

# CTEBVI JOURNAL

WINTER 2015

Volume LVII, No. 3

## *A Few Highlights...*

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And Articles from our Specialists. . . starting on pg. 20

THE OFFICIAL PUBLICATION OF THE

*California Transcribers and Educators  
for the Blind and Visually Impaired*

# THE CTEBVI JOURNAL

The Official Publication of the

## **CALIFORNIA TRANSCRIBERS AND EDUCATORS FOR THE BLIND AND VISUALLY IMPAIRED**

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Deadlines for submission of articles:

**Spring Issue:**

May 1, 2015

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# Message from the President

I'd like to wish all of you a happy and prosperous year. I'm looking forward to seeing you all at the conference in March. As you know, we're entering a time where changes are taking place like we haven't seen in many years. Since taking over as CTEBVI president, I've received letters from organizations and individuals questioning my knowledge and position on UEB. I will say this, I'm very much aware and share some of the concerns switching to UEB may cause.

Nevertheless, the organization made up of consumer, transcribing and production representatives (BANA), voted to adopt UEB. As a result of that vote, major organizations and producers of braille have already made plans to produce UEB materials for students who are braille readers.

With this in mind, it's time to figure out ways to help children navigate UEB while making sure that their ability to learn and advance in the area of Science, Technology, Engineering and Math (STEM) is not compromised.

CTEBVI will have workshops focusing on UEB and UEB with Nemeth in order to equip all who work with braille to understand and not be hampered by the new code.

Whichever side of the aisle you're on, it's my sincere hope that through all of these changes, we are able to work together to keep our children from falling through the cracks. If you have opinions or suggestions you'd like to share regarding UEB, we welcome you to log on to our blog page at [www.ctebvi.org/blog](http://www.ctebvi.org/blog).

*Tracy Gaines*

# Announcements

## LOOKING FOR *JOURNAL* EDITOR

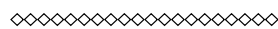
If you are interested in this fun and creative position, please contact **Tracy Gaines**, CTEBVI President, at [bttranscribing@hotmail.com](mailto:bttranscribing@hotmail.com).

Requirements:

- No previous experience necessary
- Eye for detail
- Good grammar skills
- Can live anywhere
- Must be CTEBVI member

With only three issues per year, the time to produce the *JOURNAL* is not overwhelming. A big benefit is that you're the first to see every issue!

The deadline to submit articles for the spring issue is **May 1, 2015**



## NEW SPECIALISTS

Since our last *JOURNAL*, CTEBVI has added two new Specialists, Melissa Pavo-Zehr and Ralph Cioffi. Melissa is our new Foreign Language Specialist. She is taking over for Saralyn Borboa.

Thank you, Saralyn, for your years of service to CTEBVI and for taking the "Foreign" out of the foreign language code! Ralph is our new O&M Specialist.

You will learn more about Melissa and Ralph in their first articles. We welcome you both and look forward to your contributions.

# In Memoriam



## *Rollie Greene*

Rollie Greene was 93 years old when she died on December 20, 2014. She was a wife, a mother and a grandmother.

Her life also included being a Braille transcriber for 49 years, during which time she devoted her exceptional skills and activities to: LAUSD's Birmingham High School Resource Room, Braille Institute, San Fernando Valley Braille Transcribers, and, of course, CTEBVI.

Rollie was a beautiful lady, a good friend, a hard worker, and a loyal member. Her loss is a sad one for all of us who were fortunate enough to know her, and equally sad for those who never had that chance.

# Conference News 2015



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**56th Annual CTEBVI Conference  
San Francisco Airport Marriott Waterfront  
1800 Old Bayshore Highway  
Burlingame, CA 94010  
650-692-9100**

**March 19-22, 2015**

## **CALLING ALL MEMBERS FOR SILENT AUCTION**

All the proceeds from the silent auction will go toward the Donna Coffee Youth Scholarship. The award is to be used to promote the academic and social development of California students for the purpose of providing them with the best opportunity to live successful lives.

In order for CTEBVI to continue sponsoring the Donna Coffee Youth Scholarship, **WE NEED YOUR HELP!** Please consider participating by donating an item to our silent auction. ALL donations are welcome.

If you are interested in donating an item, please contact Dawn Gross at 805-377-5651 or by email at [braille@grossgang.com](mailto:braille@grossgang.com).

Thank you for your participation.

# Nominations Report

*Patty Biasca, Chair*

The election of new members of the CTEBVI Board will be held at the general session of the CTEBVI 2015 Conference in San Francisco.

First Term:

Don Ouimet

Lupe Arellano

Second Term:

Lisa Okikawa

Maureen Reardon

As per the *Policies and Procedures (III-D-2)*: **“Additional nominations, if any, from the membership must be received, in writing, by a member of the Nominating Committee no later than three weeks prior to the Annual Meeting. These written nominations must include name, address, and qualifications.”**

CTEBVI Nominating Committee:

Patty Biasca, Chair	<a href="mailto:patbiasca@msn.com">patbiasca@msn.com</a>
Tracy Gaines	<a href="mailto:bttranscribing@hotmail.com">bttranscribing@hotmail.com</a>
Maureen Reardon	<a href="mailto:mreardon@csb-cde.ca.gov">mreardon@csb-cde.ca.gov</a>
Patty Williams	<a href="mailto:pwilliams@juniorblind.org">pwilliams@juniorblind.org</a>



# Proposed Changes to Bylaws

The following proposed Bylaws changes were approved by the CTEBVI Board of Directors at the Fall 2014 Board Meeting and will be voted on by the membership at the Annual Conference in March. Yellow highlighted words are additions; blue crossed-out words are deletions.

## **BYLAWS OF CALIFORNIA TRANSCRIBERS AND EDUCATORS FOR THE BLIND AND VISUALLY IMPAIRED, INCORPORATED**

**Revised 2010 2015**

### **ARTICLE IV. OFFICERS**

#### **Section 1. Officers**

The officers of the corporation shall be President, Vice-President, and Secretary, who are elected Board members, and Treasurer, who may be an elected Board member. The officers shall be elected by the Board of Directors at the **annual** ~~first~~ Board meeting ~~following the annual meeting~~. The elected officers, Treasurer, plus two Board members elected by the Directors shall serve as the Executive Board of the corporation. They shall serve for two-year terms.

- C. The Secretary shall keep the minutes of all meetings of the corporation, Board of Directors, and Executive Board, and shall report them at the following respective meetings. Minutes of the meetings of the Board of Directors and Executive Board shall be emailed to members of said respective boards as soon as practical after the meeting. The Secretary shall see that notices of all substantive actions taken at aforesaid meetings be reported in the membership publication. The Secretary shall also perform such and further duties as may, from time to time, be assigned.

#### **Section 2. Ex-Officio Members**

~~The Board of Directors shall have two (2) ex-officio members who shall attend directors meetings but who shall not be voting members of the Board of Directors. The ex-officio members shall be 1) a representative of The Clearinghouse for Specialized Media and Translations or its successor and 2) the editor of the membership publication.~~

**The Board of Directors may appoint up to four (4) ex-officio members who shall attend directors meetings but who shall not be voting members of the Board of Directors.**

#### Section 4. Term Limits

Members of the Board may be elected for no more than two (2) consecutive three-year terms.

- A. A member appointed to fill the term of an elected member who has resigned, died, or been removed shall, in accordance with Article IV.3 of these Bylaws, serve the remaining term of the unavailable member. Thereafter, if elected to the Board, the member may serve his/her own two terms. ~~count two (2) or more years on the Board as a full term.~~

#### Section 5. Nomination and Election Procedures

A nominating committee of no fewer than ~~three (3)~~ four (4) persons chaired by the immediate Past President shall be appointed by the President and Vice President shall nominate candidates for the Board of Directors. This appointment shall be made at the first regular meeting of the Board of Directors following the annual meeting.

#### Section 6. Voting Procedures

If the number of nominees is equal to the number of positions to be filled, elections may be by a show of hands. If there are more nominees than positions to be filled, elections shall be by written ballot prepared by the Nominating Committee. CTEBVI members in attendance at the business session of the annual meeting, and whose current dues are paid, may vote on all matters that come before that meeting. All decisions except changing these bylaws shall be by simple majority. The five candidates receiving the greatest number of votes shall be elected to the Board.

#### Section 8. Removal and Resignation

Any director may resign effective upon giving written notice to the Board of Directors at the corporate address, unless the notice specifies a later time for the effectiveness of such resignation. If the resignation is effective at a future time, a successor may be elected before such time to take office when the resignation becomes effective.

#### Section 9. Powers

Subject to limitations of the Articles of Incorporation, of these Bylaws, . . .

- A. To select and remove all the other officers, agents and employees of the corporation, prescribe qualifications, powers and duties for them as may not be inconsistent with law, the Articles of Incorporation, or these Bylaws; and fix their compensation.
- B. To conduct, manage, and control the affairs and activities of the corporation and to make rules and regulations therefore not inconsistent with law, the Articles of Incorporation, or these Bylaws, as they may deem best, including the following:

# Gifts and Tributes

## **OUR GRATITUDE AND THANKS TO ALL THOSE WHO SUPPORT CTEBVI THROUGH GIFTS AND TRIBUTES**

### **DONATIONS SINCE LAST JOURNAL THROUGH THE END OF 2014**

#### **GENERAL FUND**

Peggy Best

Lynn Carroll

Betty Falltrick – JOURNAL printing

Priscilla Harris – JOURNAL printing

Sally (Sarah) Hering

Dorothy Johnson – JOURNAL printing

Carol Morrison

Kathleen Talley

#### **KATIE SIBERT FUND**

Frances Dibble

Charlene Okamoto

#### **DONNA COFFEE FUND**

Lisa Gessow

Maureen Reardon

Susan Reilly

**Contributions to the CTEBVI Gifts and Tributes Fund  
will be used to improve services  
to persons who are blind or visually impaired.**



# Donation Form

Thank you for your contribution to CTEBVI. Please complete the following information.

Your Name and Address for acknowledgment:

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Company Name, if applicable: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip/Route Code: \_\_\_\_\_

Please let us know if this is a general donation or if you would like it directed to one of the following funds:

- Please direct contributions to the KATIE SIBERT MEMORIAL SCHOLARSHIP FUND \$ \_\_\_\_\_
- Please direct contributions to the DONNA COFFEE MEMORIAL SCHOLARSHIP FUND \$ \_\_\_\_\_
- Please direct contributions to the CTEBVI GENERAL FUND \$ \_\_\_\_\_

Direct my General Fund to this specific item: \_\_\_\_\_

All contributions to CTEBVI are tax deductible. Receipt available upon request. Please print a copy of this form as your receipt for your donation and send a copy along with your check.

Make checks payable to **CTEBVI** and mail them to:

CTEBVI  
c/o Judi Biller  
1523 Krim Place  
Oceanside, CA 92054

Again, thank you so much for your contribution.

# CTEBVI Membership

If you received a yellow flyer in October and have not yet done so, you need to renew your membership. It only went out to those who are not current members.

If you are a Life Member or current with your membership, please consider donating to one of the CTEBVI funds.

If you are not current, please consider renewing your membership now, rather than later. Your \$50 annual membership is necessary for CTEBVI's ongoing operation, whether or not you are planning on attending the 2015 Conference in Burlingame/San Francisco.

You can return the flyer to me, or you can use the membership application in the *JOURNAL*, or you can go to our website, [www.ctebvi.org](http://www.ctebvi.org), and renew your membership and/or donate online, to pay by credit card.

Remember that the *JOURNAL* is now virtual only. If you need it in print, I need to receive that request from you each year; otherwise I will presume that you are a VIRTUAL recipient of the current *JOURNAL*. As always, we are more than happy to receive a donation to help defer the cost of printing and mailing.

CTEBVI cannot survive, grow, and remain a productive organization unless we have your help. CTEBVI could not be possible without your continued support and participation.

Thank you for your past, present, and future interest in CTEBVI, and we look forward to serving your needs for many years to come.

## ***Judi Biller***

CTEBVI Membership Chair

CTEBVI Gifts and Tributes Chair

1523 Krim Place

Oceanside, CA 92054-5528

[ctebvi.membership@gmail.com](mailto:ctebvi.membership@gmail.com)



# CTEBVI Membership Application and Renewal Form

CTEBVI membership dues are for the calendar year. Any dues received after October 1 will be applied to the following year. Members receive the CTEBVI JOURNAL.

For your convenience, you may log onto [www.ctebvi.org](http://www.ctebvi.org) to submit the following information and make payment by credit card.

Domestic or Foreign (individual or family with VI children) Membership	US \$50	\$
Student Membership (post high school -- ID required at conference)	US \$25	\$
Life Membership	US \$500	\$
I would like to make the following donation(s):		
• General Fund		\$
• Katie Sibert Memorial Fund		\$
• Donna Coffee Youth Scholarship Fund		\$
In Honor/Memory Of (or designated use for a certain purpose):		
	TOTAL	\$
CHARGE CARD NUMBER:		
EXP DATE:	CVV2:	TELEPHONE on acct:
Signature (if using your charge)		

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

AFFILIATION/COMPANY (if applicable) \_\_\_\_\_

(TELEPHONE) HOME \_\_\_\_\_ WORK \_\_\_\_\_ MOBILE \_\_\_\_\_

EMAIL \_\_\_\_\_ (required for *JOURNAL* delivery)

**The CTEBVI JOURNAL comes to current members via an emailed link.** You will be notified when the latest *JOURNAL* is available on our website. Issues are available in .PDF, and .doc formats.

If you require PRINT or BRAILLE, you will need to email [ctebvi.membership@gmail.com](mailto:ctebvi.membership@gmail.com) specifying your request.

Donations accepted to help defray costs of printing and mailing. **Thank you!**

Please help us know our membership by circling all descriptions that apply to you.

VI Educator                      O&M Instructor                      Dual certification (TVI and O&M)                      Transcriber  
 Parent(s) of VI student                      Proofreader                      Student                      Paraprofessional                      Retired  
 Other (e.g. Librarian, Administrator, Counselor, Vendor, Consumer) \_\_\_\_\_

# BANA Update

*Peggy Schuetz, CTEBVI Representative to BANA*

The fall meeting of BANA was held in Alexandria, VA, hosted by the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER), on November 7-9, 2014.

A new member has been voted in: Perkins School for the Blind, beginning January of 2015.

New officers are:

Chair: Jennifer Dunnam - NFB

Vice Chair: MaryNelle McLennan - APH

Secretary: Ruth Rozen - Hadley

Treasurer: Jackie Sheridan - NBP

Be sure to visit the BANA website for any updates and the latest information on progress toward the transition to UEB.

Reminder: The Hadley School for the Blind has waived tuition during 2015 for a course on UEB. Go to their website and look under Announcements. The course is titled Transitioning to Unified English Braille.

The next BANA meeting will be in Boston, MA on May 7-9 and will be hosted by National Braille Press.

# Conflict About Conflict

*Bob Walling, CTEBVI Business Columnist*

I finally got some responses to my article. Hooray!!! The problem is that it raises an ethical dilemma and probably one that is replete in our business. Regardless of my personal position, the BANA vote is in and it's time to start figuring out what we can do to help the kids with the UEB transition. However, several conversations and the responses to my article make me want to quote Shakespeare: "To (speak), or not to (speak), that is the question. Whether 'tis nobler in the mind to suffer the slings and arrows of (the BANA vote on UEB), or to take arms against a sea of troubles, and by opposing, end them?" This strikes at the core of why we are here. I am not a paid employee of any braille organization. I am only here to try to see that the visually impaired get an even shot at an education.

How about an historical perspective? Louis Braille was a teacher and a musician. In the 1950s Louie's literary and music braille were adopted as the official system of writing of the blind. In the 1970s I went to college and learned about a new phenomenon called "computers." We had no history so we just made up things and called them "programming conventions." No governmental agency mandated we call a section of code a "file," we just agreed to call it that so we could talk to each other. Around this same time, a blind student in New York wanted to study math, but there was no braille math, so he just wrote his own code for his own use and continued that until he died. The 30+ year-old Nemeth code we use and the one Abe used are totally different. It shouldn't be about the code; rather it should be about the information one gains from the reading of the code. In 1993, ADA said we needed braille. Our problem was how to get good braille to the kids.

When I was introduced to BANA, it was a group of transcribers trying to develop "programming conventions" for the braille community. To the best of my knowledge, BANA is not a duly constituted regulated governmental body, and I have yet to find any national or federal charge or congressional oversight committee. Over the years BANA has produced suggested guidelines for clarifying ambiguous anomalies in the braille code "programming conventions." Their suggestions on tactiles have become the industry standards.

First Issue: A couple of blind young PhDs (one a mathematician, the other a scientist) said that UEB would regress the STEM (Science, Technology, Engineering and Math) subjects 100 years for braille readers. My "real" job is as a college professor where I am the coordinator of Math and Engineering at a college in San Antonio. I speak at several STEM conferences every year. STEM has been the hot item for years and definitely levels the playing field for the visually impaired seeking employment. At the APH meeting in Louisville last fall, BANA had a meeting where there was some discussion about what to do with Nemeth. The sidelining of Nemeth would negatively impact any blind STEM student. I was assured BANA was keeping Nemeth and UEB. I hope this helps calm the nerves of my young PhDs. However, on the technical side, I have been told that UEB is the best braille translator with the Apple products (i.e., iPad, iPhone). Many states, like Oklahoma,



are issuing iPads to their visually impaired students. Maybe there is an upside to UEB in our technologically evolving schools.

Second Issue: Several transcribers have threatened to quit rather than learn UEB. We have struggled over the last 20 years to educate and increase the number of transcribers. There are never enough good transcribers to meet the need. Each of you needs to evaluate why you entered this field. With transition to UEB you are needed more now than ever before.

UEB is a freight train. Each of us only has two options; get on board or be left behind. In either case, UEB implementation is going to happen.

What is best for our kids?

# Making A Difference

It's never too early to become an entrepreneur. Just ask 13-year-old Shubham Banerjee. The California eighth-grader has launched a company to develop low-cost machines to print braille, the tactile writing system for the visually impaired.

Tech giant Intel Corp. recently invested in his startup, Braigo Labs. Shubham built a braille printer with a Lego robotics kit as a school science fair project last year after he asked his parents a simple question: How do blind people read? "Google it," they told him.

Shubham then did some online research and was shocked to learn that braille printers, also called embossers, cost at least \$2,000--too expensive for most blind readers, especially in developing countries. "I just thought that price should not be there. I know that there is a simpler way to do this," said Shubham, who demonstrated how his printer works at the kitchen table where he spent many late nights building it with a Lego Mindstorms EV3 kit.

Shubham wants to develop a desktop braille printer that costs around \$350 and weighs just a few pounds, compared with current models that can weigh more than 20 pounds. The machine could be used to emboss braille reading materials on paper, using raised dots instead of ink, from a personal computer or electronic device. "My end goal would probably be having most of the blind people ... using my braille printer," said Shubham, who lives in the Silicon Valley suburb of Santa Clara, just minutes away from Intel headquarters.

After the "Braigo"--a name that combines Braille and Lego--won numerous awards and enthusiastic support from the blind community, Banerjee started Braigo Labs last summer with an initial \$35,000 investment from his dad. "We, as parents, started to get involved more, thinking that he's on to something and this innovation process has to continue," said his father, Niloy Banerjee, an engineer who works for Intel.

Shubham used the money to build a more sophisticated version of his Lego-based printer using an off-the-shelf desktop printer and a newly released Intel computer chip. The new model, Braigo 2.0, can translate electronic text into braille before printing. Intel executives were so impressed with Shubham's printer that in November they invested an undisclosed sum in his startup. Intel officials believe he's the youngest entrepreneur to receive venture capital, money invested in exchange for a financial stake in the company.

"He's solving a real problem, and he wants to go off and disrupt an existing industry. And that's really what it's all about," said Edward Ross, director of Inventor Platforms at Intel.

Braigo Labs is using the money to hire professional engineers and advisers to help design and build braille printers based on Shubham's ideas. The company aims to have a prototype ready for blind organizations to test this summer and have a Braigo printer on the market later this year, Niloy Banerjee said.

"This braille printer is a great way for people around the world who really don't have many resources at

all to learn braille and to use it practically,” said Henry Wedler, who is blind and working on a doctorate in chemistry at the University of California, Davis. Wedler has become an adviser to Braigo Labs.

An affordable printer would allow the visually impaired readers to print out letters, household labels, shopping lists and short reading materials on paper in Braille, said Lisamaria Martinez, community services director at the San Francisco Lighthouse for the Blind, a nonprofit center that serves the visually impaired and prints braille materials for public agencies. “I love the fact that a young person is thinking about a community that is often not thought about,” said Martinez, who is visually impaired.

Shubham is too young to be CEO of his own company, so his mother has taken the job, though she admits she wasn’t too supportive when he started the project. “I’m really proud of Shubham. What he has thought, I think most adults should have thought about it,” Malini Banerjee said. “And coming out of my 13-year-old, I do feel very proud.”

# Foreign Language

Melissa Pavo-Zehr, CTEBVI Foreign Language Specialist

## WHERE'S THE DOT FOUR?

First, let me say Happy New Year to everyone. I trust all had a wonderful holiday with friends and family. As we embark upon this New Year, we all find ourselves facing exciting changes here within the US with regards to UEB. As it affects all of us, we are desperately grappling for every bit of information available giving guidance as to the how and when to use UEB, in or with every code.

There is much, in my opinion, to cover with Foreign Language transcription, as those of you whose passion is this surely know. I want to say now, that as changes are made so, will updates and/or corrections necessary. First, I thought I would cover some of what I'll call the basics. For example, what happened to the dot four? As we used the dot four to represent any letter with an accent within a foreign word whether it was in English lit or a French novel with a Spanish accented word, it is necessary to demystify how to continue representing said letters in UEB. The Rules for Unified English Braille Second Edition 2013, unless otherwise noted, is from where all rules will be quoted and also from where all but one of this editions' examples will be. I would like to quote the UKAAF Unified English Braille (UEB) Pros and Cons web article from their site ukaaf.org:

### Points against UEB

**8. There is no general accent sign in UEB. Each specific accent is represented by a two-cell braille symbol that precedes the letter to which the accent applies. This adds clarity, but the specific signs must be learned.**

With this being stated, what once would simply require a dot four will now have a two-cell specified symbol. Please note that what some may see as a negative, others (myself) may see as a positive. For example, the clarity referred to above is a delight for the FL brailist and reader as it tells the individual specifically which accent is used. There is a difference between the grave and acute, especially in the sounds. Take for example how inadequate dot four seemed for the French letter e, which we now know the correct pronunciation with UEB. Worry not, until "learned," you can reference page 42 section 4.2 **Modifiers and their Letters** of the *Rules for Unified English Braille Second Edition 2013*.

Knowing when to use Modifiers and when to contract or not to contract when dealing with foreign words in English transcription is stated in 13.1.2-.3 and 4.2.7.

Things to know:

- 4.2.4 A modified letter may not form part of a contraction.
- 13.2.1 Except as provided for in the note below, do not use contractions in words, phrases or passages that are regarded as foreign, including any English words within the expression.

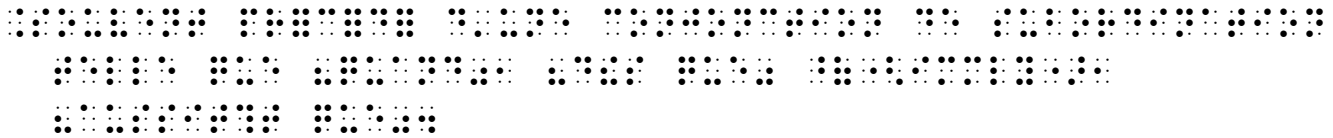
blessèd      ⠠⠠⠧⠠⠠⠑⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Löwenthal     ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠





Souvent précédé d’une conjonction de subordination telle que “quand,” “dès que” (immediately), “aussitôt que”.



Until next issue, be happy and keep brailleing!

ABSOLUTELY NECESSARY RESOURCES TO TRANSCRIBE FL:

*The Rules of Unified English Braille Second Edition 2013* (particularly sections 4.2, 13, and 14.1-14.3)

*World Braille Usage Third Edition 2013* (Foreign Code symbols)

*Braille Formats 2011*

*UKAAF Transcribing Foreign Language Material in UEB*

*Special Features:*

- *The Sharing Place - Music Textbook Transcribers:*

Divided measures in piano excerpts and vertically aligned analysis

- *Music Education Network for The Visually Impaired - MENVI*

## THE SHARING PLACE

### Especially for music textbook transcribers!

In our last issue, I mentioned that we would look at some very interesting examples of divided measures in piano excerpts; those where vertically aligned beats for analysis might cause some perplexing transcription problems.

#### ***Oh, where - or where to divide ...***

Here are three measures from a Beethoven piano sonata.\* In this case, vertical beat alignment is required for a harmonic analysis assignment. Right hand parts are written *upward*, as indicated by the special right hand sign in the braille. The student has been asked to label all resulting chords as per the alignment.

#### ***Preview and Discussion:***

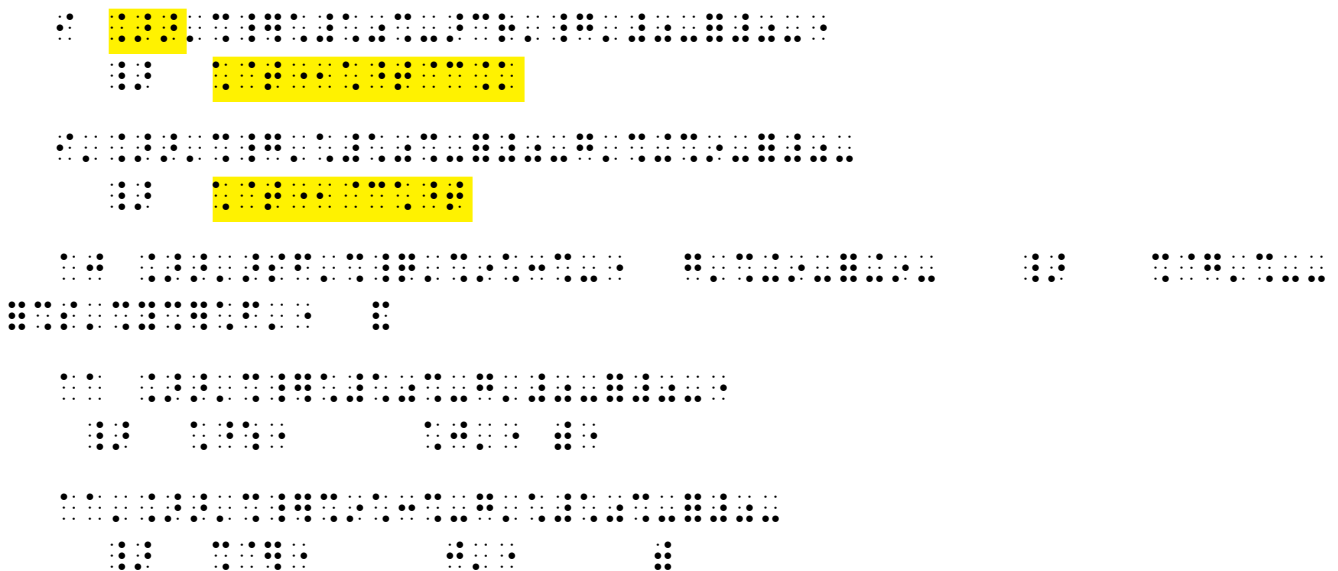
In the first measure (9), we have elected to divide at beat 3 in order to fit into the braille line. However, it is clear that there is no way to align the left hand in-accord part with the right hand for proper beat alignment. One solution is to divide the left hand part into two 2-beat portions; this, however, requires a rather sneaky and temporary alteration that **MUST** be explained in a TN.

We have simply turned the whole note into two tied half notes, thus creating the same musical result as in print, but deceiving our friend, Ludwig, just a tad.

Do notice that in order to divide in such a way for the purpose of this project, we needed to restate some accidentals in the continued parallel.



Measure 10 aligns beautifully, as no run-over was needed. Measure 11 is a bit more complex, and more examples of restated accidentals are shown.

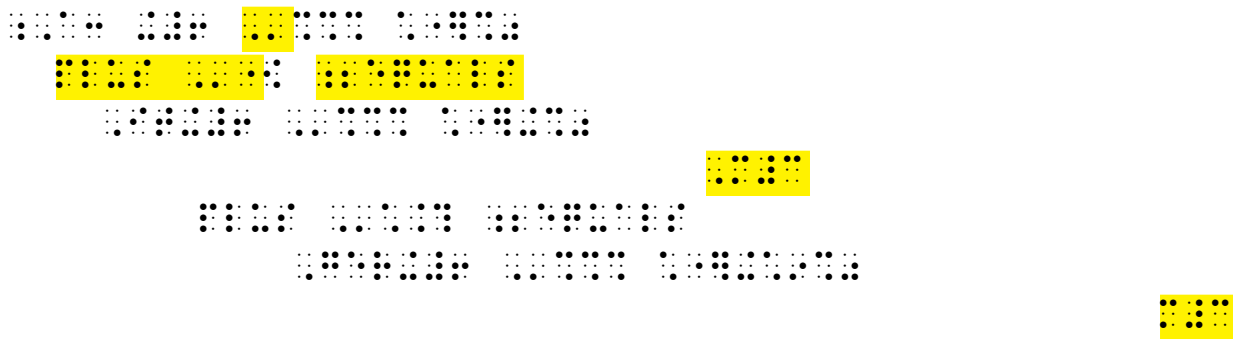


**More textbook headaches to solve**

Here we see five short music extracts; each is part of what I will call a musical equation. Textbook authors do become quite “creative” at times these days (too many techno toys to play with).



Study the proposed solution that follows, and see if you feel a better way might be possible; a short discussion follows the example.



**Discussion:**

We have decided to try a kind of “stair-step” solution:

1. Each print label is followed by a music prefix, and the music code example.
2. Mathematical “plus” and “equals” are shown here in literary code, so as not to conflict with the augmented plus signs in the equation.
3. Where intervals are labeled within the print staff, instead, we have chosen to simply align them below the actual interval sign itself.
4. The overall key signature has been restated on each new line where it precedes a music code portion of the equation.
5. The German augmented 6 is shown with “Ger” in uncontracted braille.

Your thoughts?

*\*Graphics courtesy of: “Tonal Harmony with an Introduction to Twentieth Century Music, 7th Edition – Kostka, Payne, Almen (McGraw Hill) © Copyright 2013*

In the next issue, I will explore some creative run-over solutions in sight singing exercises - those where better and uninterrupted flow in live performance may be more feasible. Also, I will give a more in-depth discussion of how to handle the pesky music signs within literary text, and how and when some format shortcuts might be useful in very long books with many, many signs in text, and helping the reader avoid “mental indigestion” where repetition of special prefixes may not always be necessary.

## Music Education Network for the Visually Impaired

Articles by MENVI Specialists

### LEARNING FROM SCORES: TIPS FOR STUDYING AND MEMORIZING BRAILLE MUSIC

Stephanie Pieck

Over the years, I've had many students, sighted and blind, ask: "What can I do to make learning and memorizing easier?" Here are a few methods that I've found very effective, with some special notes for Braille music readers.

#### EXPLORE

Before doing anything, look at the "big picture." How many pages are there? How many measures are in the piece? Go over each page and notice how things are arranged. For example, are there lots of performance notes like changes in speed, key signature, or time signature? Does the piece have multiple movements or is it played as one long continuous stream? Braille readers can do this by using the whole hand at first and sliding it around on the page, looking for things like headings, page breaks, or skipped blank lines.

#### DIGGING A LITTLE DEEPER

Next, focus on the music itself, but only to get some general information. This isn't the time to be reading every single note. What kind of rhythm is there: lots of short notes, or something with slower changes? (Remember that only the bottom two dots, 3 and 6, indicate rhythm, so use this ingenious quirk of the code to help you see the note values more readily.) If it's piano music, notice what each hand seems to be doing most. For example, you may find lots of chords in the left hand while the right is playing a single melody. (Chords will show up as notes followed by interval signs.) Are there lots of measures so complex that they take up more than one line in braille? If the music has lyrics, do they ever repeat?

#### FINDING MUSICAL LANDMARKS

Once you've done this, sharpen your focus a bit more. Now you want to be looking at the notes, but only to search for patterns, overall form, or other things that will make the piece easier to break down into manageable sections. (Do you see any repeat signs? Are these for parts of measures, groups of measures, or entire sections?) For instance, Mozart often uses the same music in a different key later in a piece. Knowing this can save students a lot of time and frustration because figuring it out before beginning to learn and memorize means you know what to expect when you reach the place in the music where this happens.

#### GOALS

At last, it's time to get down to business. Rather than just plunging in, set a few goals. How many measures do you want to learn in each practice session? And remember, "learning" means the ability to play a section fluently, without gaps, but not at performance speed. After learning a section, see if you can add it to the

one you learned before. At your next practice, can you still play the section you learned last? (If you find that you're consistently unable to do this, rethink the size of your sections.) Even if you're not a singer, try singing sections, or melodies from sections. Pianists, try playing one hand and singing the other. A great teacher once told me that it doesn't matter if we sound like dying crows. The point is to sing the music, feel it as part of your body. Having to pause for breath often helps show where the music's shape is—and pianists (which I am) often fail to notice this if all we're doing is moving our fingers.

### HEADING FOR PERFORMANCE

When you've finished a piece or a movement, try:

**Playing with a metronome:** My students all hate doing this—and so do I! But metronomes don't lie; they don't feel sorry for you and slow down so you can get caught up after messing up; they force us to acknowledge weak spots that need more careful attention; and they are an easy way to gradually increase the tempo of a piece to ensure solid technical mastery.

**Playing with a recording:** This is especially helpful if you're going to perform the piece with a group. If you can play or sing it with a commercially available CD or MP3, you definitely won't have any trouble in your performance.

**Playing for others:** Take your music out of the practice room and share it! Nursing homes are always looking for activities that engage their residents, and the audiences are often very forgiving. This doesn't mean you should take out half-finished pieces, of course. But performing in public, without a safety net so to speak, will teach you things about yourself and your music making that can't be learned any other way.

### FOR SLOW READERS

If you're new to braille music, or if you're just not that fluent, there's no better way to improve than getting your hands on as much music as possible, reading, singing, playing. NLS has a huge collection. Even if it's not something you'll end up performing, dive in. Any style or genre counts, as long as you're reading it.

### ENJOY

No one ever said learning an instrument or to read music was easy. It takes time and dedication. But you may discover that, as you figure out how to read better, practice more efficiently, and learn more logically, that music making is more enjoyable. It's an art that is best experienced when it's shared; gaining skill and confidence will make sharing more fruitful for everyone.

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### "VISUALLY IMPAIRED MUSICIANS' LIVES" Survey and Conference

Bill McCann

What we don't know about how blind and visually impaired people study and perform music borders on shocking. Some researchers in the United Kingdom have set out to build up the knowledge base with

reference to this niche group of musicians. The “Visually Impaired Musicians’ Lives” (VIML) project is an investigation into the musical practices, participation and learning experiences of blind and partially-sighted people administered by Dr. David Baker and Professor Lucy Green of the Institute of Education, University of London, in partnership with the Royal National Institute of Blind People (RNIB) and the Royal Academy of Music.

The researchers will share their findings at a conference at the university of London on March 10 and 11, 2015. They have invited a number of other presenters from around the world including Chi Kim of Berklee College of Music to give the keynote address. I have been invited to speak about my own continuing quest for accessibility for blind and low vision performers through my work of over two decades at Dancing Dots. I plan to submit a report on the proceedings of the conference in a future edition of this column.

Blind and low vision musicians 18 years of age or older can still complete the VIML project confidential survey questionnaire.

1. Go to <https://www.surveymonkey.com/s/RJHBGNH>
2. Alternatively, email [david.baker@ioe.ac.uk](mailto:david.baker@ioe.ac.uk) to schedule an interview to assist you in completing survey by telephone or Skype

VIML Project website: <http://vimusicians.ioe.ac.uk>

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# Assistive Technology and Mentoring

*Jonn Paris-Salb*

Academic challenges can sometimes inhibit students who require assistive technology, embossed instructional materials, and other services during school and for independent assignments. Knowing others have met this challenge inspires and motivates the student to become persistent and determined to set and accomplish education goals. If you live in a world where there is none like you, you feel alone. When you want to try something new to you, it is helpful to have others who have paved the way as mentors and advocates.

Advances in assistive technology help students access the curriculum to reach college and career goals. A good resource to find out about tools can be found on the National Federation for the Blind (NFB) Web site at <https://nfb.org/technology-resource-list>, where categories of tools are listed. Clicking on the category produces an overview of the product and where to locate the device. The AT Coalition at <http://atcoalition.org/category/blind> is a website full of resources, all vetted by people who are blind.

Looking for people who are blind, already in positions? Go to the National Federation of the Blind at <https://nfb.org/resources> or the Hadley School for the Blind, which provides an excellent resource directory specific to blindness in the United States at <http://www.hadley.edu/WebDirectory.asp>.

## STANDING ON THE SHOULDERS

Joyce Johnson Rouse

I am standing on the shoulders of the ones who came before me  
I am stronger for their courage; I am wiser for their words  
I am lifted by their longing for a fair and brighter future  
I am grateful for their vision, for their toiling on this Earth

Fortunately, we already have many routes to the future available by the leaders in the field of blindness. Most you will find sought new tools to access information, and used these tools to achieve goals that paved the way for them to be leaders. Share with your students examples of successful men and women who were blind:

- Legends and Leaders of the Blindness Field at <http://www.aph.org/hall/>
- Wikipedia's list of notable blind people at [http://en.wikipedia.org/wiki/List\\_of\\_blind\\_people](http://en.wikipedia.org/wiki/List_of_blind_people)
- Famous Blind and Sight Impaired People at <http://www.disabled-world.com/artman/publish/famous-blind.shtml>
- Famous Blind People at <http://www.newhealthguide.org/Famous-Blind-People.html>

- Famous People with Blindness or Visual Impairment at <http://www.perkinselearning.org/scout/famous-people-blindness-or-visual-impairment>
- Famous People with Visual Impairments at <http://brailleworks.com/braille-resources/famous-people-with-visual-impairments/>
- Blind Inspiration at <http://myblindspot.org/resources/blind-inspiration-historical-individuals/>

Certainly the teachers of the visually impaired are guides, as are the paraprofessionals. We should also include older students with vision impairments working as tutors with younger students in academics, social skills, and discovery of talents waiting to be developed. There are also many working and retired individuals that may want to volunteer, much like the Big Brothers Big Sisters program whose philosophy is, "What if all children fulfilled their potential? Think how amazing that would be." Ask your volunteers to talk about assistive technology they use daily.

Start a bank of mentors for your students:

- Recruit people who are blind or low vision
- Describe the commitment in terms of hours/month
- Have prospective mentors fill out a form, including background check
- Create opportunities for the mentor/mentee to get together occasionally
- Reward the mentor and mentee for meeting milestones: 1st month, 1st year, 1st . . . .
- Post comments, pictures, and appreciations on a web page

# Insight to Orientation and Mobility

*Ralph Cioffi, CTEBVI Orientation and Mobility Specialist*

My name is Ralph Cioffi and I am a retired O&M Specialist. I worked for the Pasadena Unified School District for a span of 25 years and I LOVED MY JOB!!!!!!! My profession has been an overwhelmingly satisfying experience throughout my working career. I was recently asked by the Board of CTEBVI to take part in writing articles for the *JOURNAL*. I was delighted to be asked to share my knowledge and perspectives surrounding the work in which I was involved.

Realizing that this newsletter has seldom had articles written for it by O&M Specialists and knowing that it is more predominantly read by TVIs and braille transcribers, my intentions are to make my articles as relevant as possible for anyone reading this *JOURNAL*. This first article will present a generalized overview of the contributions an O&M Specialist can make towards the overall quality of any educational program that serves BVI students. I think it might be beneficial for any reader who is not well versed in the work of an O&M Specialist.

The school district I worked for was one of the smaller ones in Southern California. When I first started as the only O&M Specialist there in 1987, I felt as if I was working without a support network within the public school system. Other than the individual students that I worked with, no one seemed to show any particular interest in the work I was doing. In fact, I would often have to spend time explaining to school administrators and classroom teachers as to why I would be taking students from their classroom activities for a few hours each week.

The fact is that no one within the school administration seemed to have any real understanding of what O&M encompassed. Other than knowing that the Vision Program needed to have an O&M Specialist, few had any real understanding of the mechanics or benefits of O&M instruction. In turn, both parents and teachers (including TVIs) of my students seemed somewhat overwhelmed in their daily endeavors with their BVI children. They were often hesitant to take the time to explore and attend to what was outside of their realm of focus. While I continued to interact appropriately with parents, teachers and administrative personnel, I would again be left with a sense of isolation for the work that I was doing with my students. Its relevance to what other professionals were doing with the same student was not being felt.

The only people that knew what was happening on our mobility lessons were my students and I. In short, it seemed that neither parents nor classroom teachers had the time or inclination to follow up with the mobility expertise that my students were quickly acquiring. Classroom and VI resource room teachers seemed too busy with their own overburdened academic caseloads to pay much attention to what was happening with my students who, ironically, were their students too! We each were working with separate parts of the same student, yet NOT FACILITATING THE INTEGRATION OF ALL THOSE DEVELOPING LIFE-SKILL AREAS.

The situation I just described called for intervention. Yet, effective intervention on a district-wide level would



take time. For now, one student at a time was all that could be facilitated by me. As the O&M Specialist, who was essentially working alone, I decided that I would make sure to begin and end each student lesson with brief conversations with each of my student's classroom teachers. All it required was a brief listening time on the part of each teacher. The grade level of each student did not matter here. What was good for the first grade teacher was just as good for any high school teacher. I just wanted to make sure each teacher I interacted with understood what my student would be working on and what the outcomes were. My next step was to insure that each one of my students made significant progress towards their campus-based mobility goals in as quick a time as possible. Ironically, teaching BVI students how to get to significant places on their school campus sites often became easier than teaching their classroom assistants how not to be so overly protective of their charges.

Once I knew that a student was proficient in reaching a travel destination, I would invite the classroom teacher, as well as the classroom assistant (separately, of course) to follow me on a lesson and observe such things as a BVI student making his/her way to the school restroom, lunchroom, or main office. The timeless statement that, "seeing is believing" seemed to work miracles for each one of my students. In a very short while, they were expected to be more independent at their campuses with a trustworthiness that allowed them to carry through an activity with minimal assistance from their classroom aides. It was often especially heartening to witness a school principal who would encounter BVI students on their way to a destination and compliment them upon their expertise. As a result of the display of previously unseen O&M student skills, these social interactions seemed to raise everyone's self-esteem a bit more than a notch; and it always got better and better from that point on for everyone involved in my student's school day.

I'm looking forward to sharing more insight and information, in my future articles, into the various methods of instruction I was able to provide my BVI students and how it affected their support systems (parents, school professionals, paraprofessionals and others).

If you wish to share your experiences or have questions you wish to ask me, let's continue the conversation by commenting on the CTEBVI blog at: <https://ctebvidcysblog.wordpress.com/category/journal/om/>

# Professional Preparation Programs

*Carmen Willings*

There is currently a critical need for teachers of students with visual impairments as there is a nationwide shortage of professionals who work with students with visual impairments. Special certification is required for working with students with visual impairments. There are two professionals that work with students in school age programs: a Teacher of Students with Visual Impairments (TVI) and an Orientation and Mobility Specialist. It must be understood that each is a separate profession with separate professional standards.

Most states require that TVI's have a pre-existing teaching certificate (typically in Special Education, Elementary Education, or Secondary Education) and a bachelor's degree from an accredited university. The following is a list of colleges and universities in the United States that offer courses to prepare individuals for a career in education and rehabilitation of people who are visually impaired, deafblind, or have multiple disabilities. Each state has its own criteria for certification and licensure. It is your responsibility to determine if the program meets the criteria for the state in which you would like to work. If you are interested in pursuing certification in this much needed area, explore programs offered through the following universities.

## **California State University, Los Angeles**

California State University, Los Angeles offers an Educational Specialist Credential in Visual Impairment (VI) and a Master of Arts (MA) degree in Special Education with an emphasis in Visual Impairment. Courses in both the VI credential and MA program promote educational equity, collaboration, and reflective practice, while maintaining mastery of the body of knowledge for the specific discipline of interest. [Go directly to the University's Visual Impairment Program Page](#) to learn more about the program.

## **Florida State University**

Florida State University prepares teachers of students with visual impairment at the bachelor's and master's degree levels. Candidates seeking certification receive comprehensive preparation in supporting students with visual impairments in a variety of educational placements and in teaching the expanded core curriculum. Students at the master's degree level take additional coursework that focuses on a specific ECC area, such as orientation and mobility, or on a specific group, such as preschoolers, adolescents in transition, or students with severe disabilities. All coursework is available at the main campus in Tallahassee or at satellite locations in the Tampa/St. Petersburg, or Miami/Ft. Lauderdale areas. Most instruction is provided using a traditional face-to-face format. Financial assistance is often available to students in these programs. [Go directly to the University's Visual Impairment Program Page](#) to learn more about the program.

## **Helen A. Keller Institute - VI Consortium through George Mason University**

The VI Consortium is the only academic program for preparing teachers of students with visual impairments in Virginia and is comprised of five universities: George Mason University, James Madison University, Norfolk State University, Old Dominion University, and Radford University. Its primary goal is to prepare teachers to be

highly skilled at working with students with visual impairment and blindness. Completion of the VI program meets the Virginia Department of Education's required competencies for teachers of students with vision impairments. [Go directly to the University's Visual Impairment Program Page](#) to learn more about the program.

### **Hunter College of the City University of New York**

Hunter College, CUNY, offers several programs on the graduate level that prepare individuals to work with children and adults who are blind or visually impaired. These include a Master's Degree that focuses on preparing teachers of the visually impaired (TVI); an Advanced Certificate program in TVI for individuals who already have NYS certification in any area of education; and an Advanced Certificate Program in O&M for individuals who have NYS certification as a TVI who want to obtain certification as a TVI. [Go directly to the University's Visual Impairment Program Page](#) to learn more about the program.

### **Illinois State University**

Illinois State University (ISU) offers a certification program as a Specialist in Low Vision and Blindness (LVB). The ISU LVB Program consists of a specific sequence of content-based curriculum of best practices for teaching children with all degrees of visual impairment across the entire age range of the pre-school through high school years. The program features a newly revised curriculum that includes an extensive emphasis on assistive technology. In addition to the LVB specific sequence of courses required of all teacher candidates in this major, the LVB Program provides many opportunities to work directly with students who have visual impairments. [Go directly to the University's Visual Impairment Program Page](#) to learn more about the program.

### **Indiana State University**

Indiana State University offers a graduate licensure program for licensed teachers in special education or general education. Individuals interested in expanding their education and obtaining additional experience as an instructor of the visually impaired will benefit from this program, which is funded by the Indiana Department of Education through the Promoting Achievement for Students with Sensory Loss (PASS) grant at Blumberg Center. Admission to the Visual Impairment Graduate Licensure Program is managed solely by "Promoting Achievement for Students with Sensory Loss (PASS)." It is mandatory that individuals contact PASS prior to applying for admission to the University. [Go directly to the University's Visual Impairment Program Page](#) to learn more about the program.

### **Kutztown University**

The Visual Impairment program in our College of Education is one of the oldest and most established of its kind in the state of Pennsylvania. Special Education majors pursuing a B.S. in Education/Visual Impairment will be part of an extraordinary network of students and faculty who make this program so outstanding among others of its kind. In this program, all elementary education certification requirements are met. Field

experiences are provided and teacher candidates will experience them in both elementary education and visual impairment settings. The university has recently added a post baccalaureate distance TVI certification program in addition to the undergraduate program. [Go directly to the University's Visual Impairment Program Page](#) to learn more about the program.

### **Louisiana Tech University – Professional Development and Research Institute on Blindness**

Louisiana Tech University provides a professional preparation program for individuals entering the field of visual impairments. The Institute on Blindness has worked in partnership with the Louisiana Center for the Blind to develop the following graduate level programs: Master of Arts with Certification in Teaching Blind Students; Master of Education in Curriculum & Instruction with Cognate in Teaching Blind Students; and a Master of Arts in Industrial/Organizational Psychology in Orientation & Mobility. [Go directly to the University's Visual Impairment Program Page](#) to learn more about the programs offered.

### **Mississippi State University – The National Research & Training Center on Blindness & Low Vision**

Mississippi State University offers graduate certificate training for rehabilitation counselors seeking to become Vision Specialists, annual K-12 teacher workshops, and educational outreach to school districts in North Mississippi. MSU-NRTC contracts with individual states to provide on-site training for VR personnel working with consumers with vision impairment, and state program evaluations and training needs assessments. Their **National Technical Assistance Center on Blindness and Low Vision** provides information for service providers, employers and consumers including short CEU/CRC courses for professionals, and transition helps and Forums. [Go directly to the University's Visual Impairment Program Page](#) to learn more about the program.

### **Missouri State University**

The Blindness & Low Vision Program and the Orientation and Mobility Certificate Program are designed for candidates with a Bachelor's degree and a minimum 2.50 overall cumulative GPA (2.75 for O&M Certificate). Both currently certified teachers and candidates with a bachelor's degree and no teaching certificate are eligible to apply for either program. The VI program is entirely online, however, the O&M coursework requires students to attend a blindfold course that is on campus. [Go directly to the University's Visual Impairment Program Page](#) to learn more about the program.

### **North Carolina Central University**

The Visual Impairment Training Program is a concentration of study in the Masters of Special Education at North Carolina Central University that prepares teachers of children who are visually impaired. The VITP is a distance education program with courses offered through a combination of on-campus weekend/summer classes and online study allowing students to continue working during the school year. As part of every program, candidates complete a minimum 350-hour internship in their specialty area. [Go directly to the University's Visual Impairment Program Page](#) to learn more about the program.

### **Northeastern State University**

Northeastern State University offers a Visually Impaired Certificate. This special program for standard teacher certification in Visually Impaired is expected to be completed in two consecutive summer sessions. The program is comprised of two components and will be limited to 15 students each. [Go directly to the University's Visual Impairment Program Page](#) to learn more about the program.

### **Northern Illinois University**

Northern Illinois University offers a comprehensive program for training professionals to provide educational and rehabilitation services for persons of all ages who are visually disabled. The program consists of three components: Training teachers to work in the schools with children who have visual disabilities; Training orientation and mobility specialists to work with children and/or adults who are visually disabled; Training rehabilitation teachers to work with adults who have visual disabilities. [Go directly to the University's Visual Impairment Program Page](#) to learn more about the program.

### **Ohio State University**

The Ohio State University MEd program is designed for individuals who wish to earn Ohio's Intervention Specialist: Visual Impairments license. It is for students who are new to the field of blindness who want to be teachers of children with visual impairments in Ohio's public schools. The program leads to both the graduate degree and Ohio licensure and takes approximately five quarters of full-time study to complete. They offer two programs. The first is a **licensure only program** that is available to teachers who have a current license and would like additional licensure in the area of visual impairment. No degree is awarded upon completion of this program, only a recommendations of the licensure to the Ohio Department of Education. The **second program** is for people who either want a Master's degree in visual impairment education or who do not have an initial licensure.

### **Portland State University**

Portland State University is the regional university preparation program for the Pacific and Northwest Consortium for Vision Education (PNWCVE). The consortium is currently comprised of four states: Oregon, Washington, Hawaii and Montana. Portland State University offers a comprehensive, graduate level program for the preparation of teachers of students with vision impairments (TVIs) leading to teacher licensure or endorsement. The program to prepare TVIs is a 2-year, distance education hybrid program that begins with an on-campus summer session in even numbered years. [Go directly to the University's Visual Impairment Program Page](#) to learn more about the program.

### **Salus University**

Salus University College of Education and Rehabilitation offers a Master of Education degree program and a certificate program for Teachers of Children with Visual and Multiple Disabilities. These competency-based programs offer coursework and practical experiences that develop the necessary knowledge and skills

required for the instruction of infants, children, and youth who are totally blind or visually impaired and those with multiple disabilities. Both programs are offered for part-time and full-time study, with coursework primarily online during the fall and spring semesters, and a ten-week summer residency at Salus University for two summers. [Go directly to the University's Visual Impairment Program Page](#) to learn more about the program.

### **San Francisco State University**

The Program in Visual Impairments at San Francisco State University is designed for both pre-service and in-service professionals in the areas of Education Specialist Credential in Visual Impairment; Master of Arts in Special Education; as well as a Doctorate in Special Education. [Go directly to the University's Visual Impairment Program Page](#) to learn more about the program.

### **Texas Tech University**

Texas Tech University's College of Education offers the required curriculum for the Texas State Board for Educator Certification Visual Impairment Supplemental Certificate EC-12 online. Certification also requires the successful completion of two Texas examinations. The Visual Impairment Certification Preparation Program is available both as a stand-alone certificate or an area of emphasis with the Masters of Education in Special Education. All coursework is offered via distance education with three face-to-face weekends in Texas required. [Go directly to the University's Visual Impairment Program Page](#) to learn more about the program.

### **University of Alabama at Birmingham**

The Visual Impairments (VI) program at UAB includes Traditional and 5th Year Non-Traditional Degree in Special Education. Students attend lectures, work collaboratively and individually on assignments, work hands on with students who have visual impairments as well as other disabilities and observe teaching strategies under masters level teachers in various departments and other appropriate agencies. [Go directly to the University's Visual Impairment Program Page](#) to learn more about the program.

### **University of Arizona**

The University of Arizona offers a graduate-level program leading to a specialization in teaching children who are visually impaired: TVI, or Teacher of Students with Visual Impairments. Nationally recognized for excellence, this program prepares individuals to provide services in this challenging and rewarding profession. Their graduates are successfully employed in school districts, special schools, and agencies in Arizona as well as in other states across the country. Financial assistance is often available to students enrolled in this program. [Go directly to the University's Visual Impairment Program Page](#) to learn more about the program.

### **University of Massachusetts - Boston**

**The Northeast Regional Center for Vision Education (NERCVE)** is an established center within the

Institute for Community Inclusion that is academically affiliated with the University of Massachusetts Boston, School of Global Inclusion and Social Development. The Vision Studies program at UMass Boston is New England's only academic center for preparing Teachers of Students with Visual Impairments, Orientation and Mobility Specialists and Vision Rehabilitation Therapists, three key specialties which assist people with visual impairments to achieve their goals of high quality education, fulfilling employment, and safe/independent travel. NERCVE is committed to improving education for individuals with visual impairments through: personnel preparation, professional development, technology and research. Coursework is offered online with some Saturdays. [Go directly to the University's Visual Impairment Program Page](#) to learn more about the program.

### **University of Nebraska-Lincoln**

The University of Nebraska-Lincoln offers a graduate level program leading to a teaching endorsement in Visual Impairments. [Go directly to the University's Visual Impairment Program Page](#) to learn more about the program.

### **University of Northern Colorado**

The University of Northern Colorado offers a Master's Degree program in the area of Visual Impairment and an endorsement in Orientation and Mobility. The master's degree in Visual Impairment is designed to prepare teachers who will work with students who are visually impaired in schools. [Go directly to the University's Visual Impairment Program Page](#) to learn more about the program.

### **University of Pittsburgh**

The Vision Studies Program at the University of Pittsburgh prepares professionals to serve the academic and Orientation and Mobility (O&M) needs of children and/or adults who are blind or visually impaired. This Program enables students to acquire single and/or dual certification as a Teacher of Students with Visual Impairments (TVI) and/or as an O&M Specialist with an option for completing a Master of Education (MEd) degree in a unique hybrid program model (online and on-campus). [Go directly to the University's Visual Impairment Program Page](#) to learn more about the program.

### **University of South Carolina Spartanburg**

The Master of Education in Visual Impairment Program is shaped and aligned with the School of Education's core values and disposition and the standards set by the Council for Exceptional Children. The SC Department of Education requirements for endorsement in visual impairment have also been embedded into the program. Candidates in the program are typically full-time teachers from across the state. Thus, the two-year program offers live classes at the South Carolina School for the Deaf and the Blind in the summer and distance learning classes in the fall and spring. [Go directly to the University's Visual Impairment Program Page](#) to learn more about the program.

### **Vanderbilt Peabody College**

The Program in Visual Disabilities in the Department of Special Education, Vanderbilt Peabody College, currently is in receipt of a federal grant to prepare teachers of students with visual impairments (children with low vision and blindness). The program seeks general education and special education teachers who are interested in a MEd degree specific to Visual Impairments. [Go directly to the University's Visual Impairment Program Page](#) to learn more about the program.

### **Western Michigan University**

This 50-hour degree program prepares teachers to work with children with visual impairments in public and residential schools. Instruction is provided in skills to support the regular educational curriculum as well as the expanded core curriculum specific to children with visual impairments. Graduates are eligible to become certified teachers of children with visual impairments. Students may choose to combine this degree program with preparation, as an orientation and mobility specialist to attain dual competency in the Master of Arts in Teaching Children Who are Visually Impaired/Master of Arts in Orientation and Mobility for Children program. [Go directly to the University's Visual Impairment Program Page](#) to learn more about the program.



# CTEBVI Specialists

The following individuals have agreed to serve CTEBVI in varying fields of specialization within education and braille transcribing. They have been recognized for their expertise in their field and their ability to communicate effectively in workshops and in writing. Please feel free to contact these volunteers with your questions. They are available year-round, not just at Conference.

You will note that several positions are currently open. Please contact Cristin Lockwood with your suggestions or questions regarding the responsibilities of a specialist and remuneration for the work done in support of CTEBVI. You may also nominate a person or persons to fill the opening, including yourself!

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