

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		07-316	App-4/15/08	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

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*Current Course prefix, number and full title*  
**EDHL 361 General Methodology for Education of Deaf and Hard of Hearing Persons II**

*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

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*Current program name*                      *Proposed program name, if changing*

4. Approvals		Date
Department Curriculum Committee Chair(s)	Joseph Domaracki	8.24.07
Department Chair(s)	Joseph Domaracki	8.24.07
College Curriculum Committee Chair	Joseph Domaracki	1-28-08
College Dean	Mary Ann Rafferty	1-28-08
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	Gail Sedwick	4-15-08

\* where applicable

FEB 21 2008

JAN 30 2008

Liberal Studies

Liberal Studies

**Part II**  
**Description of Curriculum Change – Course Revision**

Syllabus of Record

**I. Catalog Description:**

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

3 class hours

0 lab hours

3 credits

Prerequisites: EDHL 114, 115; 3.0 GPA

**3c-01-3cr**

Provides systematic coverage of teaching curriculum subjects; included are technology- enhanced development of lesson plans and unit plans as well as general and adaptive methods of instruction for teaching language arts (reading-writing-listening-speaking/signing), social studies, and health/physical education. The Pennsylvania K-12 Academic Standards are used to guide the construction of lessons that are developmentally appropriate and follow current best practices in education. This is the second part of a two-part general methods course sequence. There is one field trip planned.

**II. Course Outcomes:**

Students will be able to

	Danielson	CEC/CED	Evaluation
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	1	8	Exam
2. select and adapt materials and language level of instruction to meet the needs of D/HH and ELL pupils	3	6,7	Teaching activities
3. employ a variety of pedagogical strategies to teach skills/content in language arts, and general knowledge in social studies, and health/physical education	3	6,7,8	Teaching activities
4. use the Pennsylvania Academic Standards and Anchors to outline curricula, plan sequenced units and write lesson plans for language arts (reading, writing, listening, speaking/signing), social studies, health and Physical education	1	6,7,9	Teaching activities- Unit Exam
5. individualize programming to meet each child's need and document progress using data driven decision making methods	3 4	6,7,9	Teaching activities Exam
6 use instructional technologies to enhance learning opportunities and increase linguistic communicative competence	4	4,7,8	Teaching activities Exam

### **III. Course Outline**

- A. Instructional Design (6 hours)
  - 1. Lesson Plans
  - 2. Unit Planning
  - 3. Models of Co-teaching
  - 4. Adapting Instruction
  - 5. Assessment Strategies
  
- B. Teaching Social Studies (12 hours)
  - 1. The Threads Approach
  - 2. Using living artifacts
  - 3. Field Trips
  - 4. Pennsylvania State Academic Standards

Exam

- C. Teaching Language Arts (15 hours)
  - 1. Listening
  - 2. Reading
  - 3. Writing
  - 4. Speaking
  - 5. Presenting
  - 6. ELL/Multicultural needs and strategies
  
- D. Teaching Health/Physical Education (9 hours)
  - 1. Gross Motor/Fine Motor Development 5 – 12 years
  - 2. Emotions
  - 3. Safety
  - 4. Hygiene and Fitness
  - 5. Games and Sports

Exam

### **IV. Evaluation Methods**

The final grade will be determined as follows:

- 30% two short answer/essay exams administered at midterm and at the end of instruction
- 59% instructional development and teaching activities focused on the areas of language arts, social studies, and health
- 11% attendance and participation

### **V. Grading Scale**

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

## **VI. Attendance Policy**

As this class requires a great deal of interaction with peers, students are expected to make every effort to attend. Each day of class is worth 2 points towards the participation and attendance requirement. There may be 3 class hours of unexcused absences before points are lost. Students are expected to make up all missed in class assignments independently within one class period. Assignments not submitted will result in loss of participation points for the day.

## **VII. Required textbooks, supplemental books and readings:**

Grant, S.G., Van Sledright, B. (2006). *Elementary social studies: Constructing a powerful approach to teaching & learning*, 2<sup>nd</sup> Ed. New York: Houghton-Mifflin.

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

Selected readings on current research and pedagogy

## **VIII. Special resource requirements**

None

## **IX. Bibliography**

Maxim, G.W. (2003). *Dynamic social studies for elementary classrooms* ( 7<sup>th</sup> Ed.). Upper Saddle River, NJ: Merrill/ Prentice Hall.

Tompkins, G. (2006). *Literacy for the 21<sup>st</sup> century: A balanced approach* (4<sup>th</sup> Ed.). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.

Gregory, G.H. & Kuzmich, L. (2005). *Differentiated literacy strategies for student growth and achievement in grades k-6*. Thousand Oaks, CA: Corwin Press.

Chapman, C. & King, R. (2003). *Differentiated instructional strategies for writing in the content areas*. Thousand Oaks, CA: Corwin Press.

National Council for Social Studies (1994). *Expectations of excellence: Curriculum standards for social studies*. Silver Spring, MD: National Council for Social Studies.

Thornton, S. & Noddings, N. (2004). *Teaching social studies that matters: Curriculum for active learning*. New York: Teachers College Press

Roe, B. & Ross, E. (2005). *Integrating the language arts through literature and thematic units*. Upper Saddle River, NJ: Allyn & Bacon.

Telljohann, S., Symons, C. & Pateman, B. (2006). *Health education: Elementary and middle school applications*. : McGraw-Hill.

## Summary of and Justification for Proposed Revisions

### Summary:

The EDHL 361 course in structure remains the same; we are adding content related to English Language Learners (ELL). One credit/class hour of additional class time was added to increase the amount of time given to each content area.

### Justification:

This was done to satisfy the current Federal legislative requirements of No Child Left Behind and the new Pennsylvania Department of Education requirements concerning ELL students. This was necessary to enable our teacher education graduates to be considered 'highly qualified' under the law/regulations.



### **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* (2<sup>nd</sup> ed.). Washington, DC: Pre-College Programs Gallaudet University.

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

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

Moores, D. (2001). *Educating the deaf: Psychology, principles, and practices* (5<sup>th</sup> 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.

New Course Fall 2003