



May 2, 2012

CALIFORNIA
STATE
UNIVERSITY,
FRESNO

MEMORANDUM

TO: Dr. Michael Caldwell, Chair
Academic Senate

FROM: J. Constable, Chair *J. Constable*
University Budget Committee

RE: **Proposed Conversion the M.A. in Deaf Education to an
online program**

At its meeting on 25 April 2012 the University Budget Committee reviewed the proposed conversion the M.A. in Communicative Disorders Deaf Education to an online program. This conversion seeks to provide a program to the online community that can effectively compete with non-state supported online programs. The courses proposed are already present in the curriculum and taught by individuals with expertise in the field. The faculty are amenable to an online format and the program culminates with an on campus assessment of the student skills. After discussion with Dr. J. Hironaka-Juteau and Dr. D. Freed of the Colleges of Health and Human Services the following motion was passed:

The University Budget Committee finds that there are no negative budgetary implications related to the implementation of the proposed online M.A. in Deaf Education. The Committee requests that this program be subject to University Budget Committee review during the third year of the program in order to review the operation of the program's budget.

If you have any further questions regarding the review of this program please do not hesitate to contact me by email (jconstable@csufresno.edu) or phone (278-2410).

JC:vb

Office of the
Academic Senate

1 N. Maple Ave. M/S TA43
Fresno, CA 93740-8027

559.278.2743
Fax 559.278.5745

Cc: Dr. A. Hoff, Dean, College of Social Sciences
Dr. D. Freed, Chair, Communicative Disorders and Deaf Studies





CALIFORNIA
STATE
UNIVERSITY,
FRESNO

March 14, 2012

MEMORANDUM

TO: Dr. John Constable, Chair
University Budget Committee

FROM: Dawn Lewis, Vice Chair *DL*
Academic Senate

RE: **Online M.A. Program in Deaf Education – University
Graduate Committee**

At the Executive Committee meeting of March 12, 2012, the Executive Committee recommended the Online M.A. Program in Deaf Education as submitted by the University Graduate Committee be forwarded to the University Budget Committee for review.

attachment

DL:vb

Office of the
Academic Senate

5241 N. Maple Ave. M/S TA43
Fresno, CA 93740-8027
559.278.2743
Fax 559.278.5745





February 28, 2012

CALIFORNIA **MEMORANDUM**

STATE
UNIVERSITY,
FRESNO

TO: Executive Committee

FROM: Marilyn Wilson, Chair *Marilyn Wilson*
University Graduate Committee

RE: Online M.A. Program in Deaf Education

MSC: The UGC made a motion to waive second reading and approve the Online M.A. Program in Deaf Education with the first reading.

1. Proposal for online M. A. Program in Deaf Education.

Drs. Barker and Freed and Dean Hoff and the committee members introduced themselves. Chair Wilson asked the visitors to provide the outline of the proposed online program in MS in Deaf Education. Dr. Freed highlighted that through this program the department can (i) reach a large number of individuals in geographically isolated areas, (ii) compete with the private university offering similar programs – we have a lower fee structure than the private one, (iii) attract the students from throughout the state. The program (i) is an 80-20 model (80% online, 20% face-to-face to satisfy laboratory needs), (ii) courses have been approved by the TILT and the Graduate Curriculum Subcommittee, (iv) and there are no major budget implications. Visitor Barker answered other questions such as (i) competition (Wein), (ii) tools to be used for teaching (Raeisi), (iii) WASC approval (Chair Wilson, Dean B-Welty) that the committee members asked. Dean Hoff commented that it will be a well-regarded program in the state of CA. He supports the program.

MW:vb

CC: Nan Barker, Program Director
Don Freed, Chair of Criminology
Andrew Hoff, Dean, Health and Human Services

Office of the
Democratic Senate

5241 N. Maple Ave. M/S TA43
Fresno, CA 93740-8027

559.278.2743
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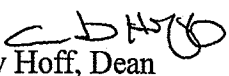


CALIFORNIA
STATE
UNIVERSITY,
FRESNO

December 21, 2011

MEMORANDUM

TO: Sharon Brown-Welty, Dean
Division of Graduate Studies

FROM: Andrew Hoff, Dean 
College of Health and Human Services

SUBJECT: Online Conversion – M.A. Communicative Disorders Deaf Education

The Department of Communicative Disorders and Deaf Studies is seeking to convert the Deaf Education option of their M.A. in Communicative Disorders to an online format. We appreciate the department's effort to expand the reach of their graduate program and fully support this request.

The department has worked closely with TILT in converting the courses, and they have been formally approved by TILT. The College of Health and Human Services Curriculum Committee has reviewed and approved the syllabi. Therefore, we forward them to you for review by the Graduate Committee.

Thank you for your assistance in facilitating this review and approval process. Should you have questions or require additional information please let us know.

cc: Don Freed

College of Health
and Human Services
Office of the Dean
McLane Hall, 178
2345 E. San Ramon M/S MH26
Fresno, CA 93740-8031
559.278.4004
Fax 559.278.4437



CDDS Budget Analysis Responses to Proposed Deaf Education Online Program

1. Projected changes in enrollment (FTES)

- What is the recent enrollment history of the program and what effect will the proposed changes have on enrollment?

Enrollment in the CDDS graduate program has been fairly consistent over the past decade. We currently have a total of 89 CDDS graduate students. We expect the proposed change will modestly increase enrollment in the graduate deaf education program. The proposed online program will use a cohort model, with a projection of 15 graduate students entering the program each year.

- If FTES is expected to increase, what proportion represents new FTES and what proportion represents shifts from existing programs?

The existing program is what is being changed to an online program, so all increases will come from it.

- How did you estimate your expected changes in enrollment?

We have talked extensively with other Deaf Education programs throughout the US regarding their enrollment in similar programs. Also, the Deaf Ed faculty has discussed these changes with staff and faculty at the California State Schools for the Deaf to estimate the numbers of potential students in California.

2. Projected changes in existing curriculum

- Will there be changes in the cost of delivering the curriculum? What will those costs be and what is their basis?

Yes. There will be a modest increase in offsite supervision, which probably will be covered by the increased enrollment.

- For new courses, what is the estimated class size, frequency, and level/classification ("S" or "C" classification) of course delivery? Please specify.

There will be no new courses.

- For courses currently being offered, will there be changes in class size, frequency, level or classification of course delivery? Please specify.

There will be no changes in frequency, level, or classification of courses, other than having them online. The program will have a 80% online and 20% face-to-face structure. Class size will increase modestly.

- Will courses be dropped from the existing curriculum? Please list specific courses.

No, no courses will be dropped from the curriculum.

3. Projected changes in faculty

- Will there be a shift in faculty assignments? If so, what will be the difference between current and proposed assignments?

No, there will be no shifts in faculty assignments.

- Will there be shifts in faculty numbers or distribution (T/TT vs FT/PT)? If so, what will they be?

No, there will not be shifts in faculty numbers or distribution.

- Will new positions be added/required and what resources will be used to acquire them?
No, we do not expect any new positions.

4. Projected changes in budget

- What is your current operating budget?

The CDDS operating budget is \$1,158,632 for the entire department, which includes speech pathology, audiology, deaf education, and sign language interpreting.

- What are your current positions (T, TT, FT, PT, staff)?

In Deaf Studies (i.e., deaf education and sign language interpreting), we have one tenured faculty in FERP, one tenured FT faculty, one open TT position, one part-time lecturer working full time, and two part-time, off-campus supervisors.

- Do you anticipate outside revenue to support your program (state funds, grants/contracts, endowments, etc.)?

There is a possibility that the Silent Garden Endowment (if it is fully funded) will pay for visiting faculty to teach in the Deaf Studies program.

- Will budget requirements change and what will those changes be (e.g. in operating budget, facilities, equipment, technical support, staff, etc.)? Please specify.

We do not anticipate any significant budget requirements other than modest increases in offsite supervision. The current support from TILT and other technical services is sufficient for what we are planning.

- Will there be any increase in administrative roles/responsibilities that require buy-back or release time?

No, there will be no increases in these areas.

- How will the expected changes in budget requirements be met?

The modest increases in offsite supervision should be met by increased enrollment in the program.

- Has the budgetary impact of the proposal been reviewed by the College/School Budget Committee and Office of the Dean?

Yes, see the attached memo.

5. Effect on Support Services and programs in other Colleges/Schools

- Are support services (e.g. Library, AIC) required for program implementation and function?

Yes, TILT, department advising, library access, and similar support services will be needed by the students in the program, but the modest expected increase in enrollment should not significantly affect the functions of these services.

- Are programs in other Colleges/Schools directly affected by the proposal and in what way?

The Kremen School of Education and Human Development (KSOEHD) may be affected by a slight increase in enrollment in one course, CI 225. There may also be increased interest in the CalStateTEACH online Multiple Subject Credential program.

- Who are the representatives in the affected service areas and/or Schools/Colleges that have been contacted?

Dr. Jim Marshall, Associate Dean of the KSOEHD, Dr. Colleen Torgerson, Dr Robin Chiero, Fresno Regional Director of CalStateTEACH have been contacted; they support the proposed change to an online Deaf Education program.

GRADUATE COURSE CHANGE OR DELETION REQUEST

11-5
83

Return original and 10 copies to:

Division of Graduate Studies
Thomas Administration Building, Room 132
Mail Stop TA 51

Graduate Program: Deaf Education
Department: Communicative Disorders and Deaf Studies
Contact Person: Bryan Berrett
Phone: 278-7218
E-mail: bryanb@csufresno.edu
Catalog pg. # 331

1. **PURPOSE OF FORM:** To propose revision or deletion of an existing graduate course. *If you wish to propose a new course, or a conversion of a topics course, or make substantial changes to an existing course, use the "New Graduate Course Request" form (GRADNEW.ITP on Informed Filler).*

2. **PURPOSE OF YOUR REQUEST:**

a. Course Revision. *(check all that apply)*

_____	Subject/Catalog Number	_____	Description
_____	Title	_____	Units
_____	Prerequisite	_____	Grading Basis

(Complete items 3, 4, and 5 below)

b. Course Deletion. Check here: _____ *(Complete items 3 and 5 below)*

3. **COURSE INFORMATION PRIOR TO REVISION:**

Prefix/ Subject CDDS Catalog Number 200 Long Course Title Grad Studies & Research in Comm Disorders & Deaf Studies Units 3

Attach a xerographic copy of the entire page on which this course appears in the current University Catalog. Include the page number in your copy. Highlight the course with a yellow marker.

4. **REVISED COURSE INFORMATION:**

Prefix/ Subject _____ Catalog Number _____ Long Course Title _____ Units _____

Short Title (16 spaces only) for printing

Grading Basis (Letter, CR/NC, SP)

Mode of Delivery (check one): _____ Lecture; _____ Seminar; _____ Supervision;

Online-Digital Campus

Course Classification (C/S #) _____

Using a xerographic catalog copy of this course, cross out wording to be deleted. Type new language in the margins. If there is not sufficient space to type lengthy additions, designate inserts (a, b, c, etc.). Attach fully typed language for each insert on an additional sheet. Do not exceed 40 words in the course description.

5. **JUSTIFICATION:** Explain on an attached sheet why the proposed change is needed. If the change is a part of a series of proposed changes in related courses, please elaborate. In addition, if the proposed change entails a change in units or a significant modification in terms of method of delivery, special facilities, library resources, technical assistance, or other costs, please furnish details.

6. CONSULTING SIGNATURES (if required)

Signatures must be obtained from those departments potentially affected by the proposed change(s).

I have read the proposal and support the proposed change(s).

Yes No

If no, please explain your concern(s):

Department Chair (of department being consulted)

Department

Department

Department Chair (typed name)

Department Chair (typed name)

Department Chair Signature

Department Chair Signature

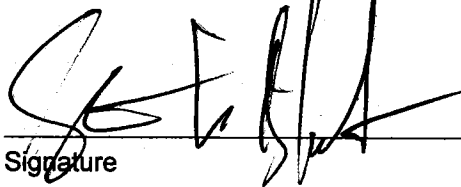
Date

Date

7. REQUIRED SCHOOL SIGNATURE (verifies proposal has been approved)

Graduate Program Coordinator

Steve Skelton



9/20/11


Typed Name

Signature

Date

Department Chair

Don Freed



11/21/11

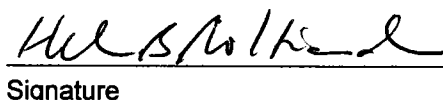
Typed Name

Signature

Date

School Curriculum (or Credential) Committee Chair (if applicable)

Typed Name



12/12/11

Signature

Date

School Dean

Typed Name



12/21/11

Signature

Date

- For committee use only -

**UNIVERSITY GRADUATE COMMITTEE/GRADUATE CURRICULUM
SUBCOMMITTEE REVIEW RECOMMENDATION:**

- Request Approved
- Request Denied
- Request Deferred

2/2/12
Date of Action

Explanation:

MSC to approve and waive second reading

Recommendation approved by:

Dean, Division of Graduate Studies/or designee

Sharon Brown-Welty Sharon Brown-Welty 2-8-2012
Typed Name Signature Date

Provost/Vice President for Academic Affairs/or designee

William A. Covino N/A _____
Typed Name Signature Date

CDDS 171. Professional Writing in Communicative Disorders and Deaf Studies (3)

Select one of the following prerequisites: CDDS 105, 106, or 109. Principles of clinical and scientific writing in communicative disorders; exercises in writing professional and scientific reports. F (Formerly CSD 171)

CDDS 172. Neural Bases of Speech, Language, and Hearing (3)

Prerequisites: CDDS 80, 95, 101, 102. Neuro-anatomical and neurophysiological bases of speech, language, and hearing; clinical implications of neuropathology. S (Formerly CSD 172)

CDDS 175. Internship in Interpreting (1-3; max total 6)

Prerequisites: permission of instructor, CDDS 169. Interpreting under supervision in professional settings such as: artistic, educational, health, legal, medical, mental health, rehabilitation, and social services settings. CR/NC grading only. FS (Formerly CSD 175)

CDDS 188T. Topics in Communicative Disorders and Deaf Studies (1-3; max total 6)

Special courses offered on various topics not included in the regular curricula in speech, language, and hearing sciences and disorders. FS (Formerly CSD 188T)

CDDS 190. Independent Study (1-3; max total 6)

See *Academic Placement—Independent Study*. FS (Formerly CSD 190)

GRADUATE COURSES

(See *Catalog Numbering System*.)

Communicative Disorders and Deaf Studies (CDDS)

CDDS 200. Graduate Studies and Research in Communicative Disorders and Deaf Studies (3)

Prerequisite: statistics (PH 92 or equivalent). Introduction to graduate studies and methods of research in communicative disorders; concepts and methods of science and clinical research designs; graduate level professional and scientific writing skills. (Formerly CSD 200)

CDDS 201. Interviewing and Counseling in Communicative Sciences and Disorders (3)

Theory and practice in interviewing and counseling clients and families related to specific speech, language and hearing disor-

ders. Techniques for altering and modifying behaviors that affect maximum growth and potential of the client and families. (Formerly CSD 201)

CDDS 202. Aural Rehabilitation (3)

Prerequisites: CDDS 128, 131. Habilitative and rehabilitative procedures to assist the hearing impaired: amplification, speech-reading, auditory training, speech and language training; psycho-socio-educational issues. (Formerly CSD 202)

CDDS 204. Seminar in Stuttering (3)

Prerequisite: permission of instructor. Research on stuttering in children and adults; assessment and treatment procedures. (Formerly CSD 204)

CDDS 207. Seminar in Neurogenic Language Disorders (3)

Prerequisite: CDDS 172. Demography, etiology, and symptomatology of aphasia, traumatic brain injury, and dementia; medical and communication assessment; treatment and treatment efficacy research. (Formerly CSD 207)

CDDS 209. Speech-Language-Hearing in Public School Environment (1)

Corequisite: CDDS 257. Seminar in selecting assessment and remediation procedures for public school children with communicative disorders; demonstration and application of therapeutic procedures; organization and administration of school speech and hearing program. (Formerly CSD 209)

CDDS 210. Seminar in Communicative Disorders with Orofacial Anomalies (3)

Prerequisite: permission of instructor. Etiology and symptomatology of cleft palate and other orofacial syndromes in children; medical and communication assessment and treatment procedures. (Formerly CSD 210)

CDDS 213. Seminar in Motor Speech Disorders (3)

Prerequisites: CDDS 102, 172. Etiology and symptomatology of apraxia, and dysarthria; assessment and treatment. (Formerly CSD 213)

CDDS 214. Seminar in Child Language Disorders (3)

Prerequisites: CDDS 95, 109. Etiology, symptomatology, assessment, and habilitation of language disorders in infants, children, and adolescents. (Formerly CSD 214)

CDDS 215. Phonological and Severe Speech Disorders: Communication Intervention, Augmentation, and Alternatives (3)

Advanced study in intervention of phonologic and severe speech disorders. The design, selection, and use of augmentative and alternative methods of communication; the populations for which they are appropriate; and issues related to assessment and treatment. (Formerly CSD 215)

CDDS 216. Seminar in Voice Disorders (3)

Information addressing significant clinical, theoretical, and scientific issues in the study, diagnosis, and treatment of voice disorders in children and adults. Presentation of case studies. Analysis of current research. (Formerly CSD 216)

CDDS 218. Autism Spectrum Disorders and Augmentative or Alternative Communication (3)

Characteristics and possible etiologies of autism spectrum disorders, their assessment, diagnosis, and treatment. The design, selection, and use of augmentative and alternative methods of communication; the populations for which they are appropriate; and issues related to the assessment and treatment.

CDDS 220. Seminar in Dysphagia and Traumatic Brain Injury (3)

The assessment and treatment of swallowing disorders and traumatic brain injury. Emphasis on functional treatment outcomes for both disorders. (Formerly CSD 220)

CDDS 230. Advanced Clinical Practice in Speech-Language Pathology (1-6; max total 24)

Prerequisites: CDDS 80, 95, 101, 102, 103, 105, 107, 110. Supervised clinical practice in the diagnosis and treatment of communicative disorders; development of treatment programs, parent counseling; referrals; on- and off-campus clinical sites. CR/NC grading only. (Lab fee, \$10) (Formerly CSD 230)

CDDS 250. Advanced Clinical Practice: Audiology (1-6; max total 24)

Prerequisites: CDDS 103, 128, 131, graduate standing and permission of instructor. Supervised clinical practice in diagnosis and management of hearing problems. CR/NC grading only. (Lab fee, \$10) (Formerly CSD 250)

CHECKLIST FOR A COURSE SYLLABUS

Syllabus includes:

- Catalog description
- Contact information for academic department
- Contact information for the instructor including office hours
- Textbook information
- Outcomes or learning objectives (based on Bloom's Taxonomy)
- Course policies and procedures
- Attendance policies and student study expectations
- Course grading policies
- Required syllabus policy statements
- Complete course schedule
- Email protocol
- Discussion board policies including frequency, content and netiquette, if applicable.
- A statement regarding SafeAssign, if applicable

Syllabus clearly reflects delivery mode:

- online
- multi-mode/hybrid
- face-to-face


Syllabus is in an accessible format including:

- Appropriate Headings used
- Alternative Text on all images
- Tables 'Repeat Header Rows'
- Tables replace Tabs

The Technology Innovations for Learning and Teaching (TILT) department has reviewed the syllabus for the following course and found that it meets the qualifications for an accessible document and aligns with the above checklist.

Course Name & Number: CDDS 200 Graduate Studies and Research

Instructor: Bryan Berrett

TILT - Name: Ida M. Jones Signature:  Date: 1/17/2011

Syllabus Policy: http://www.csufresno.edu/academics/policies_forms/instruction/syllabus.shtml
Learning Outcomes (SOAPs): <http://www.csufresno.edu/irap/assessment/SOAP/prsoaps.shtml>
Academic Integrity: <http://www.csufresno.edu/academicintegrity/instructors/index.shtml>
Honor Code: <http://www.csufresno.edu/studentaffairs/general/univhonor.shtml>

Additional Comments:

Fall 2012
Communicative Disorders and Deaf Studies

CDDS 200 – Graduate Studies and Research (3 units)

(Print this syllabus or copy it to your hard drive or a pen drive for easy reference when you are not online.)

Professor: Dr. Bryan Berrett
Office: PHS 230
Office hours: W/F 12 – 2:30 pm (virtual or face to face)
Phone/email: 559-278-7218
Video Phone: 559-278-7218
Email Address: bryanberrett@csufresno.edu
Dept. Office: PHS Room 252; Department hours: M-F, 8:00 am – 5:00 pm
 (closed from 12 – 1)
Dept. Phone: 559-278-2423

Questions related to the course materials, clarification of assignments, or general questions should be posted in the Question and Answer session on the discussion board in Blackboard. Although you may call my office at (559) 278-7218 and leave a message, the fastest way to reach me is by e-mail. I generally answer e-mail within 48 hours of receipt, especially Mondays through Fridays. Please use email regarding this course only for emergencies or personal matters.

Web Access:

To access the course, visit the [Blackboard login page](http://blackboard.csufresno.edu) (<http://blackboard.csufresno.edu>) using your Fresno State username and password.

For help with Blackboard contact TILT at 278-7373 or send an email to TILTsupport@csufresno.edu.

Catalog Description:

CDDS 200: Graduate Studies and Research

Prerequisite: statistics (PH 92 or equivalent). Introduction to graduate studies and methods of research in deaf studies; concepts and methods of science and clinical research designs; graduate level professional and scientific writing skills. (Formerly CSD 200)

I. Course Goals:

CDDS 200 is a graduate seminar on graduate studies and research methods in deaf studies. It carries three units of credit. Besides introducing the student to graduate studies in deaf education, this course is designed to give the beginning graduate student an understanding of the following course goals. These include determining research topics, preparing research proposals, planning research activities, conducting literature review, collecting data, presentation results for publication and dissemination.

This course is also the Department-designated vehicle to obtain the Graduate Level Writing Skills required by the University. The course presentation consists of a combination of lectures and student group discussions besides assigned readings, clinical observations, and written assignments.

II. Primary Learning Outcomes:

1. Analyze ideas, make critical evaluations and come to well reasoned (defensible) decisions or conclusions.
 - a) The students evaluate the credibility of sources of information and opinion.
 - b) The students critically evaluate competing ideas as applicable to their profession.
 - c) The students develop conclusions from credible evidence and defend those conclusions.
2. Read, understand, and apply research literature and engage in productive research activities as appropriate to their chosen career goals.
 - a) The students demonstrate an understanding of the scientific method
 - b) The students understand major research designs, their applications and limitations.
 - c) The students understand and apply basic measurement techniques.
 - d) The students apply research methods in formal projects, or in clinical or education applications.
 - e) The students appreciate and critically evaluate of the role of and need for research in the fields and practice of deaf education and/or related fields.
 - f) The students appreciate the need for research-based practices.
 - g) The students critically evaluate research in deaf education and/or related fields.
3. Solve problems in educational or clinical settings by creatively generating multiple solutions and selecting those most appropriate to meet the needs of the individual in question.
 - a) The students generate multiple solutions to assessment or intervention problems.
 - b) The students evaluate multiple solutions to assessment or intervention problems and select those most appropriate to the needs of individuals.

4. Demonstrate professional communication skills.
 - a) The students write using appropriate spelling and grammar.
 - b) The students produce well-organized papers using current American Psychological Association guidelines.

III. Course Information:

1. The following textbooks are required for the course and can be purchased at Kennel Bookstore on campus or online:

American Psychological Association (2009). Publication manual of the American Psychological Association (6th ed.). Washington, D.C.: Author.

Leedy, P. D. & Ormrod, J. E. (2010). *Planning and design (9th Edition)*. Upper Saddle River, NJ: Pearson.

Websites:

Fresno State Writing Center (<http://www.csufresno.edu/writingcenter/>)

The Purdue Online Writing Lab (<http://owl.english.purdue.edu/>)

APA Style (<http://apastyle.apa.org/>)

Readings:

The students must complete of all reading assignments. The instructor reserves the right to change or add reading assignments. Some readings or excerpts from readings will be posted in Blackboard.

1. To take this class you must have the following:
 - A computer with a webcam and high-speed internet connection.
 - An active e-mail account. By default, Blackboard sends mail to your CSUFRESNO email account. If you do not check your CSUFRESNO email address regularly, please go in immediately and forward your messages to the account that you do check. Login (email.csufresno.edu), select "Options", then "Settings" then enter the address you prefer under "Mail Forwarding". Please note: you must login to your CSUFRESNO email account and delete old messages or your mailbox will fill up and you will not be able to receive messages.
 - Microsoft Office (You may purchase Microsoft Office from CVIP with your Fresno State ID).

- Adobe Acrobat Reader. If you do not have the Adobe Acrobat Reader go to: <http://www.adobe.com> and download the FREE Reader. There is a link on the left side of this Web site to "Get Adobe Reader". You will need this plug-in to access documents posted in this class.

2. Class meetings:

This is a 80 / 20 web-based program – 80% of our coursework will occur online and 20% will occur during our two face to face meetings. The required CDDS face to face meetings for Cohort One at Fresno State are on Friday, August 17th from 6 pm – Sunday August 19st at 4 pm and Friday November 2nd from 6 pm – Sunday, November 4th at 4 pm. Prior to the face-to-face meeting, a schedule for all of your classes during those meeting dates will be provided to you. All class materials are accessible on Blackboard. Log into the California State University, Fresno website. Look for the drop down menu on the home page and go to Blackboard. To log in, you must have a CSUF e-mail username and password.

Because of the additional time it may require to become familiar with Blackboard, become comfortable in the virtual classroom environment and become familiar with any related computer applications, you may spend MORE time fulfilling the requirements for this class than you would in a class that meets on campus. You are expected to log onto the course a minimum of **six-seven** times per week. You are also expected to read your e-mail regularly- at least 4-5 times per week. This course is very intense and takes a significant time commitment.

When interacting in an online forum there are some basic rules that need to be followed. Flaming either in the discussion boards or email will not be tolerated (check Wikipedia if you don't know what flaming means). If flaming reoccurs the disruptive classroom behavior university policy will be enforced. Treat one another with respect and value the fact that each of us bring to the table unique perspectives and life experiences. Lets become a community of learners who share our knowledge and resources.

3. Blackboard and Technical Difficulties

All works must be submitted through Blackboard as explained in the assignment, quiz or discussion instructions. There have been very few problems with the stability of Blackboard. To minimize the likelihood that technology problems prohibit you from submitting the work, you should complete the work as early as possible so that you can contact someone for assistance with any technology problems. However, in the event you cannot log onto Blackboard to complete work, send your work to me at bryanberrett@csufresno.edu as an attachment. Place your name in the subject of the e-mail. Please be aware that if the difficulty logging in is due to a problem with your ISP, connection or other issue and if Blackboard is functional, I will be unlikely to accept the work submitted by e-mail. It is difficult for me to verify personal technology problems. If it is a Blackboard problem I can confirm that with the University and I will accept the work.

IV. Grading Policy:

Assignments	Points	Percent
Research Paper	200	40%
Presentation	40	8%
Two In Class Essays	40	8%
Deaf Events	20	4%
Quizzes	100	20%
Final Exam	100	20%
Total	500	100%

The student grades will be calculated objectively as follows:

90%-100%	A	450 – 500 points
80%-89 %	B	400 – 449 points
70%-79 %	C	350 – 399 points
60%-69 %	D	300 – 349 points
below 60 %	F	below 300 points

Summary of Class Activities/Assignments:

Within Blackboard your assignments, discussion threads, readings, quizzes, and final exams will all be organized under the 'Learning Modules' tab located on the left side of the CDDS 200 course. There are a total of six learning modules and within each learning module will be instructions to complete the assignments for that learning module. Your class strives to form a community of learners: the cohesiveness of the group influences the depth of the learning and exchange of ideas in the online classroom.

Blackboard Postings

In our class there writing in the form of "Blackboard (BB) Posting" which are located by clicking on the 'communication' tab and then clicking on 'discussion board'. You are expected to include your reaction to the related questions, posts by your peer statements posted by your instructor. Each posting requires critical thinking as well as personal reaction and questioning of the material. Your BB posts SHOULD include reference to specific page numbers in your readings and/or the URL addresses to websites.

Any FLAMING or derogatory posts will automatically be removed from the discussion board, and your instructor will contact you immediately. If continued, the university disruptive classroom behavior policy will be enforced and you may be permanently removed from the course. Please review the online netiquette in your Bb orientation learning module.

Research Paper (200 points):

Each student will write a research paper. Due dates are listed in the course schedule at the end of this syllabus. The paper will be graded for content, clarity, textual cohesion, use of A.P.A. style (American Psychological Association, 2009), grammar, and spelling. The grading rubric is available for you in Blackboard. This paper is the second sample used to meet the graduate writing proficiency requirement. There are two types of papers for this class and students will only complete one of them.

1. If you are a thesis student, you will write your thesis proposal. To be considered for this, you must provide a memo from your thesis advisor stating that you will be a thesis student and your probable topic.
2. If you are not a thesis student you will write a critical review of the research evidence for a particular treatment or educational approach in deaf education. The paper will end with a question for future research and a discussion of how you would seek to answer that question (e.g., the research design). A list of topics will be provided and each student will select one. No one may write about the same approach as another student.

Presentation (40 points):

For the second face-to-face meeting, each student will present a poster-style presentation of their research paper to the class. Students will provide a handout to the members of the class. A group of students will present at the same time and the rest of the class will rotate among the presentations. The grading rubric is available in Blackboard.

In-class Essay (20 points each):

Students must complete the in-class spontaneous writing essay. Students have two opportunities this semester to pass this writing proficiency essay. The two essays will be administered at our November 4th - 6th face-to-face meetings, each on different days. Each student will have one hour to complete his or her essay based on a topic selected from a list provided by the instructor at our face-to-face class session. Students will be evaluated on grammar, punctuation, spelling, clarity, and textual cohesion.

Participation in Deaf Events (10 points each)

Each of you are required to spend at least 5 hours participating in at least two Deaf events. You may also volunteer for any Deaf related organization or school program in your local community. Here on campus, the Sign Language Interpreting Club and the ASL club is an excellent resource to find out when events are happening in the Deaf Community or here on campus www.dhhsc.org is also an excellent community resource.

A summary of each event must be given, as assigned in Learning module three and six, by being posted in the appropriate discussion thread. The basic format is When, Where, Who, What, Why, the amount of time you were there and any comments or questions you have. It is vital to interact with the Deaf community in a non-work related capacity.

Safe Assign

There are multiple assignments that will require you to submit your work to safe assign. Safe Assign is allows professors to identify content that is plagiarized. Be sure to use APA format and correctly cite your sources. A Safe Assign practice submission is required as part of your Bb orientation learning module.

Quizzes (Five quizzes worth 20 points each)

The quizzes will consist of multiple choice / true false and/or short answer questions from your assigned readings. Once you begin the quiz you must complete it. The quiz is timed and the amount of time allocated for each quiz is posted in the learning module. Questions will be presented randomly from a test question bank. One question appears at a time and must be answered prior to moving on to the next question. There are no make up quizzes for any reason, your lowest quiz score will be dropped. **All quizzes will begin on specific Thursdays at 4 pm and will be available for 24 hours.**

Final Exam (100 points)

Your final exam will be provided to you online and will be available for 24 hours sometime during final exam week. It may include multiple choice, true false, and case study essay questions.

V. University Policy Statements

Students with Disabilities:

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities at 559-278-2881 or going to the office located in the Henry Madden Library Suite 1202

Honor Code:

Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities. You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Cheating and Plagiarism:

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work.

Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers:

At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from

Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources.

Disruptive Classroom Behavior:

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

Copyright policy:

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit the California State University Fresno copyright web page: <http://www.csufresno.edu/library/libraryinformation/campus/copyright/copyrtpolicyfull.pdf>

For copyright Questions & Answers, you can visit the Copyright FAQ Webpage <http://www.csufresno.edu/library/libraryinformation/campus/copyright/faqcopyright.pdf>

TILT Blackboard course web sites contains material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

VI. Tentative Schedule

The schedule will be tentative and may be changed according to the progress of the class and at the discretion of the professor. Also be sure to look at the open learning module for due dates for specific projects.

MODULE	DATE	TOPICS / READINGS	ASSIGNMENTS
Module 1	Fri, Aug. 17 - 19	Required Face-to-Face meetings Trends in Deaf Education Research Identifying a Research Topic	Pre-readings for CDDS 200 posted in Blackboard Deaf Education Learning Community Orientation Module
Module 2	Mon., Aug. 20	Chapter 1 What is Research	Online Journal
	Mon., Aug. 27	Chapter 2 Tools of Research	Annotated Bibliography
Module 3	Mon., Sept. 3	Chapter 3 The Problem: The Heart of the Research Process	Online Quiz Chapters 1-3 Research Topic Blog
	Mon., Sept. 10	Chapter 5 Planning Your Research Project	Deaf Event # 1 VLOG Due
Module 4	Mon., Sept. 17	Chapter 6 Writing the Research Proposal	Research Project Topic Due
	Mon., Sept. 24	Chapter 12 Technical Details: Style, Format, and Organization of the Research Report	Online Quiz Chapters 5-6, 12
	Mon., Oct. 1	Chapter 4 Review of the Related Literature	Peer Review – Research Project
Module 5	Mon., Oct. 8	Chapter 7 Qualitative Research	Online Quiz Chapters 4 & 7
	Mon., Oct. 15	Research Paper revisions	Online synchronous meeting (days / times TBA at first face-to-face meeting)
	Mon., Oct. 22	Chapter 8 Historical Research	Research Project Due Wednesday, October 24 by midnight Online Quiz Chapters 8-9
	Fri., Nov 2-4	Required Face-to-Face meetings Presentations Chapter 9 Descriptive Research	In Class Essays Research Project Presentations
Module 6	Mon., Nov. 5	Chapter 10 Experimental and Ex Post Facto Design	Online Journal

MODULE	DATE	TOPICS / READINGS	ASSIGNMENTS
	Mon. Nov. 12	Research Paper Revisions	
	Mon. Nov. 19	THANKSGIVING RECESS – November 21 - 23	
	Mon., Nov. 26	Chapter 11 Strategies for Analyzing Quantitative Data	Online Quiz Chapters 10-11
	Mon., Dec. 3	Course Evaluations Your online final exam will be available beginning Thursday December 8th at 4 pm.	Deaf Event # 2 VLOG Due
	Mon., Dec. 10	You must complete your final exam by Tuesday December 11th by 4 pm.	

Finals week	Days	Dates
Final Exam Preparation & Faculty Consultation Days:	Thursday and Friday	Dec 6 – 7
Final Semester Examinations	Monday-Thursday	Dec 10 - 13

GRADUATE COURSE CHANGE OR DELETION REQUEST

118
84

Return original and 10 copies to:

Division of Graduate Studies
Thomas Administration Building, Room 132
Mail Stop TA 51

Graduate Program: Deaf Education
Department: Communicative Disorders and Deaf Studies
Contact Person: Bryan Berrett
Phone: 278-7218
E-mail: bryanb@csufresno.edu
Catalog pg. # 331

- PURPOSE OF FORM:** To propose revision or deletion of an existing graduate course. *If you wish to propose a new course, or a conversion of a topics course, or make substantial changes to an existing course, use the "New Graduate Course Request" form (GRADNEW.ITP on Informed Filler).*
- PURPOSE OF YOUR REQUEST:**

a. Course Revision. *(check all that apply)*

_____	Subject/Catalog Number	_____	Description
_____	Title	_____	Units
_____	Prerequisite	_____	Grading Basis

(Complete items 3, 4, and 5 below)

b. Course Deletion. Check here: _____ *(Complete items 3 and 5 below)*

3. COURSE INFORMATION PRIOR TO REVISION:

Prefix/ Subject CDDS Catalog Number 201 Long Course Title Interviewing and Counseling in Comm Sciences and Disorders Units 3

Attach a xerographic copy of the entire page on which this course appears in the current University Catalog. Include the page number in your copy. Highlight the course with a yellow marker.

4. REVISED COURSE INFORMATION:

Prefix/ Subject _____ Catalog Number _____ Long Course Title _____ Units _____

Short Title (16 spaces only) for printing _____

Grading Basis (Letter, CR/NC, SP) _____

Mode of Delivery (check one): _____ Lecture; _____ Seminar; _____ Supervision;

Online-Digital Campus

Course Classification (C/S #) _____

Using a xerographic catalog copy of this course, cross out wording to be deleted. Type new language in the margins. If there is not sufficient space to type lengthy additions, designate inserts (a, b, c, etc.). Attach fully typed language for each insert on an additional sheet. **Do not exceed 40 words in the course description.**

5. JUSTIFICATION: Explain on an attached sheet why the proposed change is needed. If the change is a part of a series of proposed changes in related courses, please elaborate. In addition, if the proposed change entails a change in units or a significant modification in terms of method of delivery, special facilities, library resources, technical assistance, or other costs, please furnish details.

6. CONSULTING SIGNATURES (if required)

Signatures must be obtained from those departments potentially affected by the proposed change(s).

I have read the proposal and support the proposed change(s).

Yes No

If no, please explain your concern(s):

Department Chair (of department being consulted)

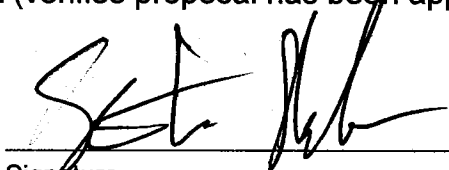
_____ Department	_____ Department
_____ Department Chair (typed name)	_____ Department Chair (typed name)
_____ Department Chair Signature	_____ Department Chair Signature
_____ Date	_____ Date

7. REQUIRED SCHOOL SIGNATURE (verifies proposal has been approved)

Graduate Program Coordinator

Steve Skelton

Typed Name



Signature

4/21/11

Date

Department Chair

Don Freed

Typed Name



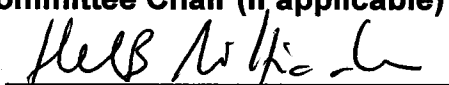
Signature

11/21/11

Date

School Curriculum (or Credential) Committee Chair (if applicable)

Typed Name




Signature

12/12/11

Date

School Dean

Typed Name



Signature

12/21/11

Date

- For committee use only -

**UNIVERSITY GRADUATE COMMITTEE/GRADUATE CURRICULUM
SUBCOMMITTEE REVIEW RECOMMENDATION:**

- Request Approved
- Request Denied
- Request Deferred

2/2/12
Date of Action

Explanation:

MSC to approve and waive second reading

Recommendation approved by:

Dean, Division of Graduate Studies/or designee

Sharon Brown-Welty
Typed Name

Sharon Brown-Welty
Signature

2-8-2012
Date

Provost/Vice President for Academic Affairs/or designee

Typed Name

N/A
Signature

Date

CDDS 171. Professional Writing in Communicative Disorders and Deaf Studies (3)

Select one of the following prerequisites: CDDS 105, 106, or 109. Principles of clinical and scientific writing in communicative disorders; exercises in writing professional and scientific reports. F (Formerly CSD 171)

CDDS 172. Neural Bases of Speech, Language, and Hearing (3)

Prerequisites: CDDS 80, 95, 101, 102. Neuro-anatomical and neurophysiological bases of speech, language, and hearing; clinical implications of neuropathology. S (Formerly CSD 172)

CDDS 175. Internship in Interpreting (1-3; max total 6)

Prerequisites: permission of instructor, CDDS 169. Interpreting under supervision in professional settings such as: artistic, educational, health, legal, medical, mental health, rehabilitation, and social services settings. *CR/NC* grading only. FS (Formerly CSD 175)

CDDS 188T. Topics in Communicative Disorders and Deaf Studies (1-3; max total 6)

Special courses offered on various topics not included in the regular curricula in speech, language, and hearing sciences and disorders. FS (Formerly CSD 188T)

CDDS 190. Independent Study (1-3; max total 6)

See *Academic Placement—Independent Study*. FS (Formerly CSD 190)

GRADUATE COURSES

(See *Catalog Numbering System*.)

Communicative Disorders and Deaf Studies (CDDS)

CDDS 200. Graduate Studies and Research in Communicative Disorders and Deaf Studies (3)

Prerequisite: statistics (PH 92 or equivalent). Introduction to graduate studies and methods of research in communicative disorders; concepts and methods of science and clinical research designs; graduate level professional and scientific writing skills. (Formerly CSD 200)

CDDS 201. Interviewing and Counseling in Communicative Sciences and Disorders (3)

Theory and practice in interviewing and counseling clients and families related to specific speech, language and hearing disor-

ders. Techniques for altering and modifying behaviors that affect maximum growth and potential of the client and families. (Formerly CSD 201)

CDDS 202. Aural Rehabilitation (3)

Prerequisites: CDDS 128, 131. Habilitative and rehabilitative procedures to assist the hearing impaired: amplification, speech-reading, auditory training, speech and language training; psycho-socio-educational issues. (Formerly CSD 202)

CDDS 204. Seminar in Stuttering (3)

Prerequisite: permission of instructor. Research on stuttering in children and adults; assessment and treatment procedures. (Formerly CSD 204)

CDDS 207. Seminar in Neurogenic Language Disorders (3)

Prerequisite: CDDS 172. Demography, etiology, and symptomatology of aphasia, traumatic brain injury, and dementia; medical and communication assessment; treatment and treatment efficacy research. (Formerly CSD 207)

CDDS 209. Speech-Language-Hearing in Public School Environment (1)

Corequisite: CDDS 257. Seminar in selecting assessment and remediation procedures for public school children with communicative disorders; demonstration and application of therapeutic procedures; organization and administration of school speech and hearing program. (Formerly CSD 209)

CDDS 210. Seminar in Communicative Disorders with Orofacial Anomalies (3)

Prerequisite: permission of instructor. Etiology and symptomatology of cleft palate and other orofacial syndromes in children; medical and communication assessment and treatment procedures. (Formerly CSD 210)

CDDS 213. Seminar in Motor Speech Disorders (3)

Prerequisites: CDDS 102, 172. Etiology and symptomatology of apraxia, and dysarthria; assessment and treatment. (Formerly CSD 213)

CDDS 214. Seminar in Child Language Disorders (3)

Prerequisites: CDDS 95, 109. Etiology, symptomatology, assessment, and habilitation of language disorders in infants, children, and adolescents. (Formerly CSD 214)

CDDS 215. Phonological and Severe Speech Disorders: Communication Intervention, Augmentation, and Alternatives (3)

Advanced study in intervention of phonologic and severe speech disorders. The design, selection, and use of augmentative and alternative methods of communication; the populations for which they are appropriate; and issues related to assessment and treatment. (Formerly CSD 215)

CDDS 216. Seminar in Voice Disorders (3)

Information addressing significant clinical, theoretical, and scientific issues in the study, diagnosis, and treatment of voice disorders in children and adults. Presentation of case studies. Analysis of current research. (Formerly CSD 216)

CDDS 218. Autism Spectrum Disorders and Augmentative or Alternative Communication (3)

Characteristics and possible etiologies of autism spectrum disorders, their assessment, diagnosis, and treatment. The design, selection, and use of augmentative and alternative methods of communication; the populations for which they are appropriate; and issues related to the assessment and treatment.

CDDS 220. Seminar in Dysphagia and Traumatic Brain Injury (3)

The assessment and treatment of swallowing disorders and traumatic brain injury. Emphasis on functional treatment outcomes for both disorders. (Formerly CSD 220)

CDDS 230. Advanced Clinical Practice in Speech-Language Pathology (1-6; max total 24)

Prerequisites: CDDS 80, 95, 101, 102, 103, 105, 107, 110. Supervised clinical practice in the diagnosis and treatment of communicative disorders; development of treatment programs, parent counseling; referrals; on- and off-campus clinical sites. *CR/NC* grading only. (Lab fee, \$10) (Formerly CSD 230)

CDDS 250. Advanced Clinical Practice: Audiology (1-6; max total 24)

Prerequisites: CDDS 103, 128, 131, graduate-standing and permission of instructor. Supervised clinical practice in diagnosis and management of hearing problems. *CR/NC* grading only. (Lab fee, \$10) (Formerly CSD 250)

CHECKLIST FOR A COURSE SYLLABUS

Syllabus includes:

- Catalog description
- Contact information for academic department
- Contact information for the instructor including office hours
- Textbook information
- Outcomes or learning objectives (based on Bloom's Taxonomy)
- Course policies and procedures
- Attendance policies and student study expectations
- Course grading policies
- Required syllabus policy statements
- Complete course schedule
- Email protocol
- Discussion board policies including frequency, content and netiquette, if applicable.
- A statement regarding SafeAssign, if applicable

Syllabus clearly reflects delivery mode:

- online
- multi-mode/hybrid
- face-to-face

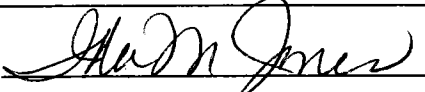
Syllabus is in an accessible format including:

- Appropriate Headings used
- Alternative Text on all images
- Tables 'Repeat Header Rows'
- Tables replace Tabs

The Technology Innovations for Learning and Teaching (TILT) department has reviewed the syllabus for the following course and found that it meets the qualifications for an accessible document and aligns with the above checklist.

Course Name & Number: CDDS 201 Interviewing and Counseling in Communicative Disorders and Deaf Studies

Instructor: Tim Conway

TILT - Name: Sha M. Jones Signature:  Date: 11/17/2011

Syllabus Policy: http://www.csufresno.edu/academics/policies_forms/instruction/syllabus.shtml

Learning Outcomes (SOAPs): <http://www.csufresno.edu/irap/assessment/SOAP/prsoaps.shtml>

Academic Integrity: <http://www.csufresno.edu/academicintegrity/instructors/index.shtml>

Honor Code: <http://www.csufresno.edu/studentaffairs/general/univhonor.shtml>

Additional Comments:

**INTERVIEWING AND COUNSELING IN
COMMUNICATIVE DISORDERS AND DEAF
STUDIES**

**CALIFORNIA STATE UNIVERSITY FRESNO
DEPARTMENT OF COMMUNICATIVE DISORDERS AND DEAF STUDIES
FALL SEMESTER, 2012**

**CDDS 201 - INTERVIEWING AND COUNSELING IN COMMUNICATIVE
DISORDERS AND DEAF STUDIES**

INSTRUCTOR: TIMOTHY CONWAY

**CLASS MEETINGS: FACE TO FACE – AUGUST 17TH AND 18TH (6 HOURS)
NOVEMBER 2ND AND 4TH (6 HOURS)**

This is an 80 / 20 web-based program – 80% of our coursework will occur online and 20% will occur during our two face to face meetings. **The required CDDS face to face meetings are on Friday, August 17th at 6 pm through Sunday August 19st at 4 pm and Friday November 2nd at 6 pm through Sunday, November 4th at 4 pm.** Prior to the face-to-face meetings, a schedule for all of your classes during those meeting dates will be provided to you. All class materials, including quizzes and exams, are accessible on Blackboard. Log into the California State University, Fresno website. Look for the drop down menu on the homepage and go to Blackboard. To log in, you must have a CSUF e-mail username and password.

**OFFICE HOURS: ONLINE – TUESDAYS 8:00 A.M. TO 9:00 A.M.
THURSDAYS 8:00 P.M. TO 9:00 P.M.**

FACE TO FACE – BY APPOINTMENT ONLY

**DEPT. OFFICE: PHS ROOM 252, DEPARTMENT HOURS: M-F, 8:00 AM – 5:00 PM
(CLOSED FROM 12 – 1)**

DEPT. PHONE: 559-278-2423

EMAIL ADDRESS: TCONWAY@CSUFRESNO.EDU

PREREQUISITES: NONE

UNITS: 3

INTERVIEWING AND COUNSELING IN COMMUNICATIVE DISORDERS AND DEAF STUDIES

COURSE DESCRIPTION

This course offers theory and practice in interviewing and counseling clients and families in matters related to specific speech, language and hearing disorders. It provides techniques for altering and modifying behaviors that can affect the maximum growth and potential of the client and families (3 units).

TECHNICAL REQUIREMENTS

To take this class, you must have the following:

1. A computer with Internet access. High speed internet access is better. If you have no computer or an older model you may be eligible for financial aid to get a new one. Contact the Financial Aid office for more information.
2. An e-mail account through the university. You may sign up for a free account at [Create a Fresno State Student Email Account](https://googleapps.fresnostate.edu/signup/) (<https://googleapps.fresnostate.edu/signup/>) Keep in mind that all e-mails related to this course will be done via this account.
3. Microsoft Office is needed for sending documents and reading Power Points (You may purchase Microsoft Office at a discount at the bookstore with your Fresno State ID). Note: *Microsoft WORKS is not compatible with Microsoft Office applications*. Alternatively, you may use Open Office which is a free download from [Open Office download](http://www.openoffice.org) (www.openoffice.org). Remember to save documents from Open Office as .doc or .rtf format so others can open them.
4. Adobe Acrobat Reader. If you do not have the Adobe Acrobat Reader go to: [Download Adobe Acrobat Reader](http://www.adobe.com) (<http://www.adobe.com>) and download the FREE Reader. You will need this plug-in to access documents posted in this class.
5. Blackboard support: Click on the Blackboard (Bb) Help link near the top of the page when signed on to Bb. This will provide information for most common questions and issues. You can call TILT for Bb support at 278-7373 or contact the Help Desk at 278-7000.
6. It is **your** responsibility to resolve **any** technical difficulties you may have by the end of the second week of the semester. After this, technical difficulty will not be accepted as an excuse for missed deadlines for submissions or lack of participation.

INTERVIEWING AND COUNSELING IN COMMUNICATIVE DISORDERS AND DEAF STUDIES

CONTACTING YOUR INSTRUCTOR

Please send me an e-mail at TConway@csufresno.edu I will usually respond within a day (except on weekends). Please remember to put CDDS 201 in the subject heading of your e-mail. If you do not get a reply within 48 hours, feel free to follow up with another e-mail. Don't forget to sign your name to the e-mail. This will make it easier for me to check on things for you.

TEXTBOOKS

These are the required textbooks for the class. They may be purchased at the Kennel Bookstore on campus or online.

Luterman, D.M. (2010). *Counseling Persons with Communication Disorders and their Families*. (5th ed.). Austin, TX: PRO-ED. ISBN # 1416403698

McWilliam, R.A. (2010). *Working with Families of Young Children with Special Needs (What Works for Special Needs Learners)*. New York, NY: The Guilford Press. ISBN # 1606235397

REQUIRED READINGS

These readings, selections from these readings, and/or their internet links will be posted in the related weekly learning module. Additional or alternate readings may be added at any time at the instructor's discretion.

Andrews, M. & Andrews, J. (1993). Family-centered techniques: Integrating enablement into the IFSP process. *Journal of Childhood Communication Disorders*, 15(1), 41 – 46.

Bodner-Johnson, B. & Sass-Lehrer, M. (2003). *The young deaf or hard of hearing child: A family-centered approach to early education*. New York, NY: Brookes, Inc.

Bennett, T. & Zhang, C. (2005). Facilitating the meaningful participation of culturally and linguistically diverse families in the IFSP and IEP process.

Brassard, M.R. & Boehm, A.E. (2008). *Preschool assessment: Principles and practices*. New York, NY: The Guilford Press.

INTERVIEWING AND COUNSELING IN COMMUNICATIVE DISORDERS AND DEAF STUDIES

California Code of Regulations: Title 17, Division 2 – Sections 52100 through 52112. The Individualized Family Service Plan (IFSP).

<http://www.dds.ca.gov/title17/T17SectionView.cfm?Section=52100.htm>

California Department of Education (2001). *The Handbook on Developing Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs) in Early Childhood Special Education*. <http://www.cde.ca.gov/sp/se/fp/documents/eciifspiec.pdf>

Dee, A. (1981). Meeting the needs of the parents of deaf infants. *Language, Speech, and Hearing Services in Schools, 12*, 13 – 21.

Featherstone, H. (1980). *A difference in the family*. New York, NY: Basic Books

Frieh, A., Bloedow, A., & Hesse, S. (2003). Counseling families of children with communication disorders. *Communication Disorders Quarterly, 24*(4), 211 – 220.

Hope, Inc. (2004). *The Sky-hi curriculum: Essentials of early intervention with deaf and hard-of-hearing students*. Logan, UT.

Johnson, C. (2003). *How the Individuals with Disabilities Education Act (IDEA) Applies to Deaf and Hard of Hearing Students*. <http://ccdam.gallaudet.edu/pdf/intro-toc.pdf>

Kubler-Ross, E. (1969). *On death and dying*. New York, NY: MacMillan

Trivette, C. & Dunst, C. (1990). Assessing family strengths and family functioning style. *Topics in Early Childhood Special Education, 10*(1), 16 – 20.

Vernon, M. & Brown, D. (1984). A guide to tests and testing procedures in the evaluation of young deaf and hard-of-hearing children. *Journal of Speech and Hearing Disorders, vol. 29*, 414 – 423.

COURSE OBJECTIVES – THE STUDENT WILL

- Explore the impact throughout the life span of an exceptional child on the family, including states of grief, attitudes, and values related to the adjustment and acceptance of a child with exceptional needs, with an emphasis on children and families.
- Review current literature and case studies concerning individuals with exceptionalities, with an emphasis on clients and families related to specific speech, language and hearing disorders.

INTERVIEWING AND COUNSELING IN COMMUNICATIVE DISORDERS AND DEAF STUDIES

- Identify strategies, skills, and methods of interviewing; obtaining case histories; and counseling used in working with an exceptional child and the family, including the culturally/linguistically diverse.
- Appropriately assess infants and young children who are deaf or hard-of-hearing using assessment tools relevant to their developmental ages and stages and relevant norm groups.
- Identify the assessment strategies and counseling models used in working with an exceptional child and the family, including the culturally/linguistically diverse.
- Explain the unique impact of hearing loss and an additional disability on such abilities as environmental and spatial awareness, body awareness, balance, motor skills, and emotional control.
- Demonstrate an awareness of community resources relevant to the child with exceptional needs and their family, with an emphasis on assistance related to specific speech, language and hearing disorders. Help those families to access the community resources and state agencies that serve infants and young children who are deaf or hard-of hearing.
- Demonstrate an awareness of the ways in which school- or agency-related issues can affect the exceptional child and family, common sources of school or agency/home conflict and misunderstanding, and intervention and advocacy strategies.
- Demonstrate a knowledge about and sensitivity to the values and assumptions among culturally/linguistically diverse clients with respect to interviewing and counseling.
- Demonstrate the skills needed to become a service coordinator who creates multi-disciplinary team service plans that support families and agencies

PRIMARY LEARNING OUTCOMES

- Following successful completion of this course, students will have an understanding of the theory and practice in interviewing and counseling students and their families related to specific speech, language and hearing disorders, including techniques for altering and modifying behaviors that affect maximum growth and potential of the students and their families. They will be able to effectively assess infants and young children who are deaf or hard-of-hearing using assessment tools relevant to the

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students' developmental ages and stages and using relevant norm groups. They will possess the skills needed to become a service coordinator who creates multi-disciplinary team service plans that support families and agencies.

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COURSE SCHEDULE

Dates	Topics	Readings and Assignments
<p style="text-align: center;">Week #1 August 17th and 18th</p>	<p>Face to Face Meeting:</p> <p>Pretest Course Overview and Syllabus Review Lecture: Counseling the Deaf or Hard of Hearing Child and their Family Class Discussion Video Segments: "Lost Dreams & Growth: Parent Concerns"</p>	<p style="text-align: center;"><u>Unit 1 Module</u></p> <ul style="list-style-type: none"> ▪ Luterman: read the Forward, Introduction, Chapter #1 (Counseling by the Speech-Language Pathologist, Audiologist, and Teacher), and Chapter #4 (The Emotions of Communication Disorders) <ul style="list-style-type: none"> ▪ Complete the Pretest in class <p>Journal Entry: Complete the worksheet on the video, answering the six key questions.</p> <p>Objective: The student will explore the impact of the exceptional child on the family and understand the adjustment and/or acceptance required of family members.</p>
<p style="text-align: center;">Week #2 August 19th - 25th</p>	<p>Counseling Persons with Communication Disorders and Their Families</p>	<p style="text-align: center;"><u>Unit 2 Module</u></p> <ul style="list-style-type: none"> ▪ Luterman: read Chapter #9 (Counseling and The Field of Communication Disorders) ▪ View the webinar with Dr. Luterman <p>Discussion: Answer the Discussion Questions about the webinar.</p> <p>Objective: The student will review current literature and case studies concerning individuals with specific speech, language, and hearing disorders and their families.</p>

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Dates	Topics	Readings and Assignments
<p style="text-align: center;">Week #3 August 26th – September 1st</p>	<p>Working with Families, Part I</p>	<p style="text-align: center;"><u>Unit 3 Module</u></p> <ul style="list-style-type: none"> ▪ Luterman: read Chapter #6 (Techniques of Counseling) ▪ McWilliam: read Chapters #1 (Identifying Families' Supports and Other Resources) and #2 (Assessing Families' Needs with a Routines-Based Interview) <p>Objective: The student will identify strategies, skills, and methods of interviewing; obtaining case histories; and counseling used in working with an exceptional child and the family.</p>
<p style="text-align: center;">Week #4 September 2nd - 8th</p>	<p>Grief Counseling Class lecture and discussion</p>	<p style="text-align: center;"><u>Unit 4 Module</u></p> <ul style="list-style-type: none"> ▪ Read the assigned sections of Featherstone – A Difference in the Family and Kubler-Ross – On Death and Dying <p>Journal Entry: Respond to the posted prompt and analyze the two reading sections.</p>

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Dates	Topics	Readings and Assignments
<p style="text-align: center;">Week #5 September 9th – 15th</p>	<p>Early Intervention with Deaf and Hard of Hearing Students Assessing Infants and Preschool Children</p> <p>Quiz #1</p>	<p style="text-align: center;"><u>Unit 5 Module</u></p> <ul style="list-style-type: none"> ▪ Luterman: read Chapter #2 (Contemporary Theories of Counseling) ▪ Read Hope – The Sky-Hi Curriculum <p>Discussion: Respond to the prompt and write about your theory of counseling.</p> <p>Objective: The student will appropriately assess infants and young children who are deaf or hard of hearing using assessment tools relevant to their developmental ages and stages and relevant norm groups.</p> <p>Objective: The student will explain the unique impact of hearing loss and an additional disability on such abilities as environmental and spatial awareness, body awareness, balance, motor skills, and emotional control.</p>
<p style="text-align: center;">Week #6 September 16th – 22nd</p>	<p>The IFSP</p>	<p style="text-align: center;"><u>Unit 6 Module</u></p> <ul style="list-style-type: none"> ▪ McWilliam: read Chapter #3 (Community-Based Everyday Child Learning Opportunities) ▪ Read the Andrews & Andrews article ▪ Look over the California Code of Regulations sections that cover the IFSP. ▪ Read the IFSP portions of the CDE's Handbook on Developing IFSPs and IEPs.

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Dates	Topics	Readings and Assignments
<p style="text-align: center;">Week #7 September 23rd – 29th</p>	<p>The Duties of a Service Coordinator Working with Families, Part II</p>	<p style="text-align: center;"><u>Unit 7 Module</u></p> <ul style="list-style-type: none"> ▪ McWilliam: read Chapters #4 (Coordinating Services with Families) and #5 (Talking to Families) <p>Journal Entry: Respond to the prompt and write about skills needed by a service coordinator</p> <p>Objective: The student will demonstrate the skills needed to become a service coordinator who creates multi-disciplinary team service plans that support families and agencies.</p> <p>Objective: The student will demonstrate a knowledge about and a sensitivity to the values and assumptions among culturally and linguistically diverse clients and their families with respect to interviewing and counseling.</p>
<p style="text-align: center;">Week #8 September 30th – October 6th</p>	<p>Establishing Rapport Skills (The Rapport Workshop) Review of Midterm Study Questions</p>	<p style="text-align: center;"><u>Unit 8 Module</u></p> <ul style="list-style-type: none"> ▪ Luterman: read Chapter #5 (Counseling and the Diagnostic process) <p>Discussion: Discuss verbal and nonverbal rapport as directed.</p>
<p style="text-align: center;">Week #9 October 7th – 13th</p>	<p style="text-align: center;">Midterm Examination</p>	

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Dates	Topics	Readings and Assignments
<p style="text-align: center;">Week #10 October 14th – 20th</p>	<p>Helping Families Community Resources Working with Agencies</p>	<p style="text-align: center;"><u>Unit 10 Module</u></p> <ul style="list-style-type: none"> ▪ Luterman: read Chapter #8 (Working with Families) ▪ Read the Trivette & Dunst article – Assessing Family strengths and Functioning Styles <p>Journal Entry: Compile a list of at least twenty Community Resources available to families with a child who is deaf or hard of hearing.</p> <p>Objectives: The student will demonstrate an awareness of the community resources available to the child with exceptional needs and their family. The student will help those families access the community resources and state agencies that serve infants and young children who are deaf and hard of hearing.</p>
<p style="text-align: center;">Week #11 October 21st – 27th</p>	<p>Helping Skills for Behavior Change</p>	<p style="text-align: center;"><u>Unit 11 Module</u></p> <ul style="list-style-type: none"> ▪ McWilliam: read Chapter #9 (Helping Families Address Challenging Behaviors and Promote Social Development) <p>Discussion: Discuss challenging behaviors and teaching social skills to deaf and hard of hearing students as directed.</p>

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Dates	Topics	Readings and Assignments
<p style="text-align: center;">Week #12 November 2nd & 3rd</p>	<p>Face to Face Meeting: Working with Linguistically and Culturally Diverse Students and their Families</p> <p>Quiz #2</p>	<p style="text-align: center;"><u>Unit 12 Module</u></p> <ul style="list-style-type: none"> ▪ McWilliam: read Chapter #6 (Working With Families from Diverse Backgrounds) ▪ Read the Bennett & Zhang article – Facilitating the Meaningful Participation of Culturally and Linguistically Diverse Families in the IFSP and IEP Processes. <p>Objective: The student will identify the assessment strategies and counseling models used in working with an exceptional child and the family, including the linguistically and culturally diverse.</p>
<p style="text-align: center;">Week #13 November 4th – 10th</p>	<p>Professional Panel – The Talk Team</p>	<p style="text-align: center;"><u>Unit 13 Module</u></p> <p>Discussion: View the Professional Panel video segment and answer the Discussion Questions.</p> <p>Objective: The student will demonstrate an awareness of the way that school- or agency-related issues can affect the exceptional child and the family, common sources of school/home or agency/home conflict and misunderstanding, and intervention and advocacy strategies.</p>
<p style="text-align: center;">Week #14 November 11th – 17th</p>	<p>Parent Interview Reaction Paper Due Class Discussion of Parent Interviews</p>	<p style="text-align: center;"><u>Unit 14 Module</u></p> <ul style="list-style-type: none"> ▪ Read the Bodner-Johnson article – The Young Deaf or Hard of Hearing Child: A Family-Centered Approach to Early Education

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Dates	Topics	Readings and Assignments
November 18 th – 24 th	Class Cancelled due to Thanksgiving Break	
Week #15 November 25 th – December 1 st	More Class Discussions of Parent Interviews Class lecture and discussion	<u>Unit 15 Module</u> Journal Entry: read and respond to two of your classmates' parent Interview Response Papers as directed.
Week #16 December 2 nd – 8 th	Course Evaluations Review of Final Exam Study Questions	<u>Unit 16 Module</u> Post-test: What have we learned?
December 9 th – 15 th	Final Examination Week	Your Final Exam will be made available online at 4:00PM on Friday, December 7 th . You must complete your Final Exam by 4:00 PM on Wednesday, December 12 th .

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ASSIGNMENTS

1. **QUIZZES** **20 POINTS**

The quizzes will focus primarily on answering the Study Questions, which will cover assigned textbook readings, handouts, assigned syllabus readings, class lectures, and presentations by guest speakers. The Study Questions will, in turn, assist to prepare students in key areas of reading assignments, course discussions, guest presentations, and the parent interview project. The two quizzes are scheduled for Week #5 and Week #12. Quizzes are worth 10 points each.

2. **MIDTERM EXAMINATION** **20 POINTS**

There will be one 20-point midterm examination in this class. The midterm examination will focus primarily on class lectures, assigned textbook readings, guest lectures and Study Questions. The midterm examination will be objective in nature, and consist of short answer, multiple choice, matching, and/or fill in the blank type questions. The midterm examination is scheduled for Week #9.

3. **PARENT INTERVIEW REACTION PAPER** **20 POINTS (FOR PAPER AND DISCUSSION)**

Students are required to interview the parent(s) of a child with exceptional needs. If it is helpful, the interview can be taped. Be sure to obtain written parent permission before taping. Taping the interview will assist the student to prepare for the Parent Interview Reaction Paper and the Group Discussion of the Parent Interview. The Parent Interview Reaction Paper is due on or before Week #15. The Reaction Paper and Group Discussion together are worth up to 20 points. An interview guide has been provided. Students are required to write an APA style, graduate quality paper summarizing the content of the interview and including **at least** the following:

 - Prenatal and Birth History
 - Developmental and Medical History
 - Family History
 - Educational History
 - Include answers the nine questions, and incorporate assigned readings, class lecture notes, and guest presentations to support their discussion.

See the attached guides for completing the paper and the rubric on Blackboard for information about how the paper will be graded.

Students are required to participate in an on-line class discussion of their parent interviews on Week #14 or Week #15.

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- 4. JOURNAL 10 POINTS**
There will be five required Blackboard journal responses in the list of assignments. The journal is a private document between you and the instructor. Other students will not see your journal writing. You should post several paragraphs (at least) of your reaction to the assigned questions or writing prompt. We will discuss this more and answer all of your questions in the first face-to-face class. The journal is worth up to ten points (two points per entry).
- 5. THREADED DISCUSSIONS 10 POINTS**
There will be five required threaded discussions in the list of assignments. I will post a prompt or a question for the week, and you must both (a) post your response to the prompt or question and (b) comment on at least one other student's response within the time frame indicated. See the rubric posted on Blackboard for the Discussion Board. The discussions are worth up to ten points (two points per discussion).
- 6. FINAL EXAMINATION 20 POINTS**
There will be one 20-point final examination in this class. The final examination will focus primarily on class lectures, assigned textbook readings, guest lectures and Study Questions. The Final Exam is tentatively scheduled for Week #16.
- 7. EXTRA CREDIT: ONLY WITH THE PRIOR PERMISSION OF THE INSTRUCTOR**
- a. Interview a licensed psychologist, credentialed school counselor, clinical social worker, or marriage, family, and child counselor who provides counseling services to both children with exceptional needs and their parents. Write a paper discussing the counselor's perspective (including procedures, approaches, and techniques) on counseling parents of exceptional children and your summary comments
 - b. Write a research paper (APA style) on a "Interviewing and Counseling in Communicative Disorders and Deaf Studies" topic. Topics for the paper must be preapproved by the instructor.

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GRADING REQUIREMENTS

	<u>Points</u>	<u>Percentage of the Grade</u>
1. Journal	10	10 %
2. Threaded Discussions	10	10 %
3. Quiz #1	10	10 %
4. Midterm Examination	20	20 %
5. Quiz #2	10	10 %
6. Parent Interview/Reaction Paper	20	20 %
7. Final Examination	20	20 %
Total Points/Percentage:	100 Points	100 %

90 - 100%	=	A	=	900 -1000
80 - 89%	=	B	=	800-899
70 - 79%	=	C	=	700-799
60 – 69%	=	D	=	600-699
Below 60%	=	F	=	0-599

Note: Unless otherwise arranged with the instructor, all required assignments are due **on or before** the date specified in the course syllabus. Late assignments will not receive the maximum allotted points. Late assignments will result in 5% reduction per day. No assignments will be accepted after the last day of class.

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INCOMPLETE GRADES:

University policy specifies that an Incomplete is to be given ONLY if (a) two-thirds of the coursework has been satisfactorily completed, and (b) a portion of the required coursework has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit for the course.

UNIVERSITY POLICIES

HONOR CODE:

“Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

CHEATING AND PLAGIARISM:

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

PLAGIARISM DETECTION:

The campus utilizes the SafeAssign plagiarism prevention service through Blackboard. In this course, students may be required to submit written assignments to SafeAssign. Submitted work will be used by SafeAssign for plagiarism detection and for no other purpose. The student may

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indicate in writing to the instructor that he/she refuses to participate in the SafeAssign process, in which case the instructor can use other electronic means to verify the originality of their work. SafeAssign Originality Reports **WILL be available for your viewing.**

COMPUTERS:

At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources.

DISRUPTIVE CLASSROOM BEHAVIOR:

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

COPYRIGHT POLICY:

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page (www.csufresno.edu/library/about/policies/docs/copyrtpolicyfull.pdf).

Technology Innovations for Learning and Teaching (TILT) course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or

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NETIQUETTE:

We expect other drivers to observe the rules of the road and the same is true as we travel through cyberspace. "Netiquette" is slang for network etiquette - what to do, and not do, when communicating online. Your Blackboard course is considered an academic area and is associated with California State University, Fresno. Use proper English and refrain from using slang when responding to Discussion Board prompts or participating in the Virtual Classroom. Remember that what is okay in a chat room that you might visit through your home computer might not be OK in an educational setting.

STATEMENT ON SERVICES FOR STUDENTS WITH DISABILITIES

The University is committed to providing reasonable academic accommodation to students with disabilities. The Services for Students with Disabilities office provides university academic support services and specialized assistance to students with disabilities. Individuals with physical, perceptual, or learning disabilities as addressed by the Americans with Disabilities Act should contact the Services for Students with Disabilities office located in the Henry Madden Library, Room #1202 (278 – 2811) for information regarding accommodations. Please notify your instructor so that reasonable efforts can be made to accommodate you.

ATTENDANCE AND ACTIVE CLASS PARTICIPATION

Because of the additional time it may require to become familiar with Blackboard, become comfortable in the virtual classroom environment and become familiar with any related computer applications, you may spend MORE time fulfilling the requirements for this class than you would in a class that meets on campus. You are expected to log onto the course a minimum of **six-seven** times per week. You are also expected to read your e-mail regularly- at least 4-5 times per week. This course is very intense and takes a significant time commitment.

Participation will be based on your involvement and contributions to the face to face meetings as well as the required weekly journal responses, threaded discussion boards and virtual classroom. Your contributions need to be more significant than just saying "I agree with what so-and-so wrote." You need to ask questions, share experiences, and give good insights on the topic at hand. More explanation will be given in the first class. **Warning:** Flaming, rudeness, or insulting other discussion participants will result in a grade of 0 points for the week.

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PARENT INTERVIEW QUESTIONNAIRE

Please complete:

- Prenatal & Birth History
- Medical & Developmental History
- Educational History
- Family History

1. What were your initial reactions when learning of your child's condition?

2. Describe your first experience with professionals who informed you of your child's condition. How did you feel about the information and how it was presented?

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3. What long-range concerns do you have for your child's future? What goals do you have?
4. Tell me how your child's condition has affected the family (e.g., marriage, siblings, and relationships).
5. How do friends and family members interact with your child (e.g., supportive, distant)?

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SUGGESTED FORMAT FOR THE PARENT INTERVIEW

INTRODUCTORY REMARKS

"Hello. I'm _____. Your name was given to me by _____. I am a graduate student at California State University, Fresno, and taking a class in "Interviewing and Counseling in Communicative Disorders". As part of my preparation for working with deaf and hard of hearing children and their families, I have been observing and working with children with a variety of exceptional needs that may affect how they are taught or treated. Talking with the parents of these children is of great help in my preparation to be a teacher. I wonder if I may stop by for about an hour when it is convenient for you to talk with me about your child."

(Wait for a response. If both parents are not easily available, arrange for an interview with one parent or guardian.)

IMPORTANT CONSIDERATIONS

1. AVOID QUESTIONS OR STATEMENTS THAT MAY HAVE ACCUSATORY IMPLICATIONS.
2. In recalling what the parent said previously in the interview, use words as close to those of the parent as possible.
3. Be friendly and reasonably supportive, but not judgmental.

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4. When clarification is required, seek it but do not "push." If you believe a statement is unclear, say "I'm not sure I understand," or "I'm not clear as to what you mean by... ____."
5. Do not mechanically probe after each question but, rather, be selective. The intent of the probe should be clear, yet leave latitude for the respondent.
6. Assume as little as possible. If you wish to know something, ask in a neutral manner.
7. Do not counsel, guide, or direct. You are interviewing the parent as an aid to your understanding of children with exceptional needs. Remember, **you** are the learner and the parent(s) is the teacher.

AREAS FOR DISCUSSION

Occurrence of Impairment

- a. What was the cause of (use first name of son/daughter)'s (hearing loss, vision loss, etc)?
- b. Who first told you that _____ was deaf, hard of hearing, blind, etc.? What did she/he tell you at that time?
- c. Did you have some feeling from observing _____ that he/she may have a _____ (hearing or visual loss, developmental disability, etc.)?

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Reaction of Parents and Family Members

- a. Can you recall your and your spouse's reaction to being told _____ was (name of condition)? Or how would you describe your reaction at the time you were told?
- b. What did you say to one another at the time?
- c. Do you recall how other members of the family reacted?
- d. Are there some things about your family, or what you believe, which were particularly helpful in regard to your reaction at the time?

Developmental Factors

- a. In what way or ways did _____ appear or act different from what you had expected?
- b. At what ages or at what times did you notice these differences most?

Counseling/Guidance

- a. What kind of help did you receive at the beginning in understanding your child's problem(s)? Who offered this help?
- b. Did you find what was told you to be helpful?
- c. What kind of help would you have liked to have?

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- d. As your child got older, what things presented the greatest problems for you (e.g., feeding self, expressing self clearly, taking care of belongings, playing with other children)?

Present Status

- a. How is _____ presently doing at school/work? What does he/she do well/poorly?
- b. What are _____'s social activities like? With whom does he/she play, go out with, have to the house often?
- c. With whom does _____ presently live? How well does he/she manage his/her own affairs?
- d. Can you describe what _____'s day is like? For example, what did _____ do yesterday?
- e. Are there any limitations imposed on the family because of _____'s (condition)?

Future Expectations

- a. Is there anything about _____'s challenges that you believe will present problems for his/her learning in the future?

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- b. What kind of help do you think you will need to handle these challenges?
- c. Would you prefer that _____ be taught in a general education class or in a special education class with other students who are (deaf, blind, etc.)?
- d. Do you have any ideas as to the kind of work or profession you would like to see _____ select?
- e. Are there some things that may make it difficult for _____ to do this kind of work?

"Is there anything else you would like to tell me about _____? Thank you very much! You have been of great help to me."

Note: It is important that you are able to gather enough information to answer all nine questions as well as document the prenatal and birth history, medical and developmental history, educational history and family history.

If you choose to audiotape the interview, you must ask the parent's permission first. Please let them know that the tape is confidential, and that you will use a fictitious name (and not their name or their child's name) in the interview paper to ensure their confidentiality.

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"LOST DREAMS & GROWTH: PARENTS' CONCERNS"

1. List three points from this video that had the greatest impact on you.

2. Describe Dr. Ken Moses' framework for listening and counseling parents of exceptional children.

3. List any strategies or techniques that Dr. Moses used to establish rapport with the audience and/or individual people he interviewed.

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GRADUATE COURSE CHANGE OR DELETION REQUEST

11-3
85

Return original and 10 copies to:

Division of Graduate Studies
Thomas Administration Building, Room 132
Mail Stop TA 51

Graduate Program: Deaf Education
Department: Communicative Disorders and Deaf Studies
Contact Person: Bryan Berrett
Phone: 278-7218
E-mail: bryanb@csufresno.edu
Catalog pg. # 331

1. **PURPOSE OF FORM:** To propose revision or deletion of an existing graduate course. *If you wish to propose a new course, or a conversion of a topics course, or make substantial changes to an existing course, use the "New Graduate Course Request" form (GRADNEW.ITP on Informed Filler).*

2. **PURPOSE OF YOUR REQUEST:**

a. Course Revision. (*check all that apply*)

_____	Subject/Catalog Number	_____	Description
_____	Title	_____	Units
_____	Prerequisite	_____	Grading Basis

(*Complete items 3, 4, and 5 below*)

b. Course Deletion. Check here: _____ (*Complete items 3 and 5 below*)

3. **COURSE INFORMATION PRIOR TO REVISION:**

Prefix/ Subject CDDS Catalog Number 202 Long Course Title Aural Rehabilitation Units 3

Attach a xerographic copy of the entire page on which this course appears in the current University Catalog. Include the page number in your copy. Highlight the course with a yellow marker.

4. **REVISED COURSE INFORMATION:**

Prefix/ Subject _____ Catalog Number _____ Long Course Title _____ Units _____

Short Title (16 spaces only) for printing _____

Grading Basis (Letter, CR/NC, SP) _____

Mode of Delivery (check one): _____ Lecture; _____ Seminar; _____ Supervision;

Online - Digital Campus

Course Classification (C/S #) _____

Using a xerographic catalog copy of this course, cross out wording to be deleted. Type new language in the margins. If there is not sufficient space to type lengthy additions, designate inserts (a, b, c, etc.). Attach fully typed language for each insert on an additional sheet. **Do not exceed 40 words in the course description.**

3. JUSTIFICATION: Explain on an attached sheet why the proposed change is needed. If the change is a part of a series of proposed changes in related courses, please elaborate. In addition, if the proposed change entails a change in units or a significant modification in terms of method of delivery, special facilities, library resources, technical assistance, or other costs, please furnish details.

6. CONSULTING SIGNATURES (if required)

Signatures must be obtained from those departments potentially affected by the proposed change(s).

I have read the proposal and support the proposed change(s).

Yes No

If no, please explain your concern(s):

Department Chair (of department being consulted)

_____ Department	_____ Department
_____ Department Chair (typed name)	_____ Department Chair (typed name)
_____ Department Chair Signature	_____ Department Chair Signature
_____ Date	_____ Date

7. REQUIRED SCHOOL SIGNATURE (verifies proposal has been approved)

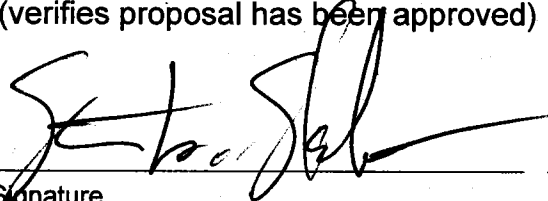
Graduate Program Coordinator

Steve Skelton

Typed Name

Signature

Date

 11/21/11


Department Chair

Don Freed

Typed Name

Signature

Date

 11/21/11


School Curriculum (or Credential) Committee Chair (if applicable)

H

Typed Name

Signature

Date

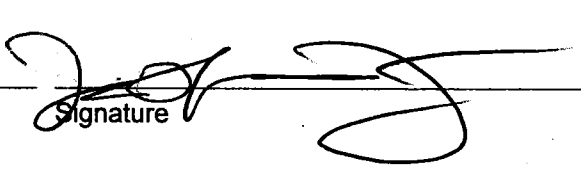
 12/12/11

School Dean

Typed Name

Signature

Date

 12/21/11

- For committee use only -

**UNIVERSITY GRADUATE COMMITTEE/GRADUATE CURRICULUM
SUBCOMMITTEE REVIEW RECOMMENDATION:**

- Request Approved
 Request Denied
 Request Deferred

2/2/12
Date of Action

Explanation:

MSC to approve and waive second reading

Recommendation approved by:

Dean, Division of Graduate Studies/or designee

Sharon Brown-Welty

Typed Name

Sharon Brown-Welty

Signature

2-8-2012

Date

Provost/Vice President for Academic Affairs/or designee

William A. Covino

Typed Name

N/A

Signature

Date

CDDS 171. Professional Writing in Communicative Disorders and Deaf Studies (3)

Select one of the following prerequisites: CDDS 105, 106, or 109. Principles of clinical and scientific writing in communicative disorders; exercises in writing professional and scientific reports. F (Formerly CSD 171)

CDDS 172. Neural Bases of Speech, Language, and Hearing (3)

Prerequisites: CDDS 80, 95, 101, 102. Neuro-anatomical and neurophysiological bases of speech, language, and hearing; clinical implications of neuropathology. S (Formerly CSD 172)

CDDS 175. Internship in Interpreting (1-3; max total 6)

Prerequisites: permission of instructor, CDDS 169. Interpreting under supervision in professional settings such as: artistic, educational, health, legal, medical, mental health, rehabilitation, and social services settings. *CR/NC* grading only. FS (Formerly CSD 175)

CDDS 188T. Topics in Communicative Disorders and Deaf Studies (1-3; max total 6)

Special courses offered on various topics not included in the regular curricula in speech, language, and hearing sciences and disorders. FS (Formerly CSD 188T)

CDDS 190. Independent Study (1-3; max total 6)

See *Academic Placement—Independent Study*. FS (Formerly CSD 190)

GRADUATE COURSES

(See *Catalog Numbering System*.)

Communicative Disorders and Deaf Studies (CDDS)

CDDS 200. Graduate Studies and Research in Communicative Disorders and Deaf Studies (3)

Prerequisite: statistics (PH 92 or equivalent). Introduction to graduate studies and methods of research in communicative disorders; concepts and methods of science and clinical research designs; graduate level professional and scientific writing skills. (Formerly CSD 200)

CDDS 201. Interviewing and Counseling in Communicative Sciences and Disorders (3)

Theory and practice in interviewing and counseling clients and families related to specific speech, language and hearing disor-

ders. Techniques for altering and modifying behaviors that affect maximum growth and potential of the client and families. (Formerly CSD 201)

CDDS 202. Aural Rehabilitation (3)

Prerequisites: CDDS 128, 131. Habilitative and rehabilitative procedures to assist the hearing impaired: amplification, speech-reading, auditory training, speech and language training; psycho-socio-educational issues. (Formerly CSD 202)

CDDS 204. Seminar in Stuttering (3)

Prerequisite: permission of instructor. Research on stuttering in children and adults; assessment and treatment procedures. (Formerly CSD 204)

CDDS 207. Seminar in Neurogenic Language Disorders (3)

Prerequisite: CDDS 172. Demography, etiology, and symptomatology of aphasia, traumatic brain injury, and dementia; medical and communication assessment; treatment and treatment efficacy research. (Formerly CSD 207)

CDDS 209. Speech-Language-Hearing in Public School Environment (1)

Corequisite: CDDS 257. Seminar in selecting assessment and remediation procedures for public school children with communicative disorders; demonstration and application of therapeutic procedures; organization and administration of school speech and hearing program. (Formerly CSD 209)

CDDS 210. Seminar in Communicative Disorders with Orofacial Anomalies (3)

Prerequisite: permission of instructor. Etiology and symptomatology of cleft palate and other orofacial syndromes in children; medical and communication assessment and treatment procedures. (Formerly CSD 210)

CDDS 213. Seminar in Motor Speech Disorders (3)

Prerequisites: CDDS 102, 172. Etiology and symptomatology of apraxia, and dysarthria; assessment and treatment. (Formerly CSD 213)

CDDS 214. Seminar in Child Language Disorders (3)

Prerequisites: CDDS 95, 109. Etiology, symptomatology, assessment, and habilitation of language disorders in infants, children, and adolescents. (Formerly CSD 214)

CDDS 215. Phonological and Severe Speech Disorders: Communication Intervention, Augmentation, and Alternatives (3)

Advanced study in intervention of phonologic and severe speech disorders. The design, selection, and use of augmentative and alternative methods of communication; the populations for which they are appropriate; and issues related to assessment and treatment. (Formerly CSD 215)

CDDS 216. Seminar in Voice Disorders (3)

Information addressing significant clinical, theoretical, and scientific issues in the study, diagnosis, and treatment of voice disorders in children and adults. Presentation of case studies. Analysis of current research. (Formerly CSD 216)

CDDS 218. Autism Spectrum Disorders and Augmentative or Alternative Communication (3)

Characteristics and possible etiologies of autism spectrum disorders, their assessment, diagnosis, and treatment. The design, selection, and use of augmentative and alternative methods of communication; the populations for which they are appropriate; and issues related to the assessment and treatment.

CDDS 220. Seminar in Dysphagia and Traumatic Brain Injury (3)

The assessment and treatment of swallowing disorders and traumatic brain injury. Emphasis on functional treatment outcomes for both disorders. (Formerly CSD 220)

CDDS 230. Advanced Clinical Practice in Speech-Language Pathology (1-6; max total 24)

Prerequisites: CDDS 80, 95, 101, 102, 103, 105, 107, 110. Supervised clinical practice in the diagnosis and treatment of communicative disorders; development of treatment programs, parent counseling; referrals; on- and off-campus clinical sites. *CR/NC* grading only. (Lab fee, \$10) (Formerly CSD 230)

CDDS 250. Advanced Clinical Practice: Audiology (1-6; max total 24)

Prerequisites: CDDS 103, 128, 131, graduate standing and permission of instructor. Supervised clinical practice in diagnosis and management of hearing problems. *CR/NC* grading only. (Lab fee, \$10) (Formerly CSD 250)

CHECKLIST FOR A COURSE SYLLABUS

Syllabus includes:

- Catalog description
- Contact information for academic department
- Contact information for the instructor including office hours
- Textbook information
- Outcomes or learning objectives (based on Bloom's Taxonomy)
- Course policies and procedures
- Attendance policies and student study expectations
- Course grading policies
- Required syllabus policy statements
- Complete course schedule
- Email protocol
- Discussion board policies including frequency, content and netiquette, if applicable.
- A statement regarding SafeAssign, if applicable

Syllabus clearly reflects delivery mode:

- online
- multi-mode/hybrid
- face-to-face

Syllabus is in an accessible format including:

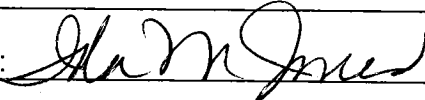
- Appropriate Headings used
- Alternative Text on all images
- Tables 'Repeat Header Rows'
- Tables replace Tabs

The Technology Innovations for Learning and Teaching (TILT) department has reviewed the syllabus for the following course and found that it meets the qualifications for an accessible document and aligns with the above checklist.

Course Name & Number: CDDS 202 Aural Rehabilitation

Instructor: Nan Barker and Cynthia Cavazos

TILT - Name:

IDA M. JONES Signature: 

Date: 11/17/2011

Syllabus Policy: http://www.csufresno.edu/academics/policies_forms/instruction/syllabus.shtml

Learning Outcomes (SOAPs): <http://www.csufresno.edu/irap/assessment/SOAP/prsoaps.shtml>

Academic Integrity: <http://www.csufresno.edu/academicintegrity/instructors/index.shtml>

Honor Code: <http://www.csufresno.edu/studentaffairs/general/univhonor.shtml>

Additional Comments:

Syllabus for Aural Rehabilitation CDDS 202, Fall 2012, California State University, Fresno	
Course Information	Instructor Names Nan Barker, Dr. Cynthia Cavazos
Units 3.0	Office Number Nan Barker PHS 227 Dr. Cynthia Cavazos PHS 201
Time –Weekly online instruction and ten face-to-face hours required during 2 weekends of required attendance on the CSU Fresno campus. One hour every two weeks of required synchronous meetings, Thursdays 6-7AM or 4-5 PM	E-Mail nanb@csufresno.edu cynthiac@csufresno.edu Responses to email messages with your full name and CDDS 202 in the subject heading will be given within 2 work days of receiving the message.
Location of face-to face meetings: PHS 215	Telephone Nan Barker (559) 278-6940 Dr. Cynthia Cavazos (559) 278-6967
Website – To access the course on Blackboard login to http://blackboard.csufresno.edu using your Fresno State username and password. For help with Blackboard contact The Blackboard Resource Center at 278-7373 or send an email to tiltsupport@csufresno.edu .	Office Hours Nan Barker Thursdays 2:30 PM – 4:00 PM Virtual office or phone Dr. Cynthia Cavazos Tues/Thurs. 11 – 1:30
Department Office Communicative Disorders and Deaf Studies PHS 252 Hours: M –F, 8:00 a.m –5:00 p.m. (closed 12-1) (559) 278-2423	Department Address California State University, Fresno CDDS Dept, Deaf Education 5310 N Campus Drive M/S PH 80 Fresno, CA 93740-8019

Questions related to the course materials, clarification of assignments, or general questions should be posted in the Questions Blog in Blackboard. Although you may call our offices and leave a message, the fastest way to make contact is by email. Generally email is answered within 48 hours of receipt, especially Mondays through Fridays.

Technical Requirements:

To take this class, you must have the following:

1. A computer with a good quality webcam and high speed internet access.
2. Firefox web browser on your computer. Free download at <http://www.mozilla.com/> Be careful about updates. Keep an old copy of the web browser in case the newer update has bugs that interfere with Blackboard.
3. An e-mail account with CSUFRESNO per University Policy. Keep in mind that all e-mails related to this course will be done via this account.
4. Microsoft Office (You may purchase Microsoft Office at a steep discount from CVIP or at the bookstore with your Fresno State ID). Note: *Microsoft WORKS is not compatible with Microsoft Office applications*. Alternatively, you may use Open Office which is a free download from www.openoffice.org Remember to save documents from Open Office as .doc or .rtf format so others can open them.
5. Adobe Acrobat Reader. If you do not have the Adobe Acrobat Reader go to: <http://www.adobe.com> and download the free reader. You will need this plug-in to access documents posted in this class.
6. Quicktime Player. If you do not have this, it is free and available at www.apple.com/quicktime/download/ You will need this to view the video clips.
7. Your web browser may prompt you to add or update plugins like Flash, Real Player, etc. If so please follow the directions given to update.
8. It is **your** responsibility to resolve **any** technical difficulties you may have by the end of the second week of the semester. After this, technical difficulty will not be accepted as an excuse for missed deadlines for submissions or lack of participation.

Course Organization

The course will follow the tentative schedule. Any changes will be noted by announcement in Blackboard or with an email message to students.

Catalog Description

CDDS 202: Aural Rehabilitation

Prerequisite: CDDS 128, 131.

Habilitative and rehabilitative procedures to assist the hearing impaired; amplification, speech-reading, auditory training, speech and language training; psycho-socio-educational issues (Formerly CSD 202)

Course Goals:

CDDS 202 is a graduate seminar on aural (re)habilitation. The course is designed to provide graduate students an understanding and application of hearing instruments and technology, equipment maintenance, early intervention strategies, and parent education.

Primary Learning Outcomes:

Acquire a basic understanding of etiologies of hearing loss over a span of ages, components and service providers in aural/audiological rehabilitation.

Apply knowledge of assessment procedures, tests results, and audiologist's recommendations to family-centered programs and the school environment.

Describe components and functions of hearing aids, FM systems, cochlear implants, bone anchored hearing aids, and other assistive listening devices.

Compare and contrast important features of hearing aids, ear molds, acoustic modifications.

Use communication strategies to enhance conversation with individuals who have a hearing loss.

Design a Power point presentation for use in home visits with families.

Analyze auditory information and audiologist's recommendations in a case study.

Perform equipment checks and troubleshoot malfunctioning equipment.

Evaluate the benefits of early assessment and intervention.

Synthesize current research in a written paper.

Class Meetings:

This is an 80/20 web/based program – 80% of our coursework will occur online and 20% will occur during our two face to face meetings. The required CDDS face to face meetings for Cohort One at Fresno State are on Friday, August 17, 2012 from 6 p.m. – Sunday, August 19, 2012 at 4 p.m. and on Friday, November 2, 2012 from 6 pm – Sunday, November 4, 2012 at 4 p.m. Prior to the face-to-face meeting, a schedule for all of your classes during those meeting dates will be provided to you. All class materials are accessible on blackboard. You will need to log into the California State University, Fresno website. Look for the drop down menu on the home page and go to Blackboard. To log in, you must have a CSUF email username and password.

Because of additional time it may require to become familiar with Blackboard, become comfortable in the virtual classroom environment and become familiar with any related computer applications, you may spend MORE time fulfilling the requirements for this class than you would in a class that meets on campus. You are expected to log onto the course a minimum of six-seven times per week. You are also expected to read your email regularly, at least 4-5 times per week. This course is very intense and takes a significant time commitment.

When interacting in an online forum there are some basic rules that need to be followed. Flaming either in the discussion boards or email will not be tolerated (check Wikipedia if you don't know what flaming means). If flaming reoccurs, the disruptive classroom behavior university policy will be enforced. Treat one another with respect and value the fact that each

of us brings to the table unique perspectives and life experiences. Let's become a community of learners who share our knowledge and resources.

Summary of Class Activities/Assignments:

Within Blackboard your assignments, discussion threads, readings, quizzes, and final exams will all be organized under the 'Learning modules' tab located on the left side of the CDDS 202 course. There are a total of ten learning modules and within each learning module will be instructions to complete the assignments for that learning module. Your class strives to form a community of learners; the cohesiveness of the group influences the depth of the learning and exchange of ideas in the online classroom.

Online Test (50 points)

Multiple choice, T/F, matching and short essay questions on information from Modules 1 -4.

Research Paper (50 points)

You will research a current issue related to spoken aural/auditory rehabilitation for deaf or hard of hearing students. The 5-6 page, approximately 1500-word paper requires that you integrate at least 5 articles of original source research and follow APA format. Topics must be approved by your instructor as you begin your research. Possible topics: bimodal hearing, new hearing technology, efficacy of CART, bilateral cochlear implants, hearing aid features, classroom acoustics, speech acoustics, brain development with auditory & visual, languages, and efficacy of technological devices for the school environment. Due Friday November 2, upon arrival to the Fresno State campus.

Powerpoint Presentation: (50 points)

Create a Power point to share with parents on the topic of preparing for hearing tests and hearing Aids. You will need 20-30 slides that will provide parents with information about what will happen at a diagnostic audiological appointment. You may choose to discuss a particular test indepth or you may choose to cover several tests in your presentation.

- Each slide will need a unique title. Use a consistent font for each title.
- Try not to have more than two sentences per slide
- Use bullets for important concepts
- No more than 5 words per bullet
- No more than 5 bullets per slide
- Use only graphics that fit with the message of the slide

You may consult with other students, but each student must have a unique presentation. The assignment is worth 50 points.

Sample Home Visit Plan (25 points)

Utilizing your Power point presentation, design a home visit plan. Your plan must have an activity with family members that demonstrates one or two concepts from the information in your Power point presentation.

Educational Audiology Analysis Case Study: Lab competencies (100 points):

The following assignments will be used to evaluate your lab competencies and are to be completed during assigned lab time and are often given orally to each student individually. A student with an unexcused absence will not be allowed to make up the lab competency.

Final Exam:

Blackboard and Technical Difficulties

All work must be submitted through Blackboard as explained in the assignment, quiz, or discussion instructions. There have been very few problems with the stability of Blackboard. To minimize the likelihood that technology problems prohibit you from submitting the work, you should complete the work as early as possible so that you can contact someone for assistance with any technology problems. However, in the event you cannot log onto Blackboard to complete the work, send your work to me either nbarker@csufresno.edu or cynthiac@csufresno.edu as an attachment. Place your name in the subject of the email. Please be aware that if the difficulty logging in is due to a problem with your ISP, connection or other issue and if Blackboard is functional, we will unlikely accept the work submitted by email. It is difficult for me to verify personal technology problems. If it is a Blackboard problem, we can confirm that with the University and we will accept the work.

Grading Policy

Online Test	50	points	10%
Power point Presentation	50	points	10%
Lab Competencies	100	points	20%
Sample Home Visit Plan	25	points	5%
Research Paper	50	points	10%
Educational Audiology Analysis	75	points	15%
Final Exam	150	points	30%
TOTAL	500	points	

The student grades will be calculated objectively as follows

90-100%	A	450-500 points
80-89%	B	400-449 points
70-79%	C	350-399 points
60-69%	D	300-349 points
Below 60%	F	0-299 points

2013 Tentative Schedule: See attached Tentative Schedule

UNIVERSITY POLICY

Classroom Behavior:

Please use netiquette while participating on-line. There is a good source on the "Welcome Letter" that was emailed to each student and is also posted on the announcement section of blackboard.

Students are encouraged to ask other students for general assistance by posting their questions on the discussion boards. Direct questions regarding the quizzes or exam are inappropriate as some students may have not yet taken the tests.

Please be on time for the practicum portion scheduled at California State University, Fresno. Any student who misses more than 30 minutes of the on-campus portion of the class will receive zero points. As a courtesy to others, please turn off all pagers and cell phones. Be respectful and considerate of others.

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concern should be expressed in terms which are supportive of the leaning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Students with Disabilities:

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Honor Code:

"Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration).
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Cheating and Plagiarism:

"Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from zero points to a grade of an F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University catalog (Policies and Regulations). As an on-line course, you must always use your best ethical judgment.

Drop for Serious and Compelling Reason:

A request to drop a class for serious and compelling reasons must be completed in ink and on an add/drop card and must be approved by the instructor, the department chair and the Dean of the School. Documentation will be required prior to approval of a drop for serious and compelling reasons. Failing or performing poorly in a class are not an acceptable serious and compelling reason within the university policy, nor is dissatisfaction with the subject matter, class, or instructor. If for some reason you are not in a position to take this class and would like to drop it, please do so during the regular drop period.

Copyright Policy:

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [Copyright Web Page](http://csufresno.edu/library/information/copyright/) (<http://csufresno.edu/library/information/copyright/>).

Technology Innovations for Learning & Teaching (TILT) course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor

assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

Computers:

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Subject to Change:

This syllabus and schedule are subject to change in the event of extenuating circumstances. It is your responsibility to regularly (suggested at least every other day) check on announcements that may be posted on Blackboard.

CDDS 202 Tentative Schedule Fall 2012

August 17-19, 2012

Attend orientation to Deaf Ed MA degree program on the CSU Fresno campus.

CDDS 202 Introduction, course outline, orientation to Blackboard, class schedule, tour of audiological suite, hearing lab. Ear mold lab competency and pure-tone testing in Hearing Lab.

Assignments for the week

READ Seewald & Tharpe, Ch. 38 Family-Centered Approaches p. 753-765

Tye-Murray, Ch. 1 Introduction 1-24

POST to Discussion Board

August 20-24, 2012

Synchronous class meeting - You need to be online for one of the two synchronous class meetings for CDDS 202 this week. Introduction to aural rehabilitation, aural habilitation, typical auditory development and auditory development for children with a hearing loss.

Assignments for the week

READ Module 1

READ Seewald & Tharpe, Ch. 4 Auditory Development in Normal-Hearing Children p.63-82

August 27-31, 2012

Hearing assessment, immittance audiometry, pure-tone air and bone conduction testing, speech audiometry

Assignments for the week

READ Module 2

READ Tye-Murray Ch. 2 Assessing Hearing Acuity and Speech Recognition p. 42-86

READ Seewald and Tharpe, Ch. 18 Middle Ear Measurement p. 365-372

September 3-7, 2012

Common pathologies and the impact on hearing sensitivity, noise induced hearing loss, disorders of the central auditory system, hearing loss and additional disabilities.

Assignments for the week

READ Module 3

READ Seewald and Tharpe, Ch. 9 Conductive Hearing Loss in Children: Otitis Media with Effusion and Congenital Impairments p. 157-167,

STUDY FOR ONLINE TEST

September 10-14, 2012

Synchronous class meeting - You need to be online for one of the two synchronous class meetings for CDDS 202 this week.

Pediatric audiology techniques and procedures for assessment, special tests, interpretation of objective hearing tests with children.

Assignments for the week

Complete Test #1 on Blackboard by Friday September 14, 11:59 PM

READ Module 4

READ Seewald and Tharpe:

Ch. 18 Middle Ear Measurement p. 372-380,

Ch. 19 Otoacoustic Emissions p. 388-399,

Ch. 20 Frequency-Specific Threshold Assessment in Young Infants Using the Transient ABR and the Brainstem ASSR p. 409-419 and p. 427-431

Ch. 22 Behavioral Audiometry with Infants p. 483-522

September 17-21, 2012

Amplification and assistive listening devices

Assignments for the week

READ Module 5

READ Tye-Murray Ch. 3 Listening Devices and Related Technology p. 88-111

Seewald and Tharpe, Ch. 25 Current Approaches to the Fitting of Amplification to Infants and Young Children.

September 24-28, 2012

Amplification and assistive listening devices cont.

Assignments for the week

READ Module 6

READ Tye-Murray p.120-732

BEGIN work on your Power point, due Friday Oct 12, 2012

October 1-5, 2012

Synchronous class meeting - You need to be online for one of the two synchronous class meetings for CDDS 202 this week.

Cochlear Implants

Assignments for the week

READ Module 7

Tye-Murray Ch. 3 Listening Devices and Related Technology p. 111-119

Seewald & Tharpe Ch. 27 Cochlear Implants for Children: Promoting Auditory Development with Electrical Impulses p. 565-580

October 8-12, 2012

Bone anchored devices and cochlear implants

Assignments for the week

Power point due on Friday October 12

READ Seewald & Tharpe, Ch 28 Other Implantable Devices: Bone-Anchored Hearing Aids p. 585-597

BEGIN Work on your research paper

October 15-19, 2012

Aural habilitation/rehabilitation planning

Assignments for the week

Work on research paper due Friday November 2, 2012 when you arrive on campus

READ Module 8

READ Seewald & Tharpe, Ch. 32 Toddlers and Preschool-Aged Children p. 649-662

Seewald & Tharpe Ch. 33 School-Aged Children p. 663-681

Seewald & Tharpe, Ch. 36 Audiologic Considerations for Children With Multiple Modality

Involvement p. 713-728

October 22-26, 2012

Interpreting audiological test results

REVIEW audiograms

WRITE Research paper

CSU Fresno Weekend November 2-4, 2012

Lab competencies 2,3,4. Group discussions. Begin group project.

November 5-9, 2012

Early Intervention and assessment, service providers

Assignments for the week

READ Module 9

READ Tye-Murray, Ch. 14 Infants and Toddlers Who Have Hearing Loss p.531-598

WORK ON Group project

November 12-16, 2012

Early intervention curriculum

Assignments for the week

READ Best Practices document

WORK ON Group project

November 22, 2012

Thanksgiving Holiday

November 26-30, 2012

Early intervention – working with parents

Assignments for the week

COMPLETE Plan for Home Visit, due Dec 8

December 3-8, 2012

Communication strategies

READ Tye-Murray Ch. 7 Communication Strategies and Conversation Styles, p.247-283

December 10-14, 2012

Prepare for final exam

FINAL EXAM

GRADUATE COURSE CHANGE OR DELETION REQUEST

11-4
86

Return original and 10 copies to:

Division of Graduate Studies
Thomas Administration Building, Room 132
Mail Stop TA 51

Graduate Program: Deaf Education
Department: Communicative Disorders and Deaf Studies
Contact Person: Bryan Berrett
Phone: 278-7218
E-mail: bryanb@csufresno.edu
Catalog pg. # 332

- PURPOSE OF FORM:** To propose revision or deletion of an existing graduate course. *If you wish to propose a new course, or a conversion of a topics course, or make substantial changes to an existing course, use the "New Graduate Course Request" form (GRADNEW.ITP on Informed Filler).*
- PURPOSE OF YOUR REQUEST:**

a. Course Revision. *(check all that apply)*

_____	Subject/Catalog Number	_____	Description
_____	Title	_____	Units
_____	Prerequisite	_____	Grading Basis

(Complete items 3, 4, and 5 below)

b. Course Deletion. Check here: _____ *(Complete items 3 and 5 below)*

3. COURSE INFORMATION PRIOR TO REVISION:

Prefix/ Subject CDDS Catalog Number 255 Long Course Title Seminar in Assess of Deaf & Hard-of-Hearing Children & Youth Units 3

Attach a xerographic copy of the entire page on which this course appears in the current University Catalog. Include the page number in your copy. Highlight the course with a yellow marker.

4. REVISED COURSE INFORMATION:

Prefix/ Subject _____ Catalog Number _____ Long Course Title _____ Units _____

Short Title (16 spaces only) for printing

Grading Basis (Letter, CR/NC, SP)

Mode of Delivery (check one): _____ Lecture; _____ Seminar; _____ Supervision;

Online-Digital Campus

Course Classification (C/S #) _____

Using a xerographic catalog copy of this course, cross out wording to be deleted. Type new language in the margins. If there is not sufficient space to type lengthy additions, designate inserts (a, b, c, etc.). Attach fully typed language for each insert on an additional sheet. Do not exceed 40 words in the course description.

5. **JUSTIFICATION:** Explain on an attached sheet why the proposed change is needed. If the change is a part of a series of proposed changes in related courses, please elaborate. In addition, if the proposed change entails a change in units or a significant modification in terms of method of delivery, special facilities, library resources, technical assistance, or other costs, please furnish details.

6. CONSULTING SIGNATURES (if required)

Signatures must be obtained from those departments potentially affected by the proposed change(s).

I have read the proposal and support the proposed change(s).

Yes No

If no, please explain your concern(s):

Department Chair (of department being consulted)

_____ Department	_____ Department
_____ Department Chair (typed name)	_____ Department Chair (typed name)
_____ Department Chair Signature	_____ Department Chair Signature
_____ Date	_____ Date

7. REQUIRED SCHOOL SIGNATURE (verifies proposal has been approved)

Graduate Program Coordinator

Steve Skelton _____
 Typed Name Signature Date 01/21/11

Department Chair

Don Freed _____
 Typed Name Signature Date 11/21/11

School Curriculum (or Credential) Committee Chair (if applicable)

Hubert _____
 Typed Name Signature Date 12/12/11

School Dean

_____ _____
 Typed Name Signature Date 12/21/11

- For committee use only -

**UNIVERSITY GRADUATE COMMITTEE/GRADUATE CURRICULUM
SUBCOMMITTEE REVIEW RECOMMENDATION:**

- Request Approved
- Request Denied
- Request Deferred

2/2/12

Date of Action

Explanation:

MSC to approve and waive second reading

Recommendation approved by:

Dean, Division of Graduate Studies/or designee

Sharon Brown-Welty

Sharon Brown Welty

2-8-2012

Typed Name

Signature

Date

Provost/Vice President for Academic Affairs/or designee

William A. Covino

N/A

Typed Name

Signature

Date

Communicative Disorders and Deaf Studies

CDDS 255. Seminar in Assessment of Deaf and Hard-of-Hearing Children and Youth (3)

Prerequisite: permission of instructor. In-depth examination of psychological, achievement, language, communication, and diagnostic assessment tools and unique administration procedures used with deaf children and youth, including an extensive independent child/youth study and evaluation, shared through discussions, student presentations, and written form. (Formerly CSD 255)

CDDS 257. Student Teaching: Speech-Language Pathology (1-9; max total 9)

Prerequisites: 5-15 units of CDDS 130 or 230, including 150 supervised clinical hours; admission to the credential program; corequisite: CDDS 209. Directed observation, participation, and clinical practice (100 hours minimum) under supervision. *CR/NC* grading only. (Formerly CSD 164A; CSD 257)

CDDS 258. Student Teaching: Deaf and Hard-of-Hearing (6-12; max total 12)

Prerequisites: CDDS 202, 255, 262, 263, 264; CSET must be taken and passed. Teaching under supervision in a class for deaf or hard-of-hearing children and youth. Directed observation, participation, and weekly conference with university supervisor. *CR/NC* grading only. (Formerly CSD 164B; CSD 258)

CDDS 260. Advanced Clinical Practice: Deaf Education (1-6; max total 12)

Prerequisites: CDDS 138, 162, 163, 164. Supervised clinical participation and practice in teaching deaf and hard-of-hearing children and youth; parent counseling; on- and off-campus clinical sites. *CR/NC* grading only. (Lab fee, \$10) (Formerly CSD 260)

CDDS 262. Seminar in Speech for Deaf and Hard-of-Hearing Children and Youth (3)

Prerequisites: CDDS 162, 202, permission of instructor. Methods to develop oral communication for deaf and hard-of-hearing children and youth; demonstration and off-campus practicum. (2 lecture, 2 lab hours) (Formerly CSD 262)

CDDS 263. Seminar in Language for Deaf and Hard-of-Hearing Children and Youth (3)

Prerequisites: CDDS 163, permission of instructor. Language problems of deaf and hard-of-hearing children and youth; techniques of remediation; use of specialized equipment and development of teaching materials. (2 lecture, 2 lab hours) (Formerly CSD 263)

CDDS 264. Seminar in School Subjects for Deaf and Hard-of-Hearing Children and Youth (3)

Prerequisites: CDDS 164 and permission of instructor. Special problems and techniques of adapting pre- K-12 school curriculum to the needs of deaf and hard-of-hearing children and youth; demonstration and practice. Project required. (Formerly CSD 264)

CDDS 267. Externship in Speech-Language Pathology (1-9; max total 9)

Prerequisites: 5-15 units of CDDS 230 and permission of instructor. Supervised externship in speech-language pathology; diagnosis and management of communicative disorders. *CR/NC* grading only. (Formerly CSD 267)

CDDS 268. Externship with Deaf Children and Youth (6)

Prerequisites: CDDS 202, 255, 258, 262, 263, 264; CSET must be taken and passed. Supervised externship in a residential school for deaf children and youth. Full time in residence for 8 weeks. *CR/NC* grading only. (Formerly CSD 268)

CDDS 278. Application of Theory into Practice in Deaf Education (3)

Supervised field experience working with deaf and hard-of-hearing students with an emphasis on the integration of applied research and theory into practice. Development of an induction plan will include the candidate, university supervisor, and school district representative where the candidate is employed. *CR/NC* grading only. (Formerly CSD 278)

CDDS 279. Induction Plan-based Experience in Deaf Education (3)

Prerequisite: CDDS 278. Final supervised field experience working with deaf and hard-of-hearing students with an emphasis on self-assessment, goal-setting, and other induction plan components. Support is provided through collaboration between university and school district personnel. *CR/NC* grading only. (Formerly CSD 279)

CDDS 290. Independent Study (1-3; max total 6)

See *Academic Placement — Independent Study*. Approved for *RP* grading. (Formerly CSD 290)

CDDS 292. Seminar in Advanced Clinical Methods in Communicative Disorders (3)

Prerequisites: completion of CDDS 230 and two graduate seminars. Advanced review of clinical methods, research trends, and developments in assessment and treatment procedures with emphasis on language disorders in adolescent and young adults. Required for non-thesis/project SLP graduate students. (Formerly CSD 292)

CDDS 298. Individual Research Project (1-6; max total 6)

Prerequisite: consent of advisory committee. See *Criteria for Thesis and Project*. A report on an individual research project for the master's degree. Approved for *RP* grading. (Formerly CSD 298)

CDDS 299. Thesis (2-6; max total 6)

Prerequisite: See *Criteria for Thesis and Project*. Preparation and submission of thesis. Approved for *RP* grading. (Formerly CSD 299)

IN-SERVICE COURSE

(See *Catalog Numbering System*.)

Communicative Sciences and Disorders (CDDS)

CDDS 300T. Selected Topics in Communicative Disorders and Deaf Studies for Continuing Education (1-3; max total 6)
(Formerly CSD 300T)

CHECKLIST FOR A COURSE SYLLABUS

Syllabus includes:

- Catalog description
- Contact information for academic department
- Contact information for the instructor including office hours
- Textbook information
- Outcomes or learning objectives (based on Bloom's Taxonomy)
- Course policies and procedures
- Attendance policies and student study expectations
- Course grading policies
- Required syllabus policy statements
- Complete course schedule
- Email protocol
- Discussion board policies including frequency, content and netiquette, if applicable.
- A statement regarding SafeAssign, if applicable

Syllabus clearly reflects delivery mode:

- online
- multi-mode/hybrid
- face-to-face

Syllabus is in an accessible format including:

- Appropriate Headings used
- Alternative Text on all images
- Tables 'Repeat Header Rows'
- Tables replace Tabs

The Technology Innovations for Learning and Teaching (TILT) department has reviewed the syllabus for the following course and found that it meets the qualifications for an accessible document and aligns with the above checklist.

Course Name & Number: CDDS 255 Assessment of Deaf and Hard of Hearing Students

Instructor: Bryan Berrett

TILT - Name: _____ Signature: _____ Date: _____

Syllabus Policy: http://www.csufresno.edu/academics/policies_forms/instruction/syllabus.shtml
Learning Outcomes (SOAPs): <http://www.csufresno.edu/irap/assessment/SOAP/prsoaps.shtml>
Academic Integrity: <http://www.csufresno.edu/academicintegrity/instructors/index.shtml>
Honor Code: <http://www.csufresno.edu/studentaffairs/general/univhonor.shtml>

Additional Comments:

Fall 2012
Communicative Disorders and Deaf Studies

CDDS 255 – Assessment of Deaf and Hard of Hearing Students (3 units)

(Print this syllabus or copy it to your hard drive or a pen drive for easy reference when you are not online.)

Professor: Dr. Bryan Berrett
Office: PHS 230
Office hours: W/F 12 – 2:30 pm (virtual or face to face)
Phone/email: 559-278-7218
Video Phone: 559-278-7218
Email Address: bryanberrett@csufresno.edu
Dept. Office: PHS Room 252; Department hours: M-F, 8:00 am – 5:00 pm
(closed from 12 – 1)
Dept. Phone: 559-278-2423

Questions related to the course materials, clarification of assignments, or general questions should be posted in the Question and Answer session on the discussion board in Blackboard. Although you may call my office at (559) 278-7218 and leave a message, the fastest way to reach me is by e-mail. I generally answer e-mail within 48 hours of receipt, especially Mondays through Fridays. Please use email regarding this course only for emergencies or personal matters.

Web Access:

To access the course, visit the [Blackboard login page](http://blackboard.csufresno.edu) (<http://blackboard.csufresno.edu>) using your Fresno State username and password.

For help with Blackboard contact TILT at 278-7373 or send an email to TILTsupport@csufresno.edu.

Catalog Description:

CDDS 255: Assessment of Deaf and Hard of Hearing Students (Prerequisite: Permission of Instructor). In-depth examination of achievement, language, communication, and diagnostic assessment tools and unique administration procedures used with children and youth who are deaf or hard of hearing (D/HH), including an extensive independent child study and evaluation, shared through discussions, student presentations and in written form.

I. Course Goals:

CDDS 255 is a graduate seminar on graduate studies and research methods in deaf studies. It carries three units of credit. Besides introducing the student to graduate studies in deaf education, this course is designed to give the beginning graduate student an understanding of the following course goals. These include determining research topics, preparing research proposals, planning research activities, conducting literature review, collecting data, presentation results for publication and dissemination.

II. Primary Learning Outcomes:

1. Identify and discuss potential sources of bias when using standardized tests developed for hearing students, with deaf or hard of hearing (D/HH) students.
2. Identify and discuss differences in student characteristics that must be considered when analyzing results of tests on a D/HH student.
3. Identify and discuss necessary test adaptations when accommodating D/HH students.
4. Identify the measures used locally in assessing deaf children who receive special education services.
5. Administer, interpret, and share the information in a formal report on a hearing child using child information and three published tests.
6. Describe the different models of assessment.
7. Compare and contrast norm-referenced and criterion-referenced tests.
8. Define reliability and validity and describe ways to evaluate the reliability and validity of tests.
9. Define and interpret different types of test scores.
10. Write behavioral/measurable objectives.
11. Observe and share information on an actual Individual Education Plan (IEP) annual meeting.
12. Explain the roles of support personnel who may attend an IEP meeting for a D/HH student.
13. Conduct research in the area of assessment of D/HH students.

III. Course Information:

The following textbooks are required for the course and can be purchased at Kennel Bookstore on campus or online:

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author.

Pierangleo, R., & Giuliani, G. (2009). *Assessment in Special Education: A practical approach*. (3rd Ed.) Boston, MA: Allyn & Bacon. ISBN 0205608353

Hosp, M., Hosp, J., & Howell, K. (2007) *The ABCs of CBM: A Practical Guide to Curriculum-Based Measurement*. New York, NY: Guilford Press. ISBN: 1593853998

Bateman, B. & Herr, C. (2006) *Writing Measurable IEP Goals and Objectives* (2nd Ed). Verona, WI: Attainment Company. ISBN: 1578611490

Required Readings:

These readings and/or their internet links will be posted in Course Documents on Blackboard. More readings may be added as the instructor sees fit.

American Society for Deaf Children (2006) *What's the IDEA* About Assistive Technology and Services?* Downloaded from http://www.deafchildren.org/resources/31_ASDC%20-%20Article%20-%20What%27s%20the%20IDEA%20About%20Assistive%20Technology%20and%20Services.pdf

Deno, S. L. (2003). Developments in curriculum-based measurement. *The Journal of Special Education*, 37(3), 184–192. <http://www.studentprogress.org/library/Deno.pdf>

National Association of State Directors of Special Education (2006). Chapter 3: Assessment. *Deaf and hard of hearing students: Educational service guidelines*. Alexandria, VA: Author.

Hands and Voices, and Colorado School for the Deaf and Blind (2006). *Bridge to preschool; Navigating a successful transition*. Retrieved from <http://www.handsandvoices.org/pdf/TransRevised0107.pdf>

Johnson, C. (2003). *Educational Evaluation of Deaf Children*. <http://www.listen-up.org/rights/evals.htm>

Johnson, C. (2003). How the Individuals with Disabilities Education Act (IDEA) Applies to Deaf and Hard of Hearing Students. <http://ccdam.gallaudet.edu/pdf/intro-toc.pdf>

Johnson, C. (2007). *RTI: What it is, what it isn't*. <http://www.handsandvoices.org/articles/docs/Rtl.pdf>

Rose, S. (2007). *Monitoring Progress of Students Who Are Deaf or Hard of Hearing*. <http://www.studentprogress.org/library/ArticlesResearch/MonitoringProgressofStudentsWhoAreDeaforHardofHearing.doc>

Spragins, A., Blennerhassett, L., & Mullen, Y. (1998). *Reviews of assessment instruments used with deaf and hard of hearing students*. Gallaudet Research Institute.

Cohen, L., & Spenciner, L. (2003). *Assessment of children and youth with special needs* (2nd ed.). Boston: Allyn and Bacon. (for Chapter 7)

Traxler, C. (1998). *Frequently asked questions about the Stanford achievement test with deaf and hard of hearing students*. Gallaudet Research Institute. Download from <http://gri.gallaudet.edu/~catraxle/sat-faq.html>

Van Dijk, R., Nelson, C., Postma, A., & van Dijk, J. (2010). Deaf children with severe multiple disabilities; Etiologies, intervention, and assessment, In M. Marschark, & P. Spencer (Eds.), *The Oxford handbook of deaf studies, language, and education* (pp. 172-191). New York; Oxford University Press

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Technical Requirements:

The students must complete of all reading assignments. The instructor reserves the right to change or add reading assignments. Some readings or excerpts from readings will be posted in Blackboard.

1. To take this class you must have the following:

- A computer with a webcam and high-speed internet connection.
- An active e-mail account. By default, Blackboard sends mail to your CSUFRESNO email account. If you do not check your CSUFRESNO email address regularly, please go in immediately and forward your messages to the account that you do check. Login (email.csufresno.edu), select "Options", then "Settings" then enter the address you prefer under "Mail Forwarding". Please note: you must login to your CSUFRESNO email account and delete old messages or your mailbox will fill up and you will not be able to receive messages.
- Microsoft Office (You may purchase Microsoft Office from CVIP with your Fresno State ID).
- Adobe Acrobat Reader. If you do not have the Adobe Acrobat Reader go to: <http://www.adobe.com> and download the FREE Reader. You will need this plug-in to access documents posted in this class.

Blackboard Postings:

In our class there is writing in the form of "Blackboard (BB) Postings" which are located by clicking on the 'communication' tab and then clicking on 'discussion board'. You are expected to include your reaction to the related questions, posts by your peer statements posted by your instructor. Each posting requires critical thinking as well as personal reaction and questioning of the material. Your BB posts SHOULD include reference to specific page numbers in your readings and/or the URL addresses to websites.

Any FLAMING or derogatory posts will automatically be removed from the discussion board, and your instructor will contact you immediately. If continued, the university

disruptive classroom behavior policy will be enforced and you may be permanently removed from the course. Please review the online netiquette in your Bb orientation learning module.

Vlogs / Blogs:

Students will be required to submit video logs (VLOGS) and written blogs (BLOGS). Information on the equipment and submission requirements are provided in Bb.

Safe Assign:

There are multiple assignments that will require you to submit your work to safe assign. Safe Assign is allows professors to identify content that is plagiarized. Be sure to use APA format and correctly cite your sources. A Safe Assign practice submission is required as part of your Bb orientation learning module.

Class meetings:

This is a 80 / 20 web-based program – 80% of our coursework will occur online and 20% will occur during our two face to face meetings. The required CDDS face to face meetings for Cohort One at Fresno State are on Friday, August 17th from 6 pm – Sunday August 19st at 4 pm and Friday November 2nd from 6 pm – Sunday, November 4th at 4 pm. Prior to the face-to-face meeting, a schedule for all of your classes during those meeting dates will be provided to you. All class materials are accessible on Blackboard. Log into the California State University, Fresno website. Look for the drop down menu on the home page and go to Blackboard. To log in, you must have a CSUF e-mail username and password.

Because of the additional time it may require to become familiar with Blackboard, become comfortable in the virtual classroom environment and become familiar with any related computer applications, you may spend MORE time fulfilling the requirements for this class than you would in a class that meets on campus. You are expected to log onto the course a minimum of **six-seven** times per week. You are also expected to read your e-mail regularly- at least 4-5 times per week. This course is very intense and takes a significant time commitment.

When interacting in an online forum there are some basic rules that need to be followed. Flaming either in the discussion boards or email will not be tolerated (check Wikipedia if you don't know what flaming means). If flaming reoccurs the disruptive classroom behavior university policy will be enforced. Treat one another with respect and value the fact that each of us bring to the table unique perspectives and life experiences. Lets become a community of learners who share our knowledge and resources.

Blackboard and Technical Difficulties

All works must be submitted through Blackboard as explained in the assignment, quiz or discussion instructions. There have been very few problems with the stability of Blackboard. To minimize the likelihood that technology problems prohibit you from submitting the work, you should complete the work as early as possible so that you can contact someone for assistance with any technology problems. However, in the event you cannot log onto Blackboard to complete work, send your work to me at

bryanberrett@csufresno.edu as an attachment. Place your name in the subject of the e-mail. Please be aware that if the difficulty logging in is due to a problem with your ISP, connection or other issue and if Blackboard is functional, I will be unlikely to accept the work submitted by e-mail. It is difficult for me to verify personal technology problems. If it is a Blackboard problem I can confirm that with the University and I will accept the work.

IV. Grading Policy:

Assignments	Points	Percent
Reading VLOG Summaries	50	10%
Assessment Presentation	50	10%
Attendance at an IEP & Formal Write Up	25	5%
CBM Presentation	25	5%
Case Study Presentation	25	5%
Administration (3) of Assessment Tools	75	15%
Review of Literature / Research Paper	100	20%
Examinations (2)	150	30%
Total	500	100%

The student grades will be calculated objectively as follows:

90%-100%	A	450 – 500 points
80%-89 %	B	400 – 449 points
70%-79 %	C	350 – 399 points
60%-69 %	D	300 – 349 points
below 60 %	F	below 300 points

V. Summary of Class Activities/Assignments:

Class Participation

This is defined as a student who comes to class prepared, contributes readily to the discussion but does not dominate it, makes thoughtful contributions that advance the conversation, shows interest in and respect for others' views, and participates actively in small groups. **All communication will take occur using ASL. Interpreters will not be provided.**

Reading Video Summaries (10 points each = 50 points total)

You are expected to become familiar with the reading assignments. This includes making sure you know what the assigned reading will be for the next session. For each assigned reading, you will make a VLOG of yourself doing a summary in ASL (no more than 5 minutes) and post it on Blackboard

Assessment Presentation (50 points)

Each student will do a 40 minute presentation and lead a discussion on a topic that is related to assessment of deaf/hard of hearing students. The topic must be approved by the instructor. Preferred topics include a specific assessment used with DHH children. It is required that you schedule a meeting with the instructor to discuss your topic and presentation content before actually presenting to the class.

During discussion/presentation, each student will be expected to:

1. Provide classmates with reading material
2. Give a presentation that includes samples of the assessment being discussed and how to interpret scores. If you can get the actual assessment kit please bring it.
3. Summarize the topic discussed, as well as answer questions.

You will have 30 minutes to present your material and 10 minutes for questions. You should have a written outline or power point of what you will be covering and provide copies of these to your instructor.

IEP Meeting Summary (25 points)

Student will:

- a) secure a date to attend an IEP (1 CSUF student per IEP) **DO NOT WAIT UNTIL THE LAST MINUTE TO DO THIS!**
- b) observe an annual IEP of a local D/HH student or a Special Education student (proper permission secured by you through the teacher, parent & school administration)
- c) write a formal summary of the experience (1-2 pages) including the who (no full names, must be confidential), what, where and when, summary with some detail and conclude with what you learned from this experience.

Use **no names** of any person involved, just identify each person in attendance by their title, i.e., administrator, deaf child, parent or mother or father, teacher of the deaf, general education teacher

- d) be prepared to discuss your experience during class

CBM Presentation (25 points)

Students will prepare a 20 minute power point presentation on one of the five subject area chapters from "The ABC's of CBM" (Reading, Early Reading, Spelling, Writing, Math).

Assessment (25 points each = 75 points total)

Student will:

- a) administer 3 assessment tools (One academic achievement, and two other assessment tools, with permission of instructor)
- b) child must be 4-8 yr old, hearing, with no identified or suspected special needs (no exceptions). It is your responsibility to secure a child and obtain written permission from the child's parent. No immediate family members may be used.

You will submit one (1) formal report on your student, including all of the information you gather from the administration of each test.

Please refer to the child by his/her first name and last initial.

Write up must include: background information on child, purpose of assessment, summary of assessment, summary of findings, description of strengths/weaknesses, recommendations for interventions. *Please attach a copy of the permission statement from the child's parents/guardians.*

Case Study (25 points)

Given a case about a D/HH child, you will write an IEP based on the needs of the child you identified. You will share this with the class. ~20 minute presentation.

Review of Literature Research Paper (100 points)

Each student will write a 6-8 page (~2000 words) APA-formatted paper related to assessment of D/HH students. Your topic can be the same as your presentation topic or any D/HH assessment related topic. Please ask the instructor if your topic is acceptable before proceeding. For the second face-to-face meeting, each student will present a poster-style presentation of their research paper to the class. Students will provide a handout to the members of the class. A group of students will present at the same time and the rest of the class will rotate among the presentations. The grading rubric is available in Blackboard.

Midterm and Final Exams (75 points each = 150 points total)

These will be student-constructed. You will submit potential examination questions using higher order verbs based on Bloom's taxonomy a week in advance to the examination. These questions will be worth 10% of your exam grade. The instructor will construct your exam based on your question plus some additional questions as needed. The instructor reserves the right to edit your questions. These exams will be take-home and will require that you cite your sources of information using APA-style (See also the policy on cheating and plagiarism below).

VI. University Policy Statements

A. Students with Disabilities:

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities at 559-278-2881 or going to the office located in the Henry Madden Library Suite 1202

B. Honor Code:

Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities. You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

C. Cheating and Plagiarism:

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work.

Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

D. Computers:

At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources.

E. Disruptive Classroom Behavior:

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process,

creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

F. Copyright policy:

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit the California State University Fresno copyright web page: <http://www.csufresno.edu/library/libraryinformation/campus/copyright/copyrtpolicyfull.pdf>

For copyright Questions & Answers, you can visit the Copyright FAQ Webpage <http://www.csufresno.edu/library/libraryinformation/campus/copyright/faqcopyright.pdf>

TILT Blackboard course web sites contains material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

VII. Tentative Schedule

The schedule will be tentative and may be changed according to the progress of the class and at the discretion of the professor. Also be sure to look at the open learning module for due dates for specific projects.

MODULE	DATE	TOPICS/READINGS	ASSIGNMENTS
One	1/11 - 13	Face to Face Meetings	Pre-readings for CDDS 255 posted in Blackboard Deaf Education Learning Community Orientation Module
One	1/11	Review of statistics, validity, reliability, and scoring terminology	Chapter 4: Basic Statistical Concepts Chapter 5: Validity and Reliability Chapter 6: Scoring Terminology
One	1/16	Assessment, IDEA, and the Law	Structure of IDEA 2004 Handout Chapter 2: Assessment and the Law Johnson, C. (2000) How the Individuals with Disabilities Education Act (IDEA) Applies to Deaf and Hard of Hearing Students, ASDC Article on Assistive Devices Bridge to Preschool Article (Hands and Voices) Pick students for topic presentation dates.
Two	1/30	Adapting Tests for D/HH Students	Johnson, C. (2003). Educational Evaluation of Deaf Children., Chapter 3: Assessment NASDSE Educational Services Guidelines (2006), NASDSE Recommended Assessment Tools Spragins, A., Blennerhassett, L., & Mullen, Y. article at http://research.gallaudet.edu/Assessment/ACADEMIC.html

MODULE	DATE	TOPICS/READINGS	ASSIGNMENTS
Two	2/13	Professional Team Work	Chapter 7: Child Study Team & Prereferral Strategies Chapter 8: Multidisciplinary Team, Testing Considerations, and Parental Participation in the Assessment Process
Three	2/27	Assessment Methods, Academic Assessment, Woodcock-Johnson and Brigance Assessments	Chapter 3 Methods of Assessment Chapter 9 Assessment of Academic Achievement Spragins, A., Blennerhassett, L., & Mullen, Y. article at http://research.gallaudet.edu/Assessment/intellec.php
	3/5	Face to Face meeting	Midterm QUESTIONS TOPIC Presentations
Three	3/12	Midterm Exam	Midterm Exam
Three	3/19	Early Childhood, Informal Assessment, Other Areas	Informal Assessment: Cohen and Spenciner Chapter 14 Early Childhood Assessment Chapter 15 Other Areas of Assessment
Four	3/26	Multiple Disabilities, Assessment of Intelligence and Behavior.	Van Djik, et.al Multiple Disabilities article Chapter 10: Assessment of Intelligence Chapter 11: Assessment of Behavior
Four	4/9	Curriculum Based Measurement, Response to Intervention	Curriculum Based Measurement: Rose article, Deno article "ABC's of CBM" text CBM Presentations Chapter 17: Response to Intervention (RTI)

MODULE	DATE	TOPICS/READINGS	ASSIGNMENTS
Five	4/16	Eligibility and IFSP/IEP Development Designated Services	Chapter 19 Eligibility Procedures Chapter 20 Development of the IEP "Writing Measurable IEP Goals" text Bateman & Herr Writing Measurable IEP Goals text RESEARCH PAPER DUE
Five	4/23	PreschoolTransition Planning	Hands and VoicesBridge to Preschool Article CASE STUDY IEP WRITE UP DUE FINAL EXAM QUESTIONS
Five	4/30	ASL Assessment Review	McArthur-Bates Communicative Development Article ASSESSMENT REPORT DUE IEP MEETING REPORT DUE
Five	5/7	Final Exam	Final Exam

GRADUATE COURSE CHANGE OR DELETION REQUEST

11-7
81

Return original and 10 copies to:

Division of Graduate Studies
Thomas Administration Building, Room 132
Mail Stop TA 51

Graduate Program: Deaf Education
Department: Communicative Disorders and Deaf Studies
Contact Person: Bryan Berrett
Phone: 278-7218
E-mail: bryanb@csufresno.edu
Catalog pg. # 332

- PURPOSE OF FORM:** To propose revision or deletion of an existing graduate course. *If you wish to propose a new course, or a conversion of a topics course, or make substantial changes to an existing course, use the "New Graduate Course Request" form (GRADNEW.ITP on Informed Filler).*
- PURPOSE OF YOUR REQUEST:**

a. Course Revision. *(check all that apply)*

_____	Subject/Catalog Number	_____	Description
_____	Title	_____	Units
_____	Prerequisite	_____	Grading Basis

(Complete items 3, 4, and 5 below)

b. Course Deletion. Check here: _____ *(Complete items 3 and 5 below)*

3. COURSE INFORMATION PRIOR TO REVISION:

Prefix/ Subject CDDS Catalog Number 262 Long Course Title Sem in Speech for Deaf & Hard-of-Hearing Children & Youth Units 3

Attach a xerographic copy of the entire page on which this course appears in the current University Catalog. Include the page number in your copy. Highlight the course with a yellow marker.

4. REVISED COURSE INFORMATION:

Prefix/ Subject _____ Catalog Number _____ Long Course Title _____ Units _____

Short Title (16 spaces only) for printing _____

Grading Basis (Letter, CR/NC, SP) _____

Mode of Delivery (check one): _____ Lecture; _____ Seminar; _____ Supervision;

Online-Digital Campus

Course Classification (C/S #) _____

Using a xerographic catalog copy of this course, cross out wording to be deleted. Type new language in the margins. If there is not sufficient space to type lengthy additions, designate inserts (a, b, c, etc.). Attach fully typed language for each insert on an additional sheet. Do not exceed 40 words in the course description.

5. JUSTIFICATION: Explain on an attached sheet why the proposed change is needed. If the change is a part of a series of proposed changes in related courses, please elaborate. In addition, if the proposed change entails a change in units or a significant modification in terms of method of delivery, special facilities, library resources, technical assistance, or other costs, please furnish details.

6. CONSULTING SIGNATURES (if required)

Signatures must be obtained from those departments potentially affected by the proposed change(s).

I have read the proposal and support the proposed change(s).

Yes No

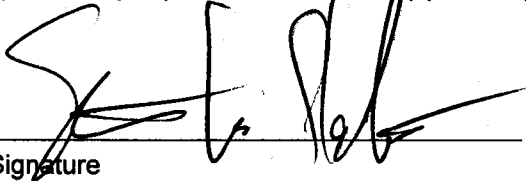
If no, please explain your concern(s):

Department Chair (of department being consulted)


_____ Department	_____ Department
_____ Department Chair (typed name)	_____ Department Chair (typed name)
_____ Department Chair Signature	_____ Department Chair Signature
_____ Date	_____ Date

7. REQUIRED SCHOOL SIGNATURE (verifies proposal has been approved)

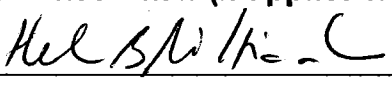
Graduate Program Coordinator

Steve Skelton  11/25/11
 Typed Name Signature Date

Department Chair

Don Freed  11/21/11
 Typed Name Signature Date

School Curriculum (or Credential) Committee Chair (if applicable)

Hel B. P. L.  12/12/11
 Typed Name Signature Date

School Dean

 12/21/11
 Typed Name Signature Date

- For committee use only -

**UNIVERSITY GRADUATE COMMITTEE/GRADUATE CURRICULUM
SUBCOMMITTEE REVIEW RECOMMENDATION:**

- Request Approved
- Request Denied
- Request Deferred

2/2/12
Date of Action

Explanation:

MSC to approve and waive second reading

Recommendation approved by:

Dean, Division of Graduate Studies/or designee

Sharon Brown-Welty

Signature

Sharon Brown-Welty

Date

2-8-2012

Provost/Vice President for Academic Affairs/or designee

N/A

Typed Name

Signature

Date

Communicative Disorders and Deaf Studies

CDDS 255. Seminar in Assessment of Deaf and Hard-of-Hearing Children and Youth (3)

Prerequisite: permission of instructor. In-depth examination of psychological, achievement, language, communication, and diagnostic assessment tools and unique administration procedures used with deaf children and youth, including an extensive independent child/youth study and evaluation, shared through discussions, student presentations, and written form. (Formerly CSD 255)

CDDS 257. Student Teaching: Speech-Language Pathology (1-9; max total 9)

Prerequisites: 5-15 units of CDDS 130 or 230, including 150 supervised clinical hours; admission to the credential program; corequisite: CDDS 209. Directed observation, participation, and clinical practice (100 hours minimum) under supervision. *CR/NC* grading only. (Formerly CSD 164A; CSD 257)

CDDS 258. Student Teaching: Deaf and Hard-of-Hearing (6-12; max total 12)

Prerequisites: CDDS 202, 255, 262, 263, 264; CSET must be taken and passed. Teaching under supervision in a class for deaf or hard-of-hearing children and youth. Directed observation, participation, and weekly conference with university supervisor. *CR/NC* grading only. (Formerly CSD 164B; CSD 258)

CDDS 260. Advanced Clinical Practice: Deaf Education (1-6; max total 12)

Prerequisites: CDDS 138, 162, 163, 164. Supervised clinical participation and practice in teaching deaf and hard-of-hearing children and youth; parent counseling; on- and off-campus clinical sites. *CR/NC* grading only. (Lab fee, \$10) (Formerly CSD 260)

CDDS 262. Seminar in Speech for Deaf and Hard-of-Hearing Children and Youth (3)

Prerequisites: CDDS 162, 202, permission of instructor. Methods to develop oral communication for deaf and hard-of-hearing children and youth; demonstration and off-campus practicum. (2 lecture, 2 lab hours) (Formerly CSD 262)

CDDS 263. Seminar in Language for Deaf and Hard-of-Hearing Children and Youth (3)

Prerequisites: CDDS 163, permission of instructor. Language problems of deaf and hard-of-hearing children and youth; techniques of remediation; use of specialized equipment and development of teaching materials. (2 lecture, 2 lab hours) (Formerly CSD 263)

CDDS 264. Seminar in School Subjects for Deaf and Hard-of-Hearing Children and Youth (3)

Prerequisites: CDDS 164 and permission of instructor. Special problems and techniques of adapting pre- K-12 school curriculum to the needs of deaf and hard-of-hearing children and youth; demonstration and practice. Project required. (Formerly CSD 264)

CDDS 267. Externship in Speech-Language Pathology (1-9; max total 9)

Prerequisites: 5-15 units of CDDS 230 and permission of instructor. Supervised externship in speech-language pathology; diagnosis and management of communicative disorders. *CR/NC* grading only. (Formerly CSD 267)

CDDS 268. Externship with Deaf Children and Youth (6)

Prerequisites: CDDS 202, 255, 258, 262, 263, 264; CSET must be taken and passed. Supervised externship in a residential school for deaf children and youth. Full time in residence for 8 weeks. *CR/NC* grading only. (Formerly CSD 268)

CDDS 278. Application of Theory into Practice in Deaf Education (3)

Supervised field experience working with deaf and hard-of-hearing students with an emphasis on the integration of applied research and theory into practice. Development of an induction plan will include the candidate, university supervisor, and school district representative where the candidate is employed. *CR/NC* grading only. (Formerly CSD 278)

CDDS 279. Induction Plan-based Experience in Deaf Education (3)

Prerequisite: CDDS 278. Final supervised field experience working with deaf and hard-of-hearing students with an emphasis on self-assessment, goal-setting, and other induction plan components. Support is provided through collaboration between university and school district personnel. *CR/NC* grading only. (Formerly CSD 279)

CDDS 290. Independent Study (1-3; max total 6)

See *Academic Placement — Independent Study*. Approved for *RP* grading. (Formerly CSD 290)

CDDS 292. Seminar in Advanced Clinical Methods in Communicative Disorders (3)

Prerequisites: completion of CDDS 230 and two graduate seminars. Advanced research clinical methods, research trends, and developments in assessment and treatment procedures with emphasis on language disorders in adolescent and young adults. Report for non-thesis/project SLP graduate student. (Formerly CSD 292)

CDDS 298. Individual Research Project (1-6; max total 6)

Prerequisite: consent of advisory committee. See *Criteria for Thesis and Project*. A report on an individual research project for the master's degree. Approved for *RP* grading. (Formerly CSD 298)

CDDS 299. Thesis (2-6; max total 6)
Prerequisite: See *Criteria for Thesis and Project*. Preparation and submission of thesis. Approved for *RP* grading. (Formerly CSD 299)

IN-SERVICE COURSE

(See *Catalog Numbering System*.)

Communicative Sciences and Disorders (CDDS)

CDDS 300T. Selected Topics in Communicative Disorders and Deaf Studies for Continuing Education (1-3; max total 6)
(Formerly CSD 300T)

CHECKLIST FOR A COURSE SYLLABUS

Syllabus includes:

- Catalog description
- Contact information for academic department
- Contact information for the instructor including office hours
- Textbook information
- Outcomes or learning objectives (based on Bloom's Taxonomy)
- Course policies and procedures
- Attendance policies and student study expectations
- Course grading policies
- Required syllabus policy statements
- Complete course schedule
- Email protocol
- Discussion board policies including frequency, content and netiquette, if applicable.
- A statement regarding SafeAssign, if applicable

Syllabus clearly reflects delivery mode:

- online
- multi-mode/hybrid
- face-to-face

Syllabus is in an accessible format including:

- Appropriate Headings used
- Alternative Text on all images
- Tables 'Repeat Header Rows'
- Tables replace Tabs

The Technology Innovations for Learning and Teaching (TILT) department has reviewed the syllabus for the following course and found that it meets the qualifications for an accessible document and aligns with the above checklist.

Course Name & Number: CDDS 262 Seminar in Speech for the Deaf

Instructor: Nan Barker

TILT - Name: Ida M. Jones Signature: Ida M Jones Date: 11/17/2011

Syllabus Policy: http://www.csufresno.edu/academics/policies_forms/instruction/syllabus.shtml
Learning Outcomes (SOAPs): <http://www.csufresno.edu/irap/assessment/SOAP/prsoaps.shtml>
Academic Integrity: <http://www.csufresno.edu/academicintegrity/instructors/index.shtml>
Honor Code: <http://www.csufresno.edu/studentaffairs/general/univhonor.shtml>

Additional Comments:

Syllabus for Seminar in Speech for the Deaf CDDS 262, Fall 2012, California State University, Fresno

Course Information	Instructor Name Nan Barker
Units 3.0	Office Number PHS 227
Time –Weekly online instruction and ten face-to-face hours required during 2 weekends of required attendance on the CSU Fresno campus. One hour every two weeks of required synchronous meetings, Thursdays 6-7AM or 4-5 PM	E-Mail nanb@csufresno.edu Responses to email messages with your full name and CDDS 262 in the subject heading will be given within 2 work days of receiving the message.
Location of face-to face meetings: PHS 215	Telephone (559) 278-6940
Website – To access the course on <u>Blackboard</u> login to http://blackboard.csufresno.edu using your Fresno State username and password. For help with Blackboard contact The Blackboard Resource Center at 278-7373 or send an email to tiltsupport@csufresno.edu .	Office Hours Thursdays 2:30 PM – 4:00 PM Virtual office Department Address California State University, Fresno CDDS Dept., Deaf Education 5310 N Campus Drive M/S PH 80 Fresno, CA 93740-8019

Catalog Description

Prerequisite: CDDS 162, 202, permission of instructor

Methods to develop oral communication for deaf and hard-of-hearing children and youth; demonstration and off-campus practicum, (2 lecture, 2 lab hours) (Formerly CSD 262)

Course Information

This course is an 80/20 hybrid course with 80% of the instruction online and 20% of the instruction in a face to face setting. This course will familiarize you with the types of assessment instruments and teaching strategies used to teach speech to Deaf and Hard of Hearing (D/HH) children, and will give you an opportunity to begin implementing appropriate speech techniques in lessons with children. You will also become familiar with related topics such as Cued Speech, current technology, and cochlear implants.

Prerequisites

Basic knowledge and understanding of: speech and language development of deaf and hard of hearing children, audiological assessment information, hearing aids, cochlear implants, auditory development, speech acoustics, and lesson planning. Prerequisite learning modules: Introduction to spoken language, Describing spoken language, Daniel Ling philosophy, Auditory development, Writing behavioral objectives, Anatomy and physiology of speech production.

Required Textbooks and Materials

Tye-Murray, N. (2009). *Foundations of aural rehabilitation, 3rd Edition*. Clifton Park, NY: Selmar

Ling D. (2001) *Speech for the hearing impaired*. Washington D.C.: AG Bell Association of the Deaf.

Chute, P., & Nevins, M. (2006). *School Professionals working with children with cochlear implants*. San Diego, CA: Plural Publishing.

Recommended Textbooks

Marschark, M., & Spencer, P. (2006). *Advances in the spoken language development of deaf and hard-of-hearing children*. New York, NY: Oxford University Press, Inc.

Technical Requirements:

To take this class, you must have the following:

1. A computer with a good quality webcam and high speed internet access.
2. Firefox web browser on your computer. Free [Firefox download](http://www.mozilla.com/) at <http://www.mozilla.com/>
Be careful about updates. Keep an old copy of the web browser in case the newer update has bugs that interfere with Blackboard.
3. An e-mail account with CSUFRESNO per University Policy. Keep in mind that all e-mails related to this course will be done via this account.
4. Microsoft Office (You may purchase Microsoft Office at a steep discount from CVIP or at the bookstore with your Fresno State ID). Note: *Microsoft WORKS is not compatible with Microsoft Office applications*. Alternatively, you may use [Open Office](http://www.openoffice.org) which is a free download from www.openoffice.org Remember to save documents from Open Office as .doc or .rtf format so others can open them.
5. Adobe Acrobat Reader. If you do not have the [Adobe Acrobat Reader](http://www.adobe.com) go to: <http://www.adobe.com> and download the free reader. You will need this plug-in to access documents posted in this class.
6. [Quicktime Player](http://www.apple.com/quicktime/download/). If you do not have this, it is free and available at www.apple.com/quicktime/download/ You will need this to view the video clips.
7. Your web browser may prompt you to add or update plugins like Flash, Real Player, etc. If so please follow the directions given to update.
8. It is **your** responsibility to resolve **any** technical difficulties you may have by the end of the second week of the semester. After this, technical difficulty will not be accepted as an excuse for missed deadlines for submissions or lack of participation.

Course Organization

The course will follow the tentative schedule. Any changes will be noted by announcement in Blackboard or with an email message to students.

Primary Learning Outcomes

1. Administer the Ling Phonetic-Phonologic Speech Evaluation
2. Assess, execute, and evaluate weekly individualized speech lesson with a Deaf/Hard of Hearing (D/HH) student.

3. Given a videotape of a D/HH student speaking:
 - Identify two major areas of speech in which the child needs intensive speech work
 - Select the area most crucial to developing intelligible speech
 - List in detail specific activities to remediate errors
4. Complete CDDS 262 and Chapter Outlines and Research Summaries
5. Compare and contrast Cued Speech and Visual Phonics: the major features, the advantages, and disadvantages
6. Demonstrate communication strategies for individuals who are deaf and blind
7. Develop a file of speech activities appropriate for D/HH students using at least 8 resources
8. Transcribe spoken nonsense syllables into Northampton symbols
9. Use established systems to identify syllabification and phrasing
10. Write a 5-6 page research paper on a topic related to speech development and present research to the class

Examinations and Major Assignments

A. Tests (4 tests, 25 points each, 100 points total)

There will be four tests covering course readings, class lectures and discussions. Online test items will be multiple choice, short answer, or true/false. One make-up quiz will be allowed.

B. Practicum (100 points for teaching, 50 points for portfolio)

With the support of your university instructor, you will find a classroom with a credentialed DHH teacher in your area to teach a minimum of 12 speech lessons to one Deaf or hard of hearing child for the entire semester. The university instructor will supervise your lessons with either direct supervision or asynchronous supervision through video. Written lesson plans and detailed description of teaching material will be submitted via email at least three days before each scheduled practicum. Before each lesson is taught you will incorporate any suggestions from the instructor by revising your lesson before teaching. During the speech practicum sessions, you will document student responses. After completing each session of practicum, you will add your own evaluation of the lesson and documentation of student responses to the electronic copy of the revised lesson plan. Lesson plans will include an activity from each of the following areas:

- Articulation Instruction and Practice
- Vocabulary Development
- English Language Structure (grammar)
- Conversational Use of Language
- Auditory Based Activities
- Phonemic Awareness

You will submit a digital video of the speech lesson for each lesson

Your practicum performance will be evaluated using the following criteria:

- Teaching effectiveness (including perceptiveness and flexibility)
- Ability to communicate with client
- Quality of lesson plans

- Quality of clinical materials
- Implementation of professor's suggestions
- Punctuality (of lesson plans and practicum attendance)

Practicum grading rubric is posted to Blackboard.

Practicum portfolio

At the end of the semester, you will submit a practicum portfolio that includes:

- An evaluation of speech sound production of you student at the beginning of the semester and at the end of the semester
- Lesson plans with added self -evaluations and documentation of student progress for each lesson
- Samples of materials used
- Log of practicum hours
- Copies 4 digital videotapes of your speech lessons

Practicum portfolio grading rubric is posted to Blackboard.

C. Speech Activities File (50 points)

To begin developing a collection of appropriate speech activities to use in your own classroom, and to become familiar with well known resources and authorities in the field of speech for the deaf, you will submit a speech activities file, including the reference (author, date, page) for each activity. The file can be an electronic document or the file can be typed or neatly printed in ink on index cards and put in a file box. The file will be submitted with an APA reference list including at least 8 sources. File will include the areas of:

Articulation	Cards	Activity
Vowel production	5 cards	
	1 card	listing front vowels, back vowels, central vowels, r-colored vowels and diphthongs
	1 card	drills for practice as outlined by Daniel Ling
	3 cards	Additional activities for practicing vowels from other sources
Common vowel errors	5 cards	
	1 card each	neutralization, substitution, diphthongization, prolongation, nasalization. Describe remediation strategies for each
Consonant production	18 cards	
	1 card	Reference card listing the manner and place of production for all consonant sounds.
	1 card	syllable drills for semi-vowels sounds as outlined by Daniel Ling
	1 card	syllable drills for fricative sounds as outlined by Daniel Ling
	1 card	syllable drills for plosive sounds as outlined by Daniel Ling
	1 card	syllable drills for stop sounds as outlined by Daniel Ling
	1 card	syllable drills for nasal sounds as outlined by Daniel Ling
	1 card	syllable drills for liquid sounds as outlined by Daniel Ling
	1 card	syllable drills for affricate sounds as outlined by Daniel Ling
10 cards	articulation activities from additional sources	

**Articulation
Rhythm**

Cards Activity

15 cards

13 cards	Best activities for phrasing, stress/accent, syllabification
1 card	Rules for Phrasing (Clarke Curriculum)
1 card	Rules for Syllabification (Clarke Curriculum)

Voice

15 cards

1 card	Ling subskills for vocalization
1 card	Ling subskills for loudness
1 card	Ling subskills for pitch
1 card	Ling subskills for duration
11 cards	Activities for breathing/breath control, resonance/nasality, pitch, quality, and loudness

ALL SPEECH SOUNDS NEED TO BE WRITTEN USING NORTHAMPTON SYMBOLS. You will need to change IPA symbols found in resources to the appropriate NH symbol.

Your activities file will be evaluated using the following criteria:

Graded Activity	Points
Completeness/ accuracy	20
Organization/ clarity	10
Thoroughness of bibliography/ APA format	1
Efficiency of reference retrieval	10

Five percentage points will be deducted from the final grade for each calendar day late.

D. Current Issues Research Paper (50 points)

You will research a current issue related to spoken language for deaf or hard of hearing students. Topic must be approved by the instructor. Using the Publication Manual of the American Psychological Association, 6th Ed, you will prepare a Literature Review (Section 1.02) of the topic selected. A minimum of 5 sources (2 published in the last 2 years and 3 resources published in the last 5 years) must be cited in the paper. You will research, summarize and compare original source research based on research with data collection in a 5-6 page, approximately 1500 word, typewritten paper using APA guidelines. You must include a Title page (Section 2.01 - 2.03), Abstract Section 2.04), Introduction (Section 2.05), Conclusion (Section 2.08) and References (Section 2.11) Possible topics include: Cochlear implant research in 2010 and 2011, Current technology of hearing aids and auditory trainers, Brain development research related to rehabilitation or speech development, Speech development, Speech Intelligibility. Five percentage points will be deducted from the final grade for each calendar day paper is late.

Online presentation

You will be required to provide an online presentation on your researched topic. The presentation should highlight the research found. You will need to have visual materials to support your presentation. Your paper and presentation will be evaluated using the following criteria:

Evaluated on:	Points
Use of APA guidelines	10
Organization/flow	5
Writing style	10
Content	10
Clarity of expression	5
Online presentation	10

E. Chapter Outlines and Research Summaries (25 points)

All chapter outlines and chapter summaries will be turned by the last day of instruction. Please see tentative schedule for assigned articles and chapters to summarize. Article summaries need to include the following information: title, authors, APA Reference, size and description of subjects, measurement tools, and a 1-2 paragraph summary of the discussion and conclusion. See outline provided on Blackboard. Chapter summaries need to include information under each chapter heading and can be in outline form.

F. Participation (25 points)

Five points will be deducted for each synchronous class meeting missed. One point will be deducted for each Discussion Board item with less than two posts.

G. Final Examination (100 points)

For your final exam, you will watch a videotaped speech sample of a child with a hearing loss and you will identify the two major speech errors affecting intelligibility and state your rationale for your choice. You will then describe the 6 most appropriate activities for remediating each error.

Study Expectations

It is usually expected that students will spend approximately 3 hours of study time outside of class for every one hour in class. Since this is a 3-unit graduate level class, you should expect to study or work on projects an average of 9 hours per week for this class. Some students may need more outside study time and some less.

Participation Standards

Active participation in synchronous class meetings is required. For each synchronous class meeting, there will be two opportunities to participate. Students will select a morning or afternoon time. Five points will be deducted from the participation score for each synchronous class missed. Weekly access to Blackboard is required. Discussion Board items require more than one post per item.

Grading

Course Assignments	Points	
Tests	100 points	(20%)
Practicum	100 points	(20%)
Practicum Portfolio	50 points	(10%)

Current Issues Research Paper	50 points	(10%)
Speech Activities file	50 points	(10%)
Summaries and Notes	25 points	(5%)
Participation	25 points	(5%)
Final Exam	100 points	(20%)
Total Points	500 points	

Total Points	Grade	
450-500	A	90%-100%
400-449	B	80%-89%
350-399	C	70%-79%
300-349	D	60%-69%
Below 300	F	59% and below

Total number of points possible is 500 points.

Assignment and Examination Schedule

See Attached Tentative Schedule

This syllabus and schedule are subject to change in the event of extenuating circumstances.

Course Policies & Safety Issues

Communication Protocol

If you wish to contact the instructor, please do so by e-mail. Please make sure you type 'CDDS 262' in the subject heading. You can usually expect a reply within 48 hours if you send the e-mail between Sunday evening and Friday morning.

University policy

Reasonable accommodations for learning and evaluation can be made for students with disabilities who have identified themselves to the university and the instructor. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811). The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.

Cheating and Plagiarism:

"Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Schedule of Courses (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations)

Plagiarism Detection:

The campus utilizes the SafeAssign plagiarism prevention service through Blackboard. In this course, students may be required to submit written assignments to SafeAssign. Submitted work will be used by SafeAssign for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the SafeAssign process, in which case the instructor can use other electronic means to verify the originality of their work. SafeAssign Originality Reports will not be available for your viewing.

Disruptive Classroom Behavior:

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Honor Code:

"Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Copyright policy:

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [copyright web page](http://www.csufresno.edu/library/about/policies/docs/copyrtpolicyfull.pdf) (<http://www.csufresno.edu/library/about/policies/docs/copyrtpolicyfull.pdf>)

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The mission of the Department of Communication Sciences and Disorders at California State University, Fresno is to disseminate knowledge and train professionals in speech-language pathology, audiology, deaf education, and interpreting who will provide quality service to the public. The Department will accomplish this mission by providing a stimulating learning environment for enhancing personal and educational development, promoting understanding of people of various cultures, and offering opportunities for research and scholarship in communicative disorders and deaf studies.

CDDS 262 Tentative Schedule Fall 2012

August 17-19, 2012

Attend orientation to Deaf Ed MA degree program on the CSU Fresno campus.

CDDS 262 Introduction, course outline, review phonetics, orientation to Blackboard, practicum, hearing aid checks.

Arrange for weekly practicum with a deaf or hard of hearing student in your area. Email instructor for approval of practicum placement.

READ Course materials posted on Blackboard in the Prerequisite modules.

READ AND PRINT OUT hearing aid check document and chart

BEGIN Module 1 Transcription

August 20-24, 2012

Review of Prerequisite materials posted online.

Read information in Lesson Plans tab

Assignments for the week

Prepare introduction lesson for practicum student.

Upload Lesson Plan 1 as an assignment on Blackboard under the Lesson Plans tab.

Meet student for practicum. Document hours on practicum log. Record experiences in evaluation of the lesson plan. Save lesson plan and comments in practicum portfolio.

Begin planning next lesson plan. Due by 3PM August 27, 2012

Send calendar of 12 practicum sessions to instructor.

August 27-31, 2012

The Ling Philosophy, Ling notes, review of speech acoustics.

Synchronous class meeting - You need to be online for one of the two synchronous class meetings for CDDS 262 this week.

READ everything in Module 2, The Ling Philosophy

Assignments for the week

Prepare lesson plan and post to Blackboard by Monday at 3 PM.

READ Tye-Murray Ch. 15, School Age Children Who Have Hearing Loss.

OUTLINE Tye- Murray Ch. 15 pp.620 – 622 Classroom Acoustics, pp. 622-632 Speech, Language and Literacy and pp. 646-650 Speech and Language Therapy

READ Blackboard: Massie, et al, Later Language: Assessment and Intervention and OUTLINE pp.174-196

Complete Test #1 on Blackboard, Matching of Terms

September 3-7, 2012

Ling Phonetic-Phonologic Evaluation, Language Development, CASLLS, Phonological Processes

Look over documents posted under Assessment of Spoken Language.

Assignments for the week

Prepare lesson plan and post to Blackboard by Monday at 3 PM.

Review Ling Phonetic-Phonologic Evaluation Handout

Practice administering assessment

READ Blackboard: Marschark Ch. 5 Language Development and Marschark Ch. 6 Cognitive Development.

POST Journal entry on Blackboard History of Oral Deaf Education

September 10-14, 2012

Discuss auditory development and speech acoustics

Synchronous class meeting - You need to be online for one of the two synchronous class meetings for CDDS 262 this week.

Assignments for the week

Prepare lesson plan and post to Blackboard by Monday at 3 PM.

READ pp. 1-76, Cochlear Implants, Navigating a Forest of Information ... One Tree at a Time. Link is on Blackboard

READ Chute and Nevins, Ch. 6 Developing Auditory Skills

OUTLINE Tye-Murray Ch. 4 Auditory Training

September 17-21, 2012

Voice, prosody, vowels and consonants, AuSpLan

Assignments for the week

Prepare lesson plan and email by Monday at 3 PM.

READ Blackboard: AuSpLan

BEGIN working on Speech Activities file, due October 7th

September 24-28, 2012

Test #2 Auditory Development (Approx. 1 hour)

Assessment, review CASLLS, writing IEP goals

Assignments for the week

Prepare lesson plan and post to Blackboard by Monday at 3 PM.

READ Blackboard: Estabrooks, Auditory-Verbal Therapy and Practice, Ch. 1

OUTLINE Tye-Murray Ch. 2 Assessing Hearing Acuity and Speech Recognition

OUTLINE Tye-Murray Ch. 3 Listening Devices and Related Technology

October 1-5, 2012

SPEECH FILE due at the beginning of class

Synchronous class meeting -You need to be online for one of the two synchronous class meetings for CDDS 262 this week.

Oral Deaf Education, functional hearing, hearing aids, FM systems

Assignments for the week

Prepare lesson plan and post to Blackboard by Monday at 3 PM.

READ: Marschark, M., Rhoten, C., & Fabich, M. (2007). Effects of cochlear implants on children's reading and academic achievement. *Journal of Deaf Studies and Deaf Education*, Vol. 2, No. 3 Summer 2007.

SUMMARIZE: Lederberg, A. R. and Spencer, P. E. (2009). Word-learning abilities in deaf and hard of hearing preschoolers: Effect of lexicon size and language modality. *Journal of Deaf Studies and Deaf Education*, Vol 14, No. 1, Winter 2009.

SUMMARIZE: Fagan, M. K., Pisoni, D. P. (2010). Hearing experience and receptive vocabulary development in deaf children with cochlear implants. *Journal of Deaf Studies and Deaf Education*, Vol 15, No. 4, Fall 2010.

SUMMARIZE: Geers, A.E. Moog, J. S., Biedenstein, J, Brenner, C. & Hayes, H (2010). Spoken language scores of children using cochlear implants compared to hearing age-mates at school entry. *Journal of Deaf Studies and Deaf Education*, Vol 14, No. 3, Summer 2009.

October 8-12, 2012

Cochlear implants, video practice

Assignments for the week

Prepare lesson plan and post to Blackboard by Monday at 3 PM.

SUMMARIZE: Sarant, J. Z, Holt, C.M. Dowell, R. C., Rickards, F. W. Blamey, P. J.(2009) Spoken language development in oral preschool children with permanent childhood deafness. *Journal of Deaf Studies and Deaf Education*, Vol 14, No. 2, Spring 2009.

SUMMARIZE from Blackboard: Robbins, A.M. Green, J.E., & Waltzman, S.B. (2004). Bilingual oral language proficiency in children with cochlear implants. *Archives of Otolaryngol Head Neck Surgery*, Vol 130.

READ: Duchesne, L. Sutton, A. (2009). Language achievement in children who received cochlear implants between 1 and 2 years of age: group trends and individual patterns. *Journal of Deaf Studies and Deaf Education*, Vol 14, No. 4, Fall 2009.

October 15-19, 2012

Early Intervention **Synchronous class meeting** - You need to be online for one of the two synchronous class meetings for CDDS 262 this week.

Assignments for the week

Prepare lesson plan and post to Blackboard by Monday at 3 PM.

SUMMERIZE Watson, L. Hardie, T., Archibold, S.M., & Wheeler, A. (2008). Parents' views on changing communication after cochlear implantation. *Journal of Deaf Studies and Deaf Education*, Vol 13, No. 1 Winter 2008.

SUMMERIZE: Tattessall, H. & Yong, A. (2007). Universal Newborn Hearing Screening and early identification of deafness: Parents' responses to knowing early and their expectations of child communication development. *Journal of Deaf Studies and Deaf Education*, Vol. 12, No. 3 Summer 2007.

READ: Yoshinaga-Itano, C. (2007). Early identification, communication modality, and the development of speech and spoken language skills: patterns and considerations. In P. Spencer & Marschark, M. *Advances in the Spoken Language Development of Deaf and Hard-of-Hearing Children* (pp. 298-327). New York: Oxford University Press

October 22-26, 2012

Visual Phonics, Cued Speech video practice

Assignments for the week

Prepare lesson plan and post to Blackboard by Monday at 3 PM.

READ: Campbell, R., MacSweeney, M. & Waters, D. (2008). Sign language and the brain: A review. *Journal of Deaf Studies and Deaf Education*, Vol 13, No. 1 Winter 2008.

SUMMARIZE Narr, R., Cawthon, S.(2011). The “wh” questions of visual phonics: what, who, where, when, and why. *Journal of Deaf Studies and Deaf Education*. Vol 16, No. 1 Winter 2011

CSU Fresno Weekend November 2-4, 2012

Research papers due. In class presentations, group discussion of research

Transcription evaluation

Video practice

Assignments for the week

Lesson plan due Monday November 15, by 3 PM

Read Cued Speech materials

November 5-9, 2012

See Weekend Nov 2-4 assignments

November 12-16, 2012

Communication strategies for Deaf Blind students

READ: <http://www.nationaldb.org/dbp/current.htm> AND <http://www.aadb.org/>

OUTLINE: http://www.aadb.org/factsheets/db_communications.html

OUTLINE: Topics in current issue of Deaf-Blind Perspectives

November 22, 2012

Thanksgiving Holiday

November 26-30, 2012

Lesson development using Speech file

Video practice

Assignments for the week

Prepare lesson plan and post to Blackboard by Monday at 3 PM.

Review class readings.

Video practice on Blackboard, Practice transcription

December 3-8, 2012

Video practice

Review for final exam

December 10-14, 2012

Prepare for final exam

GRADUATE COURSE CHANGE OR DELETION REQUEST

11-9
88

Return original and 10 copies to:

Division of Graduate Studies
Thomas Administration Building, Room 132
Mail Stop TA 51

Graduate Program: Deaf Education
Department: Communicative Disorders and Deaf Studies
Contact Person: Bryan Berrett
Phone: 278-7218
E-mail: bryanb@csufresno.edu
Catalog pg. # 332

- PURPOSE OF FORM:** To propose revision or deletion of an existing graduate course. *If you wish to propose a new course, or a conversion of a topics course, or make substantial changes to an existing course, use the "New Graduate Course Request" form (GRADNEW.ITP on Informed Filler).*
- PURPOSE OF YOUR REQUEST:**

a. Course Revision. *(check all that apply)*

_____	Subject/Catalog Number	_____	Description
_____	Title	_____	Units
_____	Prerequisite	_____	Grading Basis

(Complete items 3, 4, and 5 below)

b. Course Deletion. Check here: _____ *(Complete items 3 and 5 below)*

3. COURSE INFORMATION PRIOR TO REVISION:

Prefix/ Subject CDDS Catalog Number 263 Long Course Title Sem in Language for Deaf & Hard-of-Hearing Children & Youth Units 3

Attach a xerographic copy of the entire page on which this course appears in the current University Catalog. Include the page number in your copy. Highlight the course with a yellow marker.

4. REVISED COURSE INFORMATION:

Prefix/ Subject _____ Catalog Number _____ Long Course Title _____ Units _____

Short Title (16 spaces only) for printing _____

Grading Basis (Letter, CR/NC, SP) _____

Mode of Delivery (check one): _____ Lecture; _____ Seminar; _____ Supervision;

✓ Online-Digital Campus

Course Classification (C/S #) _____

Using a xerographic catalog copy of this course, cross out wording to be deleted. Type new language in the margins. If there is not sufficient space to type lengthy additions, designate inserts (a, b, c, etc.). Attach fully typed language for each insert on an additional sheet. Do not exceed 40 words in the course description.

5. JUSTIFICATION: Explain on an attached sheet why the proposed change is needed. If the change is a part of a series of proposed changes in related courses, please elaborate. In addition, if the proposed change entails a change in units or a significant modification in terms of method of delivery, special facilities, library resources, technical assistance, or other costs, please furnish details.

6. CONSULTING SIGNATURES (if required)

Signatures must be obtained from those departments potentially affected by the proposed change(s).

I have read the proposal and support the proposed change(s).

Yes No

If no, please explain your concern(s):

Department Chair (of department being consulted)

Department

Department

Department Chair (typed name)

Department Chair (typed name)

Department Chair Signature

Department Chair Signature

Date

Date

7. REQUIRED SCHOOL SIGNATURE (verifies proposal has been approved)

Graduate Program Coordinator

Steve Skelton

Signature

Date

Department Chair

Don Freed

Signature

Date

School Curriculum (or Credential) Committee Chair (if applicable)

Typed Name

Signature

Date

School Dean

Typed Name

Signature

Date

- For committee use only -

**UNIVERSITY GRADUATE COMMITTEE/GRADUATE CURRICULUM
SUBCOMMITTEE REVIEW RECOMMENDATION:**

- Request Approved
 Request Denied
 Request Deferred

2/2/12

Date of Action

Explanation:

MSC to approve and waive second reading

Recommendation approved by:

Dean, Division of Graduate Studies/or designee

Sharon Brown-Welby

Typed Name

Sharon Brown-Welby

Signature

2-8-2012

Date

Provost/Vice President for Academic Affairs/or designee

William A. Covino

Typed Name

N/A

Signature

Date

Communicative Disorders and Deaf Studies

CDDS 255. Seminar in Assessment of Deaf and Hard-of-Hearing Children and Youth (3)

Prerequisite: permission of instructor. In-depth examination of psychological, achievement, language, communication, and diagnostic assessment tools and unique administration procedures used with deaf children and youth, including an extensive independent child/youth study and evaluation, shared through discussions, student presentations, and written form. (Formerly CSD 255)

CDDS 257. Student Teaching: Speech-Language Pathology (1-9; max total 9)

Prerequisites: 5-15 units of CDDS 130 or 230, including 150 supervised clinical hours; admission to the credential program; corequisite: CDDS 209. Directed observation, participation, and clinical practice (100 hours minimum) under supervision. *CR/NC* grading only. (Formerly CSD 164A; CSD 257)

CDDS 258. Student Teaching: Deaf and Hard-of-Hearing (6-12; max total 12)

Prerequisites: CDDS 202, 255, 262, 263, 264; CSET must be taken and passed. Teaching under supervision in a class for deaf or hard-of-hearing children and youth. Directed observation, participation, and weekly conference with university supervisor. *CR/NC* grading only. (Formerly CSD 164B; CSD 258)

CDDS 260. Advanced Clinical Practice: Deaf Education (1-6; max total 12)

Prerequisites: CDDS 138, 162, 163, 164. Supervised clinical participation and practice in teaching deaf and hard-of-hearing children and youth; parent counseling; on- and off-campus clinical sites. *CR/NC* grading only. (Lab fee, \$10) (Formerly CSD 260)

CDDS 262. Seminar in Speech for Deaf and Hard-of-Hearing Children and Youth (3)

Prerequisites: CDDS 162, 202, permission of instructor. Methods to develop oral communication for deaf and hard-of-hearing children and youth; demonstration and off-campus practicum. (2 lecture, 2 lab hours) (Formerly CSD 262)

CDDS 263. Seminar in Language for Deaf and Hard-of-Hearing Children and Youth (3)

Prerequisites: CDDS 163, permission of instructor. Language problems of deaf and hard-of-hearing children and youth; techniques of remediation; use of specialized equipment and development of teaching materials. (2 lecture, 2 lab hours) (Formerly CSD 263)

CDDS 264. Seminar in School Subjects for Deaf and Hard-of-Hearing Children and Youth (3)

Prerequisites: CDDS 164 and permission of instructor. Special problems and techniques of adapting pre- K-12 school curriculum to the needs of deaf and hard-of-hearing children and youth; demonstration and practice. Project required. (Formerly CSD 264)

CDDS 267. Externship in Speech-Language Pathology (1-9; max total 9)

Prerequisites: 5-15 units of CDDS 230 and permission of instructor. Supervised externship in speech-language pathology; diagnosis and management of communicative disorders. *CR/NC* grading only. (Formerly CSD 267)

CDDS 268. Externship with Deaf Children and Youth (6)

Prerequisites: CDDS 202, 255, 258, 262, 263, 264; CSET must be taken and passed. Supervised externship in a residential school for deaf children and youth. Full time in residence for 8 weeks. *CR/NC* grading only. (Formerly CSD 268)

CDDS 278. Application of Theory into Practice in Deaf Education (3)

Supervised field experience working with deaf and hard-of-hearing students with an emphasis on the integration of applied research and theory into practice. Development of an induction plan will include the candidate, university supervisor, and school district representative where the candidate is employed. *CR/NC* grading only. (Formerly CSD 278)

CDDS 279. Induction Plan-based Experience in Deaf Education (3)

Prerequisite: CDDS 278. Final supervised field experience working with deaf and hard-of-hearing students with an emphasis on self-assessment, goal-setting, and other induction plan components. Support is provided through collaboration between university and school district personnel. *CR/NC* grading only. (Formerly CSD 279)

CDDS 290. Independent Study (1-3; max total 6)

See *Academic Placement — Independent Study*. Approved for *RP* grading. (Formerly CSD 290)

CDDS 292. Seminar in Advanced Clinical Methods in Communicative Disorders (3)

Prerequisites: completion of CDDS 220 and two graduate seminars. Advanced review of clinical methods, research trends, and developments in assessment and treatment procedures with emphasis on language disorders in adolescent and young adults. Report for non-thesis/project SLP graduate student. (Formerly CSD 292)

CDDS 298. Individual Research Project (1-6; max total 6)

Prerequisite: consent of advisory committee. See *Criteria for Thesis and Project*. A written report on an individual research project leading to the master's degree. Approved for *RP* grading. (Formerly CSD 298)

CDDS 299. Thesis (2-6; max total 6)

Prerequisite: See *Criteria for Thesis and Project*. Preparation and submission of thesis. Approved for *RP* grading. (Formerly CSD 299)

IN-SERVICE COURSE

(See *Catalog Numbering System*.)

Communicative Sciences and Disorders (CDDS)

CDDS 300T. Selected Topics in Communicative Disorders and Deaf Studies for Continuing Education (1-3; max total 6)

(Formerly CSD 300T)

CHECKLIST FOR A COURSE SYLLABUS

Syllabus includes:

- Catalog description
- Contact information for academic department
- Contact information for the instructor including office hours
- Textbook information
- Outcomes or learning objectives (based on Bloom's Taxonomy)
- Course policies and procedures
- Attendance policies and student study expectations
- Course grading policies
- Required syllabus policy statements
- Complete course schedule
- Email protocol
- Discussion board policies including frequency, content and netiquette, if applicable.
- A statement regarding SafeAssign, if applicable

Syllabus clearly reflects delivery mode:

- online
- multi-mode/hybrid
- face-to-face

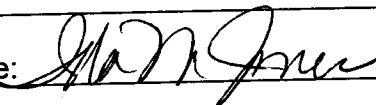
Syllabus is in an accessible format including:

- Appropriate Headings used
- Alternative Text on all images
- Tables 'Repeat Header Rows'
- Tables replace Tabs

The Technology Innovations for Learning and Teaching (TILT) department has reviewed the syllabus for the following course and found that it meets the qualifications for an accessible document and aligns with the above checklist.

Course Name & Number: CDDS 264 Seminar in School Subjects for Deaf and Hard of Hearing Children

Instructor: Chantel Cox

TILT - Name: Fda M. Jones Signature:  Date: 11/17/2011

Syllabus Policy: http://www.csufresno.edu/academics/policies_forms/instruction/syllabus.shtml
Learning Outcomes (SOAPs): <http://www.csufresno.edu/irap/assessment/SOAP/prsoaps.shtml>
Academic Integrity: <http://www.csufresno.edu/academicintegrity/instructors/index.shtml>
Honor Code: <http://www.csufresno.edu/studentaffairs/general/univhonor.shtml>

Additional Comments:

California State University Fresno- Fall 2012

CDDS 263 Seminar in Language for Deaf and Hard-of-Hearing Children

Contact Information

Instructor: Chantel M. Cox, M.A., NAD V, RID CI/CT

E-mail: chantelc@csufresno.edu

Phone: (559)278-2423 CDDS Office

Class Meetings: Online (80%) and On Campus TBA (20%)

Office Hours: By appointment only.

Course Description:

Prerequisites: CDDS 163, permission of instructor. Language problems of deaf and hard-of-hearing children and youth; techniques of remediation; use of specialized equipment and development of teaching materials.

Prerequisites:

CDDS 163 and permission of instructor.

Course Rationale:

This course provides participants with instruction and practice in pedagogical theory and practices specifically adapted towards the needs of DHH children specifically in the acquisition and learning of language. The use of critical pedagogy and reflective teaching is not only encouraged but expected of the future teachers in this course. Topics to be covered are: various language development theories, functions of language, optimal linguistic environments, and various methods/approaches/and strategies to be used in a DHH classroom.

Student Primary Learning Outcomes:

Students are expected to do the following:

1. define and apply specific terminology related to the field of Deaf Education and language acquisition.
2. compare and contrast learning a language and acquiring a language.
3. describe a variety of communication systems and languages used within the field of Deaf Education.
4. apply the Cummin's Model, incorporating Bloom's Taxonomy, when creating lesson plans for Deaf and Hard of Hearing students.

5. design appropriate lesson plans for Deaf and Hard of Hearing students.
6. explain LEA, DRTA, Interactive Writing, English – ASL instruction, Bilingual-Bicultural instruction, The Natural Approach and Structured/Analytical Approach.
7. evaluate reading materials and identify modifications necessary for Deaf and Hard of Hearing students.
8. create appropriate SMART goals/objectives for IEP based on California State Standards and Frameworks.
9. assess and critique current research in the field of Deaf Education.

Each student will sign for themselves during the class presentation. Every student in the class is expected to participate in evaluating each other student's presentation/seminar.

Website Information and Support:

To access the course login to Blackboard (<http://blackboard.csufresno.edu>) using your Fresno State username and password.

For help with Blackboard contact Technology Innovations for Learning and Teaching at 278-7373 or send an email to tiltsupport@csufresno.edu.

Technical Requirements:

To take this class, you must have the following:

1. A computer with a good quality webcam and high speed internet access.
2. Firefox web browser on your computer. Free Firefox download at <http://www.mozilla.com/> Be careful about updates. Keep an old copy of the web browser in case the newer update has bugs that interfere with Blackboard.
3. An e-mail account with CSUFRESNO per University Policy. Keep in mind that all e-mails related to this course will be done via this account.
4. Microsoft Office (You may purchase Microsoft Office at a steep discount from CVIP or at the bookstore with your Fresno State ID). Note: *Microsoft WORKS is not compatible with Microsoft Office applications*. Alternatively, you may use Open Office which is a free download from www.openoffice.org Remember to save documents from Open Office as .doc or .rtf format so others can open them.
5. Adobe Acrobat Reader. If you do not have the Adobe Acrobat Reader go to: <http://www.adobe.com> and download the free reader. You will need this plug-in to access documents posted in this class.

6. Quicktime Player. If you do not have this, QuickTime Player is free and available at www.apple.com/quicktime/download/ You will need this to view the video clips.
7. Your web browser may prompt you to add or update plugins like Flash, Real Player, etc. If so please follow the directions given to update.
8. It is **your** responsibility to resolve **any** technical difficulties you may have by the end of the second week of the semester. After this, technical difficulty will not be accepted as an excuse for missed deadlines for submissions or lack of participation.

Required Texts:

Schirmer, B. (2000). *Language & Literacy Development in Children Who Are Deaf*. Allyn and Bacon. ISBN: 0-205-31493-7

Recommended Texts:

Easterbrooks, S. & Baker, S. (2002). *Language Learning in Children Who Are Deaf and Hard of Hearing Multiple Pathways*. Allyn and Bacon. ISBN: 0-205-33100-9

Required Readings:

These readings and/or their internet links will be posted in Course Documents on Blackboard. More readings to be added as the instructor sees fit.

Baldwin, L. (1997, March). *Negotiating meaning in a deaf bilingual setting*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL. (EDRS No. 415 716).

Bailes, C. (2001). Integrative ASL-English Language Arts: Bridging paths to literacy. *Sign Language Studies*, 1(2), 147-174. (access thru the library's electronic journal site. This works best on campus)

California Department of Education, State Special Schools Division. (2000) *Programs for Deaf and Hard of Hearing Students: Guidelines for Quality Standards*. Retrieved from www.cde.ca.gov/sp/ss/dh/documents/proguidlms.pdf

Hartman, M. (1996). Thinking and learning in classroom discourse. *Volta Review*, 98(3), 93-106.

Kretschmer, R., & Kretschmer, L. (1995). Communication-based classrooms. *Volta Review*, 97(5), 1-18.

Smith, D. & Ramsey, C. (2004) Classroom Discourse Practices of a Deaf Teacher Using ASL. *Sign Language Studies* 5(1) pp. 39-62 (access thru the library's electronic journal site) http://muse.jhu.edu/journals/sign_language_studies/v005/5.1smith.pdf

California Framework Websites

Go to the following website to find frameworks
<http://www.cde.ca.gov/ci/cr/cf/allfwks.asp>

Communication Protocol:

- If you wish to contact the instructor, please do so by e-mail. Please make sure you type 'CDDS 263' in the subject heading. You can usually expect a reply within 48 hours if you send the e-mail between Sunday evening and Friday morning.
- In your videos or live situations, you are expected to use American Sign Language.

Grading:

Grades will be based on the following:

- 25% Quizzes and Tests (worth 250 points)
- 15% Student Presentations (worth 150 points)
- 10% Demo Lesson (worth 100 points)
- 15 % Research Paper (worth 150 points)
- 15% Face to Face and Class Participation (worth 150 points)
- 10% Discussion Board, Vlogs and Journal Entries (worth 100 points)
- 10% Final Examinations (worth 100 points)

Total 1000 points possible

All assignments are expected to be completed and submitted to the instructor by the due date. Extenuating circumstances will be taken into consideration if the instructor is notified **before** the deadline. Late submissions will have the grade reduced by 50%. No submissions will be accepted after the last day of classes as posted in the university schedule.

Final grades will be awarded based on the following:

percentage totals and point totals

90-100 = A = 900 - 1000

80-89 = B = 800 - 899

70-79 = C = 700 - 799

60-69 = D = 600 - 699

< 60 = F = 0 - 599

Note: Final percentages will be rounded off to the nearest whole number.

Quizzes and Tests:

Quizzes will be unannounced. Quizzes will be based on assigned readings and or lecture material recently discussed. Tests will be announced at least one week in advance. Test will be emailed to you, and are to be submitted to instructor via email by midnight of the due date.

Student Presentations:

You will research a topic related to Deaf/Hard of Hearing children **and** language issues. You and two other students will present as a group. Your presentation must be research based and include some practical application for a DHH classroom. You will a.) discuss the history of the topic b.) explain the prevalence of use in DHH classrooms and c.) model how it is to be used in a DHH classroom. You must provide your classmates with notes, or a PowerPoint of your presentation. You must also provide them with materials they will be able to utilize in their own classroom (ie: a list of websites, a variety of worksheets, sample writing prompts, etc.) A separate page with 15 well designed multiple choice/true-false test questions developed from your presentation will be provided to each student and the instructor. These questions must reflect higher level thinking, and may be used on the final exam. Your one hour seminar will occur when we meet online as a class. Dates will be assigned once groups have been established. You will present using ASL. You will be graded on content, form and use. You must obtain approval of your topic from the instructor prior to beginning your research.

Demo Lessons:

Students will create a lesson plan and carry out the lesson plan using appropriate materials. Classmates will be expected to participate in the lesson and give feedback. You will be expected to show a good understanding of characteristics of Deaf and Hard of Hearing students. You will be graded not only on the lesson plan you develop, but also on the delivery of your lesson plan in ASL. Your demo lesson must model the anticipatory set, direct instruction, guided practice, independent practice and then discuss your assessment. While we will work on lesson plans appropriate for infants through

adults, you will choose a specific grade level when doing your demo lesson. You will upload your assignment in Blackboard.

Research Paper:

Each student will write a 2000-word research paper (not including title page and the reference page) on a topic related to literacy and English language acquisition of deaf and hard of hearing Students. Suggested sources are: American Annals of the Deaf, Volta Review, Perspectives in Education and Deafness, Literacy and Deafness by Peter V. Paul, and Language and Literacy Development in Children who are Deaf by Barbara R. Schirmer. All sources for research should be published no earlier than 1995. Your research paper will be submitted to me using the assignment tool in Blackboard on or before the due date (see course schedule for specific due date).

Class Participation in Live Classes:

This is defined as a student who comes to class prepared, contributes readily to the discussion but does not dominate it, makes thoughtful contributions that advance the conversation, shows interest in and respect for others' views, and participates actively in small groups. **All communication will take place using ASL. Interpreters will not be provided.**

Discussion Board, Journal and Vlogs:

Discussion Boards: You will respond to assigned topics posted by the instructor and respond to at least one other posting by another student on the Discussion Board. Discussion Board topics give you an opportunity to reflect and debrief about information you learned during each module. Your Discussion Board responses will be graded based the 'Discussion Board Rubric' found in "Rubric" Section in Blackboard.

Journal: You will reply to journal topics by writing a minimum of 2 paragraphs per entry, when assigned. Your first Journal Entry will be based on choosing a topic for your class presentation. In your second journal entry, you will be required to draw and label the Cummin's model. You will also be asked to create appropriate activities for each quadrant of the Cummin's Model. You will need to make sure that differentiated instruction is clearly evident. You will be asked to create lessons on a variety of topics. Make sure to use these lessons as a springboard for language regardless of the topic. You will assume you have 3 students in each quadrant. Your entire lesson should be set for about 30 minutes.

Vlogs will be 7-10 minutes maximum. You need to ask questions, share experiences, and show critical thinking by giving good insights on the topic at hand.

Final Exam:

The final exam will consist of multiple choice and true false questions submitted by you and your classmates. The test will cover information you presented during your class

presentations focusing on Deaf and Hard of Hearing children and language development and education.

Subject to Change Statement

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Course Policies & Safety Issues.

Plagiarism Detection:

The campus utilizes the SafeAssign plagiarism prevention service through Blackboard. In this course, students may be required to submit written assignments to SafeAssign. Submitted work will be used by SafeAssign for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the SafeAssign process, in which case the instructor can use other electronic means to verify the originality of their work. SafeAssign Originality Reports will not be available for your viewing.

UNIVERSITY POLICY & PROCEDURES

Students with Disabilities:

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities:

Henry Madden Library, Suite 1202
5200 North Barton Avenue M/S ML125
Fresno, California 93740-8014

Phone: (559) 278-2811
Fax: (559) 278-4214
email: ssdstaff@csufresno.edu

Honor Code:

Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities. You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.

- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that "I have done my own work and have neither given nor received unauthorized assistance on this work."

Cheating and Plagiarism:

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers:

At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources.

Disruptive Classroom Behavior:

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright policy:

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [copyright web page](#):

www.csufresno.edu/library/about/policies/docs/copyrtpolicyfull.pdf

TILT Blackboard course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

Tentative Course Schedule: (Subject to change)

NOTE: The contents and schedule are subject to change as circumstances warrant. It is the responsibility of the student to make note of any changes announced by the instructor.

Date	Topic	Readings & Assignments
8/17	Face to Face Meeting	On Campus - Activities
8/18	Face to Face Meeting	On Campus - Activities
Week of 8/20	Module 1 Introduction, Blackboard Orientation, Set up Group Presentations, Choose Topic, Obtain approval	<i>Orientation Module</i> <i>Syllabus</i> Submit BlackBoard Tutorial Certificate of Completion Syllabus Quiz CDDS 263 Journal Entry #1 (Presentation Topic) Discussion Board Question #1 Meet with Group to prepare for Presentation
Week of 8/27	Module 2 Language Development Theories Application to Early Intervention Comprehensible Input (i+1, zpd, scaffolding) Bloom's Taxonomy Haliday's Function of Language	Review Ch. 1 Schirmer Text <i>Language Development and the Goals of Language Instruction</i> <i>Language Acquisition – Krashen</i> <i>Neural Substrates of Lang Acquisition</i> Deaf Ed Observation Write Up Communication/Lang Observation Write Up VLOG #1 Discussion Board Question #2

Date	Topic	Readings & Assignments
Week of 9/3	<p>Module 3</p> <p>Cummin's Model and Practical Application</p> <p>Special Needs DHH students</p>	<p>Schirmer Text – Ch. 2</p> <p><i>Language Development Within the Classroom Setting</i></p> <p><i>The State of Public Education</i></p> <p><i>Bloom's Taxonomy</i></p> <p><i>Second Lang. Acq.</i></p> <p>ONLINE MEETING – Times TBA</p> <p>Journal Assignment #2 (Cummin's Model Activity)</p> <p>Journal Assignment #2</p> <p>VLOG #2</p> <p>Review for Test #1</p>
Week of 9/10	Test #1	
Week of 9/17	<p>Research</p> <p>Prepare for Presentations</p>	<p>Schirmer Text – Ch. 3</p> <p><i>Literacy Development</i></p> <p>Discussion Board Question #3</p>
Week of 9/24	Student Presentations	Work on Research Paper
Week of 10/1	Student Presentations	Work on Research Paper
Week of 10/8	<p>Module 4</p> <p>Common Errors in DHH students writing</p> <p>Student Writing samples</p> <p>Present Level of Performance</p>	<p><i>Review Grammatical Constructions from CDDS 106</i></p> <p>RESEARCH PAPER DUE</p>

Date	Topic	Readings & Assignments
Week of 10/15	IFSP's IEPs Multidisciplinary Team Present Level of Performance Goals/Objectives Transition Plans Due Process Procedures	Schirmer Text – Ch. 4 <i>Approaches to Promote Reading and Writing Development</i> <i>IEP – Training, State of CA</i> <i>IEP Goals/Objectives</i> <i>S.M.A.R.T. Goals</i> PLOP Write Up of Writing Sample Due
Week of 10/22	Using Writing Samples to create PLOP Using PLOP to create IEP Goals/Objectives Lesson Planning based on IEP and State Standard	Schirmer Text – Ch. 5 <i>Learning through Reading and Writing in the Content Areas</i> Schirmer Text – Ch. 6 <i>Monitoring the Learning Process in Reading and Writing</i> IEP Goals and Objectives Due Review for test #2
Week of 10/29	Test#2	
11/2	Face to Face Meeting	On Campus - Activities
11/3	Face to Face Meeting	On Campus - Activities
11/4	Face to Face Meeting	On Campus - Activities
Week of 11/5	Application of IEP Multidisciplinary Team Approach	Lesson Plans Due Discussion Board Question #4

Date	Topic	Readings & Assignments
Week of 11/12	Module 5 Review of Methods/Approaches/Strategies and specific modifications for DHH students (DRTA, LEA, Interactive Writing, Natural Approach, Structured/Analytical Approach, Bi-Bi)	<i>Principles for Reading</i> <i>Unlocking the Curriculum</i> <i>Review of Lit.</i> <i>Using Balanced and Interactive</i> Start working on Lesson Plan for Demo Lesson <u>ONLINE MEETING – Times TBA</u>
Week of 11/19	Cont. Module 5 Review of Methods/Approaches/Strategies and specific modifications for DHH students (DRTA, LEA, Interactive Writing, Natural Approach, Structured/Analytical Approach, Bi-Bi)	Bilingual Bicultural ONLINE MEETING – Times TBA Review for Test #3 Lesson Plan Due VLOG #3
Week of 11/26	Test #3	Prepare for Demo Lesson
Week of 12/3	Demo Lessons	Prepare for Final Exam Discussion Board Question #5
Week of 12/11	Final Exam	

GRADUATE COURSE CHANGE OR DELETION REQUEST

11-6
89

Return original and 10 copies to:

Division of Graduate Studies
Thomas Administration Building, Room 132
Mail Stop TA 51

Graduate Program: Deaf Education
Department: Communicative Disorders and Deaf Studies
Contact Person: Bryan Berrett
Phone: 278-7218
E-mail: bryanb@csufresno.edu
Catalog pg. # 332

1. **PURPOSE OF FORM:** To propose revision or deletion of an existing graduate course. *If you wish to propose a new course, or a conversion of a topics course, or make substantial changes to an existing course, use the "New Graduate Course Request" form (GRADNEW.ITP on Informed Filler).*

2. **PURPOSE OF YOUR REQUEST:**

a. Course Revision. *(check all that apply)*

_____	Subject/Catalog Number	_____	Description
_____	Title	_____	Units
_____	Prerequisite	_____	Grading Basis

(Complete items 3, 4, and 5 below)

b. Course Deletion. Check here: _____ *(Complete items 3 and 5 below)*

3. **COURSE INFORMATION PRIOR TO REVISION:**

Prefix/ Subject CDDS Catalog Number 264 Long Course Title Sem in School Sub for Deaf & Hard-of-Hearing Child & Youth Units 3

Attach a xerographic copy of the entire page on which this course appears in the current University Catalog. Include the page number in your copy. Highlight the course with a yellow marker.

4. **REVISED COURSE INFORMATION:**

Prefix/ Subject _____ Catalog Number _____ Long Course Title _____ Units _____

Short Title (16 spaces only) for printing _____

Grading Basis (Letter, CR/NC, SP) _____

Mode of Delivery (check one): _____ Lecture; _____ Seminar; _____ Supervision;

Online-Digital Campus

Course Classification (C/S #) _____

Using a xerographic catalog copy of this course, cross out wording to be deleted. Type new language in the margins. If there is not sufficient space to type lengthy additions, designate inserts (a, b, c, etc.). Attach fully typed language for each insert on an additional sheet. Do not exceed 40 words in the course description.

5. **JUSTIFICATION:** Explain on an attached sheet why the proposed change is needed. If the change is a part of a series of proposed changes in related courses, please elaborate. In addition, if the proposed change entails a change in units or a significant modification in terms of method of delivery, special facilities, library resources, technical assistance, or other costs, please furnish details.

6. CONSULTING SIGNATURES (if required)

Signatures must be obtained from those departments potentially affected by the proposed change(s).

I have read the proposal and support the proposed change(s).

Yes No

If no, please explain your concern(s):

Department Chair (of department being consulted)

Department

Department

Department Chair (typed name)

Department Chair (typed name)

Department Chair Signature

Department Chair Signature

Date

Date

7. REQUIRED SCHOOL SIGNATURE (verifies proposal has been approved)

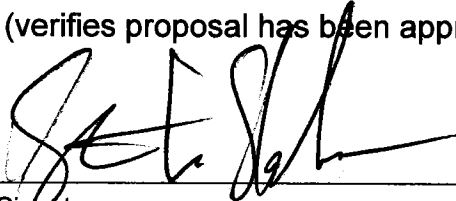
Graduate Program Coordinator

Steve Skelton

Typed Name

Signature

Date



11/21/11

Department Chair

Don Freed

Typed Name

Signature

Date




11/21/11

School Curriculum (or Credential) Committee Chair (if applicable)

Typed Name

Signature

Date



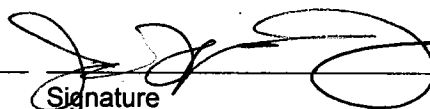
12/12/11

School Dean

Typed Name

Signature

Date



12/20/11

- For committee use only -

**UNIVERSITY GRADUATE COMMITTEE/GRADUATE CURRICULUM
SUBCOMMITTEE REVIEW RECOMMENDATION:**

- Request Approved
- Request Denied
- Request Deferred

2/2/11
Date of Action

Explanation:

MSC to approve and waive second reading

Recommendation approved by:

Dean, Division of Graduate Studies/or designee

Sharon Brown-Welty Sharon Brown-Welty 2-8-2012
Typed Name Signature Date

Provost/Vice President for Academic Affairs/or designee

William A. Covino N/A _____
Typed Name Signature Date

Communicative Disorders and Deaf Studies

CDDS 255. Seminar in Assessment of Deaf and Hard-of-Hearing Children and Youth (3)

Prerequisite: permission of instructor. In-depth examination of psychological, achievement, language, communication, and diagnostic assessment tools and unique administration procedures used with deaf children and youth, including an extensive independent child/youth study and evaluation, shared through discussions, student presentations, and written form. (Formerly CSD 255)

CDDS 257. Student Teaching: Speech-Language Pathology (1-9; max total 9)

Prerequisites: 5-15 units of CDDS 130 or 230, including 150 supervised clinical hours; admission to the credential program; corequisite: CDDS 209. Directed observation, participation, and clinical practice (100 hours minimum) under supervision. *CR/NC* grading only. (Formerly CSD 164A; CSD 257)

CDDS 258. Student Teaching: Deaf and Hard-of-Hearing (6-12; max total 12)

Prerequisites: CDDS 202, 255, 262, 263, 264; CSET must be taken and passed. Teaching under supervision in a class for deaf or hard-of-hearing children and youth. Directed observation, participation, and weekly conference with university supervisor. *CR/NC* grading only. (Formerly CSD 164B; CSD 258)

CDDS 260. Advanced Clinical Practice: Deaf Education (1-6; max total 12)

Prerequisites: CDDS 138, 162, 163, 164. Supervised clinical participation and practice in teaching deaf and hard-of-hearing children and youth; parent counseling; on- and off-campus clinical sites. *CR/NC* grading only. (Lab fee, \$10) (Formerly CSD 260)

CDDS 262. Seminar in Speech for Deaf and Hard-of-Hearing Children and Youth (3)

Prerequisites: CDDS 162, 202, permission of instructor. Methods to develop oral communication for deaf and hard-of-hearing children and youth; demonstration and off-campus practicum. (2 lecture, 2 lab hours) (Formerly CSD 262)

CDDS 263. Seminar in Language for Deaf and Hard-of-Hearing Children and Youth (3)

Prerequisites: CDDS 163, permission of instructor. Language problems of deaf and hard-of-hearing children and youth; techniques of remediation; use of specialized equipment and development of teaching materials. (2 lecture, 2 lab hours) (Formerly CSD 263)

CDDS 264. Seminar in School Subjects for Deaf and Hard-of-Hearing Children and Youth (3)

Prerequisites: CDDS 164 and permission of instructor. Special problems and techniques of adapting pre- K-12 school curriculum to the needs of deaf and hard-of-hearing children and youth; demonstration and practice. Project required. (Formerly CSD 264)

CDDS 267. Externship in Speech-Language Pathology (1-9; max total 9)

Prerequisites: 5-15 units of CDDS 230 and permission of instructor. Supervised externship in speech-language pathology; diagnosis and management of communicative disorders. *CR/NC* grading only. (Formerly CSD 267)

CDDS 268. Externship with Deaf Children and Youth (6)

Prerequisites: CDDS 202, 255, 258, 262, 263, 264; CSET must be taken and passed. Supervised externship in a residential school for deaf children and youth. Full time in residence for 8 weeks. *CR/NC* grading only. (Formerly CSD 268)

CDDS 278. Application of Theory into Practice in Deaf Education (3)

Supervised field experience working with deaf and hard-of-hearing students with an emphasis on the integration of applied research and theory into practice. Development of an induction plan will include the candidate, university supervisor, and school district representative where the candidate is employed. *CR/NC* grading only. (Formerly CSD 278)

CDDS 279. Induction Plan-based Experience in Deaf Education (3)

Prerequisite: CDDS 278. Final supervised field experience working with deaf and hard-of-hearing students with an emphasis on self-assessment, goal-setting, and other induction plan components. Support is provided through collaboration between university and school district personnel. *CR/NC* grading only. (Formerly CSD 279)

CDDS 290. Independent Study (1-3; max total 6)

See *Academic Placement — Independent Study*. Approved for *RP* grading. (Formerly CSD 290)

CDDS 292. Seminar in Advanced Clinical Methods in Communicative Disorders (3)

Prerequisites: completion of CDDS 2 and two graduate seminars. Advanced research clinical methods, research trends, and developments in assessment and procedures with emphasis on language disorders in adolescent and young adults. Report for non-thesis/project SLP graduate student. (Formerly CSD 292)

CDDS 298. Individual Research Project (1-6; max total 6)

Prerequisite: consent of advisory committee. See *Criteria for Thesis and Project*. A report on an individual research project for the master's degree. Approved for *RP* grading. (Formerly CSD 298)

CDDS 299. Thesis (2-6; max total 6)

Prerequisite: See *Criteria for Thesis and Project*. Preparation and submission of thesis. Approved for *RP* grading. (Formerly CSD 299)

IN-SERVICE COURSE

(See *Catalog Numbering System*.)

Communicative Sciences and Disorders (CDDS)

CDDS 300T. Selected Topics in Communicative Disorders and Deaf Studies for Continuing Education (1-3; max total 6)
(Formerly CSD 300T)

CHECKLIST FOR A COURSE SYLLABUS

Syllabus includes:

- Catalog description
- Contact information for academic department
- Contact information for the instructor including office hours
- Textbook information
- Outcomes or learning objectives (based on Bloom's Taxonomy)
- Course policies and procedures
- Attendance policies and student study expectations
- Course grading policies
- Required syllabus policy statements
- Complete course schedule
- Email protocol
- Discussion board policies including frequency, content and netiquette, if applicable.
- A statement regarding SafeAssign, if applicable

Syllabus clearly reflects delivery mode:

- online
- multi-mode/hybrid
- face-to-face

Syllabus is in an accessible format including:

- Appropriate Headings used
- Alternative Text on all images
- Tables 'Repeat Header Rows'
- Tables replace Tabs

The Technology Innovations for Learning and Teaching (TILT) department has reviewed the syllabus for the following course and found that it meets the qualifications for an accessible document and aligns with the above checklist.

Course Name & Number: CDDS 263 Seminar in Language for Deaf and Hard of Hearing Children

Instructor: Chantel Cox

TILT - Name: Ida M. Jones Signature: Ida M Jones Date: 11/17/2011

Syllabus Policy: http://www.csufresno.edu/academics/policies_forms/instruction/syllabus.shtml

Learning Outcomes (SOAPs): <http://www.csufresno.edu/irap/assessment/SOAP/prsoaps.shtml>

Academic Integrity: <http://www.csufresno.edu/academicintegrity/instructors/index.shtml>

Honor Code: <http://www.csufresno.edu/studentaffairs/general/univhonor.shtml>

Additional Comments:

California State University Fresno- Fall 2012

CDDS 264 Seminar in School Subjects for Deaf and Hard-of-Hearing Children

Contact Information

Instructor: Chantel M. Cox M.A., RID CI/CT, NAD V

E-mail: chantelc@csufresno.edu

Office: PHS 226

Office Phone: (559) 278-2423

Class Meetings: Online (80%) and On Campus TBA (20%)

Office Hours: By appointment.

Course Description:

Prerequisites: CDDS 164 and permission of instructor. Special problems and techniques of adapting pre- K-12 school curriculum to the needs of deaf and hard-of-hearing children and youth; demonstration and practice. Project required.

Course Rationale:

This course provides participants with instruction and practice in pedagogical theory and practices specifically adapted towards the needs of DHH children. The use of critical pedagogy and reflective teaching is not only encouraged but expected of the future teachers in this course. Among the topics covered are: Classroom communication and discourse, differentiated instruction, active learning strategies, curriculum and content methods, assessment, and Individual Education Plans (IEPs).

Student Primary Learning Outcomes:

At the completion of this course, students will be able to:

1. distinguish and critically examine current literature on the pedagogy of children who are Deaf and Hard of Hearing, particularly in regards to research-based practices in content area instruction.
2. explain the application of theory to practice, based on the work they have done as part of the graduate program, including previous field experiences.
3. describe practical approaches to the pedagogy of D/HH children, including differentiated instruction, as adapted from current best practices in regular and special education.
4. design and construct a unit on a grade level topic that incorporates thematic approaches and differentiated instruction.
5. develop an Individual Education Plan (IEP) for students based on their needs and strengths based on assessment results and to be able to demonstrate how to adapt and differentiate instruction of state mandated curriculum to fit student IEPs.

6. identify and define various methods, strategies, approaches and theories used in Deaf Education historically to current day.

Technical Requirements:

To take this class, you must have the following:

1. A computer with a good quality webcam and high speed internet access.
2. Firefox web browser on your computer. Free Firefox download at <http://www.mozilla.com/> Be careful about updates. Keep an old copy of the web browser in case the newer update has bugs that interfere with Blackboard.
3. An e-mail account with CSUFRESNO per University Policy. Keep in mind that all e-mails related to this course will be done via this account.
4. Microsoft Office (You may purchase Microsoft Office at a steep discount from CVIP or at the bookstore with your Fresno State ID). Note: *Microsoft WORKS is not compatible with Microsoft Office applications*. Alternatively, you may use Open Office which is a free download from www.openoffice.org Remember to save documents from Open Office as .doc or .rtf format so others can open them.
5. Adobe Acrobat Reader. If you do not have the Adobe Acrobat Reader go to: <http://www.adobe.com> and download the free reader. You will need this plug-in to access documents posted in this class.
6. Quicktime Player. If you do not have this, QuickTime Player is free and available at www.apple.com/quicktime/download/ You will need this to view the video clips.
7. Your web browser may prompt you to add or update plugins like Flash, Real Player, etc. If so please follow the directions given to update.

It is **your** responsibility to resolve **any** technical difficulties you may have by the end of the second week of the semester. After this, technical difficulty will not be accepted as an excuse for missed deadlines for submissions or lack of participation.

Website Information and Support:

To access the course login to Blackboard (<http://blackboard.csufresno.edu>) using your Fresno State username and password.

For help with Blackboard contact Technology Innovations for Learning and Teaching at 278-7373 or send an email to tiltsupport@csufresno.edu.

Required Texts:

Stewart, D., & Kluwin, T. (2001). *Teaching Deaf and Hard of Hearing Students: Content, Strategies, and Curriculum*. Boston: Allyn & Bacon. ISBN: 020530768X.

Tomlinson, C. & C. Eidson (2003). *Differentiation in Practice: A Resource Guide for Differentiating Curriculum (Grades K-5)*. Alexandria, VA: Association for Supervision and Curriculum Development ISBN 0871207605

Bateman, B. & Herr, C. (2006) *Writing Measurable IEP Goals and Objectives* (2nd Ed). Verona, WI: Attainment Company. ISBN: 1578611490

Required Readings:

Most if not all of these readings will be posted in Course Documents. More readings may be added as the instructor sees fit.

Ash, T., (1993). *Reflective teaching: What am I doing? Why am I doing it this way?* University of Regina: Regina, Saskatchewan. (EDRS No. 360309).

Baldwin, L. (1997, March). *Negotiating meaning in a deaf bilingual setting*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL. (EDRS No. 415 716).

Easterbrooks, S., & Stephensen, B. (2006). An Examination of Twenty Literacy, Science, and Mathematics Practices Used to Educate Students Who Are Deaf or Hard of Hearing. *American Annals of the Deaf*, 151(4), 385-397.

Hartman, M. (1996). Thinking and learning in classroom discourse. *Volta Review*, 98(3), 93-106.

Kretschmer, R., & Kretschmer, L. (1995). Communication-based classrooms. *Volta Review*, 97(5), 1-18.

Livingston, S. (1997). *Rethinking the education of deaf students: Theory and practice from a teacher's perspective*. Portsmouth, NH: Heineman. (Chapter 5).

Mansilla, V., James, P., & Jaramillo, R. (1998). Generative Topics. *The teaching for understanding guide*. San Francisco: Jossey-Bass

Marschark, M., Lang, H., & Albertini, J. (2002). *Educating deaf students: From research to practice*, Chapter 1, Chapter 9. New York: Oxford University Press.

Pagliaro, C. & Kritzer, K. (2005). Discrete mathematics. *American Annals of the Deaf*, 150(3), 251-259.

Yager, C. & Luckner, J. (1999). Itinerant teaching: The inside story. *American Annals of the Deaf*, 144(4), 309-314.

Website: <http://www.needsoutreach.org/Pages/sl.html> Embe Outreach, American Sign Language Library. The Deaf and Hard of Hearing Information Clearinghouse.

California Department of Education Website

Go to the following website to find resources for IEPs

<http://www.cde.ca.gov/sp/se/sr/iepresources.asp>

California Framework Websites

Go to the following website to find frameworks

<http://www.cde.ca.gov/ci/cr/cf/allfwks.asp>

Communication Protocol:

- If you wish to contact the instructor, please do so by e-mail. Please make sure you type 'CDDS 264' in the subject heading. You can usually expect a reply within 48 hours, if you send the e-mail between Sunday evening and Friday morning.
- In your videos or live situations, you are expected to use American Sign Language.

Grading:

Grades will be based on the following:

- 15% Mid-term (worth 150 points)
- 15% Final Examinations (worth 150 points)
- 15% Assigned Lesson Plans (worth 150 points)
- 25% Course Project (worth 250 points)
- 15% Class Participation in Live Classes (worth 150 points)
- 15% Discussion Board Vlogs (worth 150 points)

Total 1000 points possible

All assignments are expected to be completed and submitted to the instructor by the due date. Extenuating circumstances will be taken into consideration if the instructor is notified **before** the deadline. Late submissions will have the grade reduced by 50%. No submissions will be accepted after the last day of classes as posted in the university schedule.

Final grades will be awarded based on the following percentage totals and point totals

90-100 = A = 900 - 1000

80-89 = B = 800 - 899

70-79 = C = 700 - 799

60-69 = D = 600 - 699

< 60 = F = 0 - 599

Note: Final percentages will be rounded off to the nearest whole number.

Mid-term and Final Examinations (75 points each):

These will be student-constructed. You will submit potential examination questions using verbs based on Bloom's taxonomy a week in advance to the examination. These questions will be worth 10% of your exam grade. The instructor will construct your exam based on your question plus some additional questions as needed. The instructor reserves the right to reject your questions if they are deemed to be academically inferior. These exams will be take-home and will require that you cite your sources of information (See also the policy on cheating and plagiarism below). Your midterm and final exams will each be worth 150 points for a combined total of 30% of your course grade.

Assigned Lesson Plans (15 points each= 150 points total):

Lesson plans are to include the following: Content Standard, Behavioral Objective, Key Vocabulary, Materials Needed, Anticipatory Set/Motivation, Direct Instruction, Guided Practice/Checking for Understanding, Independent Practice, Assessment, and Follow up. The assigned lesson plans are worth 150 points or 15% of your final grade.

Course Project (250 points):

You will design and write a thematic unit based on a California Curriculum Framework that incorporates differentiation, active learning strategies, adaptations for DHH students, and assessment including rubrics. Your unit will be based on the Differentiation in Practice framework. Your lesson must include five lessons for each of the following content areas: Social Studies, Math, English Language/Literacy, and Science (one lesson will be dedicated to the area of Health). You must weave concepts from all content areas into other areas. You must also include the Deaf Community or Deaf Culture or Deaf Role Models into your lesson in various places. Your thematic unit will be presented in a white 1 ½ inch binder. You will present this project to the class at the end of the semester. The course project is worth 250 points, or 25% of your final course grade.

Class Participation in Live Classes (150 points):

This is defined as a student who comes to class prepared, contributes readily to the discussion but does not dominate it, makes thoughtful contributions that advance the conversation, shows interest in and respect for others' views, and participates actively in small groups. Attendance of Face to Face meetings are MANDATORY! Class participation in live classes is worth 150 points, or 15% of your final grade. If you are unable to attend these meetings, you must notify the instructor as soon as possible. In lieu of attending the Face to Face meeting, you will be asked to write a 2,000 word (minimum) research paper in APA format. The paper will be on a topic related to Deaf Education with a minimum of 10 resources.

Discussion Board and Vlogs (15 points each = 150 points total):

For each Discussion Board question posted by the instructor, you will post a response as well as respond to at least one other posting by another student. Discussion Board topics give you an opportunity to reflect and debrief about information you learned during each module. Your Discussion Board responses will be graded based the 'Discussion Board Rubric' found in "Rubric" Section in Blackboard. There are eight discussion boards

You will post an introduction VLOG during Module 1 introducing yourself. A VLOG is commonly known as a video log. It is an opportunity to express yourself in ASL and record your signing to be posted in Bb. During Module 8, you will post a second VLOG explaining your experience(s) with IEPs. You will sign in ASL for each VLOG. Your VLOG should be a minimum of 5 minutes and not longer than 7 minutes. VLOGS will be posted in Blackboard.

UNIVERSITY POLICY & PROCEDURES

Students with Disabilities:

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities:

Henry Madden Library, Suite 1202
5200 North Barton Avenue M/S ML125
Fresno, California 93740-8014

Phone: (559) 278-2811
Fax: (559) 278-4214
email: ssdstaff@csufresno.edu

Honor Code:

Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities. You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that "I have done my own work and have neither given nor received unauthorized assistance on this work."

Cheating and Plagiarism:

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers:

At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources.

Disruptive Classroom Behavior:

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright policy:

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this

work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [copyright web page](http://www.csufresno.edu/library/about/policies/docs/copyrtpolicyfull.pdf):
www.csufresno.edu/library/about/policies/docs/copyrtpolicyfull.pdf

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Tentative Course Schedule: (Subject to change)

Date	Topic	Readings & Assignments
8/17	Face to Face Meeting	On Campus - Activities
8/18	Face to Face Meeting	On Campus - Activities
Week of 8/20/12	Module 1 : Introduction and Orientation to course	Blackboard Orientation Certificate of Completion Syllabus Quiz Look at California Content Standards Discussion Board Question #1 Introduction VLOG Begin thinking about Course Final Project (Thematic Unit)
Week of 8/27/12	Module 2: Reflective Teaching, Socio-constructivist theory, Communication, Classroom Discourse	<i>Ash;</i> <i>Baldwin;</i> <i>Kretschmer & Kretschmer;</i> <i>Hartman;</i> <i>Marschark Introduction</i> Discussion Board Question #2
Week of 9/3/12	Module 3: Differentiation, Active learning approaches, Classroom Technology,	<i>Stewart and Kluwin, Ch. 1;</i> Teaching Deaf Children: Characteristics and Themes <i>Stewart and Kluwin, Ch. 8;</i> Integrating Technology into your Teaching Proposal for Unit Project due Generative Topic for Unit due

Date	Topic	Readings & Assignments
Week of 9/10/12	Module 3: Differentiation, Active learning approaches, Classroom Technology,	<i>Marschark Ch 9;</i> <i>Tomlinson Part 1.</i> Discussion Board Question #3
Week of 9/17/12	Module 4: Literacy	<i>Livingston;</i> <i>Stewart and Kluwin, Ch. 4;</i> Teaching Literacy <i>Mansilla, et al.</i> Literacy Lesson Plan Due Discussion Board Question #4
Week of 9/24/12	Module 5: Science and Health	<i>Technical Science Signs</i> <i>Easterbrooks & Stephensen;</i> <i>Stewart and Kluwin, Ch.2;</i> Teaching Science <i>California Science Framework and Standards</i> <i>DeafMD website</i>
Week of 10/1/12	Cont. Module 5: Science and Health	Science Lesson Plan Due (must include an experiment) Health Lesson Plan Due List of Resources for Deaf and Hard of Hearing Children Discussion Board Question #5
Week of 10/8/12	Module 6: Social Studies	<i>Stewart and Kluwin, Ch. 3;</i> Teaching Social Studies <i>California Social Studies Framework and Standards</i>

Date	Topic	Readings & Assignments
Week of 10/15/12	Cont. Module 6: Social Studies	Social Studies Lesson Plan Due Unit Objectives and Instructional Strategies Due Discussion Board Question #6
Week of 10/22/12	<i>Module 7: Mathematics</i>	<i>Stewart and Kluwin, Ch. 6.</i> Teaching Mathematics <i>California Mathematics Framework and Standards.</i> <i>Pagliaro and Kritzer</i>
Week of 10/29/12	Cont. Module 7: Mathematics	Math Lesson Plan Due Discussion Board Question #7 Unit overview matrix due Bring mid-term questions.
11/2	Face to Face Meeting	On Campus - Activities
11/3	Face to Face Meeting	On Campus - Activities
11/4	Face to Face Meeting	On Campus - Activities
Week of 11/5/12	Module 8: Assessment, IEPs and Itinerant Teachers	<i>Bateman & Herr</i> <i>Yager & Luckner</i> VLOG regarding IEPs
Week of 11/12/12	Cont. Module 8: Assessment, IEPs and Itinerant Teachers	California Department of Education – Resources for IEPs Measurable IEP goals due Discussion Board Question #8
Week of 11/19/12	Work on Final Projects	

Date	Topic	Readings & Assignments
Week of 11/26/12	Work on Final Projects	
Week of 12/03/12	Final Project Presentations	
Week of 12/10/12	Final Project Presentations	Bring Final Exam questions
	Final Exam posted via e-mail	
DATE	Take-Home Final Exam Due	

NOTE: The contents and schedule are subject to change as circumstances warrant. It is the responsibility of the student to make note of any changes announced by the instructor.