

California State University, Northridge
Department of Special Education

**SPED 566D: CURRICULUM AND INSTRUCTION FOR
DEAF AND HARD OF HEARING STUDENTS**

SPRING 2025

Instructor: Colleen L. Smith, Ph.D.



Email via Canvas Inbox

Text: 925-413-2948

Office hour: Via appointment

Course communication and questions:

Bring all course related communications and questions to class in person and/or via online course discussions. Most often course participants have similar questions where we can learn from each other's responses! Review each other's questions/responses BEFORE creating a new post.

Email any personal issues via Office hour or the course "INBOX" (left black column with red icon and a white font). Students who ask course related questions via email at  colleen.l.smith@csun.edu  will be asked to post course related questions online! Feel free to contact me via the CSUN email account after the closure of this course:)

Conceptual Framework:

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to ***excellence, innovation, and social justice***. *Excellence* includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals – faculty, staff, candidates – and those they serve. *Innovation* occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting *social justice* and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic **excellence** in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement
- We value ethical practice and what it means to become **ethical and caring professionals**.
- We value **collaborative partnerships** within the College of Education as well as across disciplines with other CSUN faculty, P-12 faculty, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of **communities of diverse learners**.

- We value **creative and reflective thinking** and practice.

Course Description:

This course examines assessment, curriculum, and instruction appropriate for deaf and hard of hearing students across the age range. Candidates use research and contemporary theoretical orientations to evaluate, modify and/or design instructional materials for assessment, curriculum development and instruction in content areas. Emphasis is given to developing knowledge and skills in ASL/English Bilingual instruction. Prerequisites: SPED 504D, 560.

Course Objectives:

After completing this course, students will be able to:

1. Evaluate and modify instructional materials and curricula to be suitable for DHH students.
2. Demonstrate knowledge and skills using ASL/English bilingual instructional methods.
3. Develop specific instructional aids for math, social studies, and science for DHH students effectively supporting deaf students with diverse language and learning needs.
4. Develop thematic lesson plans that
 - integrate content area standards with objectives that are consistent with the student's IEP and Common Core Standards (Arts, ASL, ELA, ELD, English, Computer Science, Health Science, History, Math, Physical Education, Science, and/or other languages.
 - connect content of instruction to real life including vocational, higher educational and career-oriented activities, filling in gaps in authentic experiences
 - provide maximal opportunity for vocabulary development via ASL, English, and other languages
 - utilize differentiated instruction for students with multiple disabilities
 - utilize concepts of Universal Design for Learning that include technology and multi-media.
5. Demonstrate knowledge related to the role and effective use and management of paraeducators within the classroom.
6. Demonstrate knowledge of accurate sources for conceptually accurate and ASL-appropriate sign choices while planning and implementing academic instruction in the content areas.
7. Create and implement differentiated instruction informed by universal design for learning effectively supporting deaf students with diverse language and learning needs.
8. Select, adapt, create, and use culturally relevant language-rich resources for the instruction of deaf students with diverse language and learning needs.

9. Utilize and embed collaborative activities that embrace the unique language and leadership contributions of diverse Deaf community role models within the classroom.

Required Texts:

Ladd, P. (2022). *The Unrecognized Curriculum: Seeing Through New Eyes, Deaf Culture and Deaf Pedagogies*. San Diego, CA: Dawn Sign Press.

Chamot, A.U. (2009). *The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach* (2nd ed.). West Nyack, New York: Pearson Education ESL

Golos, D., Kuntze, M., Wolbers, K., and Kurz, C. (2024). *58-IN-MIND: Multilingual Teaching Strategies for Diverse Deaf Students*. Washington, D.C.: Gallaudet University Press.

Additional Readings may be assigned on Canvas. Bring the CALLA Handbook to each class session.

Presentation Methods for the Course:

The course will use a variety of teaching methods, including discussion, lecture, live and videotaped demonstration, student presentations, hands-on and simulated classroom and laboratory practice, and internet-based learning opportunities.

Course Expectations:

We strive to maintain a climate for all participants in this class that is free of all forms of discrimination and harassment based upon race, ethnicity, religion, national origin, physical, or mental abilities, age, marital status, sexual orientation, gender identity, or status as a U.S. veteran. Any student who has concerns with inappropriate behavior in the course should contact me as soon as possible to correct and enhance the student experience.

If you have a disability and need accommodations, please register with Disability Resources and Educational Services. Links to an external site, (DRES) office is in Bayramian Hall, room 110 and can be reached at (818)677-2611. If you would like to discuss your need for accommodations with me, please contact me to set up an appointment.

We highly value effective communication. If you are confused, have needs, or would like to share something with either instructor, please, reach out. While we check-in students from time to time during the semester, we don't know what you don't share. We can help problem-solve if/as needed.

IMPORTANT NOTICE ON CSUN COMMUNICATION

CSUN sends all official communication by e-mail, including registration information. Please check your CSUN e-mail as soon as you've activated your university account. Using any Web browser, go to www.csun.edu/webmailLinks to an external site. Enter our CSUN User ID and Password. To forward your CSUN email to your Yahoo, Hotmail, or preferred address, go to www.csun.edu/account/Links to an external site., login and select Mail for forwarding. However, do be aware that some transmissions are not successful. To remain informed, it is in your best interest to continue to check your CSSUN e-mail account throughout the semester.

Additionally:

- All assignments must be submitted to earn a course grade.
- Please proofread all your assignments. Points will be deducted for sloppy work, misspellings, grammatical errors, typos, or lack of clarity/organization. Student papers should reflect high quality and be appropriate for **graduate level** course.
- Cheating and plagiarizing are taken very seriously. Please see the [University Catalog Links to an external site](#), and/or the Schedule of Classes for definitions and examples of, and penalties for academic dishonesty.
- INC grades are considered using university guidelines. Please see the [University Catalog Links to an external site](#).
- Respectful classroom conduct is always expected.
- Laptop computers are permissible if used for notetaking. Internet surfing and instant messaging is not permissible during class, unless as part of an assignment.
- Regular class attendance is mandatory following the motto of- **Always Showing Up!**

In person and Online Etiquette

We all are learners and will co-construct new knowledge and be mindful of others embracing caring pedagogy. Active participants are expected, and this includes maintaining eye contact while implementing backchanneling strategies. This means being an active listener demonstrates understanding or not.

Your attendance is crucial, not only for you but for your classmates, too! Every student has unique value to add to the class environment based on their experience, background, ethic, and cultural heritage. Come to our online class and share your talents and knowledge with all of us.

Because American Sign Language (ASL) is a visual language, we ask that you keep your camera on during class. The class policy is that your screen name be visible on your device. It is highly encouraged that you use a computer to access the class and related materials. If you need assistance accessing a computer through CSUN, please let me know as soon as possible.

GRADING STANDARDSGrading Rubric

A = Outstanding - Performance reflects a thorough understanding of the material, including integration of information and application of theory and research to practice. Projects and exams are comprehensive, thoughtful and provide new insights. All assignments are well-organized and clearly written. Attendance and participation in class is consistent and engaging.

B = Very Good - Performance reflects complete and accurate understanding of the material. There is generalization of the information that demonstrates the ability to integrate and apply information. All assignments are thoughtful, well-organized, and clearly written. Attendance and participation in class is consistent and engaging.

C = Satisfactory - Performance reflects minimal level of competency attainment, understanding, and skill. Does not meet graduate and professional standards. Lacks demonstration of generalization and application of the information. Assignments are incomplete, poorly prepared, and/or possess notable misconceptions. Attendance and participation is sporadic and limited.

D = Barely Passing - Performance reflects severe misconceptions about the information. There is little or no demonstration of generalization or application. Assignments are incomplete, poorly prepared, and/or missing. Attendance and participation are poor.

F = Failing - Performance reflects lack of engagement with the information. No assignments are completed. Attendance and participation are poor.

| <u>Percentage of Points</u> | | <u>Grade</u> | |
|-----------------------------|-----|--------------|-----|
| 93 - 100 | A | 78 - 79 | C+ |
| 90 - 92 | A - | 73 - 77 | C |
| 88 - 89 | B+ | 70 - 72 | C - |
| 83 - 87 | B | 60 - 69 | D |
| 80 - 82 | B- | 00 - 59 | F |

INC grades are considered using university guidelines. Please see the University Catalog.

Portfolio of all Required Assignments (RA) **Total: 100% DUE DATE**

| | | |
|--|-----|-----------------|
| 1-Lead a Round Table Discussion of an Assigned Chapter + a Mind Map of an assigned scholar (15 min) | | |
| DHH 2.9 | | |
| DHH 6.8 | 15% | |
| 2-Develop a Mind Map of a Thematic Unit | 10% | 2/27 & 3/6 |
| 3-Develop a Thematic Unit (e.g. Centers, Journals) + 3 Lesson Plans | 40% | 3/13, 4/3, 4/17 |
| DHH 4.3 | | |
| DHH 4.4 | | |
| DHH 7.9 | | |
| 4-Conduct Peer Review and Self Eval. of 2 Lesson Plans | 10% | 3/27 & 4/10 |
| DHH 1.7 | | |
| 5-Demonstrate a sample cooperative learning activity + a Mind Map of assigned readings (15 min) | 15% | 5/1 or 5/8 |
| DHH 1.2 | | |
| DHH 3.6 | | |
| DHH 3.7 | | |
| 6-Reflection on a lesson plan implementation | 10% | 5/5 |

NOTE: All assignments are due by 8:00 AM on Thursdays. Bring the CALLA Handbook to class

| Candidates | Assigned Scholars |
|-------------------|-------------------------------|
| | Lynne Erting and Rachel Stone |
| | Cynthia Neese Bailes |
| | Susan Mather |
| | Joseph Santini |
| | Donna West |
| | David R. Schleper |
| | Young, Ackerman & Kyle |

Mind Maps of Assigned Readings (58-IN-MIND / VL2 Research Briefs)*(TBD after attending the 13th Annual Silent Garden Lecture on 2/22: 8:00-6:00 PM.)***SPED 566 COURSE SCHEDULE***(subject to change with notice)*

| Week | Topics | Readings Due | Assignments Due |
|--------------------|---|---|---------------------------------------|
| 1-1/23 (onsite) | Introduction, KWL, and assigned chapters / scholars | | |
| 2-1/30 (Feb 22) | <i>Rescheduled to 2/22 from 8 am to 6 pm @ CSUN, ED 3117</i> | | |
| 3-2/6 (onsite) | “Lying with Statistics!” • Dr. Naomi Caselli’s (Patterns & Consistency) DHH 6.8 | Begin to read your assigned chapters | |
| 4-2/13 (zoom) | Overview of the CALLA MODEL: Prep., Presentation, Practice, Self-Evaluation, Expansion Intro to Learning Strategies DHH 1.4 DHH 1.4 DHH 1.4 DHH 3.7 DHH 3.7 DHH 3.8 DHH 3.8 | Re-read your assigned chapters | |
| 5-2/20 (onsite) | Types of Knowledge / Ways of Knowing Academic Language / 6 Thinking Levels WE DO: Mind Map of a Thematic Unit DHH 3.4 | Paddy Ladd Chapter (PLC): | |
| 6-2/27 (onsite) | Types of Strategies: Metacognitive, Cognitive, Social/Affective WE DO: Journals, A Lesson Plan, Centers DHH 1.2 DHH 1.2 DHH 4.1 DHH 4.1 DHH 4.3 DHH 4.3 DHH 4.4 DHH 4.4 | PLC5- (Cognitive Engine)-LERS CALLA: Learning Strategies | RA#1-EZ RA#2-1 st draft |
| 7-3/6 (onsite) | KWL + Preparation, Presentation, Practice, Evaluation, Expansion / Content Journals Differentiation and UDL DHH 3.5 DHH 3.5 DHH 3.5 DHH 4.5 DHH 4.5 DHH 4.5 DHH 6.5 DHH 6.5 DHH 6.5 | PLC6- (VGT Modalities)-CB CALLA: Planning, Teaching | RA#1-AR RA#2-2 nd draft |
| 8-3/13 (zoom) | Peer, Self, and Teacher Evaluation Authentic Assessment Formative and Summative Assessment DHH 3.3 | PLC7- (Safe Deaf Space)-SM CALLA: Assessing Progress | RA#1-GM RA#3-LP#1 |
| | CSUN SPRING BREAK | | |

| | | | |
|----------------------------|---|---|----------------------|
| 9-3/27 (onsite) | Story Acting, Storytelling, Story Reading, Story Texting, Story Writing... If publish: Story Editing | PLC8- (Lang. Acceleration)-JS CALLA: Literacy Development | RA#1-IH RA#4-LP#1 |
| 10-4/3 (onsite) | Language Planning / Visual Language and Visual Learning / Learning Centers DHH 1.5 DHH 1.5 DHH 1.5 DHH 1.7 DHH 1.7 | PLC9- (Place in the World)-DW CALLA: Teaching ELA | RA#1-SF RA#3-LP#2 |
| 11-4/10 (onsite) | Acting, Reading & Writing with Science Math Word Problems DHH 7.9 DHH 7.9 | C10- (Multiple Worlds)-DS CALLA: Science / Math | RA#1-CJ RA#4-LP#2 |
| 12-4/17 (onsite) | History Through Time & Modifications Visual Performing Arts & Movies DHH 1.6 DHH 1.6 DHH 2.9 DHH 2.9 DHH 3.6 DHH 3.6 DHH 6.1 | C11- (Deaf Pedagogies)-YAK CALLA: Social Studies / Literature | RA#1-CP RA#3-LP#3 |
| 13-4/24 (Feb 22) | <i>Rescheduled to 2/22 from 8 am to 6 pm @ CSUN, ED 3117</i> | | |
| 14-5/1 (onsite) | Cooperative Learning & 6 Thinking Hats Learning Theories / VL2 Research Briefs | Mind Maps of Assigned Readings: 58-IN-MIND / VL2 Research Briefs | RA#5 |
| 15-5/8 (onsite) | Revising Teaching and Learning Philosophy Statement | Mind Maps of Assigned Readings: 58-IN-MIND / VL2 Research Briefs | RA#5 |
| 16-5/15 (zoom) | DUE: Portfolio of all Required Assignments including the Thematic Unit | | RA#1-6 |

Linking Page

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| DHH 1.6 DHH 1.6 | 7 |
| DHH 1.7 DHH 1.7 | 7 |
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