

California Lutheran University

Graduate School of Education Department of Learning and Teaching

EDDH 527 Curriculum, Instruction and Technology for Students with Hearing Loss Gr. 6-12 Summer 2025 (3 Credits)

Course Type

Hybrid

This course will be delivered in a hybrid format. A portion of the professor-led contact hours take place in a traditional classroom, but there will be online and/or experiential learning components during the final 2-week immersion experience in California.

Instructor: Sofia Ramirez Ed.D.

Office Location: SBET 214

Phone: 805-493-3896

Email: smramire@cllutheran.edu

Office Hours: By appointment

LinkedIn: [Here](#)

Instructor Bio

Dr. Ramirez is the director of the DHH Program at California Lutheran University, preparing future DHH teachers for excellence in the field. Dr. Ramirez has been a teacher for over 20 years working with children from birth through high school. Dr. Ramirez focuses on parent education, literacy, and listening and spoken language. Dr. Ramirez has been a guest lecturer educating professionals on working with DHH students (CSUN, CSUCI, CSUSD, Ventura County SELPA). Dr. Ramirez has worked with our community partner No Limits for ten years both in Culver City and Oxnard.

Time/Place

Term Dates:

Weekly Class Meeting:

Classroom: Hybrid, Zoom

Course Description

See: [Course Catalog](#)

Candidates will develop academic goals and learning outcomes for the students' IEPs integrating their knowledge of typical and atypical development during the middle and high school years, with accommodations and modifications as well as planning lessons in units of study for instruction with specific strategies for students with hearing loss and additional special needs. Candidates will demonstrate knowledge of:

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- Planning and Instruction for English Language Learners
- Models of placements, collaborations, transitions, and service delivery
- Students with hearing loss and multiple disabilities, such as autism
- Assessment and planning instruction grade levels (6-12)
- Sequencing and differentiating instruction
- Best practices and strategies acquiring literacy and grade-level content standards

REQUIRED TEXTBOOK / READINGS

Author(s):	Harvey, S. & Goudvis, A.
Text Title:	<i>Strategies that Work</i>
Year of publication:	2017
Edition:	Third Edition
Publisher:	Portland, ME: Stenhouse Publishers.
ISBN 13 Number:	978-1625310637

REQUIRED TEXTBOOK / READINGS

Author(s):	Rea, D. M. & Mercuri, S. P.
Text Title:	<i>Research-Based Strategies for English Language Learners: How to Reach Goals and Meet Standards, K-8.</i>
Year of publication:	2006
Edition:	
Publisher:	Portsmouth, NH: Heinemann.
ISBN 13 Number:	978-0325008103

REQUIRED TEXTBOOK / READINGS

Author(s):	Robertson, L.
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Text Title:	<i>Literacy and Deafness Listening and Spoken Language</i>
Year of publication:	2014
Edition:	Second Edition
Publisher:	San Diego, CA: Plural Publishing, Inc.
ISBN 13 Number:	978-1-59756-557-8

REQUIRED TEXTBOOK / READINGS

Author(s):	Sousa, D.
Text Title:	<i>How the Brain Learns to Read</i>
Year of publication:	2014
Edition:	Second Edition
Publisher:	Corwin Press
ISBN 13 Number:	978-1483333946

REQUIRED TEXTBOOK / READINGS

Author(s):	Sousa, D.
Text Title:	<i>How the Brain Learns Mathematics</i>
Year of publication:	2015
Edition:	Second Edition
Publisher:	Corwin Press.

ISBN 13 Number:	978-1483368467
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Additional readings as assigned

Websites:

Envision Math: <http://pearsonschool.com/index.cfm?locator=PS149y>

NGSS Science: <https://www.nextgenscience.org/>

Pearson Scott Foresman History/Social Science: <http://www.cahistorysocialscience.com/>

U.S. Department of Education: <http://idea.ed.gov>

California Department of Education: <http://www.cde.ca.gov/ci>

California Department of Education Common Core Standards and Content Standards

<http://www.cde.ca.gov/be/st/ss/>

Social Emotional Learning - <https://casel.org/what-is-sel/>

<http://www.audiologyonline.com/audiology-ceus/search/page:4/sort:dateDifference/direction:asc/isAjax:1/type:rec/association:10013/duration:1/cp:cochlear-americas/>

<http://www.audiologyonline.com/audiology-ceus/search/page:5/sort:dateDifference/direction:asc/isAjax:1/type:rec/association:10013/duration:1/cp:cochlear-americas/>

PROGRAM OUTCOMES

DHH Teaching performance Outcomes (DHH TPEs)

- TPE 1 – Engaging and Supporting All Students in Learning (DHH-TPEs)
- TPE 2 – Creating and Maintaining Effective Environments for Student Learning (DHH-TPEs)
- TPE 3 – Understanding and Organizing Subject Matter for Student Learning (DHH-TPEs)
- TPE 4 – Planning Instruction and Designing Learning Experiences for All Students (DHH-TPEs)
- TPE 5 – Assessing Student Learning (DHH-TPEs)
- TPE 6 – Developing as a Professional Educator (DHH-TPEs)
- TPE 7 – Effective Literacy Instruction for Deaf Students (DHH-TPEs)

The aforementioned DHH TPEs are also aligned with the [Institutional Learning Outcomes](#), which emphasize the quality of the educational experience for students at California Lutheran University..

CLU Institutional Learning Outcomes	CTC Teacher Performance Expectations
• Communication	• DHH TPEs 1, 2, 4, 5, 6
• Information Literacy	• DHH TPEs 1, 3, 4, 5, 7
• Quantitative Literacy	• DHH TPEs 1, 3, 4, 5, 7
• Creative and Critical thinking	• DHH TPEs 1, 3, 6, 7
• Identity and Values	• DHH TPEs 2, 3, 4, 6, 7

• Principled Leadership	• DHH TPEs 1, 2, 4, 6
• Interpersonal and Teamwork Skills	• DHH TPEs 1, 2, 3, 4, 7
• Cross Cultural Competence	• DHH TPEs 1, 2, 4, 6, 7

Course Learning Outcomes

1. Candidates will demonstrate their understanding of research issues and current educational trends that contribute to the education of deaf and hard of hearing children (e.g., deaf/multi-disabled, deaf/learning disabled, Deaf culture, Cochlear Implants, bi-lingual/bi-cultural setting, positive behavioral support).
2. Candidates will demonstrate their understanding of resources, references, materials and professional literature focusing on the theoretical issues in the education of deaf and hard of hearing children and related fields.
3. Candidates will demonstrate knowledge of the history of the education of children and youth in the US who are deaf and hard of hearing, with an emphasis on its interrelationship with the history of education and legal safeguards for parents and children.
4. Candidates demonstrate their understanding of the current public laws relating to the education of children with disabilities, regarding the coordination, implementation, evaluation, and revision of Individual Educational Programs (IEP)
5. Candidates will demonstrate knowledge about facilitating the transition of children and youth with hearing loss into a variety of educational and workplace settings & the Individual Transition Plan (ITP).
6. Candidates will visit, observe, and reflect on universal design for learning and evidence-based best practices are currently implemented with children and youth with hearing losses from diverse cultural groups who have been placed in various public-school settings.
7. Candidates will demonstrate an understanding of positive behavior management strategies for a variety of developmental and educational levels.
8. Candidates will develop an awareness of the culturally diverse population, particularly those from Latino-heritage homes, represented in today's state and national populations of children and youth who are deaf and hard of hearing.
9. Students will develop an awareness of the multiple needs and perspectives of children with hearing loss and additional disabilities, including deaf/blind and ASD.
10. Candidates will successfully interact with deaf adults who use a variety of communication methods regarding their transition to the workplace of higher education.

Didactic Approach

This course rests on several components – self-study, lectures, interaction, as well as practice and application:

- Self-Study
 - o Preparation in self-study by students before lecture to become familiar with new material/readings and to stimulate thinking, generate ideas and questions.
- Lecture
 - o Presentation of topics in class by instructor using PowerPoint slides.
- Student-Instructor Interaction
 - o Discussion of selected questions, finding of examples, answering of questions
 - o Asynchronous, instructor-facilitated discussion of relevant topics on discussion boards.
 - o Direct interaction between student and instructor.
- Practice and Application
 - o Preparation of short assignments by students before class.
 - o Participation in class discussion.
 - o Deepening of concepts in discussion.
 - o Field trips

Assessment/Assignments

Assessment in this course is based on multiple elements. Each form of assessment addresses different (sometimes multiple) learning outcomes, and it requires a different set of knowledge, skills and abilities.

Assign.	Due Date	Assignment	Points
1		Paper on Hearing loss and development	10
2		English Language Arts Lesson Plan In this assignment, you'll design a Language Arts lesson plan for grades 6–12 that integrates one standard each from Reading, Writing, Speaking & Listening, and Language, based on the Common Core State Standards. Using the DHH Lesson Plan Template, you'll script the lesson with teacher questions, possible student responses, relevant materials, assessments, and any technology you plan to use. Strategies from your course readings should guide your instructional choices. Your lesson should give students meaningful practice with writing and presenting their ideas—whether through opinion, narrative, or informational formats. Please include the use of multimedia tools for presenting, peer to peer feedback, and rubric for assessment.	10
3		Mathematics Lesson Plan	10
4		Social Studies Lesson Plan	10
5		Science Lesson Plan	10
6		Mid-term In Class	40
7		Middle school/High school Observation Report	10

8	Thematic Unit Final Project For your final project, you'll create a weeklong thematic unit with five cohesive lesson plans in one content area: ELA, Math, Social Studies, or Science. One lesson should be a previously submitted and scored plan; the other four will extend the topic using the same template. Begin with an introductory lesson and design the rest to build skills and content thoughtfully. Include strategies from course readings, supports for diverse learners, relevant materials and visuals, assessments (formative and summative), rubrics as needed, and a culminating activity. At least one lesson should incorporate the California Visual and Performing Arts Standards to integrate creative expression. As you plan, look for ways to support students' writing (spelling, handwriting, other language conventions) and presentation skills through the use of digital tools, keyboarding, clear language conventions, and multimedia elements. Lessons should feature purposeful questioning and include flexible supports for students who need additional guidance. A classroom map and bulletin board design tied to your unit theme must also be included. <u>Checklist for Assessment</u>	100
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Grading Criteria

Percentage	Grade
93-100	A
92-90	A-
83-89	B
80-82	B-
70-79	C
65-69	D
Less than 64	F

Minimum Grade Requirement

Remember! You must maintain a "B" average (3.0 GPA) in your coursework as well as a "B" (3.0) average is required for continued enrollment in the graduate program and for receiving the credential and Master's Degree.

Schedule of Topics and Activities

No	Date	Topics	Required Readings	Assignments and Activities
1		Course overview Middle/High School Observations Typical vs. Atypical Development In Middle and High School students: Socially aware, physical, Social media, cognition, socio-emotional Adolescent Teaching Strategies: group collaboration, group discussions, peer feedback, opinion pieces		
2		Culturally Diverse Learners/English Language Learners Behavior Management – PBS “Manifestation Determination”	Robertson Ch. 13 Behavior Management – gr. 6-12 Paper on adolescent development and Hearing loss	
3		Overview Assessment Intro Accommodations/Modifications/U DL/ Writing IEP Goals	Robertson Ch.11 & 16	

4		Language Arts Common Core Standards gr 6-12 Review of Standards- Based Lesson Plan Template Overview of Thematic Unit	Sousa (Reading) Ch. 4 & 5	
5		Literacy & D/HH Adolescents Literacy Strategies for Adolescent: Presentation, narrative writing, opinion writing, use of multimedia, group projects, and UDL Language Art Lesson Plans Group Work/Evaluation of Lesson Plans Vocabulary Development	Sousa (Reading) Ch. 6 & 7	
6		Math Common Core Standards - Common Core Standards Gr 6-12 Strategies: UDL, academic language, group projects, group exams, project based learning Creating Standards - Based Lesson Plans Auditory Speech Goals	Sousa (Math) Ch. 5, 6, 7	Upload/Prese nt Language Arts Lesson Plan
7		Math Lesson Plans Group Work/Evaulation of Lesson Plans Auditory/Speech Goals	Sousa (Math) Ch. 5, 6, 7	Upload/Prese nt Math Lesson Plans

8		Social Studies Common Core Standards/Creating Standards-Based Lesson Plans Strategies: UDL, academic language, group projects, group exams, project based learning Auditory/Speech Goals	Harvey/Goudvis Ch. 12, 13, &14	Common Core Standards Grades 6-12 Social Studies/ Science
9		NGSS/CCSS Evaluation of Lesson Plans		Upload/Prese nt Social Studies Lesson Plans
10		Visual/Performing Arts Standards Social/Emotional Learning Gr.6-12 Strategies: UDL, academic language, group projects, group exams, project based learning Trans-language in content areas	Robertson, Ch. 14	Upload present Science Lesson Plans Research article(s) TBA
11		Transitions and Transition Planning Collaboration with service providers, families, transition specialist		GUEST SPEAKER
12		Mid-Term		Case Study - Transition Planning
13		Assessment - Creating Rubric Collaborating with Personnel	Robertson, Ch. 15	Create rubrics for Thematic Unit (in class)
14		Presentations of Observations (Middle & High School Observations)		Completed Observation Forms (present)

15		Take home final exam due		Completed Thematic Unit of 5 Lesson Plans in a specific subject & grade level.
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Observations experiences are planned for this course (TPE 1.6; 4.5). You will **submit reflections** on each observation on Canvas. More information about dates and times will be presented in class:

STUDENT WORKLOAD/CARNEGIE FOR THIS COURSE

This is a three credit unit course that consists of a minimum of 37.5 hours (1 hour = 50 minutes) of instructor-led components and a minimum of 75 hours of non-instructor-led, independent activities.

Attendance and Absence Policy (Engagement)

As graduate students, you are expected to take an active role in class and class activities. The quality of this course rests on the quality of YOUR participation. I will be taking note of participation. To this end, you are expected to keep your camera on during the entire Zoom meetings and complete the independent work associated with each session.

UNIVERSITY POLICIES

For General University Policies please refer to the section [Student Resources](#) in Canvas for links to relevant university policies and resources, including information about academic support, student support, and library services, or go to https://earth.callutheran.edu/documents/FINAL_Syllabus_Policies.pdf.

Use of Technology

All students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, e- mail, [Canvas](#), TaskStream, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. All electronic messages should be crafted with professionalism and care. Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Student Resources:

[CLU Writing Center](#)

[CAPS](#)

[Test Prep](#)

Final Note

This syllabus is subject to change. Every effort will be made to alert students to changes that occur in a timely manner.

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Dispositional Rubric

1 = Teacher candidate demonstrates a low level of functioning with respect to this attribute

2= Teacher candidate demonstrates inconsistent levels of functioning with respond to this attribute

3= Teacher candidate demonstrates an acceptable level of functioning with respect to this attribute

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4= Teacher candidate demonstrates an especially high level of functioning with respect to this attribute

The Teacher Candidate: _____

1. Is punctual	1	2	3	4
2. Is professional in appearance	1	2	3	4
3. Takes initiative	1	2	3	4
4. Demonstrates enthusiasm about teaching	1	2	3	4
5. Establishes good rapport with students	1	2	3	4
6. Is prepared	1	2	3	4
7. Communicates professionally (verbal & written)	1	2	3	4
8. Demonstrates ethical/moral behavior	1	2	3	4
9. Demonstrates sound judgment	1	2	3	4
10. Accepts feedback in a positive manner	1	2	3	4
11. Works cooperatively with others	1	2	3	4
12. Strives for ongoing improvement via reflection	1	2	3	4
13. Demonstrates potential for leadership	1	2	3	4
14. Is culturally sensitive	1	2	3	4

Evaluator's Comments:
