

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		07-319	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) <input type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input checked="" type="checkbox"/> Course Revision <input type="checkbox"/> Course Number and/or Title Change <input type="checkbox"/> Catalog Description Change		
<u>Current Course prefix, number and full title</u> EDHL 360 General Methodology for Education of Deaf and Hard of Hearing Persons I		<u>Proposed course prefix, number and full title, if changing</u>
2. Additional Course Designations: check if appropriate <input type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African) <input type="checkbox"/> This course is also proposed as an Honors College Course.		
3. Program Proposals <input type="checkbox"/> New Degree Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Other <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track <input type="checkbox"/> Catalog Description Change <input type="checkbox"/> Program Revision		
<u>Current program name</u>		<u>Proposed program name, if changing</u>
4. Approvals		
Department Curriculum Committee Chair(s)	Joseph Domaradzi	Date 8.24.07
Department Chair(s)	Joseph Domaradzi	8.24.07
TECC College Curriculum Committee Chair	Joseph Domaradzi	1.28.08
College Dean	May Ann Rappoth	1.28.08
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	Gail Sedquist	4-15-08

* where applicable

Received Received
 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 360 General Methodology for Education of Deaf and Hard of Hearing Persons I

3 class hours
 0 lab hours
 3 credits

Prerequisites: EDHL 114, 115; 3.0 GPA

3c-0l-3cr

Provides systematic coverage of the basic procedures for maintaining legal educational mandates (IDEA) and teaching curriculum subjects. Included are the development of an Evaluation Report and Individualized Education Plan, and regular and adaptive methods of instruction for the teaching of mathematics and science. 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. Multiple projects and teaching activities are involved.

II. Course Outcomes:

Students will be able to

	Danielson	CED/CEC	Evaluation
1. identify, explain, and develop the legally mandated special education forms including an Evaluation Report (ER) and Individualized Education Plan (IEP)	1	1	Report Writing Quiz 1
2. use a variety of formal and informal diagnostic measures to assess skill levels in mathematics and general knowledge in science	1	8	Teaching activities
3. select and adapt materials and language level of instruction to meet the needs of D/HH students	3	6,7	Teaching activities
4. employ a variety of pedagogical strategies to teach and/or remediate deficits in skill/content development in mathematics and science	3	6,7,8	Teaching activities Quiz 2
5. use the Pennsylvania Academic Standards and Anchors to outline curricula, plan sequenced units and write lesson plans for mathematics and science	1	6,7,9	Teaching activities
6. individualize programming to meet each child's need and document progress using data driven decision making methods	3 4	6,7,9	Teaching activities Quiz 3

7. use instructional technologies to enhance learning opportunities and increase linguistic communicative competence	4	4,7,8	Quiz 4
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III. Course Outline

A. Relevant Education Laws and Educational Standards (5 hours)

1. IDEA
2. Section 504
3. NCLB
4. Pennsylvania State Academic Standards

Project/ Exam

B. Instructional Design (7 hours)

1. Types of Curriculum
2. Elements of Instruction
3. General Pedagogical Best Practice/Strategies
4. Classroom Organization
5. Classroom Management
6. Assessment

Project/Exam

C. Teaching Mathematics (15 hours)

1. Language of Mathematics
2. Number Sense
3. Operations
4. Word Problems
5. Fractions and Decimals
6. Measurement
7. Statistics and Probability

Project/Exam

D. Teaching Science (15 hours)

1. Problem-Based Learning
2. Inquiry Strategies
3. Earth and Space Sciences
4. Biological Sciences
5. Chemistry and Physics

Project/Exam

IV. Evaluation Methods

The final grade will be determined as follows:

- 30% four short answer quizzes administered after each major segment of instruction
- 44% instructional development and teaching activities focused on the areas of mathematics and science instruction
- 15% educational reports- writing and reporting the outcomes of an Evaluation Report and Individualized Education Plan
- 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:

Reys, R., Lindquist, M, Lambdin, D., Smith, N. & Suydam, M. (2007). *Helping children learn mathematics* (8th ed.). Hoboken, NJ: John Wiley & Sons, Inc.

Sunal, D. & Sunal, C. S. (2003). *Science in the elementary and middle school*. Upper Saddle River, NJ: Pearson Education, Inc.

Selected readings on current research and pedagogy

VIII. Special resource requirements

None

IX. Bibliography

Burden, P.R. (2000). *Powerful classroom management strategies*. ThousandOaks, CA: Corwin Press.

Dietz, C.H. (1995). *Moving toward the standards: A national action plan for mathematics education reform for the deaf*. Washington, D.C.: Pre-College Programs Gallaudet University

Ebenezer, J.V. & Lau, E. (1999). *Science on the internet: A resource for k-12 teachers*. Upper Saddle River, NJ: Prentice-Hall, Inc.

Friedl, A.E. & Koontz, T.Y. (2005). *Teaching science to children: An inquiry approach* (6th Ed.). New York: McGraw-Hill.

Gillespie, S. (1988). *Science curriculum guide*(2nd ed.). Washington, D.C.: Pre-College Programs Gallaudet University.

- Good, T. & Brophy, J. (2008). *Looking in classrooms* (10th ed). Boston, MA: Pearson Education, Inc.
- Johnson, R.C. & Cohen, O. P. (Ed.). (1994). *Implications and complications for deaf students of the full inclusion movement*. Washington, D.C.: Gallaudet University.
- Lenz, K. & Schumaker, J. (1999). *Adapting language arts, social studies, and science materials for the inclusive classroom (vol. 3)*. Reston, VA: Council for Exceptional Children.
- Murdick, N, Gartin, B., & Crabtree, T. ((2002). *Special education law*. Upper Saddle River, NJ: Pearson Education, Inc.
- Muschla, G.R. & Muschla, J.A. (1996). *Hands-on math projects with real-life applications: Ready-to-use lessons and materials for grades 6 – 12*. WestNyack, NY: The Center for Applied Research in Education.
- Seabury D.L. & Peeples, S.L. (1987). *Ready-to use science activities for the elementary classroom*. West Nyack:NY: The Center for Applied Research in Education.
- Schmidt, V.E. & Rockcastle, V.N. (1995). *Teaching science with everyday things*. Fresno, CA: AIMS Education Foundation.
- Schumm, J.S. (1999). *Adapting reading and Math materials for the inclusive classroom (vol. 2)*. Reston, VA: Council for Exceptional Children.
- Smith, N.L., Lambdin, D.V., Lindquist, M.M., and Reys, R.E. (2001). *Teaching elementary mathematics: A resource for field experiences*. New York: John Wiley & Sons
- Stein, M., Silbert, J., & Carnine, D. (1997). *Designing effective mathematics instruction: A direct instruction approach* (3rd ed.). Upper Saddle River, NJ: Prentice-Hall Inc.
- Tucker, B.F., Singleton, A. H., & Weaver, T.L. (2002). *Teaching mathematics to all children: Designing and adapting instruction to meet the needs of diverse learners*. Upper Saddle River, NJ: Pearson Education, Inc.
- VanCleave, J.P. (1989). *Chemistry for every kid: 101 easy experiments that really work*. New York: John Wiley & Sons, Inc.
- Walpole, B. (1988). *175 science experiments to amuse and amaze your friends*. New York: Random House.
- Ward, H., Roden, J., Hewlett, C. & Foreman, J. (2005). *Teaching science in the primary classroom: A practical guide*. London: Paul Chapman Publishing.
- Zirpoli, T.J. & Melloy, K.J. (2001). *Behavior management: Applications for teachers* (3rd ed.). Upper River Saddle, NJ: Prentice-Hall, Inc.

Summary of and Justification for Proposed Revisions

Summary:

The EDHL 360 course in structure and content remains the same. 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. This was necessary to enable our teacher education graduates to be considered 'highly qualified' under this law.

COURSE SYLLABUS

I. Catalog Description

EDHL 360 General Methodology for Education of
Deaf and Hard of Hearing Persons 1
Prerequisites: EDHH 114, 115, 215, 3.0 GPA

2 class hrs
0 lab hours
2 credit hours
2c-0l-2cr

Provides a systematic coverage of the basic procedures for maintaining legal educational mandates (IDEA) and teaching curriculum subjects. Included are the development of an Evaluation Report and Individualized Education Plan, and adaptive methods of instruction for teaching mathematics and science. 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.

II. Course Objectives:

The students will:

1. identify, explain and develop the legally mandated special education forms including a Comprehensive Report (CR) and Individualized Education Plan (IEP).
2. use a variety of formal and informal diagnostic measures to assess skill levels in mathematics and general knowledge in science.
3. select and adapt materials and language level of instruction to meet the needs of the D/HH pupil.
4. employ a variety of pedagogical strategies to teach and/or remediate deficits in skill/content development in mathematics and science.
5. use the Pennsylvania Academic Standards to outline curricula, plan sequenced units and write lesson plans for mathematics and science.
6. individualize programming to meet each child's need and document progress using data-based methods.
7. use instructional technologies to enhance learning opportunities and increase linguistic communicative competence.

III. Course Outline

Parts A and B – 5 weeks:

A. Individuals with Disabilities Education Act (IDEA)

1. Legal requirements: Identification, Assessment, FAPE, LRE, IEP, Due Process, timelines
2. Evaluation Report- MDE, MDT
3. Individualized Education Plan- NORA, Transition plan, services
 - a. **Write personal IEP**
4. Advocacy issues

B. Components of Instruction

1. Types of Curriculum
 - a. spiraling
 - b. adapted
2. Pennsylvania Academic Standards
 - a. Math
 - b. Science (when available)
3. Elements of Instruction
 - a. Unit Plans
 - b. Lesson Plans
 - c. Behavioral Objectives
 - d. Collecting and displaying data
 - e. Effective questioning techniques
 - f. Providing clear directions
 - g. Diagnostic Teaching
4. Pedagogical Strategies and Applications
 - a. Specially Designed Instruction
 - Concept Maps and Webs
 - Skeletal Outlines
 - Information organizers
 - Games
 - Learning Centers
 - Peer Tutoring
 - Collaborative/cooperative Learning

- b. Classroom Organization
 - Physical space
 - Academic needs
 - Social needs
 - Communication needs
 - Acoustic requirements
- c. Behavior Management
 - Setting rules
 - Creating a routine
 - Classroom behavior plan
 - Determining individual student plans
 - Reinforcers
- d. Assessment
 - Formal Assessment tools
 - Standardized v. nonstandardized
 - Norm-based v. Criterion-based
 - Informal Assessment tools
 - Teacher made assessment instruments
 - Curriculum Based Assessment (CBA)
 - Rubrics and Checklists
 - Authentic Assessment
 - Portfolio
 - Project-Based activities
 - Reflections
 - Self assessment and evaluation
- e. Reporting Progress
 - Report Cards
 - IEP Updates
 - Contract grades

5. Impact of Hearing Loss

- a. Parents rights and responsibilities
- b. Deaf Culture
- c. Linguistic needs related to general education texts and materials-adaptations and use
- d. Use of American Sign Language, Cued Speech or other forms of visual communication
- e. Sources of materials appropriate for students with hearing loss
- f. Social needs of students
- g. National organizations for the deaf
- h. Instructional Technologies used with D/HH students

ON-LINE Exam via WebCT

Part C – 5 weeks:

- C. Mathematics Instruction**
 - 1. Learning Mathematics- constructing understanding
 - 2. Mathematical Processes
 - a. Problem solving
 - b. Reasoning and proof
 - c. Communication
 - d. Connections
 - e. Representations
 - 3. Counting and Early benchmarks
 - a. Classifying
 - b. Patterns
 - c. Cardinal, ordinal, nominal numbers
 - 4. Place Value
 - a. Patterns
 - b. Grouping
 - c. Regrouping
 - 5. Operations- Meanings-Facts-Sense
 - a. Addition
 - b. Subtraction
 - c. Multiplication
 - d. Division
 - e. Standard algorithms
 - f. Using calculators
 - g. Mental Math
 - h. Estimation

Conduct First Math Lesson

- 6. Fractions and Decimals, Ration, Proportion and Percent
 - a. Working with each
 - b. Making abstractions concrete
- 7. Patterns, Relationships and Algebra
 - a. the processes
 - b. solving word problems using algebra
- 8. Geometry
 - a. Solid geometry
 - b. Plane geometry

c. Visualizations, manipulatives and spatial relations

9. Measurement

- a. Attributes
- b. Instruments
- c. Formulas
- d. Comparisons

10. Data Analysis, Statistics, Probability

- a. Posing a question and collecting data
- b. Displaying data
- c. Analyzing results
- d. Descriptive statistics
- e. Probability

Conduct 2nd Math lesson

ON-LINE Exam via WebCT

Part D – 4 weeks:

D. Science

1. Science Concepts

- a. Space
 - The sky, solar system, seasons
 - Space exploration
 - Metric system
- b. Time
 - Seasons, day and night, rocks and soil
 - Fossils, conservation of energy and environment
 - Water systems, rock formations
- c. Change
 - In the air
 - States of matter
 - Chemical reactions
 - Renewable and nonrenewable resources
 - oceans
- d. Adaptation
 - Animals and their habitats, plants, humans
 - Life cycles, the senses, having a hearing loss
 - The cell, reproduction, body systems and organs
- e. Variety
 - Exploring the variety of things in the universe
 - Different plants, animals

- Properties of matter
- Periodic table
- f. Interrelationships
 - Meeting basic needs
 - Health and safety habits
 - Food chains
 - Food groups, nutrition
 - First aid
 - Substance abuse
- g. Equilibrium
 - Sources of energy, machines, magnets, sound, heat
 - Exploring light and electricity, friction, measuring forces, forms of energy
 - Investigating all forms of energy, motion, Newton's Law.

Conduct 1st Science Lesson

2. Primary and Intermediate Level Instruction
 - a. Manipulative and concrete
 - b. Experimentation
 - c. Scientific Method
 - d. Reasoning
 - e. Projects-Science Fair

Conduct 2nd Science Lesson

On-LINE Exam via WebCT

Mini-Unit Due during the 14th week of class.

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.***

Exams: 3- Instructional Unit Exams: Parts A and B, Part C, Part D

Teaching: Each student or assigned group of students will prepare and conduct 2 math lessons and two science lessons. The lesson content and materials will be peer and instructor evaluated using a performance checklist and/or rubric.

Assignments: Each student will write a personal Evaluation Report, IEP, and final progress report which will be evaluated by the student and

instructor during a course debriefing meeting at the final exam activity. A rubric will be used for the evaluation.

Assigned groups of students will work collaboratively to write a mini-unit on a topic related to hearing loss or hearing conservation.

Attendance and Participation: This is an interactive class. Each class session is worth one point in value towards attendance and participation. Unexcused absences results in lost attendance/participation points.

FINAL EXAM activity:

Students will prepare and teach a 15 minute lesson to the instructor on a topic randomly selected by the student during the 12th week of class. The lesson will be jointly evaluated by the student and the instructor using a rubric. Final progress report based on IEP due at Final Exam activity.

V. Total points and final grade will be based on the following grading scale:

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/participation 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 Textbooks:

Bosak, S.V. (1991). *Science is . . .* Ontario, Canada: Scholastic Canada Ltd.

Reys, R.E., Lindquist, M.M., Lambdin, D.V., Smith, N.L., & Suydam, M.N. (2001). *Helping children learn mathematics* (6th ed.). New York: John Wiley & Sons, Inc.

Stewart, D.A. & Kluwin, T.N. (2001). *Teaching deaf and hard of hearing students: Content, strategies, and curriculum*. Boston, MA: Allyn & Bacon.

VIII. Bibliography

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Dietz, C.H. (1995). *Moving toward the standards: A national action plan for mathematics education reform for the deaf*. Washington, D.C.: Pre-College Programs Gallaudet University

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VanCleave, J.P. (1989). *Chemistry for every kid: 101 easy experiments that really work*. New York: John Wiley & Sons, Inc.

Walpole, B. (1988). *175 science experiments to amuse and amaze your friends*. New York: Random House.

Zirpoli, T.J. & Melloy, K.J. (2001). *Behavior management: Applications for teachers* (3rd ed.). Upper River Saddle, NJ: Prentice-Hall, Inc.

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