

**COLLEGE OF THE MARSHALL ISLANDS
COURSE OUTLINE**

CIP No. 13.1003
DEAF 111
Alpha Number

Introduction to Deaf Education
Course Title

Course Description

Provides an overview of current demographic, legal, educational, linguistic, medical, and social trends that impact deaf students' education. Explores criteria for the establishment of quality educational services for deaf students, including issues relevant to the Pacific region.

Course prepared by: Education/NSSP November 2016

	Hours per Week	Number of Weeks	Total Hours	Credits
Lecture	<u>12</u>	<u>4</u>	<u>48</u>	<u>3</u>
Laboratory	_____	_____	_____	_____
Clinical	_____	_____	_____	_____
Seminar	_____	_____	_____	_____
Field	_____	_____	_____	_____

Total Credit Hours 3

The Hours per Week and Number of Weeks listed above assume that this course will only be taught during the Summer semester. The Total Hours would remain the same if taught during a different term.

Purpose of Course:

Degree Requirement	_____
Degree Elective	_____
General Education	_____
Credit Certification	<u>X</u>
Developmental	_____
Community Education	_____
Vocational Education	_____
Adult Basic Education	_____

Distribution Area:

Humanities	_____
Social Sciences	_____
Mathematics (Credit)	_____
Science	_____

Prerequisites ENG 111 and ENG 105
Pre- or Co-requisites ASL 101 and ASL 102 or ASL fluency

Signature, Curriculum Committee Chairperson

Date

Signature, Dean of Academic Affairs

Date

Signature, Vice President of Academic and Student Affairs

Date

Last Date reviewed or revised: May 15, 2017

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II. Student Learning Outcomes

Upon completion of this course, the student will be able to:

1. Explain demographics of deaf student population in the U.S. and Pacific (ASCDE knowledge and experience, ASCDE differentiate instruction)
2. Contrast the medical/pathological and the cultural views of deaf people (ASCDE knowledge and experience, ASCDE differentiate instruction, ASCDE assess deaf students' progress, ASCDE ethical practices)
3. Summarize the history of Deaf Education, including bilingual education, in the U.S. and Pacific (ASCDE knowledge and experience, ASCDE differentiate instruction)
4. Outline the rationale and major provisions in IDEA, including special factors for deaf students (ASCDE knowledge and experience, ASCDE differentiate instruction)
5. Analyze the reciprocal impact of deaf and hearing families and their deaf children (ASCDE knowledge and experience, ASCDE differentiate instruction, ASCDE assess deaf students' progress, ASCDE ethical practices)

III. Course Content

This course introduces students to philosophical, historical, medical, educational, linguistic, and legal perspectives that are central to the development and current status of Deaf Education in the U.S. and the Pacific.

1. Pathological and cultural views of deaf people
2. Historical goals and processes in Deaf Education
3. Impact of Special Education laws on deaf students
4. "Unlocking the Curriculum" for deaf students
5. Bilingual education, including signed and spoken language
6. Program design and planning for deaf students

IV. Methods of Instruction

1. Lecture and discussion
2. Field experiences in Deaf Education classes
3. Group projects and presentations
4. Library and internet research
5. Debate on key issues in Deaf Education

V. Equipment and Materials

1. LCD projector with connections that work for MacBook (Apple)
2. Internet access to academic database

3. Library access
4. Deaf-related videos

VI. Suggested Methods of Evaluation

1. Presentations
2. Quizzes
3. Observation reports
4. Case Study
5. Debate

Letter grades will be assigned per CMI Grading System.