



EDSP 558
DHH: Early Childhood Curricula (3 units) Onsite

Instructor: Jane Freutel, MA, CED, Cert AVT
Phone: 213-748-5481 X 253
562-630-6619 (home)
562-505-2308 (cell)

August 31 – December 9, 2008
E-mail: jfreutel@jtc.org
Fax: (213) 745-5074
Office hours: Available as needed

Course Description

This course is designed to train graduate students how to effectively create quality curriculum plans and strategies in early childhood education environments with children with a hearing loss, ages 2-5 years, including English Language Learners. Graduate students will develop an understanding of classic child development learning theories. A focal point will be parent education, guidance, and support. **The course will emphasize development of spoken language, speech, and auditory learning throughout. The course will also focus on an integrated, developmentally appropriate, universally designed curriculum framework that is flexible, comprehensive, and linked to assessment and program evaluation activities. The goal is successful access, participation and learning for all children regardless of need, ability, or background.** The course will emphasize development of spoken language, speech, and auditory learning throughout. Specific areas of study will include the following topics: child development theory and assessment in fine and gross motor skills, social/emotional skills, cognitive skills, language development, strategies for English Language Learners, preschool routines, creating theme-based curricula, the auditory-oral learning environment, practice of audiological management, development of auditory skills, writing and implementing activity plans in the preschool classroom.

Fieldwork: A 120-hour fieldwork commitment in a preschool classroom is required in order to complete the assignments and meet the performance-based competencies for this course.

Fieldwork Validation: Candidates must complete the Methods Course Reflective Field Experience Report Form for each methods course completed. This form can be found I in the Field Experience Section of the Deaf and Hard of Hearing Candidate Handbook.

Course Purpose

Initial Program: Meets part of CTC Level I – Education Specialist Credential for Deaf and Hard of Hearing (Standards 12, 13, 15 -17, 19, 24 -28) and meets part of the requirement for the USD Master’s in Education, Deaf and Hard of Hearing.

Course Objectives – Aligned with Candidate Unit and Program Outcomes*

The SOE Unit: The three School of Education Unit Candidate outcomes (ACE) provide the framework under which course objectives, course requirements and the standards linked Centerpiece Artifacts are organized and evaluated as part of the Unit Assessment System. In their Reflective Professional Portfolio, candidates begin to practice the construction of their own assessment system within the role of being a life long professional learner. Artifacts are chosen, described and displayed in the portfolio as performance based evaluate evidence aligned with the National Council for Accreditation of Teacher Education (NCATE): Standard 1 Candidate Knowledge (K), Skills (S), and Dispositions (D) demonstrated throughout course and field experience.

The Professional Reflective Portfolio (PRF): The portfolio provides a vehicle through which candidates use critical inquiry and self-assessment to develop their skills as life long learners in their chosen profession. The PRF contains all the required Centerpiece artifacts that collectively illustrate the candidate’s body of work that illustrate his or her performance-based competency. These Centerpieces provide the evidence upon which faculty use the Educational Specialist Reflective Professional Portfolio Assessment Rubric to make program recommendations. Recommendations are required prior to enrollment in practicum, applying for a credential, and/or applying for conferment of a degree. The material in the PRF is organized around the three Unit Candidate Outcomes (ACE).

Upon completion of this course, candidates will be able to demonstrate competencies in the areas listed here.

Outcome I: Academic Excellence and Critical Inquiry and Reflection

Demonstrate knowledge of how to represent content accurately and competently by affectively applying strategies and techniques in their field of study. Engage in reflective activities, critically analyze their practice and apply higher order thinking skills to a wide array of investigative pursuits.

- Students will demonstrate their knowledge of curriculum, child development and learning styles, as well as the development of speech, language, and auditory skills, while facilitating activities for deaf and hard of hearing children in a preschool classroom. (CCTC 19) (CEC 1) (K) (INTASC 1) (CSTP C)
- Students will demonstrate how to apply appropriate techniques for handling the behavior of deaf and hard of hearing preschool-aged children. (CCTC 27, 13, 15) (CEC 5) (S, D) (INTASC 5) (CSTP B, A)
- Students will demonstrate their knowledge of assessment of preschool-aged and hard of hearing children by synthesizing observational and formal/informal observations. (CCTC 17, 25) (CED 7, 8) (K) (INTASC 7, 8) (CSTP D,E)

Outcome II: Community and Service

Demonstrate the ability to create and support collaborative learning communities in their professional fields of practice. Demonstrate the ability to bridge theory and practice by experiencing various dimensions of the community through active service engagements.

- Students will plan and facilitate activities for deaf and hard of hearing children in a preschool classroom. (CCTC 13, 15, 17, 26, 28) (CEC 5, 7, 10) (S) (INTASC 3, 5, 7, 4, 10) (CSTP A, B, D, F)
- Students will demonstrate techniques of developing language, speech, and auditory skills across the preschool curriculum. (CCTC 17, 24, 26) (CEC 7, 4; S) (S) (INTASC 7, 4) (CSTP D)

Outcome III: Ethics, Values and Diversity

Understand and adhere to the values and ethical codes of the university, of schools they work in, and of their professional organizations. Create inclusive, unified, caring and democratic learning communities that value all individuals regardless of background or ability, and equitably support their learning and development.

- Students will demonstrate their knowledge of appropriate language development activities in diverse cultural settings in sessions with preschool-age deaf and hard of hearing children and their parents. (CCTC 12, 15, 24) (CED 3, 5, 4) (K) (INTASC 3, 4, 5) (CSTP A, B, D)
- Students will demonstrate their knowledge about conferencing with parents of diverse cultural backgrounds using available educational, sociological, audiological and psychological information. (CCTC 10, 12, 16, 28) (CED 3, 6, 10) (K) (INTASC 3, 6, 10) (CSTP A, F)

Internet Course Supports

Internet access is required for this class. Information, websites, and readings will be made available as needed in the class.

Tasks, Dates, Grade Weights: You will be given specific information about your tasks and the value of each task towards your overall grade for this course. Specifically identified tasks in this and other credential coursework that informs your overall development as an educator will be evaluated on rubric based performance indicators. Your advisor will keep you abreast to this requirement. Also check your student manual and program information posted on the school web site.

USD Policy Statements

Academic Integrity

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

It is the responsibility of the instructor to determine whether a violation has occurred. An act of academic dishonesty may be either a *serious violation*, or, if unintentional, an *infraction* (a non-serious violation of course rules). If the instructor determines that an infraction (as opposed to a serious violation) has occurred, the instructor can impose

penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Students may formally challenge the instructor's determination of infraction (see below).

Instructors shall report all violations, whether, infractions or serious violations, both to the Dean's office and the student using the Academic Integrity Violation Preliminary Worksheet. The Associate Dean will contact the student and ensure she or he is aware of the Academic Integrity policy. The Associate Dean will appoint a hearing committee *only* when: 1) the instructor reports that a serious violation occurred, or 2) the instructor reports that an infraction occurred *and* the student wishes to appeal the determination of infraction.

The hearing committee will include, in addition to the Associate Dean, a faculty member and two students from the School of Leadership and Education Sciences, and a faculty member from outside the School of Leadership and Education Sciences. If the hearing committee determines that a serious violation has occurred it also will determine sanctions to be applied which may include: a) expulsion from the University; b) suspension from the University for up to one year; c) a letter of censure; and d) imposition of a period of probation. If the hearing committee determines an infraction has occurred the penalty imposed by the faculty member will be upheld. If the hearing committee determines that no serious violation or infraction has occurred, it will request the instructor to take action consistent with that determination. If the hearing committee determines that expulsion is the appropriate sanction the student may appeal to the Provost.

Grade of Incomplete

The grade of "Incomplete" ("I") may be recorded to indicate that the requirements of a course have been substantially completed, but, for a legitimate reason, a small fraction of the work remains to be completed; and that the record of the student in the course justifies the expectation that he or she will complete the work and obtain a passing grade by the deadline. It is the student's responsibility to explain to the instructor the reasons for non-completion of the work and to request an "Incomplete" grade prior to the posting of final grades. The instructor should discuss with the student the conditions and deadline for completion, whenever possible, and should document the conditions and deadline using the Petition for Grade of Incomplete. The "Incomplete" grade is not counted in the computation of the grade point average, nor is credit earned for the semester/session for which the grade was authorized.

Students who receive a grade of "Incomplete" must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise, the "I" grade will be counted as an "F". (Students who receive a grade of "Incomplete" in the spring semester need to complete their work by the tenth week of the fall semester.) A faculty member assigning a grade of "Incomplete" will complete a Petition for Grade of Incomplete, indicating the reason for the "Incomplete", and attach a copy of the form to the grade roster when turning in grades. A copy of this form will be placed in the student's file. Disqualification or Scholastic Probation may be the result if the work is not finished within the posted deadlines and the "Incomplete" turns into an "F."

Students receiving financial aid should be aware that taking an "Incomplete" grade may affect their eligibility for financial aid by their failure to earn the

appropriate amount of credit within a year. When the work is completed, a Removal of Incomplete or Change of Grade form will be completed by the instructor and signed by the Assistant Dean. One copy is then placed in the student's file and the original is sent to the Registrar.

Student Dismissal

Students may be dismissed from the Graduate Programs in the School of Leadership and Education Sciences for the following reasons:

1. Violations of academic integrity.
2. Failure to maintain established grade point average of 3.0 for all coursework.
3. Failure to make satisfactory academic progress toward their degree.
4. Failure to complete time limits for degree.
5. Failure to make satisfactory progress in the development of academic and practitioner skills.
6. Violations of Ethics Code(s) as established by applicable field of study and program area.
7. Violations of USD policies and the Student Code of Rights and Responsibilities, including academic dishonesty and plagiarism, as listed in the Student Handbook which is published online at <http://www.sandiego.edu/archways>.
8. Failure to maintain cooperative relationships with other students and/or faculty or failure to maintain satisfactory delivery of services to clients during fieldwork, including, but not limited to: internships, student teaching, practicum or service learning.

Requests for Accommodation

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619.260.4655) before the beginning of the course. Every effort will be made to accommodate students' needs, however, performance standards for the course will not be modified in considering specific accommodations.

A complete listing of USD academic policies may be found at:

http://www.sandiego.edu/soles/documents/2009-2010LT_Handbook.pdf

Required Text

Joanne Hendrick & Patricia Weissman (2010); *The Whole Child: Developmental Education for the Early Years (9th Edition)*; Pearson Education, Inc., Upper Saddle River, New Jersey
Readings provided by instructor

Class Topics

The student will:

- Observe, collect data, and write in their journals about what is witnessed in the preschool program (e.g., general classroom setting, individual speech and language sessions).
- Critically evaluate and compare child development theories and how they relate to the child with a hearing loss, specifically between the ages of 2-5 years.
- Study and narrate the service delivery process and placement options as it relates to the Individual Educational Plan (IEP).
- Practice and meet with parents to discuss child development issues and concerns as they pertain to typical maturational stages and delays due to deafness.
- Define the terms “language”, “speech”, and “auditory skills”, explain their stages of development, and how they are interrelated for the development of the DHH child’s spoken conversational skills.
- Write, prepare, and implement theme-based curriculum activities in collaboration with the current preschool staff.
- Troubleshoot amplification devices (e.g., cochlear implants, hearing aids, and FM systems, and/or soundfield) in the general setting and during individual speech and language sessions.
- Assess DHH preschool children in all major areas of development, especially in the areas of language, speech, and auditory skills, and select appropriate goals and objectives to gage progression.

Assessment Plan/Grading Criteria/Rubric
--

Breakdown of Assignments Earning Points Towards Final Grade

A total of **1000 points** may be earned in this course:

Class attendance	56	points (2 per day)
Participation	56	points (2 per day)
Journal/Observation	140	points (10 points each)
Projects	48	points
Paper	50	points

Experience book	30	points
Centerpiece Artifact	500	points
<i>Preschool Family Profile</i>	150	
<i>Lesson Plans</i>	150	
<i>Student Teaching and Videos</i>	200	

Final Exam	120	points
------------	------------	--------

Grading Scale

Grade points are assigned as follows:

A	96 - 100	C+	78 - 82.9
A-	93 - 95.9	C	75 - 77.9
B+	88 - 92.9	C-	73 - 74.9
B	85 - 87.9	F	BELOW 73.0
B-	83 - 84		

You will receive 2 points if you are on time, 1 point if you are tardy, 0 points if you are absent. All assignments are due on-time. A 5-point penalty will be given each day for late work.

This class involves a lot of discussion. Each student is expected to pay attention to the speaker, and contribute to the group discussion.

All cell phones must be turned off through the duration of the class. Texting and use of the internet for personal reasons during class is unacceptable.

For full credit on your journal assignments, you must incorporate information from your readings along with your personal observations.

Note: A grade of B or above must be achieved for coursework to count towards a credential or professional development degree.

Preschool Planning Project (48 points)

Student will create a project that describes 14 days of preschool teaching. The lessons described will revolve around a central main idea and expand the possibilities for children to explore the concepts involved. The project will include a list of 14 conceptual focus points for the **lessons** that support the main idea, **songs** that support the theme, a list of **specific books** that support the main idea, **art** ideas that support the main idea, **literacy** activities that support the main idea, **outside play** ideas that support the main idea, **manipulatives** that support the main idea for inside the classroom, **gross motor** and **fine motor** activities that support the main idea, and **dramatic play** possibilities that support the main idea. See rubric for details.

Paper (50 points)

Student will write a 500-750 word paper on **one** of the following pioneers of western child learning theory: Jean Piaget, John Dewey, Maria Montessori, Lev Vygotsky, Erik Erikson, or Loris Malaguzzi. Relevant biographical information, a description of the individual's educational philosophy, the impact of the individual's philosophy on preschool education in the U. S., and how the writer views the philosophy will be included in the paper. At least 5 scholarly sources are required. See rubric for details.

Experience Book (30 Points)

Student will create an experience book based on an event of his or her choice. Using pictures taken during the event in preschool or at home, clip art, or any other illustrative media, student will create a 7-8 page experience book with language that illustrates the event in a clear concise format for several levels of language development appropriate for the preschool students. See rubric for details.

Centerpiece Artifact (500 points)

1. Preschool Family Profile (140)

The student will select a family (participating parent and child) in the preschool program to profile and evaluate current levels of functioning. Using informal assessment tools, the student will gather information in the areas of parent skills, language, speech, auditory learning, cognition, social, self-help, and fine and gross motor skills for the child.

Informal assessments to be used are:

- a. Parent Skills: Elizabeth Cole’s Checklist for Caregivers: Communication-Promoting Behaviors
- b. Child Development Checklist: Hawaii Early Learning Profile (HELP)
- c. Language: Pragmatic Skills Checklist
- d. Language: Language Samples
- e. Language: Teacher Assessment of Grammatical Skills (TAGS)
- f. Speech: Phonetic Ling Evaluation (informal)
- g. Auditory Learning: Auditory Skills Instructional Planning System (ASIPS)
- h. Social: John Tracy Clinic Social Skills Checklist

2. Lesson Plans and Student Teaching (360 points)

The student will write theme-based activity plans and implement them in the preschool setting for the following activities, emphasizing language, speech, and auditory learning development:

- a. Group lesson in the classroom:
 - 1. Snack activity
 - 2. Song Time
 - 3. Story/Language Lesson
- b. Individual Speech and Language session
- c. Times and dates for lessons are arranged by negotiations among the Classroom Teacher, SLT, instructor and student.

Breakdown of points for lesson plans and student teaching:

	Rough Draft	Final Lesson plans	Teaching	Self-Evaluation
--	--------------------	---------------------------	-----------------	------------------------

Song	5	20	25	5
Snack	10	30	45	5
Story/Language	10	50	60	12
SLT lesson	5	20	45	13