A.   DEPARTMENT OF SPECIAL EDUCATION
       SED 240: COMMUNICATION SKILLS FOR THE HEARING IMPAIRED
       3 Credit Hours

B. COURSE DESCRIPTION
    Basic principles of manual communication and fingerspelling. Builds an
    expressive and receptive vocabulary of at least 1,000 signs to enable
    communication with individuals who use simultaneous communication methods.

C. TEXT, REQUIRED READINGS AND REFERENCES
    Humphries, T., Padden, C., & O'Rourke. (1988). <u>A Basic Course in American
    Sign Language</u>. Silver Springs, MD: T.J. Publishers.

D. STUDENT LEARNING OUTCOMES / OBJECTIVES
    Upon completion of this course, students will be able to:
    1. Demonstrate receptive sign skills by answering comprehension questions
        about signed paragraphs and conversations.
    2. Demonstrate expressive skills by signing words, sentences and simple stories
    3. Demonstrate expressive and receptive fingerspelling skills.
    4. Sign a children's story or a personal experience using conceptually correct
        signs and appropriate facial expressions.
    5. Use signs, numbers, and fingerspelling in meaningful communication with and
        without the use of voice.
    6. Explain the development of sign language in young children or children with
        motor impairments.
    7. Explain the appropriate and professional use of their beginning sign skills in
        classrooms serving students with hearing loss and/or multiple disabilities.
*These course objectives align with CED Initial Certification Standards 1 and 6.
E. COURSE OUTLINE
    This course is basically an interactive/discussion format. The topics covered
    include:
    I.   Fingerspelling
    II.   Numbers
    III.   Time
    IV.   Facial expression
     V.   Quality, quantity, and size
    VI.   Family members
    VII.   Vocabulary, sentence and paragraph building
    VIII.   Conversational signs
     X.   Supplemental signs
    XI.   Deaf culture
     XII. Appropriate use of beginning sign skills

F. COURSE REQUIREMENTS
    EKU has officially established expectations for class preparation: 2 hours of
    minimum outside preparation is expected for each hour of class lecture for 200
    level courses. SED 240 adheres to this policy. Students are expected to come
    to class prepared, fulfilling all readings and project assignments as specified in

the CLASS SCHEDULE of the current semester. The requirements for this course are as follows:

Observation/Participation in Deaf Community Activity or in classrooms where manual communication is used with students with moderate/severe disabilities

Sign Lab Hours (12 Hours)

Sign story project (with and without voice)

Pop Quizzes

Mid-term and Final Performance Assessments

Three page article review (Student selected article that addresses the use of sign language/sign systems with students in their field of study)

G. ADDITIONAL REQUIREMENTS FOR GRADUATE STUDENTS
Not applicable.

H. COURSE EVALUATION

Community activity and reaction report	30 points
Sign story project	20 points
Pop quizzes	10 points
Three page article review	20 points
Mid term and Final exam	100 points
Attendance at Sign Lab	60 points

All course requirements listed above must be completed for a grade to be given in this course. All written work must be submitted in standard English. English usage will be considered in course work evaluation, in accordance with EKU policy. Class attendance/participation will be deciding factor in borderline cases.

I. STUDENT PROGRESS
Students are responsible for monitoring their progress in the course and computing their grades continually as each assignment is returned to them by the instructor. The instructor will provide students with written information on their progress in the course at least once prior to the midpoint of the course.

Grading Scale:

100-90%	A
89-80 %	B
79-70 %	C
69-60 %	D
59-0%	F

J. ATTENDANCE POLICY
A language requires practice and study. Students are expected to attend all classes. All assignments must be handed to the instructor on the due date, late assignments are not accepted. Absences will be excused if the absence meets university guidelines, however, absences are not excused on the days of tests. Make-up tests are not given. If a student misses more than 20 % of the class meetings the student will not pass the class.

K. NOTIFICATION OF THE LAST DAY TO DROP/WITHDRAW FROM THE COURSE:

The last day to drop a course is listed in the current Schedule of Classes in the Colonel's Compass.

L.   UNIVERSITY DISABILITY STATEMENT
   If you are registered with the Office of Services for Students with Disabilities, please make an appointment with the course instructor to discuss any accommodations you need. If you need academic accommodations are not registered with the Office of Services for Students with Disabilities, please contact the office on the third floor of the Student Services Building, by email at disserv@eku.edu, or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in the alternative forms.

M. ACADEMIC INTERGRITY STATEMENT
   Students are advised that EKU's Academic Integrity Policy will strictly be enforced in this course. The Academic Integrity Policy is available at www. Academicintergrity.eku.edu. Question regarding the policy may be directed to the Office of Academic Policy.

Course P/N	Course Title
SED 240	Communication Skills for the Hearing Impaired

CONCEPTUAL FRAMEWORK ELEMENTS
CF1: Knowledge - Enables candidates to construct understanding of the complexity and richness of the teaching/learning process.
CF2: Pedagogical Skills - Enables the professional educator to facilitate learning for all students.
CF3: Dispositions - Includes the professional attitudes, values and beliefs that support student learning and development.
CF4: Technology - Focuses on preparing candidates who are able to use educational technology to help all students learn.
CF5: Diversity - Reflects the Unit's commitment to preparing candidates to support learning for all students

RELATIONSHIP TO:

College of Education Conceptual Framework

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments					
CF1	CF2	CF3	CF4	CF5	
K, A KA 1	-	K	K	K	

TEACHER STANDARDS (2008)
STANDARD 1: The teacher demonstrates applied content knowledge
STANDARD 2: The teacher designs and plans instruction
STANDARD 3: The teacher creates and maintains learning climate

STANDARD 4:	The teacher implements and manages instruction
STANDARD 5:	The teacher assesses and communicates learning results
STANDARD 6:	The teacher demonstrates the implementation of technology
STANDARD 7:	Reflects on and evaluates teaching and learning
STANDARD 8:	Collaborates with colleagues/parents/others
STANDARD 9:	Evaluates teaching and implements professional development
STANDARD 10: Provides leadership within school/community/profession	

☐Kentucky Teacher Standards – Initial or Advanced

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments									
TS1	TS2	TS3	TS4	TS5	TS6	TS7	TS8	TS9	TS10
K	-	-	-	-	K	-	-	-	-

EKU GOALS
EKU-G1. To promote and support an inclusive climate that respects and celebrates diversity by attracting, developing and educating a diverse student, faculty, and staff population.
EKU-G2. To continuously assess and improve the services and infrastructure of the University to support and maintain high quality programs.
EKU-G 3. To promote learning through high quality programs, research, and support services.
EKU-G4. To develop and enhance an environment facilitating intellectual curiosity, cultural opportunities and problem-solving abilities for members of the University community.
EKU-G5. To increase and enhance external and internal constituency engagement, while maintaining a connection with the southeastern region of Kentucky.

EKU Goals

EKU-G1	EKU–G2	EKU-G3	EKU-G4	EKU-G5
X		X	X	

KERA Initiatives

Identify the initiative number(s) for each category			
Learner Goals/Academic Expectations	Program of Studies: Understandings	Program of Studies: Skills & Concepts	Core Content
-	-	-	-

EPSB Themes

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments				
Diversity	Assessment	Literacy/Reading	Closing Achievement Gap	
K	-	-	-	

SPA

CEC-Special Education CED—Council on the Education of the Deaf and Hard of Hearing
Standard 1- Foundations