

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		07-31e	App-4/8/08	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

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*Current Course prefix, number and full title*  
**EDHL 329-Teaching Collaborative Practicum I**

*Proposed course prefix, number and full title, if changing*

**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                       Program Revision  
 New Minor Program                       New Track                       Other

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*Current program name*                      *Proposed program name, if changing*

4. Approvals		Date
Department Curriculum Committee Chair(s)	<i>Joseph Domaradiei</i>	8-24-07
Department Chair(s)	<i>Joseph Domaradiei</i>	8-24-07
<i>TECC</i> College Curriculum Committee Chair	<i>Joseph Domaradiei</i>	1-28-08
College Dean	<i>Mary Ann Rafath</i>	1-28-08
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
<b>Additional signatures as appropriate:</b> (include title)		
UWUCC Co-Chairs	<i>Gail Sechrist</i>	4/8/08

\* 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. Course Description  
 EDHL 329 Teaching-Collaborative Practicum I 1 class hour  
1 lab hour  
 Prerequisites: EDHL 114, EDHL 115, EDHL 215, EDHL 308 1 credit  
 EDHL 360, EDHL 361, EDUC 242, GPA 3.0  
**1c-1l-1cr**

This course provides the opportunity to work in either a one to one or small group instructional setting with k - 12 students who are deaf or hard of hearing. Lesson planning, academic instruction, curriculum based assessment, progress monitoring, collaboration, professional report writing, and reflection are emphasized in this course.

- II. Course Outcomes:  
 The students will be able to:

	Danielson	CED/CEC	Evaluation
1. Develop objective observation skills	1	2	Reflection
2. Develop data/progress monitoring skills and strategies	1	8	Progress report
3. Write lesson plans using behavioral objectives	1	4,7	Lesson plan
4. Demonstrate the use of content pedagogy skills and tasks	3	4	<b>Lesson plan</b> <b>Instructional performance</b> <b>videotape</b>
5. Ask appropriate questions to assess understanding	3	8	Instructional performance
6. Use effective communication	3	6	Instructional

strategies in student's preferred mode, code switching as needed			performance
7. Use observation/formal/informal assessment tasks	1	8	Lessons, progress reports
8. Develop peer and professional collaboration skills	4	10	Progress reports
9. Produce a professional final progress report	4	9	Progress reports

### III. Course Outline

#### A. Lesson Planning ( week 1 )

1. Form
2. Content
3. Data collection and maintaining data

#### B. Components of Collaboration (week 2)

1. Types
2. Responsibilities
3. Problem Solving

#### C. Instructional Strategies (week 3 and 4)

1. Learning through games
2. Asking the right questions
3. Designing assessment tasks

#### D. Behavior management (week 4)

#### E. Instructional Activities (weeks 5- 14)

1. Conduct planned lesson
2. Monitor progress
3. Provide weekly report to collaborating classroom teacher
4. Reflect on lesson and plan for following week

#### F. Final Report (Week 15)

### IV. Evaluation Methods

The final grade is based on a performance rubric and determined as follows:

- 69% lesson plan design, instructional performance, progress reports, reflection
- 25% improvement in performance in each area of evaluation
- 6% final report

V. Grading Scale

A= 92 – 100%      B= 83-91%      C= 74 – 82%      D= 65 -73%      F= <65%

VI. Attendance Policy

Attendance is MANDATORY at all sessions. This course is the equivalent of a student teaching-type of experience, therefore, it is expected that you will attend all sessions and work with your students each week. Personal or family emergency is an allowable excuse for an absence. You MUST contact the instructor NO LATER than 8AM if you must be absent. For EVERY unexcused absence, you will lose 10% of the credit for the course.

VII. Required textbooks, supplemental books and readings:

Instructor supplied packet

Current Journals:

American Annals of the Deaf

Journal of Speech and Hearing Disorders

Journal of Deaf Studies and Deaf Education

Volta Review

VIII. Special Resource Requirements

Students must provide their own transportation to and from the teaching location. Students must have access to a computer with MS Word word processing software and must have access to internet services.

IX. Bibliography

Cipani, E. (1998). Classroom management for all teachers. Upper Saddle River, NJ: Merrill Prentice Hall.

Nicolisi, L., Harryman, E., & Kresheck, J. (1996). Terminology of communication disorders: Speech-language-hearing (4<sup>th</sup> ed.). Baltimore: Williams & Wilkins.

Serdyukov, P. & Ryan, M. (2008). Writing effective lesson plans: A 5-star approach. Boston: Pearson Education, Inc.

## Justification and Rationale

### Justification:

The EDHL 329 course has changed in the nature of the tutorial work that is done during the classroom experiences. Work may now include working with groups of students as well as a single student. In addition, progress monitoring has been added as an additional content area in the course.

### Rationale:

These changes were made in response to the new types of activities required of teachers in the classroom. The various Federal legislations (No Child Left Behind and Individuals with Disabilities Education Improvement Act) have increased the amount of accountability for teachers and our students must learn how to manage the data for their students.

## COURSE SYLLABUS

### I. CATALOG DESCRIPTION

EDHL 329 Hearing Practicum I

1 credit

Prerequisites: EDHL 114, 115, 215, 216, 360; 3.0 GPA

Provides student with actual contact with individuals with hearing loss. Practica will be set up in appropriate school programs and/or clinics for the hearing impaired, hearing itinerant programs, or in clinical settings where hearing impaired individuals are receiving therapy or are being tested. Techniques for observing and evaluating behavior are presented initially to prepare the student to profit maximally from observation experiences. Written reports of the practica are submitted and discussed, and each student is encouraged to gain experience in as many different settings as available.

### II. COURSE OBJECTIVES

1. Students will demonstrate beginning skills in planning and carrying out instructional activities with individual, small groups and large groups of children and/or young adults.
2. Students will demonstrate appropriate professional interaction with children and teachers in the classroom and in the schools.
3. Students will become acquainted with instructional materials including computerized learning systems, software and technological teaching programs used individually and with small or large groups of children.
4. Students will utilize the word processing computer program when planning weekly lessons and when writing case summary reports.
5. Students will demonstrate beginning skills in classroom behavior management.
6. Students will prepare and/or select appropriate tests for assessment and evaluation of pupil/client achievement, or lack of achievement in lessons he/she has taught.
7. Students will gain awareness of the importance of classroom routines, classroom schedules and school schedules.

### III. COURSE OUTLINE

#### A. Writing Lesson Plans

1. Behavioral Objectives
2. Materials and Vocabulary
3. Procedure

4. Evaluation Activities
  5. Selecting Topics and Devising a Curriculum
- B. Using the Computer for Lesson Plans/Reports
1. Formatting a Disc
  2. Correcting Errors, Editing
  3. Commands -- Saving the Text, Using the Clipboard, etc.
  4. Using the Word Processor and Printer
- C. Assignment of Clients
1. Location and Use of Client Files
  2. Confidentiality, Release of Information, Professionalism
  3. Developing Rapport
  4. Personal Hygiene and Communicable Infections
- D. Diagnostics
1. Selecting Appropriate Commercial Tests
  2. Adaptations and Teacher-Made Tests
- E. Preparation/Selection of Teaching Materials
1. Use of Filmstrips, Visual Aids, Manipulative Devices
  2. Editing a Text to Coincide with Pupil's Language Level
  3. Multicultural Issues in Selection of Materials
- F. Behavior Management
- G. Non-Oral and/or Multihandicapped Pupils
1. Developing an Alternate Communication System
  2. Use of TTD, Typewriter, Communication Boards, Monophonator
- H. Learning Through Games
1. Developing Social and Daily Living Skills
  2. The Importance of Matching, Sequencing, Building Associations, Concept Development and Learning to Follow Directions

### 3. Use of Appropriate Question Forms

#### I. Writing a Final Case Summary Report

#### IV. EVALUATION METHODS

Each student will receive a mid-term and final grade based on the following planning and performance competencies:

25% Lesson Plans. These will be submitted on a weekly basis and will be graded on timeliness of submission; behavioral objectives; organization of procedure; content; appropriateness of materials; evaluation activity; comments and self-evaluation.

25% Presentation of the Lesson. This will include pacing/timing; adaptations (if necessary); use of appropriate language level and question forms; clarity and conciseness of directions; ability to prompt or provide additional cues; rapport; use of humor; sensitivity to pupil needs; control.

25% Final Case Summary Reports. Grading will consider format; content of the report including ability to evaluate pupil progress; grammatical phrasing, synopsis of procedures, factual description. Timely submission of this report is highly important.

20% Effort and Improvement. This portion of the grade will be based on student enthusiasm, openness to suggestion, attendance at weekly consultations, professionalism, dependability, and overall attitude.

5% Completion of other assignments.

#### V. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Textbook: Strong, J.M. Language Facilitation: A Complete Cognitive Therapy Program. Austin, TX: Pro-Ed., Inc.

Practicum Handbook (Available at Kinko's).

Media Resources: Stapleton Library

#### VI. BIBLIOGRAPHY

Journals  
Teaching Exceptional Children

Learning Magazine

Silverman, F. (1989). Communication for the Speechless (2nd Edition). Englewood Cliffs, NJ: Prentice-Hall, Inc.

Sloane, H., Gordon, H., Gunn, C. and Mickelsen, V. (1989). Evaluating Educational Software: A Guide for Teachers. Englewood Cliffs, NJ: Prentice Hall, Inc.

Walter, D. and Reiser, R. (1988). Planning Effective Instruction. Englewood Cliffs, NJ: Prentice Hall, Inc.

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