

TO: GRADUATE STUDIES COMMITTEE AND WOU FACULTY SENATE
FROM: PATRICK GRAHAM
SUBJECT: DEAF AND HARD OF HEARING EDUCATION PROGRAM PROPOSAL
DATE: DECEMBER 3, 2014
CC: MARK GIROD, CHERYL DAVIS

The proposed Deaf and Hard of Hearing Education (DHHE) 68-credit masters level program, housed in the Division of Special Education (DSE) within the College of Education, will prepare graduate students to become exemplary educators who will provide state of the art instruction to deaf and hard of hearing children. The program will lead to a Master of Science in Education and will result in an initial teaching license or endorsement (for those who enter with a teaching license) in deaf and hard of hearing education. Graduates will satisfy state and federal requirements and be eligible to teach in Oregon and states with reciprocal agreements.

Complaints from Oregon programs needing Deaf educators after our program was put on moratorium, and a survey of statewide and western states' needs (2008-09) indicated an astounding 42% of deaf educator positions would be vacated over the next five to seven years. In Oregon, teachers of the deaf must have a masters degree in this specialty area, and there are no masters level deaf education programs in Oregon or Washington to meet this need.

These findings led to the development of a SPOC (Strategic Priorities and Outcomes Committee) proposal to reinstate the program, which was approved. It was later recommended that the program not be started until a tenure track position could be secured to lead it, and concerns were expressed over it being a single faculty program. Over the past two years, a tenure track faculty member has been hired (Dr. Patrick Graham) with a joint appointment in ASL Studies and DHHE. In addition, two other full time non-tenure track faculty have been hired in ASL Studies who also have expertise (credentials and experience) in deaf education. Without advertising, we currently have 27 interested students waiting to apply for 15 slots, and several students have expressed interest in applying for the 2016-2017 and 2017-2018 academic years.

Proposed Program of Study

The program of study includes 14 courses, two 10 week student teaching placements (600 hours), three practicum sessions (90 hours spread over three terms), a research project, and a comprehensive portfolio. Classes will be offered on site at WOU, with the exception of summer and portfolio courses, which will be offered online or through hybrid delivery.

YEAR ONE

<u>FALL TERM (12 CREDITS)</u>	DHHE 611 Foundations of Deaf Education (3)	ED 611 Theories of Teaching and Learning (3)	DHHE 683 Ethical Practices in Working with Deaf and Hard of Hearing Students (3)	DHHE 623 Academic Discourse in DHHE (3)
<u>WINTER TERM (10 CREDITS)</u>	DHHE 644 Curriculum Methods in Deaf Education (3)	DHHE 643 Instructional Approaches and Classroom Management in DHHE (3)	DHHE 650 Multiculturalism in Deaf Education (3)	DHHE 609 Practicum (1)
<u>SPRING TERM (10 CREDITS)</u>	DHHE 645 Language and Literacy Applications in Deaf Classrooms (3)	DHHE 648 Educational Audiology and Spoken English Development (3)	DHHE 656 Educational Environments for Students with Hearing Loss (3)	DHHE 609 Practicum (1)
<u>SUMMER TERM (4 CREDITS)</u>	DHHE 665 Teaching Deaf and Hard of Hearing Learners with Multiple Disabilities (3)	DHHE 630 Special Project (1)		

YEAR TWO

<u>FALL 2016 (10 CREDITS)</u>	SPED 646 Law and Special Education (3)	DHHE 646 Legal and Pedagogical Assessment Principles and Practices (3)	DHHE 625 Structure of ASL and English in the Classroom (3)	DHHE 609 Practicum (1)
<u>WINTER 2017 (11 CREDITS)</u>	DHHE 639 Student Teaching: Self Contained Classrooms (8)	DHHE 641 Portfolio (3)		
<u>SPRING 2017 (11 CREDITS)</u>	DHHE 640 Student Teaching: Mainstreamed Settings (8)	DHHE 642 Portfolio (3)		

The DHHE program will not negatively impact students in current programs. There are five courses outside of DHHE required for the program (three as prerequisites; Psychology 201 or 218; Special Education 418; and Linguistics 210) two in the program plan; SPED 646 and ED 611). These programs have been consulted and no concerns about additional students were voiced.

The program will, however, have a positive impact and fits nicely with WOU’s commitment to a diverse and accessible campus community. Besides providing an additional content area and content experts, it will add a graduate program that many Interpreting, ASL Studies, and Education undergraduate majors have expressed interest in. The program will build on students’ commitment to social responsibility, critical thinking and creative problem solving to prepare them for work in this challenging field. We anticipate writing grants to the Office of Special Education Programs (OSEP) to gain support for students attending this program.



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Viewing Request

Laurie Burton

Proposal Information

Deaf and Hard of Hearing Education

Submitted by: Patrick Graham

Division/Campus Unit: Special Education **Division Chair:** Cheryl Davis **Email:** davisc@wou.edu

Division/Program Curriculum Chair: Kara Gournaris **Email:** gournark@wou.edu

Department /Program : **Email:**

Request for a: program (new)

Program type: major

Program Title: Deaf and Hard of Hearing Education

Level: Graduate

When do you first plan to offer this program? Fall 2015

Summary/Rationale for proposal:

The proposed Deaf and Hard of Hearing Education (DHHE) 68-credit masters level program, housed in the Division of Special Education (DSE) within the College of Education, will prepare graduate students to become exemplary educators who will provide state of the art instruction to deaf and hard of hearing children. The program will lead to a Master of Science in Education and will result in an initial teaching license or endorsement (for those who enter with a teaching license) in deaf and hard of hearing education. Graduates will satisfy state and federal requirements and be eligible to teach in Oregon and states with reciprocal agreements. Complaints from Oregon programs needing Deaf educators after our program was put on moratorium, and a survey of statewide and western states' needs (2008-09) indicated an astounding 42% of deaf educator positions would be vacated over the next five to seven years. In Oregon, teachers of the deaf must have a masters degree in this specialty area, and there are no masters level deaf education programs in Oregon or Washington to meet this need. These findings led to the development of a SPOC (Strategic Priorities and Outcomes Committee) proposal to reinstate the program, which was approved. It was later recommended that the program not be started until a tenure track position could be secured to lead it, and concerns were expressed over it being a single faculty program. Over the past two years, a tenure track faculty member has been hired (Dr. Patrick Graham) with a joint appointment in ASL Studies and DHHE. In addition, two other full time non-tenure track faculty have been hired in ASL Studies who also have expertise (credentials and experience) in deaf education. Without

advertising, we currently have 27 interested students waiting to apply for 15 slots, and several students have expressed interest in applying for the 2016-2017 and 2017-2018 academic years.

See attached Cover Letter for more information

Catalog description

Proposed description:

Master of Science in Education:
Deaf and Hard of Hearing Education (68 Credits)

Patrick Graham, Assistant Professor and Coordinator
Michael Olivier & Katie Pfaff, NTT Faculty

Mission

To prepare graduate students to become exemplary educators who will provide state of the art instruction to deaf and hard of hearing children.

Learning Outcomes

1. Develop and apply foundational knowledge and theories of educational thought, including the application of epistemological frameworks to the implementation of their teaching practice.
2. Analyze various linguistic, social and cultural perspectives in Deaf Education, and how each contributes to the understanding of cognitive and academic development of students.
3. Collaborate effectively in various educational settings with other service professionals who are involved in the education of Deaf and Hard of Hearing students.

The 68-credit Deaf and Hard of Hearing Educator (DHHE) program prepares teachers to work with students who are deaf or hard of hearing and who may experience multiple disabilities or learning challenges. Graduates of the DHHE program will meet Oregon's Teachers Standards and Practices Commission (TSPC) qualifications to teach deaf and hard of hearing children in Oregon and states with reciprocal agreements. The degree results in an initial teacher licensure or endorsement. Because deaf and hard of hearing children in Oregon are placed in both mainstream and special settings, and because classes include children using both oral communication and American Sign Language (ASL), the DHHE program requires fluency in ASL and English. It prepares teachers to work across the range of school settings and communication preferences.

In addition to admission to graduate study at WOU, the student must be admitted to Deaf and Hard of Hearing Educator program. For program application, go to <http://www.wou.edu/provost/graduate> under the DHHE program, or contact the department at 503-838-8322 or email the Program Coordinator at grahamp@wou.edu.

Professional Education Core (42 Credits)

DHHE 611 Foundations of Deaf Education (3)
ED 611 Theories of Teaching and Learning (3)
DHHE 683 Ethical Practices in Working with Deaf and Hard of Hearing Students (3)
DHHE 623 Academic Discourse in DHHE (3)
DHHE 644 Curriculum Methods in Deaf Education (3)
DHHE 643 Instructional Approaches and Classroom Management in DHHE (3)

DHHE 650 Multiculturalism in Deaf Education (3)
DHHE 645 Language and Literacy Applications in Deaf Classrooms (3)
DHHE 648 Educational Audiology and Spoken English Development (3)
DHHE 656 Educational Environments for Students with Hearing Loss (3)
SPED 646 Law and Special Education (3)
DHHE 646 Legal and Pedagogical Assessment Principles and Practices (3)
DHHE 625 Structure of ASL and English in the Classroom (3)
DHHE 665 Teaching Deaf and Hard of Hearing Learners with Multiple Disabilities (3)

Professional Teaching Core (26 Credits)

DHHE 609 Practicum (3) (three 1-credit courses over three terms)
DHHE 630 Special Project (1)
DHHE 639 Student Teaching: Self Contained Classrooms (8)
DHHE 640 Student Teaching: Mainstreamed Settings (8)
DHHE 641 Beginning Portfolio (3)
DHHE 642 Final Portfolio (3)

Total of Credits upon Graduation: (68 Credits)

Faculty and facilities needed (For Dean review only):

There is no need for any additional faculty at this time. Current faculty will be teaching courses in the College of Education. There will be a need for classroom space for night classes. Class delivery will initially be face to face and hybrid. The current division staff are able to take on an additional program as the Special Educator program recently moved to the Division of Teacher Education.

Programs affected/consulted:

We are in discussion with Library faculty to determine any additional collection needs. Initial inquiries indicate adequate materials are available in our own library and through Summit.

How and when will the effectiveness of this program be determined? (For Dean Review only)

This program will be evaluated every year through evaluations and observations. Pre-service teachers will be requested to give evaluation of class and teacher in courses where the questions regarding learning outcomes will be asked. There will be continuous research and inquiry of teachers and administrators throughout the state to ensure the program stays on top of current events. In addition, the program will be included in the national accreditation reviews of the College of Education's Teacher Education programs and aligns itself with the new State of Oregon TSPC standards.

Notes & Comments (Optional):

Supporting document(s):

2014 Catalog DHHE.docx

[View Document](#)

2014 Cover Letter DHHE.docx

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The queue for this request is:

Division Chair → Division Curriculum Committee → Graduate Committee → Faculty Senate → Dean → Provost → University President

→ External Board (OUS, HECC. etc.)

Related Courses:

 Title 	Name 	Division & Department 	Approval Queue
C298 DHHE 609	Deaf and Hard of Hearing Education	Patrick Graham	Special Education View
C299 DHHE 611	Deaf and Hard of Hearing Education	Patrick Graham	Special Education View
C300 DHHE 623	Deaf and Hard of Hearing Education	Patrick Graham	Special Education View
C301 DHHE 625	Deaf and Hard of Hearing Education	Patrick Graham	Special Education View
C302 DHHE 630	Deaf and Hard of Hearing Education	Patrick Graham	Special Education View
C303 DHHE 639	Deaf and Hard of Hearing Education	Patrick Graham	Special Education View
C304 DHHE 640	Deaf and Hard of Hearing Education	Patrick Graham	Special Education View
C305 DHHE 683	Deaf and Hard of Hearing Education	Patrick Graham	Special Education View
C306 DHHE 641	Deaf and Hard of Hearing Education	Patrick Graham	Special Education View
C307 DHHE 642	Deaf and Hard of Hearing Education	Patrick Graham	Special Education View
C308 DHHE 643	Deaf and Hard of Hearing Education	Patrick Graham	Special Education View

	 Title 	Name 	Division & Department 	Approval Queue		
C309	DHHE 644	Deaf and Hard of Hearing Education	Patrick Graham	Special Education		View
C310	DHHE 645	Deaf and Hard of Hearing Education	Patrick Graham	Special Education		View
C311	DHHE 646	Deaf and Hard of Hearing Education	Patrick Graham	Special Education		View
C312	DHHE 648	Deaf and Hard of Hearing Education	Patrick Graham	Special Education		View
C313	DHHE 650	Deaf and Hard of Hearing Education	Patrick Graham	Special Education		View
C314	DHHE 656	Deaf and Hard of Hearing Education	Patrick Graham	Special Education		View
C315	DHHE 665	Deaf and Hard of Hearing Education	Patrick Graham	Special Education		View

Division chair decision:

Yes by Cheryl Davis (2014-12-03 20:10:42)

Comments:

Division curriculum chair decision:

Yes by Kara Gournaris (2014-12-05 07:53:08)

Comments:

Graduate Committee Decision:

Yes by Kristina Frankenberger (2014-12-14 08:07:53)

Comments:

Senate Decision:

Please approve/disapprove this request and provide any comments below (you may pull the lower right corner to expand the box).

Approve Disapprove

Submit

Dean Decision:

Pending

Provost/VPAA Decision:

Pending

President Decision:

Pending

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Curriculum committee questions? Contact Pete Poston (postonp@wou.edu) or your [representative](#).

Graduate studies questions? Contact Kristina Frankenberger (frankek@wou.edu) or your [representative](#).

Writing Intensive committee questions? Contact Katherine Schmidt (schmidtk@wou.edu) or your [representative](#).

E-forms general queries: Contact Laurie Burton (burtonl@wou.edu) 503-838-8345

E-forms technical assistance: Contact Camila Gabaldon (gabaldoc@wou.edu) 503-838-8653

Contact

Faculty Senate President

Laurie Burton

503-838-8345 | or e-mail: burtonl@wou.edu

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Catalog Copy

**Master of Science in Education:
Deaf and Hard of Hearing Education (68 Credits)**

Patrick Graham, Assistant Professor and Coordinator
Michael Olivier & Katie Pfaff, NTT Faculty

Mission

To prepare graduate students to become exemplary educators who will provide state of the art instruction to deaf and hard of hearing children.

Learning Outcomes

1. Develop and apply foundational knowledge and theories of educational thought, including the application of epistemological frameworks to the implementation of their teaching practice.
2. Analyze various linguistic, social and cultural perspectives in Deaf Education, and how each contributes to the understanding of cognitive and academic development of students.
3. Collaborate effectively in various educational settings with other service professionals who are involved in the education of Deaf and Hard of Hearing students.

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In addition to admission to graduate study at WOU, the student must be admitted to Deaf and Hard of Hearing Educator program. For program application, go to <http://www.wou.edu/provost/graduate> under the DHHE program, or contact the department at 503-838-8322 or email the Program Coordinator at grahamp@wou.edu.

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DHHE 646 Legal and Pedagogical Assessment Principles and Practices (3)
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DHHE 665 Teaching Deaf and Hard of Hearing Learners with Multiple Disabilities (3)

Professional Teaching Core (26 Credits)

DHHE 609 Practicum (3) (three 1-credit courses over three terms)
DHHE 630 Special Project (1)
DHHE 639 Student Teaching: Self Contained Classrooms (8)
DHHE 640 Student Teaching: Mainstreamed Settings (8)
DHHE 641 Beginning Portfolio (3)
DHHE 642 Final Portfolio (3)

Total of Credits upon Graduation: (68 Credits)



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Dates

Committees

Governance

IFS

Membership

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Viewing Request

Laurie Burton

Proposal Information

DHHE 609 Practicum in Deaf and Hard of Hearing Education

Submitted by: Patrick Graham

Division/Campus Unit: Special Education Division Chair: Cheryl Davis Email: davis@wou.edu

Division/Program Curriculum Chair: Kara Gournaris Email:gournark@wou.edu

Department /Program : Email:

Request for a: course (new)

Level: Graduate Nature:

When do you first plan to offer this class? Winter 2016

Summary/Rationale for proposal:

See Program Proposal

Course Information

Associated Program: [Deaf and Hard of Hearing Education](#)

<u>Course Prefix</u>	<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>
DHHE	609	Practicum in Deaf and Hard of Hearing Education	1 - 1

Abbreviation for Class Schedule (20 spaces): DHHE PRACTICUM

Catalog description

This course is a companion course to the three other courses offered during the term. This lab practicum is intended to help beginning educators develop a toolkit for

NOTE: USE THE PORTAL SYSTEM TO SEE THE SYLLABI FOR ALL OF THESE NEW COURSE PROPOSALS

thinking more deeply about themselves and getting to know the communities in which they will teach. The lab experiences are designed to develop habits of mind that will allow beginning teachers to see themselves, children, families and communities with empathy and curiosity, rather than assumption and judgment. In addition, students will participate in hands-on work, including finding resources and interests (rather than problems and deficits) in children's lives, which can then be drawn on in the classroom. Prerequisite: Admission to DHHE Program or consent of instructor.

Course Goals and Objectives:

Students will be able to identify the major contributors to the growth and improvement of knowledge and practice in the field of education of children who are deaf or hard of hearing. TSPC Standard 1 FSAC

Students will be able to recognize differences in quality and quantity of incidental language/learning experiences that children who are deaf or hard of hearing may experience. TSPC Standard 2 CLKI

Students will be able to locate sources of specialized materials for students who are deaf or hard of hearing. TSPC Standard 4 ICPKA

Students will be able to select, design, produce, and utilize media, materials, and resources required to educate students who are deaf or hard of hearing under one or more of the existing modes or philosophies (e.g., bilingual-bicultural, total communication, aural/oral). TSPC Standard 4 ICPSAC

Students will be able to identify opportunities for interaction with communities of individuals who are deaf or hard of hearing on the local, State, and national levels. TSPC Standard 6 MSSISKB

Brief Course Outline:

See Syllabus

Faculty and facilities needed (For Dean review only):

This course will be taught by current faculty in the Division of Special Education. This course will take place in the College of Education. We are in discussion with Library faculty to determine any additional collection needs.

Programs affected/consulted:

This course will be part of the new Deaf and Hard of Hearing Education program. The Division of Special Education has reviewed the proposal and all programs are aware of and in support of the offerings. The ASL Studies and ASL/English Interpreting programs are likely feeder programs to the masters degree.

Notes & Comments (Optional):

Supporting document(s):

DHHE 609 .docx

View Document

The queue for this request is:

Division Chair → Division Curriculum Committee → Graduate Committee → Faculty Senate → Dean → Provost

Division chair decision:

Yes by Cheryl Davis (2014-12-03 20:21:48)

Comments:

Division curriculum chair decision:

Yes by Kara Gournaris (2014-12-04 14:23:46)

Comments:

Graduate Committee Decision:

Yes by Kristina Frankenberger (2014-12-13 10:08:57)

Comments:

Senate Decision:

Please approve/disapprove this request and provide any comments below (you may pull the lower right corner to expand the box).

Approve Disapprove

Submit

Dean Decision:

Pending

Provost/VPAA Decision:

Pending

Curriculum committee questions? Contact Pete Poston (postonp@wou.edu) or your [representative](#).

Graduate studies questions? Contact Kristina Frankenberger (frankek@wou.edu) or your [representative](#).

Writing Intensive committee questions? Contact Katherine Schmidt (schmidtk@wou.edu) or your [representative](#).

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Contact

Faculty Senate President

Laurie Burton

503-838-8345 | or e-mail: burtonl@wou.edu

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Viewing Request

Laurie Burton

Proposal Information

DHHE 611 Foundations of Deaf Education

Submitted by: Patrick Graham

Division/Campus Unit: Special Education **Division Chair:** Cheryl Davis **Email:** davisc@wou.edu

Division/Program Curriculum Chair: Kara Gournaris **Email:**gournark@wou.edu

Department /Program : Email:

Request for a: course (new)

Level: Graduate **Nature:**

When do you first plan to offer this class? Fall 2015

Summary/Rationale for proposal:

See Program Proposal

Course Information

Associated Program: [Deaf and Hard of Hearing Education](#)

<u>Course Prefix</u>	<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>
DHHE	611	Foundations of Deaf Education	3 - 3

Abbreviation for Class Schedule (20 spaces): FND DEAF EDU

Catalog description

In this course, various theories of Deaf Education, epistemological frameworks, social and cultural perspectives, and developmentally appropriate practices of how

students learn will be discussed and explored. Demographic, legal, educational, political, medical and social perspectives that influences educational delivery of deaf and hard of hearing students will be examined. Prerequisite: Admission to DHHE Program or consent of instructor.

Course Goals and Objectives:

Students will be able to define current educational definitions of students with hearing loss, including identification criteria, labeling issues, and current incidence and prevalence figures. TSPC Standard 1 FKA

Students will be able to identify issues in definitions and identification procedures for individuals who are deaf or hard of hearing (e.g., cultural versus medical perspective). TSPC Standard 1 FKD

Students will be able to outline rights and responsibilities of parents, students, teachers, and schools as they relate to students who are deaf or hard of hearing. TSPC Standard 1 FKE

Students will be able to articulate pros and cons of current issues and trends in special education and the field of education of children who are deaf or hard of hearing. TSPC Standard 1 FSAD

Students will be able to summarize cultural dimensions that being deaf or hard of hearing may add to the life of a child. TSPC Standard 2 CLKC

Students will be able to explain about the effects of families and/or primary caregivers on the overall development of children who are deaf or hard of hearing; TSPC Standards CLKE

Students will be able to give examples of the impact of early comprehensible communication on the academic, linguistic, and social/emotional development of the child who is deaf or hard of hearing. TSPC Standards 2 CLKG

Students will be able to give examples that deafness or hearing loss alone does not necessarily preclude normal academic development, cognitive development, or communication ability. TSPC Standard 2 CLKH

Students will be able to demonstrate the basic characteristics of various existing communication modes used with students who are deaf or hard of hearing. TSPC Standard 4 ICPSAB

Students will be able to provide available resources to help parents of children who are deaf or hard of hearing deal with their concerns regarding educational options and communication modes/philosophies for their children. TSPC Standard 7 CCPKA

Students will be able to describe different consumer and professional organizations, publications, and journals relevant to the field of education of students who are deaf or hard of hearing. TSPC Standard 8 PEPKB

Brief Course Outline:

See Syllabus

Faculty and facilities needed (For Dean review only):

This course will be taught by current faculty in the Division of Special Education. This course will take place in the College of Education. We are in discussion with Library faculty to determine any additional collection needs.

Programs affected/consulted:

This course will be part of the new Deaf and Hard of Hearing Education program. The Division of Special Education has reviewed the proposal and all programs are aware of and in support of the offerings. The ASL Studies and ASL/English Interpreting programs are likely feeder programs to the masters degree.

Notes & Comments (Optional):

Supporting document(s):

DHHE 611 .docx

[View Document](#)

The queue for this request is:

Division Chair → Division Curriculum Committee → Graduate Committee → Faculty Senate → Dean → Provost

Division chair decision:

Yes by Cheryl Davis (2014-12-03 20:23:33)

Comments:

Division curriculum chair decision:

Yes by Kara Gournaris (2014-12-04 14:25:37)

Comments:

Graduate Committee Decision:

Yes by Kristina Frankenberger (2014-12-13 10:10:53)

Comments:

Senate Decision:

Please approve/disapprove this request and provide any comments below (you may pull the lower right corner to expand the box).

Approve Disapprove

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Dean Decision:

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Provost/VPAA Decision:

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Contact

Faculty Senate President

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Viewing Request

Laurie Burton

Proposal Information

DHHE 623 Academic Discourse in Deaf and Hard of Hearing Education

Submitted by: Patrick Graham

Division/Campus Unit: Special Education **Division Chair:** Cheryl Davis **Email:** davisc@wou.edu

Division/Program Curriculum Chair: Kara Gournaris **Email:** gournark@wou.edu

Department /Program : **Email:**

Request for a: course (new)

Level: Graduate **Nature:**

When do you first plan to offer this class? Fall 2015

Summary/Rationale for proposal:

See Program Proposal

Course Information

Associated Program: [Deaf and Hard of Hearing Education](#)

<u>Course Prefix</u>	<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>
DHHE	623	Academic Discourse in Deaf and Hard of Hearing Education	3 - 3

Abbreviation for Class Schedule (20 spaces): DHHE DISCOURSE

Catalog description

In this course, students develop strategies for delivering instruction in ASL discourse. Students are encouraged to build on their ASL skills in order to effectively teach concepts in their content area. Topics in this class include target vocabulary for effective transmission of information, curriculum development and assessment of language use in order to present information accurately. This course will support future ED-TPA concerns. Prerequisite: Admission to DHHE Program or consent of instructor.

Course Goals and Objectives:

Students will be able to recognize communication features (visual, spatial, tactile, and/or auditory) salient to the learner who is deaf or hard of hearing that are necessary to enhance cognitive, emotional, and social development. TSPC Standard 2 CLKA

Students will be able to identify the differences in quality and quantity of incidental language/learning experiences that children who are deaf or hard of hearing may experience. TSPC Standard 2 CLKI

Students will be able to interpret specialized terminology used in assessment of children who are deaf or hard of hearing. TSPC Standard 3 ADEKA

Students will be able to employ appropriate assessment tools using the natural/native/preferred language of the student who is deaf or hard of hearing. TSPC Standard 3 ADESKA

Students will be able to examine components of the nonlinguistic and linguistic communication that students who are deaf or hard of hearing use. TSPC Standard 4 ICPKB

Students will be able to analyze information related to American Sign Language (ASL) and existing communication modes or philosophies. TSPC Standard 4 ICPKD

Students will be able to construct ways to facilitate cognitive and communicative development in students who are deaf or hard of hearing (e.g., visual saliency) consistent with program philosophy. TSPC Standard 4 ICPKG

Students will be able to demonstrate proficiency in the languages used for instructing students who are deaf or hard of hearing. TSPC Standard 4 ICPSAA

Students will be able to infuse speech skills into academic areas as consistent with the mode or philosophy espoused and the ability of the student who is deaf or hard of hearing. TSPC Standard 4 ICPSAD

Students will be able to facilitate independent communication behavior in children who are deaf or hard of hearing. TSPC Standard 4 ICPSAF

Students will be able to apply first and second language teaching strategies (i.e., English through ASL or ESL) appropriate to the needs of the individual student who is deaf or hard of hearing and consistent with program philosophy. TSPC Standard 4 ICPSAG

Students will be able to plan and implement instruction for students who are deaf or hard of hearing and who have multiple disabilities and special needs. TSPC Standard 5 PMESAD

Brief Course Outline:

See Syllabus

Faculty and facilities needed (For Dean review only):

This course will be taught by current faculty in the Division of Special Education. This course will take place in the College of Education. We are in discussion with Library faculty to determine any additional collection needs.

Programs affected/consulted:

This course will be part of the new Deaf and Hard of Hearing Education program. The Division of Special Education has reviewed the proposal and all programs are aware of and in support the offerings. The ASL Studies and ASL/English Interpreting programs are likely feeder programs to the masters degree.

Notes & Comments (Optional):

Supporting document(s):

DHHE 623_MJO.docx

[View Document](#)

The queue for this request is:

Division Chair → Division Curriculum Committee → Graduate Committee → Faculty Senate → Dean → Provost

Division chair decision:

Yes by Cheryl Davis (2014-12-03 20:24:28)

Comments:

Division curriculum chair decision:

Yes by Kara Gournaris (2014-12-04 17:12:47)

Comments:

Graduate Committee Decision:

Yes by Kristina Frankenberger (2014-12-14 07:19:50)

Comments: This course is 3 credit hours

Senate Decision:

Please approve/disapprove this request and provide any comments below (you may pull the lower right corner to expand the box).

Approve Disapprove

Submit

Dean Decision:

Pending

Provost/VPAA Decision:

Pending

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Graduate studies questions? Contact Kristina Frankenberger (frankek@wou.edu) or your [representative](#).

Writing Intensive committee questions? Contact Katherine Schmidt (schmidtk@wou.edu) or your [representative](#).

E-forms general queries: Contact Laurie Burton (burtonl@wou.edu) 503-838-8345

E-forms technical assistance: Contact Camila Gabaldon (gabaldoc@wou.edu) 503-838-8653

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Faculty Senate President

Laurie Burton

503-838-8345 | or e-mail: burtonl@wou.edu



- Dates
- Committees
- Governance
- IFS
- Membership
- Key web links

Viewing Request

Laurie Burton

Proposal Information

DHHE 625 Structure of ASL and English in the Classroom

Submitted by: Patrick Graham

Division/Campus Unit: Special Education **Division Chair:** Cheryl Davis **Email:** daviscc@wou.edu

Division/Program Curriculum Chair: Kara Gournaris **Email:**gournark@wou.edu

Department /Program : **Email:**

Request for a: course (new)

Level: Graduate **Nature:**

When do you first plan to offer this class? Fall 2016

Summary/Rationale for proposal:

See Program Proposal

Course Information

Associated Program: [Deaf and Hard of Hearing Education](#)

<u>Course Prefix</u>	<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>
DHHE	625	Structure of ASL and English in the Classroom	3 - 3

Abbreviation for Class Schedule (20 spaces): STRUCT ASL ENG

Catalog description

In this course, students will analyze the development of the linguistic structures in American Sign Language and English. In ASL, semantics, morphology, syntax, and

other topics will be discussed, especially focusing on early communication development. Variations in linguistic use, such as code switching will be discussed. Bilingual theories and strategies for all children is also a topic. Special focus will be placed on signacy, oracy, and literacy in deaf schools. Prerequisite: Admission to DHHE Program or consent of instructor.

Course Goals and Objectives:

Students will be able to evaluate the impact of early comprehensible communication on the academic, linguistic, and social/emotional development of the child who is deaf or hard of hearing. TSPC Standard 2 CLKG

Students will be able to define specialized terminology used in assessment of children who are deaf or hard of hearing. TSPC Standard 3 ADEKA

Students will be able to construct the components of an adequate evaluation for eligibility, placement, and program planning (e.g., interpreters, special tests) decisions for students who are deaf or hard of hearing. TSPC Standard 3 ADEKB

Students will be able to define the components of the nonlinguistic and linguistic communication that students who are deaf or hard of hearing use. TSPC Standard 4 ICPKB

Students will be able to compare and discuss information related to American Sign Language (ASL) and existing communication modes or philosophies. TSPC Standard 4 ICPKD

Students will be able to compare current theories of how language (e.g., ASL and English) develop in both children who are hearing and those who are deaf or hard of hearing. TSPC Standard 4 ICPKE

Students will be able to apply first and second language teaching strategies (i.e., English through ASL or ESL) appropriate to the needs of the individual student who is deaf or hard of hearing and consistent with program philosophy. TSPC Standard 4 ICPSAG

Students will be able to recognize the process for acquiring the needed skills in modes/philosophies of education of students who are deaf or hard of hearing in which an individual was not prepared. TSPC Standard 8 PEPKA

Brief Course Outline:

See Syllabus

Faculty and facilities needed (For Dean review only):

This course will be taught by current faculty in the Division of Special Education. This course will take place in the College of Education. We are in discussion with Library faculty to determine any additional collection needs.

Programs affected/consulted:

This course will be part of the new Deaf and Hard of Hearing Education program. The Division of Special Education has reviewed the proposal and all programs are aware of and in support the offerings. The ASL Studies and ASL/English Interpreting programs are likely feeder programs to the masters degree.

Notes & Comments (Optional):

Supporting document(s):

DHHE 625 .docx

[View Document](#)

The queue for this request is:

Division Chair → Division Curriculum Committee → Graduate Committee → Faculty Senate → Dean → Provost

Division chair decision:

Yes by Cheryl Davis (2014-12-03 20:25:14)

Comments:

Division curriculum chair decision:

Yes by Kara Gournaris (2014-12-04 17:13:09)

Comments:

Graduate Committee Decision:

Yes by Kristina Frankenberger (2014-12-14 07:44:44)

Comments: This course is 3 credit hours

Senate Decision:

Please approve/disapprove this request and provide any comments below (you may pull the lower right corner to expand the box).

Approve Disapprove

Submit

Dean Decision:

Pending

Provost/VPAA Decision:

Pending

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- Dates
- Committees
- Governance
- IFS
- Membership
- Key web links

Viewing Request

Laurie Burton

Proposal Information

DHHE 639 Student Teaching: Self Contained Classrooms

Submitted by: Patrick Graham

Division/Campus Unit: Special Education Division Chair: Cheryl Davis Email: davisc@wou.edu

Division/Program Curriculum Chair: Kara Gournaris Email:gournark@wou.edu

Department /Program : Email:

Request for a: course (new)

Level: Graduate Nature:

When do you first plan to offer this class? Winter 2017

Summary/Rationale for proposal:

See Program Proposal

Course Information

Associated Program: [Deaf and Hard of Hearing Education](#)

<u>Course Prefix</u>	<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>
DHHE	639	Student Teaching: Self Contained Classrooms	8 - 8

Abbreviation for Class Schedule (20 spaces): ST TEACH SLFCON

Catalog description

Teacher candidates will complete a ten week student teaching experience within a self-contained classroom setting in the preservice teacher's primary area of

teaching licensure. Prerequisite: Admission to DHHE Program or consent of instructor.

Course Goals and Objectives:

Students will be able to participate in the process for acquiring the needed skills in modes/philosophies of education of students who are deaf or hard of hearing in which an individual was not prepared. TSPC Standard 8 PEPKA

Students will be able to identify consumer and professional organizations, publications, and journals relevant to the field of education of students who are deaf or hard of hearing. TSPC Standard 8 PEPKB

Students will be able to seek interaction with adults in the deaf community to maintain/improve ASL, English signs, or cues as consistent with program philosophy. TSPC Standard 8 PEPSAA

Students will be able to demonstrate the ability to interact with a variety of individuals who are deaf or hard of hearing on an adult-to-adult level. TSPC Standard 8 PEPSAB

Students will be able to provide families with the knowledge and skills to make appropriate choices needed to enhance the development and transition of their children who are deaf or hard of hearing. TSPC Standard 8 PEPSAC

Students will be able to participate in the activities of professional organizations relevant to the education of students who are deaf or hard of hearing. TSPC Standard 8 PEPSAD

Brief Course Outline:

See Syllabus

Faculty and facilities needed (For Dean review only):

This course will be taught by current faculty in the Division of Special Education. This course will take place in the College of Education. We are in discussion with Library faculty to determine any additional collection needs.

Programs affected/consulted:

This course will be part of the new Deaf and Hard of Hearing Education program. The Division of Special Education has reviewed the proposal and all programs are aware of and in support the offerings. The ASL Studies and ASL/English Interpreting programs are likely feeder programs to the masters degree.

Notes & Comments (Optional):

Supporting document(s):

DHHE 639.docx

View Document

The queue for this request is:

Division Chair → Division Curriculum Committee → Graduate Committee → Faculty Senate → Dean → Provost

Division chair decision:

Yes by Cheryl Davis (2014-12-03 20:33:31)

Comments:

Division curriculum chair decision:

Yes by Kara Gournaris (2014-12-04 17:13:54)

Comments:

Graduate Committee Decision:

Yes by Kristina Frankenberger (2014-12-14 07:52:27)

Comments: EIGHT CREDIT HOURS

Senate Decision:

Please approve/disapprove this request and provide any comments below (you may pull the lower right corner to expand the box).

Approve Disapprove

Submit

Dean Decision:

Pending

Provost/VPAA Decision:

Pending

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Graduate studies questions? Contact Kristina Frankenberger (frankek@wou.edu) or your [representative](#).

Writing Intensive committee questions? Contact Katherine Schmidt (schmidtk@wou.edu) or your [representative](#).

E-forms general queries: Contact Laurie Burton (burtonl@wou.edu) 503-838-8345

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- Dates
- Committees
- Governance
- IFS
- Membership
- Key web links

Viewing Request

Laurie Burton

Proposal Information

DHHE 640 Student Teaching: Mainstreamed Settings

Submitted by: Patrick Graham

Division/Campus Unit: Special Education Division Chair: Cheryl Davis Email: davisc@wou.edu

Division/Program Curriculum Chair: Kara Gournaris Email:gournark@wou.edu

Department /Program : Email:

Request for a: course (new)

Level: Graduate Nature:

When do you first plan to offer this class? Spring 2017

Summary/Rationale for proposal:

See Program Proposal

Course Information

Associated Program: [Deaf and Hard of Hearing Education](#)

<u>Course Prefix</u>	<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>
DHHE	640	Student Teaching: Mainstreamed Settings	8 - 8

Abbreviation for Class Schedule (20 spaces): ST TEACH MAINSTRE

Catalog description

Teacher candidates will complete ten week student teaching experience within a mainstreamed or itinerant setting in the preservice teacher's primary area of

teaching licensure. Prerequisite: Admission to DHHE Program or consent of instructor.

Course Goals and Objectives:

Students will be able to participate in the process for acquiring the needed skills in modes/philosophies of education of students who are deaf or hard of hearing in which an individual was not prepared. TSPC Standard 8 PEPKA

Students will be able to identify consumer and professional organizations, publications, and journals relevant to the field of education of students who are deaf or hard of hearing. TSPC Standard 8 PEPKB

Students will be able to seek interaction with adults in the deaf community to maintain/improve ASL, English signs, or cues as consistent with program philosophy. TSPC Standard 8 PEPSAA

Students will be able to demonstrate the ability to interact with a variety of individuals who are deaf or hard of hearing on an adult-to-adult level. TSPC Standard 8 PEPSAB

Students will be able to provide families with the knowledge and skills to make appropriate choices needed to enhance the development and transition of their children who are deaf or hard of hearing. TSPC Standard 8 PEPSAC

Students will be able to participate in the activities of professional organizations relevant to the education of students who are deaf or hard of hearing. TSPC Standard 8 PEPSAD

Brief Course Outline:

See Syllabus

Faculty and facilities needed (For Dean review only):

This course will be taught by current faculty in the Division of Special Education. This course will take place in the College of Education. We are in discussion with Library faculty to determine any additional collection needs.

Programs affected/consulted:

This course will be part of the new Deaf and Hard of Hearing Education program. The Division of Special Education has reviewed the proposal and all programs are aware of and in support the offerings. The ASL Studies and ASL/English Interpreting programs are likely feeder programs to the masters degree.

Notes & Comments (Optional):

Supporting document(s):

DHHE 640.docx

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The queue for this request is:

Division Chair → Division Curriculum Committee → Graduate Committee → Faculty Senate → Dean → Provost

Division chair decision:

Yes by Cheryl Davis (2014-12-03 20:34:08)

Comments:

Division curriculum chair decision:

Yes by Kara Gournaris (2014-12-04 17:16:34)

Comments:

Graduate Committee Decision:

Yes by Kristina Frankenberger (2014-12-14 07:54:30)

Comments: EIGHT CREDIT HOURS

Senate Decision:

Please approve/disapprove this request and provide any comments below (you may pull the lower right corner to expand the box).

Approve Disapprove

Submit

Dean Decision:

Pending

Provost/VPAA Decision:

Pending

Curriculum committee questions? Contact Pete Poston (postonp@wou.edu) or your [representative](#).

Graduate studies questions? Contact Kristina Frankenberger (frankek@wou.edu) or your [representative](#).

Writing Intensive committee questions? Contact Katherine Schmidt (schmidtk@wou.edu) or your [representative](#).

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Dates

Committees

Governance

IFS

Membership

Key web links

Viewing Request

Laurie Burton

Proposal Information

DHHE 642 Final Portfolio

Submitted by: Patrick Graham

Division/Campus Unit: Special Education **Division Chair:** Cheryl Davis **Email:** daviscc@wou.edu

Division/Program Curriculum Chair: Kara Gournaris **Email:**gournark@wou.edu

Department /Program : Email:

Request for a: course (new)

Level: Graduate **Nature:**

When do you first plan to offer this class? Spring 2017

Summary/Rationale for proposal:

See Program Proposal

In this six credit class, conducted over two terms, students will participate in online discussions discussing their portfolio, gathering materials which highlights their teaching and collaborative work. Their teaching portfolio will be composed of their teaching philosophy, how they assess and reflect on their teaching ability, a unit plan composed over five days, a sample IEP plan for a student, and evidence and examples of their teaching. Included in this portfolio will be an ED-TPA video to be rated, recommendation letters, and a job intent letter to the job of their choice (if applicable) Portfolios will be turned in at the end of their second student teaching experience with a final presentation that will be open to the College of Education.

Course Information

Associated Program: [Deaf and Hard of Hearing Education](#)

<u>Course Prefix</u>	<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>
DHHE	642	Final Portfolio	3 - 3

Abbreviation for Class Schedule (20 spaces): FINAL FOLIO

Catalog description

Students will continue their development of a teaching portfolio and present portfolio to complete their requirements for graduation. Prerequisite: Admission to DHHE Program or consent of instructor.

Course Goals and Objectives:

Develop lesson plans to show comprehension of subject area and instructional praxis.

Apply reflexive practice to past teaching experience and identify areas of strengths and areas of continued work.

Discuss a variety of educational theories and design developmentally appropriate practices for their teaching experiences.

Brief Course Outline:

See Syllabus

Faculty and facilities needed (For Dean review only):

This course will be taught by current faculty in the Division of Special Education. This course will take place in the College of Education. We are in discussion with Library faculty to determine any additional collection needs.

Programs affected/consulted:

This course will be part of the new Deaf and Hard of Hearing Education program. The Division of Special Education has reviewed the proposal and all programs are aware of and in support the offerings. The ASL Studies and ASL/English Interpreting programs are likely feeder programs to the masters degree.

Notes & Comments (Optional):

Students will be given a grade of RP to complete their work.

Supporting document(s):

DHHE 642.docx

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The queue for this request is:

Division Chair → Division Curriculum Committee → Graduate Committee → Faculty Senate → Dean → Provost

Division chair decision:

Yes by Cheryl Davis (2014-12-03 20:44:07)

Comments:

Division curriculum chair decision:

Yes by Kara Gournaris (2014-12-04 17:17:44)

Comments:

Graduate Committee Decision:

Yes by Kristina Frankenberger (2014-12-14 08:02:06)

Comments: This course is 3 credit hours

Senate Decision:

Please approve/disapprove this request and provide any comments below (you may pull the lower right corner to expand the box).

Approve Disapprove

Submit

Dean Decision:

Pending

Provost/VPAA Decision:

Pending

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Faculty Senate President

Laurie Burton

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- Dates
- Committees
- Governance
- IFS
- Membership
- Key web links

Viewing Request

Laurie Burton

Proposal Information

DHHE 643 Instructional Approaches and Classroom Management

Submitted by: Patrick Graham

Division/Campus Unit: Special Education Division Chair: Cheryl Davis Email: daviscc@wou.edu

Division/Program Curriculum Chair: Kara Gournaris Email:gournark@wou.edu

Department /Program : Email:

Request for a: course (new)

Level: Graduate Nature:

When do you first plan to offer this class? Winter 2016

Summary/Rationale for proposal:

See Program Proposal.

Course Information

Associated Program: [Deaf and Hard of Hearing Education](#)

<u>Course Prefix</u>	<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>
DHHE	643	Instructional Approaches and Classroom Management	3 - 3

Abbreviation for Class Schedule (20 spaces): INS APPROACH DHHE

Catalog description

In this course, students will examine pedagogical strategies in several topics, delivery of information, adaptation and development of curriculum and materials.

Current research and applicable practices highlighting classroom management approaches are also discussed. Students will discuss accommodations for special populations in deaf classrooms. Prerequisite: Admission to DHHE Program or consent of instructor.

Course Goals and Objectives:

Students will be able to examine models, theories, and philosophies (e.g., bilingual-bicultural, total communication, oral/aural) that provide the basis for educational practices for students who are deaf or hard of hearing, as consistent with program philosophy. TSPC Standard 1 FKB

Students will be able to apply understanding of theory, philosophy, and models of practice to the education of students who are deaf or hard of hearing. TSPC Standard 1 FSKA

Students will be able to identify the major contributors to the growth and improvement of knowledge and practice in the field of education of children who are deaf or hard of hearing. TSPC Standard 1 FSAC

Students will be able to identify communication features (visual, spatial, tactile, and/or auditory) salient to the learner who is deaf or hard of hearing that are necessary to enhance cognitive, emotional, and social development. TSPC Standard 2 CLKA

Students will be able to compare various etiologies of hearing loss that can result in additional sensory, motor, and/or learning differences in students who are deaf or hard of hearing. TSPC Standard CLKD

Students will be able to list the effects of sensory input on the development of language and cognition of children who are deaf or hard of hearing. TSPC Standard 2 CLKJ

Students will be able to assess sources of specialized materials for students who are deaf or hard of hearing. TSPC Standard 4 ICPKA

Students will be able to describe the procedures and technologies required to educate students who are deaf or hard of hearing under one or more of the existing modes or philosophies. TSPC Standard 4 ICPKC

Students will be able to use subject matter and practice used in general education across content areas. TSPC Standard 4 ICPKF

Students will create research-supported instructional strategies and practices for teaching students who are deaf or hard of hearing. TSPC Standard 4 ICPKI

Students will be able to apply techniques/methods to develop speech skills for children who are deaf or hard of hearing. TSPC Standard 4 ICPKJ

Students will be able to select, design, produce, and utilize media, materials, and resources required to educate students who are deaf or hard of hearing under one or more of the existing modes or philosophies (e.g., bilingual-bicultural, total communication, aural/oral). TSPC Standard 4 ICPSAC

Students will be able to modify the instructional process and classroom environment to meet the physical, cognitive, cultural, and communication needs of the child who is deaf or hard of hearing (e.g., teacher's style, acoustic environment, and availability of support services and appropriate technologies). TSPC Standard 4 ICPSAE

Students will be able to evaluate independent communication behavior in children who are deaf or hard of hearing. TSPC Standard 4 ICPSAF

Students will be able to demonstrate the ability to modify incidental language experiences to fit the visual and other sensory needs of children who are deaf or hard of hearing. TSPC Standard 4 ICPSAH

Students will be able to distinguish deaf cultural factors that may influence classroom management of students who are deaf or hard of hearing. TSPC Standard 5 PMEKA

Students will be able to select, adapt, and implement classroom management strategies for students who are deaf or hard of hearing that reflect understanding of each child's cultural needs, including a primarily visual deaf culture where appropriate. TSPC Standard 5 PMESAB

Students will be able to design a classroom environment that maximizes opportunities for visually oriented and/or auditory learning in students who are deaf or hard of hearing. TSPC Standard 5 PMESAC

Students will be able to plan and implement instruction for students who are deaf or hard of hearing and who have multiple disabilities and special needs. TSPC Standard 5 PMESAD

Brief Course Outline:

See Syllabus

Faculty and facilities needed (For Dean review only):

This course will be taught by current faculty in the Division of Special Education. This course will take place in the College of Education. We are in discussion with Library faculty to determine any additional collection needs.

Programs affected/consulted:

This course will be part of the new Deaf and Hard of Hearing Education program. The Division of Special Education has reviewed the proposal and all programs are aware of and in support of the offerings. The ASL Studies and ASL/English Interpreting programs are likely feeder programs to the masters degree.

Notes & Comments (Optional):

Supporting document(s):

DHHE 643_Pfaff.docx

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The queue for this request is:

Division Chair → Division Curriculum Committee → Graduate Committee → Faculty Senate → Dean → Provost

Division chair decision:

Yes by Cheryl Davis (2014-12-03 20:45:25)

Comments:

Division curriculum chair decision:

Yes by Kara Gournaris (2014-12-04 17:18:04)

Comments:

Graduate Committee Decision:

Yes by Kristina Frankenberger (2014-12-14 07:25:51)

Comments: This course is 3 credit hours

Senate Decision:

Please approve/disapprove this request and provide any comments below (you may pull the lower right corner to expand the box).

Approve Disapprove

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Dean Decision:

Pending

Provost/VPAA Decision:

Pending

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Graduate studies questions? Contact Kristina Frankenberger (frankek@wou.edu) or your [representative](#).

Writing Intensive committee questions? Contact Katherine Schmidt (schmidtk@wou.edu) or your [representative](#).

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E-forms technical assistance: Contact Camila Gabaldon (gabaldoc@wou.edu) 503-838-8653

Contact

Faculty Senate President

Laurie Burton

503-838-8345 | or e-mail: burtonl@wou.edu

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Dates

Committees

Governance

IFS

Membership

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Laurie Burton

Proposal Information

DHHE 644 Curriculum Methods in Deaf Education

Submitted by: Patrick Graham

Division/Campus Unit: Special Education Division Chair: Cheryl Davis Email: daviscc@wou.edu

Division/Program Curriculum Chair: Kara Gournaris Email:gournark@wou.edu

Department /Program : Email:

Request for a: course (new)

Level: Graduate Nature:

When do you first plan to offer this class? Winter 2016

Summary/Rationale for proposal:

See Program Proposal.

Course Information

Associated Program: [Deaf and Hard of Hearing Education](#)

<u>Course Prefix</u>	<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>
DHHE	644	Curriculum Methods in Deaf Education	3 - 3

Abbreviation for Class Schedule (20 spaces): DHHE CURRICULUM

Catalog description

In this course, students will examine multiple instructional methods and curriculum resources through readings, seminars, observation, and lectures with faculty.

Students will participate in discussions regarding instructional strategies, classroom management, assessment, IEP academic goals and the use of curriculum materials. The primary focus of this course is to align curriculum content with Common Core Standards and make content applicable to learners. Prerequisite: Admission to DHHE Program or consent of instructor.

Course Goals and Objectives:

Students will be able to identify the major contributors to the growth and improvement of knowledge and practice in the field of education of children who are deaf or hard of hearing. TSPC Standard 1 FKC

Students will be able to communicate features (visual, spatial, tactile, and/or auditory) salient to the learner who is deaf or hard of hearing that are necessary to enhance cognitive, emotional, and social development. TSPC Standard 2 CLKA

Students will be able to conduct research in cognition related to children who are deaf or hard of hearing. TSPC Standard CLKB

Students will be able to describe sources of specialized materials for students who are deaf or hard of hearing. TSPC Standard 4 ICPKA

Students will be able to recognize the procedures and technologies required to educate students who are deaf or hard of hearing under one or more of the existing modes or philosophies. TSPC Standard 4 ICPKC

Students will be able to apply subject matter and practice used in general education across content areas. TSPC Standard 4 ICPKF

Students will be able to collect research-supported instructional strategies and practices for teaching students who are deaf or hard of hearing. TSPC Standard 4 ICPKI

Students will be able to select, design, produce, and utilize media, materials, and resources required to educate students who are deaf or hard of hearing under one or more of the existing modes or philosophies (e.g., bilingual-bicultural, total communication, aural/oral). TSPC Standard 4 ICPSAC

Students will be able to modify the instructional process and classroom environment to meet the physical, cognitive, cultural, and communication needs of the child who is deaf or hard of hearing (e.g., teacher's style, acoustic environment, and availability of support services and appropriate technologies). TSPC Standard 4 ICPSAE

Students will be able to explain model programs, including career-vocational and transition that have been effective for students with hearing losses. TSPC Standard 5 PMEKB

Students will be able to plan and implement instruction for students who are deaf or hard of hearing and who have multiple disabilities and special needs. TSPC Standard 5 PMESAD

Brief Course Outline:

See Syllabus

Faculty and facilities needed (For Dean review only):

This course will be taught by current faculty in the Division of Special Education. This course will take place in the College of Education. We are in discussion with Library faculty to determine any additional collection needs.

Programs affected/consulted:

This course will be part of the new Deaf and Hard of Hearing Education program. The Division of Special Education has reviewed the proposal and all programs are aware of and in support of the offerings. The ASL Studies and ASL/English Interpreting programs are likely feeder programs to the masters degree.

Notes & Comments (Optional):

Supporting document(s):

DHHE 644_Pfaff.docx

[View Document](#)

The queue for this request is:

Division Chair → Division Curriculum Committee → Graduate Committee → Faculty Senate → Dean → Provost

Division chair decision:

Yes by Cheryl Davis (2014-12-03 20:48:46)

Comments:

Division curriculum chair decision:

Yes by Kara Gournaris (2014-12-04 17:18:22)

Comments:

Graduate Committee Decision:

Yes by Kristina Frankenberger (2014-12-14 07:23:22)

Comments: This course is 3 credit hours

Senate Decision:

Please approve/disapprove this request and provide any comments below (you may pull the lower right corner to expand the box).

Approve Disapprove

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Dean Decision:

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Provost/VPAA Decision:

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Viewing Request

Laurie Burton

Proposal Information

DHHE 645 Language and Literacy Applications in Deaf Classrooms

Submitted by: Patrick Graham

Division/Campus Unit: Special Education Division Chair: Cheryl Davis Email: daviscc@wou.edu

Division/Program Curriculum Chair: Kara Gournaris Email:gournark@wou.edu

Department /Program : Email:

Request for a: course (new)

Level: Graduate Nature:

When do you first plan to offer this class? Spring 2016

Summary/Rationale for proposal:

See Program Proposal.

Course Information

Associated Program: Deaf and Hard of Hearing Education

Course Prefix	Course Number	Course Title	Credit Hours
DHHE	645	Language and Literacy Applications in Deaf Classrooms	3 - 3

Abbreviation for Class Schedule (20 spaces): LANG LIT DHHE

Catalog description

This course is designed to encourage students to become familiar with English Literacy Development. There is a strong emphasis on Early Literacy Development,

and topics of discussion will be literacy theories, approaches, and research based applications on incorporating literacy in all core subjects. Prerequisite: Admission to DHHE Program or consent of instructor.

Course Goals and Objectives:

Students will be able to conduct research in cognition related to children who are deaf or hard of hearing. TSPC Standard 2 CLKB

Students will be able to evaluate the impact of early comprehensible communication on the academic, linguistic, and social/emotional development of the child who is deaf or hard of hearing. TSPC Standard 2 CLKG

Students will be able to identify the impact of early comprehensible communication on the academic, linguistic, and social/emotional development of the child who is deaf or hard of hearing. TSPC Standard 2 CLKG

Students will be able to explain the differences in quality and quantity of incidental language/learning experiences that children who are deaf or hard of hearing may experience. TSPC Standard 2 CLKI

Students will be able to assess the effects of sensory input on the development of language and cognition of children who are deaf or hard of hearing. TSPC Standard 2 CLKJ

Students will be able to choose and administer appropriate assessment tools using the natural/native/preferred language of the student who is deaf or hard of hearing. TSPC Standard 3 ADESAA

Students will be able to collect and analyze communication samples from students who are deaf or hard of hearing, including nonverbal as well as linguistic acts. TSPC Standard 3 ADESAB

Students will be able to distinguish components of the nonlinguistic and linguistic communication that students who are deaf or hard of hearing use. TSPC Standard 4 ICPKB

Students will be able to describe the procedures and technologies required to educate students who are deaf or hard of hearing under one or more of the existing modes or philosophies. TSPC Standard 4: ICPKC

Students will be able to compare current theories of how language (e.g., ASL and English) develop in both children who are hearing and those who are deaf or hard of hearing. TSPC Standard 4 ICPKE

Students will be able to select, design, produce, and utilize media, materials, and resources required to educate students who are deaf or hard of hearing under one or more of the existing modes or philosophies (e.g., bilingual-bicultural, total communication, aural/oral). TSPC Standard 4 ICPSAC

Students will be able to employ the infusion of speech skills into academic areas as consistent with the mode or philosophy espoused and the ability of the student who is deaf or hard of hearing. TSPC Standard 4 ICPSAD

Students will be able to design and implement appropriate strategies and activities to maximize literacy skills in children who are deaf or hard of hearing. TSPC Standard 4 ICPSAI

Students will be able to plan and implement instruction for students who are deaf or hard of hearing and who have multiple disabilities and special needs. TSPC Standard 5 PMESAD

Students will be able to list available resources to help parents of children who are deaf or hard of hearing deal with their concerns regarding educational options and communication modes/philosophies for their children. TSPC Standard 7 CCPKA

Students will recognize the effects of communication on the development of family relationships and strategies used to facilitate communication in families with children who are deaf or hard of hearing. TSPC Standard 7 CCPKC

Students will be able to name consumer and professional organizations, publications, and journals relevant to the field of education of students who are deaf or hard of hearing. TSPC Standard 8 PEPKB

Brief Course Outline:

See Syllabus

Faculty and facilities needed (For Dean review only):

This course will be taught by current faculty in the Division of Special Education. This course will take place in the College of Education. We are in discussion with Library faculty to determine any additional collection needs.

Programs affected/consulted:

This course will be part of the new Deaf and Hard of Hearing Education program. The Division of Special Education has reviewed the proposal and all programs are aware of and in support the offerings. The ASL Studies and ASL/English Interpreting programs are likely feeder programs to the masters degree.

Notes & Comments (Optional):

Supporting document(s):

DHHE 645.docx

[View Document](#)

The queue for this request is:

Division Chair → Division Curriculum Committee → Graduate Committee → Faculty Senate → Dean → Provost

Division chair decision:

Yes by Cheryl Davis (2014-12-03 20:53:57)

Comments:

Division curriculum chair decision:

Yes by Kara Gournaris (2014-12-04 17:18:39)

Comments:

Graduate Committee Decision:

Yes by Kristina Frankenberger (2014-12-14 07:42:26)

Comments: This course is 3 credit hours

Senate Decision:

Please approve/disapprove this request and provide any comments below (you may pull the lower right corner to expand the box).

Approve Disapprove

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Dean Decision:

Pending

Provost/VPAA Decision:

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Viewing Request

Laurie Burton

Proposal Information

DHHE 646 Assessment Principles and Practices

Submitted by: Patrick Graham

Division/Campus Unit: Special Education Division Chair: Cheryl Davis Email: davis@wou.edu

Division/Program Curriculum Chair: Kara Gournaris Email:gournark@wou.edu

Department /Program : Email:

Request for a: course (new)

Level: Graduate Nature:

When do you first plan to offer this class? Fall 2016

Summary/Rationale for proposal:

See Program Proposal.

Course Information

Associated Program: [Deaf and Hard of Hearing Education](#)

<u>Course Prefix</u>	<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>
DHHE	646	Assessment Principles and Practices	3 - 3

Abbreviation for Class Schedule (20 spaces): ASSESS PRIN DHHE

Catalog description

In this course, students will focus on the use of assessment as a tool for monitoring student progress in education. Formative and Summative assessment strategies

will be discussed, with the emphasis of reliability and validity in the generation of data. Collection of Data to monitor present levels of performance and IEP goals will be discussed. There will be discussion of standardized testing and Common Core State Standards. Prerequisite: Admission to DHHE Program or consent of instructor.

Course Goals and Objectives:

Students will be able to recognize the rights and responsibilities of parents, students, teachers, and schools as they relate to students who are deaf or hard of hearing. TSPC Standard 1 FKE

Students will be able to explain that deafness or hearing loss alone does not necessarily preclude normal academic development, cognitive development, or communication ability. TSPC Standard 2 CLKH

Student will be able to translate specialized terminology used in assessment of children who are deaf or hard of hearing. TSPC Standard 3 ADEKA

Students will be able to identify the components of an adequate evaluation for eligibility, placement, and program planning (e.g., interpreters, special tests) decisions for students who are deaf or hard of hearing. TSPC Standard 3 ADEKB

Students will be able to assess the legal provisions, regulations, and guidelines regarding unbiased diagnostic assessment and use of instructional assessment measures with students who are deaf or hard of hearing. TSPC Standard 3 ADEKC

Students will be able to analyze and administer appropriate assessment tools using the natural/native/preferred language of the student who is deaf or hard of hearing. TSPC Standard 3 ADESAA

Students will be able to gather and analyze communication samples from students who are deaf or hard of hearing, including nonverbal as well as linguistic acts. TSPC Standard 3 ADESAB

Students will be able to use exceptionality-specific assessment instruments appropriate for students who are deaf or hard of hearing. TSPC Standard 3 ADESAC

Students will be able to select available resources to help parents of children who are deaf or hard of hearing deal with their concerns regarding educational options and communication modes/philosophies for their children. TSPC Standard 7 CCPKA

Brief Course Outline:

See Syllabus

Faculty and facilities needed (For Dean review only):

This course will be taught by current faculty in the Division of Special Education. This course will take place in the College of Education. We are in discussion with Library faculty to determine any additional collection needs.

Programs affected/consulted:

This course will be part of the new Deaf and Hard of Hearing Education program. The Division of Special Education has reviewed the proposal and all programs are

aware of and in support the offerings. The ASL Studies and ASL/English Interpreting programs are likely feeder programs to the Masters degree.

Notes & Comments (Optional):

Supporting document(s):

DHHE 646_Pfaff.docx

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The queue for this request is:

Division Chair → Division Curriculum Committee → Graduate Committee → Faculty Senate → Dean → Provost

Division chair decision:

Yes by Cheryl Davis (2014-12-03 20:54:54)

Comments:

Division curriculum chair decision:

Yes by Kara Gournaris (2014-12-04 17:18:58)

Comments:

Graduate Committee Decision:

Yes by Kristina Frankenberger (2014-12-13 10:16:49)

Comments:

Senate Decision:

Please approve/disapprove this request and provide any comments below (you may pull the lower right corner to expand the box).

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Dean Decision:

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Provost/VPAA Decision:

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Governance

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Membership

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Viewing Request

Laurie Burton

Proposal Information

DHHE 648 Educational Audiology and Spoken Language Development

Submitted by: Patrick Graham

Division/Campus Unit: Special Education **Division Chair:** Cheryl Davis **Email:** daviscc@wou.edu

Division/Program Curriculum Chair: Kara Gournaris **Email:**gournark@wou.edu

Department /Program : Email:

Request for a: course (new)

Level: Graduate **Nature:**

When do you first plan to offer this class? Spring 2016

Summary/Rationale for proposal:

See Program Proposal.

Course Information

Associated Program: [Deaf and Hard of Hearing Education](#)

Course Prefix Course Number Course Title Credit Hours

DHHE 648 Educational Audiology and Spoken Language Development 3 - 3

Abbreviation for Class Schedule (20 spaces): EUD AUD AND SLD

Catalog description

In this course, students will explore the mechanisms of hearing and speech. Technological advances in hearing, speech development, and procedures in speech

acquisition will be discussed in this course. Topics include audiological and spoken language assessments, methods for use of oracy in the classroom, cochlear implants, hearing aids and other devices and supporting deaf and hard of hearing students with their hearing needs. Prerequisite: Admission to DHHE Program or consent of instructor.

Course Goals and Objectives:

Students will be able to discuss issues in definitions and identification procedures for individuals who are deaf or hard of hearing (e.g., cultural versus medical perspective). TSPC Standard 1 FKD

Students will be able to describe various etiologies of hearing loss that can result in additional sensory, motor, and/or learning differences in students who are deaf or hard of hearing. TSPC Standard 2 CLKD

Students will be able to discuss the effects that onset of loss, age of identification, and provision of services have on the development of the child who is deaf or hard of hearing. TSPC Standard 2 CLKF

Students will be able to emphasize the impact of early comprehensible communication on the academic, linguistic, and social/emotional development of the child who is deaf or hard of hearing. TSPC Standard 2 CLKG

the impact of early comprehensible communication on the academic, linguistic, and social/emotional development of the child who is deaf or hard of hearing. TSPC Standard 2 CLKG

Students will be able to explain the structure and function of the ear and auditory systems, audiological assessments, and auditory interventions, including but not limited to hearing aids, cochlear implants, assistive technology, and auditory training. TSPC Standard 2 CLKK

Students will be able to define specialized terminology used in assessment of children who are deaf or hard of hearing. TSPC Standard 3 ADEKA

Students will be able to gather and analyze communication samples from students who are deaf or hard of hearing, including nonverbal as well as linguistic acts. TSPC Standard 3 ADESAB

Students will be able to use exceptionality-specific assessment instruments appropriate for students who are deaf or hard of hearing. TSPC Standard 3 ADESAC

Students will be able to define the components of the nonlinguistic and linguistic communication that students who are deaf or hard of hearing use. TSPC Standard 4 ICPKB

Students will be able to explain the procedures and technologies required to educate students who are deaf or hard of hearing under one or more of the existing modes or philosophies. TSPC Standard 4 ICPKC

Students will be able to outline techniques of stimulation and use of residual hearing, based upon interpretation of audiological evaluation, in students who are deaf or hard of hearing. TSPC Standard 4 ICPKH

Students will be able to discuss techniques/methods to develop speech skills for children who are deaf or hard of hearing. TSPC Standard 4 ICPKJ

Students will be able to infuse speech skills into academic areas as consistent with the mode or philosophy espoused and the ability of the student who is deaf or hard of hearing. TSPC Standard 4 ICPSAD

Students will be able to manage assistive/augmentative devices appropriate for students who are deaf or hard of hearing in learning environments. TSPC Standard 5

PMESAA

Students will be able to provide available resources to help parents of children who are deaf or hard of hearing deal with their concerns regarding educational options and communication modes/philosophies for their children. TSPC Standard 7 CCPKA

Students will be able to discuss the effects of communication on the development of family relationships and strategies used to facilitate communication in families with children who are deaf or hard of hearing. TSPC Standard 7 CCPKC

Students will be able to describe consumer and professional organizations, publications, and journals relevant to the field of education of students who are deaf or hard of hearing. TSPC Standard 8 PEPKB

Brief Course Outline:

See Syllabus

Faculty and facilities needed (For Dean review only):

This course will be taught by current faculty in the Division of Special Education. This course will take place in the College of Education. We are in discussion with Library faculty to determine any additional collection needs.

Programs affected/consulted:

This course will be part of the new Deaf and Hard of Hearing Education program. The Division of Special Education has reviewed the proposal and all programs are aware of and in support of the offerings. The ASL Studies and ASL/English Interpreting programs are likely feeder programs to the masters degree.

Notes & Comments (Optional):

Supporting document(s):

DHHE 648_MJO.docx

[View Document](#)

The queue for this request is:

Division Chair → Division Curriculum Committee → Graduate Committee → Faculty Senate → Dean → Provost

Division chair decision:

Yes by Cheryl Davis (2014-12-03 20:56:41)

Comments: The course abbreviation EUD AUD AND SLD should be EDU AUD and SLD.

Division curriculum chair decision:

Yes by Kara Gournaris (2014-12-04 17:19:16)

Comments:

Graduate Committee Decision:

Yes by Kristina Frankenberger (2014-12-14 08:03:58)

Comments: This course is 3 credit hours

Senate Decision:

Please approve/disapprove this request and provide any comments below (you may pull the lower right corner to expand the box).

Approve Disapprove

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Dean Decision:

Pending

Provost/VPAA Decision:

Pending

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Laurie Burton

Proposal Information

DHHE 656 Educational Environments for Students with Hearing Loss

Submitted by: Patrick Graham

Division/Campus Unit: Special Education **Division Chair:** Cheryl Davis **Email:** daviscc@wou.edu

Division/Program Curriculum Chair: Kara Gournaris **Email:**gournark@wou.edu

Department /Program : Email:

Request for a: course (new)

Level: Graduate **Nature:**

When do you first plan to offer this class? Spring 2016

Summary/Rationale for proposal:

See Program Proposal.

Course Information

Associated Program: [Deaf and Hard of Hearing Education](#)

<u>Course Prefix</u>	<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>
DHHE	656	Educational Environments for Students with Hearing Loss	3 - 3

Abbreviation for Class Schedule (20 spaces): ED ENVIRO DHHE

Catalog description

This course introduces different educational approaches in Deaf and Hard of Hearing Education. Environments such as Mainstreaming, itinerant teaching, special

classrooms, and institutions will be explored in length, and discussed. Procedures conducted in these environments include hearing aid checks, cochlear implant mapping, coordinating interpreters and note takers, and advocating for the child. This course will also encourage educators to be neutral advocates by providing parents with ample information about all the environments and answering questions without bias. Prerequisite: Admission to DHHE Program or consent of instructor.

Course Goals and Objectives:

Students will be able to differentiate models, theories, and philosophies (e.g., bilingual-bicultural, total communication, oral/aural) that provide the basis for educational practices for students who are deaf or hard of hearing, as consistent with program philosophy. TSPC Standard 1 FKB

Students will be able to explain the impact of various educational placement options (from the perspective of the needs of any given child who is deaf or hard of hearing and consistent with program philosophy) with regard to cultural identity and linguistic, academic, and social-emotional development. TSPC Standard 1 FKF

Students will be able to articulate pros and cons of current issues and trends in special education and the field of education of children who are deaf or hard of hearing. TSPC Standard 1 FSAB

Students will be able to identify the major contributors to the growth and improvement of knowledge and practice in the field of education of children who are deaf or hard of hearing. TSPC Standard 1 FSAC

Students will be able to list the effects that onset of loss, age of identification, and provision of services have on the development of the child who is deaf or hard of hearing. TSPC Standard 2 CLKF

Students will be able to recognize that deafness or hearing loss alone does not necessarily preclude normal academic development, cognitive development, or communication ability. TSPC Standard 2 CLKH

Students will be able to construct the components of an adequate evaluation for eligibility, placement, and program planning (e.g., interpreters, special tests) decisions for students who are deaf or hard of hearing. TSPC Standard 3 ADEKB

Students will be able to identify the sources of specialized materials for students who are deaf or hard of hearing. TSPC Standard 4 ICPKA

Students will be able to demonstrate the basic characteristics of various existing communication modes used with students who are deaf or hard of hearing. TSPC Standard 4 ICPSAB

Students will be able to select, design, produce, and utilize media, materials, and resources required to educate students who are deaf or hard of hearing under one or more of the existing modes or philosophies (e.g., bilingual-bicultural, total communication, aural/oral). TSPC Standard 4 ICPSAC

Students will be able to infuse speech skills into academic areas as consistent with the mode or philosophy espoused and the ability of the student who is deaf or hard of hearing. TSPC Standard 4 ICPSAD

Students will be able to modify the instructional process and classroom environment to meet the physical, cognitive, cultural, and communication needs of the child who is deaf or hard of hearing (e.g., teacher's style, acoustic environment, and availability of support services and appropriate technologies). TSPC Standard 4 ICPSAE

Students will be able to identify model programs, including career-vocational and transition that have been effective for students with hearing losses. TSPC Standard 5 PMTLEKB

Students will be able to give examples of managing assistive/augmentative devices appropriate for students who are deaf or hard of hearing in learning

environments. TSPC Standard 5 PMTLESAA

Students will be able to select, adapt, and implement classroom management strategies for students who are deaf or hard of hearing that reflect understanding of each child's cultural needs, including a primarily visual deaf culture where appropriate. TSPC Standard 5 PMTLESAB

Students will be able to recognize available resources to help parents of children who are deaf or hard of hearing deal with their concerns regarding educational options and communication modes/philosophies for their children. TSPC Standard 7 CCPKA

Students will be able to describe the roles and responsibilities of teachers and support personnel in educational practice for students who are deaf or hard of hearing (e.g., educational interpreters, tutors, and note-takers). TSPC Standard 7 CCPKB

Students will be able to summarize the services provided by governmental and non-governmental agencies or individuals in the ongoing management of children who are deaf or hard of hearing. TSPC Standard 7 CCPKD

Students will be able to prepare to teach students who are deaf or hard of hearing to use support personnel effectively (e.g., educational interpreters, tutors, and note-takers). TSPC Standard 7 CCPSAA

Students will be able to facilitate coordination of support personnel (e.g., interpreters) to meet the diverse communication needs of the student who is deaf or hard of hearing and his or her primary caregivers. TSPC Standard 7 CCPSAC

Students will be able to locate consumer and professional organizations, publications, and journals relevant to the field of education of students who are deaf or hard of hearing. TSPC Standard 8 PEPKB

Students will be able to seek interaction with adults in the deaf community to maintain/improve ASL, English signs, or cues as consistent with program philosophy. TSPC Standard 8 PEPSAA

Students will be able to demonstrate the ability to interact with a variety of individuals who are deaf or hard of hearing on an adult-to-adult level. TSPC Standard 8 PEPSAB

Students will be able to provide families with the knowledge and skills to make appropriate choices needed to enhance the development and transition of their children who are deaf or hard of hearing. TSPC Standard 8 PEPSAC

Students will be able to participate in the activities of professional organizations relevant to the education of students who are deaf or hard of hearing. TSPC Standard 8 PEPSAD

Brief Course Outline:

See Syllabus

Faculty and facilities needed (For Dean review only):

This course will be taught by current faculty in the Division of Special Education. This course will take place in the College of Education. We are in discussion with Library faculty to determine any additional collection needs.

Programs affected/consulted:

This course will be part of the new Deaf and Hard of Hearing Education program. The Division of Special Education has reviewed the proposal and all programs are aware of and in support the offerings. The ASL Studies and ASL/English Interpreting programs are likely feeder programs to the masters degree.

Notes & Comments (Optional):

Supporting document(s):

DHHE 656.docx

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The queue for this request is:

Division Chair → Division Curriculum Committee → Graduate Committee → Faculty Senate → Dean → Provost

Division chair decision:

Yes by Cheryl Davis (2014-12-03 21:00:14)

Comments:

Division curriculum chair decision:

Yes by Kara Gournaris (2014-12-04 17:20:00)

Comments:

Graduate Committee Decision:

Yes by Kristina Frankenberger (2014-12-14 08:05:14)

Comments: This course is 3 credit hours

Senate Decision:

Please approve/disapprove this request and provide any comments below (you may pull the lower right corner to expand the box).

Approve Disapprove

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Dean Decision:

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Provost/VPAA Decision:

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Contact

Faculty Senate President

Laurie Burton

503-838-8345 | or e-mail: burtonl@wou.edu

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Viewing Request

Laurie Burton

Proposal Information

DHHE 665 Teaching Deaf and Hard of Hearing Learners with Multiple Disabilities

Submitted by: Patrick Graham

Division/Campus Unit: Special Education **Division Chair:** Cheryl Davis **Email:** davisc@wou.edu

Division/Program Curriculum Chair: Kara Gournaris **Email:** gournark@wou.edu

Department /Program : **Email:**

Request for a: course (new)

Level: Graduate **Nature:**

When do you first plan to offer this class? Summer 2016

Summary/Rationale for proposal:

See Program Proposal.

Course Information

Associated Program: [Deaf and Hard of Hearing Education](#)

<u>Course Prefix</u>	<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>
DHHE	665	Teaching Deaf and Hard of Hearing Learners with Multiple Disabilities	3 - 3

Abbreviation for Class Schedule (20 spaces): DHHE MULT DIS

Catalog description

This course provides students with straightforward information regarding deaf and hard of hearing students with other disabilities. These needs may include cognitive, emotional, behavioral and physical disabilities. Example topics include ADHD, CHARGE syndrome, Usher's Syndrome, Autism, Learning Disabilities, or Cerebral Palsy. Emphasis will be placed on assessment, teaching strategies, IEP development, and working with parents. Prerequisite: Admission to DHHE Program or consent of instructor.

Course Goals and Objectives:

Students will be able to differentiate communication features (visual, spatial, tactile, and/or auditory) salient to the learner who is deaf or hard of hearing that are necessary to enhance cognitive, emotional, and social development. TSPC Standard 2 CLKA

Students will be able to conduct research in cognition related to children who are deaf or hard of hearing. TSPC Standard 2 CLKB

Students will be able to describe various etiologies of hearing loss that can result in additional sensory, motor, and/or learning differences in students who are deaf or hard of hearing. TSPC Standard 2 CLKD

Students will be able to recognize the effects of sensory input on the development of language and cognition of children who are deaf or hard of hearing. TSPC Standard 2 CLKJ

Students will be able to list the components of an adequate evaluation for eligibility, placement, and program planning (e.g., interpreters, special tests) decisions for students who are deaf or hard of hearing. TSPC Standard 3 ADEKB

Students will be able to use exceptionality-specific assessment instruments appropriate for students who are deaf or hard of hearing. TSPC Standard 3 ADESAC

Students will be able to construct ways to facilitate cognitive and communicative development in students who are deaf or hard of hearing (e.g., visual saliency) consistent with program philosophy. TSPC Standard 4 ICPKG

Students will be able to apply techniques/methods to address the unique needs of children who are deaf or hard of hearing and have additional needs (e.g., behavioral concerns, autism) or disabilities (e.g., cognitive delay, autism). TSPC Standard 4 ICPK

Students will be able to select, design, produce, and utilize media, materials, and resources required to educate students who are deaf or hard of hearing under one or more of the existing modes or philosophies (e.g., bilingual-bicultural, total communication, aural/oral). TSPC Standard 4 ICPSAC

Students will be able to modify the instructional process and classroom environment to meet the physical, cognitive, cultural, and communication needs of the child who is deaf or hard of hearing (e.g., teacher's style, acoustic environment, and availability of support services and appropriate technologies). TSPC Standard 4 ICPSAE

Students will be able to demonstrate the ability to modify incidental language experiences to fit the visual and other sensory needs of children who are deaf or hard of hearing. TSPC Standard 4 ICPSAH

Students will be able to list available resources to help parents of children who are deaf or hard of hearing deal with their concerns regarding educational options and communication modes/philosophies for their children. TSPC Standard 7 CCPKA

Students will be able to describe services provided by governmental and non-governmental agencies or individuals in the ongoing management of children who are deaf or hard of hearing. TSPC Standard 7 CCPKD

Students will be able to recognize the process for acquiring the needed skills in modes/philosophies of education of students who are deaf or hard of hearing in which an individual was not prepared. TSPC Standard 8 PEPKA

Brief Course Outline:

See syllabus

Faculty and facilities needed (For Dean review only):

This course will be taught by current faculty in the Division of Special Education. This course will take place in the College of Education. We are in discussion with Library faculty to determine any additional collection needs.

Programs affected/consulted:

This course will be part of the new Deaf and Hard of Hearing Education program. The Division of Special Education has reviewed the proposal and all programs are aware of and in support the offerings. The ASL Studies and ASL/English Interpreting programs are likely feeder programs to the masters degree.

Notes & Comments (Optional):

Supporting document(s):

DHHE 665_MJO.docx

[View Document](#)

The queue for this request is:

Division Chair → Division Curriculum Committee → Graduate Committee → Faculty Senate → Dean → Provost

Division chair decision:

Yes by Cheryl Davis (2014-12-03 21:06:21)

Comments:

Division curriculum chair decision:

Yes by Kara Gournaris (2014-12-04 17:20:25)

Comments:

Graduate Committee Decision:

Yes by Kristina Frankenberger (2014-12-14 08:06:41)

Comments: This course is 3 credit hours

Senate Decision:

Please approve/disapprove this request and provide any comments below (you may pull the lower right corner to expand the box).

Approve Disapprove

Submit

Dean Decision:

Pending

Provost/VPAA Decision:

Pending

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Curriculum committee questions? Contact Pete Poston (postonp@wou.edu) or your [representative](#).

Graduate studies questions? Contact Kristina Frankenberger (frankek@wou.edu) or your [representative](#).

Writing Intensive committee questions? Contact Katherine Schmidt (schmidtk@wou.edu) or your [representative](#).

E-forms general queries: Contact Laurie Burton (burtonl@wou.edu) 503-838-8345

E-forms technical assistance: Contact Camila Gabaldon (gabaldoc@wou.edu) 503-838-8653

Contact

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Laurie Burton

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