

**Field Studies in Visual Impairments I
(0-5 and 5-21)
SPED 5443/6443
(USU SPED 6180)
Credits-.5 (USU 1 credit)**

Fall 2003

Syllabus

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**Multi-University Consortium
Teacher Training Program
Sensory Impairments**

Course Content and Student Objectives

This field studies course is the first of two field studies that provides field experiences in preschool and school settings. Course work completion is linked to Literary Braille Codes 5441/6441 and the grade for the assignments is given in the Literary Braille Codes Course. Students receive credit/no credit (or for USU students, the same grade as the Literary Braille Codes Course) for the field studies course unless there are unusual circumstances. If unusual circumstances occur, the student will receive a written notice and explanation for the discrepancy in the grades.

Students successfully completing SPED 5443/6443 will be able to:

1. Demonstrate knowledge of braille assessment procedures and successfully choose and complete a braille assessment on a child as specified by the Rubric for Assessment.
2. Demonstrate knowledge of braille production completing an observation and assisting in a product production.
3. Demonstrate knowledge and skills necessary for use of braille technology.
4. Demonstrate knowledge of selection and modification of materials for pre-braille and braille activities as specified by the Rubric for Braille Instruction.

Grading Procedures:

This class is listed as a credit/no credit (or for USU students, the same grade as the Literary Braille Codes Course). To receive credit you must:

1. complete required observation hours.
2. complete required observation journal entries.
3. complete the field studies assignments linked to Literary Braille Codes 5441/6441.
4. maintain and submit a portfolio with required materials from this course.

Portfolio (This may be a “physical” or electronic portfolio) refer to Rubric for Portfolio:

- Weekly Braille Assignments. (Two assignments must be completed on technology.) Choose your best two or three assignments for the portfolio. (If you choose to do an electronic portfolio indicate in the portfolio the name of the class text and your top scores on specific Chapters.)
- Friday Activities: Choose two or three of your most successful Friday Activities to include in your portfolio. Include the child’s book in your portfolio. (If you select to use an electronic portfolio write the title and author of the book you choose to braille.)
- Compile a resource list of 10 Braille sources, materials and information. A minimum of one resource must be on Braille Music, Foreign Language or Computer Braille. Include name, address, phone #, e-mail, and a brief description of each.

Field Studies Assignments from Literary Braille Codes 5441/6441:

- Observe 4 Braille lessons and complete observation forms.
- Administer a Braille Assessment and write up.
- Participate in a braille production visit and produce a product. *On-campus students will meet with the Granite School District Braillest for a Friday activity (10/6) and then again independently for a one hour "Field Studies Experience." (450 E. 3700 S., Lincoln Elementary, North wing, #C-5, Charlotte Ovard, 685-4633, charlotte.ovard@granite.k12.ut.us) Students will produce an assignment for the braillest and write a one paragraph explanation of the product. *Distance students are to interview TVI in their local School District and assist in braille production for one assignment

(students need to either send the assignment in for a grade or send a note from the TVI that the distance student assisted in the production of an assignment that was given to a school district student).

- Complete a total of 2 assignments on Braille `n' Speak or other braille technology.
- Create a literacy activity with appropriate materials for a braille user (Braille a children's book). Include a one page analysis of the story for children who have visual impairments.

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