OFFICIAL SYLLABUS

DISCIPLINE:  EDSP
COURSE:      427

A.   Catalog Entry

EDSP 427: Curriculum and Methods for Deaf and Hard of Hearing Students (CUR & METH-DHH)

(3) Three hours lecture

Prerequisites: EDSP 426

Study of curriculum, methods, techniques and materials used in the education of deaf/hard of hearing students. Includes information on classroom organization, classroom management, family involvement, instructional planning, development of individualized education plans (IEPs) and individualized family service plans (IFSPs), curriculum adaptations and modifications, community agencies, assessment and evaluation, and standards for professionalism.

B.   Detailed Description of Content of Course

This course is designed for prospective teachers and other professionals serving deaf/hard of hearing students in PreK-12 settings. It examines curriculum, methods, techniques and materials used in the education of deaf/hard of hearing students. It includes information on classroom organization and management, family involvement, instructional planning, development of individualized education plans (IEPs) and individualized family service plans (IFSPs), curriculum adaptations and modifications, community agencies, assessment and evaluation, and standards for professionalism.

1. Curriculum and methods for teaching social studies, mathematics, physical education, and science for deaf/hard of hearing students incorporating reading and writing across the content areas
2. Curriculum and methods for teaching Deaf Studies
3. Planning and management of extracurricular activities for the deaf/hard of hearing
4. Integrating technology into teaching
5. Specialized evaluation procedures for deaf/hard of hearing students
6. Transition needs of deaf/hard of hearing students
7. Service delivery models for teaching deaf/hard of hearing students
8. Family involvement in the educational process
9. Individualized education programs for deaf/hard of hearing students
10. Developing professionalism and collaboration skills with other teachers, service providers, paraprofessionals, interpreters, and community agencies
11. Classroom organization and management

C.   Detailed Description of Conduct of Course

Instructional strategies include, but are not limited to: lecture, videos and other audiovisual materials, student participation and discussion, cooperative learning, student projects, presentations, guest speakers, outside readings, internet use, and field trips.
Graduate Credit: This course is dually listed with EDSP 527. To receive graduate credit, graduate students must complete a literature review on developing an auditory listening learning environment for deaf and hard of hearing students and design a plan for implementing the learned strategies/techniques and procedures in their educational placement.

D. Goals and Objectives of the Course

Goals, objectives, and assignments in this class address NCATE Standard 1b / Pedagogical Content Knowledge and Skills and 1c / Professional and Pedagogical Knowledge and Skills, the Council for Exceptional Children (CEC) / Council on Education of the Deaf (CED) Knowledge and Skills Standards, and the Virginia Department of Education teacher licensure competencies. Code for CEC/CED Standards: CC = Common Core and DH = Deaf and Hard of Hearing; Code for VADOE Standards: VHI = Virginia’s Hearing Impairments PreK-12 and VPS = Virginia’s Professional Studies.

Upon successful completion of this course, students will be able to:

1. Demonstrate knowledge of theories and research that form the basis of curriculum development, classroom organization and instructional practice. (CC7K1, VHI4b)
2. Demonstrate knowledge of the differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and develop strategies for addressing these differences. (CC3K5)
3. Prepare lesson plans based on data from student program evaluation and knowledge of evidence based practices/methods/procedures, incorporating appropriate task analysis leading to effective instruction using organized materials that promote learning. (CC7S5, CC7S10, CC7S11, VHI4a, VHI4g, VHI3f)
4. Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs and demonstrate knowledge of visual tools and organizers that support content mastery and retention by individuals who are deaf or hard of hearing. (DH4K1, CC4S3, VPS2)
5. Provide balance among explicit instruction, guided instruction, peer learning, and reflection. (DH4S4)
6. Provide families with support to make informed choices regarding communication modes, philosophies, and educational options and demonstrate knowledge of the influence of family communication and culture on all developmental domains. (DH5K1, DH10S1)
7. Provide ongoing opportunities for interactions between individuals who are deaf or hard of hearing with peers and role models who are deaf or hard of hearing. (DH5S1)
8. Develop skills in training, managing, and monitoring paraprofessionals and prepare individuals who are deaf or hard of hearing to use interpreters. (DH5S3, VHI5b)
9. Demonstrate knowledge of the roles and responsibilities of teachers and support personnel in educational practice for individuals who are deaf or hard
of hearing and demonstrate skills in coordinating service delivery for this population in collaborative work environments. (DH9K1, VHI5a)

10. Demonstrate knowledge of model programs for individuals who are deaf or hard of hearing. (DH7K1)

11. Plan and implement transitions across service continuums. (DH7S2)

12. Demonstrate knowledge of learners; academic and social abilities, attitudes, interests, and values on instruction and career development. (CC3K2)

13. Demonstrate knowledge of specialized terminology used in assessing individuals who are deaf or hard of hearing. (DH8K1)

14. Demonstrate knowledge of norm-referenced, criterion-referenced, and curriculum-based individual and group assessments and identify when each is used and for what purpose. (VHI3a)

15. Develop or use specialized assessment procedures that allow for alternative forms of expression, provide accurate measure of the student's attainment of essential skills in a standards-based environment, and provide accurate data for diagnostic instruction. (DH8S2, VHI3d VPS2)

16. Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs. (CC4S2)

17. Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members abiding by current regulations and procedures governing special education. Allow the individual and family to be involved in setting instructional goals and monitoring progress. (CC7S2, CC7S3, VHI2d, VHI5c)

18. Sequence, implement, and evaluate individualized learning objectives (CC7S6)

19. Demonstrate knowledge of national, state or provincial, and local accommodations and modifications. (CC8K5, VHI4c)

20. Demonstrate knowledge of scope and sequences of general and special curricula and national, state or provincial, and local curricula standards. (CC7K2, CC7K3)

21. Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs. (CC7S1)

22. Demonstrate knowledge of technology for planning and managing the teaching and learning environment. (CC7K4, VHI4e)

23. Use strategies to facilitate maintenance and generalization of skills across learning environments and to facilitate integration into various settings. (CC4S4, CC4S1, VHI4h)

E. Assessment Measures

1. Class participation in all discussions concerning course content and textbook readings

2. Develop a procedurally correct and educationally appropriate individualized educational plan or individualized family service plan, an NCATE candidate performance assessment

3. Class presentations to assess understanding of course content

4. Exams

5. Individual and group projects assessing a variety of course standards

6. Observation reports of an educational placement for deaf and hard of hearing students with focus on the critical attributes of effective teaching
F. Other Course Information

None

G. Review and Approval - speculated based on documentation found on EDSP 432 which went through at the same time

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<td>Alice G. Anderson</td>
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