

**CSDS 201 COURSE SYLLABUS**  
 WORKING WITH FAMILIES WITH DIVERSE DHH LEARNERS THROUGH  
 CASE MANAGEMENT AND POSITIVE BEHAVIOR SUPPORT

<b>Semester: Fall 202X</b>	<b>California State University, Fresno</b> Communicative Sciences and Deaf Studies Department / Deaf Education Program
<b>Course Section:</b>	<b>Instructor Name:</b>
<b>Units: 3</b>	<b>Office Location:</b> Virtual meeting
<b>Time:</b> Asynchronous/Synchronous online course	<b>E-Mail:</b> @csufresno.edu
<b>Location:</b> 100% Online	<b>Telephone</b>
<b>Website:</b> www.fresnostate.edu/chhs/csds [To access the course login to <a href="https://fresnostate.instructure.com">Canvas</a> ( <a href="https://fresnostate.instructure.com">https://fresnostate.instructure.com</a> ) using your Fresno State username and password. For help with Canvas, contact the Academic Technology Resource Center at 278-7373 or send an email to <a href="mailto:canvas@mail.fresnostate.edu">canvas@mail.fresnostate.edu</a> ]	<b>Office Hours:</b>  E-mail to schedule an appointment for a virtual meeting.

**COVID-19 RELATED TOPICS**

**Health Screening:** Students who come to campus for face-to-face classes will be required to complete a daily health screening which will include temperature checks. If you have experienced COVID-19 symptoms and/or have tested positive within the past 10 days; or if you have had close contact (less than 6 feet for longer than 15 minutes while unmasked) with a suspected or confirmed COVID-19 patient within the past 14 days, you are not allowed to come to campus. Please complete the campus [online reporting form](#). A campus official will reply to provide guidance and information.

**Safety Measures:** Consistent with the Governor’s order and updated state public-health guidelines, face masks or cloth face coverings are required to be worn in public spaces on-campus and during in-person classes to reduce possible exposure to COVID-19 and prevent the spread of the virus. Physical distancing must be practiced by maintaining 6 feet of distance between individuals. Good hygiene of hand washing for a minimum of 20 seconds or using hand sanitizer is required. Please avoid touching your face with unclean hands. Disposable face masks will be provided to anyone who arrives to campus without one.

Please see university website for the most updated information  
[www.fresnostate.edu/coronavirus](http://www.fresnostate.edu/coronavirus)

**Course description:** This course is designed to provide DHH teacher candidates with the knowledge and skills needed to work effectively with families/caretakers of DHH students and multidisciplinary educational teams in the role of team member, or case manager to meet the needs of diverse DHH students. The course will include exploration of family dynamics, stages of team development, and team structures in a wide variety of educational service delivery models. Multiple methods for behavior assessment and analysis for a wide variety of educational team members will be covered. Multi-tiered strategies and approaches addressing student behavior and creating positive, safe, and effective educational environments for optimal student learning will be included in this course.

### **MY TEACHING PHILOSOPHY:**

My teaching philosophy centers around the belief education only comes through impactful experiences. As a teacher I view my students as the most critical part of the equation. Students must take an active role in the learning process, but what that looks like depends on the learners individual learning style. It is important that students see the value in learning what is being covered and that they feel their contribution to the learning process is a critically important part. Additionally, my teaching philosophy centers around not viewing students through a deficit thinking paradigm. All students can contribute to the learning experience. Regardless of a student's background they bring value to the classroom and diversity creates a dynamic environment from which all of us can learn.

### **REQUIRED COURSE MATERIAL:**

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

### **REQUIRED READINGS:**

Peer-reviewed articles posted in CANVAS

Weekly peer-reviewed articles selected by students, shared via CANVAS

### **COURSE SPECIFICS:**

**Course goals:** Teacher candidates will explore various family, cultural, and socio-economic factors impacting DHH students and their education. Teacher candidates will develop an understanding of their role, and effective practices for working with multidisciplinary participants of an educational team, including parents/caretakers of DHH students to meet needs of diverse DHH students. Teacher candidates will develop an understanding of case management, etiologies and characteristics of students across the spectrum of individuals who are DHH, Deafblind, specifically regarding how to access language, and how to foster a supportive and collaborative team within the broad range of service delivery models. Teacher candidates will develop an understanding of how to assess behavior and create, promote and maintain

a safe and effective educational environment for DHH learners and their families. Candidates spend a minimum of 20 hours observing multidisciplinary educational team meetings. Students will engage in a case study analysis and create a support plan proposal. Integration of coursework and fieldwork provides candidates the opportunity to complete the assignments in preparation for meeting Teacher Performance Expectations (TPEs).

### **Student Learning Outcomes:**

*CSDS 201 candidates:*

- begin to develop a professional perspective on teaching that includes an ethical commitment to teach every student effectively.  
*(TPEs 6.1-6.8.)*
- learn how developmental, social, emotional, cognitive, linguistic, and pedagogical factors impact student learning outcomes, and how a teacher's beliefs, expectations, and instructional skill strongly affect individual learning.  
*(TPEs 1.1, 1.2, 1.6, 1.8, 2.1 – 2.6, 3.2, 3.6, 4.1, 4.2, 4.4 – 4.8, 6.1 – 6.8)*
- learn about positive interventions and supports that promote optimal social-emotional growth, development, and individual responsibility to create a caring classroom environment that promotes productive student learning for a diverse and inclusive student population.  
*(TPEs 1.1, 1.3, 1.6, 2.1 – 2.6, 5.8, 6.3, 6.5, 6.6, 6.8)*
- learn about their own values and biases to develop positive behavior supports and plan effective strategies and techniques for crisis prevention, conflict management, and resolution in ways that contribute to respectful, effective learning environments, including recognizing and defusing situations that may lead to student conflict or violence.  
*(TPEs 2.1 – 2.6, 6.2, 6.5)*
- develop strategies that encourage ongoing communication with deaf students and their families, student engagement, and interdisciplinary learning activities that incorporate the arts, are relevant, meaningful, and that address deaf students' individual backgrounds, needs, and interests.  
*(TPEs 1.1 – 1.8, 2.1 – 2.9, 3.1 – 3.8, 4.1 – 4.7, 6.1 – 6.8)*
- read, analyze, discuss, and evaluate professional literature pertaining to teacher effectiveness research and use sources of professional information to develop a practical Classroom Management Plan that includes effective research-based classroom strategies, diverse and inclusive teaching techniques, optimal classroom environment design, parent involvement strategies, and positive classroom management procedures.  
*(TPEs 1.1 – 1.7, 3.1 – 3.8, 4.1 – 4.8, 5.1 – 5.3, 5.5 – 5.6, 6.1 – 6.8)*
- learn ways to collaborate with multidisciplinary educational team members, including families/caregivers to create learning environments which meet the developmentally appropriate linguistic, cultural, cognitive, social, emotional, and physical needs of diverse deaf and hard of hearing.

(TPEs 1.1 – 1.8 2.1 – 2.9, 3.3 – 3.8, 4.4 – 4.8, 5.1 – 5.6, 6.1 – 6.8)

**COURSE CONTENT:**

**Module 1: Educational Service Delivery Models and Multi-Disciplinary Educational Teams**

- a. Educational Service Delivery Models for DHH learners
- b. Educational Team members, roles and responsibilities
- c. Community resources for DHH learners and their families/Caretakers

**Module 2: Team Development**

- a. Stages of team development
- b. Collaboration and Crucial Conversations
- c. Conflict Resolution
- d. Team Effectiveness

**Module 3: Working with Families of DHH learners**

- a. Family Dynamics (Multicultural, Linguistically Diverse, SES)
- b. Cultural Capital
- c. Stages of Acceptance
- d. Students with Specific Learning Needs
- e. Early Intervention and Support Systems
- f. IFSP, IEPs and Transition Plans
- g. Behavior Support Plans

**Module 4: Creating Safe, Effective, Positive Educational Environments**

- a. Typical and Atypical Behavior Development
- b. Analysis of Behavior and patterns
- c. Identification of Functions of Behavior
- d. Identification/Impact of reinforcements
- e. Priming and Prompting behavior supports
- f. Fostering independence

In this course, the following Teaching Performance Expectations (TPEs) are variously introduced, practiced, and assessed (as shown below):

<b>TPE 1: Engaging and Supporting All Students in Learning</b>	
1. Provide and sustain a language rich environment in American Sign Language (ASL) and/or English for deaf students to foster social and academic discourse and comprehension, using multimodal instruction, skill training (signed/viewing, spoken/listening, and/or written language as a heritage language), research-based bilingual education methodology, translanguaging practices and current effective learning.	Introduced
2. Communicate proficiently in American Sign Language (ASL) and/or English and engage with students using multimodal instruction (signed, spoken, and/or written) scaffolding, multiple ways of representing content, and teaching strategies to address the specific needs of student learning, as stipulated in the IFSP/IEP/ITP/504 Plan.	Introduced
3. Collaborate with students and families to make instruction learner-centered, developmentally appropriate, and meaningful, reflecting home and school connections, knowledge of child development (linguistic, cognitive, socio-emotional, & cultural development) and additional special needs.	Introduced, Practiced & Assessed
4. Demonstrate knowledge of students’ language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain-based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.	Introduced & Practiced

5. Develop and implement the IFSP, IEP, ITP, or 504 Plan collaboratively with families with an emphasis on language planning that provides equal access to the general education core curriculum with accommodations and modifications, and progress monitoring, taking into consideration all educational/communication options available (including the use of Assistive Technology and Augmentative and Alternative Communicative Devices as appropriate).	Introduced & Practiced
6. Connect subject matter to deaf-related events and experiences to make learning personal, meaningful, and culturally relevant to students.	Introduced & Practiced
7. Differentiate instruction and curriculum access for all students by emphasizing multimodal instruction (auditory, visual, tactile, gestural) activities and incorporating various funds of knowledge from diverse home backgrounds, cultures, styles or learning, and perspectives into curricular activities.	Introduced & Practiced
8. Prepare effective transition plans from birth to age 22 through the IFSP/IEP/ITP/504 Plan with students and their families, including goals for self-advocacy, independent living, post-secondary education, and career assessment and vocational evaluation, with appropriate connections between the school curriculum and life beyond school.	Introduced
<b>TPE 2: Creating and Maintaining Effective Environments for Student Learning</b>	
1. Establish a caring, stimulating, and safe community for diverse deaf learners in which students assume responsibility for learning and self-advocacy, show willingness to take intellectual risks, develop self-confidence, and learn to work collaboratively and independently.	Introduced, Practiced, & Assessed
2. Design learning environments that maximize opportunities to progress from emerging to a formal language, and using translanguaging techniques appropriate to each student to further ASL and/or English competency.	Introduced, Practiced, & Assessed
3. Establish, maintain, and monitor an inclusive environment which cultivates language equity by demonstrating communication skills that enable diverse language learners to access, comprehend, and apply information; acquire knowledge; and develop and maintain interpersonal relationships.	Introduced, Practiced, & Assessed
4. Recognize and appropriately address instances of intolerance and harassment among students, based on awareness of the diverse cultural and linguistic identity and intersectionality among students.	Introduced, Practiced, & Assessed
5. Select, adapt, create and use culturally relevant language-rich resources to support deaf students with diverse language and learning needs.	Introduced, Practiced, & Assessed
6. Assume accountability for establishing, maintaining, and demonstrating the use of any assistive technology (visual, auditory, and/or tactile) to develop self-advocacy for deaf students and their families.	Introduced, Practiced, & Assessed
7. Maintain high expectations for learning with appropriate support for the full range of deaf students (including students who experience language deprivation, behavior, and/or mental health and medical needs) in the classroom by making effective use of support specialists, other service providers, available non-certificated staff, and other community resources.	Introduced, Practiced, & Assessed
8. Provide ongoing opportunities for safe, meaningful social interactions between language-model peers and adults who are deaf, as appropriate to each student's identity.	Introduced & Practiced
9. Utilize and embed collaborative discussions surrounding the unique leadership contributions of positive, diverse Deaf community role models within the classroom to support the development of self-identity and well-being in each deaf student.	Introduced
<b>TPE 3: Understanding and Organizing Subject Matter for Student Learning</b>	
1. Master technical vocabulary and key concepts in content areas of instruction, effectively using social and academic language (ASL and/or English) to enhance vocabulary knowledge.	Introduced & Practiced
2. Demonstrate the ability to effectively deliver content knowledge (core general education curriculum) in the language of instruction (ASL and/or English) utilizing strategies appropriate to deaf students based on current evidence-based research.	Introduced, Practiced, & Assessed
3. Demonstrate knowledge of appropriate expressive (signed, spoken, and written) and receptive (listening, reading and viewing) language skills strategies and assessments based on the language of instruction (ASL and/or English).	Introduced & Practiced
4. Demonstrate knowledge of translanguaging and transliterating techniques (ASL-printed English and/or spoken language-printed English) in the delivery of content knowledge.	Introduced & Practiced
5. Demonstrate knowledge of auditory, tactile and visual accommodation, differentiation, and/or modification of instruction to meet the linguistic, cognitive, social, and emotional needs of each student.	Introduced, Practiced, & Assessed
6. Construct accessible learning experiences that incorporate use of auditory, tactile, and visually assistive materials, resources, and technology to facilitate meaningful and authentic learning for all students.	Introduced
7. Use appropriate multimedia tools to provide language access and support conceptual knowledge.	Introduced, Practiced, & Assessed

8. Use current culturally relevant and appropriate deaf-related materials (literature, linguistics, culture, anthropology), to foster a healthy positive identity.	Introduced & Practiced, & Assessed
<b>TPE 4: Planning Instruction and Designing Learning Experiences for All Students</b>	
1. Demonstrate the ability to design and implement effective individual, social, academic, cognitive, and language learning activities using appropriate auditory/tactile/visual strategies for diverse learners all ages (birth to 22) taking into account different backgrounds, learning preferences, and learning environments while using essential elements of instruction that are culturally relevant, data driven, and standards-related.	Introduced, Practiced, & Assessed
2. Understand and apply knowledge of typical and atypical language development (signed, spoken, and written) among deaf students, to help inform instructional planning and learning experiences.	Introduced, Practiced, & Assessed
3. Design reasonable language and content objectives and benchmarks for instruction implementation and conducting ongoing assessment to strengthen the interconnectedness of academic content areas, critical thinking and language scaffolding using a variety of resources (ESL and ELL techniques, ASL/English bilingual strategies) accessible to all learners.	Introduced, Practiced, & Assessed
4. Plan and design instruction that develops students' self-advocacy skills and learning needs from birth to 22.	Introduced & Practiced
5. Access resources for planning and instruction, including the expertise of Deaf, hard-of-hearing and deafblind communities and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.	Introduced
6. Plan instruction that promotes a variety of receptive and expressive language development skills and strategies.	Introduced, Practiced, & Assessed
7. Coordinate, collaborate, co-teach and communicate effectively with other agencies, educators, service providers, parents, students, and Deaf community agencies for instructional planning and planning for successful deaf student transitions.	Introduced, Practiced, & Assessed
<b>TPE 5: Assessing Student Learning</b>	
1. Apply knowledge of federal and state special education laws and regulations, assessment terminology, legal provisions, and ethical principles in selecting, adapting, administering, interpreting, and explaining assessments for placement and progress monitoring.	Introduced, Practiced, & Assessed
2. Gather relevant information through reading, interpreting and using informal and formal assessment data from IFSP, IEP, ITP, and 504 plans develop differentiated instruction, and to make appropriate accommodations or modifications.	Introduced, Practiced, & Assessed
3. Develop and administer linguistically and culturally appropriate assessments in the language understood by the students guide instruction and monitor progress.	Introduced, Practiced, & Assessed
4. Evaluate instructional practices, record, monitor, and share evidence of academic, linguistic, and socioemotional progress to all stakeholders.	Introduced, Practiced, & Assessed
5. Assess and design measurable and appropriate language (sign, spoken, and written, as appropriate for each student) and content goals based on assessments of student growth to determine level of proficiency for each deaf student.	Introduced
6. Evaluate and design, with the interdisciplinary team, a high school transition plan that includes language and communication skills to enhance self-advocacy, access and independence.	Introduced
<b>TPE 6: Developing as a Professional Educator</b>	
1. Demonstrate knowledge of the history of deaf education including trends, philosophies, and legal foundations, and the ways in which these issues continue to positively and negatively influence policy and practice today.	Introduced & Practiced
2. Demonstrate the ability to present unbiased information to families on the differences in perspectives on deafness, the range of educational opportunities available for deaf children, and support families in their decision-making process by providing information on the linguistic, cognitive, social, and emotional needs of deaf children, federal and state special education regulations, and connections with parent support groups, community agencies, and deaf role models.	Introduced, Practiced, & Assessed
3. Demonstrate the ability to work collaboratively with families, support providers, general education professionals, community agencies and the Deaf community, recognizing and respecting their roles and responsibilities in meeting the needs of students.	Introduced, Practiced, & Assessed
4. Demonstrate the ability to manage, monitor, and maintain assistive auditory technologies, to apply information from audiograms to develop listening expectations, maximize use of residual hearing, and develop auditory processing and comprehension skills, as well as self-advocacy skills in both social and academic contexts.	Introduced
5. Demonstrate knowledge of universal design for learning, and common accommodations and modifications to meet the linguistic, cognitive, social, and emotional needs of deaf student.	Introduced, Practiced, & Assessed
6. Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.	Introduced & Practiced

7. Demonstrate knowledge of deafblind as a unique disability requiring specialized assessment and teaching strategies, as well as a team approach in collaboration with other service providers and community agencies to design assessment and instruction.	Introduced & Practiced
8. Demonstrate knowledge of current research in evidence-based teaching practices, technologies, policies, and trends in deaf education.	Introduced & Practiced

*DHH TPEs Glossary Terms (from bolded terms in TPEs) in the last page of syllabus.*

**Course requirements:**

Candidates are expected to develop group norms and actively participate in collaborative learning peer groups via Zoom video conferencing. Candidates submit evidence of work from activities, modules for formative review and to demonstrate achievement on the Teaching Performance Expectations (TPEs).

**Zoom:** This course requires the use of Zoom, which is a video and web conferencing program that can be used for any type of online meeting. Zoom functionality includes synchronous (live) or asynchronous (pre-recorded) lectures, online class meetings, virtual office hours, student presentations, etc. For additional details and guidelines on using Zoom, review the **Zoom at Fresno State Start Guide**.

Access your Zoom account using this link: **fresnostate.zoom.us**

Candidates complete assignments asynchronously (pre-recorded) but within a time frame to allow effective collaboration with peers. Work in collaborative groups is guided by group developed norms and requires effective communication and time management.

**Canvas postings:** Students can locate Canvas postings by accessing Announcements, Discussions or Assignments in Canvas to upload papers and links. Some assignments will be required to submit through Safe Assign, which checks for content that has been plagiarized. Students follow the most recent version of APA format and be sure citations are formatted correctly.

**Tests/quizzes should be taken through a desktop, or laptop. Taking tests through the Canvas app or on a mobile device is discouraged due to glitches that may occur.**

**GRADING CRITERIA:**

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

### ASSIGNMENT AND FINAL PROJECT

Due Date	Assignment	Points
See dates	Discussion Posts (20 x 10 points)	200
Continuous	Review of Literature (4x50)	200
	Mini Presentations (4x25)	100
	FINAL PROJECT – Analysis of a CASE STUDY AND SUPPORT PLAN proposal	500
<b>Total Points</b>		<b>1000</b>

#### SUMMARY OF CLASS ACTIVITIES AND ASSIGNMENTS:

##### **A. Discussion Posts (20 posts, 10 points each = 200 total points possible)**

While working through assigned readings, and materials contained in modules, you will be expected to respond to assigned discussion topics in Canvas. There will be one discussion post for each topic, with a total of 20 posts to be completed by you.

Responses to topics in Discussions should include a well thought out response by you, and include evidence from course lectures, peer participation, assigned readings, or real world experiences pertaining to the topic. Discussions should be well written (free of spelling errors, grammatically correct, organized, etc.) and appropriate for a graduate level course. Responses to discussions should display critical thinking, synthesis and evaluation of thoughts, ideas and materials. If you paraphrase or quote someone else's work, please be sure to cite your sources. You are also expected to reply to your peers in a respectful, professional and scholarly manner.

##### **B. Review of Literature (4 literature reviews, 50 points each = 200 total points possible)**

You will write a 2-3 page (~500 words) APA-formatted literature review for each of the assigned topics. There will be a total of four assigned topics, which will result in four mini literature reviews. Literature reviews should be well written, and include a synthesis and evaluation of a minimum of two sources each.

##### **C. Mini Presentations (4 mini presentations, 25 points each = 100 total points possible)**

You can work independently or in a small group to develop a presentation about any given topic in each of the modules. Presentations should be about 45 minutes in length, and an additional 15 minutes for a question and answer session.

Presentations should include:

- a description of the topic
- it's relevance to DHH education, IEP, and ITP
- practical ways in which DHH teachers may use this knowledge to benefit their students, students' families, multidisciplinary educational team members, and team development.
- a visual platform/aspect (ex: PPT, Prezi, Loom, etc.)

#### **D. Analysis of Case Study and Support Plan Proposal (500 points total)**

You will be given a report detailing background, educational, linguistic, cultural, cognitive, social, emotional, behavioral information about a focus deaf/hard of hearing student. You will conduct a case study and create a proposal for a behavior plan in order to address some of the educational needs of the focus student. You can work in groups of 2-4 to complete the case study and support plan proposal.

#### **The case study should be comprehensive and include the following:**

-summary of student (brief, yet thorough, background info to include, but are not limited to, description of family, cognitive, linguistic, cultural, physical, social and emotional factors)

- identification of behaviors
- identification of functions of behaviors
- identification of antecedent/environment factors
- identification of possible reinforcers/motivational factors
- identification of history of responses by caretakers

#### **Support Plan Proposal should include the following:**

- identification of multi-disciplinary team members, their roles and responsibilities
- plan for team meetings (Plan, Do, Study, Act cycle)
- plan/method/approach/strategies for decreasing non desired behaviors (materials needed, individuals involved, setting(s), goal for frequency and duration, data collection, evaluation process, goal for generalization)
- plan/methods/approaches/strategies for increasing desired behaviors (materials needed, individuals involved, setting(s), goal for frequency and duration, data collection, evaluation process, goal for generalization)

If you are suggesting the team use any specific checklists, rubrics, task analysis, data collection, documents or protocol, please include those in your report.

Your Case Study analysis and Support Plan proposal will be written and submitted, and presented to the class. There is no requirement for length of report and proposal but it must contain all of the parts listed above. You will have a maximum of 1 hour to present to the class.

#### **COURSE POLICIES & SAFETY ISSUES**

**Responsibility to Engage and Be Active Online:**

- Failure to be active in the first 10 days of the semester will result in an administrative withdrawal from the course. Inactivity online for **two consecutive weeks** at any time in the semester will also result in one full letter grade reduction in overall points.

**Online Communication Guidelines:**

- In all email/online communication, place the name of the course, “CSDS 273” in the subject line. Address your instructor as “Dr. \_\_\_\_\_” or “Professor \_\_\_\_\_.”
- Expect a reply within 36 hours. Emails received on weekends or holidays will not receive a response until the following regular workday, between the hours of 9 a.m. and 5 p.m.
- Be clear with your requests or questions for clarification.
- If errors are identified in calendar dates on the syllabus, please notify me immediately. Some dates are from vendors and partner organizations and are beyond the control of the professor or the university.
- Treat all communication with fellow students, faculty, and school district(s) as professional business communication and elevate your style and format to reflect your professionalism.

**Course Website:**

- To access the course login to Canvas (<https://fresnostate.instructure.com>) using your Fresno State username and password. For help with Canvas, contact the Academic Technology Resource Center at 278-7373 or send an email to [canvas@mail.fresnostate.edu](mailto:canvas@mail.fresnostate.edu).

**Late work and make-up work policy:**

- Course policies on attendance and make-up work follow APM232 (<http://www.fresnostate.edu/mapp/documents/apm/232.pdf>). Reasonable accommodations will be made for authorized student absences/failure to complete online assignments by the due date. If the student has a short-term serious and compelling medical condition or when a death or serious illness in the immediate family (i.e., parent, spouse, sibling or child) prevents attending class or submitting an online assignment by the due date, the student is responsible for contacting the instructor as soon as possible and for providing documentation of the reason. Examples of authorized student absences due to University-sponsored activities include, but are not limited to, artistic performances sponsored by university performance ensembles or artistic groups; athletic events in which the student competes; field trips or competitions sponsored through an academic program, and attendance at regional or national conferences. Extensions of time may be given within reason. All work must be completed and submitted by midnight on the last day of instruction.

**Respondus LockDown Browser:**

- This course requires the use of LockDown Browser for online exams and/or quizzes. This software locks down student computers by removing browser menu and toolbar options and preventing access to other applications while taking the exam. For additional details and guidelines on using LockDown Browser, review this **Student Quick Start Guide**.
- *Please be aware that Respondus LockDown Browser does not work on a Chromebook.*
- Download and install LockDown Browser from this link:  
**<http://www.respondus.com/lockdown/download.php?id=721312624>**

**For free tutoring on campus, contact the Learning Center**

(<http://fresnostate.edu/studentaffairs/lrc>) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 559.278.3052.

**Our campus has developed SupportNet** (<http://fresnostate.edu/studentaffairs/lrc/supportnet>) to connect students with specific campus resources promoting academic success. Students may be referred to it if you believe they need the services provided by SupportNet to succeed in your course.

**UNIVERSITY POLICIES**

**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).

The following University polices can be found at:

- [Adding and Dropping Classes](#)
- [Cheating and Plagiarism](#)
- [Computers](#)
- [Copyright Policy](#)
- [Disruptive Classroom Behavior](#)
- [Honor Code](#)
- [Students with Disabilities](#)
- [Title IX](#)

**UNIVERSITY SERVICES**

The following University services can be found at:

- [Associated Students, Inc.](#)
- [Dream Success Center](#)
- [Learning Center Information](#)
- [Student Health and Counseling Center](#)
- [Writing Center](#)

**Intellectual Property provision** - As part of your participation in virtual/online instruction, please remember that the same student conduct rules that are used for in-person classrooms instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not

record or use virtual/online instruction in any manner that would violate copyright law. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not re-record any online recordings or post any online recordings on any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by Services for Students with Disabilities (SSD) working in conjunction with the student and faculty member.

### **Department Chair**

If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the Chair of the department to discuss the matter.

Communicative Sciences and Deaf Studies Department  
Dr. Steven Skelton, Department Chair  
Email: [sskelton@mail.fresnostate.edu](mailto:sskelton@mail.fresnostate.edu)  
CSDS Phone number: (559) 278-2423

## Semester Year Tentative Course Schedule

*The schedule will be tentative and may be changed according to the progress of the class and at the discretion of the instructor.*

<b>DATE</b>	<b>TOPICS</b>	<b>ASSIGNMENTS</b>
Week 1	<b>Introduction to Course</b>	<p><b>*Synchronous Class Meeting*</b>  <b>Read Syllabus</b>  <b>Read TPEs</b>  <b>Explore Course in Canvas and Review different technology tools (Tutorials)</b>  <i>Discussion Post #1 Due</i>  <i>Discussion Post #2 Due</i></p>
Week 2	<p><b>Module 1</b>            Educational Service Delivery Models and Multidisciplinary teams:            Communication &amp; collaboration with stakeholders</p>	<p><b>Asynchronous</b>  <i>Discussion Post #3 Due</i>  <b>Choose Articles for Lit Review 1</b>  <b>Begin to work with partner to prepare mini presentation</b></p>
Week 3	<p><b>Module 1 continued</b>            Community Resources</p>	<p><b>*Synchronous Class Meeting*</b>  <i>Discussion Post #4 Due</i>  <i>Lit Review 1 submitted in Canvas Due by 11:59pm on _____</i>  <b>Mini Presentation #1 during class meeting</b></p>
Week 4	<p><b>Module 2</b>            Stages of Team Development            Crucial Conversations            Conflict Resolution</p>	<p><b>Asynchronous</b>  <b>Complete assigned reading and video</b>  <i>Discussion Post #5 Due</i>  <b>Choose Articles for Lit Review 2</b>  <b>Work with partner to prepare mini presentation 2</b></p>
Week 5	<p><b>Module 2 continued</b>            Team Effectiveness</p>	<p><b>*Synchronous Class Meeting*</b>  <i>Discussion Post #6 Due</i>  <i>Lit Review 2 submitted in Canvas Due by 11:59pm on _____</i>  <b>Mini Presentation #2 during class meeting</b></p>
Week 6	<p><b>Module 3</b>            Family Dynamics            Cultural Capital            Stages of Acceptance</p>	<p><b>Asynchronous</b>  <b>Complete assigned reading and videos in Canvas</b>  <i>Discussion Post #7 Due</i>  <i>Discussion Post #8 Due</i></p>
Week 7	<p><b>Module 3 continued</b>            Students with Specific Learning Needs            Support Systems</p>	<p><b>Asynchronous</b>  <b>Complete assigned reading and videos in Canvas</b>  <i>Discussion Post #9 Due</i>  <i>Discussion Post #10 Due</i>  <i>Discussion Post #11 Due</i>  <b>Choose Articles for Lit Review 3</b>  <b>Work with partner to prepare mini presentation 2</b></p>

<b>DATE</b>	<b>TOPICS</b>	<b>ASSIGNMENTS</b>
Week 8	<b>Module 3 continued</b> IFSPs, IEPs, Transition Plans Behavior Support Plans	<b>*Synchronous Class Meeting*</b> <i>Discussion Post #12 Due</i> <i>Discussion Post #13 Due</i> <i>Lit Review 3 submitted in Canvas Due by 11:59pm on ____</i> <i>Mini Presentation #3 during class meeting</i>
Week 9	<b>Module 4</b> Typical/Atypical Development Behavior Development Analysis of Behavior Functions of Behavior	<b>Asynchronous</b> <b>Complete assigned reading and videos in Canvas</b> <i>Discussion Post #14 Due</i> <i>Discussion Post #15 Due</i> <b>Choose Articles for Lit Review 4</b> <b>Work with partner to prepare mini presentation 3</b>
Week 10	<b>Module 4 Continued</b> Reinforcements Priming and Prompting	<b>Asynchronous</b> <b>Complete assigned reading and videos in Canvas</b> <i>Discussion Post #16</i> <i>Discussion Post #17</i> <i>Discussion Post #18</i>
Week 11	<b>Module 4 Continued</b> Fostering Independence	<b>*Synchronous Class Meeting*</b> <i>Discussion Post #19 Due</i> <i>Discussion Post #20 Due</i> <i>Lit Review 4 submitted in Canvas Due by 11:59pm on ____</i> <i>Mini Presentation #4 during class meeting</i>
Week 12	<b>Prepare for Final Project</b> <b>(Case Study and Support Plan)</b>	<b>*Synchronous Class Meeting*</b> <b>Complete assigned reading and videos in Canvas</b> <b>Begin working with partner(s) on final project</b>
Week 13	<b>Prepare for Final Project</b> <b>(Case Study and Support Plan)</b>	<b>Asynchronous</b> <b>Continue working with partner(s) on final project</b>
Week 14	<b>Present Final Project and Support Plan</b>	<b>*Synchronous Class Meeting*</b> <i>Final Project Presentations Begin</i>
Week 15	<b>Present Final Project and Support Plan</b>	<b>*Synchronous Class Meeting*</b> <i>Final Project Presentations Continue</i>
Week 16	<b>Present Final Project and Support Plan</b> <b>SUBMIT FINAL PROJECT</b>	<b>*Synchronous Class Meeting*</b> <i>Final Project Presentations Continued</i> <i>Final Project Due – Submit in Canvas by 11:59pm on ____</i>