

**COLLEGE OF THE MARSHALL ISLANDS
COURSE OUTLINE**

CIP No. 13.0499

DEAF 440
Alpha Number

Deaf Education Practicum I
Course Title

Course Description

Designed to provide pre-service teachers with an authentic experience working with deaf students in educational settings. The course includes a minimum of 6 hours of field experience per day, five days per week for six weeks at the Majuro Deaf Education Center or other deaf education class. This Practicum focuses on language development and general instructional practices in Deaf Education.

Course prepared by: Education/NSSP August/2018

	Hours per Week	Number of Weeks	Total Hours	Credits
Lecture	_____	_____	_____	_____
Laboratory	_____	_____	_____	_____
Clinical	_____	_____	_____	_____
Seminar	_____	_____	_____	_____
Field	<u>4</u>	<u>16</u>	<u>64</u>	<u>3</u>
		Total Credit Hours		<u>3</u>

Purpose of Course: Degree Requirement _____
 Degree Elective _____
 General Education _____
 Credit Certification X _____
 Developmental _____
 Community Education _____
 Vocational Education _____
 Adult Basic Education _____

Distribution Area: Humanities _____
 Social Sciences _____
 Mathematics (Credit) _____
 Science _____

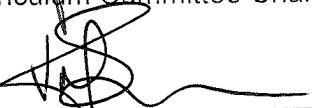
Prerequisites B or better in DEAF 221



 Signature, Curriculum Committee Chairperson

2/22/2019

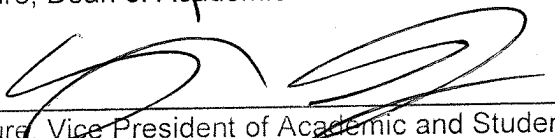
 Date



 Signature, Dean of Academic Affairs

02/20/2019

 Date



 Signature, Vice President of Academic and Student Affairs

20 Feb 19

 Date

Last Date reviewed or revised: February 4, 2019

I. Deaf Education Practicum I
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II. Course Outcomes

Student Learning Outcomes

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

1. Assess and revise deaf students' Individual Education Plans (IEPs) in the areas of language assessment and language development. (ASCDE meaningful lessons, ASCDE differentiate instruction, assess deaf students' progress, ASCDE ethical practices)
2. Apply best practices related to planning, assessing, instructing, and evaluating deaf students related to language development in ASL and print English. . (ASCDE meaningful lessons, ASCDE differentiate instruction, ASCDE content-area instruction, ASCDE assess deaf students' progress, ASCDE ethical practices)
3. Promote knowledge and skill development in deaf children in academic areas. (ASCDE meaningful lessons, ASCDE differentiate instruction, ASCDE content-area instruction, ASCDE assess deaf students' progress, ASCDE ethical practices)
4. Implement activities and lessons for deaf children that focus on language development. (ASCDE meaningful lessons)
5. Provide instruction and support to deaf students using fluent ASL and print English. (ASCDE meaningful lessons)

III. Course Content

Students will apply theories, methods, techniques, and procedures for teaching deaf students in a structured and mentored first practicum experience focusing on language development and generic instruction.

1. Creation of a language rich environment within the classroom and other educational environments
2. Assessment of deaf students' sign language and print English
3. Design of instruction and support for enhancing language development across the curriculum
4. Development and implementation of lesson plans for teaching small groups of deaf students to supplement classroom instruction (including measurable learning objectives, experiences, and assessment)
5. Identification of best practices and collection of relevant resources for teaching deaf students, with an emphasis on language development
6. Creation, sharing, and critiquing of lessons

IV. Methods of Instruction

1. Supported teaching in Deaf Education classes
2. Mentoring and modeling of best practices
3. Regular feedback on instruction from instructor and master teacher

V. Equipment and Materials

1. LCD projector with connections that work for MacBook (Apple)
2. Internet access to academic database
3. VCSL: Visual Communication & Sign Language Checklist
4. Curriculum Standards for RMI, FSM, Palau, Guam, or American Samoa

VI. Suggested Methods of Evaluation

1. Attendance and preparation for instruction
2. Observation of videotaped instruction with videoconferencing
3. Teaching competency checklist, mid-point and final (completed by practicum student, mentor teacher, and NSSP supervisor)
4. Professional dispositions evaluation (completed by practicum student, mentor teacher, and NSSP supervisor)

Letter grades will be assigned per CMI Grading System.