Term Information
Effective Term Summer 2016
Previous Value Summer 2012

Course Change Information
What change is being proposed? (If more than one, what changes are being proposed?)
Change to 5000 level and change in title and course description.

What is the rationale for the proposed change(s)?
We are requesting a number change to allow Early Childhood Education program to take courses along with their peers in the current licensure only and MED program in visual impairments. This will allow the option for Early Childhood Education licensure majors to obtain and additional licensure in visual impairments. The title and description changes help make it clear that students will learn Braille in this course.

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
Moving the course numbers to a 5000 level will save the university financially. Currently the licensure only program is fully funded. The grant funds are used to pay for adjunct faculty to teach courses that Dr. Wild cannot teach due to a full teaching load. It is expected that once grant funding runs out Dr. Wild will reapply for additional funds. However it is also expected that the courses will be self-sustaining due to increased enrollment from this new program.

Is approval of the request contingent upon the approval of other course or curricular program request? No
Is this a request to withdraw the course? No

General Information
Course Bulletin Listing/Subject Area Education: Teaching & Learning
Fiscal Unit/Academic Org School of Teaching & Learning - D1275
College/Academic Group Education & Human Ecology
Level/Career Graduate, Undergraduate
Previous Value Graduate
Course Number/Catalog 5506
Previous Value 6505
Course Title Reading and Writing Braille
Previous Value Reading and Writing Skills for Teachers of Low Vision and Blind Children
Transcript Abbreviation Braille
Course Description
This course provides future teachers of the visually impaired an efficient, learn-by-doing experience to attain mastery of the literary braille code and to develop positive attitudes toward this valuable medium. The essential features and rules of usage of the braille code as published in The Rules of Unified English Braille (UEB), 2nd Edition (2013) are presented.
Previous Value Introduces students to receptive and expressive modes of written communication for low vision and blind children with a focus on mastery of Grade 2 Literary Braille for initial reading instruction. Teaching strategies will also be taught.

Semester Credit Hours/Units Fixed: 3

Offering Information
Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered

- 100% at a distance
- Greater or equal to 50% at a distance

Grading Basis
Letter Grade

Repeatable
No

Course Components
Lecture

Grade Roster Component
Lecture

Credit Available by Exam
No

Admission Condition Course
No

Off Campus
Sometimes

Campus of Offering
Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions
Not open to students with credit for 833 or 6505.

Previous Value
Not open to students with credit for 833.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code
13.1003

Subsidy Level
Doctoral Course

Intended Rank
Masters, Doctoral, Professional

Requirement/Elective Designation

Required for this unit’s degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- Learn Grade 2 Literary Braille
- Learn teaching strategies
- Research reading and writing instruction for children with visual impairments
- This course must combine acquisition of Braille with content and teaching strategies.
COURSE CHANGE REQUEST
5506 - Status: PENDING
02/02/2016

Content Topic List

• Braille Literacy
• Grade 2 Braille
• Teaching Strategies
• Research
• Emergent Braille Literacy
• Braille Curriculum
• Transcription Software
• Notetaker Devices
• BANA
• Punctuation
• Composition

Attachments

• 5506 Syllabus.docx
  (Syllabus. Owner: Mercerhill, Jessica Leigh)

Comments

• Approved by UGSC 1/29/16 (by Mercerhill, Jessica Leigh on 02/02/2016 02:55 PM)

Workflow Information

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<td>02/02/2016 02:55 PM</td>
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The Ohio State University College of Education and Human Ecology
School of Teaching and Learning
EDU T&L 5506 - Reading and Writing Braille

Instructor: Kelly Lusk, Ph.D., CLVT
Email: kelly.lusk@alumni.vanderbilt.edu
Phone: 615-305-7835 (call or text)

Description:
This course provides future teachers of the visually impaired an efficient, learn-by-doing experience to attain mastery of the literary braille code and to develop positive attitudes toward this valuable medium. The essential features and rules of usage of the braille code as published in *The Rules of Unified English Braille (UEB), 2nd Edition* (2013) are presented. Students will complete exercises in reading and writing braille, and will benefit from the immediate feedback available in the textbook answer keys. Students will also research and learn about various methods of braille production, resources for braille materials, methods and curriculum for teaching braille to readers of all ages, and the many electronic devices available to support the braille teacher and student.

Goals and Objectives:
Upon completion of this course, students will demonstrate knowledge of:

- Strategies for teaching braille reading and writing.
- Strategies for teaching technology skills to individuals with visual impairments.
- Strategies for teaching tactual perceptual skills to individuals with visual impairments.
- Techniques for modifying instructional methods and materials for individuals with visual impairments.
- Strategies to prepare students with progressive eye conditions to achieve a positive transition to alternative skills.
- Prepare adapted or modified materials in Braille, accessible print, and other formats.
- Transcribe, proofread, and interline materials in contracted literary and Nemeth Braille codes.
- Use Braillewriter, slate and stylus, and computer technology to produce Braille materials.
- Select and use technologies to accomplish instructional objectives for individuals with visual impairments.
- Sequence, implement, and evaluate learning objectives based on the expanded core curriculum for individuals with visual impairments.
- Obtain and organize special materials to implement instructional goals for individuals with visual impairments.
- Alternative assessment techniques for individuals with visual impairments.
- Adapt and use assessment procedures when evaluating individuals with visual impairments.
- Interpret and use assessment data for instructional planning with individuals with visual impairments.
- Organizations and publications relevant to the field of visual impairment.
- Services, networks, publications for and organizations of individuals with visual impairments.

Textbooks:


*Ashcroft's Programmed Instruction in Braille, Companion Reader (CR)*

*My First Braille Lesson* (provided to students by instructor)
Additional Materials Required:
- Manual Perkins Braille Writer
- Braille Paper, 11X11 ½ inches
- Braille Eraser
- Slate and Stylus

Suggested Textbooks/Resources:


Braille Authority of North America (BANA). [www.brailleauthority.org](http://www.brailleauthority.org)


**Introductory Session (Saturday, August 22, 2015):**
Meet with instructor and fellow classmates at the Ohio State School for the Blind

**Agenda:**
- Collect contact info, Review Syllabus
- Introduction to Braille writer, paper, paper installation, finger position and pressure, making corrections
- Introduction to texts, materials, handouts, assessment procedures
- Review emailing procedures, resubmission requirements

**All braille assignments must be photographed and inserted into a Word Document or PDF. File name should include ALL pertinent information (your name, chapter number, etc.). Please check for orientation and legibility before sending. If you can’t read it, I can’t read it…and if I can’t read it, I can’t grade it! 😊**

Begin Reading, Chapter 1 - APIB and My First Braille Lesson
Introduction to Teaching Braille to Children with Visual Impairments

***Please see course schedule and assignment chart on the next 2 pages. Then resume reading here.***

**FINAL BRAILLE PROFICIENCY EXAM**

- **Place:** TBA
- **Date:** Saturday, December 12, 2012
- **Time:** 10am-12 noon (or until pass)
- **Bring:** braille writer, braille paper, Braille eraser, slate and stylus, standard dictionary

This proficiency test must be passed to receive a passing grade in the course. This proficiency test will be taken from reading material with approximately a sixth grade reading level. To pass this test, you need to complete one page of 11 " X 11-1/2 " Braille paper containing 5 or fewer errors. Errors that are repeated will be counted as 1 error; a decision as to whether it is a repeated error is at the discretion of the instructor. This test may be taken more than once. The proficiency will be scored:

<table>
<thead>
<tr>
<th>Errors</th>
<th>Points</th>
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<tr>
<td>0-1</td>
<td>20</td>
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<tr>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>3</td>
<td>16</td>
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<td>4</td>
<td>14</td>
</tr>
<tr>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Week</td>
<td>Read/Watch</td>
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<tr>
<td>------</td>
<td>------------</td>
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</tbody>
</table>
| Week 1 | - Syllabus & Notes from Intro Session  
- My First Braille Lesson  
- APIB/CR Introduction and Chapter 1  
- Links 1, 2, 3 | One additional resource for learning media assessment – summarize and respond to 2 others. | Chapter 1 Test | 8/30/15 |
| Week 2 | - My First Braille Lesson  
- APIB/CR Chapter 2  
- Links 4, 5  
- Watch Slate Disc 1, Lessons 1, 2 (Emergent Braille Literacy) | | Chapter 2 Test | 9/6/15 |
| Week 3 | - APIB/CR Chapter 3  
- Links 6, 7, 8 | One additional resource for early braille literacy – summarize and respond to 2 others. | Chapter 3 Test | 9/13/15 |
| Week 4 | - APIB/CR Chapter 4  
- Links 9, 10  
- Watch Slate Disc 1, Lessons 3 and 5 (Early/Emergent Braille Literacy) | One additional resource for teaching braille to young children – summarize and respond to 2 others. | Chapter 4 Test | 9/20/15 |
| Week 5 | - APIB/CR Chapter 5  
- Links 11, 12  
- Watch Slate Disc 1, Lesson 6 (Early Literacy) and Slate Disc 2, Lesson 7 (Beginning Print and Braille Literacy) | One additional resource for the Patterns Reading Series – summarize and respond to 2 others. | Chapter 5 Test | 9/27/15 |
| Week 6 | - APIB/CR Chapter 6  
- Link 13  
- Watch Slate Disc 2, Lessons 9 and 10 (Beginning Braille Literacy) and Slate Disc 4, Lesson 23 (Braille Literacy Skills) | One additional resource for braille curriculum– summarize and respond to 2 others. | Chapter 6 Test | 10/4/15 |
| Week 7 | - APIB/CR Chapter 7  
- Link 14  
- Watch Slate Disc 2, Lesson 11 (Using Games) and Slate Disc 4, Lesson 22 (Braille Skills and Efficiency) | | Chapter 7 Test | 10/11/15 |
| Week 8 | - APIB/CR Chapter 8  
- Link 15  
- Review all materials thus far in class. Midterm quiz may cover any material covered in Weeks 1-6. | Chapter 8 Test and MIDTERM QUIZ | 10/18/15  
(Midterm quiz will be posted by Thursday evening; due by the 18th. Please plan accordingly.) |
|---|---|---|
| Week 9 | - APIB/CR Chapter 9  
- Link 16  
- Watch Slate Disc 4, Lesson 21 (Slate and Stylus) | Chapter 9 Test | 10/25/15 |
| Week 10 | - APIB/CR Chapter 10  
- Link 17  
- Watch Slate Disc 4, Lessons 20 and 24 (Literacy Tools) | Chapter 10 Test | 11/1/15 |
| Week 11 | - APIB/CR Chapter 11  
- Link 18  
- Chapter 11 Test  
- Proposed Slate and Stylus piece (in print) for transcription must be submitted for approval | 11/8/15 |
| Saturday, November 7, 2015 - In-person update – Topics: Slate and Stylus, Teaching Braille to Children, Tactile Braille Reading, Correcting Children’s Braille/Finding Errors, Timed Braille Reading and Writing |
| Week 12 | - APIB/CR Chapter 12  
- Link 19  
- Chapter 12 Test (if you wish for Extra Credit)  
- Completed Slate and Stylus Assignment | 11/15/15 |
| Week 13 | Research Duxbury and Megadots Braille Transcription Software on your own – we will discuss. | One additional resource for Duxbury and one for Megadots – summarize and respond to 2 others. | Complete Braille Proficiency Self-Test (this will be provided towards the end of the semester). | 11/22/15 |
| Week 14 | **THANKSGIVING BREAK** | | | |
| Week 15 | Review APIB and CR – all chapters! Final quiz may cover any material covered in the course. | - One page (11.5”x11”) brailled essay (submit in print as well please) sharing your thoughts about braille, this course, and/or becoming a TVI.  
- FINAL QUIZ | 12/6/15  
(Final quiz will be posted by Thursday evening; due by the 6th. Please plan accordingly.) |
| Saturday, December 12, 2015 – BRAILLE PROFICIENCY EXAM – See more information below. |
LINKS

Link #1  As I Saw It - http://www.nyise.org/blind/irwin2.htm
Link #2  Braille Writing Devices - Perkins Brailler - http://www.brl.org/intro/session02/perkins.html
Link #3  Braille/Print Literacy Issues and the Learning Media Assessment http://tsbvi.edu/seehear/spring03/literacy.htm
Link #4  DOTS for Braille Literacy http://www.afb.org/info/living-with-vision-loss/braille/dots-for-braille-literacy/summer-2015-dots/1235
Link #5  Early Literacy: Braille and the Young Child http://www.tsbvi.edu/seehear/summer98/literacy.htm
Link #6  Teaching Reading in Braille http://www.perkinselearning.org/videos/webcast/teaching-braille-reading-writing
Link #7  Teaching Emergent Literacy Skills to Kindergarten Students in a Braille/Print Program http://www.tsbvi.edu/preschool/66-teaching-emergent-literacy-skills
Link #9  DOTS for Families, Ongoing Literacy for Families of Children with Visual Impairments http://uacoe.arizona.edu/viliteracy
Link #10 Welcome to the Braille Bug Site - http://afb.org/braillebug/
Link #12 Building on Patterns; Primary Braille Program http://www.fredshead.info/2009/10/building-on-patterns-primary-braille.html
Link #14 Teaching Braille to Adults who are Adventitiously Blind http://www.afb.org/info/programs-and-services/professional-development/literacy-instructorsסטרATEGies-and-resources-for-teaching-braille-to-adults/1235
Link #15 Braille Writing Devices - Slate and Stylus - http://www.brl.org/intro/session02/slate.html
Link #16 Braille Writing Devices - Computer Generated Braille http://www.brl.org/intro/session02/computers.html
Link #18 BRL: Perky Duck - http://www.brl.org/perkyduck.html
Link #19 Braille Authority of North America - http://www.brailleauthority.org/about-bana.html
GRADING: Total 100 Points Available

10 – Braille Chapter Assignments, 4 points each 40 points
(11 assignments (Chapters 1-11) will be given; the top 10 grades will be used for calculating up to 40 points. All assignments must be completed, but the lowest score will be dropped. Chapter 12 may be completed for Extra Credit. The same grading rules will apply, so a maximum of 4 points is available. Chapter 12 may be redone only once.)

Each assignment will be graded:
0-2 errors 4 points
3-4 errors 3 points
5-6 errors 2 points
7-8 errors 1 point
9 or more errors 0 points (redo)
Each redo 1 point is subtracted
Each day late 1 point is subtracted

Students may redo any assignment one time and turn it in within two days after it has been returned. However, each assignment that is re-done will receive a maximum of 3 points. Repeated errors will be counted as 1 error; a decision as to whether an error is a “repeated error” is at the discretion of the instructor.

6 - Discussion Board Postings, 2 points each 12 points

Midterm Quiz 5 points
Slate and Stylus Proficiency 5 points
Braille Proficiency Self-Test 5 points
Braille Essay 8 points
Final Quiz 5 points
Braille Proficiency Exam 20 points

Grading Scale:
A 93-100
A- 90-92
B+ 87-89
B 83-86
B- 80-82
C+ 77-79
C 73-76
C- 70-72
D+ 67-69
D 60-66
F 59% or less
CLASS POLICIES
Policy Regarding Late Papers:
Late papers will only be accepted up to *three days late* as outlined on the assignment rubric. Any papers received after the three day deadline will not be graded and the student will receive a zero for the assignment. *In case of an emergency*, contact your instructor and an alternative deadline will be established.

Student Conduct:
Students are expected to fully participate in all class assignments and papers.

**Academic Misconduct** - The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf](http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf)).

**Intellectual Property/Audio and Video Recording** - Video or audio recording of classes without the explicit written permission of the instructor/professor is a violation of the Code of Student Conduct. Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the Code of Student Conduct.

**ODS Statement** - Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations;

[http://www.ods.ohio-state.edu/](http://www.ods.ohio-state.edu/)
Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

**Grievances and Solving Problems** - According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, "You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union." "Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department."

**Statement on Diversity** - The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

**Technology** - This course requires students to have access to Carmen and a suitable computer for this purpose. All documents created in this course can be used in the student's electronic portfolio.
PERFORMANCE BASED STANDARDS FOR VISUAL IMPAIRMENT -
LITERARY BRAILLE COURSE

STANDARD 4; INSTRUCTIONAL STRATEGIES
KNOWLEDGE;
- Strategies for teaching braille reading and writing.
- Strategies for teaching technology skills to individuals with visual impairments.
- Strategies for teaching tactual perceptual skills to individuals with visual impairments.
- Techniques for modifying instructional methods and materials for individuals with visual impairments.
- Strategies to prepare students with progressive eye conditions to achieve a positive transition to alternative skills.

SKILLS;
- Prepare adapted or modified materials in Braille, accessible print, and other formats.
- Transcribe, proofread, and interline materials in contracted literary and Nemeth Braille codes.
- Use Braillewriter, slate and stylus, and computer technology to produce Braille materials.

STANDARD 7; INSTRUCTIONAL PLANNING
SKILLS;
- Select and use technologies to accomplish instructional objectives for individuals with visual impairments.
- Sequence, implement, and evaluate learning objectives based on the expanded core curriculum for individuals with visual impairments. Obtain and organize special materials to implement instructional goals for individuals with visual impairments.

STANDARD 8; ASSESSMENT
KNOWLEDGE;
- Alternative assessment, techniques for individuals with visual impairments.

SKILLS;
- Adapt and use assessment procedures when evaluating individuals with visual impairments.
- Interpret and use assessment data for instructional planning with individuals with visual impairments.

STANDARD 9; PROFESSIONAL AND ETHICAL PRACTICE
KNOWLEDGE;
- Organizations and publications relevant to the field of visual impairment.

STANDARD 10; COLLABORATION
KNOWLEDGE;
- Services, networks, publications for and organizations of individuals with visual impairments