

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		02-33m	App. 2/18/03	App 2/25/03

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Special Education and Clinical Services	Phone 357-2450

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

- 1. Course Proposals (check all that apply)**
- New Course ___ Course Prefix Change ___ Course Deletion
- ___ Course Revision ___ Course Number and/or Title Change ___ Catalog Description Change

EDHH 361 General Methodology for Education of Deaf and Hard of Hearing Persons II

Current Course prefix, number and full title Proposed course prefix, number and full title, if changing

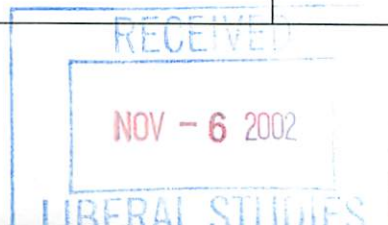
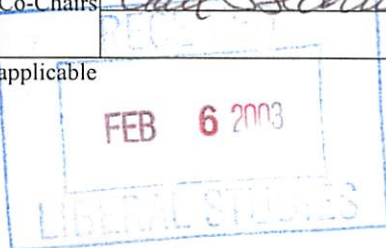
- 2. Additional Course Designations: check if appropriate**
- ___ This course is also proposed as a Liberal Studies Course. ___ Other: (e.g., Women's Studies, Pan-African)
- ___ This course is also proposed as an Honors College Course.

- 3. Program Proposals**
- ___ New Degree Program ___ Program Title Change ___ Other
- ___ New Minor Program ___ New Track
- ___ Catalog Description Change ___ Program Revision

Current program name Proposed program name, if changing

4. Approvals		Date
Department Curriculum Committee Chair(s)	<i>Joseph Domarachei</i>	9-23-02
Department Chair(s)	<i>Joseph Domarachei</i>	9-23-02
College Curriculum Committee Chair	<i>Joseph Domarachei</i>	10-28-02
College Dean	<i>Julius [Signature]</i>	11/05/02
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail Sechrist</i>	2-18-03

* where applicable



Part II
Description of the Curriculum Change – New Course Proposal

Syllabus of Record

I. Catalog Description

EDHH 361 General Methodology for Education of Deaf or Hard of Hearing Persons 2	2 class hours 0 lab hours 2 credit hrs 2c-01-2cr
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Prerequisites: EDHH 114, 115, 215, 216, 3.0 GPA

Provides a systematic coverage of the basic procedures for teaching curriculum subjects to deaf or hard of hearing students. Included is the technology- enhanced development of lesson plans and unit plans as well as adaptive methods of instruction for teaching language arts (reading-writing-listening-speaking/signing), social studies/deaf studies, and health. The Pennsylvania K – 12 Academic Standards are used to guide the construction of lessons that are developmentally appropriate and follow current best practices in the education of deaf or hard of hearing students. This is the second half of a two-part general methods course sequence.

**II. Course Objectives:
The students will**

1. use a variety of formal and informal diagnostic measures to assess skill levels in language arts, and general knowledge in social studies, and health.
2. select and adapt materials and language level of instruction to meet the needs of the D/HH pupil.
3. employ a variety of pedagogical strategies to teach and/or remediate deficits in skill/content development in language arts, and general knowledge in social studies, and health.
4. use the Pennsylvania Academic Standards to outline curricula, plan sequenced units and write lesson plans for language arts (reading, writing, listening, speaking/signing)
5. individualize programming to meet each child's need and document progress using data-based methods.

6. use instructional technologies to enhance learning opportunities and increase linguistic communicative competence.

III. Detailed Course Outline

A. Language Arts – PA Academic Standards – 5 weeks

1. Reading
 - a. Word Recognition
 - b. Phonemic awareness
 - c. Alphabetic principle
 - d. Spelling
 - e. Strategies
2. Writing
 - a. Process Writing
 - b. Editing tools
 - c. Editing notations
 - d. Types of writing
 - e. Mechanics and Conventions
 - f. TTY and computers

Language Arts Lesson #1

3. Speaking
 - a. Organizing thoughts
 - b. Verbal/Manual expression
 - c. Presentation pacing
 - d. Adjust to audience feedback
 - e. Group participation
 - f. Media for learning purposes
4. Listening/Auditory Training
 - a. Awareness/Detection/Localization
 - b. Discrimination
 - c. Identification
 - d. Comprehension
 - e. Classroom amplification systems

Language Arts Lesson #2

B. Evaluating Language Arts Products and Abilities

1. Rubrics
2. Checklists
3. Performance tasks
4. Curriculum Based Assessment
5. Progress Charts

6. Formal assessment instruments

C. Social Studies /Deaf Studies – 6 weeks

1. Individual's role in the family/school/community
2. Community Needs
3. How Communities Work
4. Regions of the US
5. Resources
6. Understanding America
7. World Regions and Cultures
8. Economics
9. Responsibilities of Citizenship

MIDTERM EXAM
Social Studies Lesson #1

- D. Deaf Studies
1. Identity
 2. American Deaf Culture
 3. History
 4. Social Change

Social Studies Lesson #2

- E. Health – 3 weeks
1. Emotions
 2. Hygiene
 3. Nutrition
 4. Relationships

Health Lesson

- F. **FINAL EXAM; Unit Due**

IV. Evaluation Methods

The final grade for the course will be based on total point values assigned for each category of activity required in the class. Point values may vary from year to year.

Requirements:

Exams: Two exams- midterm and final comprised of multiple choice, true-false and essay application questions. **The final will be a**

comprehensive exam.

Teaching: Each student or assigned group of students will prepare and conduct two each of the following lessons:

- social studies/deaf studies, language arts (reading-writing-listening-speaking) and 1 lesson for health.

The lesson content and materials will be peer and instructor evaluated using a performance checklist and/or rubric.

Assignments: Each student will write, as a member of a team, a unit of instruction on Ecological Awareness based on the Pennsylvania Academic Standards. A rubric will be used to evaluate three components of the unit: the unit itself as an instructional package, each individual lesson, and group interactions. The entire project is worth 100 points.

Technology: Students will be expected to successfully use all components of MS OfficeSuite, a SmartBoard, digital imaging, scanning tools, WebCT, Inspiration, and other hardware or software applications introduced in the course.

Attendance and Participation: This is an interactive class. Each class session is worth one point in value towards attendance and participation. Unexcused absences result in lost attendance/participation points.

V. Example Grading Scale

The following grading scale will be used, based on accumulated points, to determine the final grade:

92 – 100% = A
83 – 91 % = B
74 – 82 % = C
65 – 73 % = D
<65% = F

VI. Undergraduate Course Attendance Policy

This class is based upon group interaction; therefore your attendance is essential. You may have two unexcused absences prior to losing attendance points. Excused absences include illness, personal emergency or a death in the family and the instructor must be notified about the absence within 24 hours of its occurrence.

VII. Required Textbook(s), Supplemental Books and Readings:

Luetke-Stahlman, B. (1999). *Language across the curriculum when students are deaf or hard of hearing*. Hillsboro, OR: Butte Publications.

Stewart, D.A. & Kluwin, T.N. (2001). *Teaching deaf and hard of hearing students: Content, strategies, and curriculum*. Boston, MA: Allyn & Bacon.

VIII. Bibliography

Christensen, K. & Delgado, G. (1993). *Multicultural issues in deafness*. White Plains, NY: Longman Publishing Group

Gannon, J. (1989). *The week the world heard Gallaudet*. Washington, DC: Gallaudet University Press.

History/Social Studies for K-12 Teachers. (2002). Retrieved August 6, 2002, from <http://my.execpc.com/~dboals/boals.html>

Mahoney, D. (1986). *Social studies curriculum guide* (2nd ed.). Washington, DC: Pre-College Programs Gallaudet University.

Martorella, P. (2000). *Teaching social studies in middle and secondary* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

Miller-Nomeland, M. & Gillespie, S. (1993). *Deaf studies curriculum guide*. Washington, DC: Pre-College Programs Gallaudet University.

Moore, D. (2001). *Educating the deaf: Psychology, principles, and practices* (5th ed.). Boston: Houghton Mifflin.

National Council for the Social Studies. (2002). Retrieved August 6, 2002, from <http://www.ncss.org/>

Rice, M., Wilson, E., Rice, M., & Bagley, W. (1999). Social Studies teachers and technology: Activities for the constructivist classroom. Retrieved August 6, 2002, from <http://www.webcom.com/journal/rice.html>

Schirmer, B. (2001). *Psychological, social, and educational dimensions of deafness*. Boston: Allyn & Bacon.

Social Science Education Consortium. (2002). Retrieved August 6, 2002, from <http://www.ssecinc.org/default.htm>

Social Studies Education Network. (nd). Retrieved August 6, 2002, from

<http://busboy.sped.ukans.edu/~soess/>

Zevin, J.(2000). *Social Studies for the twenty-first century: Methods and materials for teaching in middle and secondary schools*. Mahwah, N.J.: Lawrence Erlbaum Associates.

2. Course Analysis Questionnaire

A. Details of the Course

1. This course *fits* into the Education of Deaf or Hard Hearing Persons major sequence as an independent second half of a general methods course. The current course, EDHL 360, is being split into two separate courses because of the overwhelming amount of material that must be covered in the single course. The current 3-credit course will be reduced to two credits and offered in the spring semester. This course will be two credits and offered during the fall semester.

2. This new course **allows the current EDHL 360 course content to be split between two separate methods classes, allowing for more adequate amounts of time to teach and practice important pedagogical and legal special education issues and strategies. The change to the EDHL 360 course has been submitted as a separate Curriculum Revision item.**

3. This course has **never been offered** previously at IUP as a separate course.

4. This is **NOT a dual-level course.**

5. This course is **NOT a variable credit course.**

6. **No other higher education institutions offer this course.**

7. The Council on Education of the Deaf (CED) and Council for Exceptional Children (CEC) are the EDHL program's Learned Societies. **Each of these councils has a specific set of accreditation criteria that require that these pedagogical skills be given adequate amounts of instructional time and application**

opportunities. (see attached CEC/CED Standards Summary document with pedagogical requirements highlighted).

The amount of content that is currently required is too extensive for a single methods course. It is necessary to have a separate course created to provide an appropriate amount of instructional and practice time for all of the necessary knowledge growth and skill development. All of the other major courses are already specifically focused on pedagogies that are specific to the needs of deaf or hard of hearing children, e.g. EDHH 307 focuses on the pedagogies of teaching speech, EDHH 308 focuses on the pedagogies of teaching language, etc.

B. Interdisciplinary Implications

- 1. This course will be taught by one instructor.**
- 2. There are no conflicts with other departments in regards to this course content. This course content is specific to meet the needs of deaf and hard of hearing students.**
- 3. This course will NOT be cross listed.**
- 4. There will be no seats available to the School of Continuing Education. This is a course for EDHH majors only.**

C. Implementation

- 1. The current faculty resources are adequate to offer this course once each year. Dr. Richard C. Nowell, who was previously the department chairperson, returns to full teaching responsibilities (12 credits) beginning in the fall 2002. Dr. Diane Klein, who is currently on a 3-credit AWE grant release, will complete those responsibilities during the spring semester 2003. Dr. Nancy Benham is also available to teach the course depending upon the number of student teachers sent out each semester. There is enough flexibility among the three EDHH faculty to assure that the new course can be taught annually.**
- 2. There is adequate space to offer this course in either Davis or Stouffer Hall. The maximum student enrollment is 25.**

No new equipment purchases are necessary because it is a continuation of another general methods class. The current technology classrooms provide the appropriate venues for instruction.

No laboratory or other consumable goods will be required for the operation of this course.

Current library holdings are adequate and alternate instructional materials are available in the EDHH student's resource room in Davis Hall.

No travel funds are required for this course.

3. No resources are grant funded.

4. This course will be offered each fall semester. It is designed as the second (but independent) half of the EDHL 360 General Methods course. The courses can be taken out of sequence.

5. There will be one section of the course.

6. The maximum enrollment is 25. More students may be enrolled if necessary.

7. The professional societies do not provide enrollment limitations.

8. This is NOT a distance education course.

D. Miscellaneous