



Division of Special Education and Counseling
Fall, 2024

EDSP 5661: - Braille Competency Exam (1 units)
Section 01

Instructor: Cheryl Kamei-Hannan
Office: KH- D2074A
Telephone: 323-343-4400
Email: ckameih@calstatela.edu

Class Location: TBD
Class Day/Time: Thursdays, 2-4pm
Office Hours: Thursdays, 2-4pm

Catalog Description:

Pre/Co-requisite: EDSP 4660, 5660

Students must demonstrate proficiency at overwriting and transcribing text into braille using a Perkins braille writer and a slate and stylus in literary and mathematical braille codes.

Email Policy:

To Contact the Instructor:

Please email me ckameih@calstatela.edu

I check my e-mail several times during the week and on weekends. If you send a message I will get back to you as soon as possible. However, please note that I receive several hundred emails, and sometimes emails occasionally are missed. If that is the case, and you do not hear from me within a week, please attend office hours before the scheduled class. I will be available 30 minutes before and after scheduled synchronous classes (see syllabus for the schedule). If necessary, 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 and you may sign up on Sign Up Genius or drop in on any of the scheduled days/times:

Sign up for Office Hours: <https://www.signupgenius.com/go/70A0B4FA8A62CA7F49-fall5>

Office Hours Zoom Link: <https://calstatela.zoom.us/j/94002481146>

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 Administration Bldg. Room 127 (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/studentervices/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.

Student Learning Outcomes

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

- **SLO 1:** Demonstrate skills and knowledge in assessment of unique educational needs of students with visual impairments in regards to appropriate selection and effective use of reading and writing media (print, braille, or aural). The student will:
 - 1.1 transcribe approximately 75-100 words of middle school level text into contracted literary braille code using a Perkins braille writer with no more than 2 errors.
 - 1.2 transcribe approximately 15-20 words of text into contracted literary braille code using a slate and stylus with no more than 2 errors.
 - 1.3 transcribe approximately 1-2 pages of mathematical text into mathematical braille code using a Perkins braille writer with no more than 2 errors.
 - 1.4 interline or overwrite braille text, including text that has braille errors and identify the errors in the text, with no more than 2 errors.
 - 1.5 Read a 3rd grade level passage at a rate of 25 correct words per minute.

**California Commission on Teacher Credentialing
Teacher Performance Expectations (TPEs) Addressed in this Class**

This course meets the following California Teaching Performance Expectations:

Universal	VI
None	<p>VI 3.1 Demonstrate proficiency in reading, writing, proofreading, and interlining alphabetic and fully contracted Unified English Braille.</p> <p>VI 3.2 Demonstrate proficiency in reading, writing, proofreading, and interlining braille for mathematics and scientific notation and basic proficiency in using the abacus.</p> <p>VI 3.4 Produce braille with a manual braille writer, slate and stylus, computer (including use of braille translation software), and electronic braille production methods.</p> <p>VI 4.4 Use and teach device/software navigation features for efficient and equitable navigation of information.</p>

Course Schedule

Date	Learning Topics	Activities	Assignments/Readings Due
Week 1 August 21, 2023	Part 1 Orientation: Slate and Stylus and Nemeth Code	Discussion regarding the Slate and Stylus and Nemeth Code portions of the braille competency examination	Please schedule appointments during office hours for technical support or if you have any questions.
Week 2 August 28, 2021	Part 1 - Attempt #1: Slate and Stylus and Nemeth Code		Exam Attempt #1
Week 4 September 11, 2023	Part 1 - Attempt #2: Slate and Stylus and Nemeth Code		Exam Attempt #2
Week 5 September 18, 2023	Part 1 - Attempt #3: Slate and Stylus and Nemeth Code		Exam Attempt #3
Week 7 October 2, 2023	Part 2 Orientation: Refreshable braille display (RBD)Technology – Oral Reading, Proofreading, and Literary UEB Part 1 - Attempt #4: Slate and Stylus and Nemeth Code	Discussion regarding the Refreshable braille display (RBD)Technology – Oral Reading, Proofreading, and Literary UEB portions of the braille competency examination	Exam Attempt #4

On Your Own	Part 2: RBD device navigation, oral reading, proofreading, and transcription of literary UEB	Complete oral reading, proofreading, and transcription of literary UEB and screen recording each attempt	Part 2 Braille Competency Exam
Finals	This course does not meet for a final exam.	Final Screen recording DUE Thursday, November 30 for: 1) Oral reading 2) Proofreading 3) Literary UEB transcription	

Required Texts and Articles

- *Ashcroft's Programmed Instruction: Unified English Braille (API-UEB)*
ISBN: 978-0-9960353-0-91 \$98.50 each <http://www.scalarspublishing.com/order.html>
<http://www.scalarspublishing.com/ordering2011.html>
- Roberts, H., Krebs, B., & Taffet, B. (N.D.). *An Introduction to Braille Mathematics*. National Library of Congress, Washington: National Library Service for the Blind and Physically Handicapped. (ISBN 0-8444-0190-0)
- Perkins Braille Writer, slate and stylus, and standard 11x11 ½ braille paper

Grading

All tests must be passed at a minimal proficiency level.

Assignments	Due	Points
Slate and Stylus	10/12/2023	20
Nemeth Code	10/12/2023	20
Oral Reading	11/30/2023	20
Proofreading	11/30/2023	20
UEB Literary Transcription	11/30/2023	20

Division Grading Scale

Points	Percentage	Grade
94-100	94% -100%	A
90-93	90% - 93.99%	A-
87-89	87% - 89.99%	B+
84-86	84% - 86.99%	B
80-83	80% - 83.99%	B-
77-79	77% - 79.99%	C+
74-76	74% - 76.99%	C
70-73	70% - 73.99%	C-
67-69	67% - 69.99%	D+
64-66	64% - 66.99%	D
61-63	61% - 63.99%	D-
0-60	0% - 60.99%	F

Instructor Policy about Late Assignments:

Late assignments will not be accepted or graded. Please contact the instructor for extenuating circumstances. If an extenuating circumstance occurs, the instructor may accept a late assignment with a minimum late penalty deduction of 10 points per assignment.

Incompletes will be granted only in accordance with university policy.

Assignment Descriptions and Rubrics 7.5a

Slate and Stylus

Purpose: *The purpose of this portion of the exam is to evaluate proficiency in accurately transcribing literary braille code using a slate and stylus. The knowledge and skills using a slate and stylus is critical to being able to provide students with accurate and quality braille using a manual slate and stylus.*

Skills & Knowledge: *Specific skills and knowledge being evaluated include the accuracy of braille transcription and the use of a slate and stylus.*

VI 3.4 Produce braille with a manual braille writer, slate and stylus, computer (including use of braille translation software), and electronic braille production methods.

Tasks: *Students will be given a passage or list of words approximately 25 words in length. Students will transcribe the text using contracted Universal English Braille (UEB) on a slate and stylus.*

Submission Format:

- *Please submit your assignment by uploading a photograph of the hard copy braille to Canvas.*
- *The braille must be clearly legible in the photograph.*

Time Required: *The assignment must be uploaded before the end of class on the day of the exam.*

Criteria for Success: *The exam will be evaluated using the following criteria:*

1. *Braille is formatted properly*
2. *Braille is accurate*
3. *Erasures are no longer visible/felt by the touch*

Rubric: *Each error in format, braille errors, or erasures will be counted as a 1 point deduction. Repeat errors will be counted as a ½ point deduction for each occurrence. The slate and stylus portion of the exam may be repeated one time to improve your score.*

Nemeth Code Braille Transcription

Purpose: *The purpose of this portion of the exam is to evaluate proficiency in accurately transcribing Nemeth code within the UEB context using a Perkins braille writer. The knowledge and skills using a Perkins braille writer is critical to being able to provide students with accurate and quality braille.*

Skills & Knowledge: *Specific skills and knowledge being evaluated include the accuracy of braille transcription and the use of a slate and stylus.*

VI 3.1 Demonstrate proficiency in reading, writing, proofreading, and interlining alphabetic and fully contracted Unified English Braille.

VI 3.2 Demonstrate proficiency in reading, writing, proofreading, and interlining braille for mathematics and scientific notation and basic proficiency in using the abacus.

VI 3.4 Produce braille with a manual braille writer, slate and stylus, computer (including use of braille translation software), and electronic braille production methods.

Tasks: Students will be given a series of mathematical problems of approximately 2 pages in length. Students will transcribe the text using contracted Nemeth code within Universal English Braille (UEB) context using a Perkins braille writer.

Submission Format:

- Please submit your assignment by uploading a photograph of the hard copy braille to Canvas.
- The braille must be clearly legible in the photograph.

Time Required: The assignment must be uploaded before the end of class on the day of the exam.

Criteria for Success: The exam will be evaluated using the following criteria:

4. Braille is formatted properly
5. Braille is accurate
6. Erasures are no longer visible/felt by the touch

Rubric: Each error in format, braille errors, or erasures will be counted as a 1 point deduction. Repeat errors will be counted as a ½ point deduction for each occurrence. The Nemeth portion of the exam may be repeated **one** time to improve your score.

Oral Reading

Purpose: The purpose of this portion of the exam is to evaluate UEB reading fluency, including speed, accuracy, and comprehension. The knowledge and skills evaluated in this portion of the exam are essential when discussing students' work with individuals who are not proficient in braille. Often, a teacher of students with visual impairments (TVI) will read student work and braille assignments to general education teachers and family members. Therefore, proficiency in oral reading is essential to the role of a TVI.

Skills & Knowledge: Specific skills and knowledge being evaluated include oral braille reading fluency, including speed, accuracy, and comprehension.

VI 3.1 Demonstrate proficiency in reading, writing, proofreading, and interlining alphabetic and fully contracted Unified English Braille.

VI 4.4 Use and teach device/software navigation features for efficient and equitable navigation of information.

Tasks: Using an iPad and refreshable braille display (RBD), students will be given a series of 5th or 6th grade reading level passages in contracted UEB. Students will navigate the passage using an iPad and RBD. Students will self-video record themselves reading a passage aloud while a timer records how long it takes the student to read the passage. Upon completing the passage, an iPad app will be used to input the number of reading errors and calculate the correct words per minute and accuracy. In addition, students will respond to 2-5 comprehension questions related to the passage. Speed will be calculated within the app and accuracy will be measured through a self-conducted miscue analysis.

Submission Format:

- Please submit a self-recorded video of you using the app and RBD to Canvas.
- Additionally, submit a screen shot of the results page, including the speed and accuracy results, miscue analysis, and reading comprehension scores.

Time Required: The assignment must be uploaded as indicated in the course schedule.

Criteria for Success: The exam will be evaluated using the following criteria:

1. Oral reading speed of at least 25 words per minute
2. Accuracy of at least 90%
3. Reading comprehension score

Rubric: Students must reach a minimum oral reading speed of **25 words per minute**. Each error in accuracy or comprehension will be counted as a 1 point deduction. The oral reading portion of the exam may be repeated to improve your score. Upload the best attempt out of the **5th or 6th grade** passages.

Proofreading

Purpose: The purpose of this portion of the exam is to evaluate your ability to proofread braille and identify braille errors. The knowledge and skills evaluated in this portion of the exam are essential when discussing students' work with individuals who are not proficient in braille. Often, a teacher of students with visual impairments (TVI) will need to identify braille related errors and discuss these errors with a general education teacher and/or family member. Therefore, proficiency in identifying braille related errors is essential to the role of a TVI.

Skills & Knowledge: Specific skills and knowledge being evaluated include braille reading fluency, proofreading, and interlining through mental imaging.

VI 3.1 Demonstrate proficiency in reading, writing, proofreading, and interlining alphabetic and fully contracted Unified English Braille.

VI 3.2 Demonstrate proficiency in reading, writing, proofreading, and interlining braille for mathematics and scientific notation and basic proficiency in using the abacus.

VI 4.4 Use and teach device/software navigation features for efficient and equitable navigation of information.

Tasks: Using an iPad and refreshable braille display (RBD), students will be given a series of 5th grade reading level multiple choice questions in contracted UEB. Students will navigate the iPad App using an RBD. Students will read and respond to each question.

Submission Format:

- Please submit a self recorded video of you using the app and RBD to Canvas.
- Additionally, submit a screen shot of the results page, including the responses to each of the questions.

Time Required: The assignment must be uploaded as indicated in the course schedule.

Criteria for Success: The exam will be evaluated using the following criteria:

1. Accuracy of at least 13/15 (87%) of questions answered correctly.

Rubric: Students must respond to all 15 questions. Each error will be counted as a 1 point deduction. This portion of the exam may be repeated to improve your score. Upload the best attempt out of the **5th or 6th grade Level** multiple choice questions.

Braille Transcription

Purpose: *The purpose of this portion of the exam is to evaluate your ability to navigate an RBD and accurately write in braille. RBDs are essential technology for students who read and write in braille. In addition, accurate transcription of braille is critical. Therefore, proficiency in using the RBD and accurately writing in braille is essential to the role of a TVI.*

Skills & Knowledge: *Specific skills and knowledge being evaluated include braille reading fluency, proofreading, and interlining through mental imaging.*

VI 3.1 Demonstrate proficiency in reading, writing, proofreading, and interlining alphabetic and fully contracted Unified English Braille.

VI 3.4 Produce braille with a manual braille writer, slate and stylus, computer (including use of braille translation software), and electronic braille production methods.

VI 4.4 Use and teach device/software navigation features for efficient and equitable navigation of information.

Tasks: *Using an iPad and refreshable braille display (RBD), students will be given a series of 5th or 6th grade reading level sentences and short passages in an auditory format. Students self video record themselves navigating the iPad using a RBD. Students will braille each prompt using the RBD.*

Submission Format:

- *Please submit a self recorded video of you using the iPad and RBD to Canvas.*
- *Additionally, submit a screen shot of the results page, including the responses to each of the questions.*

Time Required: *The assignment must be uploaded as indicated in the course schedule.*

Criteria for Success: *The exam will be evaluated using the following criteria:*

1. *Accuracy of braille transcription will be evaluated*

Rubric: *Students must respond to all 5 prompts. Each transcription error will be counted as a 1 point deduction. This portion of the exam may be repeated to improve your score. Upload the best attempt out of the 5th or 6th grade level prompts.*



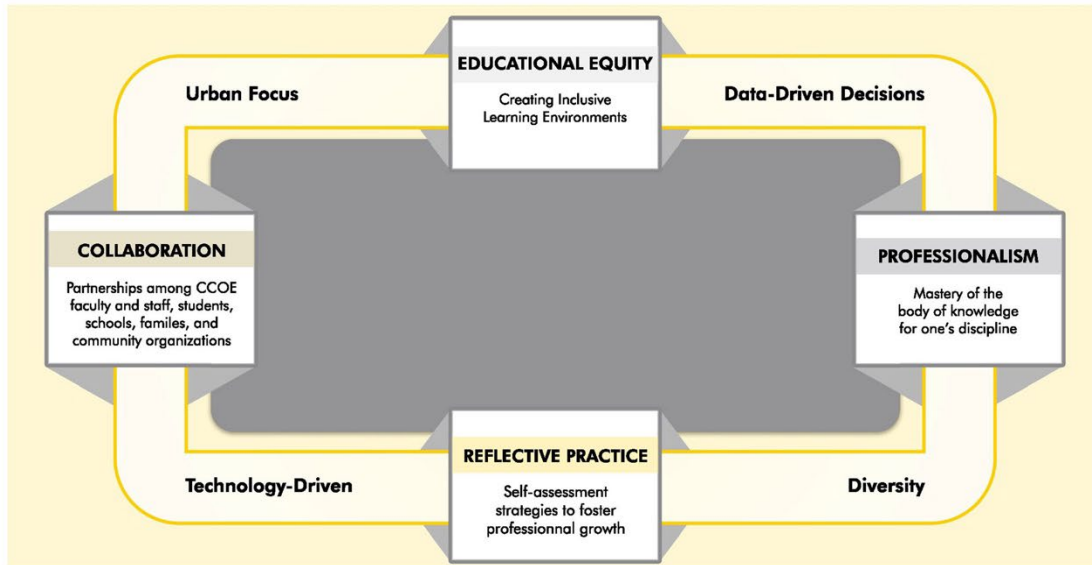
CONCEPTUAL FRAMEWORK

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.

