

LSC Use Only No: LSC Action-Date: UWUCC USE Only No. UWUCC Action-Date: Senate Action Date:
 02-33L App 2/18/03 App 2/25/03

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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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 360 General Methodology for Education of Persons with Hearing Loss	EDHH 360 General Methodology for Education of Deaf and Hard of Hearing Persons I
<i>Current Course prefix, number and full title</i>	<i>Proposed course prefix, number and full title, if changing</i>

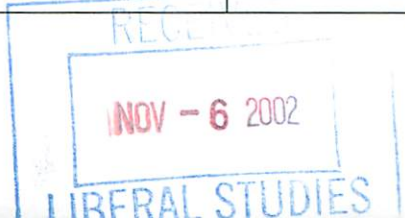
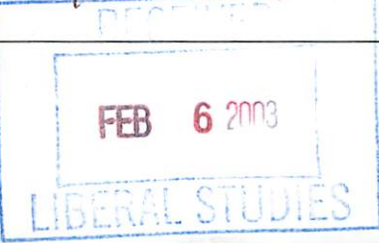
2. Additional Course Designations: check if appropriate
- This course is also proposed as a Liberal Studies Course. Other: (e.g., Women's Studies, Pan-African)
 This course is also proposed as an Honors College Course.

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) <i>Joseph Domarachei</i>	<i>9-23-02</i>
Department Chair(s) <i>Joseph Domarachei</i>	<i>9-23-02</i>
College Curriculum Committee Chair <i>Joseph Domarachei</i>	<i>10-28-02</i>
College Dean <i>[Signature]</i>	<i>11/05/02</i>
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs <i>Gail Schust</i>	<i>2-18-03</i>

* where applicable



Part II
Description of the Curriculum Change – Course Revision

1. Old Catalog Description

EDHL 360 General Methodology for Education of Persons with Hearing Loss

3c-0l-3sh

Prerequisites: EDHL 114, 307, 308, 2.5 GPA

Provides a systematic coverage of the basic procedures for teaching curriculum subjects. Included are adaptive methods of instruction for teaching mathematics; science as it relates to the child and the curriculum; content, objectives, and resource materials for social studies; creative experiences in the field of language arts, rhythmic, and physical education and health.

New Catalog Description:

EDHH 360 General Methodology for Education of Deaf and Hard of Hearing Persons 1

2c –0l – 2cr

Prerequisites: EDHH 114, 115, 215, 3.0 GPA

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.

2. Summary of Proposed Revisions

Course #	Old Title and Description	Credits
EDHL 360	<p>General Methodology for Education of Persons with Hearing Loss</p> <p>Provides a systematic coverage of the basic procedures for teaching curriculum subjects. Included are adapted methods of instruction for teaching mathematics; science as it relates to the child and the curriculum; content, objectives and resource materials for social studies; creative experiences in the field of language arts, rhythmic, and physical education and health</p>	3

Course #	New Title	Credits
EDHH 360	<p data-bbox="337 153 1253 221">General Methodology for Education of Persons who are Deaf or Hard of Hearing 1</p> <p data-bbox="337 246 1269 463">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.</p>	2

3. Justification

Since the implementation of Public Law 94-142 in 1975, the number of children who are deaf or hard of hearing and attend self-contained schools for the deaf has significantly decreased. The nature of the job of a teacher of persons who are deaf or hard of hearing has changed as more children attend classes in regular public schools rather than schools for the deaf. Teachers must now be able to successfully collaborate with a number of other professionals who work with their students. It is critical that pre-service teachers receive specific training and practice in the skills needed for successful collaboration.

This course continues to focus on pre-service students learning how to teach children who are deaf or hard of hearing and now adds a formal component of instruction in collaboration skills. **The name change is more reflective of the course content and focus.**

4. Old Syllabus of Record (attached)

New Syllabus of Record

**EDHH 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

Burden, P.R. (2000). *Powerful classroom management strategies*. Thousand Oaks, 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.

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

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*. West Nyack, 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.

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

I. CATALOG DESCRIPTION

EH 360 General Methodology for Education of Persons with Hearing Loss
3 credits

Prerequisites: EH 114, EH 307, EH 308

Provides a systematic coverage of the basic procedures for teaching curriculum subjects. Included are adaptive methods of instruction for teaching mathematics; science as it relates to the child and the curriculum; content, objectives and resource materials for social studies; creative experiences in the field of language arts, rhythmic and physical education and health.

II. COURSE OBJECTIVES

1. The students will be able to use a variety of formal and informal diagnostic measures to assess skill level in mathematics, and to determine basic knowledge in science and social studies.
2. The students will be able to select and adapt materials and language level of instruction to meet the needs of the hearing impaired pupil.
3. The students will be able to employ a variety of techniques to teach and/or remediate deficits in skill/concept development in content subject areas.
4. The students will be able to outline curricula, plan sequenced units, write IEP's and lesson plans for content subject areas.
5. The students will be able to individualize programming to meet each child's need and document pupil progress using data-based methods.

III. COURSE OUTLINE

A. Arithmetic

1. Early Number Experiences classification, sequence, the quantifiers "all", "some", "more", "one"
2. Addition and Subtraction; Multiplication and Division
3. Fractions and Proportions
4. Time sequencing of events, duration, measurement of time; time in terms of age
5. Space and Shape perspective and distance
6. Money equivalencies, fair pricing and value

7. Word Problems determining which mathematical process to use

8. High School Curriculum

B. Science

1. Simple Experimentation planning, developing a hypothesis, predicting outcomes, analyzing and verifying results

2. Inductive and Deductive Reasoning

3. Teaching Documentation, Data Collection and Gathering Information

4. High School Projects

C. Social Studies

1. Planning An Instructional Unit Around Concepts and on An Integrated Curriculum

2. Motivating Instructional Materials using postage stamps, The newspaper

3. Use of Computers, Types of Seatwork

4. Planning a Field Trip

5. Organizing Learning Centers

D. Variations of Curricula

1. Teaching Survival Skills From Kindergarten Through High School

2. Suggestions for Developing Survival Learning Materials

3. Preparation for Independent Living (Secondary School)

E. Teaching Deaf Teenagers

1. Student Interest and Motivation

2. Sex Education and AIDS Awareness

3. Driver Training

4. Social Issues © Good Citizenship

5. Vocational Training

6. The Role of the Guidance Counselor

7. Teaching Study Skills

F. The Language of Instruction

1. How to Give Clear Directions
2. Effective Questioning Techniques to determine pupil comprehension, to obtain information
3. Teaching Pupils the Skill of Inquiry

G. Guiding Written Assignments

1. Experiencing, Observing, Describing, Narrating
2. Group Interaction mapping a story outline
3. Teaching Library Skills
4. Teaching Notetaking-sequencing events, interpreting information, infer motives, identify relationships among ideas
5. Evaluating A Situation on the Basis of Different Viewpoints, Weigh Options, Use Comparisons, Reach Conclusions Drawn from Evidence, Determine Social Implications

H. Encouraging Class Discussion and Conversational Language

1. Use of TDD
2. Use of FAX Machine
3. Use of FAX for Home Instruction
4. Educational TV

I. Selection and Preparation of Teaching Materials

1. Evaluation of Commercial Textbook Series: advantages & limitations
2. Critiquing Teacher Manuals
3. Ease of Adaptation for Use With Hearing Impaired Pupils
4. Conversion of Content Information to the Language Level of The Pupil
5. Modification of Programs and Re-writing the Text
6. Sources of Material and the Use of Media Appropriate for The Hearing Impaired
7. Construction/Selection of An Alternate System of Communication for Neo-oral Multihandicapped Deaf Pupils

J. Variability in Learning and Behavior

1. Why Pupils Fail
2. Utilizing Related Abilities
3. Learning Strategies
4. The Influence of Language Deficits and Reading Level on the Ability to Process Curriculum Content
5. The Use of Sign Language and Its Effect on Comprehension of Written Information © innuendo, implied meanings, "shades" Of meaning
6. Guidelines for Individualizing Instruction

K. Accountability Procedures Related to Programming

1. Curriculum Referenced Objectives and Testing
2. Setting Criteria -- Who passes? and Who flunks?
3. The Test-Teach-Test and Re-teach Approach
4. On-going Evaluation Involving Teacher, Pupil and Parent
5. Prescriptive Programming
6. The Role of Standardized Tests in programs for the Deaf
7. Teacher-made Diagnostic Instruments
8. Cultural and Ethnic Considerations

L. Discussion of Pertinent Social Issues

1. Relating to Deaf Parents their right to be involved, Providing information
2. The Deaf As a Minority Culture - socialization patterns
3. Community Services/National Organizations for the Deaf

IV. EVALUATION METHODS

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

40% Tests. Two objective tests (mid-term and final) consisting of multiple choice, completion, true-false, and short essay. 100 points each.

- 20% Construction task. Each student will be expected to construct one durable instructional device suitable for either Individual or group teaching. This device may be designed for elementary or Jr. High level pupils and should also be adaptable for use in several different curriculum subject areas. It might take the form of a game board, a generic puppet, a puzzle, etc.
- 20% Assignment. Each student will prepare a unit module on any topic approved by the instructor. Papers will be graded on content and innovative approach and may be designed for either elementary or high school level.
- 20% Assignment. Each student will be given an article from a recent newspaper or popular magazine (e.g. Time, Newsweek, etc.) and asked to rewrite the article to coincide with the language comprehension level of a hypothetical deaf student whose academic profile has been outlined. Papers will be graded on clear, accurate explanation of the content, suitability of syntax, word choice.

V. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Textbook: Mann, P.H., Suiter, P.A. and McClung, R., (1987). Handbook in Diagnostic - Prescriptive Teaching (3rd Edition), Allyn and Bacon Inc., Boston, MA.

VI. BIBLIOGRAPHY

- Berger, E.P., (1981). Parents as Partners in Education. St. Louis, MO: The C.V. Mosby Co.
- Beyer, B.K. (1987). Practical Strategies for the Teaching of Thinking. Boston, MA: Allyn and Bacon Publishers.
- Cherow, E. (Ed.), (1985). Hearing Impaired Children and Youth with Developmental Disabilities: An Interdisciplinary Foundation for Service. Washington, DC: Gallaudet University Press.
- Christensen, K.M. and Delgado, G.L. (1993). Multicultural Issues in Deafness. White Plains, NY: Longman Publishing Group.
- Copeland, R. W., (1974). How Children Learn Mathematics: Teaching Implications of Piaget's Research. New York, NY: Macmillan Publishing Company.
- Howell, K. and Morehead, M.K., (1987). Curriculum-Based Evaluation for Special and Remedial Education. Columbus, OH: Merrill Publishing Co.
- Luterman, D., (1979). Counseling Parents of Hearing Impaired Children. Boston, MA: Little, Brown and Company.

- Martin, D.S., (1985). Cognition, Education and Deafness: Directions for Research and Instruction. Washington, DC: Gallaudet University Press.
- Meyen, E.L., (1976). Developing Instructional Units (2nd Edition). Dubuque, IA: William C. Brown Company.
- Oliver, P. M., (1976). Teaching Elementary Social Studies: Rational and Humanistic Approach. New York, NY: Harcourt, Brace, Jovanovich, Inc.
- Peterson, D., (1973). Functional Mathematics for the Mentally Retarded. Columbus, OH: Charles E. Merrill Publishing Company.
- Silverman, F.H., (1989). Communication for the Speechless (2nd Edition). Englewood Cliffs, NJ: Prentice-Hall.
- Simpson, R.L., (1982). Conferencing Parents of Exceptional Children. Rockville, MD: Aspen Publishers, Inc.
- Wilson, R. and Barnes, M., (1974). Survival Learning Materials. York, PA: Strive Publishing Company.

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