In this talk we will describe the tools and other supports, and the selection of curricular units that we chose, in attempting to offer a successful university geometry course for preservice K-8 teachers in which one blind student was enrolled. The course, taught in spring semester 2019, was not a proof course, but a hands-on course in which students used rulers, protractors, compasses, scissors, and calculators to design, build, measure, and study geometric objects. We found that high-quality 2-D tactile drawings on “swell” paper, made by a PIAF (Picture in a Flash) machine, and units in which 3-D objects were constructed, worked well for the blind student. We will describe the technology that was used in the class, such as a talking calculator, a braille note-taker and a printer that yielded printed braille, called an embosser. And we will describe particular curricular units that worked well for both the sighted students and the blind student. Students’ anonymous evaluations of the course at the end of the semester will also be discussed. (Received August 17, 2019)