Course Description

This course is an extension of EDSP 556 DHH: Language in Early Childhood. We will examine and apply language development principles to primary and elementary age children with an emphasis on spoken language development and the language of schooling. Issues related to cultural differences, assessment and planning as part of the IEP process, language acquisition in individual therapy settings, transition into the mainstream, language arts and the general education curricula, and the role of families in language development will be discussed. We will explore how all this information can be applied in settings where a variety of communication modes may be employed. In exploring the options available, we will try to develop general principles regarding language development that can guide professionals when working with a school-age child with any degree of hearing loss.

Fieldwork: A 10 hour fieldwork commitment in order to complete the assignments and meet the performance–based competencies for this course is required. All students, whether onsite students, distance education students or interns will complete practicum requirements as part of their Lab, conducted at John Tracy Clinic. A Summer Institute at John Tracy Clinic will be required for all interns and distance education students. Fieldwork Validation: Candidates must complete the Methods Course Reflective Field Experience Report Form for each special education methods course completed. This form can be found in the Field Experience Section of the Special Education Candidate Handbook.
Course Purpose

This course will meet the CCTC Level I – Education Specialist Standards for Deaf and Hard of Hearing (see Matrix) and standards established by CEC/CED for Preparing Teachers who will work with Deaf or Hard of Hearing students.

Course Objectives – Aligned with Candidate Unit & Program Outcomes*

**The SOE Unit:** The three School of Education Unit Candidate Outcomes (ACE) provide the framework under which course objectives, course requirements and the standards linked Centerpiece Artifacts are organized and evaluated as part of the Unit Assessment System. In their Reflective Professional Portfolio, candidates begin to practice the construction of their own assessment system within the role of being a life long professional learner. Artifacts are chosen, described and displayed in the portfolio as performance based evaluate evidence aligned with the National Council for Accreditation of Teacher Education (NCATE): Standard 1 Candidate Knowledge (K), Skills (S), and Dispositions (D) demonstrated throughout course and field experience.

**The Special Education Program:** The Unit Candidate Outcomes (ACE) provide the frame upon which course objectives are aligned with the Council for Exceptional Children Knowledge & Skill Base for All Beginning Special Education Teachers: Common Core & Individualized General Curriculum Content Standards (CEC). Course objectives also align with the Interstate New Teacher & Assessment Consortium principles (INTASC) and the California Commission Teacher Credentialing: Education Specialist Standards (CCTC).

**The Professional Reflective Portfolio (PRF):** The portfolio provides a vehicle through which candidates use critical inquiry and self-assessment to develop their skills as life long learners in their chosen profession. The PRF contains all the required Centerpiece artifacts that collectively illustrate the candidate’s body of work that illustrate his or her performance-based competency. These Centerpieces provide the evidence upon which faculty use the Educational Specialist Reflective Professional Portfolio Assessment Rubric to make program recommendations. Recommendations are required prior to enrollment in practicum, applying for a credential, and/or applying for conferment of a degree. The material in the PRF is organized around the three Unit Candidate Outcomes (ACE). Under each portion of ACE, the candidate links the ten CEC Standards based Centerpieces with the California State Teacher Performance Expectations Standards (CSTPES).

Upon completion of this course, candidates will be able to demonstrate competencies in the areas listed here.

**Outcome I: Academic Excellence & Critical Inquiry and Reflection**

Demonstrate knowledge of how to represent content accurately and competently by affectively applying strategies and techniques in their field of study. Engage in reflective activities, critically analyze their practice and apply higher order thinking skills to a wide array of investigative pursuits.

- Students will demonstrate knowledge of the characteristics of children with hearing loss who are developing language in a developmental manner and children whose language is delayed via appropriate assessments. (CCTC Standards 12, 23, 24) (K) (INTASC 1, 2, 3, 8) (CEC 1, 2, 3, 8) (CSTP A, B, C, E)
Students will demonstrate knowledge of methods for enhancing language development utilizing a variety of communication methodologies and in various educational settings, including the general education setting. (CCTC Standards 12, 15, 17, 19, 20, 23, 24, 26) (K, S) (INTASC 1, 2, 3, 4, 5, 6) (CEC 1, 2, 3, 4, 5 6) (CSTP A, B, C, D)

Students will apply knowledge of assessments by planning specific language goals, objectives and activities for students in IEP's for special day classrooms, therapy settings, and in the general education environment. (CCTC Standards 11, 17, 19, 20, 22, 23, 24, 25). (K, S) (INTASC 1, 2, 3, 4, 7, 8) (CEC 1, 2, 3, 4, 7, 8) (CSTP A, B, C, D, E)

Students will apply knowledge of literacy for diverse school-age D/HH students into the general education curriculum in all planning for instructional intervention. (CCTC Standards 12, 17, 19, 20, 22, 23, 24, 25). (K, S) (INTASC 1, 2, 4, 5, 7, 8) (CEC 1, 2, 4) (CSTP B, C, D)

**Outcome II: Community & Service**
Demonstrate the ability to create and support collaborative learning communities in their professional fields of practice. Bridge theory and practice by experiencing various dimensions of the community through active service engagements.

Students will demonstrate their abilities to use formal and informal language assessment tools for school-age children with a hearing loss in a variety of educational settings, working as a member of a collaborative interdisciplinary team. (CCTC Standards 10, 16, 17, 19, 25, 28) (K,S,D) (INTASC 6, 7, 8, 9, 10) (CEC 6, 7, 8, 9, 10) (CSTP A, D, E, F)

Students will develop and implement IEP goals and objectives which promote language growth across the curriculum in school-age children with a hearing loss as a member of the child’s educational team. (CCTC Standards 11, 16, 19, 20, 23, 25, 26, 27) (K, S, D) (INTASC 1, 2, 3, 4, 5, 6, 10) (CEC 1, 2, 3, 4, 5, 6, 10) (CSTP A, B, C, D, F)

Students will apply their knowledge of language development and intervention techniques for diverse school-age students in special day classrooms, individual therapy, and as part of the general education curriculum. (CCTC Standards 12, 15, 19, 20, 23, 24, 27) (K, S, D) (INTASC 1, 2, 3, 4, 10) (CEC 1, 2, 3, 4, 10) (CSTP A, B, C, D, F)

**Outcome III: Ethics, Values and Diversity**
Understand and adhere to the values and ethical codes of the university, of schools they work in, and of their professional organizations. Create inclusive, unified, caring and democratic learning communities that value all individuals regardless of background or ability, and equitably support their learning and development.

Students will demonstrate an understanding of multicultural issues and how these issues impact the school-age D/HH learner and his/her family. (CCTC Standards 12, 13, 21) (K, S, D) (INTASC 3, 10) (CEC 3, 10) (CSTP A, F)

Students will demonstrate the ability to provide information on the various communication options and resources available to parents and their children with a
hearing loss as an aid in deciding which option(s) and placements might be most beneficial for their child with a hearing loss. (CCTC Standards 12, 13, 16, 23, 24, 25) (K, S, D) (INTASC 2, 3, 4, 6) (CEC 2, 3, 4, 6) (CSTP A, B, D)

- Students will demonstrate their sensitivity and understanding of the transition of children with hearing loss from one placement to another, and/or from one communication mode to another, as part of a collaborative team of school personnel, with particular attention to language, school routines, and literacy development. (CCTC Standards 15, 16, 19, 20, 22, 24) (K, S, D) (INTASC 1, 4, 5, 9) (CEC 1, 4, 5, 9) (CSTP B, C, D, F)

*A descriptive explanation of the use of standards and candidate assessment is provided in the Education Specialist Undergraduate and Graduate Candidate Handbook.

**Textbooks:**


**Readings/Bibliography**


---

**Internet Course Supports**

**USD Internet/E–Mail Access Account**

By second class every student must have a USD Internet Access Account. You obtain this in Serra 205. This account is free and the only way you can access the WebCT assignments for this course. Class notes, updates, supplements and group activities will appear on WebCT. Additional information about this course and assignment tasks will be posted regularly on the EDSP 174/274 WebCT site. Candidates are responsible for checking the course site regularly for postings and projects.

The easiest way to get to a WebCT course is (http://unet.sandieog.edu/). This is the USD Portal entrance for all students.
**Tasks, Dates, Grade Weight:** You will be given specific information about your tasks and the value of each task towards your overall grade for this course. Specifically identified tasks in this and other credential coursework that informs your overall development as an educator will be evaluated on rubric based performance indicators. Your advisor will keep you abreast to this requirement. Also check your student manual and program information posted on the school web site.

**EDSP 560 Class Schedule for 2009**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 6-Sept 12</td>
<td>1 – Philosophical Stance paper</td>
</tr>
<tr>
<td>Sept 13 – Sept 19</td>
<td>2 – Evaluation Plan based on State Standards</td>
</tr>
<tr>
<td>Sept 20 – Oct 10</td>
<td>3A – Discourse Analysis of April’s Sample</td>
</tr>
<tr>
<td></td>
<td>3B – Semantic/Syntactic Analysis of April’s Sample</td>
</tr>
</tbody>
</table>

**September 24 at 9:00 pm Eastern, 8 pm Central and 6 pm Pacific for 1st chat**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 11 – Oct 18</td>
<td>4 – Critique of two formal tests</td>
</tr>
<tr>
<td>Oct 18 – Oct 31</td>
<td>5A – Develop Language/Communication goals</td>
</tr>
<tr>
<td></td>
<td>5B – Creating Activities</td>
</tr>
<tr>
<td>Nov 1 – Nov 14</td>
<td>6A – Informal literacy survey and literacy programs</td>
</tr>
<tr>
<td></td>
<td>6B – Authentic Literature materials for parents</td>
</tr>
</tbody>
</table>

**October 29 at 9:00 pm Eastern, 8 pm Central and 6:00 pm Pacific time for 2nd chat**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov 15 - Nov 21</td>
<td>7 – Language of Schooling</td>
</tr>
<tr>
<td>Nov 22 - Nov 28</td>
<td>THANKSGIVING HOLIDAY</td>
</tr>
<tr>
<td>Nov 29 – Dec 5</td>
<td>8 - Second language effects on Standard English usage</td>
</tr>
</tbody>
</table>

**December 3 at 9:00 pm Eastern, 8 pm Central and 6:00 pm Pacific for 3rd chat**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec 6 – Dec 12</td>
<td>9 – Multi-handicapped project</td>
</tr>
<tr>
<td>Dec 13 – Dec 19</td>
<td>CENTER PIECE ASSIGNMENT completed</td>
</tr>
<tr>
<td>Dec 21</td>
<td>GRADES SENT TO USD</td>
</tr>
</tbody>
</table>

**Course Requirements**

<table>
<thead>
<tr>
<th>Topic/Readings</th>
<th>Assignment/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. History of Language Instruction with Hearing Impaired Children

Readings:
Paul, P.V., & Quigley, S.P. (1990). Ch. 1
Easterbrooks & Baker (2002). Ch. 1
Rhodes and Perigoe (2004)
Tucker (1998), Ch. 7 (pp. 147-168)

Assignment 1: Theoretical Position Paper (100 points)

Although education of the deaf has long devoted much of its attention to conflicts over modes of
communication (sign vs. oral), an important issue relative to language development has been
overlooked, namely, the instructional approach to be used when helping children learn
language. Three important methods have surfaced: a) direct teaching and structured
approaches; b) natural approaches; and c) conversational approaches. Each of these
approaches is covered in one or more of the above readings. Using information concerning
these three instructional approaches, please compare and contrast the language learning needs
of the groups of children in a paper.

The paper should detail your philosophical stance regarding the development of communication
abilities in the range of children who have significant hearing loss. The paper should address
your perspectives on a) the type of communication abilities to be developed in children with
hearing loss, b) the type of educational programming options that should be made available to
children with hearing loss, and c) the language instructional practices to be employed with
children with hearing loss (structural, natural, conversational). The paper should also address
the full range of children that come to programs for the hearing impaired, including: a) children
who come from families with deafness in the family especially those with Deaf parents; b) late
identified children (including those who are not identified before the age of 6); c) children from
multi-cultural and bi or multi-lingual home settings; d) children from economic and social
circumstances that are less than ideal; e) children with multiple problems such as deafness and
blindness, deafness and other language learning challenges, deafness and autism, or deafness
and significant cognitive problems. In providing an explanation of your philosophical stance,
you should address what you currently know about hearing loss, about language learning, and
about issues facing special education and general education classrooms with regard to
instruction of deaf and hard of hearing children. This will require a fairly lengthy paper.

Rubric for grading Assignment 1:

In grading this paper, the following points will be awarded for each component of the paper.
a) Up to 10 points will be awarded for a discussion of communication abilities to be developed
in children with hearing loss; b) Up to 20 points will be awarded for a discussion of the type of
educational placement options that should be made available to children with hearing loss; c) Up to
20 points will be given for a discussion of the types of educational instructional practices that
should be employed with children with hearing loss. This will yield a total of 50 points for this
section of the paper.
The next section should discuss the following: a) Up to 10 points will be given to a discussion of each of the following groups with regard to the issues that affect language learning. The categories include: 1) children from Deaf families, 2) late identified children, 3) children from multi-cultural and bi and multi-lingual settings, 4) children from less than ideal economic and social settings, and 5) students with multiple disabilities. This will yield a total of 50 points for this section of the paper for a grand total of 100 points.

2. Evaluating Language Arts Programs

Readings:

Schirmer (2000), Ch. 1, 2
Cawthon (2005)

Assignment 2: Comparing a language arts curriculum to standards for language arts in your school district or state (100 points)

The purpose of this assignment is to help you gain familiarity with the standards for language arts in your state (or if not available, the school district) and to compare those standards to the curriculum used with one student with hearing loss. This is important if the intent of educational programming efforts is to develop language/literacy skills in children with hearing loss that are comparable to those of children without hearing loss. One of the more realistic measures of success is whether the student can meet the state standards for typical children enrolled in public school settings. Your first task will be to find the standards for language arts for your state (or school district) that are related to the grade level of the child you will chose for evaluation or review of his/her language achievement records. You need to determine how these standards relate to the notions of spoken discourse, semantic, and syntactic abilities in children of the grade level of your subject (if they do). Refer back to last year's course if you need a refresher on the notions of discourse, semantics and syntactic abilities. Try to determine whether the state or school district standards refer to adjustments that can be made for children with hearing loss or other handicaps that might alter school performance. Determine also if language diversity is referenced in these standards.

Next, your task is to compare the state or school district standards for elementary language arts with the language arts curriculum in the classroom of your child with a hearing loss. For this assignment, interact with the school itinerant teacher of the deaf, classroom teacher and/or SLP to determine the extent of the language arts program for your child. Compare the program to state or school district standards to determine how it matches, if at all. Be sure to determine what types of assessments the school uses to ascertain whether the child has or has not met the goals of the language arts curriculum. If there are adjustments in state standards for children with hearing loss, be sure in indicate how the local school curriculum has responded to incorporating those adjustments.

Rubric for grading Assignment 2:

Up to 40 points will be awarded for the presentation of state or school district standards in language arts for the grade level of your student, and for explaining how these standards articulate with current thinking about spoken discourse, semantics, and syntax. If only reading skills or vocabulary expectations are included in the state framework, use those as your benchmark. Indication of adjustments for hearing loss or other handicaps should be noted.
You will be given up to 40 points for discussion of how your child’s current language arts program relates to state or school district standards including adjustments for hearing loss if those have been made. You will be given up to 20 points for your discussion of the adequacy of the assessment procedures used by the school as part of the language arts curriculum for a total of 100 points.

3. Language Assessment of the School-age Child (Informal)

Readings:

Kretschmer, 1997
Kretschmer and Kretschmer (1999)

Assignments:

3. Description of the Discourse Abilities of a Child with Hearing loss (100 points)

4. Description of the Semantic/Syntactic Abilities of a Child with Hearing loss (100 points)

The basis of language assessment involves two components, the use of informal but authentic assessment procedures and the use of more formal tests. As a person interacts with a particular child, they must make decisions concerning the use of these two approaches to assessment. The purpose of this unit is to help you improve your ability to complete informal language assessments. This area was covered superficially in the first language course, so refresh your memory by going back to the readings, lecturettes, and assignments completed last year. The two assignments in this unit are designed to provide the student with further practice in informal assessment.

Assignment 3: Description of Discourse Abilities of April.

Seven transcripts for a child with hearing loss (April) follow this section. In Assignment 4, the student will write a short report on the discourse abilities as expressed in each of the 7 samples, focusing on her strengths and shortcomings. This report should focus on all aspects of discourse including her ability to engage in general conversation and her ability to engage in specific forms of discourse. When necessary, the student should indicate the linguistic forms that seem to be as April tries to use a particular discourse type.

Language Sample 1: A discussion between April and her teacher concerning a recent visit to Disney World. (a non-literary narrative)

Teacher: I heard from your mother that you went to Disney World over spring break.

April: Yeah --- and I see MICKEY MOUSE and, and Pluto and Goofy and – and Cinderella, and Jasmine, and Snow White and Dopey and EVERYBODY. Mickey Mouse put arm around me and my father took picture. I have home and – and I get everybody name in a book and it pink.

Teacher: Oh, you got everybody’s autograph, and did you go to the Magic Kingdom, that's my favorite.
April: No, me no go there.

Teacher: You didn’t go to Magic Kingdom?

April: No ---

Teacher: You didn’t see Cinderella’s castle.

April: Oh – there. Yes, I saw it and – and Cinderella, she was there and the Prince, he was there too. I got names in my book. And – after a while, we eat in castle and Dopey and Sleepy, they come in and I get names in my book too.

Teacher: Well, April, that’s called the Magic Kingdom. What else did you see in the Magic Kingdom.

April: We got in boat and we went into this place and everybody singing “it a small world, it a small world, it a small world now”. (She sings the phrase in parenthesis). Done, we see Peter Pan- he fly in air and it fun.

Teacher: Well, April, it sounds like you had a good time at Disney World. Maybe, we can talk about it some more later. Right now we have to begin school. Okay!

April: Okay!

**Language Sample 2:** April has been asked to retell the story of Cinderella. (a literary narrative)

Teacher: Do you remember the story of Cinderella?

April: Yeah, me see Cinderella in Dee World.

Teacher: Yes, you saw Cinderella in Disney World. Can you tell me the story of Cinderella?

April: Once upon a time, she a poor girl and work hard. One day, she want go to party but mother – she not a nice person and she say “NO CAN GO TO PARTY!” She cry and ran away. Later, fairy god mother, she change dress into silver one and she changed mouses into horses and a pumpkin into this thing – she ride to party and meet The Prince and they dance. It late and she run away and the shoe – it glass and she lose it. The Prince look and look and find her and put on shoe and it fit. And it the end and they live happily ever after.

**Language Sample 3:** April has been asked to describe her pet cat. (a real description)

Teacher: Can you tell me about Olympia – your pet cat?

April: She funny and she play with string – it go there and she go there and it go here and she go there. She funny.

Teacher: Yes, can you tell me how she looks?

April: She have big tail that go back ’n forth all time and she have green eye and she have black back and white tummy and -- she pretty.
Language Sample 4: April is given a schematic of a room and she is asked by her teacher to describe her room at home. (a photographic description)

Teacher: (she hands April a schematic of a room)  Let’s pretend this is your room at home, okay!

April: Okay!

Teacher: Now, can you tell me about your room, tell me how it looks.

April: Okay – (without referring to the schematic) me have a big bed and it pink and me have maybe (she turns to her hand and starts to count) four Barbie doll and lot of stuff to put on them – a lot of it pink – and me have big chair and me sit in it and it bouncy like jello.

Teacher: Anything else?

April: Maybe – (she thinks a bit, and then she points to the wall to the right of the one in which the door is on the schematic and says:) There picture of Cinderella and (she points to wall immediately to the right of her door) there picture of Mickey Mouse and (she points to the wall to the left of the one in which her doors is and says): and there mine picture from mine trip and me look at them all time.

Language Sample 5: April has brought an Easter egg from home and the teacher wants to her to explain why it is purple. (an explanation)

Teacher: How come this egg is purple?

April: It come from chicken and the chicken sit on nest and go “cock-a-doodle” and it have egg.

Teacher: Yes, eggs do come from chickens, but why is this purple?

April: From chicken and it purple.

Teacher: No, April, chickens do not have purple eggs. Their eggs are brown and why is this egg purple?

April: Oh --- not know.

Teacher: Didn’t your mother dye the egg purple?

April: Oh, yeah – me now remember. Mommy put egg in this stuff and it come out like this – purple.

Teacher: That's right, your mother dyed the egg, and what did she do then?

April: Not know.

Teacher: Didn't she hide them and you had an Easter Egg Hunt?
April: Yeah, me look and look all over house and me find this egg under my chair in kitchen – and that egg it mine.

Teacher: That’s right! You had an Easter Egg Hunt.

**Language Sample 6:** The teacher has asked April to explain to her classmate Barbara (a normally hearing child) how to perform a particular work sheet. (instructions)

April: Lissen Barbara, okay?

Barbara: Okay?

April: This (points to the list of words on the left side of the page) go here (points to the list of words on the right side of the page). You draw line, okay?

Barbara starts to draw lines from the first word on the left side list to the first word on the right side list.

April: No – (she takes the pencil and draws a line between the first word chicken to the word egg which appears toward the bottom of the right side list.)

Barbara: Why did you do that?

April: Egg come from chicken. Then you draw line.

Barbara: Oh, I get it. (She then draws a line between cow and milk.)

April: That right, now this one (and points to the third word on the left-side list).

(They complete the task.)

**Language Sample 7:** April is on the playground with Christine (a normally hearing child) and she is trying to convince Christine to put her coat on the steps. (persuasion)

April (as she is trying to take Christine’s coat, says:) Put coat there (and points to the stairs)

Christine: No, I want to keep my coat on me because it’s cold.

April: No, you put there (and tries to take her coat off.)

Christine: No – April.

April tries to take the coat a third time.

Christine: No – stop it April. (She walks away.)

**Rubric for grading Assignment 3A:**

You will receive up to 30 points for a general discussion of April’s conversational skills. In this paragraph, you should comment on her ability to maintain turn taking, to establish and track topics, her ability to make cogent contributions to the conversation, and her ability to begin and
terminate conversations. It is possible that some of these aspects of conversation will not be apparent in the samples so if not, you need to point out the areas for further exploration.

You will be awarded up to 10 points for a description of each discourse form. This description should state the strengths (if any) of the child and the shortcomings she exhibits in that particular area. In discussing shortcomings, you should be as specific as possible detailing the nature of the problem and the possible language abilities or aspects that might enhance performance in this area. It may not always be possible to identify specific language forms, but whenever possible, this should be the aim of your description. There are 7 discourse processes presented in the samples provided (Assume that each language sample represents a different discourse process.) This section of the report will yield a total of 70 points maximum for a total of 100 points for this assignment.

Assignment 3B: Description of Semantic/Syntactic Abilities of April

For assignment 3B, you will use the transcripts generated for April again. This time, write a short report on her semantic/syntactic abilities also highlighting her strengths and shortcomings. Indicate which specific areas need work and which do not. It is possible that a specific area for work is discourse specific, that is, it is a syntactic form that is only important in one discourse process or there may be semantic/syntactic issues that are common to all discourse processes. The report should be divided into two sections – one that discusses her overall semantic/syntactic abilities and one that tries to make a connection between discourse information from Assignment 3 and semantics/syntax performance.

Rubric for grading Assignment 3B:

You will receive up to 50 points for a general description of April’s semantic/syntactic development. Emphasis should be placed on the following: a) the range of vocabulary she uses in each sample; b) the semantic relationships that are conveyed throughout the sample; c) the syntactic conventions that she uses to increase the propositional complexity of her utterances, specifically coordination, relativization, and complementation, and d) the use of morphological endings to signal such notions as location, tense, plurality, etc. A report that focuses merely on the last topic is not acceptable. You will receive up to 50 more points for descriptions of particular discourse areas and the semantic/syntactic aspects that are impairing performance in that discourse function. In this section, it is not necessary to discuss each discourse form, but only those where it is clear what linguistic structures are absent and would facilitate the use of the discourse process if present. Again, the total points for this assignment are 100 possible.

4. Language Assessment of the School-age Child (Formal)

Readings:

Kretschmer, Robert (2004)
Cawthon (2009)

Assignments:
4 – Critique of two language tests (100 points)

The purpose of this unit is to help you further refine your understanding of formal tests and their usefulness in a language assessment profile. You will administer the two formal language tests to the school age child you worked with in assignment 2 or if you do not have access to a school age child, try to obtain formal language test results on a child with hearing loss. If you are administering the tests yourself, review the tests described in Easterbrooks and Baker and if available select tests that will yield results that would help with developing language intervention goals.

Report the test results and review your experience in administration of the test as well as the child’s experiences during testing. Try to answer questions such as: Do the tests include tasks that are realistic for children from diverse backgrounds? Are the drawings or test items clear and appropriate for the age and experience of the child? What sort of language data can be gathered from the test? Only a “language age” or more useful information on communication ability? We have provided an excellent resource, namely, Robert Kretschmer’s 2004 chapter on Psycho-educational evaluation of deaf children that will assist you in the review. After reading Robert Kretschmer’s chapter, you will want to examine the test manual to determine the normative techniques used with the test, as well as considering other issues of administering the test to a child with hearing loss. As noted above, if the tests you select have been recently administered to your student (recently defined as in the last 3-6 months), obtain the results, interview the person who administered the test and based your review on that information. If you do not have access to any child, but do have access to test results on a child regarding of which tests you would select, use what you have access to.

Rubric for grading Assignment 4:

You will receive up to 50 points for each test review. Up to 30 points will be awarded for discussion of the strengths and limitations of each test, with regard to test construction and administration. You should consult Robert Kretschmer’s reviews here, but do not simply copy his explanations. Finally, up to 20 points will be awarded for a review of the usefulness of these tests in establishing language and communication goals for the student to who you gave these tests. (It is understood that there are many instances when teachers are required to test even though they may question the usefulness of the results to the classroom instruction. This fact should not deter you from completing this assignment since you need to be ready to discuss formal test use with other professionals.)

5. Language Goals and Objectives – the IEP Process

Readings:

Schirmer (2000).Ch. 2
Eriks-Brophy et al. (2007)
Stone (1988) as a reference

Assignments:

5A - Establishment of Language Goals (90 points)
5B - Creating Activities that Address Language Goals (50 points)

The purpose of this unit is to help you work on establishing language or communication goals for the classroom and for any form of individualized therapy sessions that you might provide to the student with hearing loss as an AV therapist. Once language or communication goals are established, the second part of the assignment is to create activities to address these goals. This latter requirement has three components: a) activities that can be implemented in a classroom as part of the ongoing educational process; b) activities that can be implemented in individual therapy sessions, which are coordinated to the ongoing classroom activities, and c) activities that can be implemented by the parents to facilitate the child’s communication development both in school and at home whether with family members or friends in the neighborhood. These activities need to be both adult directed, that is initiated and controlled by adults in the environment and child directed, that is initiated and controlled by the child herself.

Assignment 5A:

Using the Language and Communication Samples generated for April, you will develop three short-term language/communication goals. In establishing these goals, you should indicate the rationale for their selection. Trying to accomplish too much in the short term often means that nothing is done. The goals should be framed with performance-based outcomes. An example of a performance based outcome goal would be: For photographic descriptions, the student will be helped to learn to use relational phrases: next to, beside, on the right, on the left. A goal written in such a fashion, will aid you as the teacher to focus your activities to meet this goal. Remember that goals need to be shared with parents as well.

Rubric for grading Assignment 5A:

For this assignment, you need to generate three language/communication short-term goals for April. These goals should be selected from any of the seven language samples shown for Assignment 3A,B. You will receive up to 10 points for appropriate goals that are written with performance-based outcomes. Part of this decision on credit awarded will depend on how clearly expressed each goal is for an IEP that will be read by the parents. This will yield a total of 30 points for this portion of the assignment. You will receive up to 20 points for the justification for selecting each goal for a total of 60 additional points. This justification could include either of two components, namely: a) developmental literature justifying its inclusion and the behavioral outcomes you have framed, and/or b) the practicality of its use in improving the student’s communication in the classroom and/or among peers. If aspect a) is used as part of the justification, you must provide developmental language data with references in your discussion. If aspect b) is part of your justification, you will be expected to provide specific descriptions about the practical uses of the language or communication behavior you propose to develop. A total of 90 points is possible for assignment 5A.

Assignment 5B:

For one of the goals identified in Assignment 5A, you will generate activities that address that goal. These activities should address the following areas: a) what would be done in the classroom; b) what would be done in individual therapy sessions (when appropriate) and c) what would be done in the home setting of the child. There should be a clear link between the goal and the activities described. Finally, you need to establish the assessment procedures that will be used to determine whether the child is making progress toward achieving the
particular short-term goal. For example, if the photographic description goal from assignment 5A was selected, the assessment procedure would involve having the child describe some picture, setting or object on a regular basis with tracking of the inclusion of positional terms within these descriptions.

**Rubric for grading Assignment 5B:**

For this assignment, you will receive up to 30 points for outlining the activities that are to be implemented to meet that goal. (That is, you will receive up to 10 points for the classroom activities, 10 points for the individual therapy sessions, and 10 points for the home based activities.) You will receive up to 20 additional points for outlining the assessment procedures that will be implemented to determine whether each of the goals is being met. This yields 50 points for this assignment.

### 6. Literacy and Hearing Loss

#### Readings:

Schirmer, (2000). Chap. 3, 4  
Williams (2004)  
Friedman-Narr (2006)  
Pakulski & Kaderavek (2004)  
Charlesworth, Charlesworth, Raban, & Rickards (2006)  
Robertson (1990)  
Ertmer (2005), pp. 151-158

#### Assignments:

**6A – Assessing Literacy Abilities and Programming Efforts (80 points)**

**6B – Develop Authentic Reading Materials program for parents (80 points)**

For this unit, you will be involved in reading and discussing the issues and concerns related to literacy and hearing loss for the school-age child. Formal reading programs will need to be evaluated in light of these issues and you will need to determine the theoretical approach represented in one of these programs. Some of the most recent literature, perspectives and statistical information available on reading and deafness will be provided in readings. Not all of the programs discussed in these readings are considered entirely valid approaches to the instruction in reading. It will be up to you to identify variables that contribute to successful reading achievement in children, and adolescents with hearing loss. The impact of the cochlear implant on reading achievement will be included. You will need to informally evaluate the reading abilities of the student to whom you gave the formal language tests if possible. If not, try to complete this assessment on any one student with hearing loss to whom you might have access. You will also need information on the reading program or curriculum being used with this student. The review should include your assessment of the effectiveness of your student’s reading program. Be ready to discuss ideas for developing reading abilities and reading skills.

**Assignment 6A:**
For this assignment, you should use a student who is currently included in a regular education classroom. This child should be at least in the first grade. You should interact with this student around printed materials in order to complete the Reading & Writing Developmental Checklists (Schirmer, 2000, pp. 211-212). In order to complete this assignment you will need to: a) view the child reading materials out loud; b) talk to the child (and if possible one of his parents) about their attitudes toward reading; c) collect written language samples or obtain copies of written samples from the child, and d) interview the child (and if possible, his parents) about his reading and writing habits as explained on the Checklists. For this student, determine which reading/writing programs the child uses in his or her educational setting, whether formal reading program or less structured reading approaches. After reviewing these literacy programs, discuss whether the needs of this child, as determined by the Reading & Writing Developmental Checklists, are being met. If you think there should be alterations to the literacy program, suggest what they might be.

Rubric used for grading Assignment 6A:

This assignment requires that you submit a copy of the completed Reading & Writing Developmental Checklists to the instructors, attaching a short report indicating the child’s strengths and weaknesses as revealed by these surveys. You will receive up to 20 points for completion of the checklists and up to 20 points for the report of strengths and weaknesses.

A second section of the report should detail the reading/writing programs currently being used in his/her classroom. This report will conclude with a discussion of whether this program meets the child’s needs and what alterations, if any, should be made to more closely address the child’s needs. You will receive up to 10 points for the description of the current reading/writing program, up to 20 points for your discussion of whether the program meets the needs of the student, and up to 10 points for any alterations you would suggest. The total points for this assignment are 80.)

Assignment 6B:

One of the keys to literacy (reading) development is exposure to authentic literature. Authentic literature refers to those printed materials that are published by book (and computer companies). This material can be trade books but includes newspapers, magazines, religious materials, or any print in the home. Authentic literature should be part of any literacy program in school but as noted, the home can be a rich resource for supplementing on-going literacy programs in school. Parents are always asking for suggestions on what they can do at home to help their children in reading, especially in the early elementary years. Let us assume that a particular child with whom you are working is exposed to a unit approach to instruction in his regular classroom. In consultation with the teacher, you learn that the next unit will be on community helpers. The unit will last four weeks and the culminating experience will be an interview with a person who represents each of the community helpers who will be studied, namely a) firemen in the community; b) policemen in the community; c) teachers in the community and d) nurses and doctors in the community.

For the first part of this assignment, you need to develop a list of authentic literature that is appropriate for first (or second) grade that the parents can use with their child. The materials should pertain to each of the helpers listed above. If the entry is a trade book, use the Readability Checklist from Schirmer, page 122-123, Figure 3.2 for your evaluation. This resource list should match the length of four weeks, so you will have to judge what constitutes a
sufficient list. Potential sources for obtaining source materials would be the public library (especially for parents who lack the economic resources for buying materials), book stores that specialize in children’s trade books and web sites. (If you select a book from the web you will still need to examine it since you will be unlikely to be able to rate readability if you cannot inspect it directly.) Your list should not be just trade books since resources such as games, and multi-media, including videotapes or DVDs may be useful. For non-book materials you will need to develop a rating scale to indicate whether it is appropriate for independent viewing, for instruction, for story read-aloud. Please do not include any materials that do not fit one of the preceding 2 categories of print or multi-media.

For the second part of this assignment, you will need to develop a script (or printed materials) that can be shared with the parents to help them to know how to use your recommendations and what to stress so that what is being experienced at home complements what is going on in the classroom. You should view this as an attempt to help the parent with information on how to interact with children around print. Remember that just reading the books is not enough. Be sure that the materials you recommend can be obtained free of charge or at low cost, as the financial resources of the parents should not be a barrier to obtaining and using materials. The reading level for your parent instructions should be 5th to 6th grade.

Rubric for grading Assignment 6B:

You will receive up to 40 points for the list of books and materials related to the unit on community helpers. Since there are four types of helpers to be covered in this unit, the student will receive up to 10 points for each of the categories. Remember that merely listing the books or materials will not suffice. It is important to detail the contents and demonstrate how the item relates to the ongoing unit. You will receive up to 40 points for the materials you are recommending to the parents and the information you provide on how the books or other materials might be used with their children for a total of 80 points for this assignment.

7. Language of Schooling: The Addition of Content Areas

Readings:

Kretschmer (1997)
Kretschmer & Kretschmer (1995)
Kretschmer & Kretschmer (2009) Power Point
Schirmer (2000), Chap. 5
Stewart & Kluwin, Chap. 2, 3, 6
Antia et al. (2009)

Assignment 7: Integrating Language Goals into Content Areas (90 points)

The purpose of this unit is to explore the language of schooling. When a child with a significant hearing loss enters formal schooling, they must have access to the language and communication patterns that will ensure success within that setting. Although typical conversational abilities are one of the primary goals of programs for young children with hearing loss it is important to remember that there is a second type of language that is equally important, the language of school. If the child who is deaf or hard of hearing does not have the language of school, they will probably not succeed in school. An example of the language of schooling is the language of test taking. In order to effectively take a test, the student not only needs to know the content that the question is asking about, but what type of answer is
expected. For instance, the child needs to know that explain questions require more than one sentence and the sentences must be directed toward the proposition posed in the question. There are a myriad of such issues that need to be addressed. In addition, each discipline – language arts, mathematics, social studies, and science – have their own unique requirements and language demands. To this point, this course has addressed issues of language arts, but in this unit you will review the language demands of three other content areas. Each of these content areas requires special knowledge of discourse patterns and language use that must be mastered by the child if he or she is to do well in school. Antia and her colleagues indicate that content area acquisition is clearly possible when children are included in regular class. This is important for this is one of the primary reasons for not including children with hearing loss in regular classrooms.

Assignment 7:

In Assignment 5A, you established a set of language goals for a child with hearing loss (April). Now you need to develop activities that will demonstrate how to integrate these goals into the content areas of mathematics, social studies, and science. In mathematics, April is working on simple addition, that is she is adding the numbers 1 through 6. The teacher is beginning to introduce simple word problems that involve the application of basic addition. In social studies, the class is working on a unit called the neighborhood. In this unit, they are exploring what it means to have a neighborhood. They are identifying their home in relation to the homes of other family members and family friends, and how they relate to such structures as the school, stores, libraries, hospitals, firehouses, transportation, etc. In science, the class is doing a basic unit on food, with a special emphasis on fruits and vegetables. The teacher hopes that the students will be able to identify what is a fruit and what is a vegetable, and to be able to distinguish between vine grown and tree grown fruits and underground and vine grown vegetables. Various content areas in school require development of different discourse patterns, so the activities chosen for content areas must be related to the development of a particular pattern. For instance, in language arts, we are constantly developing the discourse pattern for narrative structure – both personal and literary narratives. Thus, when creating activities, we are not just relating stories but also attempting to develop these discourse patterns, so that when the child encounters future stories they will understand how they are organized and what they are supposed to get from them. The principle discourse event for mathematics at this grade understanding and using story problems. The principle discourse pattern for social studies at this grade level is photographic description, and the principle discourse pattern for science is explanation.

Rubric for Grading Assignment 7:

There are three content areas that are to be addressed: a) mathematics, b) social studies, and c) science. You will need to outline one activity to be implemented and demonstrate how the principle discourse pattern mentioned above will be integrated into that activity. You must provide actual examples of how the discourse pattern will be used. In addition, the activities should be constructed so that it is clear how both content and the principle discourse pattern associated with the content area is being developed. For each content area, you will receive 10 points for the activity, 10 points for explaining how the discourse target will be integrated into the activity, and 10 points for demonstrating how this integration with content will be evaluated. Up to 30 points for each of these areas will be awarded, yielding a total of 90 points.

8. Cultural Pluralism, Diversity, Language & Hearing Loss
Readings:

Taylor & Leonard (1999). Chs. 3, 4, 5, 6. (Chapter 6 deals with Spanish and is particularly germane to completion of this assignment.)

Assignments 8:

8: Analysis of language samples by Isabella to determine potential language influences from Spanish to English. (60 points)

The purposes of this unit are to broaden your understanding of dialectical differences within English and second increase your information regarding issues relating to students learning English as a second language (referred to as English Language Learners). The literature on children with normal hearing has suggested that many children who speak a dialect of American English become bidialectal. This means that they know when to use Standard English forms and when to use a non-standard dialect such as Appalachian English or African American English. However, there are data to suggest that one dialect may bleed into another, so that when using Standard English, features of African American English may appear. We have included readings on dialect especially African American English, namely, the three chapters in Taylor's book. In addition to dialectal variation, there is a growing population of children in the United States, whose home language is not English but who are expected to learn English and learn through English, and thus to be bilingual. This means that there is an expectation that children will speak, read and write fluently in English, even if the parents' primary language is not English. There are a number of studies especially on children with cochlear implants where this goal appears to be achievable, namely, studies by Guilberson, McConkey Robbins et al., Thomas et al, and Waltzman, et al. In these cases, as with dialectical variation, it is not uncommon for children learning two languages such as English and Spanish to incorporate features of either language into their productions of the second language. This is particularly true if, for instance, the first language is firmly established in the child, prior to their learning English as the second language. This pattern of language acquisition is not uncommon as our economy becomes a more global one. Children educated in a language other than English are being brought to this country by parents who are seeking economic and/or educational advancement. It is clear from the Steinberg et al. article that persons who do not speak English and are simultaneously economically disadvantaged, are not given the same level of information and/or choices as parents who do not have these challenges facing them.

Assignment 8:

The next assignment involves the analysis of two written language samples generated by a child whose parents speak both Spanish and English. This child is eleven years old and was identified as deaf in a clinic in Holland where the father was employed by a multi-national company. The parents went back to Spain where the child entered an auditory-oral program in Madrid. She was taught Spanish and has made very good progress in this language. The father has been transferred to your area. The mother speaks English but with considerable difficulty, so the family tends to use Spanish in the home so that the father, mother, and child are comfortable in their day-to-day interactions. The school in Spain had begun to introduce English as a foreign language, through a total immersion program on a half day basis. She
was in that program for two years, while simultaneously being taught in Spanish in her regular school program. The father does use English with Isabella when the mother is not present. The family was originally transferred to Miami, so that the child was in a program learning English for two years. Her total exposure to English in a school setting has been approximately 4 years. In examining the two written language samples, you need to try to determine whether there are any intrusions into English from Spanish. Please use the Bedore chapter from Taylor and Leonard on Spanish speakers to assist you in this project. You will be expected to provide a written summary of your impressions relating your findings to the readings provided as part of this Unit. As an additional section to your summary, indicate what advice you would provide to the parents regarding improving Isabella's English. Since these parents are well educated, your advice can be stated in a sophisticated manner. Finally, suggest how you would alter your language level to discuss this issue with less educated parents whose home language was not English. (You should consult chapter 6 in Taylor's book, which presents a short tutorial on the acquisition of Spanish in children.)

Isabella is writing a story about her visit to her grandmother's at Christmas Time.

My family. Go to grandmother and eat paella. good. My father bring pinata and Jose Miguel. And me hit pinata. Got lot of candy and got doll. little. Love that doll. little and play a lot.

Isabella is writing a summary of the book she has read – The Three Little Pigs

Story about three pigs. little and one wolf. bad. Wolf tell one pig and live in house. straw, I huff and I puff and I blow down your house. Wolf huff and puff and blow house down. Wolf tell two pig and live in house. wood, I huff and I puff and I blow down your house. Wolf huff and puff and blow house down. Wolf tell three pig and live in house. brick, I huff and I puff and I blow down your house. Wolf huff and puff no blow down house. Little Pig laugh. Wolf got on roof and down the chimney and into soup and get all burned up. Pigs. little now safe. The End!

Rubric for Grading Assignment 8:

The two parts to this assignment are: a) a description of potential influences of Spanish on Isabella’s written English and b) a description of the types of information and recommendations that might be made to her family. Up to 20 points will be awarded for the description of the likely influences of Spanish on written English. In this part of the report, make sure that you are explicit in your descriptions and make direct links to the language sample. You will receive up to 20 points for developing a presentation for Isabella’s parents. Since many families whose home language is not English are not as well educated as this family, you need to provide an alternative explanation or set of recommendations that are stated in a less linguistically sophisticated way. You will receive up to 20 points for this set of modifications.

9. Language Acquisition for the Child with Multiple Developmental Challenges

Readings:

Tager Flushburg et al. (2009)
Truax, Foo, & Whitesell (2004)
Bertram (2004)
Assignment 9: Modifications to Lessons Due to Multi-handicaps (100 points)

In this unit we will explore the effects on language and communication when a child with hearing loss has multiple problems that may include cognitive delays, attention deficits, visual disorders, specific language learning issues, and/or autism any of which are beyond those language learning issues linked directly to the presence of hearing loss alone. The first reading by Tager Flushburg et al. presents an outline of language markers that can be used to measure the growth with hearing loss and autism. These markers can also be used to mark growth in children other than those with autism, namely, children with cognitive delays and attention disorders. The articles by Truax, Foo, and Whitesell and by O’Connell and Casale provide a discussion of possible modifications that can be made for a wide variety of children with hearing loss and additional learning problems. There is a growing interest in using cochlear implants with children with multiple problems. The next two readings (Bertram and Dettman et al) deal with this issue with children with severe cognitive delays. The presence of one or more secondary handicaps often requires modification of educational practices in an auditory/oral program. For many of these children, supplemental avenues of learning such as visually coded language systems must be considered. This unit will help you explore possible modifications.

Assignment 9:

Children with hearing loss can have multiple handicaps. Most of these multiple handicaps consist of the following: hearing impaired/visual impairment, hearing loss/specific language impairment (especially when the child is stronger in other types of intelligences than verbal), hearing loss/cognitive delay (either moderate to severe), hearing loss/attention problems, and hearing loss coupled with autism. In Assignment 5A, you developed a set of language goals and in Assignments 5B and 7, sets of activities that could be used to meet those goals. If April was also diagnosed as having additional handicaps, further modifications might be necessary to support her learning. The task for this assignment is to make suggestions on how to modify the activities you recommended in Assignments 5B and 7 to meet language/communication goals if the following conditions applied: a) if April had a specific language impairment but unusual body-kinesthetic intelligence; b) if April was thought to have an attention deficit disorder, c) if April had a cognitive delay but unusual visual-spatial intelligence, d) if April was diagnosed with a specific language impairment, but unusual interpersonal intelligence, and e) if she was diagnosed as being in the autism spectrum with mild problems which involve a lack of the ability to sustain joint attention and occasional hand waving and rocking especially when confronted with frustrating communication situations.

Rubric for grading Assignment 9:

This assignment has five parts. For each secondary handicapped listed above, you will earn up to 20 points for suggestions for modifying the language/communication activities discussed in Assignments 5B and 7. The modifications may be explained by reviewing your answers to these assignments and explicitly stating how you want to alter their presentation. Since five additional handicaps are listed in assignment 9, this will result in 100 points.

Centerpiece Artifact: Final Exam (200 pts.)

The final exam also serves as the centerpiece artifact. The class will all receive a CD/ videotapes produced by JTC of a child with hearing loss engaging in conversational exchanges
with other individuals. In addition, you will be provided with hearing health history, current status of assistive listening devices, information on the family support system, on home language and culture and information about school achievement. Your task is to evaluate this child using the procedures we have discussed this term and produce a case study in report form. The following information should be included: a) history related to the child and his progress to date; b) a communication/language analysis of the child’s conversational abilities and his literacy efforts. If any formal language test or achievement test results are available, they will be provided.; c) a detailed description of the strengths and limitations of the child’s efforts to communicate in oral language and in print; d) a set of short and long term communication/ language goals stated with performance-based outcomes; e) a set of activities and strategies that can be employed to address these goals and f) a summary with recommendations that could be shared with parents. The focus of this assignment should be on the discourse (conversational), syntactic and semantic abilities of the child and should include a consideration of both oral language and literacy development.

**Rubric for Grading this Assignment:**

Students will be awarded up to 10 points for part (a), summary of history; (b) up to 50 points for communication/language analysis; (c) up to 45 points for enumeration of the student’s strengths and limitations in communication and literacy; (d) up to 30 points for a set of short and long term goals stated as performance based outcomes; (e) up to 40 points for enumerating activities and strategies to deal with the student’s limitations; and (f) up to 25 points for the summary with recommendations for parents. This will yield a total of 200 points.

The communication/language analysis and the discussion of strengths and limitations should have a section on each of the following areas, addressing both oral language and print expression: a) discourse, b) semantics, and c) syntax. When generating the list of short and long term goals, a rationale for their selection should be provided. This rationale can be based on two lines of arguments, namely 1) goals that are developmentally appropriate and 2) goals that are pragmatically important. If a particular area is emphasized such as syntax, you should provide a clear rationale for not having goals in the other two areas of language. When presenting the activities and strategies to address your goals, it is important for you to indicate how they will be actualized in the classroom and/or therapy session, and how they will be linked to the real lives of children both in school and at home. Finally, the summary written for parents should be written for parents who speak Standard English and who have at least a fifth grade reading level. While the majority of the report can be stated using professional language, the summary should be written so that it can be handed to the parents and they can take it home for further review.

**TaskStream**

**Field Work Documentation**

Evidence of completion of the required 10-hour field experience must be written-up on the official USD Special Education Field Placement Report Form. A copy of the Field Placement Report Form for every special education course requiring a field-based component must be in a candidate’s portfolio before final recommendation for a Level I Education Specialist Professional certification will be completed by the Program Advisor.
NOTE Additional Resources and Assistance: Further descriptions, details and evaluation rubrics are included in this syllabus and will be provided on the course WebCT Site as part of the descriptors and attachments. All candidates are responsible for checking WebCT for updates and specifics. Your instructor will also announce use of these resources throughout the course.

Assessment Plan/Grading Criteria/Rubric

Students are expected to participate in 3 chats, and to complete all readings prior to handing in assignments. Students will be expected to submit assignments of the date specified. A 5-point penalty will be deducted for each day for late work. Grading will be computed based on possible points for the semester as follows:

1. Assignments: 1180 points
   a. Position Paper 100 points
   b. State Standards 100 points
   c. Discourse Abilities Description 100 points
   d. Semantic/Syntactic Abilities Description 100 points
   e. Administration and Review of 2 formal tests 100 points
   f. Language Goals 90 points
   g. Activities to Meet Language Goals 50 points
   h. Assessing a Reading Program 80 points
   i. Authentic Reading Materials 80 points
   j. Content Area Applications 90 points
   k. Second Language Analysis 60 points
   l. Multi-Handicapped Project 100 points

2. Participation in chats during 4th, 9th and 13th weeks 45 points
   (There may be use of Skype during these chats, either with a conference call from the instructors, or a video call if all participants have an available web cam. We will confirm this during the first week of class.)

3. Final Center Piece: 200 points

TOTAL POSSIBLE 1285 points

Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>96 - 100 %</td>
</tr>
<tr>
<td>A-</td>
<td>93 - 95.9 %</td>
</tr>
<tr>
<td>B+</td>
<td>88 - 92.9 %</td>
</tr>
<tr>
<td>B</td>
<td>85 - 87.9 %</td>
</tr>
<tr>
<td>B-</td>
<td>83 – 84 %</td>
</tr>
<tr>
<td>C+</td>
<td>78 – 82.9 %</td>
</tr>
<tr>
<td>C</td>
<td>75 - 77.9 %</td>
</tr>
<tr>
<td>C-</td>
<td>73 - 74.9 %</td>
</tr>
<tr>
<td>F</td>
<td>BELOW 73.0 %</td>
</tr>
</tbody>
</table>

Note: A grade of B or above must be achieved for coursework to count towards a credential or professional development degree.

All requests for an incomplete must be accompanied by the Petition for Incomplete Form signed and negotiated with the instructor before the final class. This form must be turned in by the last session of the class. Without a student signed form the registrar
requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Dean of the School of Education.

Course Modules/Topical Outline

Topical Areas
The following are a list of the potential course topics based on the CCTC requirements for a Level I Education Specialist Credential being met by this course. In addition to state and professional standards, the topics in this course will reflect changes in federal and state regulations and recent research published in the field. For specific topics, assignments and topic dates - see the Calendar section on the course WebCT site.

1. History of Language Instruction for Learners with Hearing Loss
2. Comparing Programs to State Standards
3. Language Assessment of the School-Age Child (Informal)
4. Language Assessment of the School-Age Child (Formal)
5. Language Goals and Objectives: The IEP Process
6. Literacy and Hearing Loss
7. Language and Schooling: The Addition of Content Areas
8. Cultural Pluralism: Diversity, Language and Hearing loss
9. Language Development for the Child with Multiple Challenges

Appendices to Course
All appendices are posted on the course WebCT site. Additional Addendums to the course will be posted on WebCT. The Centerpiece Artifact will be evaluated on a rubric assessment form in the electronic Reflective Professional Portfolio.

USD Policy Statements

Academic Integrity
All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor’s files or
computer account; or g) any other serious violation of academic integrity as established by the instructor.

It is the responsibility of the instructor to determine whether a violation has occurred. An act of academic dishonesty may be either a serious violation, or, if unintentional, an infraction (a non-serious violation of course rules). If the instructor determines that an infraction (as opposed to a serious violation) has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Students may formally challenge the instructor's determination of infraction (see below).

Instructors shall report all violations, whether, infractions or serious violations, both to the Dean's office and the student using the Academic Integrity Violation Preliminary Worksheet. The Associate Dean will contact the student and ensure she or he is aware of the Academic Integrity policy. The Associate Dean will appoint a hearing committee only when: 1) the instructor reports that a serious violation occurred, or 2) the instructor reports that an infraction occurred and the student wishes to appeal the determination of infraction.

The hearing committee will include, in addition to the Associate Dean, a faculty member and two students from the School of Leadership and Education Sciences, and a faculty member from outside the School of Leadership and Education Sciences. If the hearing committee determines that a serious violation has occurred it also will determine sanctions to be applied which may include: a) expulsion from the University; b) suspension from the University for up to one year; c) a letter of censure; and d) imposition of a period of probation. If the hearing committee determines an infraction has occurred the penalty imposed by the faculty member will be upheld. If the hearing committee determines that no serious violation or infraction has occurred, it will request the instructor to take action consistent with that determination. If the hearing committee determines that expulsion is the appropriate sanction the student may appeal to the Provost.

Grade of Incomplete

The grade of "Incomplete" ("I") may be recorded to indicate that the requirements of a course have been substantially completed, but, for a legitimate reason, a small fraction of the work remains to be completed; and that the record of the student in the course justifies the expectation that he or she will complete the work and obtain a passing grade by the deadline. It is the student's responsibility to explain to the instructor the reasons for non-completion of the work and to request an "Incomplete" grade prior to the posting of final grades. The instructor should discuss with the student the conditions and deadline for completion, whenever possible, and should document the conditions and deadline using the Petition for Grade of Incomplete. The "Incomplete" grade is not counted in the computation of the grade point average, nor is credit earned for the semester/session for which the grade was authorized.

Students who receive a grade of "Incomplete" must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise, the "I" grade will be counted as an "F". (Students who receive a grade of “Incomplete” in the spring semester need to complete their work by the tenth week of the fall semester.) A faculty member assigning a grade of “Incomplete” will complete a Petition for Grade of Incomplete, indicating the reason for the “Incomplete”, and attach a copy of the form to the grade roster when turning in grades. A copy of this form will be placed in the student's file. Disqualification or Scholastic Probation may be
the result if the work is not finished within the posted deadlines and the “Incomplete” turns into an “F.”

Students receiving financial aid should be aware that taking an “Incomplete” grade may affect their eligibility for financial aid by their failure to earn the appropriate amount of credit within a year. When the work is completed, a Removal of Incomplete or Change of Grade form will be completed by the instructor and signed by the Assistant Dean. One copy is then placed in the student’s file and the original is sent to the Registrar.

Student Dismissal
Students may be dismissed from the Graduate Programs in the School of Leadership and Education Sciences for the following reasons:
1. Violations of academic integrity.
2. Failure to maintain established grade point average of 3.0 for all coursework.
3. Failure to make satisfactory academic progress toward their degree.
4. Failure to complete time limits for degree.
5. Failure to make satisfactory progress in the development of academic and practitioner skills.
6. Violations of Ethics Code(s) as established by applicable field of study and program area.
7. Violations of USD policies and the Student Code of Rights and Responsibilities, including academic dishonesty and plagiarism, as listed in the Student Handbook which is published online at http://www.sandiego.edu/archways.
8. Failure to maintain cooperative relationships with other students and/or faculty or failure to maintain satisfactory delivery of services to clients during fieldwork, including, but not limited to: internships, student teaching, practicum or service learning.

Requests for Accommodation
Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619.260.4655) before the beginning of the course. Every effort will be made to accommodate students’ needs, however, performance standards for the course will not be modified in considering specific accommodations.

A complete listing of USD academic policies may be found at: