11-12d.

| LSC Use Only No: | LSC Action-Date: | UWUCC USE Only No. | UWUCC Action-Date: | Senate Action Date: |
|---|---|---|---|---|
| | | ~~10-09d.~~ | App-3/22/12 | App 4-17-12 |

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

| Contact Person | Email Address |
|---|---|
| **Richard Nowell** | **rcnowell@iup.edu** |
| Proposing Department/Unit | Phone |
| **Special Education and Clinical Services** | **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

__X__Course Revision _____Course Number and/or Title Change __X__Catalog Description Change

| *Current* Course prefix, number and full title | *Proposed* course prefix, number and full title, if changing |
|---|---|
| EDHL 360: General Methodology for Education of Deaf and Hard of Hearing Persons I | |

**2. Additional Course Designations: check if appropriate**

_____ This course is also proposed as a Liberal Studies Course.

_____ This course is also proposed as an Honors College Course.

_____ Other: (e.g., Women's Studies, Pan-African)

**3. Program Proposals**

_____Catalog Description Change _____Program Revision

_____New Degree Program ___ Program Title Change _____Other

_____New Minor Program _____New Track

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

| **4. Approvals** | | **Date** |
|---|---|---|
| Department Curriculum Committee Chair(s) | Richard C. Nowell Richard C Nowell | 11/15/10 |
| Department Chair(s) | Joseph W. Domaracki Joseph W Domaracki | 11.15.10 |
| College Curriculum Committee Chair | Joseph Domaracki TECC | 3-1-11 |
| College Dean | Mary Ann Rafoth | 3.3.11 |
| Director of Liberal Studies * | | |
| Director of Honors College * | | |
| Provost * | | |
| **Additional signatures as appropriate:** (include title) | | |
| UWUCC Co-Chairs | Gail S Sechrist | 3/22/12 |

Received FEB 29 2012 Liberal Studies

Received MAR 8 2011 Liberal Studies

**Part II**
**Description of Curriculum Change – Course Revision**

Syllabus of Record

**I. Catalog Description:**

EDHL 360: General Methodology for Education of Deaf and Hard of Hearing Persons — 3 class hours, 0 lab hours

Prerequisites: EDHL 114, 115; admission to Step 1 of the 3-Step Process — 3 credits

**3c-0l-3cr**

Provides 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 including a communication plan, and regular and adaptive methods of instruction for the teaching of language arts, social studies 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. Multiple projects and teaching activities are involved.

**II. Course Outcomes:**

Students will:

1) identify, explain, and develop the legally mandated special education forms including an Evaluation Report (ER) and Individualized Education Plan (IEP)
2) use a variety of formal and informal diagnostic measures to assess skill levels in reading, writing, listening, speaking/signing and other academic areas.
3) select and adapt materials and language level of instruction to meet the needs of D/HH students in academic content areas
4) employ a variety of pedagogical strategies to teach and/or remediate deficits in skill/content development of the English language (reading, writing, listening, and speaking/signing).
5) use the Pennsylvania Academic Standards and Anchors and American School Counselor Assoc. National Standards to outline curricula, plan sequenced units and write lesson plans for the English language (reading, writing, listening, and speaking/signing).
6) individualize programming to meet each child's need and document progress using data driven decision making methods from case studies

| Course Objective | College Conceptual Framework / Danielson | INTASC Standard/ Principle | NCATE / NAEYC / CED Blended Program Standard | Course Assessment Measuring Objective |
|---|---|---|---|---|
| 1) identify, explain, and develop the legally mandated special | I a, f | 5,6,9,10 | CED 1, 8 | **Create an ER and IEP** |

| | | | | |
|---|---|---|---|---|
| education forms including an Evaluation Report (ER) and Individualized Education Plan (IEP) | | | NAEYC 2, 3 | **(including a transition plan & comm. plan)** |
| 2) use a variety of formal and informal diagnostic measures to assess skill levels in reading, writing, listening, speaking/signing and other academic areas. | I a, d, f<br>IV b | 4,5,7,8,10 | CED 1, 8<br>NAEYC 3 | In class activities; Carrousel activity and Unit Plan and PM |
| 3) select and adapt materials and language level of instruction to meet the needs of D/HH students | I a, b, c, d, e<br>II b, c<br>III a, b, c, d | 4,5,7,8,10 | CED 6, 7<br>NAEYC 1,4,5 | In class teaching activities |
| 4) employ a variety of pedagogical strategies to teach and/or remediate deficits in skill/content development of the English language (reading, writing, listening, and speaking/signing). | II b, c, d, e<br>III a, b, c, d, e | 4,5,7,8,10 | CED 6, 7, 9<br>NAEYC 1,4,5 | In class teaching activities; **Lesson plans, Unit Plan** |
| 5) use the Pennsylvania Academic Standards and Anchors and the American School Counselor Assoc. National Standards to outline curricula, plan sequenced units and write lesson plans for the English language (reading, writing, listening, and speaking/signing). | I a, b, c, d, e | 4,5,7,8,10 | CED 6, 7, 9<br>NAEYC 1,4,5 | Lesson Plans; Unit Plan |
| 6) individualize programming to meet each child's need and document progress using data driven decision making methods | I b, c, e, f<br>III d, e<br>IV a, b | 4,5,7,8,10 | CED 6, 7, 9<br>NAEYC 3, 4 | ER, IEP, Progress Monitoring Report, Transition plan and Communication plan |

Note: Objectives 1 and 4 are reflected in the KARS (Key Assessment Rating System) activities for this course.

## III. Course Outline

A. Relevant Education Laws and Educational Standards (5 hours)
   1. IDEA
   2. Section 504
   3. NCLB
   4. Pennsylvania State Academic Standards (PDE SAS program)
   5. Project/ Exam

B. Instructional Design (7 hours)
   1. Types of Curriculum
   2. Elements of Instruction
   3. General Pedagogical Best Practice/Strategies
   4. Classroom Organization
   5. Classroom Management
   6. Assessment
   7. Project/Exam

C. Teaching Social studies (15 hours)
   1. History
   2. People in Society
   3. Geography
   4. Current Events
   5. Citizenship
   6. Law and Government
   7. Project/Exam

D. Teaching Science (15 hours)
   1. The Nature of Science
   2. Problem-Based Learning
   3. Inquiry Strategies
   4. Kit-based science
   5. Earth and Space Sciences
   6. Biological Sciences
   7. Chemistry and Physics

Final Examination - Project/Exam (2 hours)

## IV. Evaluation Methods

The final grade will be determined as follows:

30% four short answer exams administered after each major segment of instruction
44% **instructional development and teaching activities focused on the areas of social studies and science instruction (KARS)**
15% **educational reports- writing and reporting the outcomes of an Evaluation**

**Report and Individualized Education Plan (KARS)**

11% attendance and participation

## V. Grading Scale

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

## VI. Attendance Policy

As this class requires a great deal of interaction with peers, students are expected to make every effort to attend. Each day of class is worth 2 points towards the participation and attendance requirement. There may be 3 class hours of unexcused absences before points are lost. Students are expected to make up all missed in class assignments independently within one class period. Assignments not submitted will result in loss of participation points for the day.

## VII. Required textbooks, supplemental books and readings:

Moore, D.F. & Martin, D.S. (2006) *Deaf learners: Developments in curriculum and instruction.* Washington, DC: Gallaudet University Press.

Fritzer, P., & Bristor, V. (2005) *Science content knowledge for elementary and middle school teachers.* Boston: Allyn & Bacon

Fritzer, P., & Bristor, V. (2009) Social studies content knowledge for elementary and middle school teachers. Boston: Allyn & Bacon.

Selected readings on current research and pedagogy

**VIII.** Special resource requirements

http://www.pdesas.org/

## IX. 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.

Friedl, A.E., & Koontz, T.Y. (2005). *Teaching science to children: An inquiry approach* (6th ed.). New York: McGraw-Hill.

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

Good, T., & Brophy, J. (2008). *Looking in classrooms* (10th ed). Boston: Pearson Education.

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.

Maxim, G. (2010) *Dynamic Social Studies for Constructivist Classrooms: Inspiring tomorrow's social scientists.* Boston: Allyn & Bacon

Murdick, N, Gartin, B., & Crabtree, T. (2002). *Special education law.* Upper Saddle River, NJ: Pearson 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.

Social Studies Online: http://classroom.jc-schools.net/SS-units/maps.htm

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.

Ward, H., Roden, J., Hewlett, C., & Foreman, J. (2005). *Teaching science in the primary classroom: A practical guide.* London: Paul Chapman Publishing.

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

## Summary of and Justification for Proposed Revisions

### 2. A Summary of the Proposed Revision:

The EDHL 360 course has been modified to provide methods not covered in other areas of the program. Specifically, methods of teaching deaf students generally, as well as the content areas of language arts, social studies and science from the pre-school through middle/secondary levels are examined.

**Note: The old syllabus of record indicates 2 credits for this course. However, for the past 10 years this course has been taught as a three credit course. We were unable to locate a revised syllabus of record to indicate when this change was made.**

### 3. Justification:

A. At Indiana University of Pennsylvania (IUP), the Deaf Education program curriculum has been revised to accommodate the Pennsylvania state requirements for teacher education programs. In 2006, the Elementary Education programs in institutions of higher education within the Commonwealth of Pennsylvania were told that they would need to reorganize in order to accommodate the changes in the certification process. After January 1, 2013, there would no longer be an Elementary Education Teacher Certification. There would be an Early Childhood/ Elementary Education (Pre-kindergarten through fourth grade), an Elementary/Middle Level (fourth through eighth grades) and a Secondary Education certification in English, Science and Social Studies (seventh through twelfth grades). The Deaf Education program chose the Early Childhood/ Elementary Education (Pre-kindergarten through fourth grade) avenue for the new curriculum.

Modifications were also completed to maintain requirements of No Child Left Behind. This was necessary to enable our teacher education graduates to continue to be considered highly qualified under this law, specifically to obtain dual certification in Deaf Education and Early Childhood Education. Other content pedagogy is contained in required Early Childhood courses.

**B.** Modifications in EDHL 360 address specific needs of deaf students as well as the content area of language arts, social studies, science and the area self-advocacy. Course description and objectives were changed to reflect the modifications to the content due to the elimination of EDHL 361 from the program and the inclusion of some Early Childhood methods courses.

**4. Old 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**

(*In a previous curriculum revision, EDHL 360 was changed to 3 credits.)

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.

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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.

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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.