

## **Special Education, Language, and Literacy**

*Faculty:* Behre, *Chair:* Anthony, Blair-Larsen, Blumberg, Cheek, Cohen, Dell, Hornyak, Petroff, Phelps, Rao, Rotter, Smith, Slobodzian, Speaker, Strassman, Wong, Wu

The Department of Special Education, Language, and Literacy equips students with knowledge and skills to permit entry to the teaching profession as a teacher of individuals with disabilities or a teacher of individuals who are deaf or hard of hearing.

The department also offers courses of study in several related fields including reading, speech-language pathology, and teaching English as a second language.

The department also offers a minor in communication disorders. The communication disorders minor provides the prerequisites necessary to prepare students for graduate study in speech-language pathology or audiology.

The department also offers undergraduate courses in reading, language arts, and children's literature to teacher candidates in early childhood education, elementary education, and secondary education.

### **Five-Year Program Preparing Teachers of Individuals with Disabilities culminating in a Masters Degree**

The masters program in the Education of Individuals with Disabilities is designed for students who have completed high school and are first-time students and for transfer students from community colleges or other four-year programs who have not yet earned a bachelor's degree. The program is based on the School of Education's conceptual framework for preparing exemplary professionals and meets all of the standards of the Council of Exceptional Children as well as the requirements of the State of New Jersey for licensure as a teacher of individuals with disabilities, K–12. Typically students who successfully complete the general knowledge PRAXIS exam will also qualify for licensure as an elementary-level (K–5th grade) teacher as well.

Students will earn a bachelor's degree without teacher certification, at the end of their fourth year. The bachelor's degree will be a dual major in a liberal arts major as well as in special education (without teacher certification). The course of study, however, continues through the following summer and academic year and culminates with the student's earning a master's degree. At this time, all applicable certifications are earned. Students will need to meet all requirements of The College of New Jersey and the School of Education at the end of the fourth year in order to be admitted to the fifth year. At the undergraduate level, the student must select one of the following liberal arts majors: art, English, mathematics, history, biology, Spanish, music, psychology, sociology, or math/science/technology. (The department also offers a five-year dual certification in the education of the deaf and hard of hearing and elementary education leading to a masters degree—see below.)

### **Requirements for the Major**

- Students must complete the liberal learning requirements as defined by The College of New Jersey. Students must complete a second major from the list provided above.
- Students must complete the following coursework at the undergraduate level: MST 202, MAT 202, RAL 220, RAL 225, RAL 320, SLP 102, SPE 103, SPE 203, SPE 214, SPE 229, SPE 322.

It is strongly recommended that students complete MAT 105 as part of their liberal learning requirements.

Students must complete the following coursework at the graduate level in order to gain teacher certification: SPE 521, SPE 522, SPE 626, EDU 513, SPE 695, SPE 696 and a four-course specialty sequence to be determined by the student and his/her advisor. See graduate bulletin for further information.

#### **Admissions:**

1. The department reserves the right to limit enrollments in the program when necessary or desirable.
2. Formal admission to the program is granted at the end of sophomore year only to those students who have met the departmental requirements as well as those of the School of Education and of the College.
3. Departmental application forms must be filed by students desiring to transfer from other departments in the College. The application includes a written response to a designated topical question. Interviews of applicants may be required. Acceptance decisions are made the week prior to spring registration.
4. Proficiency level of all students admitted to the major will be continually assessed in the areas of oral language, spelling, writing, reading, and mathematics skills.

#### **Academic Regulations**

In compliance with the State of New Jersey's regulations, a student must have a grade point average of 2.5 prior to enrolling in the pre-professional experience block of courses. At the completion of the fourth year of study, the student's grade point average will be assessed to determine if the standard for graduate study at TCNJ has been met. Students must repeat a required departmental, academic sequence, or professional education course in which a grade of D or F has been received. Such a course may be repeated only one time. Students unable to meet departmental criteria as noted will be dismissed from the department. Dismissal will be made at the end of the academic year.

#### **Transfer Students**

The program is sequential in nature and structured with courses offered only during certain semesters. Potential students must realize that this may prolong their programs by at least one year in most cases. Transfer students who are accepted into the program must schedule courses with the advisement of the undergraduate coordinator.

Outside transfers must complete an admissions process through the College admissions office. Departmental review of external transfer applications occurs immediately subsequent to the dates published by the College for the application process. Interview of applicants may be required.

#### **Program Entrance, Retention, and Exit Standards**

Every major program at the College has set standards for allowing students to remain in that program, to transfer within the College from one program to another, and to graduate from a program. The following are the standards for the teacher of the handicapped program. Minimum grades are noted in parentheses.

- Retention in the program is based on the following performance standards in these “critical content courses”: SPE 103 (C), SPE 203 (C), SPE 214 (B) and RAL 220 (B).
- Transfer into the program from another program within The College is based upon the following performance standards in these “foundation” courses: WRI 102 if not exempted (B); FSP (B).

In addition, in order to graduate the student must earn a minimum grade of C in the following courses: MST 202, MAT 202, RAL 220, RAL 320, SLP 102, SPE 103, SPE 203, SPE 214, SPE 229, SPE 322.

- Students’ course work will depend in part on the student’s second major.

### **Suggested First-Year Sequence**

#### **Fall Semester**

FSP First Seminar	1 course unit
Quantitative Reasoning (Typically MAT 105 unless a different math course is required by the liberal arts major)	1 course unit
Introductory course in liberal arts major	1 course unit
Liberal learning or second course in the liberal arts major	1 course unit

#### **Spring Semester**

SPE 103/Social and Legal Foundations of Special Education	1 course unit
WRI 102/Academic Writing (if not exempted)*	1 course unit
Liberal Learning or course in liberal arts major	1 course unit
Liberal Learning or course in liberal arts major	1 course unit

*\*It is recommended that students exempted from this course take another liberal learning course.*

**Total for year** **8 units**

### **Five-Year Dual Certification in the Education of the Deaf and Hard of Hearing and Elementary Education culminating in a Masters Degree**

The Master of Arts in Teaching degree in Education of the Deaf and Hard of Hearing/Elementary Education is designed for students who have completed high school and are first-time students and for transfer students from community colleges or other four-year programs who have not yet earned a bachelor’s degree. The program is based on the School of Education’s conceptual framework for preparing exemplary professionals and meets all of the standards of the Council on Education of the Deaf (CED) as well as the requirements of the State of New Jersey for licensure as a teacher of the deaf and hard of hearing, K–12 as well as for licensure as an elementary-level teacher. Students will earn a bachelor’s degree in their liberal arts major without teacher certification at the end of their fourth year. The bachelor’s degree will be in the area of their liberal arts major. The course of study, however, continues through the following summer and academic year and culminates with the student’s earning a master’s degree and two certifications. Students will need to meet all requirements of the College and School of Education as set forth for each degree. At the undergraduate level, the student must select one of the following liberal arts majors: English, mathematics, history, biology, Spanish, psychology, sociology, or math/science/technology. Students who major in a teachable subject area (i.e., *not* psychology or sociology) will have the opportunity to seek a subject matter

specialization to teach that subject grades 6–8. Additional information can be found at [http://deafed.department.tcnj.edu./program\\_description\\_hs.htm](http://deafed.department.tcnj.edu./program_description_hs.htm)

### **Academic Regulations**

In compliance with the State of New Jersey’s regulations, a student must have a grade point average of 2.5 prior to enrolling in the pre-professional experience block of courses. At the completion of the fourth year of study, the student’s grade point average will be assessed to determine if the standard for graduate study at TCNJ has been met. Students must repeat a required departmental, academic sequence, or professional education course in which a grade of D or F has been received. Such a course may be repeated only one time. Students unable to meet departmental criteria as noted will be dismissed from the department. Dismissal will be made at the end of the academic year.

### **Program Entrance, Retention, and Exit Standards**

Every major program at the College has set standards for allowing students to remain in that program, to transfer within the College from one program to another, and to graduate from a program. The following are the standards for the five-year program in the education of the deaf or hard of hearing. Minimum grades are noted in parentheses.

- Retention in the program is based on the following performance standards in these “critical content courses”: ASL 150 (B), DHH 105 (B), and SPE 103 (B). Also see requirements for individual majors in the Schools of Art, Media, and Music; Culture and Society; Engineering; and Science.
- Transfer into the program from another program within the College is based upon the following performance standards in these “foundation courses”: WRI 102—if not exempted (B); FSP (B). Also see requirements for individual majors in the schools of Art, Media, and Music; Culture and Society; Engineering; and Science.
- Undergraduate graduation requires a minimum grade of C in the following courses: ASL 250, ASL 350, DHH 450, DHH 323. The student must also earn a B in DHH 323. Also see requirements for individual majors in the schools of Art, Media, and Music; Culture and Society; Engineering; and Science.
- Note: At the end of their 4th year, students must have a minimum GPA of 3.0 for admission to graduate study at TCNJ. Additionally, in order to take graduate level classes during the fourth year, students must have a GPA of 3.0.

### **Transfer Student Standards**

The program is sequential in nature and structured with courses offered only during certain semesters. Potential students are advised that this may prolong their programs. Continued advisement is essential to timely program completion.

### **Suggested First-Year Sequence**

#### ***Deaf Education/Art (DHHA and ARTA)***

##### **Fall**

FSP	1 course unit
SPE 103	1 course unit
AFA 111	1 course unit
AAH 105	1 course unit

**Spring**

ASL 150	1 course unit
DHH 105	1 course unit
WRI 102 (if not exempted)	1 course unit
AFA 112	1 course unit
AFA 113	1 course unit

***Deaf Education/Biology (DHHA and BIOA)*****Fall**

SPE 103	1 course unit
FSP	1 course unit
BIO 185	1 course unit
CHE 202	1 course unit

**Spring**

ASL 150	1 course unit
DHH 105	1 course unit
WRI 102 (if not exempted)*	1 course unit
CHE 202	1 course unit
BIO Option 1	1 course unit

*\*It is recommended that students exempted from this course take another SLP 140.*

***Deaf Education/English (DHHA and ENGA)*****Fall**

SPE 103	1 course unit
FSP	1 course unit
LIT 201	1 course unit
SPE 103	1 course unit

**Spring**

ASL 150	1 course unit
DHH 105	1 course unit
WRI 102 (if not exempted)*	1 course unit
LIT 217	1 course unit

*\*It is recommended that students exempted from this course take another SLP 140.*

***Deaf Education/History (DHHA and HISA)*****Fall**

SPE 103	1 course unit
FSP	1 course unit
HIS 210	1 course unit
SPE 203	1 course unit

**Spring**

ASL 150	1 course unit
DHH 105	1 course unit
WRI 102 (if not exempted)*	1 course unit

HIS 220	1 course unit
HIS 230	1 course unit

*\*It is recommended that students exempted from this course take another SLP 140.*

***Deaf Education/MST (DMST)***

**Fall**

Math Course	1 course unit
FSP (History)	1 course unit
HIS 210	1 course unit
TST 171	1 course unit
TST 161	

**Spring**

ASL 150	1 course unit
TST 181	1 course unit
WRI 102 (if not exempted)*	1 course unit
Math Course	1 course unit
Science Course	1 course unit

*\*It is recommended that students exempted from this course take another SLP 140.*

***Deaf Education/Mathematics (DHHA and MATA)***

**Fall**

SPE 103	1 course unit
FSP	1 course unit
MAT 127	1 course unit
MAT 200	1 course unit

**Spring**

ASL 150	1 course unit
DHH 105	1 course unit
WRI 102 (if not exempted)*	1 course unit
MAT 128	1 course unit

*\*It is recommended that students exempted from this course take another SLP 140.*

***Deaf Education/Music (DHHA and MUSA)***

**Fall**

FSP	1 course unit
SPE 103	1 course unit
MUS 261	1 course unit
MUS 251	.5 course unit
MUS 200-224	.25 course unit
or	
MUS 300-324	.5 course unit
MUS large ensemble	.25 course unit

**Spring**

ASL 150	1 course unit
DHH 105	1 course unit
Music courses as per music department	

***Deaf Education/Psychology (DHHA and PSYA)*****Fall**

PSY 101	1 course unit
FSP	1 course unit
PSY 121	1 course unit
SPE 103	1 course unit

**Spring**

ASL 150	1 course unit
DHH 105	1 course unit
WRI 102 (if not exempted)*	1 course unit
PSY Foundations	1 course unit

*\*It is recommended that students exempted from this course take another SLP 140.*

***Deaf Education/Sociology (DHHA and SOCA)*****Fall**

SPE 103	1 course unit
FSP	1 course unit
MAT 125 or STA 115	1 course unit
SOC 101	1 course unit

**Spring**

ASL 150	1 course unit
DHH 105	1 course unit
WRI 102 (if not exempted)*	1 course unit
SOC Option	1 course unit
STA 215 or STA 216	1 course unit

*\*It is recommended that students exempted from this course take another SLP 140.*

***Deaf Education/Spanish (DHHA and SPNA)*****Fall**

SPE 103	1 course unit
FSP	1 course unit
SPE 203	1 course unit
Spanish Class (specific course based on placement exam performance)	1 course unit

**Spring**

ASL 150	1 course unit
DHH 105	1 course unit
WRI 102 (if not exempted)*	1 course unit
Spanish Class (specific course based on first semester placement)	1 course unit

*\*It is recommended that students exempted from this course take another SLP 140.*

## **Deaf Studies Minor**

The deaf studies minor is open to all matriculated students who in their careers will want or need a professional orientation to deaf or hard-of-hearing individuals. The course of study introduces students to the communication problems and educational needs associated with deafness. Additional information can be found at:

<http://deafed.department.tcnj.edu./minor.htm>

### **Students must take the following 4 courses:**

ASL 150/American Sign Language I

ASL 250/American Sign Language II

ASL 350/American Sign Language III

DHH 105/Programs and Services for Individuals who are Deaf or Hard of Hearing

### **Students must choose one of the following courses to complete the minor:**

DHH 303/Language Development in Individuals who are Deaf or Hard of Hearing

DHH 502/Speech Development in Individuals who are Deaf or Hard of Hearing

DHH 522/Assistive Listening Devices for Auditory Management of Deaf or Hard of Hearing Individuals

## **Speech-Language Pathology—Communication Disorders Minor**

Prerequisite for the communication disorders minor is a general cumulative average of 2.5. This standard must be maintained until graduation. Students may repeat only once any departmental course in which a grade of D or F has been received.

It should be noted that completion of the undergraduate sequence does not guarantee admission to any graduate program. For the admissions requirements of the department's graduate program, see *The College of New Jersey Graduate Bulletin*. Students preparing for graduate study in speech-language pathology or audiology should meet with the program advisor to receive information relative to the profession of choice and to receive advisement relative to course sequence and prerequisites.

### **Communication Disorders Minor Sequence**

SLP 102/Language and Speech Development

SLP 140/Introduction to the Measurement of Hearing

SLP 305/Acoustic Phonetics

SLP 308/Anatomy and Physiology of the Speech and Hearing Mechanism

SLP 307/Communication Disorders: Nature, Diagnosis and Treatment

SPE 203/The Psychological Development of Children and Adolescents

SLP 319/Aural Rehabilitation

### **ASL 150/American Sign Language I**

**1 course unit**

Through readings, field visits, class activities, and independent research, this course will provide the students with a core signed vocabulary that can be identified and produced in a meaningful context. Various functions of language will be the basis for establishing and maintaining content-specific conversations. Students will become familiar with the origins and principles of ASL and be able to compare and contrast those features to the English language. Students will explore the impact various scientific, political, and educational leaders have had on the Deaf community. In

addition, the student will come to appreciate the shifting perceptions of the Deaf community that have occurred in the past few decades.

**ASL 250/American Sign Language II**

**1 course unit**

Through readings, field visits, class activities, and independent research, this course will build upon the core signed vocabulary that was introduced during the ASL I course. In-depth analysis of techniques, forms, and appropriate use of fingerspelling in signed conversations will be provided. Expansion of the student's vocabulary base and knowledge of the principles of ASL will lead to increasingly longer periods of language immersion experiences during class time. Students will explore a variety of organizations devoted to serving deaf citizens.

**ASL 350/American Sign Language III**

**1 course unit**

Through readings, field visits, class activities, and independent research, this course will further expand the core vocabulary base of the ASL I and ASL II courses. Development of advanced signing skills will include awareness of transcription symbols, topicalization, classifiers, temporal sequencing, and various number systems. Short stories, narratives, and conversations will be highlighted as expressive and receptive venues for communicative exchanges. Students will be introduced to folklore, poetry, and linguistic play as aspects of ASL literature.

**ASL 390/Discipline Specific Research Course**

**variable course units**

Permission of instructor required

Guided research in a related field of study under the direct tutelage of a faculty member.

**ASL 391/Independent Study**

**variable course units**

Independent exploration of a specific topic under supervision of a faculty member. Could include a unique case study, exploration of a research topic, extensive reading in an area of interest, participation in department of interagency clinics, workshops, etc., or such other independent studies that would contribute to professional growth of the student.

**ASL 392/Guided Study**

**variable course units**

**ASL 393/Independent Research**

**variable course units**

Permission of instructor required

Independent exploration of a specific topic under supervision of a faculty member. Could include a unique case study, exploration of a research topic, extensive reading in an area of interest, participation in department of interagency clinics, workshops, etc., or such other independent studies that would contribute to professional growth of the student.

**ASL 399/Internship**

**variable course units**

Permission of instructor required

Field-based learning experience.

**ASL 400/400-Level Special Topics**

**variable course units**

Permission of instructor required

**ASL 493/Independent Research II**

**variable course units**

Permission of instructor required

Advanced independent exploration of a specific topic under supervision of a faculty member. Could include a unique case study, exploration of a research topic, extensive reading in an area of

interest, participation in department of interagency clinics, workshops, etc., or such other independent studies that would contribute to professional growth of the student.

**DHH 105/Programs and Services for Individuals** **1 course unit**  
**Who Are Deaf or Hard of Hearing**

Through readings, field visits, class discussions, and independent research and writing, this course will explore history, philosophy, programs, services, and legal issues as they relate to deaf or hard of hearing persons in American society and abroad. Students will become familiar with current local, state, and federal agencies serving deaf and hard of hearing children and their families and those that provide ancillary support to a child's education. Through the examination of current and historical laws and materials on health, education, and welfare, students will recognize the ways in which societal forces act on education environments serving deaf and hard of hearing students. Students will explore the question of how deaf or hard of hearing children are identified by various constituencies as well as general characteristics of D/HH learners.

**DHH 300/Special Topics** **variable course units**

**DHH 303/Language Development in Individuals** **1 course unit**  
**Who Are Deaf or Hard of Hearing**

Given an understanding of typical communication, speech and language development, this course examines the family and school issues that influence language development and growth in deaf or hard of hearing (D/HH) children and adolescents. Students will learn how to design a learning environment and activities that naturally encourage language development and growth with respect to the child's communicative modality and the goal of promoting English literacy.

**DHH 323/Deaf Education Methods across Educational Settings:** **1 course unit**  
**Curriculum Methods and Assessment**

This course and practicum experience explores the curricular planning, materials, modifications or adaptations that may be required by a learner who is deaf or hard of hearing. Specific attention is given to standardized and functional assessments and to transition planning for individuals who are deaf or hard of hearing. The continuum of educational settings will be used as lenses through which content area instruction will be examined.

**DHH 390/Discipline Specific Research Course** **variable course units**

Permission of instructor required

Guided research in a related field of study under the direct tutelage of a faculty member.

**DHH 391/Independent Study** **variable course units**

Independent exploration of a specific topic under supervision of a faculty member. Could include a unique case study, exploration of a research topic, extensive reading in an area of interest, participation in department of interagency clinics, workshops, etc., or such other independent studies that would contribute to professional growth of the student.

**DHH 392/Guided Study** **variable course units**

**DHH 393/Independent Research** **variable course units**

Permission of instructor required

Independent exploration of a specific topic under supervision of a faculty member. Could include a unique case study, exploration of a research topic, extensive reading in an area of interest,

participation in department of interagency clinics, workshops, etc., or such other independent studies that would contribute to professional growth of the student.

**DHH 399/Internship**

**variable course units**

Permission of instructor  
Field-based learning experience.

**DHH 400/400-Level Special Topics**

**variable course units**

Permission of instructor

**DHH 450/Classroom Applications of Sign Communication**

**1 course unit**

Through readings, field visits, class activities, and independent research, this course will examine the philosophical and educational motivation influencing the choice of communication mode used with deaf and hard of hearing students. Attention will be given to sign variants, simultaneous communication and the application of a total communication philosophy in school programs. Procedures and strategies for effective communication in the educational setting will be discussed. Specific techniques for successfully negotiating cross-cultural mediations and interpretations that arise in a classroom will be provided. A practicum component of this course will combine theoretical information with practical application in sign skill development.

**DHH 493/Independent Research II**

**variable course units**

Permission of instructor required  
Advanced independent exploration of a specific topic under supervision of a faculty member. Could include a unique case study, exploration of a research topic, extensive reading in an area of interest, participation in department of interagency clinics, workshops, etc., or such other independent studies that would contribute to professional growth of the student.

**RAL 220/Literacy Strategies, Assessment and Instruction—Special Education**

**1 course unit**

Through readings, class activities and field experience, this course will develop students' understanding of comprehensive/balanced literacy instruction. Students will become familiar with the different instructional modes of literacy, the concept of reading levels, the stages of reading and writing development, and, the components of the literature focus lesson and the literacy mini-lesson. Through direct experience with materials and methods, students will be prepared to plan appropriate instruction in areas of emergent literacy, word identification, fluency, comprehension, the writing process, and literature response. Field assignments will allow students to apply course content.

**RAL 221/Literacy Strategies, Assessment and Instruction—Elementary Education**

**1 course unit**

This course explores the fundamentals of emergent and early language and literacy. These fundamentals include the complex cultural and social issues that influence the way teachers of young children approach all aspects of language and literacy development, e.g., language acquisition, language structure and variation; the role of oral language in early literacy development; the role of play in literacy development and how play space encourages and supports literacy development, how teacher talk provides a foundation for early vocabulary development; and how the quality and number of children's trade books influences children's literacy development.

**RAL 222/Literacy Strategies, Assessment and Instruction—Early Childhood** **1 course unit**

This course explores the fundamentals of emergent and early language and literacy. These fundamentals include the complex cultural and social issues that influence the way teachers of young children approach all aspects of language and literacy development, e.g., language acquisition, language structure and variation; the role of oral language in early literacy development; the role of play in literacy development and how play space encourages and supports literacy development, how teacher talk provides a foundation for early vocabulary development; and how the quality and number of children's trade books influences children's literacy development.

**RAL 225/Children's Literature** **1 course unit**

A multimedia approach is utilized in this course to examine children's literature. It includes an in depth look at the historical background of both the literature and illustration, establishes criteria for selecting books for children from various genres, includes extensive examination of children's books from each genre of literature, and explores the oral tradition and techniques of storytelling. The course includes psychological, developmental and social perspectives on children's interaction with literature.

**RAL 300/300-Level Special Topics** **variable course units**

**RAL 320/Literacy Learning Across the Curriculum — Special Education** **1 course unit**

*Co-requisite:* SPE 229

Through readings, class activities and field experience, this course will develop students' understanding of the literacy processes associated with the developing fluent reader, and the literacy experiences that nurture these processes. Through direct experience with materials and methods, students will be prepared to plan appropriate instruction for children and adolescents in areas of word identification, fluency, comprehension, the writing process, and literature response, with an emphasis on informational text and the planning of instructional units. A practicum will allow for application of course content.

**RAL 321/Literacy Learning Across the Curriculum—Elementary Education** **1 course unit**

Through readings, class activities and field experience, this course will develop students' understanding of the literacy processes associated with the developing fluent reader, and the literacy experiences that nurture these processes. Through direct experience with materials and methods, students will be prepared to plan appropriate instruction for children and adolescents in areas of word identification, fluency, comprehension, the writing process, and literature response, with an emphasis on informational text and the planning of instructional units. A practicum will allow for application of course content.

**RAL 322/Literacy Learning Across the Curriculum—Early Childhood Education** **1 course unit**

Through readings, class activities and field experience, this course will develop students' understanding of the literacy processes associated with the developing fluent reader, and the literacy experiences that nurture these processes. Through direct experience with materials and methods, students will be prepared to plan appropriate instruction for children and adolescents in areas of word identification, fluency, comprehension, the writing process, and literature response, with an emphasis on informational text and the planning of instructional units. A practicum will allow for application of course content.

**RAL 328/Content Area Literacy** **.5 course unit**

This course is designed to familiarize pre-service secondary teachers with a variety of diagnostic and corrective content area literacy strategies. This course also covers a number of instructional techniques that can be used to enhance the literacy of average, above average and language different readers.

**RAL 390/Discipline Specific Research Course** **variable course units**

Permission of instructor

Guided research in a related field of study under the direct tutelage of a faculty member.

**RAL 391/Independent Study** **variable course units**

Independent exploration of a specific topic under supervision of a faculty member. Could include a unique case study, exploration of a research topic, extensive reading in an area of interest, participation in department of interagency clinics, workshops, etc., or such other independent studies that would contribute to professional growth of the student.

**RAL 393/Independent Research** **variable course units**

Permission of instructor required

Independent exploration of a specific topic under supervision of a faculty member. Could include a unique case study, exploration of a research topic, extensive reading in an area of interest, participation in department of interagency clinics, workshops, etc., or such other independent studies that would contribute to professional growth of the student.

**RAL 399/Internship** **variable course units**

Permission of instructor required

Field-based learning experience.

**RAL 400/400-Level Special Topics** **variable course units**

Permission of instructor

**SLP 102/Speech and Language Development** **1 course unit**

An overview of speech and language development and communication disorders. Students will learn to recognize patterns of typical and atypical language development, use assessment tools in order to make decisions with regard to diagnosis and intervention and develop the skills to identify communication rich environments.

**SLP 140/Introduction to the Measurement of Hearing** **1 course unit**

Experience in the various methods of hearing testing. Types and causes of hearing impairment and role of audiometry in diagnosis.

**SLP 300/300-Level Special Topics** **1 course unit**

**SLP 305/Acoustic Phonetics** **1 course unit**

Broad and narrow transcription of American English in International Phonetic Alphabet; prosodic features; introduction to acoustic phonetics; and elements of instrumental analysis.

**SLP 307/Communication Disorders: Nature, Diagnosis, and Treatment** **1 course unit**

Provides an orientation to the profession of speech-language pathology, including the various laws and state regulations that impact upon the education of students and adults with communication disorders. Students will learn the characteristics and etiology of the major types of communication disorders and the roles that speech-language pathologists play in their diagnosis and treatment. Students will also acquire a basic understanding of important life span issues that provide insight into the process of human communication, speech and language development and the anatomical and physiological mechanisms that support communication.

**SLP 308/Anatomy and Physiology** **1 course unit**

Study of underlying structural and functional bases of normal speech and language development.

**SLP 319/Aural Rehabilitation** **1 course unit**

Aspects of identifying, habilitating and rehabilitating the aurally handicapped: screening tests, sound amplification, auditory training, speech reading, and speech conversation.

**SLP 390/Discipline Specific Research Course** **variable course units**

Permission of instructor required

Guided research in a related field of study under the direct tutelage of a faculty member.

**SLP 391/Independent Study** **variable course units**

Independent exploration of a specific topic under supervision of a faculty member. Could include a unique case study, exploration of a research topic, extensive reading in an area of interest, participation in department of interagency clinics, workshops, etc., or such other independent studies that would contribute to professional growth of the student.

**SLP 392/Guided Study** **variable course units**

Individual study, under faculty supervision, enabling students to engage in intensive investigation of an area of major specialization using research procedures.

**SLP 393/Independent Research** **variable course units**

Permission of instructor required

Independent exploration of a specific topic under supervision of a faculty member. Could include a unique case study, exploration of a research topic, extensive reading in an area of interest, participation in department of interagency clinics, workshops, etc., or such other independent studies that would contribute to professional growth of the student.

**SLP 399/Internship** **variable course units**

Permission of instructor required

Field-based learning experience.

**SLP 400/400-Level Special Topics** **variable course units**

Permission of instructor required

**SLP 493/Independent Research II** **variable course units**

Permission of instructor

Advanced independent exploration of a specific topic under supervision of a faculty member.

Could include a unique case study, exploration of a research topic, extensive reading in an area of

interest, participation in department of interagency clinics, workshops, etc., or such other independent studies that would contribute to professional growth of the student.

**SPE 103/The Social and Legal Foundations of Special Education** **1 course unit**

This course introduces students to interdisciplinary analyses of special education in American schools. Students review critical issues facing schools by applying analytic principles drawn from history, philosophy, and legal/social theory in order to form an initial, professional position. They will develop a framework for understanding how they, as individuals, can contribute to enhancing educational environments.

**SPE 203/The Psychological Development of Children and Adolescents** **1 course unit**

This course will focus on theories of intelligence, learning, motivation, and development from birth through early adulthood. It will also introduce some basic assessment concepts. It will use normative functioning in these areas as a foil from which to study atypical functioning. Within the program of study, this course will lay the foundation for defining difference. As such, it is a primary foundational course for future special educators.

**SPE 214/Exploring Classroom and Managing Communities** **1 course unit**

*Corequisite:* SPE 220

Introduction to the “best practices” that are currently used in the areas of classroom management and behavior support. It provides students with the skills and knowledge that will enable them to pro-actively and constructively address the varied kinds of behavioral challenges that teachers confront in current classrooms and establish environments that are positive and encourage high levels of academic engagement.

**SPE 229/Multicultural Social Studies Methods for Exceptional Learners K–12** **1 course unit**

*Corequisite:* RAL 320

Through readings, class activities and field experience, this course will develop students’ understanding of the goals of social studies instruction, the concepts and generalizations in the ten social studies strands, and effective materials and methods to use in K–12 social studies courses. In addition, the course will address issues related to serving the needs of students with disabilities in planning and implementing social studies instruction. Students will observe social studies lessons in an intermediate classroom and then plan and implement a week-long literature-focused social studies unit.

**SPE 300/300-Level Special Topics** **variable course units**

**SPE 322/Inclusive Practices** **1 course unit**

This is a mid-level course which assumes that the student has basic knowledge of pupils with disabilities, basic instructional design skills and basic curriculum content knowledge. The overall goal of this course is to prepare students to assume the role of the teaching inclusively placed pupils with disabilities. This course also offers a unique opportunity for general and special education majors to work together during their pre-service in preparation for future co-teaching positions.

**SPE 390/Discipline Specific Research Course** **variable course units**

Permission of instructor required

Guided research in a related field of study under the direct tutelage of a faculty member.

**SPE 391/Independent Study****variable course units**

Independent exploration of a specific topic under supervision of a faculty member. Could include a unique case study, exploration of a research topic, extensive reading in an area of interest, participation in department of interagency clinics, workshops, etc., or such other independent studies that would contribute to professional growth of the student.

**SPE 392/Guided Study****variable course units****SPE 393/Independent Research****variable course units**

Permission of instructor

Independent exploration of a specific topic under supervision of a faculty member. Could include a unique case study, exploration of a research topic, extensive reading in an area of interest, participation in department of interagency clinics, workshops, etc., or such other independent studies that would contribute to professional growth of the student.

**SPE 399/Internship****variable course units**

Permission of instructor required

Field-based learning experience.

**SPE 400/400-Level Special Topics****variable course units**

Permission of instructor required

**SPE 493/Independent Research II****variable course units**

Permission of instructor required

Advanced independent exploration of a specific topic under supervision of a faculty member. Could include a unique case study, exploration of a research topic, extensive reading in an area of interest, participation in department of interagency clinics, workshops, etc., or such other independent studies that would contribute to professional growth of the student.