

# EDHL 308 Language for Deaf and Hard-of-Hearing and English Language Learners-DEAdd-2017-03-02

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. \*

## Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

**First Step:** **ONLY** change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-DEAdd-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title***

**Second Step:** Click “SAVE” on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- Please be sure to remove the Brackets while renaming the page***

**Third Step:** Make sure the word ***DRAFT*** is in yellow at the top of the proposal

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*\*Indicates a required field*

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<b>Course Level*</b>	undergraduate-level
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## Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

<b>Course Prefix /Number*</b>	EDHL 308
<b>Course Title*</b>	Language for Deaf and Hard-of-Hearing and English Language Learners
<b>Type of Proposal*</b>	<i>See CBA, Art. 42.D.1 for Definition</i> online

**Brief Course Outline\***

*Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments*

*As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or*

*direct faculty instruction, there should be a minimum of two hours of out of class student work.*

<ul style="list-style-type: none"><li>• Review Syllabus and assignments</li><li>• What is the difference between speech, language, and communication?</li><li>• Language Development in Hearing Children</li></ul>
<ul style="list-style-type: none"><li>• Language Development in Hearing Children</li><li>• Language Development in Prelinguistically Deaf Children</li></ul>
<ul style="list-style-type: none"><li>• Language Development in Prelinguistically Deaf Children</li><li>• ASL Development</li><li>• L2 (second language acquisition)</li></ul>
<ul style="list-style-type: none"><li>• Assessment of Language Development</li><li>• Assessment tasks</li></ul>
<ul style="list-style-type: none"><li>• Role of SLP in Assessment</li><li>• historical methods and materials for teaching children who are Deaf/ELLs</li></ul>
<ul style="list-style-type: none"><li>• Natural Language Approach</li></ul>
<ul style="list-style-type: none"><li>• Structured and Combined Approaches</li><li>• Language Resource Project</li></ul>
<ul style="list-style-type: none"><li>• Structured Language Approach</li></ul>
<ul style="list-style-type: none"><li>• Specialized Language Programs</li><li>• Shared Reading Gallaudet style</li><li>• PPT Technology presentations</li></ul>

**Rationale for Proposal (Required Questions from CBA)**

**How is/are the instructor (s) qualified in the Distance Education delivery method as well as the discipline?\***

Dr. Annah L. Hill is a certified educator of students who are Deaf/ Hard of Hearing (Master's degree). She is also certified to teach English Language Learners. Her doctorate is in Curriculum and Instruction. She has been teaching a course via distance education since the summer of 2015.

**For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.\***

OUTCOME	ST A N D A R D	ACHIEVED THROUGH:
1) demonstrate an understanding of the major theories of language development in hearing children	IC C1 K1  IC C2 K1  D H1 K2	Discussion forum which requires APA citations to support answer
2) explain the stages of language development in hearing children and the characteristics of each stage	IC C2 K1  D H2 K2	Language Resource Portfolio (electronic) via assignment submission folder
3) compare and contrast the language development of deaf and hard of hearing students with normally hearing students and explain the impact deafness has on family linguistic interactions	IC C1 K8  IC C2 K2  IC C2 K4  IC C3 K5  D H2 K2  D H3 K3  D H 3K4  D H6 K6	Language Resource Portfolio (electronic) via assignment submission folder

<p><b>4)</b> analyze formal and employ informal diagnostic measures to assess language abilities and deficits</p>	<p>IC C8 K4</p> <p>IC C8 K5</p> <p>IC C8 S2</p> <p>IC C8 S4</p> <p>D H6 S1</p> <p>D H8 K1</p> <p>D H8 S1</p> <p>D H8 S2</p>	<p>With permission of guardian, conducts specific assessment tasks and shares data confidentially with instructor only via assignment submission folder</p>
<p><b>5)</b> synthesize various methods of teaching language to children who are deaf or hard of hearing and ELLs as well as the advantages and disadvantages of each</p>	<p>D H1 K5</p> <p>D H4 K2</p> <p>D H4 K3</p> <p>D H4 S1</p> <p>D H5 S5</p> <p>D H6 K7</p>	<p>Language Resource Portfolio (electronic) via assignment submission folder</p>
<p><b>6)</b> utilize the Pennsylvania Common Core Academic Standards to outline curricula, plan sequenced units and write lesson plans for language arts (reading, writing, listening, speaking/signing).</p>	<p>IC C7 K3</p>	<p>Language Lesson Plans (natural and structured) via assignment submission folder</p>

7) develop age appropriate language lessons which address individual needs and diverse learning styles of the students both D /HH and ELL

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Language Lesson Plans  
(natural and structured) via assignment submission folder

	<p><b>8) utilize instructional technology in the creation of instructional lessons and progress monitoring tools</b></p>	<p>IC C7 K4</p> <p>IC C8 S7</p> <p>IC C8 S8</p> <p>IC C8 S9</p> <p>IC C8 S10</p> <p>D H8 K2</p>	<p>Prezi or PowerPoint Presentation – Technology and Language Instruction</p> <p>via a discussion forum to share with peers</p>
	<p><b>9) discuss and apply the educational implications of recent research on language learning</b></p>	<p>IC C9 K3</p> <p>IC C9 K4</p> <p>IC C9 S11</p> <p>D H1 K4</p> <p>D H9 K2</p> <p>D H9 K3</p> <p>D H9 S2</p>	<p>Discussion forum which requires APA citations to support answer</p>
<p><b>How will the instructor-student and student-student interaction take place?*</b>  <b>(if applicable)</b></p>	<p>Interactions between the instructor and students will transpire via specific feedback on all work products (assignment submission folder), discussion board posting and responses (D2L email and grading feedback area). Consistent use of the "General Discussion Forum" for large group communication will be required. This aspect assists students and their peers when their questions benefit the entire class. Peer interactions will transpire through discussion forums.</p>		
<p><b>How will student achievement be evaluated?</b></p>	<p>Student achievement will be evaluated through the following: Discussion forums which requires APA citations to support answers, Language Resource Portfolio (electronic), conducts specific assessment tasks and shares data confidentially with instructor only, Language Lesson Plans (natural and structured), and Prezi or PowerPoint Presentation on Technology and Language Instruction. In order to ensure student responsibility and accountability, rubrics and checklists will be provided via D2L.</p>		

<b>How will academic honesty for tests and assignments be addressed?*</b>	The student has to be logged into his or her own account to access the course. Discussion forum postings are listed through the respondent's account automatically on D2L. All written assignments will be completed individually and originality checked through the most current software program via D2L to be checked for plagiarism.
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