Course Title and Number: SHS 422: Teaching Students Who Are Deaf and Hard of Hearing

Course Credit Hours: 3.00

Catalog Description: This course focuses on teaching academics to students who are deaf and hard-of-hearing, and non-academic components of instruction.

Prerequisites: Minimum overall 2.75 GPA and admission to Teacher Education program.

Professor of Record: Kelly K. Metz, PhD

• Office Location: JBG, Room 117
• Office Hours: M/W/F 1:00 – 3:00 PM, and other times by appointment
• Telephone: 601-266-6245
• Fax: 601-266-5224
• Email Address: kelly.metz@usm.edu

Format of Course: Face-to-Face

Class Days, Times, Location: Tuesdays and Thursdays 3:00 – 4:30 PM, in JBG 117

Drop Date: The last day to drop the course without academic penalty is Sept. 6th, 2018.
The last day to drop with a grade of W is Nov. 1st, 2018.

Required Technology:
Students will need to be proficient with using Microsoft Word, Microsoft PowerPoint or other presentation software, and Canvas course management software.

Required Texts:
ISBN: 9780134589565

Additional required readings (journal articles, web pages, single text book chapters) will be posted on Canvas.

Course Objective and Goals:
This course is for teacher candidates who are majoring in deaf education. The primary goal of this course is to learn about methods of teaching deaf and hard of hearing students. You will learn about the teaching cycle of conducting evaluations, developing IEP’s and planning effective lessons based on evaluation results. You will learn how to assess student mastery of lesson objectives and IEP goals.
Instructional Strategies:
Methods of covering the course material will include lectures, on-line tutorials, class discussions and activities, readings, quizzes, and tests. A high degree of participation is expected. Teacher candidates will prepare and present various topics and activities to classmates via multi-media presentations.

Candidate Learning Outcomes from Course:
[CEC-CED standards for prospective teachers of the deaf and hard of hearing have been placed in brackets next to the corresponding learner outcome.]

The teacher candidate will be able to...
1. Describe the relationship between evaluation, instructional planning, methods of teaching, and assessment of student competencies. [DHH4S1, & DHH4S2]
2. Describe various assessments and methods of evaluating the needs of students both in academic areas and in regard to their needs as an individual with a hearing loss. [DHH4K1, DHH4S1, & DHH4S2]
3. Explain the main components of an Individual Education Plan and to write actual IEP goals and objectives for a specific student (either actual or hypothetical) based on the given case scenario. [DHHH6K2, & DHH7S1]
4. Describe characteristics of deaf and hard of hearing learners, state barriers they face to access the general education classroom and curriculum, and technology and accommodations available for overcoming those barriers. [DHH1K8, DHH2S3, DHH2S4, & DH1K3]
5. List and describe various curricula and methods of instruction developed specifically for deaf or hard of hearing students. [DHH3S2, DH5K1, DHH5S1, & DHH6K3]
6. Describe how to adapt or modify general curricula and methods of instruction to meet the unique needs of deaf or hard of hearing students. [DHH3S2, DH5K1, DHH5S1, & DHH5S4]
7. Develop a unit of instruction in Math, Science, or Social Studies for deaf or hard of hearing learners. Incorporate principles of Universal Design, Differentiated Instruction, and Multi-sensory methods in the instructional plan. [DHH4K1, DHH5S1, & DHH5S10]

Evaluation Methods:

<table>
<thead>
<tr>
<th>Student Learning Outcome #</th>
<th>Assignment</th>
<th>Due Date</th>
<th>Point Value/ % of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 8</td>
<td>Attendance &amp; Participation</td>
<td>Ongoing</td>
<td>100 10%</td>
</tr>
<tr>
<td>1, 2, 3</td>
<td>Exam 1</td>
<td>October 4th</td>
<td>100 10%</td>
</tr>
<tr>
<td>4, 5, 6</td>
<td>Exam 2</td>
<td>November 13th</td>
<td>100 10%</td>
</tr>
<tr>
<td>3</td>
<td>IEP Goals</td>
<td>October 16th</td>
<td>100 10%</td>
</tr>
<tr>
<td>7</td>
<td>Unit Plan</td>
<td>First Draft, Oct 9th/Final Draft Nov 29th</td>
<td>50 5%</td>
</tr>
<tr>
<td>8</td>
<td>Lesson Plan 1 (Can be revised 1 time.)</td>
<td>October 30th (November 6th for revision)</td>
<td>150 15%</td>
</tr>
<tr>
<td>8</td>
<td>Lesson Plan 2</td>
<td>November 20th</td>
<td>150 15%</td>
</tr>
<tr>
<td>8</td>
<td>Lesson Plan 3</td>
<td>November 29th</td>
<td>150 15%</td>
</tr>
<tr>
<td>1 - 8</td>
<td>Final Exam</td>
<td>December 4th, 2:45 – 4:45 PM</td>
<td>100 10%</td>
</tr>
</tbody>
</table>

TOTAL POINTS POSSIBLE 1000 or 100%

Assignment Descriptions:
- Attendance and Participation. Regular attendance is important, but please stay home if you are sick. If you are running a fever, you are contagious! You may miss one class without penalty provided that you make up any missed work. Participation points are earned by being an active listener and by actively participating in all class discussions and activities. At times you will be assigned to lead a class discussion or activity or to present course readings using a multi-media presentation.
• **Exams.** You should prepare for the 3 course exams by staying current on assigned readings and taking good notes. You may use your laptop to take notes, however texting, emailing or surfing the web during class will result in loss of participation points!

• **IEP Goals.** Given a case study of a D/HH student, you will write 2 – 3 IEP goals with 2 – 4 objectives per goal. The IEP goals and objectives should address the specific skills and deficits of the target student.

• **Unit and Lesson Plans.** Before you become a teacher, or even a student teacher... it is imperative that you be able to plan instruction! At MINIMIM this means that you can write measureable lesson objectives that are linked to the IEP goals and state standards, that you can plan lesson activities that enable students to master those objectives, and that you can plan assessment activities that let you know whether the student has mastered the lesson objectives. For this reason your combined Unit and Lesson Plans are collectively worth 500 points or 50% or your course grade! Additionally there will be participation activities and questions on the exams related to unit and lesson planning. For this reason your demonstrated competence in this area will actually affect more than 50% of your course grade. What this means is that **YOU WILL NOT BE ABLE TO PASS THIS METHODS COURSE WITH THE REQUISITE GRADE OF C OR BETTER IF YOU CANNOT DEMONSTRATE COMPETENCY AT LESSON PLANNING!** The rubrics used for grading your Unit Plan and Lesson Plans are posted on Canvas together with a detailed assignment prompt. **On your first lesson plan only, you will have the opportunity to revise the lesson plan 1 time, if needed, based on instructor feedback.** The revised plan would then be due by October 30th in order to give you time to consider and implement feedback from this lesson before you turn in your 2nd lesson plan which is due Nov. 6th.

### Grading Scale:

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>90 - 100</td>
<td>80 – 89</td>
<td>70 - 79</td>
<td>60 - 69</td>
<td>0 - 59</td>
</tr>
</tbody>
</table>

**Professional Education Unit Policies and Conceptual Framework:**

All policies of The University of Southern Mississippi's Professional Education Unit can be found online at [https://www.usm.edu/education-psychology/unit-policies](https://www.usm.edu/education-psychology/unit-policies). The Unit is responsible for developing and revising Unit policies and procedures to reflect changes in University requirements, accreditation standards, and applicable federal, state, and authoritative sources. In the event of a conflict between another Unit-created document (paper or electronic) and the updated policies and procedures, the policies and procedures listed on this website will prevail. The Unit’s conceptual framework can be found at that link, too.

**Class Policies:**

Students are expected to actively participate in all class discussions and activities and to complete all assignments. Polite, professional behavior will always be the expectation. Please demonstrate your professionalism in the following ways:

• Come to class prepared by completing assigned readings and being ready to discuss the material.
• Be an active and attentive listener when others are speaking.
• Actively participate in all class discussions and activities.
• Regularly check Canvas for announcements, resources, and assignments. All assignments will be submitted via Canvas; however, the instructor may ask for hard copies of some assignments as well. At the college level, you can assume all assignments must be typed unless the instructor explicitly states that something may be handwritten.
Remediation Statement:
According to SHS department policy, students who make a grade lower than “C” on any examination must come to the instructor’s office to discuss study habits and the reasons for poor performance. Extra readings and additional homework assignments may be allocated (as necessary) to ensure the acquisition of the requisite skills.

Course Communication:
You may contact me via phone or email. You are free to drop by during office hours, but I appreciate a heads up if you know you are coming in. You can also schedule an appointment outside of office hours if necessary. Please feel free to ask if you have questions about feedback on assignments.

Policy on Attendance and Make-up Work:
- Students are expected to attend and be prepared to participate in each class. If you are going to be absent from a class, please let me know in advance and plan to make up any missed work. You may access outlines of course lectures and presentations on Canvas; however you should also ask a peer to take notes for you.
- Students are expected to turn off cell phones and not text or communicate electronically during class. If you are texting, emailing, or surfing the web during class, then you are not truly “present,” thus this will result in loss of attendance and/or participation points.
- Students are expected to take examinations and quizzes when they are scheduled, and to submit assignments on the date these assignments are due, at the beginning of the class period.
- Late submission of assignments will result in a 5% reduction in grade for each class period for which they are late. For example, if an assignment worth 25 points that is due at the beginning of class on Monday the 1st is submitted late, you would lose 5% or 1.25 points if the assignment is submitted before class on Wednesday the 3rd. This would result in a maximum of 23.75 points, assuming your work merited the full 25 points, minus the reduction for late submission. The same assignment submitted any time before class on the following Monday, the 8th, would result in a 10% reduction in grade points. Submission by Wednesday the 10th would result in a 15% reduction in grade points.
- Make-up examinations will be given only under the most merited circumstances and may be oral or written or both oral and written.
- Requests for an Incomplete (I) grade, are discouraged, and will not be approved except in the most merited circumstances.

Academic Honesty Statement:
When cheating is discovered, the faculty member may give the student an “F” on the work involved or in the course. If further disciplinary action is deemed appropriate, the student should be reported to the Dean of Students. In addition to being a violation of academic honesty, cheating violates the Code of Student Conduct and may be grounds for probation, suspension, and/or expulsion. Students on disciplinary suspension may not enroll in any courses offered by The University of Southern Mississippi.

Plagiarism Statement:
Students are expected to adhere to the highest standards of academic honesty as outlined in the USM Student Handbook. Any information that is copied from another source must be noted as such in student materials. Page number or Internet reference must appear in the text, and full bibliographic references must appear in the reference section of the paper/assignment. Sources must be in quotes and include author(s), year of publication, or other reference notes as required by the college department format (e.g. APA, Chicago). Other forms of academic dishonesty include but are not limited to buying papers, copying paragraphs/pages of text/whole papers off the Internet, copying another student’s answers, etc. Academic dishonesty will result in the grade of a “0” on the assignment, and/or in the course, and/or the student may be reported to the Vice President for Academic Affairs for further action.
ADA Statement:
If a student believes that they have a disability which is covered by the Americans with Disabilities Act (ADA) and makes them eligible to receive classroom or housing accommodations, they should contact the Office for Disability Accommodations (ODA) for information regarding the registration process. Disabilities covered by the ADA may include but are not limited to ADHD, learning disabilities, psychiatric disabilities, physical disabilities, chronic health disorders, temporary illnesses or injuries and pregnancies. Students should contact ODA if they are not certain whether their documented medical condition qualifies for ODA services. Students are only required to disclose their disability to the Office for Disability Accommodations. All information submitted to ODA by the student is held with strict confidentiality.

The University of Southern Mississippi
Office for Disability Accommodations
118 College Drive # 8586 w Hattiesburg, MS 39406-0001
Voice Telephone: (601) 266-5024
Fax: (601) 266-6035

Individuals with hearing impairments can contact ODA using the Mississippi Relay Service at 1-800-582-2233 (TTY) or email atoda@usm.edu

Resources for Student Success:

Student Resources for Writing and Speaking Assignments
As a student at The University of Southern Mississippi, you have access to individualized assistance with writing and speaking assignments for any course through the University’s Writing Center and Speaking Centers on both the Hattiesburg and Gulf Coast campuses. The centers offer personalized assistance at any stage of the writing or speaking process. Whether you want help brainstorming for topic ideas, developing an outline, conducting research, or learning proofreading or presentation skills, the centers can help you become a more effective writer and speaker. The Speaking Center also offers practice rooms for recording presentations and working with delivery aids (PowerPoint and Internet access are available). The centers are centrally located in Cook Library on the Hattiesburg campus (first floor just past Starbucks) and in Gulf Park Library on the Gulf Coast campus. For more information or to schedule an appointment, please call, come by, visit online, or join us on Facebook (USM Writing Center or Southern Miss Speaking Center).

- Speaking Center - 601.266.4965, Cook Library 117, www.usm.edu/speaking-center
- Writing Center - 601.266.4821, Cook Library 112, www.usm.edu/writing-center
- Gulf Coast Speaking & Writing Center - 228.207.0150, Gulf Park Library.
**Course Schedule: (Dates are tentative and subject to change)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Vaughn Chapters and Other Readings</th>
<th>Topics</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 30</td>
<td>Chap 1</td>
<td>Introductions, Course Requirements, Pre-test and Interest Inventory, Monitoring and Teaching for Understanding, Identification/Eligibility for HI Services, IEP Development</td>
<td>1 - 8</td>
</tr>
<tr>
<td>2</td>
<td>Sept. 4, 6</td>
<td><a href="http://www.cast.org/our-work/about-udl.html##VdP6w84mBvY">http://www.cast.org/our-work/about-udl.html##VdP6w84mBvY</a></td>
<td>Snapshot of a Deaf/Hard of Hearing Student, Multiple Intelligences, Diverse Learners, Differentiated Instruction and Universal Design for Learning</td>
<td>1, 2, 4, 7</td>
</tr>
<tr>
<td>3</td>
<td>11, 13</td>
<td>Chapter 3</td>
<td>RTI, Special Education Laws, Policies, and Procedures; The Multidisciplinary Evaluation Team; The IEP; The Placement Continuum.</td>
<td>1, 2, 3, 4, 6</td>
</tr>
<tr>
<td>4</td>
<td>18, 20</td>
<td>Chapter 1 &amp; Borich, Chapter 13</td>
<td>Evaluation, Assessment, Data Collection, and Progress Monitoring</td>
<td>1, 2</td>
</tr>
<tr>
<td>5</td>
<td>25, 27</td>
<td>Borich Chapter 6</td>
<td>Standards, Goals, Unit and Lesson Planning, Bloom’s Taxonomy</td>
<td>3, 7, 10</td>
</tr>
<tr>
<td>6</td>
<td>Oct 2, 4</td>
<td>Borich Chapter 6</td>
<td>Lesson Planning and Teaching Strategies for Direct Instruction</td>
<td>6, 7, 8, 1, 2, 3</td>
</tr>
</tbody>
</table>

**Fall Break, October 11 - 12**

| 8    | 16, 18 | Chapter 10                          | Methods of Teaching Science and Social Studies to D/HH Students [IEP GOALS DUE 10/16] | 6, 7, 8  |
| 9    | 23, 25 | http://iris.peabody.vanderbilt.edu/module/ss1/ | Data Collection and Curriculum Based Measurement | 1, 2  |
| 10   | 30 Nov 1 | http://iris.peabody.vanderbilt.edu/module/gpc/ | Curricula and Methods of Instruction Developed Specifically for D/HH Students and Adapting and Modifying Gen Ed Curricula to meet the needs of D/HH learners [LESSON PLAN 1 DUE 10/30] | 5, 6  |
| 11   | 6, 8   | Portions of Chapters 6 - 10..        | Student Engagement and Checking for Understanding; Review for Exam 2 [Revision 11/06] | 4, 5, 6, 7, 8 |
| 12   | 13, 15 | Portion of Chapters 6 - 10..         | Literacy Instruction EXAM 2 11/13 | 5, 6, 7, 8, 4, 5, 6  |
| 13   | 20     | http://iris.peabody.vanderbilt.edu/module/ss1/ | Universal Design for Learning, Study Skills Strategies; Teaching English Language Learners, Sheltered Instruction Observation Protocol, Essential Elements of Instruction VIEW AND COMPLETE IRIS MODULES IN LIEU OF CLASS ATTENDANCE! [LESSON PLAN 2 DUE 11/20] | 4, 5, 6, 7, 8  |

**Thanksgiving Break November 21- 23**

| Final Exam | December 4th, 2:45 – 4:45 PM | Comprehensive Final Exam of All Topics Covered This Semester! | 1 – 8 |

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