

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		07-313	App-4/15/08	App-4/22/08

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Diane H. Klein	Email Address deeklein
Proposing Department/Unit Special Education and Clinical Services	Phone 7-5675

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		
EDHL 465 Parent and Preschool Programs for Deaf and Hard of Hearing Persons		
<u>Current</u> Course prefix, number and full title		<u>Proposed</u> 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 ☐ Program Revision ☐ New Minor Program ☐ New Track ☐ Other		
<u>Current</u> program name		<u>Proposed</u> program name, if changing
4. Approvals		
Department Curriculum Committee Chair(s)	Joseph Domaradui	Date 8.24.07
Department Chair(s)	Joseph Domaradui	8.24.07
College Curriculum Committee Chair	TECC Joseph Domaradui	1.28.08
College Dean	Mary Ann Rafeth	1/28/08
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	Gail Schuest	4-15-08

* where applicable

Received

FEB 21 2008

Liberal Studies

Received

JAN 30 2008

Liberal Studies

Part II
Description of Curriculum Change

New Syllabus of Record

I. Catalog Description

EDHL 465 Parent/Preschool Programs for Deaf
and Hard of Hearing Children

Prerequisites: EDHL 114, 308, and 3.0 GPA

3 class hours

0 lab hours

3 credits

3c-01-3cr

Developing home/preschool programs for parents and infants who are deaf or hard of hearing (0-3 years). Teaching speech, language, speechreading, use of residual hearing, and developing readiness skills at the preschool level. An additional emphasis on early childhood aesthetics and adaptations for English Language Learners at the preschool level is also included.

II. Course Outcomes

The student will be able to

	Danielson	CEC/CED	Evaluation
1. discuss and explain for parental understanding the significance of the parameters of hearing loss, social/emotional/and educational implications of hearing loss, and the pertinent issues regarding counseling and the education of deaf/hard of hearing children.	1	1,2,3	Mid-term Exam Resource Brochure
2 develop a plan to instruct parents in behavior management strategies their role as teacher and child advocate, and their rights regarding the education of their child.	1 2 3	3,5,7	Parent- infant lesson
3. outline procedures for initiating a parent-infant home program.	4	4,5	Mid-term Exam
4. utilize a variety of instructional methods including the use of website resources to promote visual, auditory, motor, cognitive, social, linguistic, and communicative skills.	1 3	4,7	Big Book Project

5. outline procedures for developing a preschool program that includes both academic and aesthetic (music, art, rhythm/movement) components.	4	4,5	Final Exam
6. incorporate language bridging strategies (ASL to English or ELL) into preschool programming.	3	4,8	Big Book Project
7. incorporate aspects of multiculturalism into parent-infant and preschool programming.	1 2 3	3,5	Final Exam

III. Course Outline

- A. Developmental Milestones (4 hours)
 - i. Linguistic
 - ii. Social
 - iii. Motor
- B. Risk Factors for Deafness (2 hours)
 - i. Pre, peri, post natal
- C. Hearing Assessment for infants and toddlers (2 hours)
- D. Family Dynamics (6 hours)
 - i. Crisis
 - ii. Counseling
 - iii. Advocacy
 - iv. Parents as teacher
- E. Parent-Infant Programming (7 hours)
 - i. Types of programs
 - ii. Components of instruction 0-3 yrs
 - iii. Selecting instructional materials
 - iv. Behavior management

Midterm Exam

- F. Pre-School Programming (15 hours)
 - i. Early Intervention Programs and Curriculum
 - ii. The classroom environment
 - iii. Aesthetics in early childhood education
 - iv. Skill development
 - v. Materials and toys
 - vi. Inclusion and multicultural issues
- G. Learning English (6 hours)
 - i. Adaptations and Bridging strategies

FINAL EXAM

IV. Evaluation Methods

The final grade will be determined as follows

- 45% Midterm and Final Essay exams
- 5% Resource Brochure Project
- 15% Parent-Infant Instructional Lesson
- 25% Big Book Project and Lesson
- 10% Attendance and Participation in Collaborative Activities

V. Grading Scale

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

VI. Attendance Policy

This is an interactive course and attendance is expected. You may have 3 class hours of unexcused absences (equals 3 credit hours). Excused absences include religious holiday, medical emergency or family emergency and should be communicated to the instructor within 24 hours of the scheduled class time. Unexcused absences beyond 3 hours will result in loss of participation credit.

VII. Required textbooks, supplemental books and readings:

English, K. (2002). *Counseling children with hearing impairment and their families*. Boston: Allyn & Bacon.

Weitzman, E. (2002) *Learning language and loving it (2nd ed)*. Toronto, Ontario: Hanen Centre.

Recent Journal Articles:

American Annals of the Deaf
Early Childhood Education Journal
Early Childhood Research and Practice
Journal of Early Childhood Research
Volta Voices
Volta Review

VIII. Special resource requirements

Students must have access to a computer with MS Word word processing software and a CD or DVD recording device. Students will need to purchase either a CD-R or DVD-R disk.

IX. Bibliography

- Atkins, D.V. (Ed.) (1987). Families and their hearing impaired children. *The Volta Review*, 89(5).
- Christensen, K.M. & Delgado, G.L. (1993). *Multicultural issues in deafness*. White Plains, NY: Longman Publishing Group.
- Coppola, J. (2005). English language learners: Language and literacy development during the preschool years. *New England Reading Association Journal*, 41(2), 18-23 .
- Fetherston, K. & England, K.B. (1998). *Story book based curriculum*. Hillsboro,OR: Butte Publications.
- Flexer, C. (1999). *Facilitating hearing and listening in young children*.(2nd ed.) San Diego: Singular Publishing Group, Inc.
- Harrison, M. (Ed.) (2006). Early hearing detetion and intervention: Trends, progress and challenges. *The Volta Review*, 106(3).
- Moeller, M.P. (2000). Early intervention and language development in children who are deaf and hard of hearing. *Pediatrics*, 106(3), E43.
- National Clearinghouse for English Language Acquisition. (2006). *Resources About Early Childhood Education*. Washington, DC: Retrieved August 19, 2007, from <http://www.ncela.gwu.edu/resabout/ecell/index.html>
- Sass-Lehrer, M. (2002). *Early beginnings for families with deaf and hard of hearing children: Myths and facts of early intervention and guidelines for effective services*. Retrieved August 19, 2007, from National Deaf Education Center, Gallaudet University, <http://clerccenter.gallaudet.edu/KidsWorldDeafNet/e-docs/EI/index.html>
- Schuyler, V. & Sowers, J. (2002). *Parent-infant communication* (4th Ed.). Hillsboro,OR: Butte Publications.
- Schuyler, V. & Broyles, N. (2006). *Making connections: Support for families of newborns and infants with hearing loss*. Hillsboro, OR: Butte Publications.
- SKI-HI Curriculum. (2004). Noth Logan, UT: HOPE Publishers, Incorporated.
- Tabors, P. (1997). *One child, two languages: A guide for preschool educators of children learning English as a second language*. Baltimore, MD: Paul H. Brookes Publishing Company.
- Yoshinaga-Itano, C. (2000). Successful outcomes for deaf and hard of hearing children. *Seminars in Hearing*, 21, 309-325.

2. Summary of the Proposed Revision

The course has been updated to include content in the area of childhood aesthetics and working with preschool English language learners.

3. Justification for the Revision

The Pennsylvania Department of Education will soon require that every education major have coursework in teaching English Language Learners (ELL). The aesthetics component was added to provide additional information in areas important to preschool development and education.

Part II
Description of Curriculum Change

New Syllabus of Record

I. Catalog Description:

**EDHL 308 Language for Deaf and Hard-of-Hearing
and English Language Learners**

Prerequisites: EDHL 114, 3.0 GPA

3 Class hours
0 lab hours
3 credits

3c-0l-3cr

This course reviews normal language development birth through 12 years and compares it to the language development of children with various types and degrees of hearing loss. Specific strategies focused on the assessment and development of English language skills in English Language Learners (ELL) and Deaf and Hard of Hearing children (D/HH) are emphasized.

II. Course Outcomes:
The students will be able to

	Danielson	CED/CEC	Evaluation
1. develop and demonstrate an understanding of the major theories of language development in hearing children.	1	1	Exam 1
2. explain the stages of language development in hearing children and the characteristics of each stage	1	1	Exam 1
3. discuss the development of language in the school-aged and adolescent years.	1	1	Exam 1
4. compare and contrast the language development of deaf and hard of hearing students with that of normally hearing students and understand the impact deafness has on families of children who are Deaf or hard of hearing.	1	1	Exam 2
5. employ formal and informal diagnostic measures to assess language abilities and deficits of children with hearing loss.	1	8	Exam 2

6. discuss the various methods of teaching children who are deaf or hard of hearing and the advantages and disadvantages of each.	1	1	Final Exam
7. discuss and apply knowledge of stages of language development, determinants of language acquisition, and transformational grammar to language instruction.	1 3	1	Language Resource Project
8. develop strategies for improving language difficulties in children who are English Language Learners (ELL) and children with hearing loss	3	6,7	Language Lesson Project
9. develop and teach age appropriate lessons which address individual needs and diverse learning styles of the students and encourage critical thinking and problem solving skills.	3	6,7	Language Lesson Project Language Resource Project
10. discuss the educational implications of recent research.	4	1	Final Exam

III. Course Outline

A. Normal Language Development (8 hours)

1. Theories of Language Development
2. Stages of Language Development
3. Components of Language Development
4. Grammar

Exam 1

B. Language Development in Deaf/Hard of Hearing Children (8 hours)

1. Impact on family
2. Differences in development
3. Impact of Early Intervention-recent research

Exam 2

C. Diagnostic Measures (6 hours)

1. Informal language assessments
 2. Language Sampling
 3. Formal language assessments
- D. Strategies for Language Development (20 hours)
1. Aspects of second language learning
 2. Formal vs. informal language development activities
 3. Commercial programs for language development
 4. Creating and teaching language lessons
 5. Multicultural/multilingual deaf issues

Final Exam Activity– During Final Exam Week

IV. Evaluation Methods

The final grade will be determined as follows:

25 % Exams 1 and 2 plus the final exam. Each test will be essay in form with multiple essay questions.

38 % Language Learning Resource Book Project. This is a comprehensive grammar/ second language learning research project that culminates in a student-friendly grammar and informational resource book. This is a semester-long project.

25 % Language Lesson Final Project. This activity is the Final Exam Activity. Students will be given a language problem and will have to develop and conduct a lesson to remediate the problem.

12 % Class participation and attendance

Grading Scale: A = 92 -100% B = 83 -91% C = 74 -82% D = 65 -73% F = <65%

V. Attendance Policy

The University currently upholds an attendance policy. Therefore, your attendance will be evaluated using a point system. You will earn 1 point for each instructional hour of the course. You are permitted 3 class hours of unexcused absence. Special considerations concerning assignments will be made if requested before the assignment is due. Any excused absence from exams or activities will be made up at a time mutually agreeable to the student and the instructor. Activities/exams missed during unexcused absences cannot be rescheduled and points will be lost.

VI. Required Textbooks, supplemental books and readings:

Text:

Easterbrooks, S.R. & Baker, S. (2002). *Language Learning in Children who are Deaf and Hard of Hearing: Multiple Pathways*. Boston, MA: Allyn & Bacon.

Readings from Current Issues of:

American Annals of the Deaf

ASCD Educational Leadership

ASCD Education Updates

Journal of Deaf Studies and Deaf Education

National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (website)

The Volta Review

VII. Special Resource Requirements

None

VIII. Bibliography

Garcia, G. N. (2000, September, no. 5). *Lessons from research: What is the length of time it takes limited English proficient students to acquire English and succeed in an all-English classroom?* Retrieved August 15, 2007, from <http://www.ncela.gwu.edu/pubs/issuebriefs/ib5.htm>

Haynes, J. (2007). *Getting started with English language learners: how educators can meet the challenge*. Washington, DC: ASCD.

Herrell, A. L. (2000). *Fifty Strategies for Teaching English Language Learners*. Upper Saddle River, NJ: Merrill.

Northwest Regional Educational Laboratory. (2003). *Strategies and resources for mainstream teachers of English language learners*. Retrieved August 15, 2007, from <http://www.nwrel.org/request/2003may/ell.pdf>

Oller, Jr., J.W., Oller, S., & Badon, L. (2006). *Normal speech and language development across the life span*. Sann Diego: Plural Publishing.

Rose, S., McAnally, P., & Quigley, S. (2004). *Language learning practices with deaf children* (3rd Ed.). Austin: PRO-ED, Inc.

Schirmer, B. (1994). *Language and literacy development in children who are deaf*. New York: Macmillan Publishing Company.

Tompkins, G. (2006). *Language arts essentials*. Upper Saddle River, NJ: Pearson Education, Inc.

Zehler, A. (1994, Summer, no. 19). *Working with English language learners: strategies for elementary and middle school teachers*. Retrieved August 15, 2007, from <http://www.ncela.gwu.edu/pubs/pigs/pig19.htm>

2. Summary of the proposed revisions:

The course has been updated to reflect the newest information and trends in normal language development and development in deaf and hard of hearing children. In addition, material is included to address the issue of English Language Learners (ELL).

3. Justification for the revision:

There have been new research developments in the field of language development and language in deaf/hard of hearing children. In addition, the Pennsylvania Department of Education will soon require that every education major have coursework in teaching English Language Learners (ELL).

Syllabus of Record

I. Catalog Description

EDHL 465 Parent/Preschool Programs for Deaf and Hard of Hearing Children	3 class hours 0 lab hours
Prerequisites: EDHL 114, EDHL 308, 3.0 GPA	3 credits

Developing home/preschool programs for parents and infants who are deaf or hard of hearing (0-3 years). Teaching speech, language, speechreading, use of residual hearing, and developing readiness skills at the preschool level. An additional emphasis on early childhood aesthetics and adaptations for English Language Learners at the preschool level is also included.

II. Course Outcomes

The student will be able to

1. discuss and explain for parental understanding the significance of the parameters of hearing loss, social/emotional/and educational implications of hearing loss, and the pertinent issues regarding counseling and the education of deaf/hard of hearing children.
2. effectively develop a plan to instruct parents in behavior management strategies their role as teacher and child advocate, and their rights regarding the education of their child.
3. outline procedures for initiating a parent- infant home program.
4. utilize a variety of instructional methods including the use of website resources to promote visual, auditory, motor, cognitive, social, linguistic, and communicative skills.
5. outline procedures for developing a preschool program that includes both academic and aesthetic (music, art, rhythm/movement) components.
6. incorporate language bridging strategies (ASL to English or ELL) into preschool programming.
7. incorporate aspects of multiculturalism into parent-infant and preschool programming.

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 - iv. Parents as teacher
- E. Parent-Infant Programming (7 hours)
 - i. Types of programs
 - ii. Components of instruction 0-3 yrs
 - iii. Selecting instructional materials
 - iv. Behavior management

Online Midterm Exam

- F. PreSchool Programming (15 hours)
 - i. Early Intervention Programs and Curriculum
 - ii. The classroom environment
 - iii. Aesthetics in early childhood education
 - iv. Skill development
 - v. Materials and toys
 - vi. Inclusion and multicultural issues
- G. Learning English (6 hours)
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FINAL EXAM

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The final grade will be determined as follows

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Early Childhood Research and Practice

Journal of Early Childhood Research

Volta Voices

Volta Review

VIII. Special resource requirements

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