

## CSDS 255 COURSE SYLLABUS

*Differentiated Instruction and Assessment of Deaf and Hard of Hearing Students*

<b>Semester: Spring 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> Janice Smith-Warshaw, Ed.D.
<b>Units: 3</b>	<b>Office Location:</b> Virtual meeting
<b>Time:</b> Asynchronous/Synchronous online course	<b>E-Mail:</b> jsmithwarshaw@csufresno.edu
<b>Location:</b> 100% Online	<b>Telephone</b> (559) 387-5305 (VP)
<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: M (9:30-11:30AM)</b> <b>W (3:00-5:00PM) and F (1:00-2:00PM)</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:** Prerequisite: Permission of instructor. Develop differentiated instructional strategies to help students who are Deaf and Hard of Hearing meet or exceed grade level expectations, apply knowledge of federal and state special education laws, use formal and informal assessment tools to evaluate Deaf and Hard of Hearing learners' degree of mastery of academic language abilities, and develop and administer culturally and linguistically appropriate assessments to guide instruction and monitor progress.

**Purpose:** This course is designed to give the first-year 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.

### **MY TEACHING PHILOSOPHY:**

My teaching philosophy based on three approaches - the Direct Method, Total Physical Response Method, and Communicative Language Learning. I also utilize differentiated instruction and promote to use technology effectively. Ongoing student feedback helps me consistently improve my instructional practices. It is important that students feel comfortable and safe in the online course and they can see a teacher as an adult that cares and one that they can trust. I also support social justice dialogues in my virtual classroom.

### **REQUIRED COURSE MATERIAL:**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, D.C.: American Psychological Association.

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)

Pierangleo, R., & Giuliani, G. (2012). *Assessment in special education: A practical approach* (4<sup>th</sup> ed.). Boston, MA: Allyn & Bacon. (ISBN: 0132613263)

### **REQUIRED READINGS: PEER-REVIEWED ARTICLES POSTED IN CANVAS**

### **COURSE SPECIFICS:**

**Course goals:** Teacher candidates will develop differentiated instructions and analyze appropriate achievement, language, communication, and diagnostic assessment tools and understand unique administration procedures used with learners who are deaf or hard of hearing (D/HH). Integration of coursework and fieldwork provides candidates the opportunity to complete the assignments in preparation for meeting Teacher Performance Expectations (TPEs).

*Since this is a 3-unit course, you should expect to study an average of 6 hours outside of class each week.*

## **Student Learning Outcomes:**

*CSDS 255 candidates:*

1. Identify and discuss a) potential sources of bias when using standardized tests developed for hearing students, with D/HH students; b) differences in student characteristics that must be considered when analyzing results of tests on a D/HH student; c) and necessary test adaptations when accommodating D/HH students. *(TPEs 1.1 – 1.8, 2.1 – 2.9, 3.1 – 3.8, 4.1 – 4.7, 6.1 – 6.8)*
2. Describe different types and models of assessments and identify the measures used locally in assessing D/HH children who receive special education services. *(TPEs 2.1 – 2.9, 3.1 – 3.8, 4.1 – 4.7, 5.1 – 5.6)*
3. Understand the family as a primary language and cultural resource, 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)*
4. Administer three published assessment tools on a D/HH or hearing child, interpret the result, and synthesize the findings from the analysis and child information into a formal report. *(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)*
5. Understand the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance). *(TPEs 1.8, 4.1 – 4.4, 5.1 – 5.6)*
6. Observe an Individual Education Plan (IEP) annual meeting, explain the roles of support personnel, and understand the differences between Individual Family Plans (IFSP), Individual Education Plan (IEP), and Individual Transition Plan (ITP) as well as legal requirements for these plans. *(TPEs 5.1 – 5.6)*
7. 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)*
8. Reflect and respond to peer-created video logs on various topics in assessments. *(TPEs 6.1 – 6.8)*

**COURSE CONTENT:**

**Module 1: An Overview of Assessment for DHH Students**

- a. Academic Achievement Test of DHH Students: Past, Present, and Future
- b. Equity in Assessment for Individuals who are DHH, Deafblind, and/or with additional disabilities
- c. The Law & the IEP: High Standards for Deaf Students without or with additional disabilities
- d. Assessment in Special Education (Textbook)
- e. The ABCs of Curriculum-Based Measurement (Textbook)

**Module 2: Special ED Laws, Types of Special ED Plans, and Teams**

- a. ISFP, IEP, ITP, and Section 504 Plan, Accommodations, and Modifications
- b. Federal and State Special Education Laws and Regulations
- c. Eligibility, Preschool, and Transition
- d. Multidisciplinary Team, Parent Participation, and Adult Student

**Module 3: Methods of Academic Assessment and Testing Considerations**

- a. Review of statistics, validity, reliability, and scoring terminology
- b. Academic / Intelligence/ Behavior Assessments
- c. Methods of Assessment and Testing Considerations
- d. Deaf with Additional Disabilities

**Module 4: Differentiated Instruction, Curriculum-Based Measurement & IEP/ITP Report**

- a. Differentiated Instruction
- b. Curriculum-Based Measurement and CBM for Assessment & Problem Solving
- c. How to Conduct CBM
- d. Development of the IEP and ITP & Write a Comprehensive Report

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 <b>heritage language</b> ), <b>research-based bilingual education methodology</b> , <b>translanguaging</b> practices and current effective learning.	Introduced & Practiced
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 & Practiced
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
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
5. Develop and implement the IFSP, IEP, ITP, or 504 Plan collaboratively with families with an emphasis on <b>language planning</b> 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 <b>Assistive Technology</b> and <b>Augmentative and Alternative Communicative Devices</b> 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 <b>translanguaging techniques</b> appropriate to each student to further ASL and/or English competency.	Introduced & Practiced, & Assessed
3. Establish, maintain, and monitor an inclusive environment which cultivates <b>language equity</b> 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 <b>intersectionality</b> among students.	Introduced
5. Select, adapt, create and use culturally relevant language-rich resources to support deaf students with diverse language and learning needs.	Introduced & Practiced
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
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 <b>mental health</b> and <b>medical</b> needs) in the classroom by making effective use of support specialists, other service providers, available non-certificated staff, and other community resources.	Introduced
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
3. Demonstrate knowledge of appropriate expressive (signed, spoken, and written) and receptive (listening, reading and viewing) language skills strategies and <b>assessments</b> based on the language of instruction (ASL and/or English).	Introduced & Practiced
4. Demonstrate knowledge of <b>translanguaging</b> and <b>transliterating techniques</b> (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
6. Construct accessible learning experiences that incorporate use of <b>auditory, tactile, and visually</b> 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
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
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
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
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
<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 <b>assessments</b> for placement and progress monitoring.	Introduced & Practiced
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
3. Develop and administer linguistically and culturally appropriate <b>assessments</b> in the language understood by the students guide instruction and monitor progress.	Introduced & Practiced
4. Evaluate instructional practices, record, monitor, and share evidence of academic, linguistic, and socioemotional progress to all <b>stakeholders</b> .	Introduced
5. Assess and design measurable and appropriate language (sign, spoken, and written, as appropriate for each student) and content goals based on <b>assessments</b> of student growth to determine level of proficiency for each deaf student.	Introduced & Practiced
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 & Practiced
<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 <b>perspectives on deafness</b> , 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
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
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 & Practiced
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
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 <b>service providers</b> 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 find this by clicking on Assignments to upload papers and links. Some assignments will need to be submitted to Safe Assign, which allows the instructor to identify content that is plagiarized. Students need to be sure that APA format and citations are used correctly.

**It is not recommended to access and take tests/quizzes through the Canvas app or on a mobile device.**

### **GRADING CRITERIA:**

<b>Grading scale</b>	<b>Grade</b>	<b>Points</b>
90% - 100%	A	450 – 500
80% - 89%	B	400 – 449
70% - 79%	C	350 – 399
60% - 69%	D	300 – 349
Below 60%	F	Below 299

### **ASSIGNMENT AND EXAMINATION SCHEDULE**

<b>Due Date</b>	<b>Assignment</b>	<b>Points</b>
See dates	Reading Video Summaries & Discussion Board Posts (10 x 10 points)	100
	Review of Literature Paper	100
	Observation and Reflective Paper	50
	Administration of Assessment and Report	80
	Final Project: “Assessment for DHH Students” Portfolio	100
	Exam	50
Continuous	Professional Engagement	20
<b>Total Points</b>		<b>500</b>

## **SUMMARY OF CLASS ACTIVITIES AND ASSIGNMENTS:**

### **A. Reading Video Summaries & Discussion Board Posts (10 points each)**

(SLOs 1 – 5) (TPE 5.1 – 5.3)

Students are expected to become familiar with current and upcoming reading assignments. For each assigned reading, students will create a video response in ASL (**no more than 3 minutes**) and post on Canvas. Students will also contribute to posted responses, make thoughtful contributions that advance conversations, and show interest in and respect for others’ views. Each response should include at least one 1) general response, 2) reflection or question, and 3) feedback on ASL skills (one positive and one suggestion for improvement). If responses include a specific page in the readings or URL address to a website, students should make that a note of those references. Please respond to two of your peers in each discussion board.

### **B. Professional Engagement (20 points)**

(SLO 8) (TPE 6.1 – 6-8)

It is expected that you engage professionally throughout the course through attendance, preparation, and interaction with your peers via virtual meetings and course materials.

### **C. Review of Literature Paper (100 points)**

(SLOs 1 – 2, 9) (TPE 5.4 – 5.6)

Each student will write a 5-6 page APA-formatted paper related to the Assessment for DHH students with or without additional disabilities (i.e., learning disability, visual impairment, emotional disturbance, and autism spectrum disorder). The topic can be any language, school subject assessment area, and/or social/emotional assessment. If you want to select a different topic, then please consult with me first.

### **D. Observation of assessment and IEP Meeting & summary report (50 points)**

(SLO 8) (TPE 5.4 – 5.6)

Student will:

1. Observe a Deaf ED Teacher administering an assessment & discuss scoring.
2. Secure a date to attend an IEP (One CSUF student per IEP). **PLEASE DO NOT WAIT UNTIL THE LAST MINUTE TO DO THIS!**
3. Observe an annual IEP of a local D/HH student or a Special Education student (proper permission secured by the student through the teacher, parent & school administration).



4. Write a reflective paper of the experience (1-2 pages) including who (no full names, the identity of a student must be confidential), what, where, and when, a summary with some detail, and conclude with what was learned from this experience.
5. Use **no names** of any person involved, just identify each person in attendance by their title, i.e., administrator, D/HH child, parent or mother or father, teacher of the deaf, general education teacher.

### **E. Administration of Assessment and Report (80 points)**

(SLO 4) (TPE 5.3 - 5.6)

Students will:

1. Administer 3 assessment tools (one academic achievement and two other assessment tools, with permission of instructor).
2. Submit one formal report, including all of the information gathered from the administration of each test. Refer to the child by pseudo name. The report must be include: a) background information on child, b) purpose of assessment, c) summary of assessment, d) summary of findings, e) description strengths/weaknesses, and f) recommendations for interventions.
3. Attach a copy of the permission statement from the child's parent/guardian.

### **F. Midterm Exam (50 points)**

Exam will be based on assigned readings and lecture material presented in class. Questions may be multiple choice, true/false and/or essay form.

### **G. List the resources and define these terms in your "Assessment for DHH Students"**

#### **Portfolio (100 points):**

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>a. Review of statistics, validity, reliability, and scoring terminology</li> <li>b. ASL Assessment, IDEA, and the law</li> <li>c. Adapting tests for D/HH students</li> <li>d. Multidisciplinary team</li> <li>e. Assessment methods</li> <li>f. Formative and Summative assessment</li> <li>g. Informal and formal assessment</li> <li>h. Academic assessments: Woodcock-Johnson and Brigance</li> <li>i. Multiple disabilities</li> <li>j. Early childhood assessment</li> <li>k. Assessment of intelligence and behavior</li> <li>l. Curriculum Based Measurement</li> <li>m. Multi-Tiered System of Support</li> <li>n. Response to Intervention</li> <li>o. Eligibility, preschool transition/AYP</li> <li>p. IFSP/IEP Development; designated services</li> <li>q. Adult transition and planning/Section 504 Plan</li> </ol> | <ol style="list-style-type: none"> <li>r. Intellectual disability</li> <li>s. Child Study Team / Student Study Team</li> <li>t. Learning disability</li> <li>u. Attention-Deficit Disorder</li> <li>v. Attention-Deficit/Hyperactivity Disorder (ADHD)</li> <li>w. Obsessive-Compulsive Disorder (OCD)</li> <li>x. Oppositional Defiant Disorder (ODD)</li> <li>y. Emotional Disturbance</li> <li>z. Deaf with autism spectrum</li> </ol> |
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## 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.
- Students are expected to attend synchronous meetings and be actively engaged and respectful in discussions. Collaboration in projects is encouraged. However, all assessments (ie. quizzes and exams) are to be taken independently.

### Online Communication Guidelines:

- In all email/online communication, place the name of the course, “CSDS 255” in the subject line. Address your instructor as “Dr. Smith-Warshaw” or “Professor Smith-Warshaw.”
- 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).

**Attendance and active participation:** Attendance is required at all virtual class sessions. The course attendance policy follows the university’s [APM 232: Policy on Student Absence](#).

**Late assignments:** Late assignments will not be accepted for a grade unless the absence meets the guidelines set forth by the university policy [APM 232: Policy on Student Absence](#). If the student meets the standards in the policy, appropriate accommodations will be made and a schedule for late assignments and make-up exams will be provided.

**Plagiarism Detection:** The campus subscribes to Turnitin and the SafeAssign plagiarism prevention service through Canvas, and you will need to submit written assignments to Turnitin/SafeAssign. Student work will be used 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 plagiarism detection process, in which case the instructor can use other

electronic means to verify the originality of their work. Turnitin/SafeAssign Originality Reports will be available for your viewing.

**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.

**Contact information for chair or dean** - It will provide you with contact information for each faculty member's chair or the dean in the case of a chair who is teaching to ensure that students know the next contact level beyond the faculty member if they need assistance with a concern that they are unable to address satisfactorily with the faculty member directly. This will put the student on a direct path for assistance with any issue and allow the chair to work with the faculty member and the student immediately to attempt to resolve the matter. If the issue relates to Title IX or Discrimination, Harassment or Retaliation allegations, those issues will be reported to the appropriate office as mandated by Executive Orders.

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

## Spring 202X 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>
Module 1	Introduction to Differentiated Instruction & Assessment of DHH Students	<b>Synchronous Class meeting</b> Read Syllabus, Overview course expectations, Review different technology tools (Tutorials), and Readings
Module 2	ISFP, IEP, ITP, Section 504 Plan, Accommodations & Modifications	<b>Readings – PPT and articles (Canvas)</b>  <b><i>DB #1 due January 31 before 11:59 PM</i></b>
Module 2	Federal and State Special Education Laws & Regulations	<b>Read Chapter 1 (Pierangelo &amp; Giuliani)</b>  <b><i>DB #2 due February 7 before 11:59 PM</i></b>
Module 2	Early Childhood Assessment & Eligibility Procedures	<b>Read Chapters 14 &amp; 18 (Pierangelo &amp; Giuliani)</b>  <b><i>DB #3 due February 21 before 11:59 PM</i></b>
Module 2	Multidisciplinary Team, Parent Participation, Adult Student	<b>Read Chapters 7 &amp; 8 (Pierangelo &amp; Giuliani)</b>  <b><i>DB #4 due February 28 before 11:59 PM</i></b>
Module 3	Review of statistics, Validity, reliability, and scoring terminology	<b>Read Chapters 3, 4, 5 (Pierangelo &amp; Giuliani)</b>  <b><i>DB #5 due March 7 before 11:59 PM</i></b>
Module 3	Academic/Intelligence /Behavior Assessments	<b>Read Chapters 9, 10, 11 (Pierangelo &amp; Giuliani)</b>  <b><i>DB #6 due March 14 before 11:59 PM</i></b>
Module 3	Methods of Assessment and Testing Considerations	<b>Read Chapter 2 (Pierangelo &amp; Giuliani)</b>  Prepare for the Midterm Exam <b><i>DB #7 due March 21 before 11:59 PM</i></b>
	Midterm Exam	<b>Friday, March 26 at 5:00 p.m. – Sunday, March 28 before 11:59 PM</b>
Module 3	Deaf with Additional Disabilities	<b>Readings – Articles (Canvas)</b>  <b><i>DB #8 due April 11 before 11:59 PM</i></b>

<b>DATE</b>	<b>TOPICS</b>	<b>ASSIGNMENTS</b>
April 15 & 16	Guest Lectures	<b>2<sup>nd</sup> Synchronous Class meeting</b> <b>Guest Lecture:</b> Dr. Natasha Kordus on April 15 (4 – 6 PM) <b>Guest Lecture:</b> Dr. Sean Virnig on April 16 (8 – 9 AM)
Module 4	Differentiated Instruction, Curriculum-Based Measurement And CBM for Assessment and Problem Solving	<b>Read Chapters 1 &amp; 2 (Hosp, Hosp, &amp; Howell)</b>  <b><i>DB #9 due April 18 before 11:59 PM</i></b>
Module 4	How to Conduct CBM	<b>Select two and read chapters (Hosp, Hosp, &amp; Howell)</b> - <i>Early reading and Reading</i> - <i>Spelling and Writing</i> - <i>Math and Science</i>  <b><i>DB #10 due April 25 before 11:59 PM</i></b>
Module 4	Write a Comprehensive Report & Development of the IEP and ITP	<b>Read Chapters 17 &amp; 19 (Pierangelo &amp; Giuliani)</b>
Module 4 (Final week)	IEP Meeting Observation/Reflection	<b><i>IEP Observation &amp; Reflection Paper due May 5 before 11:59 PM</i></b>  <b><i>Last Day of Instruction on May 5, 2021</i></b> <b><i>Review of Literature Paper due May 9 before 11:59PM</i></b> <b><i>“Assessment for DHH Students” Portfolio due May 13 before 11:59 PM</i></b>

*DHH TPEs Glossary Terms from CTC’s Preliminary Education Specialist Teaching Credential Program Standards and Teaching Performance Expectations (2019) pp. 47-50*

1. **Assessments:** Includes functional behavior assessment, informal, formal, formative, summative, diagnostic, progress-monitoring, and evidence-based performance used for the purpose of screening, referral, placement, progress monitoring, etc.
2. **Assistive technology:** Assistive technology is used to refer to a broad category of technologies that assist individuals in accessing their environment for communication and/or learning. These include technologies that enhance auditory, visual, or tactile information. Assistive auditory technologies include hearing aids, BAHAs (Bone Anchored Hearing Aids), cochlear implants, auditory brainstem implants, hearing or induction loops, wireless Bluetooth/FM/infrared systems, and personal amplifiers. Other assistive technologies may include alerting devices, such as visual alarms, vibrators, and flashing lights, computer or electronic assistive devices, computer software and hardware, such as voice recognition programs, speech generating devices, screen readers, and screen enlargement applications, closed captioning, video communication systems (e.g. FM systems, RMT). Assistive technology also includes augmentative and alternative communication devices; see Augmentative and Alternative Communication (Clerc Center, 2014)

3. **Auditory:** Auditory pertains to the sense of hearing, or to the organs of hearing, specifically what is perceived through or resulting from the sense of hearing, as well as any auditory input, such as speech, music, or environmental sounds used to enhance communication or illustrate a concept being taught.
4. **Augmentative and Alternative Communication (AAC):** Communication methods that supplement or replace speech or writing, often using a tool, such as a communication board with visual/graphic symbols, or computer programs that use synthesized/digitized speech to communicate for the user (National Joint Committee/ASHA, 2018).
5. **Deaf:** The term deaf is used in an all-inclusive manner, to include students who may identify as Deaf, deaf, deafblind, deafdisabled, hard of hearing, late-deafened and hearing impaired (NAD, 2018). We have chosen to use one term, deaf, with the goal of recognizing experiences that are shared by all members of this diverse population while also honoring all of their differences.
6. **Heritage language:** The term heritage language has been variously defined as 1) a minority language learned by its speakers at home as children, but never fully developed, because speakers grow up with a dominant language, in which they become more competent, 2) a continuum that ranges from fluent speakers to barely speaking individuals of the home language (Polinsky & Kagan, 2007), 3) the language of a person's family or community, which the person does not speak or understand but with which he/she culturally identifies (Ochs & Schieffelin, 2017). Heritage language learners (HLLs) more recently have been defined as “individuals with familial or ancestral ties to a language other than English who exert their agency in determining if they are HLLs of that language” (Hornberger & Wang, 2017).
7. **Intersectionality:** The interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage, e.g., Deaf+woman+Latina.
8. **Language equity:** Language equity includes the concept of power dynamics between dominant and marginalized groups, which is often based on groups marginalized due to their language, if it doesn't match the language of the dominant group (Komesaroff, 2013). Language equity is the quality of being fair and impartial regarding students' language differences with the focus of all instruction leading to comprehension (Cervantes-Soon, et al 2017).
9. **Language planning:** is a strategy that specifies how each language will be taught in a dual language program.
10. **Mental health needs:** childhood trauma, post-traumatic stress disorder, socioemotional disorder, conduct disorder, disruptive behavior, oppositional defiant disorder, separation anxiety, generalized anxiety, depression, attention deficit hyperactivity disorder and autism spectrum, or other generalized mental health needs that may impact a student's academic success or failure.
11. **Medical:** Medical pertains to any needs that are overseen by medical professionals (physicians, nurses, psychiatrists, etc.), e.g., tracheotomies and Passy Valves, seizure disorders, cerebral palsy, etc.
12. **Perspectives on deafness:** Perspectives on deafness include a continuum of cultural identities. Cultural identity includes the traditions, customs, language, and worldview of the culture. Cultural identity for deaf children is quite diverse, and may include Deaf culture, where ASL or another form of sign language (e.g., Mexican Sign Language) is the community language, or cultural identity may include the culture of the hearing family, which usually includes one or more spoken languages (English, Spanish, Mandarin, etc.). Cultural identity may include a range between these two options.
13. **Research-based bilingual education methodology:** Research-based bilingual education methods may be implemented in a variety of structures, which may include: 1) bilingualbicultural, where sign language is learned as the native, or first, language, which then serves as a foundation to access written language (Marschark, Tang, & Knoors, 2014); or 2) bilingual, where two or more spoken languages

are learned, either concurrently or sequentially, e.g., ASL and a spoken language, English and Spanish, etc.

14. **Service providers:** Service providers are professional personnel who may have roles for serving the student through the IFSP, IEP, or Transition Plan, usually as related services. They include speech language pathologists, audiologists, occupational therapists, physical therapists, medical and health professionals, psychologists, interpreters, parent counseling and training personnel, orientation and mobility personnel, etc. (Parent Center Hub, 2017).
15. **Stakeholders:** anyone who is invested in the welfare and success of deaf students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, interpreters, elected officials such as school board members, city councilors or state representatives. Stakeholders may also be collective entities, such as local businesses, organizations, advocacy groups, committees, media outlets, and cultural institutions.
16. **Tactile:** Tactile pertains to the sense of touch, or to the organs of touch, specifically what is perceived through or resulting from the sense of touch, and any tactile input, such as pressure, movement, temperature to enhance communication or illustrate a concept being taught.
17. **Translanguaging techniques:** the use of a variety of language strategies and practices that foster linguistic diversity within the classroom that values multiple languages by leveraging students' full language repertoire (not to be confused with code-switching), i.e., read thematically in multiple languages, process language in multiple languages, multilingual word walls, multilingual writing.
18. **Transliterating techniques:** code-switching; mapping from one system of language to another: i.e., reading an English text utilizing ASL signs or transliterating spoken language using Cued Speech.
19. **Visual:** Visual pertains to the sense of seeing, specifically what is perceived through the or resulting from the organs of vision, and any visual input, such as a symbol, picture, sign, video clip, or display used to enhance or accompany communication or illustrate or a concept being taught.

### **Resources available on the Internet:**

1. *Common Assessments for Students Who Are Deaf or Hard of Hearing. (2013).*  
<https://www.handsandvoices.org/astra/docs/09-common%20assessments.pdf>
2. *California Department of Education – Desired Results Access Project*  
<https://draccess.org/SPPindicator7Linking.html>
3. *CSU-Fresno Lesson Plan Template*  
[http://www.fresnostate.edu/kremen/documents/placements/sped/lesson\\_plan\\_template.pdf](http://www.fresnostate.edu/kremen/documents/placements/sped/lesson_plan_template.pdf)
4. *K-12 ASL Content Standards*  
<https://www.gallaudet.edu/k-12-asl-content-standards>
5. *California Common Core State Standards for English language arts and literacy in history/ social studies, science, and technical subjects. (2019) California Department of Education.*  
<https://www.cde.ca.gov/re/cc/>



- 6. *California English Language Development Standards.* (2012). California Department of Education.  
<https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>**
- 7. *Common Core State Standards in Mathematics.* (2013).  
<https://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf>**
- 8. *Common Core State Standards in Science.* (2013).  
<https://www.cde.ca.gov/pd/ca/sc/ngsstandards.asp>**
- 9. *History-Social Science Content Standards.* (1998). California Department of Education. <https://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf>**
- 10. *Visual and Performing Arts Content Standards.* (2019). California Department of Education. <https://www.cde.ca.gov/be/st/ss/vapacontentstnds.asp>**
- 11. *Physical Education Model Content Standards.* (2005). California Department of Education. <https://www.cde.ca.gov/be/st/ss/documents/pestandards.pdf>**
- 12. *Health Content Standards.* (2008). California Department of Education.  
<https://www.cde.ca.gov/BE/ST/SS/documents/healthstandmar08.pdf>**
- 13. *Language objectives: The key to effective content area instruction for English learners learners* by Jennifer Himmel. (2012).  
<https://www.colorincolorado.org/article/language-objectives-key-effective-content-area-instruction-english-learners>**
- 14. *Effective literacy and English language instruction for English learners in the elementary grades.* (2007). <https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20074011.pdf>**
- 15. *National Deaf Center on Postsecondary Outcomes.*  
<https://www.nationaldeafcenter.org/>**
- 16. *Laurent Clerc National Deaf Education Center - Info To Go.*  
<https://clerccenter.gallaudet.edu/national-resources/info/>**