

EDHL 308 Supporting Language and Communication for Deaf/Hard-of-Hearing, English Language Learners, and Individuals with Language Disorders-CrsRvs-2018-09-11

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title*

Second Step: Click “**SAVE**” on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS*
- Please be sure to remove the Brackets while renaming the page*

Third Step: Make sure the word **DRAFT** is in yellow at the top of the proposal

Fourth Step: Click on “**EDIT CONTENTS**” (*not EDIT*) and start completing the template. When exiting or when done, click “**SAVE**” (*not Save Draft*) on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

**Indicates a required field*

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Proposing Department/Unit*	Comm. Dis., Spec. Edu., and Dis. Serv.	Contact Phone*	724-357-5682

Course Level*	undergraduate-level
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Course Revisions	
(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only complete Category A)	
Category A: catalog_desc_change course_title_change	Category B: <i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i> <i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i> <i>* Distance Education: Please complete the Distance Education section of this form (below)</i>

Rationale for Proposed Changes (All Categories)
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<p>(A) Why is the course being revised/deleted:*</p> <p><i>Please be specific - this should be have more detail than the Summary for the Senate.</i></p>	<p>It is being revised in order to include Special Education majors. They used to be required to take a course in the SPLP program but it is no longer offered (SPLP 254). The EDHL 308 course title, description, prerequisites, and outcome verbiage are being revised to include individuals with language disorders (3,5,7) and not just D/HH or ELLs. We are trying to reduce the number of individualized instructions.</p>
<p>(B) University Senate Summary of Rationale*</p>	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>In order to reduce the number of individualized instructions for the Special Education majors, minimal revisions were made to EDHL 308 in order to include them in the course. This will be the course which is required for them instead of SPLP 254 which is no longer offered.</p>
<p>(C) Implications of the change on the program, other programs and the Students:*</p>	<p>Less individualized instructions and course substitutions.</p>

Current Course Information*	
Category A	
(D) Current Prefix*	EDHL
Proposed Prefix	
(E) Current Number*	308
Proposed Number	
(F) Current Course Title*	Language for Deaf and Hard-of-Hearing and English Language Learners
Proposed Course Title	Supporting Language and Communication for Deaf and Hard-of-Hearing, English Language Learners, and Individuals with Language Disorders
(G) Prerequisite(s)	EDHL 114, admission to Step 1 of the 3-Step Process
Proposed Prerequisite(s)	EDHL 114, or EDEX 110, or EDEX 111
(H) Current Catalog Description	Reviews normal language development for birth through 12 years and compares it to the language development of children with various types and degrees of hearing loss. Emphasizes specific strategies focused on the assessment and development of English language skills in English language learners (ELL) and deaf and hard-of-hearing children (D/HH).
Proposed Catalog Description	Reviews normal language development birth – 12 years and compares it to the language development of children with various types and degrees of hearing loss, English as a second language, and children with language disorders. Emphasizes specific strategies focused on the assessment and development of English language skills in English Language Learners, Deaf/Hard of Hearing children, and children with language disorders.
<i>If changing Category A, no further action required.</i>	

Category B (if no change, leave blank)

**(I)
Repeatable
Course**

This is for a course that can be repeated

Multiple times e.g. Internship

If YES, please complete the following:

Number of Credits that May be Repeated:

Maximum Number of Credits Allowed to be Repeated:

**Proposed
Repeatable
Course**

If YES, please complete the following:

Number of Credits that May be Repeated:

Maximum Number of Credits Allowed to be Repeated:

**(J)
Number
of Credits**

Class Hours per week:

Lab Hours:

Credits:

**Proposed
Number
of Credits**

Class Hours:Lab Hours:Credits:

**(K)
Current
Course Student**

**Learning
Outcomes
(SLOs)**

**(L)
Proposed
Course Student**

Note that the text box in the table expands

SLO #	Outcome	How outcome is assessed
1		
2		
3		

For each outcome, describe how the outcome will be achieved

OUTCOME	STANDARD	ACHIEVED THROUGH:
1) demonstrate an understanding of the major theories of language development in hearing children	IC C 1 K1 IC C 2 K1 D H 1 K2	Discussion forum which requires APA citations to support answer

<p>2) explain the stages of language development in hearing children and the characteristics of each stage</p>	<p>IC C 2 K1</p> <p>D H 2 K2</p>	<p>Language Resource Portfolio (electronic) via assignment submission folder</p>
<p>3) compare and contrast the language development of students who are D/HH with normally hearing students, ELLs, and students with language disorders while explaining the impact deafness and culture has on family linguistic interactions</p>	<p>IC C 1 K8</p> <p>IC C 2 K2</p> <p>IC C 2 K4</p> <p>IC C 3 K5</p> <p>D H 2 K2</p> <p>D H 3 K3</p> <p>D H 3 K4</p> <p>D H 6 K6</p>	<p>Language Resource Portfolio (electronic) via assignment submission folder</p>

<p>4) analyze formal and employ informal diagnostic measures to assess language abilities and deficits</p>	<p>IC C 8 K4</p> <p>IC C 8 K5</p> <p>IC C 8 S2</p> <p>IC C 8 S4</p> <p>D H 6 S1</p> <p>D H 8 K1</p> <p>D H 8 S1</p> <p>D H 8 S2</p>	<p>With permission of guardian, conducts specific assessment tasks and shares data confidentially with instructor only via assignment submission folder</p>
<p>5) discuss the various methods (and the advantages and disadvantages of each) of teaching language to students who are D/HH, ELLs, and students with language disorders</p>	<p>D H 1 K5</p> <p>D H 4 K2</p> <p>D H 4 K3</p> <p>D H 4 S1</p> <p>D H 5 S5</p> <p>D H 6 K7</p>	<p>Language Resource Portfolio (electronic) via assignment submission folder</p>
<p>6) utilize the Pennsylvania Common Core Academic Standards to outline curricula, plan sequenced units and write lesson plans for language arts (reading, writing, listening, speaking/signing).</p>	<p>IC C 7 K3</p>	<p>Language Lesson Plans (natural and structured) via assignment submission folder</p>
		<p>Language Lesson Plans</p>

7) develop and teach age appropriate language lessons which address individual needs and diverse learning styles of the D/HH, ELLs, and **students with language disorders**

IC
C
4
S3

(natural and structured) via assignment submission folder

IC
C
4
S4

IC
C
7
S1

IC
C
S6

IC
C
7
S9

IC
C
7
S
10

IC
C
7
S
11

IC
C
7
S
13

D
H
1
S1

D
H
4
K1

D
H
44
S2

D
H
4
S4

D
H
5
S1

D
H
5
S2

D
H
5
S3

	D H 7 S1	
<p>8) utilize instructional technology in the creation of instructional lessons and progress monitoring tools</p>	IC C 7 K4 IC C 8 S7 IC C 8 S8 IC C 8 S9 IC C 8 S 10 D H 8 K2	<p>Prezi or PowerPoint Presentation – Technology and Language Instruction via a discussion forum to share with peers</p>
<p>9) discuss and apply the educational implications of recent research on language learning</p>	IC C 9 K3 IC C 9 K4 IC C 9 S 11 D H 1 K4 D H 9 K2 D H 9 K3 D H 9 S2	<p>Discussion forum which requires APA citations to support answer</p>

<p>(M) Previous Brief Course Outline</p> <p><i>(It is acceptable to copy from old syllabus)</i></p>	<p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p>
<p>(N) Brief Course Outline</p> <p><i>(Give sufficient detail to communicate the content to faculty across campus. It is not necessary to include specific readings, calendar or assignments)</i></p>	<p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p>

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

<p>If Completing this Section, Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course has previously been approved for Distance Education</p>
<p>Course Prefix/Number</p>	
<p>Course Title</p>	
<p>Type of Proposal</p>	<p><i>See CBA, Art. 42.D.1 for Definition</i></p>
<p>Brief Course Outline</p>	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p>
<p align="center">Rationale for Proposal (Required Questions from CBA)</p>	

<p>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?</p>	
<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p>	
<p>How will the instructor-student and student-student interaction take place? (if applicable)</p>	
<p>How will student achievement be evaluated?</p>	
<p>How will academic honesty for tests and assignments be addressed?</p>	

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

<p>If Completing this Section, Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies</p>
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Liberal Studies Course Designations (Check all that apply)					
Learning Skills:					
Knowledge Area:					
Liberal Studies Elective	<i>Please mark the designation(s) that apply - must meet at least one</i>				
Expected Undergraduate Student Learning Outcomes (EUSLOs)	<i>Map each course outcome to the appropriate EUSLOs that apply. Fill in the course outcome number. See https://www.iup.edu/liberal/faculty-and-staff/euslos/ for additional information regarding mapping EUSLOs</i>				
Map the Course Outcome to the EUSLO's	<table border="1"> <thead> <tr> <th>Informed Learners demonstrate:</th> <th>Course SLO #</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds </td> <td></td> </tr> </tbody> </table>	Informed Learners demonstrate:	Course SLO #	<ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds 	
Informed Learners demonstrate:	Course SLO #				
<ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds 					

<ul style="list-style-type: none"> • The aesthetic facets of human experience 	
<ul style="list-style-type: none"> • the past and present from historical, philosophical and social perspectives 	
<ul style="list-style-type: none"> • the human imagination, expression and traditions of many cultures 	
<ul style="list-style-type: none"> • the interrelationships within and across cultures & global communities 	
<ul style="list-style-type: none"> • the interrelationships within and across disciplines 	
Empowered Learners demonstrate:	Course SLO #
<ul style="list-style-type: none"> • effective oral and written communication abilities 	
<ul style="list-style-type: none"> • ease with textual, visual and electronically-mediated literacies 	
<ul style="list-style-type: none"> • problem solving skills using a variety of methods and tools 	
<ul style="list-style-type: none"> • information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources 	
<ul style="list-style-type: none"> • the ability to transform information into knowledge and knowledge into judgement and action 	
<ul style="list-style-type: none"> • the ability to work within complex systems and with diverse groups 	
<ul style="list-style-type: none"> • critical thinking skills including analysis, application and evaluation 	
<ul style="list-style-type: none"> • reflective thinking and the ability to synthesize information and ideas 	
Responsible Learners demonstrate:	Course SLO #
<ul style="list-style-type: none"> • intellectual honesty 	
<ul style="list-style-type: none"> • concern for social justice 	
<ul style="list-style-type: none"> • civic engagement 	
<ul style="list-style-type: none"> • an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world 	
<ul style="list-style-type: none"> • an understanding of themselves and a respect for the identities, histories and cultures of others 	

<p>How will each outcome be measured</p> <p>(note should mirror (L) Student Learning</p> <p>Outcomes* (SLO) from the course proposal</p>	<i>Narrative on how the course will address the Selected Category Content</i>	
	Course SLO #	Assessment Tool to be used to measure the outcome
	1	
	2	

3	
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All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.

Please answer the following questions.

<p>Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.</p>	
<p>Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.</p>	

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

<p>If Completing this Section,</p> <p>Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</p>
<p>Course Designations:</p>	
<p>Key Assessments</p>	
	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <p style="text-align: center;">File Modified</p> <hr/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files 
<p>Narrative Description of the Required Content</p>	<p><i>How the proposal relates to the Education Major</i></p>

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions <http://ihelp.iup.edu>