George Mason University

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

Fall 2023
EDSE 512: Braille Code
Section: DL1; CRN: 84616
Section: 6V1; CRN: 84421
Section: 6Y1; CRN: 84423
3 – Credits

Instructor: Dr. Kim Avila	**Meeting Dates:** 8/22/23 – 12/2/23
Phone: 703.993.5625	**Meeting Day(s):** Wednesday
E-Mail: kavila@gmu.edu	**Meeting Time(s):** 4:30 pm – 7:10 pm
Office Hours: Before and after class or by appointment	**Meeting Location:** Online
Office Location: Finley 203a and online	**Other Phone:** N/A

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

Course Schedule   Assignment Summary

Prerequisite(s):
EDSE 511 (may be taken concurrently).

Co-requisite(s):
None

Course Description
Provides understanding of the literary code of braille and its implications for educational/literacy programs for students with blindness and visual impairments. Enables students to better understand the braille code and how to teach it to students who are blind and visually impaired.

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or

speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip
Students in graduate programs must maintain a 3.00 GPA (B average), and grades of B- or better are required for all education coursework for licensure.

Course Delivery Method
Learning activities include the following:
1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using a synchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 23, 2023.

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

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

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [Browser support (https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support)](https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support)
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.

- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
  Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is not self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be

misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
  Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Service.

Learner Outcomes

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

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

Professional Standards

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

Required Texts

1. Holbrook, M. C., & D'Andrea, F. M. (2014). *Ashcroft's programmed instruction: Unified English Braille (Fifth Edition)*. Scalars Publishing. ISBN: 978-0-9960353-0-9.
2. Holbrook, M. C., D'Andrea, F. M., & Sanford, L. D. (2014). *Ashcroft's programmed instruction companion reader: Unified English Braille.* Scalars Publishing. ISBN: 978-0-9960353-1-6.

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

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

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

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

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

Additional Readings
Posted on Blackboard

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

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

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

Assignments and/or Examinations

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

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

Other Assignments

Assignment Summary

Assignment	Points	Due Date
Participation (3 points per session x 13 sessions)	**39**	**Weekly**
Homework assignments (12 @ 8 points each)	**96**	**Weekly**
How to guide: Brailler and slate & stylus	**20**	**September 27, 2023**
Midterm exam	**30**	**October 4, 2023**
Graduate Student Project	**30**	**October 25, 2023**
Final exam	**50**	**November 15, 2023**
Response and Reflection on Braille Instruction and Current Issues	**25**	**November 22, 2023**
Total	**290**	

Homework (12 @ 8 points each)

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

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

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

Send assignments to:

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

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

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

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

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

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

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

Each graduate candidate will select a course reading from choices provided on topics related to braille instruction and prepare a handout to share with the class on the reading. Each handout should include the following:
- APA citation of the reading
- Purpose and goals/objectives of the article/chapter/reading
- Tips for TBVIs: provide a succinct summary of main elements provided in the reading and how TBVIs can implement strategies as braille teachers and transcribers. In your own words, provide a brief overview of helpful content, instructional strategies, tables, data collection methods, materials preparation, or other relevant content from the article or chapter for TBVIs.
  - Post on the designated discussion board on Blackboard prior to the class when the presentation is scheduled.

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

Graduate Student Project Rubric

Criteria	Exceeds	Meets	Unsatisfactory
Reading selection	5 points Candidate used designated article/reading, provided an accurate APA citation, and other supports from relevant sources to supplement the content.	4 points Candidate used designated article/reading and provided an accurate APA citation.	<4 points Candidate did not use designated article/reading and/or did not provide an accurate APA citation.
Handout	20 points Candidate created and posted an accessible handout that defines the purpose, objectives, and pertinent content relevant to TBVIs who teach braille. Information provided is prioritized and meaningful to the crucial concepts presented in the reading. Handout is clear, organized, and concise.	15-19 points Candidate created and posted an accessible handout that highlights the purpose, objectives, and pertinent content relevant to TBVIs who teach braille. Information provided is meaningful to the main concepts presented in the reading. Handout is concise and organized.	<15 points Candidate created a handout with limited and/or inaccurate information on the purpose, objectives, and content relevant to TBVIs who teach braille. Information provided is irrelevant or not meaningful to the main concepts presented in the reading. Handout has limited organization and clarity.
Presentation	5 points Candidate gave a brief (5 minutes, but no longer than 10) presentation optimally summarizing key concepts in a succinct and clearly organized manner.	4 points Candidate gave a brief (5 minutes, but no longer than 10) presentation summarizing key concepts in a succinct and organized manner.	<4points Candidate gave a presentation with limited, inaccurate, or inconsistent information summarizing key concepts. Presentation had limited organization and clarity.

Course Policies and Expectations

Students are expected to attend class. One absence may be excused only in the case of an emergency and with instructor notification. Participation points may be made up if the student submits a 200-word summary of the missed session along with the in-class

practice exercises or assigned and required class participation activity. More than one absence will result in loss of the participation points for the missed session, as missing more than one session may limit student ability to prepare to pass the final exam and other assignments. Students are responsible for completing and submitting exercises for missed classes as assigned in the course schedule and class.

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

Late Work
Due to the rapid nature of this course, turning in assignments on time is a necessity. Only in the case of serious family emergency or illness will late assignment submission be considered. You must communicate via email with the instructor as soon as possible if there is an emergency circumstance warranting a late assignment submission. Work submitted late may not be accepted or may be subject to point deductions. Students with approved accommodations who require extended time must notify the instructor of this accommodation in advance with the proper, university disability service approved documents.

Grading Scale

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

Student Evaluations of Teaching:
The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades

have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at https://oiep.gmu.edu/set/

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

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See Policies and Procedures (https://cehd.gmu.edu/students/policies-procedures/). Students are expected to exhibit professional behaviors and dispositions at all times. See Policies and Procedures (https://cehd.gmu.edu/students/polices-procedures/). Professional dispositions are an essential function of a special educator's job, indicating that these dispositions are critical to develop and assess in special education licensure programs. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student's program – a self-evaluation at the start of their program, a self-evaluation at the mid-point of their program, and a university supervisor's evaluation during internship. In special education graduate licensure programs, the initial self-evaluation is completed in a designated course (EDSE 501), the mid-point self-evaluation is completed in designated courses (EDSE 627, EDSE 661, and EDSE 616), and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. In addition to these three designated evaluation times, instructors may complete instructor-rated disposition assessments other times throughout the program. When dispositions are assessed, it is important that for areas where a positive disposition is rated as "not proficient," the student takes steps to grow as an educator.

Class Schedule

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

Date	Topic	Reading and Assignments
Week 1 August 23	• Introduction and orientation • Braille and the braille cell • Manual braille writers	Read: Ashcroft: Introduction and Chapter 1 **Due:**

Date	Topic	Reading and Assignments
	• Lesson 1: The Braille Alphabet	Student information card and braille participation
Week 2 August 30	• Lesson 2: Alphabetic Wordsigns, Capitalization and Punctuation • Introduction to braille literacy concepts and research discussion groups	Read: Ashcroft Chapter 2 Research articles posted on Blackboard Due: Assignment 1
Week 3 September 6	• Lesson 3: Numbers, punctuation continued • Strong contractions • Slate and stylus • Organizations and support for braille, code, literacy, transcription, and certification	Read: Ashcroft Chapter 3 Other readings posted on Blackboard Bring your slate and stylus to every class! Due: Assignment 2
Week 4 September 13	• Lesson 4: Contraction groupings, shortform words, punctuation cont'd • Emergent literacy and braille readiness	Read: Ashcroft Chapter 4 Braille Readiness Grid Readings posted on Blackboard Due: Assignment 3
Week 5 September 20	• Lesson 5: Initial letter contractions • Designing and implementing a braille instruction curriculum for students who have visual impairments	Read: Ashcroft Chapter 5 NLS Curriculum: Chapter 12 Perkins Podcast: Teaching Braille Reading and Writing Existing Program Models Braille FUNdamentals TSBVI - Order of Braille Sign Introduction Building on Patterns UEB Too Mangold Natural Order Contractions UN's the One

Date	Topic	Reading and Assignments
		Beginning with Braille (Access on Mason Library) Readings posted on Blackboard Due: Assignment 4
Week 6 **September 27**	• Lesson 6: Part word contractions • Review for midterm • Considerations for students with other disabilities and those whose primary language is not English • Braille reading and writing goals	Read: Ashcroft Chapter 6 Readings posted on Blackboard Due: Assignment 5 Due: How to Guide: Brailler and Slate and Stylus
Week 7 **October 4**	• Lesson 7: Shortform, partial and whole word contractions **Midterm Exam**	Read: Ashcroft Chapter 7 Readings posted on Blackboard Submit: Midterm exam by date specified on the test Due: Assignment 6
Week 8 **October 11**	• Lesson 8: Initial letter contractions and more shortform words • Guest Speakers: Braille Readers Panel (tentatively scheduled)	Read: Ashcroft Chapter 8 Readings posted on Blackboard Due: Assignment 7
Week 9 **October 18**	• Lesson 9: Lower word signs • Braille literacy assessments	Read: Ashcroft Chapter 9 Assessment of Braille Literacy Skills Readings posted on Blackboard Due: Assignment 8
Week 10 **October 25**	• Lesson 10: Lower groupings and more shortform words	Read: Ashcroft Chapter 10

Date	Topic	Reading and Assignments
	• **Graduate student reading reviews**	Due: Assignment 9 Due: **Graduate project assignment**
Week 11 November 1	• Lesson 11: Final letter groupings • Techniques and technologies for braille literacy and daily braille reading/writing for students with visual impairments	Read: Ashcroft Chapter 11 Braille Technology Readings posted on Blackboard Due Assignment 10
Week 12 November 8	• Lesson 12: Additional symbols • Final exam review • Practice final exam	Read: Ashcroft Chapter 12 Readings posted on Blackboard Due: Graduate student assignment Due: Assignment 11
Week 13 November 15	**Final Exam**	Due: Assignment 12
Week 14 November 22	No class meeting: Thanksgiving Break	Due: Written reflection and essay
Week 15 November 29	Course Conclusion	Any makeup coursework is due by this date.

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

GMU Policies and Resources for Students
Policies
- Students must adhere to the guidelines of the Mason Honor Code. See Honor Code and System (https://catalog.gmu.edu/policies/honor-code-system/).

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

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

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

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

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

- Questions or concerns regarding use of Blackboard should be directed to Blackboard Instructional Technology Support for Students (https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).

- Learning Services (learningservices@gmu.edu) - Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study strategy coaching, individualized programs of study, and referrals to tutoring resources. Presentations on a variety of academic topics such as time management, reading, and note taking are available to the university community. The programs are open to all George Mason University students free of charge.

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:
As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as the Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website College of Education and Human Development (http://cehd.gmu.edu/).
Appendix
Assessment Rubric(s)

Task	Master	Proficient	Unsatisfactory
Demonstrates use of manual	10	8-9	0-7

Task	Master	Proficient	Unsatisfactory
brailler and slate & stylus; provides directions and instruction on device use.	Candidate provides clear and accurate directions and demonstration for loading and removing paper and brailling. Correct position and accurate use of brailler and slate & stylus parts are used. Candidate gives meaningful and clear instructions on accurate use of brailler that can be easily followed by a novice braille user. Clear and accurate terminology with explanations is provided with descriptive information on parts of each device. Instructional use strategies are practical and optimal for target population and demonstrate mastery of use.	Candidate provides accurate directions and demonstration for loading and removing paper and brailling; Correct position and accurate use of brailler and slate & stylus parts are used. Correct terminology and parts of the equipment are identified. Directions for use are clear.	Candidate provides limited, incomplete, and/or inaccurate descriptions of each device. Directions and demonstration for use are incorrect, not sequenced properly, and/or erroneous. Demonstration documents unsatisfactory use of devices and terminology used is incorrect or limited.
Braille sample for the manual brailler.	5 Assignment 1: completion (1pt) and quality/accuracy (4pts). Sample is brailled in its entirety, is clear and formatted correctly with embossing quality that is consistent and even and contains no erasures. No contraction, misbrailled characters, or other errors are present in the transcription. Paper is correctly oriented.	4 Assignment 1: completion (1pt) and quality/accuracy (3pts). Sample is brailled in its entirety. Braille quality is mostly clear and formatted correctly. Embossing quality is mostly consistent and even and contains fewer than 2 erasures. No more than two contraction, misbrailled characters, or other errors are present in the transcription.	0-3 Assignment 1: completion (1pt) and quality/accuracy 2pts). Sample is not brailled in its entirety. Braille quality is not clear and/or not formatted correctly. Embossing quality is inconsistent and uneven, and/or contains more than 2 erasures. More than two contraction, misbrailled

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

VI Consortium Syllabi Addendum

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

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

Field Experiences
Many VI Consortium courses require field and practical experiences in schools or other settings. Students may not arrange their own field experiences. All students must comply with their home university protocol for participation in field experiences, including:
- Immediate and timely correspondence with the home university field placement office to submit field placement request procedures by home university deadlines;
- Timely compliance with submitting applications, documentation, background checks, and credentialing by the university and participating school system and/or agency for field work within the required deadlines; and
- Compliance with provisions and protocol for engaging in field experiences with the selected school, student(s), teachers, and administration.

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

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

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

Advising

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

Copyrighted Material and Intellectual Property

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

Live Course Sessions and Course Recordings

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

Full Attention

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