #5 using the S&S (10) HW 25 Tactile Discrimination Activity (10)	BB Unit 16 – <u>Shapes and Omissions Practice</u>  BB Unit 16 – <u>Other Geometric Shapes Practice</u>  BB Unit 17 – <u>Final-Letter Groupsigns Practice</u>  BB Unit 18 – <u>Less Common Math Symbols Practice</u> BB Unit 19 - <u>Less Common Punctuation Symbols and Roman Numerals Practice</u>
<b>Wk. 15</b> <b>Literacy Box &amp; Braille Brain Due</b>	N/A	N/A
<b>Wk. 16</b>	Take Home Final Due!	

### Signature Assignments:

### Invision Training

#### Purpose

The purpose of the Invision Training for *Paraeducators for Students Who Are Blind and Visually Impaired* is a self-paced tool for training paraeducators and the educational team about the roles and responsibilities of the paraeducator who works with the wide range of students who are blind and visually impaired. While this training was designed for paraeducators, it contains a comprehensive look at the roles of the TVI, O&M Specialist and how to collaborate with classroom teachers and paraeducators. This training will help you better understand your role as a TVI and prepare you for your responsibility in managing the paraeducators that work with the students on your caseload.

#### Skills

The purpose of this assignment is to help you practice the following skills that are essential to your success in this course / in school / in this field / in professional life beyond school:

**Universal Standards:**

**U1.6** Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

**U3.5** Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

**Knowledge**

This assignment will also help you to become familiar with the following important content knowledge in this discipline:

**California VI Standards:**

**VI1.10** Counsel families and other members of the educational team about psychosocial and cultural implications of visual impairment as related to congenital and acquired visual impairment.

**VI2.5** Facilitate incidental learning experiences to address nonvisual access across physical and virtual environments for a full range of learners, including addressing learner needs for individuals with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities (including autism and Deaf-Blindness).

**VI2.8** Teach students with visual impairment to develop orientation skills using physical and virtual environmental features, identify and advocate for optimal physical and virtual environmental accommodations and modifications, and to request and refuse assistance as needed.

**VI2.4** Use ergonomics and appropriate technology settings aligned with students' preferred learning media, such as illumination and size control, color and contrast (visual) settings, speech output (auditory) settings, braille input/output and other tactual displays, mouseless computing (tactile) settings, and low tech strategies to support ubiquitous computing to promote access to the general and expanded core curriculum

**VI2.5** Facilitate incidental learning experiences to address nonvisual access across physical and virtual environments for a full range of learners, including addressing learner needs for individuals with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities (including autism and Deaf-Blindness).

**VI2.8** Teach students with visual impairment to develop orientation skills using physical and virtual environmental features, identify and advocate for optimal physical and virtual environmental accommodations and modifications, and to request and refuse assistance as needed.

<b>VI3.7</b> Collaborate with team members such as speech/language pathologists, occupational therapists, and classroom staff to modify the presentation of augmentative/alternative communication devices such as switches, tangible symbols, and visual displays for nonvisual or low vision access.
<b>4.16</b> Promote and reinforce sensorimotor and physical skills, including gross and fine motor, posture, balance, purposeful movement, and strength to meet individual needs unique to visual impairment.
<b>4.23</b> Teach self-determination skills usually acquired visually based on individual needs related to self-knowledge, self-advocacy and empowerment, assertiveness, informed decision making, problem solving, goal setting, and self-directed and self-regulated behavior to facilitate inclusion across settings.

**Tasks**

1. Complete the course over the first four weeks of the course
2. Complete Canvas Quiz

**Tips for Success**

- Take time to work through each module completely
- You can return to modules to review them at any time
- I recommend completing the modules in order

**Submission Format**

- After completing the modules, you will complete a quiz in Canvas

**Time Frame**

See Canvas and/or course schedule above for due date

**Criteria for Success**

- Training must be completed and a score of 80% on the final assessment must be obtained to receive full credit.

*This assignment is worth 50 points*

***Circle Time Observations and Adaptations***

**Purpose**

The purpose of this assignment, is to allow you practice your skills in developing materials for students with visual impairments. This assignment uses the information you have learned in the module to help you transition from knowledge to practice.

**Skills**

The purpose of this assignment is to help you practice the following skills that are essential to your success in this course / in school / in this field / in professional life beyond school:

California VI Standards:

<b>VI.1.2</b> Select and develop assessment and teaching strategies for core and expanded core curriculum areas including accommodations and modifications that address age (birth-22 years old), visual impairment, family values and priorities, visual prognosis, and other individual characteristics across settings and tasks, including addressing learner needs for individuals with a wide range of abilities and functional vision (including ocular and cerebral visual impairments), and individuals with co-occurring disabilities (including autism and deaf blindness).
<b>VI.1.4</b> Select, adapt, and use nonvisual/alternate instructional strategies to address student needs for individuals from birth-22 years old who have a wide range of abilities and functional vision (including ocular and cerebral visual impairments), possibility of co-occurring disabilities (including individuals with autism and/or Deaf-blindness), and other individual characteristics.
<b>VI.2.1</b> Identify and implement environmental accommodations and modifications to facilitate optimal sensory use and multisensory access to, and active participation in, individual and group activities in general and expanded core curriculum environments, including addressing learner needs for individuals with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities (including autism and Deaf-Blindness).
<b>VI.3.8</b> Design, obtain, and organize specialized materials, resources, assistive technology, and curricular programs to optimize sensory efficiency and to implement instructional and individualized education program goals and objectives.
<b>VI.3.9</b> Identify the individual needs of the full range of learners, and adapt materials and curricula as appropriate to provide access to the general education and Expanded Core Curriculum (ECC).
<b>VI.6.2</b> Articulate instructional and professional philosophies and ethical practices to address the specific needs of students with visual impairment across settings.
<b>6.4</b> Articulate an instructional philosophy that incorporates the expanded core curriculum to respond to the specific implications of visual impairment across settings.

**Knowledge**

This assignment will also help you to become familiar with the following important content knowledge in this discipline:

**California VI Standards:**

**VI3.9** Identify the individual needs of the full range of learners, and adapt materials and curricula as appropriate to provide access to the general education and Expanded Core Curriculum (ECC).

**Tasks**

In almost every school, teachers in the early elementary grade levels use “circle time” to teach important concepts. During circle time, teachers will have several activities that occur rapidly. Over the course of a school year, the children learn to respond to the daily circle time activities because of the consistent, repetitive, and predictable format. **For this assignment, you are to observe “circle time” in a pre-school, kindergarten, or first grade general education classroom.** When you observe the lesson, you do not necessarily have to be observing in a classroom with a child who is visually impaired. However, be prepared to describe the events that occurred during “circle time,” as if there were a child with a visual impairment in that class.

1. Use the worksheet provided to record your observations.
2. Using word processing technology, write your reflection according to the directions provided.
3. Adapt two of the activities you observed during the lesson according to the criteria provided. (you must actually adapt the materials, not just talk about how you would adapt the materials).
4. Be prepared to show and explain your adapted activities during class.

**Submission Format**

1. Scan and upload your worksheets to this assignment page.
2. To submit your image/scan click on the SUBMIT ASSIGNMENT box in the upper right-hand corner of this window. You will be prompted to find and attach your image/scan. Caution! Be sure you upload the correct version of your assignment! Once your assignment is attached, click the SUBMIT ASSIGNMENT box to submit your paper. You will receive a confirmation of your upload in the upper right corner of the screen.

**Time Frame**

See Canvas and/or course schedule above for due date

**Criteria for Success**

- Follow the guidelines for the activity
- Be complete and error free
- Submitted on time

*This assignment is worth 35 points*

**Worksheets to Be Completed and Submitted:**

**Describe the student population in the classroom as best you can (i.e. number of students with and without disabilities, grade level).**

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**Describe, in detail, the environmental aspects of the classroom (i.e. word wall, bulletin boards, use of centers):**

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**Preschool/Kindergarten Observation & Circle Time Activities  
Grading Rubric**

**Name:**

Observation of Circle Time & Reflection (completed worksheet, 10 points)

**Points**

Description of the student population in the class?	0	1	2
Description of the environmental aspects of the classroom	0	1	2
Completed chart is thorough and detailed	0	1	2
Reflection includes a discussion of activities that took place	0	1	2
Thorough discussion of challenges for a student with VI?	0	1	2

**TOTAL Observation & Reflection: out of 10 points** \_\_\_\_\_

Curricular Adaptations (25 points):

<p><b>Chosen Activities &amp; Curricular Objective:</b> Were the materials chosen appropriate for the goals and objectives of the activity? Did the explanation provide a rationale and purpose of the activity and an explanation for how/why it was adapted in that way? Was the objective of the lesson/activity modified in such a way that it incorporated accessible and meaningful activities for a child with a visual impairment?</p>	<p align="center">Out of <b>10 points</b></p>
<p><b>Adapted Materials:</b> How well do the adaptations meet the needs of a student with low vision? How well do the adaptations meet the needs of a student who is blind? Are the adaptations appropriate for an individual who has low vision or who is blind?</p>	<p align="center">Out of <b>10 points</b></p>

<p><b>Creativity, Innovation, Effort:</b> Did the individual demonstrate appropriate effort, creativity, and effectiveness on the overall project (including adaptations of materials) and during the presentation?</p>	<p>Out of <b>5 points</b></p>
<p style="text-align: center;"><b>TOTAL Curricular Adaptations (out of 25 points)</b></p>	

**Comments:**

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Total Points - Overall Grade: out of 35 points

**Fieldwork Observation – University Supervisor Observation**

Grading Rubric – EDSP 4660

Circle Time

**Name:** \_\_\_\_\_

Observation (10 points):

Grading is scored on a scale of 1-5 (1 = TPE is not met; 2 = TPE is emerging; 3 = TPE met at expected level of a beginning teacher; 4 = TPE met at advanced level; 5 = TPE met at mentor or master teacher level. (Note: when there is no opportunity to observe a competency use rating n/o = not observed):

Criteria	Points
<p><b>VI1.2</b> Select and develop assessment and teaching strategies for core and expanded core curriculum areas including accommodations and modifications that address age (birth-22 years old), visual impairment, family values and priorities, visual prognosis, and other individual characteristics across settings and tasks, including addressing learner needs for individuals with a wide range of abilities and functional vision (including ocular and cerebral visual impairments), and individuals with co-occurring disabilities (including autism and deaf blindness).</p>	

<p><b>VI1.4</b> Select, adapt, and use nonvisual/alternate instructional strategies to address student needs for individuals from birth-22 years old who have a wide range of abilities and functional vision (including ocular and cerebral visual impairments), possibility of co-occurring disabilities (including individuals with autism and/or Deaf-blindness), and other individual characteristics.</p>	
<p><b>VI2.1</b> Identify and implement environmental accommodations and modifications to facilitate optimal sensory use and multisensory access to, and active participation in, individual and group activities in general and expanded core curriculum environments, including addressing learner needs for individuals with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities (including autism and Deaf-Blindness).</p>	
<p><b>VI3.8</b> Design, obtain, and organize specialized materials, resources, assistive technology, and curricular programs to optimize sensory efficiency and to implement instructional and individualized education program goals and objectives.</p>	
<p><b>VI3.9</b> Identify the individual needs of the full range of learners, and adapt materials and curricula as appropriate to provide access to the general education and Expanded Core Curriculum (ECC).</p>	
<p><b>VI6.2</b> Articulate instructional and professional philosophies and ethical practices to address the specific needs of students with visual impairment across settings.</p>	
<p><b>6.4</b> Articulate an instructional philosophy that incorporates the expanded core curriculum to respond to the specific implications of visual impairment across settings.</p>	

<b>Comments:</b>	
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**Literacy Box & Presentation**

**Purpose**

The purpose of this assignment, is to allow you practice your skills in developing materials for students with visual impairments. This assignment uses the information you have learned in the module to help you transition from knowledge to practice.

**Skills**

The purpose of this assignment is to help you practice the following skills that are essential to your success in this course / in school / in this field / in professional life beyond school:

California VI Standards:

<p><b>VI1.2</b> Select and develop assessment and teaching strategies for core and expanded core curriculum areas including accommodations and modifications that address age (birth-22 years old), visual impairment, family values and priorities, visual prognosis, and other individual characteristics across settings and tasks, including addressing learner needs for individuals with a wide range of abilities and functional vision (including ocular and cerebral visual impairments), and individuals with co-occurring disabilities (including autism and deaf blindness).</p>
<p><b>VI1.4</b> Select, adapt, and use nonvisual/alternate instructional strategies to address student needs for individuals from birth-22 years old who have a wide range of abilities and functional vision (including ocular and cerebral visual impairments), possibility of co-occurring disabilities (including individuals with autism and/or Deaf-blindness), and other individual characteristics.</p>
<p><b>VI2.1</b> Identify and implement environmental accommodations and modifications to facilitate optimal sensory use and multisensory access to, and active participation in, individual and group activities in general and expanded core curriculum environments, including addressing learner needs for individuals with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities (including autism and Deaf-Blindness).</p>
<p><b>VI3.8</b> Design, obtain, and organize specialized materials, resources, assistive technology, and curricular programs to optimize sensory efficiency and to implement instructional and individualized education program goals and objectives.</p>
<p><b>VI3.9</b> Identify the individual needs of the full range of learners, and adapt materials and curricula as appropriate to provide access to the general education and Expanded Core Curriculum (ECC).</p>
<p><b>VI6.2</b> Articulate instructional and professional philosophies and ethical practices to address the specific needs of students with visual impairment across settings.</p>

**6.4** Articulate an instructional philosophy that incorporates the expanded core curriculum to respond to the specific implications of visual impairment across settings.

### Knowledge

This assignment will also help you to become familiar with the following important content knowledge in this discipline:

California VI Standards:

**VI3.9** Identify the individual needs of the full range of learners, and adapt materials and curricula as appropriate to provide access to the general education and Expanded Core Curriculum (ECC).

### Tasks

In this project you will partner with another student in the class and adapt a picture book into a tactile book. Complete the following components of the project:

1. Select a picture book together. Determine the target demographic of the student with whom you will use this kit.
2. Transcribe all text within the book, including the title page, into braille. Text must be appropriate for the demographic selected and error free.
3. Collect tangible objects that represent scenes, characters, and concepts in your
4. Use these objects to adapt the book.
5. Consider what other elements of the book could be adapted to help a student with a visual impairment conceptualize the text. For example, would music enhance the story? Food? Scents? CBI? Be creative!
6. Create a follow-up activity for the book which includes a writing assignment for the student. Include an adapted writing tool such as a story map, story sequencing cues, character map, or KWL chart. Include instructions for the student. Be sure the activity is appropriate for the target demographic.
7. Present your adapted book to the class. Discuss how the adaptations are integrated into the story
8. Submit an image or scan of the follow-up activity

### Tips for Success

1. Use the examples shown in the presentation for inspiration
2. Select an age appropriate book
3. Use large print, braille, tactile materials, real objects, etc. as appropriate
4. Consider how you can add more to your story box or presentation. Can you use music, food, sounds or scents to make it more engaging?
5. Do not use glitter or glitter glue! Glitter can come off on a student's fingers and can cause eye irritation or damage
6. You will be graded on your presentation, the adaptation of the book, and braille transcription of the storybook. Creativity and effort will be a portion of your grade.

**Submission Format**

- Take a clear picture or scan of all pages of the assignment you are submitting
- Be sure your image/scan is upright and clearly shows all braille dots.
- Overhead lighting may cause shadows of the dots. Do not submit assignments with shadows of the dots. These cannot be easily graded and will not be accepted.
- Your assignment will be uploaded to Canvas as an attachment.
- To submit your image/scan click on the SUBMIT ASSIGNMENT box in the upper right-hand corner of this window. You will be prompted to find and attach your image/scan. Caution! Be sure you upload the correct version of your assignment! Once your assignment is attached, click the SUBMIT ASSIGNMENT box to submit your paper. You will receive a confirmation of your upload in the upper right corner of the screen.

**Time Frame**

**See Canvas and/or course schedule above for due date**

**Criteria for Success**

- Follow the guidelines for the activity
- Be complete and error free
- Submitted on time

*This assignment is worth 35 points*

**Literacy Box & Tactile Book and Presentation  
Partner Project – Grading Rubric**

**Project Partners:**

**Partner Tactile Book & Presentation (35 points):**

<p><b>Braille Transcription:</b> Is the book in braille? Is the braille legible? Is it transcribed in such a way that allows the print reader to see the print and illustrations?</p>	<p>Out of <b>10 points</b></p>
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<p><b>Tactile Objects:</b> Are the objects used in the literacy box appropriate for the concepts in the book, and are they real objects that were thoughtfully chosen and that convey the story's main themes/concepts? Are the objects integrated into the book in a meaningful way that is easily accessible?</p>	<p>Out of <b>10 points</b></p>
<p><b>Follow-up:</b> Does the follow-up activity include a writing tool such as a story map, story sequencing cues, character map, or KWL chart? Does the follow-up activity provide instructions for the writing assignment?</p>	<p>Out of <b>5 points</b></p>
<p><b>Effort:</b> Did the group demonstrate appropriate effort, creativity, and effectiveness on the overall project (including adaptations of materials and book)?</p>	<p>Out of <b>5 points</b></p>
<p><b>Presentation:</b> Did the group effectively present their project to the class?</p>	<p>Out of <b>5 points</b></p>
<p style="text-align: center;"><b>TOTAL Points for Tactile Book Project and Presentation (out of 35 points)</b></p>	

**Comments:**

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**Fieldwork Observation – University Supervisor Observation**

Grading Rubric – EDSP 4660

Literacy Box

**Name:** \_\_\_\_\_

Observation (10 points):

Grading is scored on a scale of 1-5 (1 = TPE is not met; 2 = TPE is emerging; 3 = TPE met at expected level of a beginning teacher; 4 = TPE met at advanced level; 5 = TPE met at mentor or master teacher level. (Note: when there is no opportunity to observe a competency use rating n/o = not observed):

Criteria	Points
<p><b>VI1.2</b> Select and develop assessment and teaching strategies for core and expanded core curriculum areas including accommodations and modifications that address age (birth-22 years old), visual impairment, family values and priorities, visual prognosis, and other individual characteristics across settings and tasks, including addressing learner needs for individuals with a wide range of abilities and functional vision (including ocular and cerebral visual impairments), and individuals with co-occurring disabilities (including autism and deaf blindness).</p>	
<p><b>VI1.4</b> Select, adapt, and use nonvisual/alternate instructional strategies to address student needs for individuals from birth-22 years old who have a wide range of abilities and functional vision (including ocular and cerebral visual impairments), possibility of co-occurring disabilities (including individuals with autism and/or Deaf-blindness), and other individual characteristics.</p>	
<p><b>VI2.1</b> Identify and implement environmental accommodations and modifications to facilitate optimal sensory use and multisensory access to, and active participation in, individual and group activities in general and expanded core curriculum environments,</p>	

<p>including addressing learner needs for individuals with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities (including autism and Deaf-Blindness).</p>	
<p><b>VI3.8</b> Design, obtain, and organize specialized materials, resources, assistive technology, and curricular programs to optimize sensory efficiency and to implement instructional and individualized education program goals and objectives.</p>	
<p><b>VI3.9</b> Identify the individual needs of the full range of learners, and adapt materials and curricula as appropriate to provide access to the general education and Expanded Core Curriculum (ECC).</p>	
<p><b>VI6.2</b> Articulate instructional and professional philosophies and ethical practices to address the specific needs of students with visual impairment across settings.</p>	
<p><b>6.4</b> Articulate an instructional philosophy that incorporates the expanded core curriculum to respond to the specific implications of visual impairment across settings.</p>	
<p><b>Comments:</b></p>	

**NOTE: Assignments reported to CTC are:**

EDSP 466/4660	Initial Braille Competency	Candidates demonstrate initial competence of braille code and methods at a level of 80% or better via midterm and final exams.	PS #6, 16 VI #4
EDSP 466/4660	Preschool/Kindergarten Observation & Activities	Candidates observe circle time in a preschool or kindergarten general education classroom to evaluate the activities for level and types of prompting (e.g., visual, auditory, etc.) and complete a written paper that identifies how a child who is visually impaired would access the curriculum, including any challenges anticipated. Candidates also select two activities and adapt each activity for a student who has low vision and for a student who is blind.	PS #2, 11, 13, 14, 15 VI #5
EDSP 466/4660	Literacy Box	Candidates create a literacy box by adapting a picture book and creating a literacy box. Candidates transcribe all text within the book and collect tangible objects to represent scenes, characters, and concepts in the story.	PS #2, 3, 9, 10, 13 VI #1, 5, 6

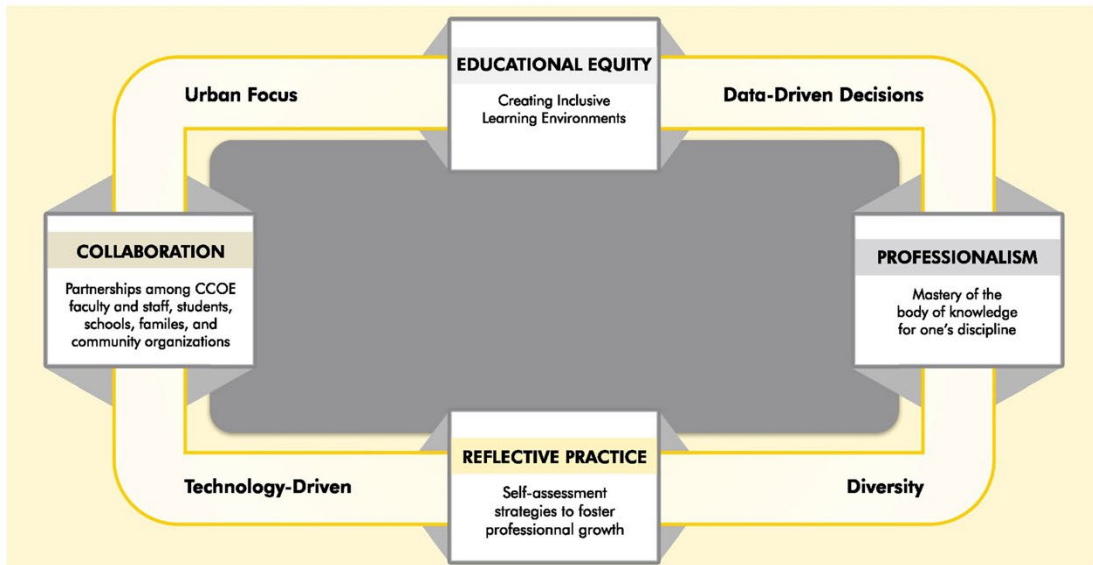
CONCEPTUAL FRAMEWORK

**VISION:**

The College of Education is a learning community of faculty, administrators, staff, students, and community members that work collaboratively to ensure that all students receive a high-quality education, honor the diversity of all learners, advocate for educational and community reforms, develop reflective practices that promote equity, and facilitate the maximum learning and achievement potential of all children and adults.

**MISSION:**

The COE mission is to develop in students the professional knowledge, skills, and dispositions to promote the academic, social, and psychological development of diverse learners in urban schools and related agencies. COE graduates become teachers, special educators, school administrators, educational technologists, researchers, program evaluators, school psychologists, counselors, rehabilitation professionals, higher education faculty, and other education specialists. Within an environment of shared governance, COE professional preparation programs utilize data-driven decision-making, technology-integrated instruction, meaningful curricula, and outcome-based assessments to ensure high-quality educational opportunities for all students.



**CORE VALUES:**

The College of Education prepares outstanding and caring educators, counselors, and leaders to work with diverse learners in urban schools and related agencies guided by the following core values.

#### EDUCATIONAL EQUITY

We believe in creating inclusive learning environments with equitable educational opportunities for all learners, including those with disabilities and those from diverse culture, linguistic, and socio-economic backgrounds. We believe everyone can learn if given the opportunity and support. We honor the dignity of every individual and hold high academic expectations for all learners. We value diversity because it enriches the quality of everyone's learning.

#### REFLECTIVE PRACTICE

We believe that COE students should develop reflective practices, including self-assessment strategies to foster professional growth. We promote the deliberate application of knowledge to practice and the constant reflective analysis of one's practice in relation to school and/or community needs.

#### PROFESSIONALISM

We believe professionalism is mastery of the body of knowledge for one's discipline and the demonstration of cultural, technological, ethical, and professional competencies. COE courses and professional preparation programs are designed to teach professional dispositions, skills, and/or knowledge.

#### COLLABORATION

We believe that collaborations and partnerships among COE faculty and staff, students, schools, families, and community organizations enhance educational excellence, urban school and related agency transformations, and educational access and equity for all learners. Meaningful and lasting educational collaborations and partnerships are grounded in understanding the complexity of all stakeholder's needs and their interdependence, and we advocate that all COE professional preparation programs build collaborations and partnerships.