

Deaf Accommodations 101

Course Blueprint

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ACCOMMODATIONS 101

Course Description & Outline

ACCOMMODATIONS

Types

Appropriate

Dual

COURSES

Online

Foreign Language

Music

Healthcare

Internships/Fieldwork

EVENTS/ACTIVITIES

Project

Course Description

This course will help professionals from diverse backgrounds understand the function of accommodations toward creating educational and workplace equity. The chapters will address types of accommodations, selecting appropriate accommodations, and how to structure accommodations in non-traditional classroom settings. Throughout the course, learners will read texts, watch videos, post to discussion boards, and complete small assessments designed to make this course engaging and meaningful.

Topic Outline	Learning Outcome	Objective	Activity	Assessment	Resources	Accommodations
1. Accommodations 1.1 Types 1.2 Appropriate 1.3 Dual	At the end of this chapter, learners will be able to use what they've learned to select the most appropriate accommodation(s) for deaf students.	1.1 Learners will be able to compare accommodations.	1. Read content 2. Group discussion board: What do you hope to learn from this course? 3. Formative assessment: short response	Short response: Learners will demonstrate knowledge by comparing the seven most common accommodations listed in the chapter.	1. Written content 2. Discussion Board 3. Assessment	Restructure Types of Accommodations table to be automatically formatted for the page, rather than requiring navigation so that screen readers can more easily access content.
		1.2 Learners will be able to discuss how to determine appropriate accommodations.	1. Read content 2. Watch multimedia: Felicia's Story 3. Figure 1.1 Deaf Student Interview Checklist 4. Formative assessment: short response	Short response: Learners will demonstrate knowledge by articulating how to determine appropriate accommodations according to the chapter criteria.	1. Written content 2. Felicia's Story video 3. Figure 1.1 4. Assessment	Include utility descriptions/alt text for image. Ensure PDF of Figure 1.1 is OCR-searchable.
		1.3 Learners will be able to describe instances in which dual accommodations would appropriately address student needs.	1. Read content 2. Watch multimedia: Nida's Story 3. Figure 1.2: Dual Accommodations: Interpreters and Speech-to-Text Services 4. Summative assessment: Essay	Essay: Learners will apply knowledge by describing factors involved in determining when dual accommodations are appropriate.	1. Written content 2. Nida's Story video 3. Figure 1.2 4. Assessment	Ensure PDF of Figure 1.2 is OCR-searchable. Provide tiered summative assessment choices (easy-medium-hard). Include rubrics for essay options.
2. Courses 2.1 Online 2.2 Foreign Language 2.3 Music 2.4 Healthcare 2.5 Internships & Fieldwork	Following this chapter, learners will be able to use the criteria stated in the chapter in order to evaluate accommodations in non-traditional educational settings.	2.1 Learners will be able to state possible accommodations for both synchronous and asynchronous digital courses.	1. Read content 2. Watch multimedia: Smitha's Story 3. Figure 2.1: Tips for Instructors 4. Figure 2.2: Making Online Learning Accessible for Deaf Students 5. Formative assessment: T/F Quiz	T/F Quiz: Learners will demonstrate knowledge by determining possible accommodations for synchronous and asynchronous digital courses, using the suggestions outlined in the chapter.	1. Written content 2. Smitha's Story video 3. Figure 2.2 4. Assessment	Ensure table of Top Tips has marked headers for screen reader navigation. Reformat "Considerations for Online Classes" underneath the previous section, for screen readers. Ensure Figures 2.1 and 2.2 are OCR-searchable. Include descriptive preview captions under the Tips for Deaf Students video.
		2.2 Learners will be able to evaluate course	1. Read content 2. Figure 2.3: Creating Access:	Short essay: Learners will apply their knowledge by	1. Written content	Include alt text and captions for photo.

		accommodations.	Foreign Language Classes 3. Formative assessment: short essay	using the guidelines in the chapter to evaluate proposed accommodations for a hypothetical foreign language course.	2. Figure 2.3 3. Assessment	Ensure PDF of figure 2.3 is OCR-searchable.
		2.3 Learners will be able to modify course objectives.	1. Read content 2. Multimedia: Deaf Music 3. Discussion board: Use some of the linked resources to formulate some ideas about how to better serve the deaf community in music classes. Share your insights with the group. 4. Formative assessment: short response	Short Response: Learners will apply knowledge by using suggestions outlined in the chapter to modify sample music course objectives in order to achieve greater educational equity.	1. Written content 2. Deaf Music video 3. Discussion board 4. Assessment	Include utility descriptions/alt text for image. Is it possible to include captions for the video on Vimeo?
		2.4 Learners will be able to state the importance of consistent providers.	1. Read content 2. Multimedia: Zach's Story 3. Figure 2.4: Best Practices in Access: Interpreter Consistency 4. Figure 2.5: Deaf Medical Students 5. Formative assessment: short essay	Short essay: Learners will demonstrate knowledge by summarizing the reasons outlined in the chapter for the importance of consistent providers in healthcare education.	1. Written content 2. Zach's Story video 3. Figure 2.4 4. Figure 2.5 5. Assessment	Ensure Figures 2.4 and 2.5 PDFs are OCR-searchable. Provide tiered assessment choices (easy-medium-hard). Include rubrics for essay options.
		2.5 Learners will be able to state the legal responsibilities educational institutions and employers have to provide accommodations.	1. Read content 2. Multimedia: Patty's Story 3. Figure 2.6: Creating Access: Internships and Field Experiences 4. Summative assessment: Quiz	Quiz: Learners will apply knowledge gleaned from the chapter while taking a quiz regarding the responsibilities of educational institutions or employers to provide accommodations.	1. Written content 2. Patty's story video 3. Figure 2.6 4. Assessment	Ensure PDF of Figure 2.6 is OCR-searchable.
3. Events & Activities	After completion of this chapter, learners will be able to demonstrate content mastery by developing a list of accommodations, using the considerations outlined in the course.	3.1 Learners will be able to propose accommodations for events and activities.	1. Read content 2. Figure 3.1: Campus Accessibility Guides 3. Figure 3.2: Beyond the Classroom: Non-Academic Programs\ 4. Summative Assessment: Project 5. Discussion Board: Share your project with the group, explain the event/activity, what accommodations you chose, and why. Respond to two classmates with suggestions.	Project: Learners will apply skills learned throughout the course by developing a list of proposed accommodations for a self-selected event.	1. Written content 2. Figure 3.1 3. Figure 3.2 4. Assessment 5. Discussion Board	Include utility descriptions/alt text for image. Ensure Figures 3.1 and 3.2 PDFs are OCR-searchable. Include summative assessment rubric.