I. Course Description:

Overview of instructional techniques and issues in the education of deaf and hard-of-hearing children. Prerequisite: B or better in SPH 477.

II. Intended Learning Outcomes/Goals/Objectives: (Program/Student Learning Outcomes)

CORE VALUES OF THE COLLEGE OF EDUCATION

This course reflects the following core values of the College of Education (see the COE Conceptual Framework at www.sfasu.edu/education/about/accreditations/ncate/conceptual):

- **Academic excellence through critical, reflective, and creative thinking** - While multiple choice tests measure knowledge, the signed assignments and essay questions on tests measure each candidate’s willingness to go beyond the knowledge presented in class and in the course readings.
- **Life-long learning** - At this introductory level, this course presents resources that can be used to continue learning about subjects covered during the course.
- **Collaboration and shared decision-making** - Participation in group activities will measure your collaborative skills.
- **Openness to new ideas, to culturally diverse people, and to innovation and change** - This course presents diverse communication modes and competing teaching methods.
- **Integrity, responsibility, diligence, and ethical behavior** - All work submitted must be your own. Dispositions checklists are used to measure integrity.
- **Service that enriches the community** - This course requires 10 hours of documented service or attendance at workshops.

Student Learning Outcomes:

- Demonstrate understanding of the competencies required for certification through examinations
• Acquire approximately 400 new ASL signs and demonstrate skill in using those signs during group discussions
• Acquire novice-level skill or higher with one additional communication mode as demonstrated by the Modes project.
• Demonstrate commitment to the profession through professional development.
• Demonstrate skill in locating and analyzing peer reviewed journals through a research paper.
• Demonstrate skill in writing through a research paper.
• Demonstrate the dispositions of future deaf educators through group participation and feedback.
• Demonstrate critical thinking skills through research papers and essays.

Program Learning Outcomes:

• Certification knowledge:
  o The teacher candidate will demonstrate proficiency in each of the core areas of Deaf and Hard of Hearing certification as identified by the Texas Education Agency
• Teaching Knowledge and Skills: The teacher candidate will demonstrate the knowledge and skills expected of beginning teachers during student teaching. The knowledge and skills are based on the council on Education of the Deaf (CED) objectives.
  o Development and Characteristics of Learners
  o Individual Learning Differences
  o Instructional Strategies
  o Learning Environments and Social Interactions
  o Instructional Planning
  o Assessment
  o Professional and Ethical Practice
  o Collaboration
• ASL Skills:
  o CED Standards: DH4S1: Develop proficiency in the languages used to teach individuals who are deaf or hard of hearing
  o From the Joint CEC/CED standards and indicators (takes DH4S1) and expands upon it:
    ▪ '97 e.g., Indicators of language competence in ASL include (seeing and signing) and may be demonstrated by having lived and worked in areas of the U.S. where ASL is used. In all cases, indicators of language competency should include formal study of the language. Indicators of ASL language competence may be demonstrated in one of the following ways:
      • A standardized measure such as the ASLPI may be used
        o SFA uses the TASC
  • TASC indicators: Candidate who scores Level C or higher will:
    o Communicate as a partner in ASL in a clearly participatory manner.
- Initiate, sustain, and bring to closure a wide variety of communicative tasks including description, instructions, hypothetical situations, problem solving and supported opinion
- Demonstrate comprehension skills through understanding most of what an interviewer says.
- Demonstrate fluency in ASL by appropriately using signs and grammar in an understandable fashion at a pace that does not impede meaning.
- Demonstrate an adequate vocabulary for familiar topics and enough for unfamiliar topics to communicate with another individual.

III. Course Evaluations:

Near the conclusion of each semester, students electronically evaluate courses taken within the College of Education. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes;
3. Making decisions on faculty tenure, promotion, pay and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation.

AS you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!"

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. **Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.**

IV. Student Ethics and Other Policy Information: Found at [https://www.sfasu.edu/policies](https://www.sfasu.edu/policies)

**Class Attendance and Excused Absence: Policy 6.7**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.
2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

V. Class Policies

Attendance:
Attendance is IMPERATIVE for success in this course! Class discussion and participation is critical as well. Excessive absences will adversely affect your ability to perform well on exams. Make up work for in class activities will NOT be given for any absence not approved as an excused absence by the university. Additionally, excessive absences cheat you of your education (and money!) I understand you are busy and “things come up”. However, I expect you in class. Students with more than two absences will be deducted two (2) points from the final grade for each additional absence, on your third absences this becomes retroactive and you will lose 6 points. Attendance will be taken during each session and will be
recorded in D2L. If you come to class after attendance has been taken, it is your responsibility to make sure that your attendance has been recorded.

**Participation:**
Successful class interactions depend on prepared and present communicators! You are expected to attend each class and to participate in all class discussions and activities. This includes actively listening, asking and answering questions, expressing your opinion. Participation will require you to read prior to attending class and repeated failure to complete readings prior to class may result in pop quizzes over the readings being assigned. This class will be conducted in a combination of sign and speaking and it is your responsibility to ask questions if you do not understand. Diversions due to personal notes, visiting, or working on day planners, are not considered appropriate professional behavior and will be addressed when observed. Texting during class (reading, composing, or sending messages) is NOT accepted and will be addressed as observed.

**Feedback on Assignments:**
If you would like feedback on any of your assignments prior to turning them in for a grade, you must notify me two days before the assignment is due. (For example: If the assignment is due on Wednesday, I must be notified by Monday.) It is your responsibility to request feedback and adhere to the requirements of each assignment.

**Turning in Assignments:**
You are required to follow the requirements regarding the turning in of assignments that are required by each assignment. Leaving an assignment with the secretary, with lab assistants, etc unless specifically told to do so, will not be accepted. You are responsible for turning in your assignments according to each assignment’s requirements. It is no one else’s responsibility to make sure that I receive your assignment.

**Late Work:**
Any assignment turned in after the due date will lose an equivalent of a letter grade for each week (week is calculated from the due date) after it is due. The first penalty will be assessed immediately after the assignment is due. For example, if the assignment is due at the beginning of class, any assignment turned in after papers have been collected can score no higher than a B. All other assignments are not eligible for late submission and will be given a zero if not completed or turned in on time. This policy does not apply to exams, quizzes, or chapter review presentations as those will not be accepted late and can only be made up if the conditions for make-up work are met as outlined in the attendance policy.

**Appropriate use of technology:**
Cell phones and other communication devices not required for disability purposes should be on vibrate and put away during class. Electronic devices that flash are not allowed in the classroom. Please turn off this feature or put them away to obscure the flashing upon entering the room. There is no exception to this policy. Failure to do so may result in removal from class. If you have an ongoing emergency, please inform your instructor at the start of class and take your calls outside of class. Failure to comply with this policy may result in removal from class.

**Technical Difficulties:**
Technical difficulties will not relieve you of your responsibility for turning in assignments or completing quizzes on time. There are only two locations that are known to be properly configured for using the study tools and completing the quizzes. The LINC lab is one and Infolab I is the other. Use other locations at your own risk. Attempt all assignments and quizzes early so you may seek help as needed. I suggest allowing a minimum of 24 hours.
VI. Readings – Required Texts
   b. Selected handouts and online reading materials
   c. Signed English or Signing Exact English dictionary or translator – there are dictionaries available at the ASL lab, campus library, iTunes app ($), website ($)

VII. Assignments and Assessments

**Service Learning/Professional Development: (100 points)**
- 8 hours of unpaid service:
  - to Deaf Community and/or the field of Deaf Education OR
  - Professional Development
- In order to get credit for your hours, you must complete the following and turn in by date indicated on the course calendar:
  - Reflection paper (one for each activity)
    - a hardcopy must be turned in along with your log
  - Signature of individual who presented/organized OR certificate of completion
    - You will need to fill out the service log sheet for every activity
- Suggested Activities (your hours must include activities from at least 2 different categories)
  - Volunteer with the RDSPD in your hometown – may be done any time you visit home, including Spring or Easter break
  - Talking Hands participation in meetings and events
  - Volunteer at SFA interaction events
  - Assisting in ASL classes
  - Attend American Sign Language theatrical productions
  - Attend Deaf Socials
  - Attending workshops related to ASL and/or Deaf education

**Exams: (150 Points Each)**
- Four major exams
  - **EXAM 1**
    - Module 1
    - D2L
    - Combination of multiple choice, T/F, matching, ordering, short answer
  - **EXAM 2**
    - Module 2
    - D2L
    - Combination of multiple choice, T/F, matching, ordering, short answer
  - **EXAM 3/FINAL EXAM**
    - Cumulative – Focuses on information from module 3, but will include information from previous exams and application of previously learned information
    - D2L
    - Combination of multiple choice, T/F, matching, ordering, short answer, and essay
Research Project:

- You will work with a group of 2-3 students to research the assigned state certification competencies. Each group will be provided a copy of the competencies and a detailed explanation of what I expect to see in both your research paper and group presentations.
- Divide the competency among the members of your group so that each person is researching and presenting on a different aspect. While some research may have some overlap, most of the research should not overlap. (When the entire group’s research is combined, the competencies should be thoroughly covered.)
- Each group is required to submit a list of each member’s required sections on the date listed in the syllabus.
- Each individual will write a research paper over their assigned section. The paper should follow the guidelines below.
  - Paper should be 7-10 pages in length. (Short papers are not likely to cover the material in sufficient depth for this assignment.)
  - Must include at least 3 peer-reviewed journals in addition to any other references that are utilized
    - Peer-reviewed journal examples are: American Annals of the Deaf, Volta Review, etc.
    - Other references may include textbooks, books, etc.
  - Use of APA format is required and scored. This is a good area to get feedback on prior to turning in your paper.
    - Include a cover page (does not count in total page count)
    - Running header
    - DO NOT include abstract
    - In-text citations
    - Reference page (does not count in total page count)
  - Rough draft (25 points each submission)
    - D2L submission
      - Will be read for content
      - Will be checked for plagiarism
      - Any concerns will require a meeting with me
    - Required OWL submission
      - You will be required to show proof of at least 2 submissions to the SFA OWL (accessed through D2L list of classes)
        - One submission must be of your completed paper
  - Final draft (100 points)
    - Due in hard copy and uploaded to D2L by the date and time indicated in the syllabus.
    - You will turn this paper in to me on the scheduled date and time. Any paper that is turned in after the date and time it is due will be assessed a late penalty.
    - Failure to turn in a hard copy, upload paper to D2L by the time it is due will result in a late penalty being assessed.
    - Failure to complete all rough draft requirements will result in your paper being returned until the rough draft steps are completed and then a late penalty being assessed based on the time the paper was resubmitted.
    - Failure to do any step above (without previously discussing any issues with me) will result in a grade of a 0 being assigned.
• As a group, you will present your competency to the class. Follow the guidelines below:
  o Presentation should last approximately 20 minutes. Your competency should be thoroughly covered and presentations that are significantly less than 20 minutes will not be able to cover all necessary parts. Not covering all areas of your competency will result in a lowering of your grade.
  o Each member must present their research and should have an equal part in the presentation. Not doing your part of the presentation may result in a deduction of points and if you do not present at all you will receive a grade of a 0.
  o The use of presentation software (PowerPoint or Prezi) is required and presentation must be turned into the appropriate D2L dropbox before class on the day of group presentation. The group must have one cohesive presentation, but it may be organized by group member, information, etc. Presentations not uploaded to D2L on time will result in a lowering of the group grade. Only one member of the group must upload the presentation.
  o References must be included in the PowerPoint and they must be in APA format. (You should be able to copy these directly from your paper.) I recommend sending in this part for feedback prior to turning it in. Any references not in APA format will result in a deduction of points. Also, not including any references or using references that were not included will result in a lowered grade and may result in a 0.
  o Use points on your slides. I should be able to glance at the slide and see what you will be talking about. I should not have to read the slide. Points will be deducted for slides which contain full sentences, paragraphs, etc.
  o I recommend adding pictures to your presentation. Make sure that the pictures support/enhance the information on the slide and do not detract. Videos may also be used, but must be closed captioned and should be relevant and support/enhance the information you are sharing. Points will be deducted for any pictures or videos that are not relevant or detract from your presentation.
  o You will need to dress in a professional manner on the day of your presentation. Blue jeans and a nice shirt are acceptable, but points will be deducted for unprofessional dress.
  o Do not read your PowerPoint slide or your notes while giving your presentation. You have done the research and are familiar with the information. Glancing at notes or using notes to help remind you where you are is acceptable and the correct way to utilize notes. You will not lose points for using notes in this manner, but reading notes and/or slides (except in special circumstances) is not acceptable and points will be deducted if this occurs.
  o Your presentation must be signed. You may use SimCom for your presentation, but your signing must be understandable.
  o Some of your grade is necessarily based upon the group as a whole, but your entire grade will not be based on your group’s performance. You as an individual will be graded on your dress, your use of notes, your ability to express the information in your section, and when possible your section of the slides.

**Deaf Education Handbook Quiz:** (100 points)

- D2L
- Use the SFA Deaf Education Handbook (also on D2L)
- Take the quiz using the information found in the handbook
- You have 1 hour to take the quiz and 2 attempts
- The questions are randomized, so you may not get the same questions on both attempts
- Your highest grade will be recorded
**Dispositions Checklist:** (100 points)
- Used by the College of Education to ensure that all teacher candidates demonstrate behaviors and attitudes appropriate to field of education
- Your behavior in class and outside of class will impact your performance. Failure to complete assignments (including readings), participate in class, participate in group activities, and/or attend class regularly and on time may result in an unacceptable on your dispositions checklist.
- Score of “unacceptable” in any area of dispositions checklist may result in failing grade or a WH grade with requirement of completing remediation activities to address the weakness(es).

**Lab Assignments**
- General Recording Requirements:
  - When doing any recording of assignments for this class, make sure that you are not chewing gum and that your clothing is conducive to reading sign. Chewing gum in any of your recorded assignments will result in a reduction of your grade by 10%. Clothing that has stripes, large graphics, or other designs that interfere with reading signs will result in a reduction of your grade by 20%. When in doubt, ASK!
- Requirements specific to ASL Lab recording:
  - When recording in the lab, be respectful to the students that are working. Disrespect toward the lab assistants may result in a lowering of your grade.
  - After you have recorded your video in the lab, you will need to sign the log on my door. You will write your name, the room used, and the date that you recorded. This will allow me to locate your video.
  - I will collect your videos from the lab after the due date.

**Modes Project:** (100 points each part – ASL & sim com)
- You will sign 2 books. One has been selected for you and the other is one of your choosing.
- ASL story
  - You may use any children’s book for this part.
  - You are responsible for translating the story into ASL. I recommend working with the ASL lab assistants, the ASL AARC tutor, and/or your classmates to do this.
    - You may also use the shared reading program books in the lab for this portion. Each of those books has a DVD of the story signed in ASL. You may not take these books out of the lab, but you may view the video in the lab.
  - You must record your telling of the story in the ASL lab. Follow the lab policy as described above.
  - Before beginning your telling of the story, you must state your name and that you are signing in ASL followed by the title of the book. For this part, the title of the book should be fingerspelled. The exceptions to this are signs that are only translated one way, such as numbers and letters.
  - You will be graded on inclusion of main details of the story, accuracy of grammar used, fluency of signing, inclusion of and accuracy of facial expressions, semantically accurate sign choices, accuracy of signs, use of classifiers, complete thoughts, and use of space.
- Simultaneous Communication story
  - You must use the story If You Give a Mouse a Cookie by: Laura Numeroff.
  - You must sign half of the story above in Signed English and the other half in SEEII and voice the story in English at the same time. (Exemptions to this requirement will be made on a case by case basis and must be agreed upon prior to recording. Any student (excluding those with previously discussed exemptions) who does not use either Signed
English or SEEl for this part and/or who does not voice in English will have points deducted from their grade.)

- I will provide you a copy of the text which will show you the breakdown of the words in order to assist you in learning the signs as well as the breakdown of which mode is required for each half.
- You must record your telling of the story in the back room of the ASL lab. You must use the back room so that your voicing does not disturb others who are using the lab for recording or language practice. Follow the lab policy as described above.
- Before beginning your telling of the story, you must state your name and the title of the book.
- I will use the text of the story. I will look for correct signs used for each word from the story as well as inclusion of any grammatical markers required by the sign system which you choose.

- The only material that you will be allowed to take with you into the recording booth/room is the storybook itself. No other notes or materials may be taken in, so make sure that you are well prepared.

VIII: Evaluations and Assessments:

Grades will be based on the following:

<table>
<thead>
<tr>
<th>Item</th>
<th>Value</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>200 pts each</td>
<td>600 points</td>
</tr>
<tr>
<td>Research Paper Rough Draft (D2L &amp; OWL Submissions)</td>
<td>25 pts each</td>
<td>75 points</td>
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<tr>
<td>Research Paper</td>
<td>100 pts each</td>
<td>100 points</td>
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<tr>
<td>Research Presentation</td>
<td>75 pts</td>
<td>75 points</td>
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<tr>
<td>Dispositions Checklist</td>
<td>100 points</td>
<td>100 points</td>
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<tr>
<td>Professional Development/Service Documentation (8 hrs)</td>
<td>12.5 pts/hour</td>
<td>100 points</td>
</tr>
<tr>
<td>Modes Project (2 parts)</td>
<td>100 pts each part</td>
<td>200 points</td>
</tr>
<tr>
<td>Deaf Education Handbook Quiz</td>
<td>100 pts</td>
<td>100 points</td>
</tr>
</tbody>
</table>

Total Points Possible for Semester 1350

Grading Scale:
A = 1350 – 1215  B = 1214 – 1080  C = 1079 – 945  D = 944 – 810  F = 809 and below
<table>
<thead>
<tr>
<th>Date</th>
<th>In Class/Assignments due</th>
<th>Readings/Assignments Due (readings are to be completed prior to the class day on which they are listed)</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed, Jan 17</td>
<td>Syllabus, Introductions</td>
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</tr>
<tr>
<td>Mon, Jan 22</td>
<td>Module 1</td>
<td>p. 152-158 sections titled: educational environments through the role of interpreters in inclusive classrooms; p. 259-264 sections titled: schools for the deaf or separate schools through the itinerant teacher</td>
<td>Placements</td>
</tr>
<tr>
<td>Wed, Jan 24</td>
<td>Module 1</td>
<td></td>
<td>Placements</td>
</tr>
<tr>
<td>Fri, Jan 26</td>
<td></td>
<td>Deaf Ed Handbook quiz due by 11:59pm (D2L quiz)</td>
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<tr>
<td>Mon, Jan 29</td>
<td>Module 1</td>
<td>p. 97-111 sections titled: modes of communication through bilingual communication; p. 152 section titled: educating deaf students: the oral/manual controversy</td>
<td>Modes</td>
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<tr>
<td>Wed, Jan 31</td>
<td>Module 1</td>
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<td>Modes</td>
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<tr>
<td>Mon, Feb 5</td>
<td>Module 1</td>
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<td>Philosophies</td>
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<td>Wed, Feb 7</td>
<td>Module 1</td>
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<tr>
<td>Mon, Feb 12</td>
<td>Module 1 Review</td>
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<tr>
<td>Wed, Feb 14</td>
<td>Exam 1</td>
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<tr>
<td>Mon, Feb 19</td>
<td>Module 2</td>
<td>p. 120-129 sections titled: classification of hearing loss through acoustic brain stem response</td>
<td>Identification</td>
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<tr>
<td>Wed, Feb 21</td>
<td>Module 2</td>
<td>p. 77-84 sections titled: anticipation, expectations, and responses... through factors that contribute to healthy families...; p. 85-88 sections titled: selecting a mode of communication through sibling relationships interactions between children...</td>
<td>Families</td>
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<td>Mon, Feb 26</td>
<td>Module 2</td>
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<td>Families</td>
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<td>Wed, Feb 28</td>
<td>Module 2</td>
<td>p. 84-85 sections titled: the building blocks for communication; p. 91-97 sections titled: components of language through stages of language development; p. 112-115 sections titled: impact of prelingual hearing loss on language development through enhancing language development through an auditory verbal approach</td>
<td>Language Development</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Details</td>
<td>Course Area</td>
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<tr>
<td>Wed, March 7</td>
<td>Module 2</td>
<td>p. 186-195 sections titled: development of visual attention... through professional actions; p. 198-200 sections titled: developing metacognitive skills and Feuerstein’s view of cognitive growth</td>
<td>Cognitive Development</td>
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<tr>
<td>Fri, March 9</td>
<td>Modes Project due</td>
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<tr>
<td>Mon, March 12 – Friday, March 16</td>
<td>Spring Break</td>
<td></td>
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<tr>
<td>Mon, March 19</td>
<td>Writing a Research Paper (with librarian) or Module 2</td>
<td>p. 195-197 sections titled: intellectual functioning... through intellectual testing and deafness; p. 238-252 sections titled: individuals who are deaf or hard of hearing with a learning disability through other disabling conditions</td>
<td>Writing a research paper or Multiple disabilities</td>
</tr>
<tr>
<td>Wed, March 21</td>
<td>Module 2</td>
<td></td>
<td>Multiple disabilities</td>
</tr>
<tr>
<td>Mon, March 26</td>
<td>Writing a Research Paper (with librarian) or Module 2</td>
<td></td>
<td>Writing a research paper or Multiple disabilities</td>
</tr>
<tr>
<td>Wed, March 28</td>
<td>Module 2 Review</td>
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<tr>
<td>Mon, April 2</td>
<td>Exam 2</td>
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<tr>
<td>Wed, April 4</td>
<td>Research Paper &amp; Presentations Workday</td>
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<tr>
<td>Mon, April 9</td>
<td>Module 3</td>
<td></td>
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<tr>
<td>Wed, April 11</td>
<td>Module 3</td>
<td>First OWL Submission of Research paper completed by 11:59pm</td>
<td>Laws: 94-142 &amp; IDEA</td>
</tr>
<tr>
<td>Mon, April 16</td>
<td>Module 3</td>
<td>Research Paper Rough Draft Submission due in d2l by 11:59pm</td>
<td>Laws: ARD, IEP, modifications vs accommodations</td>
</tr>
<tr>
<td>Wed, April 18</td>
<td>Module 3</td>
<td>Laws: Policy, Bills of Rights, &amp; 504</td>
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<tr>
<td>Mon, April 23</td>
<td>Module 3</td>
<td>Laws: 504, RtI, &amp; ESSA</td>
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<tr>
<td>Wed, April 25</td>
<td>Module 3</td>
<td>Laws: FERPA &amp; ADA</td>
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<tr>
<td>Fri, April 27</td>
<td></td>
<td>Second OWL Submission of Research paper completed by 11:59pm</td>
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<tr>
<td>Mon, April 30</td>
<td>Research Presentations</td>
<td>Research paper and group PowerPoint due at the beginning of class (late penalty assessed starting at 2:35pm)</td>
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<tr>
<td>Wed, May 2</td>
<td>Research Presentations (if needed) Module 3 &amp; Final Exam Review</td>
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<tr>
<td>Fri, May 11</td>
<td>Final Exam 10:30AM - 12:30PM &amp; Service Learning/Professional Development Log and Reflections due by 5PM</td>
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</tbody>
</table>

*Due dates are tentative and subject to change
**Additional readings may be assigned and/or readings may be rearranged as needed