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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

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 X Catalog Description Change Program Revision
 New Minor Program X Program Title Change Other
 New Track

Education of Deaf and Hard of Hearing Persons Deaf Education

Current program name *Proposed program name, if changing*

4. Approvals		Date
Department Curriculum Committee Chair(s)	<i>Joseph Domarade</i>	<i>11/26/07</i>
Department Chair(s)	<i>Joseph Domarade</i>	<i>11/26/07</i>
College Curriculum Committee Chair		
College Dean		
Director of Liberal Studies *		
Director of Honors College *		
Provost *	<i>[Signature]</i>	<i>1/15/08</i>
Additional signatures as appropriate: (include title)	<i>Joseph Domarade</i> TECC	<i>11/26/07</i>
	<i>Mary Ann Rappath</i>	<i>1/26/07</i>
UWUCC Co-Chairs	<i>Gail S Sediest</i>	<i>4/15/08</i>

* where applicable

Received
DEC 03 2007
Liberal Studies

**Summary of Proposed EDHL Curriculum Changes
Presented to the Curriculum Committee
Department of Special Education and Clinical Services
January 2008**

Background:

The field of Deaf Education is unique in many ways. Teachers of deaf and hard of hearing individuals work in a variety of capacities and must be prepared to work as a Highly Qualified teacher in ALL of those instructional milieus. Teachers of the deaf in Pennsylvania are certified to teach N-12, i.e. parent-infant through 12th grade. Therefore, our students MUST be prepared to teach anywhere with any type of individual who has some form of hearing loss. For example, a teacher of the deaf may be considered the primary instructor of record in a self-contained school for the deaf, a self contained classroom in a regular public school, a resource room in a regular public school, an itinerant placement (traveling teacher) among several schools or in home-based or school-based parent/infant-early childhood programs.

According to No Child Left Behind, a Highly Qualified teacher is one who has gone to school and studied in their area of specialization and passed the appropriate certification exams. In Pennsylvania, they are the PRAXIS exams.

Deaf Education is a very discrete program and in order for Deaf Education candidates to be considered "highly qualified" to teach deaf children in elementary classrooms in specialized schools for the deaf such as Western PA School for the Deaf and DePaul Institute candidates must be dually certified in Deaf Education and Elementary Education.

The revised program being presented has received written support from the PDE for dual certification. It was also noted that, annually, there are numerous schools and programs for the deaf, all requiring dual certification, waiting each year to hire IUP Deaf Education Program graduates.

The following is a summary of the changes to the current program.

1) **Program Name Change: Deaf Education**. – (passed in December 2007^{TECC meeting})

Rationale: The name change is proposed to facilitate recruiting and enrollment efforts. The old title of the program did not adequately portray the intent of the major and was too difficult to 'hit' in online search engines. (This is direct feedback received from incoming freshmen and student visitors during Expo Days.) The catalog description was changed to match the Pennsylvania Certification document which lists Hearing Impaired certification as covering N-12. It was also changed to reflect the various service delivery models which have traditionally been a part of deaf education. The program content has always reflected the N-12 certification and various service delivery models.

2) **Expansion of methods courses: EDHL 360: General Methodology for Teaching Deaf and Hard of Hearing Persons I, and EDHL 361: General Methodology for Teaching Deaf and Hard of Hearing Persons II** will both be expanded from two credits to three credits. Teaching Health, Social Studies, Science, Mathematics and Language Arts has been increased in the depth and breadth of each topic. English Language Learners was added as an additional topic in EDHL 361.

Rationale: Additional course content enhances students subject knowledge as “highly qualified” under the definition of No Child Left Behind. In addition, the Pennsylvania Department of Education will soon require instruction in the area of English Language Learners.

3) **Expansion of Collaborative Practicum EDHL 330:** Teaching-Collaborative Practicum II will be expanded to a 2 credit course which will encompass more collaboration responsibilities.

Rationale: The second part of this course sequence involves more work on the student’s part, particularly in coordinating collaborative activities and lesson planning with peers and master teachers. The additional credit reflects this work load.

4)**Combination of sign language courses: EDHL 315: Manually Coded English (1 cr.) and EDHL 316: Interpreting for Teachers (1 cr.) into EDHL 317: Signing in Educational Settings, 2 crs. (EDHL 315 and EDHL 316 will be deleted.)**

Rationale: After offering the 315-316 courses it was determined that separate 1-credit courses was not required to cover each of these materials and that a combination of both classes into a single 2 credit course allows us to explore English-signing systems and have an extended time to practice interpreting skills.

5)**Addition: EDHL 314:**Deaf Culture (class already approved)

Rationale: A requirement of the accrediting organization (Council on Education of the Deaf).

6) **Syllabus updates for EDHL 308 Language for Deaf /Hard of Hearing and English Language Learners, EDHL 329 Teaching Collaborative Practicum I, EDHL 451 Reading for Deaf/Hard of Hearing and English Language Learners, and EDHL 465 Parent/Preschool Programs for Deaf and Hard of Hearing Persons**

Rationale: Incorporation of latest information and materials into course work.

7) **Deletion: SPLP 334 Language Development**

Rationale: Normal language development is covered in the EDHL 308 course and the additional course was no longer deemed necessary.

Catalog Description Change

The EDHL program is changing its name from Education of Deaf and Hard of Hearing Persons to DEAF EDUCATION. The name for the minor in Deaf Studies will remain the same.

OLD Catalog Descriptions:

Education of Deaf and Hard-of-Hearing Persons

Completion of the sequence of courses in Education of Deaf and Hard-of-Hearing Persons leads to a Bachelor of Science degree in Education and Pennsylvania Department of Education certification as a "Teacher of the Hearing Impaired, K-12." Students are provided with the basic skills to teach in special classes for hard-of-hearing or deaf individuals.

Bachelor of Science in Education–Education of Deaf and Hard-of-Hearing Persons

Dual Certification

Students majoring in Elementary Education may complete academic requirements for certification in Education of Deaf and Hard-of-Hearing Persons by completing the following requirements. Students are advised that completion of requirements for a second certification will take approximately two extra semesters.

Dual Certification–Education of Deaf and Hard-of-Hearing Persons for Majors in Elementary Education

NEW Catalog Descriptions:

Deaf Education

Completion of the sequence of courses in Deaf Education leads to a Bachelor of Science degree in Education and Pennsylvania Department of Education certification as a "Teacher of the Hearing Impaired, N-12." Students are provided with the basic skills to teach in special classes and itinerant teaching positions for hard-of-hearing or deaf individuals.

Bachelor of Science in Education–Deaf Education

Dual Certification

Students majoring in Elementary Education may complete academic requirements for certification in Deaf Education by completing the following requirements. Students are advised that completion of requirements for a second certification will take approximately two extra semesters.

Dual Certification–Deaf Education for Majors in Elementary Education