Stephen F. Austin State University  
Perkins College of Education  
Department of Education Studies  
SPED 5317.641 Communication Skills for Persons with Visual Impairments  
Producing Unified English Braille and Nemeth Code  
Summer 2023

Instructor: Laura Hampton M. Ed., TSVI  
Office: N/A; online course delivery  
Email: Laura.Hampton@sfasu.edu  
Other Contact Information:  
D2L Course Page

Class Dates: 5/8/23-8/3/23  
Course Time & Location:  
Online: D2L and zoom  
Mondays & Thursdays*  
6:00pm-8:00pm Central  
4:00pm-6:00pm Pacific

Office Hours: by appointment  
Credits: 3 credits

Prerequisites:  
Admission into the university and the Visual Impairment Preparation concentration

I. Course Description

Graduate Bulletin Description: Students are taught to transcribe and read contracted literary Unified English braille code and Nemeth code. They also are taught to use the slate and stylus. The course culminates with the administration of the Braille Proficiency Test, which the student must complete in order to receive permission to take TExES braille exam (TExES 283).

PURPOSE:
This course, SPED 5317.642 Communication Skills for Persons with Visual Impairments: Producing Unified English Braille and Nemeth Code (3 credit hours), provides students with basic knowledge and skills on how to read, proofread, and produce the Unified English Braille (UEB) Code and the Nemeth Code. These knowledge and skills are part of the essential skills included in the job requirements of a Teacher of Students with Visual Impairments (TSVI). Students will learn how to read and produce braille electronically and manually. Students will learn how to use a Perkins Braillewriter and a slate and stylus. The course final will be reflective of a level of proficiency to pass the state of Texas braille exam or any similar state or national braille proficiency exam.

This course supports the mission of the SFASU-PCOE Visual Impairment Preparation (VIP) concentration, which states that completers of the TSVI preparation concentration will be practically and pragmatically prepared to meet the educational needs of persons with visual impairments in Texas and across the United States. We believe that completers of our concentration will be effectively equipped to effectively deliver instructional services that provide opportunities for students with visual impairments to be more independent, to lead more meaningful lives, and to participate more fully in society at large.

CONTACT and CREDIT HOURS: This course spans 12 weeks (summer course). The course contains extensive reading, print writing, and braille production content that includes the same information received by students in a face-to-face Unified English Braille Code course. Students are required to engage with the online modules for at least six (6) hours per week, along with attending ZOOM meeting times for a minimum of two (2) hours each week. The primary textbook contains readings, print writing, and braille production activities that are the basis of the course content. Additional multimedia information, including instructional videos, modeling opportunities, pictures, PowerPoint presentations, and question-and-answer sessions in real-time are used to clarify and support delivery of key UEB code concepts. The beginning module will guide you through an introduction of a visual impairment-specific evaluation called the Learning Media Assessment (LMA). Each of the 13 course modules contains short practice activities in both braille reading and production. In addition,
students are required to complete a module test for each of the 13 modules in the course that covers braille reading, production, and correction. These modules include reading and producing Nemeth code and an introduction to producing braille using a slate and stylus. The course also contains a midterm and comprehensive final that includes all information taught in the UEB code course, including braille reading, production, interlining, proofreading, formatting and slate and stylus, along with Nemeth code reading and production. The comprehensive final is used to prepare students for successful completion of the TExES 283 UEB exam, which is one of two visual impairment-related state exams required for certification as a TSVI. For every hour a student spends engaging with the content, he/she will approximately four to six hours completing associated activities and assessments.

Zoom meeting times: The class will meet weekly using the ZOOM link with live lecture and discussion meetings. It is the responsibility of the student to ensure that the instructor is aware their presence to be counted as present for each class ZOOM meeting.

DIVERSITY STATEMENT:
The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
The SFA Way:
This course, our faculty, staff, alumni, and students believe in doing things "The SFA Way." We expect the best from ourselves and from each other, and we hold each other accountable when we fail to maintain these standards. Grounded in the five "Root Principles" below, all of us, as members of the SFA community, strive for personal excellence in everything that we do.

- **The Principle of Respect**
  Lumberjacks command respect and treat others with respect • They are considerate of others and tolerant of differences • They demonstrate respect for those around them by avoiding the use of offensive or profane language • They do not threaten or harm anyone and deal peacefully and civilly with conflict.

- **The Principle of Caring**
  Lumberjacks think of the needs of others and seek to improve the quality of life of those around them • They are compassionate, empathic and kind • They respond with humility to those they have helped and freely express gratitude to those who help them • Lumberjacks prepare themselves to become leaders in their communities and workplaces • They dedicate themselves to excellence in their chosen field of study and to using what they learn in the service of others.

- **The Principle of Responsibility**
  Lumberjacks do what is right • They persevere in times of adversity • Through self-control and self-discipline, they strive to do their best • Lumberjacks challenge each other to exceed expectations • They are active learners both inside and outside of the classroom • They are reliable; they do what they say they will do • Lumberjacks hold themselves accountable for their decisions.

- **The Principle of Unity**
  Lumberjacks are loyal to their friends, family, university, state and country • Lumberjacks stand together against any adversary • They recognize that though we are very different from one another, we are united by the Lumberjack Spirit. Lumberjacks seek to understand the people and world around them • When one lumberjack fails, all fail • When one lumberjack succeeds, all succeed.

- **The Principle of Integrity**
  Lumberjacks have the courage to do what is right, even when it is hard or unpopular • They respond to each situation with steadfast values that are not subject to change based on the actions of others • They seek opportunities to practice effective and ethical leadership • Lumberjacks are honest; they do not deceive, cheat or steal • Lumberjacks stand up for those who cannot stand up for themselves • As lifelong learners, lumberjacks are committed to continuously improving themselves.
Program Learning Outcomes:
The following is a list of desired Program Learning Outcomes (PLOs) in which data will be collected for SACSCOC throughout the concentration. Asterisks denotes that PLO will be addressed during SPED 5317.

Program Learning Outcomes: Visual Impairment

Program Outcome #1 - The student will demonstrate applied knowledge of the most common conditions causing visual dysfunction in the population of students with visual impairments.

Program Outcome #2 - The student will demonstrate understanding and applied knowledge of formal and informal assessments designed to address and measure the unique needs of students with visual impairments.

Program Outcome #3 - The student will model and demonstrate applied knowledge of strategies that improve access to curriculum and promote the development of learners with visual impairments.

Program Outcome #4 - The student will document and express knowledge, ideals, skills, and standards associated with professional practice in the field of visual impairment.

Program Outcome #5 - The Master's candidate will demonstrate advanced knowledge and understanding in the field of visual impairment.

Program Outcome #6*** - Student will demonstrate proficiency in Braille production and interpretation using both the literary and the Nemeth code

Program Outcome #7 - The student should be able to demonstrate cultural awareness and professional behavior in all settings related to the provision of services to students with visual impairments.

Student Learning Outcomes
This course supports SACSCOC and SPA objectives that have been developed for the program, specifically:

SPED 5317 – SLO 6.1, VI SACSCOC and SPA Section 4 #6 – Braille Reading & Writing
The candidate will demonstrate proficiency in the reading, transcribing, and production (using manual braillewriter and slate and stylus) of the braille code through successful completion of a program developed comprehensive braille exam. Rubric items will be drawn from the individual sections of the examination and from the examination as a whole. This allows the instructor to weight the assessed items for an assessment of the holistic braille abilities of the candidate. The braille rubric is attached at the end of this syllabus.

This course directly supports the mission and values of the SFASU Perkins College of Education - It is the mission of the Perkins College of Education “to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society." This statement essentially sums up the intent of this course and our concentration as a whole. We make every effort to ensure that this course (and all other visual impairment-related courses) is solidly grounded in the realities of practice. It is intended to be a pragmatic, practical course with maximum emphasis being placed on equipping you to be effective and efficient facilitators of learning for individuals with visual impairments, their families, teachers, as well as caseworkers, and other stakeholders who strive to meet their unique needs.

The Core Values of the Perkins College of Education are:

• Academic excellence through critical, reflective, and creative thinking
• Life-long learning
• Collaboration and shared decision-making
• Openness to new ideas, to culturally diverse people, and to innovation and change
• Integrity, responsibility, diligence, and ethical behavior, and
• Service that enriches the community.

This course emphasizes these values in its content, philosophy, and in its assessment of outcomes. We, as instructors, strive to reflect these principles in the teaching of this course and we also have the highest expectations that you, our students, will also demonstrate these values as you develop as leaders in the field of visual impairment. These values are analogous with ethical standards that have developed by the Association for the Education and Rehabilitation of the Blind and Visually Impaired (AERBVI), and one intention of this course is to provide you the skills to lead others to embrace these principles.

Revised May 2022
This course supports the Core Objectives established by the Texas Higher Education Coordinating board. The core objectives established by the Texas Higher Education Coordinating Board (THECB) are:

- **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. FOR THIS COURSE—This is demonstrated through resource collection and course reading requirements.
- **Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication. FOR THIS COURSE – This is achieved through the module discussions, collaboration with other students, and ZOOM meetings.
- **Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. FOR THIS COURSE – This is developed through completion of learning activities.
- **Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. FOR THIS COURSE – This is demonstrated through module discussions and ZOOM meetings.
- **Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making. FOR THIS COURSE – This is exhibited through maintaining schedules, course requirements, and meeting deadlines.
- **Social Responsibility** - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. FOR THIS COURSE – This is acquired through the review of various laws and agencies as they relate to visual impairment and braille instruction.

This course also supports the mission of the Visual Impairment Preparation Concentration

It is the mission of the Visual Impairment Preparation Concentration to train Teachers of Students with Visual Impairments (TSVIs) and Certified Orientation and Mobility Specialists (COMS) who are practically and pragmatically prepared to meet the needs of persons with visual impairments across the state of Texas and in the nation as a whole. We believe that completers from our concentration should be equipped to effectively deliver instructional services which provide opportunities for students and clients with visual impairments to be more independent, lead more meaningful lives, and participate to a greater extent in society at large. In order to meet these goals, we believe that it is our responsibility to mentor and educate our graduates in the importance of exhibiting caring and compassionate approaches to instruction and positive beliefs about the worth of all individuals regardless of age, gender, race, sexual orientation or level of disability.

This course supports the codes of ethics for professional practice developed for professionals in the field of visual impairments by the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER):

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

This course supports the codes of ethics for professional practice developed for professionals in the field of visual impairments by the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP):

I. Commitment to the learner
II. Commitment to the community
III. Commitment to the profession
IV. Commitment to colleagues and other professionals
V. Commitment to professional employment practices

This course directly supports the standards of the Council for Exceptional Children, specifically:

- Standard I: Learner Development and Individual Learning Differences
- Standard II: Learning Environments
- Standard III: Curricular Content Knowledge

Revised May 2022
This course directly supports the Curricular Standards for Orientation and Mobility Specialists set forth by the Association for Education and Rehabilitation of the Blind and Visually Impaired, specifically:

- Standard I: Medical Aspects of Blindness and Visual Impairment – d, e, f
- Standard II: Sensory Motor Functioning – a, c
- Standard III: Psych-social Aspects of Blindness & Visual Impairments – a, b, c, d, e, f, h, i, j
- Standard IV: Human Growth and Development over the Lifespan – b, d, h
- Standard V: Concept Development – b, c, d, e, f
- Standard IX: Instructional Methods, Strategies, and Assessment – a, n, q, r, s, t, v, w, x, y
- Standard X: History and Philosophy of Orientation and Mobility – a, b, c, f, g, i, n, o, p, q
- Standard XII: Development, Administration, and Supervision of O&M Program – c, d, e, g, h, i, j
- Standard XIII: Clinical Practice Competencies – a, f, j, m

This course supports the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) guidelines for certification.

ACVREP states that to be eligible to sit for the certifying examination, applicants must provide:

- Proof of a minimum of a bachelor’s degree from an accredited university or college in any field of study and proof of completion of an Orientation and Mobility certification preparation concentration from an accredited university or college that meets the following 13 core domain areas
  - Domain 1. Know Professional Information
  - Domain 2. Understanding Relevant Medical Information
  - Domain 3. Understand and Apply Learning Theories to O&M
  - Domain 4. Plan and Conduct O&M Assessment
  - Domain 5. Plan O&M Programs
  - Domain 6. Teach O&M Related Concepts
  - Domain 7. Teach Orientation Strategies and Skills
  - Domain 8. Teach Mobility Skills
  - Domain 9. Teach Use of Senses
  - Domain 10. Teach Consumers who have Additional Disabilities
  - Domain 11. Teach Diverse Consumers
  - Domain 12. Analyze and Modify Environment
  - Domain 13. Know the Psychosocial Implications of Blindness and Visual Impairment

This course specifically addresses the following ACVREP Domains through practice and didactic instruction: 1, 10, 11, and 12.

This course supports the development for professional educators in Visual Impairment, by the Texas Education Agency (TEA), specifically:

**Standard I:** The teacher of students with visual impairments understands and applies knowledge of the characteristics and needs of students with visual impairments, including those with additional disabilities. (1.10k, 1.1s, 1.2s, 1.5s, 1.6s, 1.7s)

**Standard II:** The teacher of students with visual impairments, including those with additional disabilities, understands and applies the knowledge of formal and informal assessments and evaluations and know how to use resulting data and other information to make service and programming recommendations and to participate in the development of the students’ Individual Educational Programs (IEPs) and Individualized Family Service Plans (IFSPs) (2.1k, 2.2k, 2.5k, 2.7k, 2.8k, 2.10k, 2.11k, 2.8s, 2.10s, 2.14s)
Standard III: The teacher of students with visual impairments, including those with additional disabilities, understands and applies the knowledge of strategies for planning instruction in the school, home, and community environments to facilitate student achievement. (31.k, 3.3k, 3.4k, 3.5k, 3.6k, 3.1s)

Standard IV: The teacher of students with visual impairments, including those with additional disabilities, knows how to promote students’ development of concepts and skills for academic achievement, social interaction, and independent living. (4.1k, 4.2k, 4.5k, 4.11k, 4.12k, 4.17k, 4.19k, 4.22k, 4.23k, 4.4s, 4.12s, 4.21s, 4.22s)

Standard V: The teacher of students with visual impairments, including those with additional disabilities, knows how to communicate and collaborate effectively in a variety of professional settings. (5.1k, 5.3k, 5.4k, 5.5k, 5.6k, 5.7k, 5.8k, 5.9k, 5.10k, 5.11k, 5.12k, 5.13k, 5.7s, 5.9s, 5.12s)

Standard VI: The teacher of students with visual impairments, including those with additional disabilities, understands and applies the knowledge of the foundations of the profession, including legal requirements and ethical considerations relating to students’ education, and actively seeks to expand professional knowledge and skills (6.1k, 6.2k, 6.3k, 6.4k, 6.5k, 6.6k, 6.7k)

This course supports Nuventive Improve objectives based on Council for Exception Children (CEC) standards that have been developed for the program, specifically:

This course directly supports the standards of the Council for Exceptional Children, specifically:
- Standard I: Learner Development and Individual Learning Differences
- Standard II: Learning Environments
- Standard III: Curricular Content Knowledge
- Standard IV: Assessment
- Standard V: Instructional Planning & Strategies
- Standard VI: Professional Learning & Ethical Practice
- Standard VII: Collaboration

***Standard V will be the focus of this course

CEC, Texas Education Agency, & ISTE Aligned Outcomes

<table>
<thead>
<tr>
<th>CEC Standards &amp; Outcomes for Special Education and Visual Impairment; TEA Visual Impairment and Braille Competencies</th>
<th>List of CEC, TEA, &amp; ISTE Competencies</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completion of this course, students will be able to:</td>
<td></td>
<td>Instruments such as rubrics, specific written criteria, or standards will measure student learning outcomes</td>
</tr>
<tr>
<td>Demonstrate skills in reading and writing contracted literary braille.</td>
<td>B&amp;VI5S4: Select and adapt materials in Braille, accessible print, and other formats B&amp;VI5S8: Teach literacy skills to individuals who have vision loss as well as other disabilities TEA3.4k: Techniques for creating and adapting instructional materials for students with visual impairments. TEA4.6s: Teach braille literacy skills TEA7.1k: Skills for reading uncontracted and contracted literary braille TEA7.1s: Apply skills for reading uncontracted and contracted literary braille</td>
<td>Braille production tests and reading assignment scores</td>
</tr>
<tr>
<td>TEA8.1k: Skills for producing uncontracted and contracted literary braille</td>
<td>B&amp;VI5S4: Select and adapt materials in Braille, accessible print, and other formats. B&amp;VI5S8: Teach literacy skills to individuals who have vision loss as well as other disabilities. TEA8.1k: Skills for producing uncontracted and contracted literary braille. TEA8.1s: Produce uncontracted and contracted literary braille with a braillewriter.</td>
<td>Braille production test scores.</td>
</tr>
<tr>
<td>TEA8.1s: Produce uncontracted and contracted literary braille with a braillewriter</td>
<td>Identify errors, correct errors, and inkprint braille materials. B&amp;VI5S4: Select and adapt materials in Braille, accessible print, and other formats. B&amp;VI5S8: Teach literacy skills to individuals who have vision loss as well as other disabilities. TEA8.1k: Skills for producing uncontracted and contracted literary braille. TEA8.1s: Produce uncontracted and contracted literary braille with a braillewriter.</td>
<td>Braille production test scores.</td>
</tr>
<tr>
<td>Demonstrate proper use of the brailleur, electronic braille, and the slate and stylus for writing braille.</td>
<td>B&amp;VI5S5: Teach the use of braillewriter, slate and stylus, and computer technology to produce braille materials. TEA8.1s: Produce uncontracted and contracted literary braille with a braillewriter. TEA8.2s: Produce uncontracted and contracted literary braille with a slate and stylus.</td>
<td>Braille production test scores.</td>
</tr>
<tr>
<td>Demonstrate a basic knowledge of braille textbook format.</td>
<td>B&amp;VI5S5: Teach the use of braillewriter, slate and stylus, and computer technology to produce braille materials. TEA4.7k: Resources for accessing information on and providing instruction in specialty braille codes and formats.</td>
<td>Braille formatting production test score.</td>
</tr>
<tr>
<td>Demonstrate a basic knowledge of the Nemeth Code of Braille Mathematics.</td>
<td>TEA4.7k: Resources for accessing information on and providing instruction in specialty braille codes and formats. TEA7.2k: Skills for reading Nemeth Code. TEA7.2s: Apply skills for reading basic Nemeth Code. TEA7.3s: Use resources for reading advanced Nemeth Code. TEA8.2k: Skills for producing Nemeth Code. TEA8.3s: Produce basic Nemeth Code with a braillewriter. TEA8.4s: Refer to Nemeth Code rules to produce advanced Nemeth Code with a braillewriter.</td>
<td>Nemeth Code braille production test score.</td>
</tr>
</tbody>
</table>

**III. Course Assignments, Activities, Instructional Strategies, Use of Technology:**

This course will be delivered using distance education online format. Classes will also meet (synchronously) using web conferencing to support instruction in a program called Zoom to deliver presentations and explore concepts. Instruction throughout the class will be supported through other material presented online on the class website (Brightspace by D2L) to further knowledge and promote instruction. Students will also be required to facilitate and/or participate (synchronously) in online discussions investigating topics and required readings. Assignments will be detailed in D2L and discussed during class time.

**Learning Modules**

Revised May 2022
First Steps
Module 1: Chapter 1, The Alphabet in Braille
Module 2: Chapter 2, Alphabet Wordsigns
Module 3: Chapter 3, Arabic Numbers; Punctuation Signs; Strong Contractions
Module 4: Chapter 4, Strong Contractions as Groupsigns; Shortform Words; Punctuation;
Module 5: Chapter 5, Grouping; Simple Fractions and Mixed Numbers; Initial-Letter
Contractions; Grade 1 Mode
Module 6: Chapter 6, Strong Groupsigns; Special Symbols; and Rules for Numbers and
Punctuation
Module 7: Chapter 7, Shortform Words; Strong Wordsigns; Special Symbols; Typeforms
Module 8, Chapter 8: Initial-Letter Contractions; Shortform Words; Special Symbols
Module 9, Chapter 9: Lower Wordsigns; Shortform Words
Module 10, Chapter 10: Lower Groupsigns; Shortform Words; Special Symbols
Module 11, Chapters 11-12: Final-Letter Groupsigns; Special Symbols; Accented Words;
Special Symbols; Specialized Circumstances
Module 12: Slate and Stylus
Module 13: Nemeth Code

A. Attendance:
Regular and punctual attendance is expected at all classes, laboratories, and other activities for which a
student is registered. Regardless of attendance, every student is responsible for course content and
assignments. Students may receive excused absences for illness and family emergencies but must present
written documentation for such absence (doctor's note, emergency room admissions, funeral notices) to their
instructor, and are responsible to make up work missed during their absence.

B. Excused Absences:
It is University policy to excuse students from attendance for certain reasons. Among these are absences
related to health, family emergencies, and student participation in certain University-sponsored events.
Students are responsible for providing documentation satisfactory to the instructor for each class missed.
Students with acceptable excuses will be permitted to make up work for excused absences, due the following
class day. Students will be allowed one unexcused absence without penalty. After that, one letter grade will
be subtracted from the final grade for each unexcused absence. After three unexcused absences, the
student will receive a failing grade for the course.

C. Class Participation:
This class is designed to be highly interactive. It works better when you are involved and asking questions. I
will be asking questions and calling on every student at some point during the semester. Class participation
includes the following:
• Attendance (physical and mental) to class activities and discussions
• Preparation for class
• Appropriateness of participation in class discussions
• Willingness to answer questions
• Evidence of critical thinking and creativity during class discussions and activities
• Demonstration of good “consulting skills” (politeness, manners, diplomacy, etc.)
• Display of a positive attitude toward the subject material, class activities, etc.
• Completion of the course evaluation

Additionally, remember that we are a small community, and we are learning this together. Therefore:
• Honest disagreements in the spirit of critical academic exchange are encouraged. While you can
disagree, do not personalize it; stick to the issues. No name-calling or stereotyping.
• Derogatory comments based on race, ethnicity, class, gender, sexual orientation, or nationality will not
be tolerated.
What we say stays here unless we agree to change that. What we learn here, though, we can share with others.
If you are offended, say so, and say why.

Adapted from The Guide for training study circle facilitators (1998)
Study Circle Resource Center, © Topsfield Foundation.

D. Modules of Instruction: MOST of the instructional material for this course will be provided through Modules on the Brightspace/Desire2Learn (D2L) internet platform and supplemented and enhanced through each class meeting. The material and requirements covered in each Module contribute to grades counted in discussions, quizzes, assignments, and tests. Because this class is very dependent on the internet, the student must be able to use the internet to obtain instructions on completing assignments, submitting assignments, and participating in class activities. It is, therefore, essential that the student not only have ready access to the internet, but also that they are comfortable in using it. Detailed instructions for using D2L are available on their “My Home” page on D2L, under the title “Helpful Links”, including the phone number for D2L Support, which is 936-468-1919.

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Posts 1, 2, 3</td>
<td>60 (20 each)</td>
</tr>
<tr>
<td>Perky Duck/Visual Brailler Practice</td>
<td>10</td>
</tr>
<tr>
<td>Reading Practice 1</td>
<td>10</td>
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<tr>
<td>Chapter 1 Test</td>
<td>20</td>
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<tr>
<td>Reading Practice 2</td>
<td>10</td>
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<tr>
<td>Chapter 2 Test</td>
<td>20</td>
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<tr>
<td>Reading Practice 3</td>
<td>10</td>
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<tr>
<td>Chapter 3 Test</td>
<td>20</td>
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<tr>
<td>More Practice 3</td>
<td>10</td>
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<tr>
<td>Reading Practice 4</td>
<td>10</td>
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<tr>
<td>Chapter 4 Test</td>
<td>20</td>
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<tr>
<td>Interlining 4</td>
<td>10</td>
</tr>
<tr>
<td>Reading Practice 5</td>
<td>10</td>
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<tr>
<td>Chapter 5 Test</td>
<td>20</td>
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<tr>
<td>Reading Practice 6</td>
<td>10</td>
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<tr>
<td>Chapter 6 Test</td>
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<tr>
<td>Reading Practice 7</td>
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<tr>
<td>Chapter 7 Test</td>
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<tr>
<td>More Practice 7</td>
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<tr>
<td>Reading Practice 8</td>
<td>10</td>
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<tr>
<td>Chapter 8 Test</td>
<td>20</td>
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<tr>
<td>Interlining 8</td>
<td>10</td>
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<tr>
<td>Reading Practice 9</td>
<td>10</td>
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<tr>
<td>Chapter 9 Test</td>
<td>20</td>
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<tr>
<td>Reading Practice 10</td>
<td>10</td>
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<tr>
<td>Chapter 10 Test</td>
<td>20</td>
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<tr>
<td>Reading Practice 11</td>
<td>10</td>
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<tr>
<td>Chapter 11 Test</td>
<td>20</td>
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<tr>
<td>Reading Practice 12</td>
<td>10</td>
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<tr>
<td>Chapter 12 Test</td>
<td>20</td>
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<tr>
<td>Chapter Test – Slate and Stylus</td>
<td>20</td>
</tr>
</tbody>
</table>
### VI. Tentative Course Outline/Calendar

<table>
<thead>
<tr>
<th>Module</th>
<th>Electronic Submissions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Steps 😊</strong> (No Zoom classes yet!)</td>
<td>Discussion Posts 1, 2, &amp; 3 (due 5/14, 5/21, 5/28) Sample Assignment (due 6/2)</td>
</tr>
</tbody>
</table>
| **Module 1, Chapter 1 – The Alphabet in Braille**  
**Zoom Class 6/1** | Reading Practice 1  
Chapter 1 Test |
| **Module 2, Chapter 2 – Alphabetic Wordsigns**  
**Zoom Class 6/5** | Reading Practice 2  
Chapter 2 Test |
| **Module 3, Chapter 3 – Arabic Numerals; Punctuation; Strong Contractions**  
**Zoom Class 6/8** | Reading Practice 3  
Chapter 3 Test |
| **Module 4, Chapter 4 – Strong Contractions as Groupsigns; Shortform Words; Punctuation**  
**Zoom Class 6/12** | Reading Practice 4  
Chapter 4 Test  
Interlining 4 |
| **Module 5, Chapter 5 – Grouping Punctuation; Simple Fractions and Mixed Numbers; Initial-Letter Contractions; Grade 1 Mode**  
**Zoom Class 6/15** | Reading Practice 5  
Chapter 5 Test |
| **Module 6, Chapter 6 – Strong Groupsigns; Special Symbols; and Rules for Numbers and Punctuation**  
**Zoom Class 6/19** | Reading Practice 6  
Chapter 6 Test |
| **Module 7, Chapter 7 - Shortform Words; Strong Wordsigns; Special Symbols; Typeforms**  
**Zoom Class 6/22** | Reading Practice 7  
Chapter 7 Test |
| **Midterm Exam**  
**6/26, during class** | Upload to D2L |
| **Intermission: Nemeth Code 😊**  
**Zoom Class 6/29**  
*No class Monday, July 3rd**  
**Zoom Class 7/6** | Reading Practice – Nemeth Code  
Nemeth Code with References  
Nemeth Code Test |
| **Module 8 – Chapter 8**  
Initial-Letter Contractions; Shortform Words; Special Symbols  
**Zoom Class 7/10** | Reading Practice 8  
Chapter 8 Test  
Interlining 8 |
| **Module 9 – Chapter 9**  
Lower Wordsigns; Shortform Words  
**Zoom Class 7/13** | Reading Practice 9  
Chapter 9 Test |
VI. Readings (Required and recommended—including texts, websites, articles, etc.):

**REQUIRED TEXTS and MATERIALS:**


   These texts can be ordered directly from [http://www.scalarspublishing.com/order.html](http://www.scalarspublishing.com/order.html)


**LiveText/Watermark Statement:**

This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

**FEM Statement:** FEM is used for field experiences, practica, and internships in a way to document the offsite experiences. You will record your field-based experience (FBE) hours in FEM. There are no field-based experience (FBE) hours in SPED 5317.

VII. Course Evaluations:

Revised May 2022
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

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

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.
Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

For the purposes of this course, as part of the Visual Impairment/Orientation & Mobility Preparation (VIP) Concentration, any indication of academic dishonesty as defined by SFASU and the Perkins College of Education, as described above, in the VIP Concentration handbook, and in each course syllabus, will result in the following consequences:

1st offense – The student will receive an F in the course. A Report of Academic Dishonesty will be filed with the Associate Dean of Student Services and Advising. Failure of the course does not rule out further actions on the part of the concentration and/or SFASU. The student’s status/continuation in our graduate (M.Ed.) program will be determined by consensus of the VIP Concentration faculty. This may result in concentration discontinuation, and the student must repay associated grant fees as per initial agreement.

The student must self-pay to retake the course later. All regular course assignments must be completed, along with a “re-taker packet” which requires additional coursework determined by the instructor (for instance, the student may be asked to write and submit a thesis paper on ethical practices). If the course is satisfactorily completed (passed with an A or B) on the second attempt, SFASU will replace the original (F) grade.

2nd offense – Dismissal from the VIP Concentration, and student must repay associated grant fees as per initial agreement. These consequences do not rule out further actions on the part of the VIP Concentration and/or SFASU.

**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Military Service Activation (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion.
over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

Additional Information Specific to Educator Preparation:

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation. Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

Revised May 2022
2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TEES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

IX. Other Relevant Course Information:
The above schedule and procedures in this course are subject to change in the event of extenuating circumstances.

### SPED 5317 – SLO 6.1, VI Nuventive and SPA Section 4 #6 – Braille Reading & Writing Production Rubric

<table>
<thead>
<tr>
<th></th>
<th>Exemplary 3</th>
<th>Acceptable 2</th>
<th>Unacceptable 1</th>
<th>Not Passed 0</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcribing print to literary contracted braille</td>
<td>The student correctly transcribed passages with 2 or less mistakes.</td>
<td>The student correctly transcribed passages with 3-5 mistakes.</td>
<td>The student correctly transcribed passages with 6 or more mistakes.</td>
<td>The student did not attempt or complete transcription of given passages.</td>
<td></td>
</tr>
<tr>
<td>Transcribing print to Nemeth braille</td>
<td>The student correctly transcribed evaluation items in Nemeth code with 2 or less mistakes.</td>
<td>The student correctly transcribed evaluation items in Nemeth code with 3-5 mistakes.</td>
<td>The student correctly transcribed evaluation items in Nemeth code with 6 or more mistakes.</td>
<td>The student did not attempt or complete transcription exercise.</td>
<td></td>
</tr>
<tr>
<td>Reading and proofreading Nemeth braille</td>
<td>The student successfully analyzed and selected the correct transcription when presented with four options, with 0 mistakes.</td>
<td>The student successfully analyzed and selected the correct transcription when presented with four options, with no more than 1 mistake.</td>
<td>The student successfully analyzed and selected the correct transcription when presented with four options, with no more than 2 mistakes.</td>
<td>The student did not attempt or complete the proofreading exercise, or make more than 3 mistakes.</td>
<td></td>
</tr>
<tr>
<td>Reading and proofreading literary contracted braille</td>
<td>The student successfully analyzed and selected the correct transcription when presented with four options, with 0 mistakes.</td>
<td>The student successfully analyzed and selected the correct transcription when presented with four options, with no more than 1 mistake.</td>
<td>The student successfully analyzed and selected the correct transcription when presented with four options, with no more than 2 mistakes.</td>
<td>The student did not attempt or complete the proofreading exercise or make more than 3 mistakes.</td>
<td></td>
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<tr>
<td>Transcribing using a slate &amp; stylus</td>
<td>The student correctly transcribed evaluation items with no more than 3 errors.</td>
<td>The student correctly transcribed evaluation items, making 4-6 mistakes.</td>
<td>The student correctly transcribed evaluation items, with 7 or more mistakes.</td>
<td>The student did not attempt or complete transcription exercise.</td>
<td></td>
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<tr>
<td>Overall ability to read and interpret braille visually</td>
<td>The student averaged 90% or above in all tests throughout the braille course.</td>
<td>The student averaged 70% - 80% on all tests throughout the braille course.</td>
<td>The student averaged 69% or below on all tests throughout the braille course.</td>
<td>The student failed to complete all tests throughout the braille course.</td>
<td></td>
</tr>
</tbody>
</table>