

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		07-316	App- 4/15/08	App- 4/22/08

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

<u>Current Course prefix, number and full title</u>	<u>Proposed course prefix, number and full title, if changing</u>
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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
☐ New Minor Program	☐ New Track
☐ Catalog Description Change	☒ Program Revision
☐ Other	

Education of Deaf and Hard of Hearing Persons	Deaf Education
<u>Current program name</u>	<u>Proposed program name, if changing</u>

4. Approvals		Date
Department Curriculum Committee Chair(s)	Joseph Domaradich	8.24.07
Department Chair(s)	Joseph Domaradich	8.24.07
TECC	Joseph Domaradich	1-28-08
College Curriculum Committee Chair		
College Dean	Mary Ann Rafath	1.28.08
Director of Liberal Studies *		
Director of Honors College *		
Provost *	D. Loren (un)	7/29/08
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	Gail Secheist	4/15/08

* where applicable

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FEB 21 2008

JAN 30 2008

Liberal Studies

Liberal Studies

h. Catalog Description Changes for Deaf Education:

Current Catalog Description:

C. 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.

Students enrolled in this sequence of study are prepared to assume positions as itinerant hearing therapists and classroom teachers for individuals ranging from preschoolers to adults. Work settings may include public schools, continuing education programs, and home training situations.

Observations, clinical experience, and practicum are required prior to placement in a school environment for the student teaching experience. The student will complete the following 50 hours of observation through enrollment in EDUC 242.

- A. 25 hours of observation of itinerant and self-contained classrooms for the hearing impaired.
- B. 10 hours of observation in regular education classrooms.
- C. 10 hours of observation in special education classrooms.
- D. 5 hours of observation in a noneducational setting.

The student will complete 30 hours of individual clinical experience through enrollment in EDHL 329 and 330 and 35 hours of school-based practicum through enrollment in EDUC 342.

Proposed Catalog Description:

C. 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, K-12” and “Elementary Education, K-6.” Students are provided with the basic skills to teach in special classes for hard-of-hearing or deaf individuals, as well as in regular elementary education.

Students enrolled in this sequence of study are prepared to assume positions as itinerant hearing therapists and classroom teachers for individuals ranging from preschoolers to adults. Work settings may include public schools, continuing education programs, and home training situations. Observations, clinical experience, and practica are required prior to placement in a school environment for the student teaching experience.

Bachelor of Science in Education–Deaf Education

List of Courses/credits for the revised program:

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **48**

Mathematics: MATH 151, MATH (1)

Social Science: PSYC 101

Liberal Studies Electives: 0cr

College:

30

Preprofessional Education Sequence:

COMM 103 Digital Instructional Technology or

EDEX 103 Special Education Technology 3cr

EDSP 102 Educational Psychology 3cr

Professional Education Sequence:

EDSP 477 Assessment of Student Learning: Design and Interpretation
of Educational Measures 3cr

EDHL 360 General Methodology for Education of Deaf and
Hard-of-Hearing Persons I 3cr

EDHL 361 General Methodology for Education of Deaf and
Hard-of-Hearing Persons II 3cr

EDUC 242 Pre-student Teaching Clinical Experience I 1cr

EDUC 342 Pre-student Teaching Clinical Experience II 1cr

EDUC 421 Student Teaching 6cr

EDUC 441 Student Teaching 6cr

EDUC 442 School Law 1cr

Major:

Required Courses:

42

EDEX 111 Introduction to Exceptional Persons 3cr

EDHL 114 Introduction to Deaf Education 3cr

EDHL 115 Introduction to American Sign Language 1cr

EDHL 215 Intermediate American Sign Language 2cr

EDHL 307 Speech for Deaf and Hard of Hearing Persons 3cr

EDHL 308 Language for Deaf and Hard of Hearing/English Language Learners 3cr

EDHL 314 Deaf Culture 3cr

EDHL 317	Sign Language in Educational Settings	2cr
EDHL 329	Teaching-Collaborative Practicum I	1cr
EDHL 330	Teaching-Collaborative Practicum II	2cr
EDHL 415	ASL Pedagogy	1cr
EDHL 451	Reading for Deaf and Hard of Hearing and English Language Learners	3cr
EDHL 465	Parent-Preschool Programs for Deaf and Hard of Hearing Persons	3cr
SPLP 222	Introduction to Audiology	3cr
SPLP 311	Aural Rehabilitation	3cr
Controlled Elective:		
EDEX 112	Typical and Atypical Development or CDFR 218 Child Development	3cr
Free Electives:		3cr

Total Degree Requirements: **120**

2. Summary of Changes

- a. Table of old/new program –following Part II
- b. List of all associated course changes:

- **Revised**

EDHL 308 Language for Deaf /Hard of Hearing and English Language Learners
EDHL 329 Teaching Collaborative Practicum I
EDHL 330 Teaching-Collaborative Practicum II
EDHL 360 General Methodology for Teaching Deaf and Hard of Hearing Persons I
EDHL 361 General Methodology for Teaching Deaf and Hard of Hearing Persons II
EDHL 451 Reading for Deaf/Hard of Hearing and English Language Learners
EDHL 465 Parent/Preschool Programs for Deaf and Hard of Hearing Persons

- **New**

EDHL 317 Signing in Educational Settings

- **Addition**

EDHL 314 Deaf Culture

- **Deletion**

EDHL 315 Manually Coded English
EDHL 316 Interpreting for Teachers
SPLP 334 Language Development

Current Program: Bachelor of Science in Education—Education of Deaf and Hard-of-Hearing Persons (*)		Proposed Program: Bachelor of Science in Education—Deaf Education (*)	
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 151, MATH (1) Social Science: PSYC 101 Liberal Studies Electives: 6cr, no courses with EDHL prefix		Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 151, MATH (1) Social Science: PSYC 101 Liberal Studies Electives: 0cr	
College: Preprofessional Education Sequence: COMM/EDEX 103 (2) Digital Instructional Technology EDSP 102 Educational Psychology		College: Preprofessional Education Sequence: COMM/EDEX 103 (2) Digital Instructional Technology EDSP 102 Educational Psychology	
Professional Education Sequence: EDHL 360 General Methodology for Education of Deaf and Hard of Hearing Persons I EDHL 361 General Methodology of Education of Deaf and Hard of Hearing Persons II EDSP 477 Assessment of Student Learning EDUC 242 Pre-Student Teaching Clinical Experience I EDUC 342 Pre-Student Teaching Clinical Experience II EDUC 421 Student Teaching EDUC 441 Student Teaching EDUC 442 School Law		Professional Education Sequence: EDHL 360 General Methodology for Education of Deaf and Hard of Hearing Persons I EDHL 361 General Methodology of Education of Deaf and Hard of Hearing Persons II EDSP 477 Assessment of Student Learning EDUC 242 Pre-Student Teaching Clinical Experience I EDUC 342 Pre-Student Teaching Clinical Experience II EDUC 421 Student Teaching EDUC 441 Student Teaching EDUC 442 School Law	
Major: Required Courses: EDEX 111 Introduction to Exceptional Persons EDHL 114 Introduction to Deaf and Hard-of- Hearing Persons EDHL 115 Introduction to American Sign Language EDHL 215 Intermediate American Sign Language EDHL 307 Speech for Deaf and Hard of-Hearing Persons EDHL 308 Language for Deaf and Hard of Hearing Persons EDHL 316 Interpreting for Teachers EDHL 315 Manually Coded English EDHL 329 Teaching-Collaborative Practicum I EDHL 330 Teaching-Collaborative Practicum II EDHL 415 ASL Pedagogy EDHL 451 Teaching Reading to Deaf and Hard-of-Hearing Persons EDHL 465 Parent-Preschool Programs for Deaf and Hard-of-Hearing Persons SPLP 222 Introduction to Audiology SPLP 311 Aural Rehabilitation SPLP 334 Language Development		Major: Required Courses: EDEX 111 Introduction to Exceptional Persons EDHL 114 Introduction to Deaf and Hard-of- Hearing Persons EDHL 115 Introduction to American Sign Language EDHL 215 Intermediate American Sign Language EDHL 307 Speech for Deaf and Hard of-Hearing Persons EDHL 308 Language for Deaf and Hard of Hearing and English Language Learners EDHL 314 Deaf Culture EDHL 317 Sign Language in Educational Settings EDHL 329 Teaching-Collaborative Practicum I EDHL 330 Teaching-Collaborative Practicum II EDHL 415 ASL Pedagogy EDHL 451 Teaching Reading to Deaf and Hard-of-Hearing and English Language Learners EDHL 465 Parent-Preschool Programs for Deaf and Hard-of-Hearing Persons SPLP 222 Introduction to Audiology SPLP 311 Aural Rehabilitation	
Controlled Elective: CDFR 218 or EDEX 112 Child Development/Typical-Atypical Development		Controlled Elective: CDFR 218 or EDEX 112 Child Development/Typical-Atypical Development Free Electives:	
Total Degree Requirements(#)		Total Degree Requirements(#)	
(*) A minimum cumulative and major GPA of 3.0 is required to enroll in all 300- and 400 level courses. See requirements leading to teacher certification, titled "3-Step Process for Teacher Education," in the College of Education and Educational Technology section of this catalog. (1) Pennsylvania State Department of Education requires two college level (6cr) math courses. Students may take any Liberal Studies MATH course to fulfill this requirement and the 3 crs. of Liberal Studies Elective requirement.. (2) EDEX 103 is a Department specific equivalent version of the EDUC course (#) See advisory paragraph "Timely Completion of Degree Requirements" in the Requirements for Graduation section of this catalog.		(*) A minimum cumulative and major GPA of 3.0 is required to enroll in all 300- and 400 level courses. See requirements leading to teacher certification, titled "3-Step Process for Teacher Education," in the College of Education and Educational Technology section of this catalog. (1) Pennsylvania State Department of Education requires two college-level (6cr) math courses. Students may take any Liberal Studies MATH course to fulfill this requirement and the 3crs of Liberal Studies Elective requirement.. (2) EDEX 103 is a Department specific equivalent version of the EDUC course (#) See advisory paragraph "Timely Completion of Degree Requirements" in the Requirements for Graduation section of this catalog.	

3. Rationale for Changes

Course Revisions:

EDHL 308: Incorporation of latest information and materials into course work.

EDHL 329: Incorporation of latest information and materials into course work.

EDHL 451: Incorporation of latest information and materials into course work.

EDHL 465: Incorporation of latest information and materials into course work.

EDHL 330: expanded to a 2 credit course which will encompass more collaboration responsibilities. 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.

EDHL 360 and EDHL 361: 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. 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.

New Course:

EDHL 317: After offering the EDHL 315-316 course sequence, it was determined that two separate 1-credit courses were not required to cover the content of these classes and that a combination of both classes into a single 2 credit course allows students to explore English-signing systems and have an extended time to practice interpreting skills. It is a more efficient and effective way to teach the content.

Addition:

EDHL 314: The addition of this course was a requirement of the accrediting organization (Council on Education of the Deaf).

Deletions:

EDHL 315 and 316: The content of these two courses was combined to form a new single course as listed above (EDHL 317).

SPLP 334: Normal language development is covered in the EDHL 308 course and the SPLP course was no longer deemed necessary.

Deaf Education

Sample Curriculum Sequence (Rev. January , 2008)

<u>FIRST SEMESTER</u>	<u>GRADE</u>	<u>SECOND SEMESTER</u>	<u>GRADE</u>
EDHL 114 Intro Deaf Education..... 3	_____	SPLP 222 Intro. to Audiology.....3	_____
EDEX 111 Intro. to Excep. Pers.....3	_____	EDHL 115 Intro. to Amer Sign Lan....1	_____
HIST 195 History of the Modern Era.3	_____	HPED 143 Health and Wellness.....3	_____
Fine Arts (Theatre,Music,Art,Dance).3	_____	(or FDNT 143)	_____
PSYC 101 General Psychology3	_____	ENGL 101 College Writing.....4	_____
15 credits		MATH 151 Elements of Math I3	_____
Take Praxis I: Reading, Writing, Math		EDSP 102 Ed Psych.....3	_____
Speech and Hearing Clearance; TB test		17 credits	
		Take PRAXIS Elem. Ed. Content Knowledge Apply	
		for: Fingerprints, Acts 34 and 151 Clearances	
		in May	
<u>THIRD SEMESTER</u>	<u>GRADE</u>	<u>FOURTH SEMESTER</u>	<u>GRADE</u>
EDHL 215 Inter. ASL.....2	_____	[Sophomore Block]	
Free Elective3	_____	EDHL 308 Language for DHH/ELL.....3	_____
Lib. Studies Elective (L) [Math].....3	_____	EDHL 360 Gen. Methods DHH I.....3	_____
ENGL 121 or FNLG 121 Intro. to Lit.3	_____	EDHL 361 Gen. Methods DHH II.....3	_____
COMM 103 Digital Instruct. Tech.....3	_____	EDHL 317 Sign in Ed Setting.....2	_____
(or EDEX 103 Sp. Ed. Tech)		EDHL 314 Deaf Culture.....3	_____
ENGL 202 Research Writing3	_____	EDUC 242 Pre-student Teaching I ...1	_____
17 credits		15 credits	
Complete first version of electronic			
portfolio.			
APPLY FOR ADMISSION TO TEACHER EDUCATION			
(Requires 48 credits and 3.0)			
<u>FIFTH SEMESTER</u>	<u>GRADE</u>	<u>SIXTH SEMESTER</u>	<u>GRADE</u>
EDHL 451 Reading for D/HH/ELL. (W) ...3	_____	EDHL 330 Collab Practicum II.....2	_____
EDHL 329 Collab Practicum I1	_____	EDEX 112 Typ. & Atyp. Gr.&Dev (W)...3	_____
Philosophy/Rel. Humanities Elect....3	_____	EDSP 477 Assess Student Learning...3	_____
Social Science Elective*.....3	_____	SCI 105 or 106 or BIO 104.....4	_____
EDUC 442 School Law.....1	_____	Social Science Elective*3	_____
SCI 105 or 106 or BIOL 103(Lab Sci).4	_____	15 credits	
15 credits		Take PRAXIS: (DHH and El Ed); Portfolio	
		review	
<u>SEVENTH SEMESTER</u>	<u>GRADE</u>	<u>EIGHTH SEMESTER</u>	<u>GRADE</u>
[Senior Block]		EDUC 421 Student Teaching.....6	_____
EDHL 307 Speech Persons D/HH.....3	_____	EDUC 441 Student Teaching.....6	_____
EDHL 465 Parent/Preschool Programs		12 Credits	
for D/HH.....3	_____	-----	
EDHL 415 ASL Pedagogy.....1	_____	(W) Writing intensive courses for major.	
SPLP 311 Aural Rehabilitation.....3	_____		
EDUC 342 Pre-student Teaching II..1	_____		
LBST 499 Synthesis.....3	_____		
14 credits			
Apply for eligibility for student teaching.		*One course must be designated NW: Non-	
		western Culture	

This sheet is meant to be a general guideline for EDHL majors. Students are responsible themselves for meeting the guidelines indicated in the IUP catalog. All students should consult with their academic advisors before enrolling in courses.

Part III Implementation

1. **How will the proposed revision affect students already in the existing program?**

The students currently enrolled have been following this course sequence since their admission as we have been offering the courses as EDHL 481 courses for the last three years. They will be unaffected.

2. **Are faculty resources adequate?**

Yes. The current faculty have already incorporated the changes into their schedule/load and no additional faculty is needed to accommodate the changes.

3. **Are other resources adequate?**

Yes. We have the instructional space and resources to accommodate all changes.

4. **Do you expect and increase or decrease in the number of students as a result of these revisions? How will the department adjust?**

We do not expect a change in the number of students as a result of these program changes.

Part IV Periodic Assessment

1. Describe the evaluation plan. Include evaluation criteria. Specify how student input will be incorporated into the evaluation process.
2. Specify the frequency of the evaluations.
3. Identify the evaluating entity.

The Deaf Education program goes through a series of evaluations. As a teacher preparation/certification program, we are evaluated and accredited by the National Council of Accreditation of Teacher Education (NCATE), Pennsylvania Department of Education (PDE), and Council on Education of the Deaf (CED) on a regular 5/10 year cycle. We host a full review with site visit every 10 years and a mid-term review every 5 years. Each of these organizations has a manual of requirements/standards that are used for self study and criteria for outcome assessment. Students are interviewed by the individuals representing these entities during their site visits.

In addition to accrediting body evaluations, the Deaf Education program faculty routinely reviews student outcomes at the end of each academic year. Graduating students are surveyed to get their feedback on their perception of their preparation. Cooperating teachers are surveyed to determine if current practitioners believe that the students are properly prepared. The faculty meets to review student performance on PRAXIS exams as well as to debrief on their performance in the various courses. Revisions are made to courses, if needed, following these meetings.

Part V Course Proposals

All required materials follow.

Part VI Letters of Support

None required