

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		07-31F	App-4/8/08	App-4/22/08

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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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

<u>Current</u> Course prefix, number and full title EDHL 330-Teaching Collaborative Practicum II	<u>Proposed</u> course prefix, number and full title, if changing
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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

<u>Current</u> program name	<u>Proposed</u> program name, if changing
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4. Approvals		Date
Department Curriculum Committee Chair(s)	<i>Joseph Domaradzi</i>	8-24-07
Department Chair(s) <i>TECC</i>	<i>Joseph Domaradzi</i>	8-24-07
College Curriculum Committee Chair	<i>Joseph Domaradzi</i>	1-28-08
College Dean	<i>Mary Ann Rafter</i>	1-28-08
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail Sedquist</i>	4/8/08

* where applicable

Received
 FEB 21 2008
 Liberal Studies

Received
 JAN 30 2008
 Liberal Studies

Part II

Description of Curriculum Change – Course Revision

Syllabus of Record

I. Catalog Description

EDHL 330 Teaching-Collaborative Practicum II

2 class hours

1 lab hour

Prerequisites: EDHL 114, EDHL 115, EDHL 215, EDHL 308
EDHL 360, EDHL 361, EDUC 242, GPA 3.0

2 credits

2c-1l-2cr

This course provides the opportunity to work in either a one to one or small group instructional setting with k - 12 students who are deaf or hard of hearing. Lesson planning, academic instruction, Response to Intervention, curriculum based assessment, progress monitoring, collaboration, peer mentoring, professional report writing, and reflection are emphasized in this course.

II. Course Outcomes:

The students will be able to:

	Danielson	CED/CEC	Evaluation
1. Develop objective observation skills	1	2	Reflection
2. Develop data/progress monitoring skills and strategies	1	8	Progress Report
3. Write lesson plans using behavioral objectives	1	4,7	Lesson Plan
4. demonstrate the use of content pedagogy skills and tasks	3	4	Lesson Plan Instructional performance
5. Utilize Response to Intervention strategies in instructional sessions	3	4,8	Instructional performance
6. Ask appropriate questions to assess understanding	3	8	Instructional performance
7. Use effective communication strategies in student's preferred mode, code switching as needed	3	6	Instructional performance videotape

8. Use observation/formal/informal assessment tasks	1	8	Lessons, progress reports
9. Develop peer and professional collaboration skills	4	10	Progress reports
10. Produce a professional final progress report	4	9	Progress reports

III. Course Outline

- A. Lesson Planning (week 1)
 - 1. Review Form and content
 - 2. Review data collection and maintaining data
 - 3. Discuss differentiated instruction
- B. Components of Collaboration (week 2)
 - 1. Review types of collaboration
 - 2. Discuss peer mentoring
 - 3. Review Problem Solving strategies
- C. Instructional Strategies (week 3 and 4)
 - 1. Learning through games
 - 2. Asking the right questions
 - 3. Designing assessment tasks
 - 4. Response to Intervention
- D. Behavior management (week 4)
 - 1. Obtaining a baseline
 - 2. Creating a plan
 - 3. Charting behavior change
- E. Instructional Activities (weeks 5- 14)
 - 1. Conduct planned lesson
 - 2. Monitor progress
 - 3. Provide weekly report to collaborating classroom teacher
 - 4. Reflect on lesson and plan for following week
 - 5. Assist peer mentee in analysis of instructional performance and future planning activities
- F. Final Report (Week 15)

IV. Evaluation Methods

The final grade is based on a performance rubric and determined as follows:

- 69% lesson plan design, instructional performance, progress reports, reflection, mentoring
- 25% improvement in performance in each area of evaluation
- 6% final report

V. Grading Scale

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

VI. Attendance Policy

Attendance is MANDATORY at all sessions. This course is the equivalent of a student teaching-type of experience, therefore, it is expected that you will attend all sessions and work with your students each week. Personal or family emergency is an allowable excuse for an absence. You MUST contact the instructor NO LATER than 8AM if you must be absent. For EVERY unexcused absence, you will lose 10% of the credit for the course.

VII. Required textbooks, supplemental books and readings:

Instructor supplied packet
Current Journals:
American Annals of the Deaf
Journal of Speech and Hearing Disorders
Journal of Deaf Studies and Deaf Education
Volta Review

VIII. Special Resource Requirements

Students must provide their own transportation to and from the teaching location. Students must have access to a computer with MS Word word processing software and must have access to internet services.

IX. Bibliography

Bender, W. & Shores, C. (2007). Response to intervention: A practical guide for every teacher. Thousand Oaks, CA : Corwin Press.

Cipani, E. (1998). Classroom management for all teachers. Upper Saddle River, NJ: Merrill Prentice Hall.

Guillaume, A. (2008). K-12 classroom teaching: A primer for new professionals. Upper Saddle River, NJ: Merrill Prentice Hall.

Nicolosi, L., Harryman, E., & Kresheck, J. (2003). Terminology of communication disorders: Speech-language-hearing (5th ed.). Baltimore: Williams & Wilkins.

Serdyukov, P. & Ryan, M. (2008). Writing effective lesson plans: A 5-star approach. Boston: Pearson Education, Inc.

Summary of and Justification for Proposed Revisions

Summary:

One credit/class hour of additional class time was added to increase the opportunity for on-site peer mentoring and teacher collaboration in addition to adding instructional components on Response to Intervention.

Justification:

The addition of one credit/class hour is reflective of the amount of work that occurs during each class period. The addition of peer mentoring responsibilities adds a layer of paperwork and interaction above and beyond instructional responsibilities.

COURSE SYLLABUS

I. CATALOG DESCRIPTION

EDHL 330 Hearing Practicum II

1 credit

Prerequisites: EDHL 329; 3.0 GPA

A continuation of the activities in Hearing Practicum I. Includes supervision and support of students in EH 329.

II. COURSE OBJECTIVES

1. Students will demonstrate advanced skills in planning and carrying out instructional activities with individual, small groups and large groups of children and/or young adults.
2. Students will demonstrate appropriate professional interaction with children and teachers in the classroom and in the schools.
3. Students will become acquainted with instructional materials including computerized learning systems, software and technological teaching programs used individually and with small or large groups of children.
4. Students will utilize the word processing computer program when planning weekly lessons and when writing case summary reports.
5. Students will demonstrate advanced skills in classroom behavior management.
6. Students will prepare and/or select appropriate tests for assessment and evaluation of pupil/client achievement, or lack of achievement in lessons he/she has taught.
7. Students will gain additional awareness of the importance of classroom routines, classroom schedules and school schedules.

III. COURSE OUTLINE

A. Writing Lesson Plans

1. Behavioral Objectives
2. Materials and Vocabulary
3. Procedure
4. Evaluation Activities
5. Selecting Topics and Devising a Curriculum

- B. Using the Computer for Lesson Plans/Reports
 - 1. Formatting a Disc
 - 2. Correcting Errors, Editing
 - 3. Commands -- Saving the Text, Using the Clipboard, etc.
 - 4. Using the Word Processor and Printer
- C. Assignment of Clients
 - 1. Location and Use of Client Files
 - 2. Confidentiality, Release of Information, Professionalism
 - 3. Developing Rapport
 - 4. Personal Hygiene and Communicable Infections
- D. Diagnostics
 - 1. Selecting Appropriate Commercial Tests
 - 2. Adaptations and Teacher-Made Tests
- E. Preparation/Selection of Teaching Materials
 - 1. Use of Filmstrips, Visual Aids, Manipulative Devices
 - 2. Editing a Text to Coincide with Pupil's Language Level
 - 3. Multicultural Issues in Selection of Materials
- F. Behavior Management
- G. Non-Oral and/or Multihandicapped Pupils
 - 1. Developing an Alternate Communication System
 - 2. Use of TTD, Typewriter, Communication Boards, Monophonator
- H. Learning Through Games
 - 1. Developing Social and Daily Living Skills
 - 2. The Importance of Matching, Sequencing, Building Associations, Concept Development and Learning to Follow Directions
 - 3. Use of Appropriate Question Forms
- I. Writing a Final Case Summary Report

IV. EVALUATION METHODS

Each student will receive a mid-term and final grade based on the following planning and performance competencies:

- 25% Lesson Plans. These will be submitted on a weekly basis and will be graded on timeliness of submission; behavioral objectives; organization of procedure; content; appropriateness of materials; evaluation activity; comments and self-evaluation.
- 25% Presentation of the Lesson. This will include pacing/timing; adaptations (if necessary); use of appropriate language level and question forms; clarity and conciseness of directions; ability to prompt or provide additional cues; rapport; use of humor; sensitivity to pupil needs; control.
- 25% Final Case Summary Reports. Grading will consider format; content of the report including ability to evaluate pupil progress; grammatical phrasing, synopsis of procedures, factual description. Timely submission of this report is highly important.
- 20% Effort and Improvement. This portion of the grade will be based on student enthusiasm, openness to suggestion, attendance at weekly consultations, professionalism, dependability, and overall attitude.
- 5% Completion of other assignments.

V. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Textbook: Strong, J.M. Language Facilitation: A Complete Cognitive Therapy Program. Austin, TX: Pro-Ed., Inc.

Practicum Handbook (Available at Kinko's).

Media Resources: Stapleton Library

VI. BIBLIOGRAPHY

Journals

Teaching Exceptional Children

Learning Magazine

Silverman, F. (1989). Communication for the Speechless (2nd Edition). Englewood Cliffs, NJ: Prentice-Hall, Inc.

Sloane, H., Gordon, H., Gunn, C. and Mickelsen, V. (1989). Evaluating Educational Software: A Guide for Teachers. Englewood Cliffs, NJ: Prentice Hall, Inc.

Walter, D. and Reiser, R. (1988). Planning Effective Instruction. Englewood Cliffs, NJ: Prentice Hall, Inc.

Revised 9/03