

EDUCATION FOUNDATIONS AND SPECIAL SERVICES

Transmittal Memo

Proposal to revise the Undergraduate-Level Deaf Education Program (SPED)

Proposal Summary

Title: Revision to the Undergraduate Deaf Education Program (SPED)

Subject Specification: Proposal to revise Deaf Education Program (SPED) so that it:

1. aligns with Banner-system prerequisites,
2. aligns with practicum-course oversight mechanisms currently used by SPED Mild/Moderate and Moderate/Intensive licensure programs, and
3. implements program standards and requirements that were initiated in 2000 but lost in subsequent program revisions, and
4. makes related requirement sheet and catalog revisions and updates.

Background Information:

1. The implementation of Banner has led to several pre-requisite conflicts, resulting in students who are unable to register without department-generated over-ride codes. Course prerequisites (e.g., correct ASL, SP&A, C&I, and course sequence orders) have been re-established in each course's CCP. Prerequisites are listed below:
 - a. SPED 43310—Language Development for DHH Students: SPED 43309, SP&A 34104; SPED/ASL 29202
 - b. SPED 43313—Literacy A&I for D/HH Students: SPED 43310, SPED/ASL 29202, C&I 47504 or ECED 40126.
 - c. SPED 43324—Curriculum Methods for D/HH Students: SPED 43313, C&I 47501, C&I 47502
 - d. SPED 43311—Instruction for D/HH Students with Special Needs: SPED 43313
 - e. SPED 43092—Deaf Residential Field Experience: ASL/SPED 29202, SPED 43309

2. The SPED program offers Mild/Moderate and Moderate/Intensive field experience and oversight to coordinate with their classes: The revision of SPED 43392 for Deaf Ed adds scheduled oversight and professional development for the practicum experiences, which has not been available to the Deaf Ed program before. This practicum will focus on integrating professional ethics into the practicum setting, and integrating practicum requirements for both Special Education and Deaf Education coursework. Some work will be done collaboratively with Educational Interpreter students to reflect current practice and fulfill assignments that are typically interpreted in school settings (e.g, achievement tests).

The practicum will be a 2-hour class offered during the spring and fall prior to the students' student teaching with up to 90 hours of practicum work as determined by concurrent SPED coursework. The program will eliminate the prior 1-hour practicum requirements associated with Deaf Education courses previously offered separately—those courses marked with * below. This combined practicum will reduce the need for separate practicum placements for the Deaf Ed and core SPED courses, reducing the burden for finding placements and on students to travel to multiple sites each week. Total program hours will be reduced.

Spring Coursework

SPED 43020—Assessment

SPED 43030—Classroom Behavior Management I

*SPED 43313—Literacy A&I for D/HH Students

Fall Coursework

SPED 43031—Classroom Behavior Management II

*SPED 43311—Instruction for D/HH Students with Special Needs

*SPED 43324—Curriculum Methods for D/HH Students

Currently, an adjunct faculty person has been placing and supervising the students on a per-student fee basis. Hereafter, the adjunct faculty person will supervise the placements and provide the instructional activities and supervision with placements being made through the Clinical Experiences Office, and will support and integrate the various practicum-based assignments for students.

3. The following courses will require a B- or better grade to ensure acquisition of critical knowledge and skills:
 - a. SPED/ASL 29202 (ASL IV)

- b. SPED 43309: Intro to Deaf Studies
 - c. SPED 43310: Language Development for DHH Students
 - d. SPED 43313: Literacy Assessment and Intervention for DHH Students
 - e. SPED 43324: Curriculum Methods for DHH Students
 - f. SPED 43311: Instruction of DHH Students with Special Needs
4. The catalog will be revised to reflect these changes and updated (new name for the required sign language test: Sign Language Proficiency Interview-SLPI changed from SCPI).

Groups Consulted for Approval

The Special Education Program approved of all curricular changes on April 23, 2008. The EFSS Curriculum Committee approved all curricular changes on April 30, 2008. The Graduate Council approved of corollary changes on May 2, 2008. The changes incur no encroachment issues and have been offered similarly for the past several years.

Fiscal Impact

There will be no fiscal impact in implementing these changes.

KENT STATE UNIVERSITY, COLLEGE OF
EDUCATION, HEALTH, AND HUMAN SERVICES

Deaf Education Intervention Specialist (PreK-12) ¹³⁹⁻¹⁴⁰ 140-141 hours
INSP CAA CY 2007

Name: _____

Catalog Year: _____

S.S.#: _____

Date: _____

Please note: This Requirement sheet will become void unless 12 hours of credit at Kent State University have been earned in a two-year period.
Preserve this sheet. It is your only assured official statement of degree requirements.

General Course Work (42-43 hours)

US	10097	First Year Colloquium	1
Composition			
ENG	11011	College Writing I	3
ENG	21011	College Writing II	3

Mathematics & Critical Reasoning

MATH	14001	Math Concepts I	4
MATH	14002	Math Concepts II	4

Social Sciences

PSYC	11762	General Psychology	3
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Choose ONE from LER Social Sciences (See Reverse)no Psysc
..... 3

Diversity requirements met? ☐ Global ☐ Domestic

Liberal Education Requirements are included in the general course work and should be complete within the first 60 hours of study.

Professional Coursework (98 hours) "C" or better and a 3.0 in all professional coursework is required

Prerequisite Coursework for Admission to Advanced Study:

All Advanced Study requirements must be completed prior to admission to Advanced Study (please refer to Checklist for requirements).

ITEC	19525	Educational Technology	3
EDPF	29525	Educational Psychology	3

(New order) These courses may be taken prior to Admission to Advanced Study (see sequencing guide):

SPED/ASL	19201	American Sign Language I	4
		(Grade of B (3.0) or better required)	
SPED/ASL	19202	American Sign Language II	4
		(Grade of B (3.0) or better required)	
SPED/ASL	29201	American Sign Language III	3
SPED/ASL	*29202	American Sign Language IV	3
EDPF	29535	Education in a Democratic Society ...	3

Basic Sciences

Choose TWO from LER Basic Sciences (See Reverse)

.....	3
.....	3
.....	(1)

Humanities and Fine Arts

Select TWO ENG LER from the following:

ENG	22071	Great Books I (3)	
ENG	22072	Great Books II (3)	
ENG	21054	Intro. to Shakespeare (3)	
EA	11000	The Art of Theatre	3

Additional

COMM	15000	Intro. to Human Communication ...	3
d JMC	20001	Media, Power & Culture	3

Advanced Study Course Work:

IMPORTANT: See attached sheet and your faculty advisor for course sequencing

C&I	47501	Teaching Math in Early & Middle	3
C&I	47502	Teach Science in Early & Middle	3
C&I	47504	Reading & Writing in Mid Child OR	
ECED	40126	Developmental Reading & Writing ..	3
SPED	43010	Family & Prof Collaboration	3
w SPED	43020	Assessment in Special Ed	3
SPED	43030	Classroom Behavior Management I ...	3
SPED	43031	Classroom Behavior Management II ...	3
SPED	43092	Practicum: Deaf Residential	1
SPED	*43310	Lang. Instruction for Deaf/HH	3
		(Grade of B (3.0) or better required)	
SPED	43392	Practicum: Deaf Ed (for 43310)	1

SPED	*43311	Instruction Strategies Deaf/HH	3
SPED	43392	Practicum: Deaf Ed (for 43311)	1 2
SPED	*43313	Liter Asses & Inter Deaf/HH	6
SPED	43392	Practicum: Deaf Ed (for 43313)	1
SPED	*43324	Curr. Methods & Material Deaf	3
SPED	43392	Practicum: Deaf Ed (for 43324)	1 2
SPED	43319	Instructional Approaches	3
SPED	43392	Practicum: Deaf Ed (for 43319)	1

Student Teaching Block

SPED	49525	Inquiry into Professional Practice	3
SPED	43981	Student Teaching in SPED	9

Must apply student teaching 1 year prior to student teaching

All LER, content, and professional (education) coursework must be completed prior to Student Teaching.

I have reviewed the requirement sheet and professional requirements with an advisor and assume responsibility for remaining informed and completing my program.

Student Signature _____

Program Counselor's Signature _____

www.ehhs.kent.edu/oss

Please Refer to Page 2 for Program Notes

Total Hours of Credit _____

Hours Needed: _____

General Coursework _____

Professional Coursework _____

Total for Degree _____

LIBERAL EDUCATION REQUIREMENTS

Areas and Courses

I. COMPOSITION..... 6 hours				IV. SOCIAL SCIENCES..... 6 hours			
ENG	11011	College Writing I	OR 11002 (pre-req. 11001), (3 ea)	Courses must be selected from <u>two different</u> curricular areas.			
	21011	College Writing II	(3)				
II. MATHEMATICS AND CRITICAL REASONING..... 3 hours				ANTH	18210	g	(3) Intro to Cultural Anthropology
CS	10051	(4)	Introduction to Computer Science		18420	g	(3) Intro to Archaeology
MATH	11008	(3)	Exploration in Modern Math	CACM	11001	d	(3) Intro to Conflict Mgmt
	11009	(4)	Modeling Algebra	ECON	22060	(3)	Principles of Microeconomics
	11010	(3)	Algebra for Calculus		22061	(3)	Principles of Macroeconomics
	11011	(4)	College Algebra	GEOG	10160	(3)	Intro. To Geography
	11012	(3)	Intuitive Calculus		17063	g	(3) World Geography
	12001	(4)	Algebra & Trigonometry		17064	d	(3) Geography of U.S. and Canada
	12002	(5)	Analytic Geometry & Calculus I		22061	(3)	Human Geography
	12011[2]	(3ea)	Calculus with Precalculus I, II	GERO	14029	d	(3) Introduction to Gerontology
	14001	(4)	Basic Math Concepts I	JMC	20001	d	(3) Media, Power and Culture
	14002	(4)	Basic Math Concepts II	JUS	26704	d	(3) Issues in Law & Society
PHIL	21002	(3)	Introduction to Formal Logic	POL	10004	g	(3) Comparative Politics
III. HUMANITIES AND FINE ARTS..... 9 hours					10100	d	(3) American Politics
<u>At least one</u> course must be selected from the "Humanities in Arts and Sciences" section and <u>at least one</u> course must be selected from the "Fine Arts" section.					10301	d	(3) Diversity in American Public Policy
HUMANITIES IN ARTS AND SCIENCES - Must Choose ONE					10500	g	(3) World Politics
CLAS	21404	g	(3) The Greek Achievement	PSYC	11762	(3)	General Psychology
	21405	g	(3) The Roman Achievement		20651	(3)	Child Psychology
ENG	21054	(3)	Introduction to Shakespeare		21211	(3)	Psychology of Adjustment
	22073	(3)	Major Modern Writers: British and U. S.		22221	d	(3) Multicultural Psychology
	22071[2]	(3ea)	Great Books I, II	SOC	12050	d	(3) Intro to Sociology
HIST	11050[1]	g	(3ea) History of Civilization I, II		22778	g	(3) Social Problems
	12070	d	(3) History of U.S.: The Formative Period				
	12071	d	(3) History of U.S.: The Modern Period	V. BASIC SCIENCES..... 6-7 hours			
PAS	23001	g	(3) Black Experience - Beginnings to 1865	Beginning "major sequence" courses in biological sciences [BSCI 10181 (4)], chemistry [CHEM 11060 (4), 10061 (4), 10062 (4), 10063 (4), 10960 (5), 10961 (5)], and physics [PHY 23101 (5), 23102 (5)] may be substituted for those courses listed below. (Science majors, however, must use a science other than their major to meet this requirement.) ONE COURSE MUST INCLUDE OR BE TAKEN WITH A ONE -CREDIT HOUR LAB.			
	23002	d	(3) Black Experience - 1865 to Present	ANTH	18630[1]	(3)&(1)	Human Evolution & Lab
PHIL	11001	g	(3) Introduction to Philosophy	BSCI	10001	(3)	Human Biology: Cells and Systems
	21001	g	(3) Introduction to Ethics		10002	(3)	Ecology, Evolution and Society
	21020[1]	g	(3ea) Comp. Religious Thought I, II		20020	(5)	Biological Structure and Function
HUMANITIES IN COMMUNICATION & INFORMATION				CHEM	10030[1]	(3)&(1)	Chemistry in Our World & Lab
COMM	26000	d	(3) Criticism of Public Discourse		10050	(3)	Fundamentals of Chemistry
FINE ARTS- Must Choose ONE					10052	(2)	Intro. To Organic Chemistry
ARCH	10001	(3)	Understanding Architecture		10053	(1)	Inorg & Organic Lab (Corequisite 10052)
	10011[12]	(3ea)	Survey of Arch. History I, II		10054	(5)	Gen. & Elem. Organic Chem
ARTH	12001	(3)	Art Survey	GEOG	21062	(3)	Physical Geography
	22006	(3)	Art History I: Ancient & Medieval Art	GEOL	11040	(3)	Earth Dynamics
	22007	(3)	Art History II: Renaissance to Modern		11041	(1)	Earth Dyn Lab (Pre or Corequisite 11040)
	22020	g	(3) Art of Africa, Oceania, & the Americas		11042	(3)	Earth History
DAN	27076	g	(3) Dance as an Art form		11043	(1)	Earth Hist Lab (Pre or Corequisite 11042)
MUS	22111	(3)	Understanding of Music		21062	(3)	Environmental Geology
	22121	g	(3) Music as a World Phenomenon		21080	(3)	Oceanography
THEA	11000	g	(3) The Art of Theatre	PHY	11030	(3)	Seven Ideas that Shook the Universe
					11660	(3)	Physical Science
					13001[2]	(3ea)	General College Physics I, II
					21040[1]	(3)&(1)	Physics in Entertainment & the Arts & Lab
					21430	(3)	Frontiers in Astronomy (or 24001 Astronomy)
VI. ADDITIONAL..... 6 hours							
Select from courses listed below or from Categories II-V listed above.				COMM	15000	(3)	Intro. to Human Communication
Courses must be selected from <u>two different</u> curricular areas.				PHIL	11009	(3)	Principles of Thinking

TOTAL 36-37 hours

Important notes:

1. A minimum cumulative 2.75 GPA is required for admission to advanced study.
2. 3.0 GPA required in major in order to student teach and graduate.
3. Students must complete 39 upper division hours.
4. Two diversity courses are required for graduation (Fall 2001 and beyond) - at least one course addressing domestic (d) issues and one course addressing global (g) issues.
5. One writing intensive (w) course is required for graduation.
6. A minimum of 121 valid hours is required for graduation from Kent State University.
7. Qualifying scores on Praxis II: Principles of Learning and Teaching (K-6 or 7-12) and the specialty area test Education of Deaf & Hard of Hearing Students are required for Ohio Licensure. Praxis II Intro. to the Teaching of Reading is necessary for HQT.
8. Successfully complete the following by the sophomore year: (a) documented meeting with a deaf education advisor during which a portfolio is submitted containing at least one letter of recommendation from a deaf person, parent or teacher of the deaf and a description of their professional plans/goals and (b) SPED/ASE 19201, 19202 & SPED 43309. Students must achieve a SLPI rating of Intermediate level or above in order to student teach.

and successfully complete
all NCATE Assessments

Deaf Education Intervention Specialist (UG) Course Sequence

Year 1			
Fall		Spring	
US 10097 First Year Colloquium (1)		MATH 14002 Math Concepts II (4)	
ENG 11011 College Writing I (3)		LER Basic Science and Lab (4)	
MATH 14001 Math Concepts I (4)		SPED 23000 Introduction to Exceptionalities (3)	
LER Social Science (3)		PSYC 11762 General Psychology (3)	
SPED/ASL 19201 American Sign Language I (4)✗		SPED/ASL 19202 American Sign Language II (4)✗	
✗B (3-0) or better required		✗B (3-0) or better required	
Total Hours: 15		Total Hours: 18	

Year 2*			
Fall		Spring	
ENG 21011 College Writing II (3)		EDPF 29525 Educational Psychology (3)	
THEA 11000 The Art of Theatre (3)		SP&A 34104 Speech & Language Develop. (3)	
SPED 43309 Intro. to Deaf Studies (3)★		JMC 20001 Media, Power, & Culture (3)	
SP&A 34105 Phonemic Bases (3)		SP&A 43600 Fund. of Educ. Audiology (3)	
ITEC 19525 Educational Technology (3)		SPED/ASL 29202 American Sign Language IV (3)★	
ASL 29201 American Sign Language III (3)		ENG LER (3)	
Total Hours: 18		Total Hours: 18	

By the end of Year 2, you must have successfully completed all of the professional requirements for admission to Advanced Study (see your advising sheet for a list of requirements) in order to proceed to Year 3.

Year 3			
Fall		Spring	
C&I 47501 Teaching Math Early & Middle (3)		SPED 43030 Class & Behavior Mngment I (3)	
C&I 47502 Teaching Science Early & Middle (3)		SPED 43092 Practicum I Deaf Residential (1)	
C&I 47504 Read and Writ. in Middle OR		SPED 43313 Literacy Assess & Intervention (6)★	
ECED 40126 Development Reading Writing (3)		SPED 43392 Practicum for 43313 (1)	
SPED 43310 Lang. Instruction for the Deaf (3)★		SPED 43319 Instructional Approaches (3)	
SPED 43392 Practicum for 43310 (1)		SPED 43392 Practicum for 43319 (1)	
EDPF 29535 Ed. in a Democratic Society (3)		HED 42575 Health and Learning (3)	
✗B (3-0) or better required		Total Hours: 18	

Summer		Total Hours: 9
LER Basic Science (3)		
COMM 15000 Intro. to Human Comm. (3)		
ENG LER (3)		

Year 4			
Fall		Spring	
SPED 43010 Family and Prof. Collaboration (3)		SPED 49525 Inquiry Professional Practice (3)	
SPED 43020 Assessment in SPED (3)		SPED 43981 Student Teaching (9)	
SPED 43031 Class & Behavior Mngment II (3)			
SPED 43311 Instruction Strategies (3)★			
SPED 43392 Practicum for 43311 (1)			
SPED 43324 Curr. Methods and Material (3)★			
SPED 43392 Practicum for 43324 (1)			
Total Hours: 17		Total Hours: 12	

Total: 141

Bold and italics indicate classes which are offered only once a year

Prior to Student Teaching, students must achieve: (a) SLPI rating at Intermediate Level or higher, and (b) favorable evaluations from a Deaf Education faculty member.

successful completion of all NCATE assessments.

Note: SPED 43313 prereq. are grades of B- in SPED 43310, ASL I & II and coreq. 1 hour of SPED 43992.

B- or better is required in SPED 29202, 43309, 43310, 43313, 43311, and 43324.

Choose from the following:	3
PAS 35100 African American Social, Political and Economic Systems (3)	
35200 African Social, Political and Economic Systems (3)	
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Political Science Concentration

POL * 10500 World Politics	3
30002 Political Thought	3
Choose from the following:	3
POL 30430 State Government (3)	
30450 Metropolitan Governance (3)	
Choose from the following:	3
POL 30100 American Political Theory (3)	
(highly recommended)	
30300 Public Policy Theory (3)	
30500 International Relations Theory (3)	
30501 Comparative Theory and Concepts (3)	
Choose from the following:	3
POL 30110 The Congress (3)	
30120 The Presidency and Executive Bureaucracy (3)	
30450 Metropolitan Governance (3)	
40116 Public Opinion and Political Behavior (3)	
40118 Political Parties and Interest Groups (3)	
(recommended)	
* 40183 Constitutional Law: Civil Rights and Liberties (3)	
(highly recommended)	
Choose from the following:	3
POL 30820 International Organization and Law (3)	
(highly recommended)	
* 30530 Asian Politics (3)	
* 30540 African Politics (3)	
* 40540 Politics of Development (3)	
(recommended)	
* 40560 Human Rights and Social Justice (3)	
40830 United States Foreign Policy (3)	
40840 Comparative Foreign Policy (3)	

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Sociology Concentration

SOC 22100 Sociological Analysis	3
Choose from the following:	3
SOC * 22778 Social Problems (3)	
32400 Individual and Society (3)	
* 32570 Inequality in Societies (3)	
Choose from the following:	9
SOC 32210 Researching Society (3)	
* 32580 Sociology of Families (3)	

32589 Minorities in America (3)	
32762 Deviant Behavior (3)	
* 42315 Sociology of Changing Gender Roles (3)	
42478 Adolescent in Society (3)	
42577 Sociology of Family Violence (3)	

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*Course fulfills diversity requirement.

**Course fulfills writing-intensive requirement.

For Praxis II testing requirements and information, contact the Office of Student Services.

See Pages 290-291 for additional information.

B.S.E. in Intervention Specialist

This program consists of five concentrations leading to licensure:

Deaf Education
Educational Interpreter
Gifted Education
Mild/Moderate Educational Needs
Moderate/Intensive Educational Needs

The curriculum of each licensure area is specified in the following sections. The Liberal Education Requirements (LER) are met completely by courses outlined in each special education curriculum area. Professional coursework and field-based experiences that will lead to licensure in the state of Ohio also are included.

Students must have minimum 2.75 cumulative GPA and 3.00 professional GPA to qualify for student teaching as well as for graduation.

Deaf Education Concentration

The deaf education program is designed to provide students with the coursework and field experiences necessary to be licensed as an intervention specialist in the area of deaf education. The Deaf Education Intervention Specialist license is valid for teaching learners ages 3 through 21, and in grades pre-kindergarten through 12, who have been identified with a hearing impairment (e.g., deaf, hard-of-hearing).

Students wishing to enter the deaf education program must be formally admitted by successfully completing the following requirements during the sophomore year: documented meeting with deaf education advisor, during which a portfolio is submitted

containing at least one letter of recommendation from a deaf person, parent or teacher of the deaf and a description of their professional plans and goals; and SPED 19201, 19202 and 43309.

Additionally, to qualify for advancement to student teaching, students must pass a sign language proficiency examination and receive favorable course and practicum evaluations from deaf education faculty instructors. *the sign language proficiency exam is (SLPI) at the intermediate level or better and successfully complete all NCATE assessments.* Students are required to meet with their faculty advisors during the first year to discuss course sequencing. Some courses in this program are semester-specific. Failure to take them in the proper sequence may result in a delay in program completion and graduation.

I. General College or University Requirements1

US 10097 First Year Colloquium1

II. Liberal Education Requirements41-42

A complete list of Liberal Education Requirements (LER) courses is on Pages 85-87.

Composition

ENG 11011 College Writing I3

ENG 21011 College Writing II3

Mathematics and Critical Reasoning

MATH 14001 Basic Mathematical Concepts I4

MATH 14002 Basic Mathematical Concepts II4

Humanities and Fine Arts

THEA* 11000 The Art of the Theatre3

Choose from the following:6

ENG 21054 Introduction to Shakespeare (3)

22071 Great Books I (3)

22072 Great Books II (3)

Social Sciences

Must be selected from two curricular areas.

PSYC 11762 General Psychology3

Social sciences LER course3

Basic Sciences6-7

Must include one laboratory course.

Additional LER Courses

COMM 15003 Introduction to Human Communication3

JMC * 20001 Media, Power and Culture3

Diversity Requirement

Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. The domestic-focus course is fulfilled in this major with LER humanities THEA 11000, LER additional JMC 20001 or the major requirement SPED 23000. A complete list of diversity courses is on Pages 89-91.

III. Writing-Intensive Requirement

Students must complete a one-course writing-intensive requirement and earn minimum C (2.0) grade. The writing-intensive requirement in this major is fulfilled with ECED 41026 or SPED 43020 or 43309. A complete list of writing-intensive courses is on Pages 93-95.

IV. Professional Coursework86

C&I 47501 Teaching Mathematics in Early and

Middle Grades3

47502 Science Teaching in Early and Middle Grades . . .3

EDPF 29525 Educational Psychology3

29535 Education in a Democratic Society3

HED 42575 Health and Learning3

ITEC 19525 Educational Technology3

SP&A 34104 Speech and Language Development3

34105 Phonemic Bases of Speech and Language3

43600 Fundamentals of Educational Audiology3

SPED 19201 American Sign Language I (or ASL 19201)4

19202 American Sign Language II (or ASL 19202)4

* 23000 Introduction to Exceptionalities3

29201 American Sign Language III (or ASL 29201)3

29202 American Sign Language IV (or ASL 29202)3

43010 Family and Professional Collaboration3

** 43020 Assessment in Special Education3

43030 Class and Behavior Management I: Theory

and Techniques3

43031 Classroom and Behavior Management II:

Application and Teaching Social Skills3

43092 Deaf Residential School Internship *Field Exp.*

** 43309 Introduction to Deaf Studies3

*** 43310 Language Instruction for Deaf/Hard-of-

Hearing Students3

**** 43311 Instructional Strategies for Deaf/Hard-of-

Hearing Students with Special Needs3

**** 43313 Literacy Assessment and Intervention for

Deaf/Hard-of-Hearing Students6

**** 43314 Instructional Approaches and Placements for

Deaf/Hard-of-Hearing Students3

*** 43324 Curriculum Methods and Materials for Deaf/

Hard-of-Hearing Students3

43392 Practicum: Deaf Education (with SPED 43310) . . . 2

43392 Practicum: Deaf Education (with SPED 43311) . . . 2

43392 Practicum: Deaf Education (with SPED 43319) . . . 1

43392 Practicum: Deaf Education (with SPED 43319) . . . 1

43392 Practicum: Deaf Education (with SPED 43324) . . . 1

Choose from the following:3

C&I 47504 Teaching Reading and Writing in

Middle Grades (3)

ECED* 40126 Developmental Reading and Writing:

Early Years (3)

V. Student Teaching Block	12
SPED 43981 Student Teaching in Special Education	9
49525 Inquiry into Professional Practice	3

TOTAL 140-141

139-140

*Course fulfills diversity requirement.

**Course fulfills writing-intensive requirement.

***Course offered only during fall semester.

****Course offered only during spring semester.

For Praxis II testing requirements and information, contact the Office of Student Services.

EDUCATIONAL INTERPRETER CONCENTRATION

This curriculum is designed to prepare interpreters to work with children and adults who are deaf or hard-of-hearing (D/HH) in educational and noneducational settings. Graduates of the program receive state of Ohio licensure in educational interpreting (K-12).

The program prepares graduates to interpret in both classroom and nonclassroom settings and to perform related student-support activities, including subject-matter tutoring and other student-support tasks under the supervision of a licensed or certified classroom teacher.

Students are required to spend a one-week internship (minimum five full school days, including overnight stays and a weekend night, if open) in a residential school for the deaf during the year of their method sequence, preferably during Kent State's winter break, spring break or summer intersession of the regular academic year. Students must make arrangements in their schedule for this experience and inform the program faculty of their schedule and program choice by September 30 of that academic year. If this is approved by the program, students are responsible to make any additional transportation and living arrangements with the residential program themselves.

Additionally, to qualify for the final practicum, students must pass a sign language and proficiency examination at a level to be determined by their program coordinator.

I. General College or University Requirements	1
US 10097 First Year Colloquium	1
II. Liberal Education Requirements	41-42
A complete list of Liberal Education Requirements (LER) courses is on Pages 85-87.	
Composition	
ENG 11911 College Writing I	3
ENG 21011 College Writing II	3

Mathematics and Critical Reasoning

MATH 14001 Basic Mathematical Concepts I	4
MATH 14002 Basic Mathematical Concepts II	4

Humanities and Fine Arts

PHIL * 21001 Introduction to Ethics	3
Fine arts LER course	3
Humanities and Fine Arts	3

Social Sciences

CACM*11001 Introduction to Conflict Management	3
PSYC 11762 General Psychology	3

Basic Sciences

	6-7
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Must include one laboratory course.

Additional LER Courses

COMM 15000 Introduction to Human Communication	3
PSYC 20651 Child Psychology	3

Diversity Requirement

Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. The domestic-focus course is fulfilled in this major with LER social sciences CACM 11001 or the major requirement SPED 23000. The global-focus course is fulfilled in this major with LER humanities PHIL 21001. A complete list of diversity courses is on Pages 89-91.

III. Writing-Intensive Requirement

Students must complete a one-course writing-intensive requirement and earn minimum C (2.0) grade. The writing-intensive requirement in this major is fulfilled with SPED 43309. A complete list of writing-intensive courses is on Pages 93-95.

IV. Professional Coursework

ITEC 19525 Educational Technology	3
EDPF 29525 Educational Psychology	3
SP&A 34104 Speech and Language Development	3
43600 Fundamentals of Educational Audiology	3
SPED 19201 American Sign Language I (or ASL 19201)	4
19202 American Sign Language II (or ASL 19202)	4
* 23000 Introduction to Exceptionalities	3
29201 American Sign Language III (or ASL 29201)	3
29202 American Sign Language IV (or ASL 29202)	3
39201 American Sign Language V (or ASL 39201)	3
39202 American Sign Language VI (or ASL 39202)	3
43010 Family and Professional Collaboration	3
43092 Deaf Residential School Internship	1
F 43100 Survey of the Interpreting Profession	3
S 43101 Deaf Culture and Community	3
F 43102 Interpreting Processes Deaf Hard/Hearing I	3
S*** 43103 Interpreting Processes Deaf Hard/Hearing II	3
F*** 43104 Advanced Voice-to-Sign Interpreting	3
43105 Signed English and Other Systems	3
F 43106 Classroom Setting Interpreting	3
S 43107 Nonclassroom Setting Interpreting	3

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **11-Apr-08** Curriculum Bulletin _____

Effective Date **Spring 2009** Approved by EPC _____


Department **EFSS**
 College **EH - Education, Health and Human Services**
 Proposal **Revise Course**
 Course Subject **SPED** Course Number **43392**
 Course Title **Practicum in Deaf Education**
 Minimum Credits **1** Maximum Credits **3**

Checked items are new or revised	<input type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input type="checkbox"/> Number	<input type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive (WIC)
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input type="checkbox"/> Schedule Type	<input checked="" type="checkbox"/> Other

Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites; teacher education licensure):
This course has previously been offered as a minimally supervised, 1-hour option associated with specific Deaf Education courses (e.g., 1 hr each for SPED 43313, 43311, 43324). This course will now include scheduled meetings in addition to a classroom observation. It will be offered to support Deaf Education and Special Education courses that require classroom field experiences (e.g., Classroom Behavior Management I & II, Assessment).

Units consulted (other departments, programs or campuses affected by this proposal):
This proposal is similar to the current structure for offering and supervising field experiences in the SPED Mild/Moderate and Moderate/Intensive licensure programs through SPED 43992.

REQUIRED ENDORSEMENTS

 _____ Department Chair / School Director / Campus Dean	<u>4/30/08</u> _____ _____ _____ _____
_____ College Dean	_____ _____ _____ _____
_____ Executive Dean of Regional Campuses	_____ _____ _____ _____

Senior Vice President for Academic Affairs and Provost

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **11-Apr-08** Requested Effective Term **Spring 2009**
 Course Subject **SPED** Course Number **43392**
 Course Title **Practicum in Deaf Education**
 Title Abbreviation **Prac: Deaf Ed**
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with _____ Cross-list Banner code _____
 4/5, 4/5/7 or 6/8 NOTE: To be completed by Curriculum Services.
 Minimum Credit **1** ☐ to ☐ or Maximum Credit **3** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **10.00** ☐ to ☐ or Maximum Hours _____
 Per Week ☐ Laboratory Minimum Hours _____ ☐ to ☐ or Maximum Hours _____
☒ Other Minimum Hours **60.00** ☐ to ☐ or Maximum Hours _____
 NOTE: Contact hours should be per week.
 Repeat Status **RP - Course may be repeated**
 If repeats, course limit _____ OR maximum hours **3**
 Course Level **UG - Undergraduate**
 Grade Rule **F - Satisfactory/Unsatisfactory (S/U)**
 Schedule Type(s) **FLD - Field Experience LEC - Lecture**
 Course Attribute(s) **none**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **SPED 29202**

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s) _____

Corequisite(s) _____

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code _____

OBR Subsidy Code _____

OBR Course Level _____

CIP Code _____

Catalog Description **This classroom and field-based experience is designed to provide students/pre-service deaf education teachers with the opportunity to develop professional-level skills in working with Deaf and Hard-of-Hearing (D/HH) students. Students/Pre-service teachers will gain experience in working with D/HH students with diverse needs, disabilities, and ethnic/cultural backgrounds. In addition, students/pre-service teachers will become familiar with the variety of educational settings available for D/HH students. The class will meet five times during the semester and the faculty will make 1-2 observations of the student/pre-service deaf educator as s/he implements instructional activities.**

Complete the following only if applicable:

Previous Title **Practicum: Deaf Education**

Previous Subject Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Contact Hours	Outline
2.00	Development of professionalism for Teachers of the Deaf
2.00	Development of appropriate dispositions for Teachers of the Deaf
2.00	Techniques for teaching diverse D/HH learners
2.00	Reflection and life-long professional development
2.00	Reflection and self-evaluation on practicum experiences
2.00	Classroom observation and post-observation meeting
60.00	Field experience in K-12 Deaf Education classroom

72 Total Contact Hours

Textbook(s) Used in this Course

Writing Expectations	Reflective logs, self-evaluation
Instructor(s) Expected To Teach	Lawrence, Murray, Crosley
Instructor(s) Contributing to Content	Luft, Kritzer

REQUIRED ENDORSEMENT

Aurida Hamilton

Department Chair / School Director / Campus Dean

4,30,08

Field Experience: Practicum in Deaf Education I and II

SPED 43392, 63992

Instructor:

Office Hours:

Office:

Phone:

Catalog Description: This classroom and field-based experience is designed to provide pre-service deaf education teachers with the opportunity to develop professional-level skills in working with Deaf and Hard-of-Hearing (DHH) students, with diverse needs and disabilities, ethnic/cultural backgrounds, and educational settings. The class will meet five times during the semester and the faculty will make 1-2 observations of the preservice deaf educator implementing successful instructional activities each semester.

The field experience placements will be made through the College Office of Clinical Experiences. The faculty member will work with the teacher-mentor in each placement to observe and assess student skill development, professionalism, and acquisition of instructional skills. Each semester the faculty will complete the disposition and field-based NCATE assessments in collaboration with the cooperating teacher/interpreter to document these skills and abilities.

Repeated registration permitted. Prerequisites: ASL 29202/SPED 29202, SPED 43310; and admission to Advanced Study.

2.000 Credit Hours

Goals and Objectives: The purpose of this course and related field experience is for pre-service deaf educators to acquire the knowledge and skills needed to be successful teachers of K-12 D/HH students. This course is offered in conjunction with a classroom practicum placement in a deaf education classroom and provides the informational, professional, and instructional support to ensure that concurrent coursework requirements that occur in school-based field placements are successfully completed. KSU students placed in education-based settings are expected to work with a team of professionals in order to understand techniques for providing services to DHH students.

The course will focus on three overall goals:

(a) to develop professionalism and ethics in working with students, families, and in collaborating with other professionals; (b) to develop and facilitate the appropriate dispositions necessary to be a successful teacher of D/HH students; and (c) to identify and implement successful techniques for teaching, accommodating, and supporting the diverse needs of D/HH learners.

KSU students take this course in conjunction with a field placement:

To Facilitate The Development Of Professionalism, students will:

1. Identify overt and covert personal cultural biases that affect one's work with D/HH students, including:

- positive regard for the culture, religion, gender, SES, sexual orientation, and Deaf/hearing world identity of individual students and their families.
2. Identify the importance of the teacher, interpreter, and Deaf Mentors serving as role models.
 3. Demonstrate a commitment to developing the highest educational and quality-of-life potential of D/HH individuals.
 4. Promote and maintain a high level of competence, integrity, and ongoing professional development in the practice of the profession.
 5. Exercise objective professional judgment in the practice of the profession, and in providing feedback to parents with regard to choices about communication, school placement, academic and classroom options, student progress, and other critical variables that impact the success of D/HH students.

To Develop And Facilitate The Appropriate Dispositions, the student will

6. Demonstrate appropriate dress, deportment, and personal interaction style with students, family, and other professionals at the school.
7. Demonstrate a high regard for D/HH learners and their families through positive and enthusiastic involvement during and outside of the classroom.
8. Seek ways to provide supportive feedback and assistance to D/HH learners and their families when sought, and to conduct all interactions in a professional manner with an appropriate professional distance.
9. Work collaboratively with interpreters, general educators with D/HH students, Deaf Mentors, administrators, other support staff, and parents to support optimal outcomes for D/HH individuals across:
 - a. Various placement settings, communication options, and perspectives on deafness;
 - b. Differing perspectives and opinions on the roles and responsibilities of these key stakeholders in optimizing and empowering D/HH students.

To identify Techniques for Teaching Diverse D/HH Learners, the student will

10. Establish and maintain good rapport with learners through proficiency in oral/signed (Through-The-Air) and written communication.
11. Identify and accommodate the diverse and unique characteristics of D/HH students using a variety of instructional methods, techniques and curriculum materials across all content areas.
12. Integrate transition and life skills instructional relevant to academic curriculum standards across the content areas.
13. Prepare thorough, clear, and high-quality lesson plans for all age- and ability-levels, and across all curriculum areas.
14. Identify methods for teaching D/HH students to use thinking, problem-solving, and other cognitive strategies.
15. Develop and implement effective behavior management techniques appropriate to the needs of D/HH learners, including use of positive behavioral supports and use of the learning environment (schedule and physical arrangement) to manage inappropriate behaviors.

Requirements

The requirements of Field Experience are designed to focus your knowledge and skill in observing students and their strengths and needs, making instructional plans related to these observations, and successfully implementing these plans in collaboration with your Mentor Teacher. You are expected to initiate and participate in the classroom to the greatest extent possible in classroom, and to use this opportunity to complete instructional and other activities assigned by related courses. You will be required to complete several assignments throughout the course of the semester to ensure that you meet the three goals above.

Statement of Candidate Professionalism and Dispositions Assessment

You will be given a copy of the College of Education, Health and Human Services Statement of Candidate Professionalism and a Dispositions Assessment that is administered to all students enrolled in Field Experience course. Students are expected to consistently demonstrate all of the behaviors and qualities on the assessment instrument prior to student teaching. You will turn in a signed copy verifying your understanding of professional expectations.

Participation

Each student is required to complete a minimum of 30 clock hours for each credit hour enrolled in Field Experience. The specific number of hours you need to complete your coursework requirements will vary by the number and type of courses you enroll in each semester. Your hours of participation must be documented on the days you attended and must be signed by your site supervisor. A log for attendance is included with this syllabus.

Weekly Log

Each student is required to complete an on-going written record of involvement. The log is designed to summarize your involvement in your classroom site and to prompt further reflection for future learning and ongoing professional development. ***One log entry must be completed for each week of field-based work.***

On-Going Reflection

Each student is required to complete an on-going reflection assignment. This assignment is designed to focus your observations and participation in relation to the **three goals** of the course. The reflection assignment lists each of the objectives of the course.

Professionalism

Both you and your Teacher Mentor will rate your professionalism at the end of the semester (the rating is included in the overall evaluation form--a score for professionalism will be calculated based only on the evaluation items that address this area; this is based on the NCATE Assessments). Areas included for this assessment are timeliness, personal appearance, rapport with professionals, rapport with students, willingness to perform tasks, and initiative. Because this will only be graded only one time, you will want to check in periodically with your site supervisor to ensure that you are on track in this area throughout the course of the semester.

Teacher Mentor Evaluation

Your Teacher Mentor will complete an evaluation of your performance during your field experience at the end of the semester. A copy of the evaluation criteria is included with this syllabus.

Instructor Evaluation

The faculty for this course also will complete an evaluation of your performance at the end of the semester. The evaluation will be identical to the one completed by your Teacher Mentor.

Self-Evaluation

You will complete an evaluation of your performance during your field experience. The evaluation will be identical to the one completed by your Teacher Mentor.

Important Consideration

The extent and quality of your learning experiences are directly related to your participation in your field site. Because of the number of students enrolled in this course, there will be limited opportunities to observe you in the classroom setting. Therefore, it is important that you report any difficulties or concerns you may have in relation to your participation in the classroom site. The faculty will only know of your concerns if you bring them to my attention through direct contact with me--e.g. e-mail, phone call, and appointment (reporting your concerns in your log will not be sufficient). You must bring issues to my attention early, to provide an opportunity to engage in a problem solving process and/or to alter assignments if necessary. Again, please know that it is through direct interaction with me that I will know of any concerns you have.

Student Evaluation

Each of the requirements will receive a grade. The grades will be summarized to compute your final score. The relative contribution of each requirement to your grade is outlined below. Please note that the final grades for Field Experience are expressed as an S or U. ***In order to receive a grade of S, your final grade must be 90% or greater.*** Please note the number hours spent at your field placement does not contribute directly to your grade percentage. However, if you do not complete the required number of clock hours and document that time with appropriate teacher signatures, you will not pass the course regardless of successful completion of the remaining requirements.

<i>Requirement</i>	<i>Contribution</i>
Seminar Participation	10%
Professionalism	10%
Log	10%
On-Going Reflection	10%
Teacher Mentor Evaluation	40%
Instructor Evaluation	10%
Self-Evaluation	10%

Requirements for Assignments

All assignments are to be submitted on the due date. Ten percent of the available points for the assignment will be subtracted for work handed in later than that time; an additional 10% will be subtracted each day the work is late. If your work is not received on time, the penalty for late work will begin to accrue; if the work received is incomplete, only the portion received will be graded.

Office Hours

I will be holding office hours each week and am available other times by appointment. You may use my email or phone to schedule an appointment.

For Students with Disabilities

University Policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. You must verify your eligibility for these services through Student Accessibility Services (contact 330.672.3391) or visit www.kent.edu/sas for more information on registration procedures.

Field Experience Information

FERPA (Family Educational Rights and Privacy Act) considers students enrolled in teacher education programs to have full rights of access to student documents and files, the same rights accorded to teachers. Schools or teachers who have concerns should contact: (202) 260-3887 (v), or use the Federal Information Relay Service at 1-800-877-8339 for TDD calls. As a student in this deaf education licensure program, you have these rights to access files and information.

Note: When in practicum settings, you are expected to behave and communicate with the same professionalism as teachers. This includes following school dress code and expectations for teachers, informing Teacher Mentors or supervisors regarding absence or lateness, and fulfilling assignments and duties in a timely manner. You may not change your schedule for visits and should contact me regarding concerns or issues that arise in your practicum setting. You also must follow the snow day and absence schedule of the school where you are assigned. Snow days where you live does not constitute an excuse.

Class Schedule: Practicum I

Five seminar meetings will be conducted throughout the semester to discuss your experiences in the field and to monitor student progress. Weekly logs and reflections will be due at this time. Therefore, **attendance is required**. In addition, I will schedule visit your field site at least one time to observe you.

<u>Date</u>	<u>Topic and Due Dates</u>
January 20th	Class Meeting: Introduction to the course Due: Application for Field Placement
February 16th	Professionalism and Ethics Due: Statement of Candidate Professionalism Due: On-Going Reflection Part I
March 16th	Dispositions and Teaching Success Due: Weekly Logs

Due: On-Going Reflection Part II

April 13th

Teaching Diverse D/HH Learners

Due: Weekly Logs

Due: On-Going Reflection Part III

May 4th

Practicum and Professional Reflection: Issues in the Field

Due: Mentor Teacher Evaluation and Self-Evaluation: Signed

Class Schedule: Practicum II

Five seminar meetings will be conducted throughout the semester to discuss your experiences in the field and to monitor student progress. Your reflections should reflect the new coursework assignments for this semester, and demonstrate a more advanced level of (a) professionalism and ethics, (b) demonstration of appropriate dispositions, and (c) successful teaching, accommodating, and supporting the diverse needs of D/HH learners. Weekly logs and reflections will be due at this time. Therefore, **attendance is required**. In addition, I will schedule visit your field site at least one time to observe you.

Date

Topic and Due Dates

August 25th

Class Meeting: Introduction to the course

Due: Application for Field Placement

September 22th

Professionalism and Ethics

Due: Statement of Candidate Professionalism

Due: On-Going Reflection Part I

October 20th

Dispositions and Teaching Success

Due: Weekly Logs

Due: On-Going Reflection Part II

November 17th

Teaching Diverse D/HH Learners

Due: Weekly Logs

Due: On-Going Reflection Part III

December 15th

Practicum and Professional Reflection: Issues in the Field

Due: Mentor Teacher Evaluation and Self-Evaluation: Signed

KENT STATE UNIVERSITY

Curriculum Bulletin _____

Approved by EPC

Department EFSS

College **EH - Education, Health and Human Services**

Proposal **Revise Course**

Course Subject **SPED** Course Number **43092**

Course Title **Deaf Residential School Internship**

Minimum Credits **01** Maximum Credits **03**

☐ Subject

☐ Number

☐ Title

Checked items

☐ Course Fee☐ Credit Hours

or revised

☐ Prerequisites

☐ Writing-Intensive (WIC)☒ Description

☐ Diversity

☐ Schedule Type☐ Other

Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites; teacher education licensure):

CROSS-LISTED WITH ASL 49092, OFFERED THROUGH MCLS

Units consulted (other departments, programs or campuses affected by this proposal):

MCLS

REQUIRED ENDORSEMENTS

Gertrude Kemeltso

Department Chair / School Director / Campus Dean

4/30/08

College Dean

Executive Dean of Regional Campuses

Senior Vice President for Academic Affairs and Provost

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **12-Mar-08** Requested Effective Term **Fall 2009**
 Course Subject **SPED** Course Number **43092**
 Course Title **Deaf Residential School Field Experience**
 Title Abbreviation **Deaf Resid School Field**
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **5 / /** Cross-listed with **ASL 43092** Cross-list Banner code _____
 4/5, 4/5/7 or 6/8 NOTE: To be completed by Curriculum Services.
 Minimum Credit **01** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☐ Lecture Minimum Hours ☐ to ☐ or Maximum Hours
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☒ Other Minimum Hours **01.00** ☒ to ☐ or Maximum Hours **20.00**
 NOTE: Contact hours should be per week.
 Repeat Status **RP - Course may be repeated**
 If repeats, course limit **3** OR maximum hours
 Course Level **UG - Undergraduate**
 Grade Rule **D - Letter or S/U (grad course only)**
 Schedule Type(s) **PRA - Practicum/Internship/Student Teaching**
 Course Attribute(s) **none**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **ASL/SPED 29202 min. grade B-, SPED 43309**
min. grade B-

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s) **Education Advance Standing**

Corequisite(s)

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code _____

OBR Subsidy Code _____

OBR Course Level _____

CIP Code _____

Catalog Description **WEEK-LONG PRACTICUM AT A RESIDENTIAL SCHOOL FOR THE DEAF; 24-HOUR INTERACTION WITH DEAF STUDENTS AND ADULTS. STUDENTS WILL STAY ON CAMPUS. CONDUCT, INTERACTION, SIGN LANGUAGE SKILLS, MATURITY, RESPONSIBILITY, AND PERFORMANCE WILL BE EVALUATED BY STAFF AT THE SCHOOL. S/U GRADING.**

Complete the following only if applicable:

Previous Title **Deaf Residential School Internship**

Previous Subject Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Contact
Hours

Outline

Approval of schedule and site selection by program faculty**Initial contact of site by program faculty regarding student duties, living arrangements, and supervision****Follow-up contact by student regarding duties, skill areas desired, living arrangements, and supervision. Students receives outline of day and evening assignments and responsibilities, staff contact person****Student carries out internship assignmentss and duties as described and stays at residential school to include arrival of students after the weekend****Students write daily log entries describing activities, interactions, and response to this enviroment****Staff and supervisors evaluate student and send results to program faculty for review****20.00** Total Contact Hours

Textbook(s) Used in this Course

none

Writing Expectations

Daily log, written or verbal contact with staff prior to internship, other writing as needed to perform tasks

Instructor(s) Expected To Teach

Lawrence

Instructor(s) Contributing to Content

Luft**REQUIRED ENDORSEMENT**

Department Chair / School Director / Campus Dean

4, 30, 08

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **12-Mar-08**

Curriculum Bulletin _____

Effective Date **Fall 2009**

Approved by EPC _____


Department **EFSS**
College **EH - Education, Health and Human Services**
Proposal **Revise Course**
Course Subject **SPED** Course Number **43309**
Course Title **Introduction to Deaf Studies**
Minimum Credits **03** Maximum Credits **3**

Checked items are new or revised	<input type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input type="checkbox"/> Number	<input type="checkbox"/> Grade Rule
	<input type="checkbox"/> Title	<input type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive (WIC)
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites; teacher education licensure):
None

Units consulted (other departments, programs or campuses affected by this proposal):
None

REQUIRED ENDORSEMENTS

 _____ Department Chair / School Director / Campus Dean	<u>4</u> / <u>30</u> / <u>08</u>
_____ College Dean	____/____/____
_____ Executive Dean of Regional Campuses	____/____/____
_____ Senior Vice President for Academic Affairs and Provost	____/____/____

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **12-Mar-08** Requested Effective Term **Fall 2009**

Course Subject **SPED** Course Number **43309**

Course Title **Introduction to Deaf Studies**

Title Abbreviation **Intro To Deaf Studies**
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)

Slash Course **5 / /** Cross-listed with _____ Cross-list Banner code _____
 4/5, 4/5/7 or 6/8 NOTE: To be completed by Curriculum Services.

Minimum Credit **03** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)

Contact Hours ☒ Lecture Minimum Hours **03.00** ☒ to ☐ or Maximum Hours **03.00**
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours
 NOTE: Contact hours should be per week.

Repeat Status **RP - Course may be repeated**
 If repeats, course limit **3** OR maximum hours

Course Level **UG - Undergraduate**

Grade Rule **B - Letter**

Schedule Type(s) **LEC - Lecture**

Course Attribute(s) **none**

Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **NONE**

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s) **NONE**

Corequisite(s) **NONE**

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code _____

OBR Subsidy Code _____

OBR Course Level _____

CIP Code _____

Catalog Description **This introductory survey course is designed to provide an informational base and understanding of the unique experiences of Deaf people as a cultural minority. The course will include a discussion of: the history of deaf education; etiology and prevalence data; service delivery systems; the process of diagnosis/discovery of hearing loss; issues associated with assessment; and the various communication systems used by deaf individuals. Specifically, topics discussed will include historical, medical, and cultural perspectives regarding the interactions between Deaf and hearing cultural groups, and the resulting impact on social, academic/educational, and vocational experiences of deaf children, adults, and their families. Includes 20 hours of field work.**

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Contact Hours	Outline
9.00	Describe the historical evolution of deaf education and communication methodologies in the United States
9.00	Identify the various etiologies of deafness
9.00	Discuss the issues and challenges facing identification of hearing loss, assessment, instrumentation of services, and service delivery
9.00	Compare and contrast historical, medical, and cultural perspectives on interactions between Deaf and hearing cultural groups
9.00	Explain the significant features of Deaf culture including membership, cultural transmission patterns, cultural activities and values, and cultural conflicts with hearing society

45.00 Total Contact Hours

Textbook(s) Used in this Course	Moore, D.F. (2001). Educating the Deaf. Houghton Mifflin Company: Boston, MA. (ISBN: 061804289). Lane, H., Hoffmeister, . (1996). A Journey into the Deaf World. Dawn Sign Press: San Diego, CA. (ISBN: 0915035634). Padden, C. & Humphries, T. (1988). Deaf in America, Voices from a Culture. Harvard University Press: MA (ISBN: 0674194241) Recommended: Gannon, J.R. (1981). Deaf Heritage. National Association of the Deaf: MD. (ISBN: 0913072389).
Writing Expectations	Reaction papers, interviews, site visit, quizzes and exams
Instructor(s) Expected To Teach	Luft / Kritzer
Instructor(s) Contributing to Content	Luft / Kritzer

REQUIRED ENDORSEMENT


 Department Chair / School Director / Campus Dean

4/30/08

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **4-Mar-08**

Curriculum Bulletin _____

Effective Date **Fall 2009**

Approved by EPC _____

Department **EFSS**
College **EH - Education, Health and Human Services**
Proposal **Revise Course**
Course Subject **SPED** Course Number **43310**
Course Title **Language Instruction for the Deaf/Hard-of-Hearing Students**
Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised	<input type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input type="checkbox"/> Number	<input type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive (WIC)
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites; teacher education licensure):
None

Units consulted (other departments, programs or campuses affected by this proposal):
None

REQUIRED ENDORSEMENTS

Quinda Nemilton
Department Chair / School Director / Campus Dean

4/30/08

College Dean

____/____/____

Executive Dean of Regional Campuses

____/____/____

Senior Vice President for Academic Affairs and Provost

____/____/____

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **4-Mar-08** Requested Effective Term **Fall 2009**
 Course Subject **SPED** Course Number **43310**
 Course Title **Language Development for Deaf and Hard-of-Hearing Students**
 Title Abbreviation **Language Dev Deaf/Hh**
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **5 / /** Cross-listed with _____ Cross-list Banner code _____
 4/5, 4/5/7 or 6/8 NOTE: To be completed by Curriculum Services.
 Minimum Credit **03** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **03.00** ☒ to ☐ or Maximum Hours **03.00**
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours
 NOTE: Contact hours should be per week.
 Repeat Status **RP - Course may be repeated**
 If repeats, course limit **3** OR maximum hours
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture**
 Course Attribute(s) **none**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **SPED 43309-Minimum grade B-; SP&A 34104; SPED/ASL 29202-Minimum grade B-**

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s) **Education Advanced Standing**

Corequisite(s) **SPED 43392**

COMPLETED BY CURRICULUM SERVICES

OBR Program Code _____

OBR Subsidy Code _____

OBR Course Level _____

CIP Code _____

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

Catalog Description **The purpose of this course is to: 1) review research, theories and theorists in the field of language development for hearing and deaf children; 2) develop awareness of language differences commonly demonstrated by deaf and hard-of-hearing children; 3) demonstrate ways to assess linguistic differences and facilitate instruction. To accomplish these purposes, the content of this course is divided into six topic areas: 1) theories of language development (review), 2) language and cognition, 3) normal language acquisition in signed and spoken languages, 4) child-caregiver interaction, 5) language learning in a bilingual setting, and 6) language assessment. Upon successful completion of this course students will have a foundational understanding of language development and**

awareness of classroom applications for this knowledge. Includes 20 hours of field work.

Complete the following only if applicable:

Previous Title **Language Instruction for the Deaf/Hard-of-Hearing Students**

Previous Subject Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Contact Hours	Outline
11.25	Define and provide examples for each of the critical aspects of language in terms of spoken and signed languages.
11.25	Recognize critical milestones of language development in young hearing and deaf children, and when these milestones typically occur.
11.25	Assess and plan instruction to facilitate the language development of deaf and hard-of-hearing students.
11.25	Describe the benefits of using a bilingual approach to facilitate the language development of deaf students.

45.00 Total Contact Hours

Textbook(s) Used in this Course

Owens, R. (2005). Language Development, 6th edition (ISBN 0205433189). Easterbrooks, S.R. & Baker, S. (2002). Language Learning in Children who are Deaf and Hard-of-Hearing. Allyn & Bacon: Boston (ISBN 0205331009). Recommended Texts: Schirmer, B. (2000). Language and Literacy Development in Children who are Deaf. Allyn & Bacon: Boston. (ISBN 0205314937). Freeman, Y.S. & Freeman, D.E. (1998). ESL/EFL Teaching, Principles for Success. Heineman, Portsmouth: NH. (ISBN 0325000794). Volterra, V. & Erting, C.J. (Eds.) (1994). From Gesture to Language in Hearing and Deaf Children. Gallaudet University Press: Washington DC. (ISBN 1563680297).

Writing Expectations

Reports, exams, presentations

Instructor(s) Expected To Teach

Kritzer

Instructor(s) Contributing to Content

Luft / Kritzer

REQUIRED ENDORSEMENT

Aurida Hamilton

Department Chair / School Director / Campus Dean

4, 30, 08

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **12-Mar-08**

Curriculum Bulletin _____

Effective Date **Fall 2009**

Approved by EPC _____

Department **EFSS**

College **EH - Education, Health and Human Services**

Proposal **Revise Course**

Course Subject **SPED** Course Number **43311**

Course Title **Instructional Strategies for D/HH Students with Special Needs**

Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised	<input type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input type="checkbox"/> Number	<input type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive (WIC)
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites; teacher education licensure):
None

Units consulted (other departments, programs or campuses affected by this proposal):
None

REQUIRED ENDORSEMENTS

Deirdre Hamilton
Department Chair / School Director / Campus Dean

4/30/08

College Dean

____/____/____

Executive Dean of Regional Campuses

____/____/____

Senior Vice President for Academic Affairs and Provost

____/____/____

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **12-Mar-08** Requested Effective Term **Fall 2009**
 Course Subject **SPED** Course Number **43311**
 Course Title **Instruction of D/HH Students Special Needs**
 Title Abbreviation **D/Hh Special Needs**
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **5 / /** Cross-listed with _____ Cross-list Banner code _____
 4/5, 4/5/7 or 6/8 NOTE: To be completed by Curriculum Services.
 Minimum Credit **03** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **03.00** ☒ to ☐ or Maximum Hours **3**
 Per Week ☐ Laboratory Minimum Hours _____ ☐ to ☐ or Maximum Hours _____
☐ Other Minimum Hours _____ ☐ to ☐ or Maximum Hours _____
 NOTE: Contact hours should be per week.
 Repeat Status **RP - Course may be repeated**
 If repeats, course limit **3** OR maximum hours _____
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture**
 Course Attribute(s) **none**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **SPED 43313 min. grade B.**

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s) **Education Advanced Standing**

Corequisite(s) **SPED 43392- 2 credit hrs.**

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code _____

OBR Subsidy Code _____

OBR Course Level _____

CIP Code _____

Catalog Description **IEP and transition planning strategies and program**

content for deaf/hard-of-hearing students w/ADHD, BD,

DD, VI, DB, LD, CMI, TBI, chronically health

impaired/medically fragile, gifted. Curriculum and

lesson development and adaptation for impacted areas.

Complete the following only if applicable:

Revised October 2007

Previous Title **Instructional Strategies for D/HH Students with Special Needs**

Previous Subject Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.


Content Outline (include contact hours for each section)

Contact Hours	Outline
11.00	Prevalence figures for additional exceptionalities found in Deaf Education classrooms and programs, implications for instruction, programming, career planning, and family expectations
11.00	IEP and Transition planning strategies and program content for students with ADHD, BD, DD, VI, DB, LD, CMI, TBI, chronically health impaired/medically fragile, gifted
11.00	Curriculum and lesson development and adaptation for significantly impacted subject areas for each area of exceptionality
12.00	Strategies for enhancing parental involvement and mutual decision making, addressing cultural diversity, team development, medical and behavioral crisis team identification, self-determination and advocacy skills for students and family members

45.00 Total Contact Hours

Textbook(s) Used in this Course	Wiggins & McTighe (2005). Understanding by design. Alexandria, VA: ASCD
Writing Expectations	Course assignments and projects, small group and individual lesson and unit plans, quizzes and exams
Instructor(s) Expected To Teach	Luft, SPED Staff
Instructor(s) Contributing to Content	Luft

REQUIRED ENDORSEMENT



Department Chair / School Director / Campus Dean

4,30,08

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **4-Mar-08**

Curriculum Bulletin _____

Effective Date **Fall 2009**

Approved by EPC _____

Department **EFSS**

College **EH - Education, Health and Human Services**

Proposal **Revise Course**

Course Subject **SPED** Course Number **43313**

Course Title **LITERACY ASSESSMENT AND INTERVENTION D/HH STUDENTS**

Minimum Credits **06** Maximum Credits **06**

	<input type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input type="checkbox"/> Number	<input type="checkbox"/> Grade Rule
	<input type="checkbox"/> Title	<input type="checkbox"/> Credit by Exam
Checked items	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
are new	<input type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
or revised	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive (WIC)
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites; teacher education licensure):
None

Units consulted (other departments, programs or campuses affected by this proposal):
None

REQUIRED ENDORSEMENTS



Department Chair / School Director / Campus Dean

4/30/08

College Dean

____/____/____

Executive Dean of Regional Campuses

____/____/____

Senior Vice President for Academic Affairs and Provost

____/____/____

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **4-Mar-08** Requested Effective Term **Fall 2009**
 Course Subject **SPED** Course Number **43313**
 Course Title **LITERACY ASSESSMENT AND INTERVENTION D/HH STUDENTS**
 Title Abbreviation **Literacy A/I For D/Hh**
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **5 / /** Cross-listed with _____ Cross-list Banner code _____
 4/5, 4/5/7 or 6/8 NOTE: To be completed by Curriculum Services.
 Minimum Credit **06** ☒ to ☐ or Maximum Credit **06** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **06.00** ☒ to ☐ or Maximum Hours **06.00**
 Per Week ☐ Laboratory Minimum Hours _____ ☐ to ☐ or Maximum Hours _____
☐ Other Minimum Hours _____ ☐ to ☐ or Maximum Hours _____
 NOTE: Contact hours should be per week.
 Repeat Status **RP - Course may be repeated**
 If repeats, course limit **3** OR maximum hours _____
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture**
 Course Attribute(s) **none**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **SPED 43310 minimum grade B-, SPED/ASL 29202 minimum grade B-, C&I 47504 or ECED 40126.**

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s) **Education Advance Standing**

Corequisite(s) **SPED 43992- 2 credit hr.**

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code _____

OBR Subsidy Code _____

OBR Course Level _____

CIP Code _____

Catalog Description **THEORETICAL OVERVIEW INTEGRATED LINGUISTICS**

CURRICULUM. READING THEORIES; DIFFICULTIES FOR

STUDENTS WITH SIGNIFICANT HEARING LOSS AND AUDITORY

PROCESSING DIFFICULTIES; INSTRUCTIONAL PLANNING;

MATERIALS DESIGN; ONGOING ASSESSMENT STRATEGIES.

COURSE INCLUDES A PRACTICUM PLACEMENT. SPECIAL FEE:

\$8.33/CR. HR. - SUBJECT TO CHANGE.

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Contact Hours	Outline
8.00	Theoretical overview of reading theories top-down, bottom-up, and intergrated approaches and characteristics of successful deaf readers.
8.00	Difficulties and barriers of bottom-up/phonics-based approaches for students with significant hearing loss and auditory processing difficulties.
8.00	Essential reading practices individual reading, group reading, developmental reading--functional print, language experience, DRTA, retelling procedure, word-attack and comprehension strategies.
7.00	Essential writing practices steps of the writing process, mechanics/conventions of writing, functional materials, selective correction.
7.00	Fluency and achievement barriers for older students.
7.00	Instructional planning and modification, materials design and adaptation, and ongoing assessment strategies.

45.00 Total Contact Hours

Textbook(s) Used in this Course

Bailes, C., Searls, S., Slobodzian, J., & Staton, J. It's your turn now: Using dialogue journals with deaf students. Washington, DC: Gallaudet University Pre-College Programs. Fisher, S. The writer's workshop. Washington, DC: Gallaudet University Pre-Collgeg Programs. French, M. M. (1999) Starting with assessment: A developmental approach to deaf children's literacy. Washington, DC: Gallaudet University.

Writing Expectations

Literacy unit, lesson plans, literacy assessments, course objectives, student dialogue journals analysis and summary

Instructor(s) Expected To Teach

Luft

Instructor(s) Contributing to Content

Luft

REQUIRED ENDORSEMENT

Quiana Hamilton

4,30,08

Department Chair / School Director / Campus Dean

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **12-Mar-08** Curriculum Bulletin _____

Effective Date **Fall 2009** Approved by EPC _____

Department **EFSS**
College **EH - Education, Health and Human Services**
Proposal **Revise Course**
Course Subject **SPED** Course Number **43324**
Course Title **Curriculum Methods and Materials for D/HH Students**
Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised	<input type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input type="checkbox"/> Number	<input type="checkbox"/> Grade Rule
	<input type="checkbox"/> Title	<input type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive (WIC)
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites; teacher education licensure):
None

Units consulted (other departments, programs or campuses affected by this proposal):
None

REQUIRED ENDORSEMENTS

David Hamilton
Department Chair / School Director / Campus Dean

4/30/08

College Dean

____/____/____

Executive Dean of Regional Campuses

____/____/____

Senior Vice President for Academic Affairs and Provost

____/____/____

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **12-Mar-08** Requested Effective Term **Fall 2009**
 Course Subject **SPED** Course Number **43324**
 Course Title **Curriculum Methods and Materials for D/HH Students**
 Title Abbreviation **Curriculum Methods D/Hh**
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **5 / /** Cross-listed with _____ Cross-list Banner code _____
 4/5, 4/5/7 or 6/8 NOTE: To be completed by Curriculum Services.
 Minimum Credit **03** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **03.00** ☒ to ☐ or Maximum Hours **3**
 Per Week ☐ Laboratory Minimum Hours _____ ☐ to ☐ or Maximum Hours _____
☐ Other Minimum Hours _____ ☐ to ☐ or Maximum Hours _____
 NOTE: Contact hours should be per week.
 Repeat Status **RP - Course may be repeated**
 If repeats, course limit **3** OR maximum hours _____
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture**
 Course Attribute(s) **none**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **SPED 43313 min. grade B-. C&I 47501, C&I 47502**

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s) **Education Advanced Standing**

Corequisite(s) **SPED 43392- 2 credit hrs.**

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code _____

OBR Subsidy Code _____

OBR Course Level _____

CIP Code _____

Catalog Description **This course is designed to provide students with basic knowledge and skills needed to effectively design and implement instruction for deaf and hard-of-hearing students. The class will be conducted through a combination of lectures, discussions, demonstrations and group activities. Upon successful completion of this course, students will possess foundational understanding of how to design and implement lessons and curriculum with students who are deaf and hard of hearing.**

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Contact Hours	Outline
7.50	Demonstrate how a curriculum can be used to guide instruction
7.50	Identify his/her own teaching style and the various learning styles of students
7.50	Write effective lesson plans
7.50	Discriminate between effective and ineffective methods of classroom instruction
7.50	Individualize instruction to meet the educational needs of each student
7.50	Adapt materials to meet the educational needs of students

45.00 Total Contact Hours

Textbook(s) Used in this Course

Brooks, J.G. & Brooks, M.G. (2001). In Search of Understanding, The Case for Constructivist Classrooms. Merrill-Prentice Hall: NJ. Freeman, Y.S. & Freeman, D.E. (1998). ESL/EFL Teaching, Principles for Success. Heinemann: NH. Mager, R.F. (1997). Preparing Instructional Objectives. CEP Press: GA. Moores, D. F. & Martin, D.S. (2006). Deaf Learners, Developments in Curriculum and Instruction. Gallaudet University Press: Washington D.C. Ohio Education Standards: Download from: History, Mathematics, Reading, Science
http://www.pde.state.pa.us/stateboard_ed/cwp/view.asp?a=3&Q=76716&stateboard_edNav=|5467|&pde_internetNav=|
 Ohio Early Childhood Education Standards:
http://www.pde.state.pa.us/early_childhood/cwp/view.asp?A=179&Q=101706 Recommended: Borich, G.D. (2004). Effective Teaching Methods, 5th edition. Pearson, Merrill Prentice Hall.: NJ

Writing Expectations

Group and individual projects, lesson and unit plans, quizzes and exams

Instructor(s) Expected To Teach

Kritzer

Instructor(s) Contributing to Content

Luft, Kritzer

 REQUIRED ENDORSEMENT

David Hamilton

Department Chair / School Director / Campus Dean

4, 30, 08