

**APPLICATION FOR SOUTH DAKOTA STATE BOARD OF APPROVAL OF A NEW,  
AMENDED, or DELETED EDUCATION PROGRAM**

**INSTITUTION:** Augustana College **DATE:** May 9, 2012

**Department Chair:** Dr. Sheryl Feinstein

**I certify that all information contained in this application is complete and accurate.**

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**SECTION I. Action Requested**

Innovative/Experimental Program

**SECTION II. Educational Program Certification Level**

Birth through Age 21 EDHH Program (Education of the Deaf and Hard of Hearing)

**SECTION III. Program Justification & Objectives**

The Education Department at Augustana College seeks to expand its existing K-12 Education of the Deaf and Hard of Hearing (EDHH) Program to the Birth through Age 21 Education of the Deaf and Hard of Hearing (EDHH) Program. An alignment of the current program of study to the NAEYC Standards for Early Childhood Programs revealed that the existing program is already in strong alignment with these standards.

In the last 30 years, there has been a shift from educating Deaf and Hard of Hearing students in self-contained classrooms to inclusive settings within general education schools. Therefore, teachers of the Deaf must be prepared to work with students who are Deaf and Hard of Hearing in various educational placements. In addition, universal newborn screening, innovations in assistive listening devices, and early intervention services have created a demand for teachers of the Deaf to be prepared to work with infants and toddlers who are Deaf and hard of hearing. As a result, the curriculum in college programs training teachers of the Deaf must include content and experiences that enhance the development of knowledge and skills for serving Deaf and Hard of Hearing children ages birth to 21 who are using the newest listening technology and receiving services in a variety of settings.

Because our program graduates move on to become teachers of the Deaf and hard of hearing across the United States, our program has always been careful to address pertinent issues as they apply to Deaf and Hard of Hearing individuals from birth through age 21. Our program graduates have not experienced difficulty in getting certified in states that have a birth through age 21 certification span, but additional documentation must be provided to verify the birth to age 21 certification span to various state certification agencies. Thus, having the certification level be birth to age

21 reflects what is already in place and will streamline the certification process for program graduates.

The Conceptual Framework describes how Augustana College's Teacher Education Program has been influenced and informed by current and historical research in education, by current best practice and reform research and by the changes called for by NCATE and other learned societies. Additionally, the conceptual framework articulates the Teacher Education Program's beliefs and provides justification and rationale for its existence and purpose. It is meant to be a vehicle through which the unit shares with the professional community its way of seeing, thinking, and being.



Our program's conceptual framework, the Circle of Courage, , is based on a model of youth empowerment supported by contemporary research, the heritage of early youth work pioneers and Native American philosophies of child care. The model is encompassed in four core values: belonging, mastery, independence, and generosity. The central theme of this model is that a set of shared values must exist in any community of learners, including public education and teacher training institutions, to create environments that ultimately benefit society. The term reclaiming is used in this model because reclaiming environments meet the needs of both the individual and society. Unit faculty determined that they want to create a reclaiming environment for their teacher candidates and dispose program graduates to create classrooms and schools that exemplify all four values of the Circle of Courage.

Belonging



Belonging is an integral part of the Augustana environment. Students need to attach to caring adults in order to begin the process of learning and incorporate basic social values. The college encourages teacher candidates' sense of belonging through small interactive classes and numerous teacher candidate groups. Within the Teacher Education Program, belonging is facilitated through consensus building, inclusive learning climates, and cooperation. Teacher candidates examine their field placements with regard to the ways in which the teacher creates a belonging environment that nurtures positive peer attachments through learning. Faculty also structure the teacher candidates' learning environment to create a community of learners.

Mastery



Mastery, the second value in the Circle of Courage Model, promotes the belief that teacher candidates need to develop social, intellectual, and academic competence if they are to become capable and responsible citizens. Mastery is ensured both through the Augustana core and the Teacher Education Program requirements. College and program admission requirements, stringent course standards, early practicum experiences and portfolios are examples of measures used to assess learning and levels of preparedness. When teacher candidates are knowledgeable and skilled in the professional discipline and the liberal arts core, they are disposed to become "master" teachers.

Independence



Independence is the third value promoted within the Circle of Courage model. To develop positive autonomy and interdependence, teacher candidates must be secure in the guidance of caring adults and believe they have some power over their world. The Augustana liberal arts core provides teacher candidates with the tools for independence from their first entry course, New Student Seminar, to the Capstone course for seniors. These courses enable teacher candidates to learn about themselves and their relationship to others. In the Teacher Education Program, qualities that promote problem solving, leadership, respect for diversity, collaboration, assertiveness and responsibility are built into the curriculum and modeled by unit faculty.

Generosity



Generosity is incorporated into Augustana's liberal arts core by expecting teacher candidates to participate in volunteer work and the college's annual Community Service Day, thus encouraging them to display empathy and concern for others. The curriculum within the Teacher Education Program is designed to assist teacher candidates in making the connection between their chosen career and a commitment to society. A positive learning environment must be characterized by a climate of caring so that all involved support one another and cooperate in making their social and academic experiences meaningful.

The mission of the Education Department is to empower students with the tools needed to create learning environments that ensure belonging, mastery, independence and generosity. This mission is grounded in a philosophy that integrates the best of Western educational thought with the wisdom of the indigenous Native American culture of the region and emerging research on positive youth development.

The curriculum of the Teacher Education Program is structured to blend the Circle of Courage values into a model for professional behavior. A set of professional competencies, based upon INTASC (Interstate New Teachers Assessment and Support Consortium) principles, has been identified to guide course content and practicum experiences and both the initial and advanced level. Each of the program competencies has been aligned with the four shared values of belonging, mastery, independence, and generosity.

**#1 KNOWLEDGE OF SUBJECT MATTER:** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**#2 KNOWLEDGE OF HUMAN DEVELOPMENT AND LEARNING:** The teacher candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

**#3 ADAPTING INSTRUCTION FOR INDIVIDUAL NEEDS:** The teacher candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

#4 MULTIPLE INSTRUCTIONAL STRATEGIES: The teacher candidate understands and employs a variety of evidence-based learning strategies to encourage students' development of critical thinking, problem solving, and performance skills.

#5 CLASSROOM MANAGEMENT AND MOTIVATION SKILLS: The teacher candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

#6 COMMUNICATION SKILLS: The teacher candidate uses knowledge of effective verbal, nonverbal, media, and technological communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

#7 INSTRUCTIONAL PLANNING SKILLS: The teacher candidate plans instruction based upon knowledge of subject matter, local, state, and national content standards, students, and the community.

#8 ASSESSMENT OF STUDENT LEARNING: The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

#9 PROFESSIONAL COMMITMENT AND RESPONSIBILITY: The teacher candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

#10 PARTNERSHIPS: The teacher candidate fosters relationships with families (parents, guardians, and support people), school colleagues, and community agencies to support students' learning and well-being.

The objectives of the proposed program would remain as they currently are for the K-12 EDHH program. Programs in the Education Department at Augustana College are in alignment with the INTASC Standards. The EDHH Program is in alignment with the CEC and NAEYC Standards.

#### **SECTION IV. Program Requirements**

- EDHH 201 Language Development
- EDHH 220 Foundations in American Deaf Culture
- EDHH 221 Introduction to Audiology
- EDHH 224 Introduction to Aural Rehabilitation
- EDHH 226 American Sign Language I
- EDHH 227 American Sign Language II
- EDHH 274 Speech Science I
- EDHH 287 Practicum: Deaf and Hard of Hearing
- EDHH 306 Language Assessment and Instructional Strategies for D/HH
- EDHH 318 Reading Assessment and Instructional Strategies for D/HH
- EDHH 323 Curriculum and Instruction for Deaf and Hard of Hearing
- EDHH 329 Working with Families, Professionals, and Deaf Plus Students
- EDHH 331 American Sign Language III
- EDHH 332 American Sign Language IV
- EDHH 487 Elementary EDHH Student Teaching
- EDHH 489 MS/HS EDHH Student Teaching

- EDUC 110 Foundations of American Education
- EDUC 245 Educational Psychology
- EDUC 355 Human Relations in Education
- SPED 315 Classroom Behavior and Management
- NAST 320/HIST 352 Native American Studies Course

**SECTION V. Compliance with Program Standards**

**MATRIX OF REQUIRED COURSES TO CEC AND NAEYC STANDARDS and VERIFICATION OF COMPLIANCE WITH SD DOE STANDARDS FOR CEC AND NAEYC**

CEC	1. Foundations	2. Development and Characteristics of Learners	3. Individual Learning Differences	4. Instructional Strategies	5. Learning Environments and Social Interactions	6. Language	7. Instructional Planning	8. Assessment	9. Professional and Ethical Practices	10. Collaboration
EDHH 201 Language Development		X				X				
EDHH 220 Foundations in Deafness	X				X	X			X	X
EDHH 221 Introduction to Audiology	X							X		
EDHH 224 Introduction to Aural Rehabilitation	X	X				X			X	X
EDHH 226 American Sign Language I						X			X	
EDHH 227 American Sign Language II						X			X	
EDHH 274 Speech Science I						X				
EDHH 287 Practicum: Deaf and Hard of Hearing	X			X					X	X
EDHH 306 Language Assessment and Instructional Strategies for D/HH	X	X	X	X	X	X	X	X	X	X
EDHH 318 Reading Assessment and Instructional Strategies for D/HH	X	X	X	X	X	X	X	X	X	X
EDHH 323 Curriculum and Instruction for Deaf and Hard of Hearing	X	X	X	X	X	X	X	X	X	X
EDHH 329 Working with Families, Professionals and Deaf Plus Students	X	X	X	X	X	X	X	X	X	X
EDHH 331 American Sign Language III						X			X	
EDHH 332 American Sign Language IV						X			X	

EDUC 110 Foundations in American Education	X				X				X	X
EDUC 245 Educational Psychology		X	X		X			X		
EDUC 355 Human Relations in Education	X		X		X				X	X
SPED 315 Classroom Behavior and Management					X					
NAST320/HIST 352 Native American Studies Course	X		X		X				X	X

NAEYC	1. Promoting Child Development and Learning	2. Building Family and Community Relationships	3. Observing, Documenting, and Assessing to Support Young Children and Families	4. Teaching and Learning	5. Becoming a Professional
EDHH 201 Language Development	X				
EDHH 220 Foundations in Deafness					X
EDHH 221 Introduction to Audiology	X				
EDHH 224 Introduction to Aural Rehabilitation	X				
EDHH 226 American Sign Language I					
EDHH 227 American Sign Language II					
EDHH 274 Speech Science I	X				
EDHH 287 Practicum: Deaf and Hard of Hearing			X		X
EDHH 306 Language Assessment and Instructional Strategies for D/HH	X		X	X	X
EDHH 318 Reading Assessment and Instructional Strategies for D/HH			X	X	X
EDHH 323 Curriculum and Instruction for Deaf and Hard of Hearing		X	X	X	X
EDHH 329 Working with Families, Professionals and Deaf Plus Students		X	X	X	X
EDHH 331 American Sign Language III					
EDHH 332 American Sign Language IV					
EDUC 110 Foundations in		X			X

American Education					
EDUC 245 Educational Psychology	X				
EDUC 355 Human Relations in Education		X			X
SPED 315 Classroom Behavior and Management					
NAST320/HIST 352 Native American Studies Course		X			

## INSTITUTIONAL RESPONSE TO THE STANDARDS

CEC Standards	INSTITUTIONAL RESPONSE
<b>1. Foundations.</b>	Through completion of the required courses and field experiences, teacher candidates in the Education of the Deaf and Hard of Hearing Program become aware of and understand the field of Deaf Education as a dynamic, evolving profession. Teacher candidates are disposed to reference information that provides comprehensive and accurate information about their chosen field. Keeping current with best practice pedagogy and assessment approaches is critical to today's teacher of the Deaf and hard of hearing. In addition, candidates complete coursework which prepares them to work with students age birth through 21 who are Deaf or hearing-impaired who have additional disabilities.
<b>2. Development and Characteristics of Learners.</b>	Through completion of the required courses and field experiences, teacher candidates in the Education of the Deaf and Hard of Hearing Program come to understand and reflect their passion for working with students from birth to age 21 who bring a variety of challenges to the academic environment. Teacher candidates understand the complexity of human development and how conditions can interact with that development. They learn how to craft lessons and activities that reflect developmentally appropriate practice.
<b>3. Individual Learning Differences.</b>	Through completion of the required courses and field experiences, teacher candidates in the Education of the Deaf and Hard of Hearing Program come to understand that each individual student's (birth through age 21) unique condition will have an impact upon their school experience. In addition, they realize that other factors or characteristics such as diversity and family background play an important role in the lives of their students. Teacher candidates in the Education of the Deaf and Hard of Hearing Program understand that they must take these aspects into consideration when planning for their students.
<b>4. Instructional Strategies.</b>	Through completion of the required courses and field experiences, teacher candidates in the Education of the Deaf and Hard of Hearing Program acquire a wide variety of best-practice teaching strategies to employ in their classrooms. They learn how to choose and adapt

	these teaching tools to meet the needs of each individual student (birth through age 21) in their classroom.
<b>5. Learning Environments and Social Interactions.</b>	Through completion of the required courses and field experiences, teacher candidates in the Education of the Deaf and Hard of Hearing Program understand that the creation of a positive learning environment is a critical component of their students' (birth through age 21) school experience. Teacher candidates are disposed to create inclusive learning environments which respect individual differences. Consideration of how to motivate and engage their students is emphasized throughout the program.
<b>6. Language.</b>	Through completion of the required courses and field experiences, teacher candidates in the Education of the Deaf and Hard of Hearing Program understand the complexity of how students birth through age 21 acquire language. Use of assistive and alternative technologies to enhance communication is emphasized. Teachers of the Deaf and Hard of Hearing need to understand the impact of hearing loss on learning and experience and be able to utilize effective strategies to foster cognitive and communicative development. Teachers of the Deaf and Hard of Hearing need to understand the impact of early communicative development on individuals who are Deaf and Hard of Hearing to address their cognitive and linguistic needs.
<b>7. Instructional Planning.</b>	Through completion of the required courses and field experiences, teacher candidates in the Education of the Deaf and Hard of Hearing Program learn how to carefully and thoughtfully plan instruction for both individual students (birth through age 21) and classrooms. Development of long-range educational plans is emphasized as teacher candidates learn how to structure instruction. Emphasis on facilitating their students' learning through careful modeling, scaffolding and guided practice is critical.
<b>8. Assessment.</b>	Through completion of the required courses and field experiences, teacher candidates in the Education of the Deaf and Hard of Hearing Program come to understand the role that assessment plays in instruction. Knowledge of a wide variety of assessment approaches is emphasized. Use of assessment results to inform practice and to modify instruction for individual students age birth through 21 and groups of students is included. The role that collaboration plays in the field of Deaf education is addressed.
<b>9. Professional and Ethical Practice.</b>	Through completion of the required courses and field experiences, teacher candidates in the Education of the Deaf and Hard of Hearing Program learn about ethics of the profession. The many and varied roles of those who teach the Deaf and hard of hearing means attention to professionalism in a variety of settings. Teacher candidates understand the importance of professional development and learn about ways to keep themselves on the cutting edge of best practice pedagogy and trends in the field of Deaf education for students birth through age 21. They learn to be reflective practitioners

	who are disposed to constantly be evaluating their practice and working to make modifications where warranted.
<b>10. Collaboration.</b>	Through completion of the required courses and field experiences, teacher candidates in the Education of the Deaf and Hard of Hearing Program learn how important the skills of collaboration is within the context of teaching the Deaf and hard of hearing. Frequent and effective collaboration with colleagues, administrators, families, and other service providers is essential. Teacher candidates understand their role as an advocate for their students age birth through 21 in order to promote the best possible educational experience.
<b>NAEYC STANDARD</b>	<b>INSTITUTIONAL RESPONSE</b>
<b>1. Promoting Child Development and Learning.</b>	Through completion of the required courses and field experiences, teacher candidates in the Education of the Deaf and Hard of Hearing Program develop an understanding of the characteristics and needs of their students, birth through age 21. They understand the need to create a learning environment that considers all factors.
<b>2. Building Family and Community Relationships.</b>	Through completion of the required courses and field experiences, teacher candidates in the Education of the Deaf and Hard of Hearing Program learn that connecting with their students' families and communities is essential. They understand the role this connection plays in creating positive relationships with stakeholders and how essential those relationships are to the academic success of their students, birth through age 21.
<b>3. Observing, Documenting, and Assessing to Support Young Children and Families.</b>	Through completion of the required courses and field experiences, teacher candidates in the Education of the Deaf and Hard of Hearing Program are disposed to understand the important role that ongoing assessment plays in the education of their students, birth through age 21. Multiple assessments employed at various times provide a solid picture of an individual student's academic status. Teacher candidates understand that assessment informs instruction..
<b>4. Teaching and Learning.</b>	Through completion of the required courses and field experiences, teacher candidates in the Education of the Deaf and Hard of Hearing Program acquire knowledge about developmentally appropriate instructional strategies in order to plan instruction for all students, birth through age 21.
<b>5. Becoming a Professional.</b>	Through completion of the required courses and field experiences, teacher candidates in the Education of the Deaf and Hard of Hearing Program become aware of professionalism and ethics of the profession. They understand their role in the profession and learn how to access information to inform their practice.

## COURSE DESCRIPTIONS

**EDHH 201 — Language Development (3 credits)**

The course will include in-depth coverage of language acquisition from birth through adolescence. Special emphasis on milestones, cultural, physical, and social influences, as well as the learning process from a cognitive viewpoint for ages 1-6. OFFERED EVERY FALL SEMESTER

**EDHH 220 — Foundations in American Deaf Culture (3 credits)**

This course provides insight into the culture of the Deaf and Hard of Hearing and provides an understanding of the historical and philosophical trends in the education of the Deaf and Hard of Hearing with an overview of the psychological, emotional, vocational and educational status of the Deaf and Hard of Hearing. Included will be an introduction to the schools, organizations, and professional personnel involved in the education of the Deaf and Hard of Hearing at the local, state and national levels. Offered Every Fall Semester.

**EDHH 221 — Introduction to Audiology (3 credits)**

This course provides a general study of the science of hearing assessment. Instruction emphasizes: terminology, physics of sound, anatomy and physiology of the hearing mechanism, audiologic evaluation and screening, and interpretation. Practical experience in hearing assessment is required. Cross-Listed with CMDS 221; Prerequisite; CMDS 170 OR EDHH 220; Offered Every Fall Semester.

**EDHH 224 — Introduction to Aural Rehabilitation (3 credits)**

Students will study the principles and practices of aural (re)habilitation including speech, reading, auditory training, communication training, amplification, hearing assistive technologies, and cochlear implants for persons that are Deaf and hard of hearing. Practical field experience is required. Cross-Listed with CMDS 224; Recommended Prerequisite EDHH 221; Offered Every Spring Semester.

**EDHH 226 — American Sign Language I (Area 3.4) (3 credits)**

This course will emphasize the student's development of receptive and expressive skills in ASL. In addition, the student will also learn functional vocabulary and how to utilize conversational techniques in ASL. The student will develop skills to recognize and express spatial relationships, use appropriate facial expressions and body movements, to visualize objects and use classifiers. Communication functions, vocabulary, grammar and cultural aspects of the Deaf community will be introduced and studied throughout the course. Offered Every Semester.

**EDHH 227 — American Sign Language II (3 credits)**

This course will emphasize the student's further development of receptive and expressive skills in ASL. The student will also expand their sign vocabulary base and become more familiar with conversational techniques in ASL. The student will develop skills to recognize and express spatial relationships, use appropriate facial expressions and body movements, to visualize objects and use classifiers. Communication functions, vocabulary, grammar and cultural aspects of the Deaf community will be discussed and studied throughout the course. Prerequisite: EDHH 226; Offered Every Spring Semester.

**EDHH 274 — Speech Science I (2 credits)**

Students will study the acoustics, neurology, and physiology relating to production and perception of spoken language. Provides a foundation for understanding the science of spoken language. Cross-Listed with CMDS 274; Prerequisites: CMDS 170 or EDHH 220; Recommended: CMDS 228; Offered Spring Semester, Odd Years.

**EDHH 287 — Practicum: Deaf and Hard of Hearing (3 credits)**

This course requires observation and direct participation in experiences with children, adolescents, or adults who are Deaf and hard of hearing. This practicum is recommended for sophomores. It is completed in programs for the Deaf and hard of hearing and requires supervision and pre-registration clearance. Students will meet with the instructor prior to practicum to receive information regarding course requirements. Prerequisite: EDHH 227; Offered Every Interim.

**EDHH 306 — Language Assessment and Instruction for The Deaf and Hard of Hearing (3 credits)**

This course will introduce the student to methods of evaluating the language of Deaf and hard of hearing students of all ages. Class participants will study various approaches, including the Bi-Lingual/Bi-Cultural approach to help Deaf and hard of hearing children of all ages with the acquisition of expressive language skills in the areas of pragmatics, semantics and syntax. This course includes a practicum in which students will have an opportunity to work with Deaf and Hard of Hearing youth of various ages. OFFERED FALL SEMESTER, ODD YEARS

**EDHH 318 Reading Assessment and Instruction for the Deaf and Hard of Hearing (3 credits)**

This course will introduce students to methods of evaluating the reading skills of Deaf and hard of hearing students of all ages. Class participants will also study instructional strategies and review materials used for teaching reading to the Deaf and Hard of Hearing in preschool through high school grades. This course includes a practicum in which students will have an opportunity to work with Deaf and Hard of Hearing youth of various ages. OFFERED SPRING SEMESTER, EVEN YEARS

**EDHH 323 Curriculum and Instruction for Deaf and Hard of Hearing (3 credits)**

Students will study the teaching of mathematics, social studies, and science to children who are Deaf or hard of hearing, and organizing and modifying the curricula for student in preschool through high school grades. Included is a focus on IEP and transitional planning and career and vocational education. This course includes a practicum in which students will have an opportunity to work with Deaf and Hard of Hearing youth of various ages. PREREQUISITE:ADMISSION TO TEACHER EDUCATION; OFFERED FALL SEMESTER, EVEN YEARS

**EDHH 329 Working with Families, Professionals, and Deaf-Plus Students (3 credits)**

Students will study methods for providing services to Deaf and Hard of Hearing students of all ages and their families using itinerant teaching and consultation models. Students will also acquire knowledge about various disabilities other than Deafness and develop skills in adapting curriculum and lessons for Deaf and Hard of Hearing students who

have additional disabilities (Deaf Plus students) and students from culturally diverse backgrounds. This course includes a practicum in which students will have an opportunity to work with Deaf and Hard of Hearing youth of various ages. OFFERED SPRING SEMESTER, ODD YEARS

**EDHH 331 — American Sign Language III (3 credits)**

This course will cover common communication situations such as describing and identifying objects, exchanging personal information about life events, and giving specific locations. The course will also discuss the proper ways to describe and identify things using classifiers and non-manual markers. Communication functions, vocabulary, grammar and cultural aspects of the Deaf community will be covered throughout the course. Prerequisite: EDHH 227; Offered Every Fall Semester.

**EDHH 332 — American Sign Language IV (3 credits)**

The primary focus will be on classifiers and spatial relationships, working on identifying and describing things and giving directions. The course helps students to enhance ability to talk about events using appropriate time and space relationships. Goals include improving facial expression, classifiers, and other vital storytelling/conversation components. Students will develop their expressive skills through a series of presentations (in-class and on-video) on various topics encompassing skills we've covered. Prerequisite: EDHH 331; Offered Every Spring Semester.

**EDHH 487 — Student Teaching: Deaf Education Elementary (credits TBD)**

This experience is required for students completing the major in EDHH. It includes practical experience in the classroom and other settings with children who are Deaf and hard of hearing representing the specialization of the student under the direction and supervision of qualified classroom teachers. Grading System: S/U only. Prerequisite: Admission to Teacher Education; Senior Standing; Offered Every Semester.

**EDHH 489 — Student Teaching: Deaf Education Middle School/High School (credits TBD)**

This experience is required for students completing the major in EDHH. It includes practical experience in the classroom and other settings with children who are Deaf and hard of hearing representing the specialization of the student under the direction and supervision of qualified classroom teachers. Grading System: S/U only. Prerequisite: Admission to Teacher Education; Senior Standing; Offered Every Semester.

**EDUC 110 — Foundations of American Education (Area 3.3) (3 credits)**

This introductory foundations course in education will examine the quest for equality of educational opportunity in today's society. Students explore the foregoing in relationship to the historical and philosophical roots of education in today's democratic society. This course, intended for pre-service teachers, will explore the knowledge, skills and dispositions that effective teachers have while providing a comprehensive, foundational background of the education field and teaching as a profession. Course includes an early field experience. Offered Every Semester, Including Interim.

**EDUC 245 — Educational Psychology and Measurement (3 credits)**

This course examines learning theories and their application to the classroom. It

includes the study of human development in the cognitive, emotional, social, and moral domains, the transfer of learning, motivation theories, learning and teaching styles, and individual differences. Also, it provides an understanding of measurement and evaluation specifically focusing on descriptive statistical tools, standardized and teacher-made tests and grading practices. Recommended Corequisite: EDUC 275; Prerequisite Sophomore Standing; Offered Every Semester.

**EDUC 355 — Human Relations in Education (3 credits)**

This course investigates the values, culture and characteristics associated with persons of diversity. Dehumanizing biases including sexism, racism, ageism, perception of exceptionalities, religious bigotry, and other oppressive systems of attitude and behavior will be examined with particular reference to education in a pluralistic democratic society. The goal is to develop multi-cultural competence in educators. Offered Every Semester, Including Interim.

**SPED 315 — Classroom Behavior and Group Management (2 credits)**

This course is a survey of the state of current knowledge about the creation and management of classroom environments to optimize achievement, responsibility and pro-social behavior. Included will be a study of the classroom as an interpersonal environment and available strategies for addressing individual and group behavior problems. Offered Every Spring Semester.

**NAST 320 — Native American Social Systems (Area 3.6) (3 credits)**

This course presents an “institutional” approach to Native American (specifically Lakota) society from pre-European contact to the present. It explores Lakota social institutions (political, economic, family, religious, and educational systems) prior to European contact, and examines the impact of non-Indian structures on the historical development of Lakota social institutions. This course fulfills the State of South Dakota’s teacher certification requirement. Cross-Listed with SOCI 320; Offered Every Semester.

**SECTION V. Faculty**

Faculty teaching in the proposed program would be the same faculty currently teaching in the K-12 EDHH Program. No additional staffing would be necessary. Faculty professional preparation, teaching assignment, and expertise are outlined in the table that follows:

Faculty Member Name	Professional Preparation	Teaching Assignment	Expertise
Gunderson, Christa	M. Ed. In C&I; Adult and Higher Education, SDSU	EDHH 226	National Association of the Deaf Certificate of Competence – Level V (Master) 1997; Sign Communication Proficiency Interview – Superior Level 1999; Educational Interpreter Performance Assessment – Level 4.5 2008; National Interpreter Certification Exam – Advanced 2009;

			American Sign Language Teacher's Association – Provisional 2011; Sign Language Interpreter 1996-Present; Video Interpreter/Center Co-manager 2002-2010; Administrative Assistant/Interpreter 1997-1998; Interpreter Mentor 1998-Present
Hanavan, Perry	Au.D. Central Michigan University	EDHH 221, 224, 274	<u>Virtual Tour of the Ear</u> , Developer and Webmaster, <a href="http://www.augie.edu/perry/ear/ear.htm">http://www.augie.edu/perry/ear/ear.htm</a> , 1996-present; South Dakota Speech-Language-Hearing Association, served as President-Elect, President, and Past-President, 1989 – 1992; Academy of Rehabilitative Audiology, Board Member, 2003 – 2007; Academy of Rehabilitative Audiology, President, 2004; Academy of Rehabilitative Audiology, Past Board Member, President, 2004; Academy of Rehabilitative Audiology, Webmaster, 2005-2007; Tri-State SHHH, President, 2005 – 2007; Sioux Vocational Services Executive Board Member (Now Achieve). Sioux Falls, SD, 1983 – 1992
Mahan, Karen	Doctorate in Speech/Language Pathology, Nova Southeast University	EDHH 201	Assistive Technology Coordinator, Sioux Falls School District, 1997-2002; Speech/Language Pathologist, Sioux Falls School District, 1991-1997
Soukup, Monica	Ed.D., Curriculum and Instruction, University of South Dakota	EDHH 220, 226, 227, 287, 306, 318, 323, 329, 487, 489	Taught Elementary, middle school, and high school at the SD School for the Deaf for 23 years; Student teacher supervision; SD Teacher Licensure for Elementary and Deaf Education; Council on Education of the Deaf Certification
Steen, Carmen	MA, Education, University of Sioux Falls	EDHH 226, 227, 331, 332	Taught in elementary grades for the SD School for the Deaf for 17 years; Interpreter for Communication Service for the Deaf for 20+ years; Student Teacher Supervision; Interpreter Supervision

**SECTION IV. Library Facilities**

The library media and technology resources currently available for the existing K-12 EDHH program would remain available for the proposed Birth to age 21 EDHH program. No additional or new media or technology resources are needed. A summary of library media and technology resources follows:

MIKKELSEN LIBRARY was renovated in 2009 blending the original 1954 building with the 1980 addition in a seamless and functional whole. The many windows flood the building with natural light. Wireless throughout, highlights include group study rooms, a multimedia lab and studio, *Ole's Oasis*—a browsing collection, a fireplace, and plentiful comfortable seating. The library is a member of the South Dakota Library Network (SDLN), a statewide library cooperative providing access to books, government documents, media, and journal articles. A variety of electronic resources including the SDLN database, are made available via the library's homepage.

Resources include a book collection in excess of 254,000 volumes, 19,800 e-books, subscriptions to 580 print journals and over 4,900 electronic journals, 100 electronic databases, many with full-text content, and a selective depository for U.S. government documents. The library subscribes to a number of newspapers in print. In addition, electronic databases provide access to the full text of newspapers from around the world. The library's holdings include books, journals, and media specific to education and education of the Deaf and hard of hearing. Supportive resources related to special education, speech and hearing, and psychology are also part of the collection.

Media Services, a department of the library, offers over 6,600 media programs and a wide range of audiovisual equipment and services including specialized printing and production. The Media Lab and green screen studio provide the tools to produce digital multimedia projects using a number of specialized software programs. Two computers with assistive software for use by those with disabilities and a Merlin text enlarger are also available in the Media Lab. In addition, Media Services is responsible for the maintenance of the Juvenile Literature and K-12 Curriculum collections. A videophone is available for faculty and student use adjacent to the media collection on the lower level of the library.

Special collections include the library's rare book collection, housed in the Myklebust Room on the lower level of the library. The Norwegian collection, consisting of books on subjects relating to Scandinavia, many of which are in Norwegian, was begun with a gift from Maurice P. Dunlap, Consul to Norway from 1936 to 1941. Shortly after the library renovation, the Sioux Falls Seminary theological collection was integrated into the library.

Also available to faculty and students is the collection of the Center for Western Studies, located in the Fantle Building adjacent to the library. The Center for Western Studies collects and preserves historical materials relating to South Dakota and the Northern Plains, and manages the Augustana College archives.

The library's collection development policy encourages recommendations from the faculty regarding both acquisitions and withdrawals. The library staff use reviews in professional journals and reference sources to maintain a balanced collection. The Media Librarian, liaison to the Education department, works closely with the department to facilitate appropriate acquisition of materials in all formats. While selection of new materials is continuous, collections are evaluated for weeding

Open and staffed 97 hours per week, the library provides an important place for research, collaboration, and quiet study. Wireless access to the Internet is available throughout the library. Although students frequently bring their own laptops and mobile devices, 34 laptops are provided for checkout from the circulation desk, and 12 Internet workstations are also available for library research. In addition to the resources available within its physical space, the library maintains a robust online presence where remote access to many of the library's resources is maintained. To supplement its own collections, the library provides access to extensive resources through interlibrary loan, frequently delivered directly to faculty and student email. Reference librarians are available to help with research in person, and via email and chat reference.

Knowledgeable staff are always available to assist students in the use of collections, and with technology concerns.

Reserves are delivered in electronic format whenever possible to enhance convenience and accessibility. While the library still maintains a shelf of traditional reserves for items such as DVDs, books, and professors' personal copies, journal articles and multimedia files are made available electronically through Moodle, a password protected course management system, allowing them to be accessed remotely.

In an information rich, democratic society the leaders of the future must be able to use and create information effectively and ethically. The library's program of information literacy features librarians collaborating with faculty in the classroom to ensure that Augustana students know how to locate, evaluate, synthesize and utilize information, regardless of format. While librarians sometimes meet with classes in the instructional centers on campus, they more frequently invite them to come to the library's classroom or large conference room, each with fully integrated presentation technology. Using the laptops and wireless access, students are able to practice information literacy concepts

hands-on, as well as gain experience in navigating complex databases with a librarian as guide.

The library's holdings includes books, journals, and media related to education, special education, Deaf education, speech and hearing, psychology, and instructional technology and is sufficient to serve as a resource for faculty and students. Faculty are able to provide recommendations for acquisition.

In addition to the materials located in the library, students and faculty have access to instructional games and assessments in a room located in the Ralph and Muriel Roberts Learning Center, which is housed in the East wing of the Madsen Center. There are three programs within the Education Department, the Communication Disorders Program, the Special Education Program, and the Education of the Deaf and Hard of Hearing Program that are allotted money through the Roberts Endowment to purchase materials and assessments for student and faculty use.

Observations rooms in the Madsen Center are used for students to observe and participate in intervention, assessment, and counseling. The Ralph and Muriel Roberts Learning Center provides space for rooms for small group intervention and seminar activities. This center also includes a clinic with a sound-treated booth used for audiological evaluations. In addition, small rooms with two-way mirrors are used for diagnostic, counseling, and intervention services.

Computer labs are available for general student access. With the exception of the computer lab in the library, computer labs can be reserved by faculty for classes. There are computer labs available in every academic center, the Gilbert Science Center, the Humanities building, and the Madsen Center. In addition, computer labs are available in each residence hall and are available for 24-hour access. In addition, all dormitory rooms are wired for computer access. All of the classrooms on campus are Smart classrooms that include a computer, data projector, and VCR/DVD.

Two 30-station, 24-hour computer labs are located in the lower level of the Madsen Center along with the College's Information Systems division. Computer staff and a Help Desk that includes student employees are available from 8:00 a.m. to 11:00 p.m. for assistance.

In the fall of 2006 and 2007, Communication Services for the Deaf provided equipment to create a new ASL Interpreting Lab. The new ASL Interpreting Lab provides hands-on experiences for Augustana students enrolled in the ASL classes and Interpreting classes. The multimedia lab currently houses 12 Multimedia workstations and one

master control station all containing PC Window platform machines, color monitors, DVD Rom players, and camcorders. Students will be able to practice their ASL skills using a variety of resources in the new ASL Interpreting Lab. In addition to viewing ASL tapes and CD ROMs, students can play an audio or video file at their workstation and the teacher can send a camera video to the students' workstations. The teacher is also able to view any student camera using the master control station.

Faculty who work in the Instructional Media Center collaborate with the faculty and accepts recommendations to purchase or withdraw material. The library staff also uses reviews in professional journals and reference works to maintain a balanced and current collection of material.

The materials in the Ralph and Muriel Roberts Learning Center are maintained by the faculty in the Special Education, Communication Disorders, and Education of the Deaf and Hard of Hearing programs.

Each semester one faculty from the INTR program is given a three-credit course release to maintain the ASL lab. Deaf individuals are hired as ASL lab assistants to assist the INTR and EDHH faculty in maintaining the ASL lab and supporting the students in the lab. Faculty in the INTR and EDHH programs make recommendations to purchase or withdraw materials in the lab.

Judith Howard is the Media Librarian and Kathy Black is the Media assistant. They are responsible for maintaining the materials in the Instructional Media Center. Judith Howard is the library liaison to the Education Department and works closely with the Education department to support and facilitate appropriate acquisition and deselection of materials. Both faculty are knowledgeable about instructional media and materials.

Media Services provides students, faculty and staff of Augustana College with resources to design, create, and present their multimedia projects. In addition to the materials located in the library, students and faculty have access to instructional games and assessments in a room located in the Ralph and Muriel Roberts Learning Center, which is housed in the East wing of the Madsen Center. Observation rooms in the Madsen Center are used for students to observe and participate in intervention, assessment, and counseling. There are computer labs available in every academic center, the Gilbert Science Center, the Humanities building, and the Madsen Center. In addition, computer labs are available in each residence hall and are available for 24-hour access. The ASL lab is open and available to students 40 hours during each week.