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 02-33b App 2/11/03 App 2/25/03

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Diane Klein	Email Address deeklein
Proposing Department/Unit Special Education and Clinical Services	Phone 357-2450

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

EDHL 114 Introduction to Persons with Hearing Loss	EDHH 114 Introduction to Deaf and Hard of Hearing Persons
<i>Current Course prefix, number and full title</i>	<i>Proposed course prefix, number and full title, if changing</i>

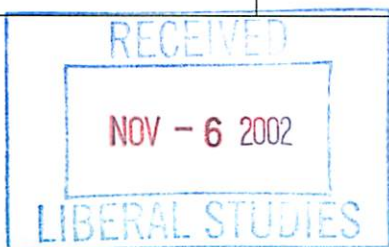
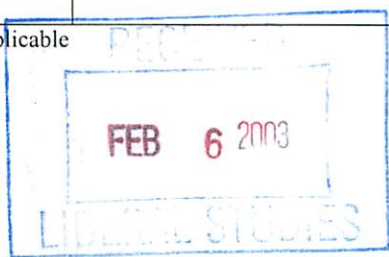
2. Additional Course Designations: check if appropriate
- This course is also proposed as a Liberal Studies Course. Other: (e.g., Women's Studies, Pan-African)
 This course is also proposed as an Honors College Course.

3. Program Proposals
- New Degree Program Program Title Change Other
 New Minor Program New Track Catalog Description Change Program Revision

<i>Current program name</i>	<i>Proposed program name, if changing</i>
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4. Approvals		Date
Department Curriculum Committee Chair(s)	Joseph Domaracki	9-23-02
Department Chair(s)	Joseph Domaracki	9-23-02
College Curriculum Committee Chair	Joseph Domaracki	10-28-02
College Dean	[Signature]	11/03/02
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	Gail S. Sechrist	2/11/03

* where applicable



Part II
Description of the Curriculum Change – Name Change

1. Old Catalog Description:

EDHL 114 Introduction to Persons with Hearing Loss

3c-0l-3sh

Prerequisites: Advisor permission, EDHL majors only

Deals with the different approaches used in teaching the hearing impaired—manual language, oral language, and total communication. The historical background of each approach is presented with its strengths and weaknesses. Criteria for the use of each approach established in consideration of degree of loss exhibited by the pupil, the age of onset, and the social and psychological implications.

New Catalog Description:

EDHH 114 Introduction to Deaf and Hard of Hearing Persons

3c-0l-3cr

Prerequisites: EDHH majors only

Deals with the different approaches used in teaching students who are deaf or hard of hearing- manual language, oral language, and total communication. The historical background of each approach is presented with its strengths and weaknesses. Criteria for the use of each approach established in consideration of degree of loss exhibited by the pupil, the age of onset, and the social and psychological implications.

2. Listing of Proposed Name Change

Course #	Old Title	Credits
EDHL 114	Introduction to Persons with Hearing Loss	3

Course #	New Title	Credits
EDHH 114	Introduction to Deaf and Hard of Hearing Persons	3

3. Justification

It is critically important in the field of deafness to be current in the use of the terminology reflective of the field. **The currently accepted terminology to describe individuals who have a type of hearing loss is: Deaf and Hard of Hearing (abbreviated D/HH). The names of all major courses should reflect the current terminology.**

INDIANA UNIVERSITY OF PENNSYLVANIA
Department of Special Education & Clinical Services
Description of Curriculum Change -- Course Revision

Syllabus of Record

I. CATALOG DESCRIPTION

EDHH 114 Introduction of Deaf and Hard-of-hearing Persons	3 class hours 0 lab hours 3 credit hours
	3c - 0l - 3cr

Prerequisites: EDHH majors or permission

Seeks to provide a general overview of issues in education of persons with hearing loss, including history of education of deaf students, etiologies of deafness, developmental issues, educational issues, communication modes, Deaf culture, job and rehabilitation issues, and technology in the field. Attention is given to hard-of-hearing students, multihandicapped deaf students, late-deafened adults, and issues in technology.

II. COURSE OBJECTIVES

The students will

1. identify primary causes of hearing loss in students receiving educational services.
2. identify and describe the primary educational settings serving deaf and hard-of-hearing students and the primary placement issues
3. describe the influence of hearing loss on cognitive and psychosocial development
4. identify and describe the contributions of major figures and events in the history of education of persons with hearing loss
5. The identify and describe major issues in the education of students who are deaf and hard-of-hearing
6. describe the influence of hearing loss on vocational development and adjustment.
7. identify and describe the influence of additional disabilities on students who are deaf and hard-of-hearing.
8. identify issues regarding the economic and ethnic backgrounds of students who are deaf and hard-of-hearing.
9. Th describe the basic issues regarding communication methodologies with deaf students.
10. describe the influence of a deaf child on the family.

11. describe the influence of the parents' hearing status on the developing deaf child.
12. Th identify the primary parts of the auditory system.
13. describe the primary issues regarding teaching strategies uses with deaf and hard-of-hearing students.
14. identify the primary components and requirements of the teaching-education program in Education of Persons with Hearing Loss.
15. articulate characteristics that are important in becoming a successful professional working with deaf and hard-of-hearing individuals.
16. develop the design of an electronic portfolio and produce at least two products to be contained in the portfolio.
17. utilize WebCT and other computer technology in communicating with the instructor and fulfilling requirements of the course.

III. DETAILED COURSE OUTLINE

WEEK I

I. Introduction

- A. Introductions
- B. Course syllabus, requirements, and procedures
- C. WebCT and its use in this course

II. Sound and hearing

- A. A brief overview of the production of sound
- B. Specific characteristics of speech
- C. A general description of the auditory system
- D. Types of hearing loss
- E. Causes of hearing loss

WEEK II

III. Assessment, prevalence, and auditory intervention

- A. Identification of hearing loss in infants
- B. A brief overview of audiological testing
- C. A description of severity of loss
- D. Prevalence of hearing loss
- E. A brief overview of amplification
- F. Other intervention of for hearing loss

WEEK III

IV. Intervention with families

- A. Responses to diagnoses
- B. Communication patterns between children and parents

- C. The deaf child grows up in the family
- D. Independent learning: deaf parents and hearing children
- E. Parent support groups

UNIT TEST I

WEEK IV

V. Language development

- A. General language development
- B. Effects of hearing loss
- C. Relationship of communication modes
- D. Reading and writing

WEEK V

VI. Deaf culture

- A. Membership in the Deaf culture
- B. Variations in the Deaf culture
- C. Daily life within two cultures
- D. Technology and the Deaf culture

WEEK VI

VII. Cognition

- A. Cognitive development
- B. The concept of intelligence and its application to deaf people
- C. Cognition and language
- D. Thinking processes and skills

WEEK VII

VIII. Person and social development

- A. Identity and personality
- B. Morals, ethics, and values
- C. Social integration and skills
- D. Social status and roles
- E. Through the life span

UNIT TEST 2

WEEK VIII

IX. Mental health

- A. Preconceptions/stereotypes
- B. Stigma and its effect on individuals
- C. Self-esteem
- D. Empathy and self-efficacy
- E. Intimacy and sexuality
- F. Emotional and behavioral problems
- G. Intervention issues

WEEK IX & X

X. Education

- A. A brief history
- B. Placement options
- C. The communication controversy
- D. Teaching strategies and curriculum
- E. Transition
- F. Students with special needs
- G. Roles and competencies of professionals

WEEK XI

XI. Post-secondary education

- A. Options
- B. Gallaudet and NTID
- C. Support services in "hearing" colleges

WEEK XII

XII. Deaf people and the world of work

- A. History of deaf workers
- B. General concerns in vocational preparation
- C. Sources for support
- D. Current status of workers
- E. Independent learning: health care for deaf and hard-of-hearing people

WEEK XIII

XIII. Assessment

- A. General concerns
- B. Specific types of assessment
- C. Assessment in education

UNIT TEST 3

WEEK XIV

XIV. Conclusions and reactions

IV. EVALUATION METHODS

1. Class attendance and participation: As the first course for freshmen majors, students will have a required attendance policy consistent with IUP's guidelines, and students will be expected to participate in the class discussions. More than 3 absences results in lowering by one grade.
2. Weekly electronic journal: Students will be required to submit to the instructor an entry to a WebCT-based electronic journal once a week. 13 points
3. Daily quizzes: Unannounced quizzes will be given on material being covered in the class. 100 points.
4. Unit examinations: There will be three unit examinations worth 100 points each for a total of 300 points. The format will be a combination of short-answer factual responses and short essays.
5. Article review: Students will be required to identify a recent journal article relevant to a course topic and write a critique of the article. 50 points.
6. Internet site report: Students will be required to identify an internet site that is relevant to the profession and write a critique of the site. 50 points.
7. Electronic portfolio: As required by the Teacher Education program, students will need to begin the construction of their electronic portfolio that is now a graduation requirement. Students will be evaluated on the basis of formatting the basic outline of the portfolio and filling in basic information. 50 points.
8. Final comprehensive examination. The final examination will cover all of the material in the course and assist the students in synthesizing the material covered. 300 points.

V. EXAMPLE GRADING SCALE

Total points: 863

777-863=A
690-776=B
604-689=C
518-603=D
<518=F

VI. UNDERGRADUATE COURSE ATTENDANCE POLICY

Three unexcused absences will be allowed with no influence on the student's grade. If there are more than three unexcused absences, the student's letter grade will be dropped by one letter grade. If there are more than six unexcused absences, the student's letter grade will be dropped by two letter grades.

VII. Required Textbook

Moore, D.F. (2002). Educating the deaf (5th Ed.). Boston: Houghton Mifflin.

VIII. Bibliography

Christensen, K.M., & Delgado, G.L. (1993). Multicultural issues in deafness. White Plains, NY: Longman.

Marschark, M. (1997). Raising and educating a deaf child. Oxford: Oxford University Press.

Martin, D. S. (Ed.) (1985). Cognition, education, and deafness: Directions for research and instruction. Washington, D.C.: Gallaudet University Press.

Paul, P.V., & Jackson, D. W. (1993). Toward a psychology of deafness. Needham Heights, MA: Allyn & Bacon.

Paul, P.V., & Quigley, S. P. (1990). Education and deafness. New York: Longman.

Ross, M, Brackett, D., & Maxon, A.B. (1991). Assessment and management of mainstreamed hearing-impaired children: Principles and practices. Austin, TX: Pro-Ed.

Scheetz, N. A. (2001). Orientation to deafness (2nd Ed.). Needham Heights, MA: Allyn & Bacon.

Schildroth, A. N., & Karchmer, M.A. (Eds.) (1986). Deaf children in America. San Diego, CA: College-Hill.

Schirmer, B.R. (2001). Psychological, social, and educational dimensions of deafness. Needham Heights, MA: Allyn & Bacon.

Scouten, E.L. (1984). Turning points in the education of deaf people. Danville, IL: Interstate.

Spencer, P. E., Erting, C.J., & Marschark, M. (Eds.) (2000). The deaf child in the family and at school. Mahwah, NJ: Lawrence Erlbaum.

Stewart, D.A., & Kluwin, T. N. (2001). Teaching deaf and hard of hearing students. Needham Heights, MA: Allyn & Bacon.

COURSE SYLLABUS

I. CATALOG DESCRIPTION

EH 114 Introduction to Persons with Hearing Loss

3 credits

Prerequisites: Advisor Permission, EH Majors Only

Deals with different approaches used in teaching the hearing impaired manual language, oral language and total communication. The historical background of each approach is presented with its strengths and weaknesses. Criteria for the use of each approach established in consideration of degree of loss exhibited by the pupil, the age of onset, and the social and psychological implications.

II. COURSE OBJECTIVES

1. The students will be able to demonstrate knowledge of the historical evolution of education of the hearing impaired, and the resultant manual vs. oral controversy.
2. The students will be able to accurately outline the most common causes of deafness for each cause stating site of lesion, type of hearing impairment which usually results, associated medical problems which might be suspected, and educational implications and needs.
3. The students will be able to briefly document the effects of hearing loss on speech and language development.
4. The students will be able to demonstrate an awareness of the effect of hearing loss on personality development, social maturity, emotional adjustment and vocational status.

III. COURSE OUTLINE

A. History of Education of the Deaf

1. Philosophies of Education: Oral, Manual, Rochester Method, Simultaneous Method, Manual Alphabet, Total Communication
2. Advantages and Disadvantages of Each Method
3. Comparative Methods of Education in the U.S. and Other Countries
4. Types of Educational Programs

B. Communication Modes

1. Speech and Language Systems
2. Comparison of Different Sign Language Systems
3. American Sign Language as A Second Language
4. Pidgin Dialects/Ethnic Variations

C. Etiology of Deafness

1. Syndromes, Pathologies, Anomalies and Diseases Affecting the Speech and Hearing Mechanism
2. Genetic, Drug Related and Birth Factors
3. Associated Problems or Defects, Other Than Hearing Impairment Which May Occur as A Result of These Pathologies

D. Types of Deafness

1. Introduce the Students to the Basics of Anatomy of the Hearing Mechanism
2. The Process of Hearing
3. Site of Lesions of the Various Pathologies

E. Audiometric Assessment

1. Types of Tests
2. Speech Discrimination Testing
3. The Audiogram and Its Interpretation
4. Varying Degrees of Hearing Loss and the Educational/Social Implications of Each

F. Incidence of Deafness in the Population and Subcultural Groups

G. Effects of Hearing Impairment

1. Personality Development, Sensory Deprivation and Behavior Disorders
2. Problems Associated with Minimal Hearing Loss
3. Social Maturity
4. Emotional Adjustment
5. Vocational Status and Training Opportunities
6. Motor Control
7. Educational Implications

Speech and Language Development

Effects on Reading and Written Language, Concept Development

H. Mainstreaming: Advantages and Disadvantages

1. Discussion of Relevant and Important Issues, Trends and Federal Legislation Which Currently Influence the Education of the Hearing Impaired
2. Importance of Accurate Psychological Assessment
3. Appropriate Intellectual Test Measures for Use with The Hearing Impaired

I. Available Agencies and Services

J. Multihandicapped Hearing Impaired

K. General Cultural and Ethnic Issues

IV. EVALUATION METHODS

The final grade for the course will be determined as follows:

- 50% Tests. Two objective tests (mid-term and final) consisting of multiple choice, completion, true-false, and short essay. 100 points each.
- 40% Assignments. Three essay papers on approved topics, requiring library research. Each paper will discuss positive and negative aspects of current issues or research developments in the field of hearing impairment. 15 points each.
- 5% Class participation. Class participation and contribution to discussion. Timely submission of assignments.
- 5% Quizzes. Periodic unannounced quizzes will be given on textbook assignments.

V. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Textbook: Moores, D. F., Education of the Deaf: Psychology, Principles and Practices. (3rd Edition). Houghton Mifflin Co., Boston, M.A., 1987.

VI. BIBLIOGRAPHY

- Atkins, D. (Ed.), Families and Their Hearing Impaired Children. Volta Review Monograph, 1987, 89, 5.
- Bougham, J. and Shaver, K., Genetic Aspects of Deafness. American Annals of the Deaf, 1982, 127, 3, 393-400.
- Davis, H. and Silverman, S. R., (Eds.), Hearing and Deafness. Holt, Rinehart and Winston, New York, N.Y., 1970.
- McDaniel, E., Visual Memory in the Deaf. American Annals of the Deaf, 1980, 125, 7, 937-942.
- Ottem, E., An Analysis of Cognitive Studies with Deaf Subjects. American Annals of the Deaf, 1980, 125, 564-575.
- Tweedie, D. and Shroyer E. (Eds.), The Multihandicapped Hearing Impaired: Identification and Instruction. Gallaudet College Press, Washington, D.C., 1982.
- Yoshinaga-Itano, C. and Snyder, L., Form and Meaning in the Written Language of Hearing Impaired Children. Volta Review, 1985, 87, 75-90.
- Yurkowski, P. and Ewoldt, C., Semantic Processing of the Deaf Reader. American Annals of the Deaf, 1986, 131, 3, 243-247.