

LSC Use Only Proposal No:
LSC Action-Date:

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Senate Action Date: App-9/11/12

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 all information. Use a separate cover sheet for each course proposal and/or 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 |

Current course prefix, number and full title:

Proposed course prefix, number and full title, if changing: **EDHL 440 Professional Seminar**

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

- | | | | |
|--|---|---|---|
| ☐ Learning Skills | ☐ Knowledge Area | ☐ Global and Multicultural Awareness | ☐ Writing Across the Curriculum (W Course) |
| ☐ Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one) | | | |
| ☐ Global Citizenship | ☐ Information Literacy | ☐ Oral Communication | |
| ☐ Quantitative Reasoning | ☐ Scientific Literacy | ☐ Technological Literacy | |

3. Other Designations, as appropriate

- | | |
|--|---|
| ☐ Honors College Course | ☐ Other: (e.g. Women's Studies, Pan African) |
|--|---|

4. Program Proposals

- | | | | |
|---|--|--|------------------------------------|
| ☐ Catalog Description Change | ☐ Program Revision | ☐ Program Title Change | ☐ New Track |
| ☐ New Degree Program | ☐ New Minor Program | ☐ Liberal Studies Requirement Changes | ☐ Other |

Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>B. Knickelbein</i>	3/30/2012
Department Chairperson(s)	<i>B. Knickelbein</i>	3/30/2012
College Curriculum Committee Chair	<i>Edel Reilly TECC</i>	4/19/12
College Dean	<i>AK</i>	4/20/12
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate	<i>TECC ABOVE</i>	
UWUCC Co-Chairs	<i>Gail Schrist</i>	4/24/12

Received

APR 23 2012

Liberal Studies

Part II. Description of the Curriculum Change

1. Syllabus of Record

EDHL 440: Professional Seminar: Preparing to be a Teacher, Researcher, Diagnostician and Student Advocate.

I. Catalog Description

EDHL 440 Professional Seminar: Preparing to be a Teacher, Researcher, Diagnostician and Student Advocate.

2 class hours

0 lab hours

2 credits

(2c-01-2cr)

Prerequisites: EDHL major. Successful completion of Step 2 of the 3 step process, Concurrent enrollment in student teaching EDUC 421, 441

Students will learn the importance of engaging in continual professional development. The Code of Professional Practice and Conduct for Educators will be emphasized. Collaboration and correspondence with school and agency personnel, parents, and students will also be explored. While examining the theoretical and researched-based practices for an educational setting, the students will engage in informed advocacy efforts on behalf of children with normal hearing, those with hearing loss, and the profession.

II. Course Outcomes.

Students will:

1. Collaborate and share the use of research-based content pedagogy skills and tasks in the educational setting
2. Explain and provide examples of the importance of the continual use of up-to-date research based practices and theoretical framework in the educational setting
3. Explain and give examples of the importance of the Code of Conduct for Educators
4. Demonstrate a knowledge of the students' educational setting, cultural/familial background, and mode of communication
5. Compare and contrast the roles and responsibilities of an Early Childhood educator and a Teacher of the Deaf

Course Objective	College Conceptual Framework / Danielson	INTASC Standard/ Principle	NCATE / NAEYC / CED Blended Program Standard	Course Assessment Measuring Objective
1	1,2,3C,4	3,4,5,6,7,8, 9,10	CED I.A,I.B, II.A, III. B, IV.	Case Study Lesson plans (or unit

			A, V.A, VIII.A, VIII. B, NAEYC 1,3,4,5,6	plan if applicable) incorporated in the work sample
2	1,2,3,4	4,7,8, 9	CED I.A,I.B, II.A, III. B, IV. A, V.A, VIII.A, VIII. B, NAEYC 5,6	Case Study Theory and Research- based strategies incorporated in the work sample
3	1,2,3,4	7, 9,10	III. A, III. B,VI.A, VII. A, VIII. B,	Case Study Professional Dis- position and Code of Conduct role play activity
4	1,2,3,4	1,2,3,5,7, 9,10	I. A, I. B, III. B, IV. A, IV. B, VII. B,VII. B NAEYC 1,2,3	Case Study (Work Sample)
5	1,2,3,4	2,4,5,7,8, 9,10	I. B, II.A, III. B, IV. A, IV. B, V. B,VII. B, VIII.A, VIII. B NAEYC 4,6	Case Study Compare and Contrast Paper, Resume

Note: Case Study (Work Sample) is reflected in the KARS (Key Assessment Rating System) activities for this course.

III. Detailed Course Outline

A. Day 1- Review of Relevant Education Laws and Educational Standards (7 hours)

1. Professionalism- What is it?
2. Teacher as a student advocate
 - a. Familiarizing yourself with your students
 - b. IDEIA
 - c. Section 504
 - d. Special Education Process
 - e. NCLB
 - f. Pennsylvania State Academic Standards (PDE SAS program)

B. Day 2- Review of Instructional Design (7 hours)

1. Types of Curricula
2. Elements of Instruction (Task Analysis)
3. General Pedagogical Best Practice/Research-based Strategies
4. Classroom Organization
5. Classroom Management
6. Assessment: Teacher as a diagnostician
 - a. assessing using the students' primary language/mode of communication

C. Day 3- Roles of Early Childhood Educator and Teacher of the Deaf (7 hours)

1. Code of Conduct
 - a. CED
 - b. NAECY
2. Teaching in the students' primary language/mode of communication
3. Educational Placement of the Student
 - a. referral process
 - b. case studies/scenarios/role play
4. Collaboration
5. Behavioral/Classroom Management
6. Itinerant Teaching
 - a. guest of the school district
 - b. resources
 - c. organizational skills
 - d. correspondence/communication skills

D. Day 4- Preparing for Employment (7 hours)

1. Resume
2. Interviewing Techniques
3. Teacher certification application
4. Electronic Portfolio
5. Observations (principal and/ or supervisor of cooperating teacher)
6. Applying for a job or graduate school
 - a. What your references need- sample folder

IV. **Evaluation Methods**

1. Electronic Portfolio: 20 points- The students will complete step 3 of 3 in the creation of their electronic portfolio. They will update their resumes, research-based strategies and lesson plans, and include their case study (work sample) as well. A checklist will be provided to the students so that they know what they are accountable for in order to receive a grade for this assignment.
2. Case Study (Work Sample): 30 points- the students will follow the requirements for their Culminating Student Teaching Project as assigned through the College of Education. These will be graded as per a rubric distributed to students.

Overview of Project: During student teaching, you will prepare a “work sample” in order to provide verification that your students have learned; i.e., that you have had a positive impact on their learning. This comprehensive work sample will provide evidence of your ability to:

1. engage in thorough and effective standards-based planning;
2. use best practices that provide opportunities for student success;
3. use appropriate assessment strategies to foster and document the ongoing development of your students’ knowledge and skills; and

4. analyze student assessment results, reflect on them, and adapt instruction accordingly. (College of Education and Education Technology, Indiana University of Pennsylvania, 2009)
3. Professional Disposition and Code of Conduct role play activity: 20 points- the students will participate in multiple role play activities. These activities will promote the discussion of and enhancement of both professional disposition and the code of conduct of educators. The students will be given a rubric displaying how they will be graded on participation and collaboration during this activity.
4. Resume: 30 points- As per a rubric, the students will complete a resume demonstrating their educational experiences, work experiences, abilities, leadership roles, and honors (grammar, spelling, and punctuation will also be included in the grading rubric).
5. Compare and Contrast Paper: 50 points- As different aspects of pedagogy as well as the roles and responsibilities of Early Childhood Teachers and Teachers of the Deaf are reviewed and discussed, students will be required to write a reflective paper on their experiences in both areas of teaching. The assignment will be graded on demonstration of relevance of the reflections and appropriate writing structure (including APA format) as per a rubric distributed to students.

V. Example Grading Scale

92% - 100% = A
 84% - 91% = B
 76% - 83% = C
 68% - 75% = D
 67% & below = F

VI. Attendance Policy

As this class requires a great deal of interaction with your peers, you are expected to make every effort to attend. Attendance in class is expected in accordance with the policy outlined in the university catalog. (Special arrangements may be made if your student teaching placement is more than 60 miles away from campus.)

***Note: Students with Disabilities:** Students who are identified as disabled by Indiana University of Pennsylvania should submit their documentation to the instructor early in the semester. In order to provide reasonable accommodations, the instructor must know what is needed and be given adequate time to consider options.

VII. Required Textbook, Supplemental Book, and Web Resources

Textbook:

Departmental Handbook and Student Teaching Handbook

Web sites:

<http://www.iup.edu/teachereducation/forms/default.aspx>

http://www.portal.state.pa.us/portal/server.pt/community/guidelines_policies_complaint_forms_reports_and_related_documents_/8850

<http://deafed.net/activities/cec-ced1.htm>

http://www.naeyc.org/positionstatements/ethical_conduct

VIII. Special Resources

None

IX. Bibliography

Anderson, K. L., & Arnoldi, K. A. (2012). *Building skills for success in the fast-paced classroom: Optimizing achievement for students with hearing loss*. Hillsboro, OR: Butte Publications.

Antia, S. D., Jones, P. B., Reed, S., & Kreimeyer, K. H. (2009). Academic status and progress of deaf and hard-of-hearing students in general education classrooms. [Article]. *Journal of Deaf Studies & Deaf Education*, 14(3), 293-311. doi: 10.1093/deafed/enp009

Bullard, C. (2003). *The itinerant teacher's handbook*. Hillsboro, OR: Butte Publication.

Crain, W. (2011). *Theories of development: Concepts and applications* (6th ed.). Boston: Prentice Hall.

deBetencourt, L. U., & Howard, L. A. (2007). *The effective special education teacher: A practical guide for success*. Upper Saddle River, NJ: Pearson

Moores, D. F., & Martin, D. S. (2006). *Deaf learners: Development in curriculum and instruction* (1st ed.): Gallaudet University Press.

Richardson, J. T. E., Marschark, M., Sarchet, T., & Sapere, P. (2010). Deaf and hard-of-hearing students' experiences in mainstream and separate postsecondary education. [Article]. *Journal of Deaf Studies & Deaf Education*, 15(4), 358-382. doi: 10.1093/deafed/enq030

Santoro, N. (2009). Teaching in culturally diverse contexts: What knowledge about "self" and "others" do teachers need? *Journal of Education for Teaching*, 35(1), 33-45.

Stewart, D. A., & Kluwin, T. N. (2001). *Teaching deaf and hard of hearing students: Content, strategies, and curriculum*. Boston: Allyn and Bacon.

Wilson, K. (2006). Beyond early intervention: Providing support to public school personnel. [Article]. *Volta Review*, 106(3), 419-431.

Other Acceptable Journals

American Annals of the Deaf. Washington, DC: Gallaudet University Press.

Journal of Deaf Studies and Deaf Education. Oxford: Oxford University Press.

Course Analysis Questionnaire

Section A: Details of the Course

A1. How does this course fit into the programs of the department?

This course designed for all majors in the ECED PreK to Grade 4/Deaf Education PreK to Grade 12 major.

For which students is the course designed?

The course is designed for Deaf Education majors.

A2. This course is one of several courses being proposed for the Early Childhood education/Deaf Education program revision and does not affect any courses outside the department. This course is required.

A3. This course has never been offered.

A4. This course is not dual level and will not be offered as such.

A5. This course will not be offered for variable credit.

A6. Examples of other institutions currently offering a similar course include

EDUC 3457 Student teaching Seminar -- Emmanuel College

EDLS 414- Student Teaching Seminar State University of New York, Potsdam

A7. The content of this course is required by the competencies set forth by the Pennsylvania Department of Education, and by the National Association for the Education of Young Children.

Section B: Interdisciplinary Implications

B1. This course will be taught by appropriately qualified instructors in the EDHL department.
At this time there is no plan to have the course team-taught.

B2. This course is independent of other departments and is restricted to the major.

B3. This course will not be cross listed.

Section C: Implementation

C1. Faculty resources are currently adequate to teach this course. This course is part of the redesigned curriculum mandated by the PDE's restructured certification guidelines. The preparation and equated workload for this course assignment is 1:1.

C2. No other resources are required for this course. Space, equipment, and library materials are currently adequate to teach this course.

C3. None of the resources for this course are funded by a grant

C4. This course will be offered both fall and spring semesters to accommodate all majors in the Early Childhood/Deaf Education major.

C5. No more than one section would be offered

C6. This course will accommodate 16 to 20 students.

C7. No such recommendations are made.

C8. This is not a distance education course

Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.

No additional information is required