

Special Education, Language, and Literacy-1

Special Education, Language, and Literacy

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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 offers undergraduate courses in literacy, children's literature, inclusion, and development of individuals with disabilities to teacher candidates in early childhood education, elementary education, technology education, music education, and secondary education.

The department also offers a pre-requisite course of study in speech-language pathology for students interested in pursuing graduate study in speech-language pathology.

Five-Year Program Preparing Teachers of Individuals with Disabilities Culminating in a Masters Degree

The integrated bachelor's and Masters of Arts in Teaching program in the Education of Individuals with Disabilities is designed for students who have completed high school and 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.

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. The course of study continues through the following summer and academic year and culminates with the student earning a master's degree in special education, NJ certification in special education and NJ certification in elementary education. 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, women and gender studies. (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 Teachers of Individuals with Disabilities 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, MTT 202, RAL 220, RAL 225, RAL 320, SLP 102, SPE 103, SPE 203, SPE 214, SPE 329, SPE 322.
- Students should 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: SPED 521, SPE 522, SPED 626, EDU 513, SPED 695, SPED 664, and a three-course specialty sequence. See Graduate Bulletin for further information.

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Admission

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. A minimum GPA of 2.75 is required to transfer into the program.
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 once. 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 transfer students must realize that this may prolong their programs by at least one year in some cases. Transfer students who are accepted into the program must schedule courses with the advisement of the program coordinator.

Outside transfers must complete an admissions process through the College admissions office. Departmental review of external transfer applications occurs immediately subsequent to the date published by the College. 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 Individuals with Disabilities 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); SPE 103 (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 320, SLP 102 SPE 203 SPE 329, SPE 322.

- A student's other course work will depend in part on his or her second major.

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- At the end of their 4th year, students must have a minimum overall GPA of 2.75 or a GPA of 3.0 in their major for admission to graduate study at TCNJ.

Suggested First-Year Sequence

Special Education/Biology (SEDA and BIOA)

Fall

| | |
|---|---------------|
| FSP/First Seminar | 1 course unit |
| Liberal Learning (US History recommended) | 1 course unit |
| BIO 185/Themes in Biology | 1 course unit |
| CHE 202/General Chemistry II | 1 course unit |

Spring

| | |
|---|---------------|
| SPE 103/The Social and Legal Foundations of Special Education | 1 course unit |
| Liberal Learning (Math 105 recommended) | 1 course unit |
| WRI 102 (if not exempted)* | 1 course unit |
| CHE 202/General Chemistry II | 1 course unit |
| BIO Option 1 | 1 course unit |

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

Special Education/English (SEDA and ENGA)

Fall

| | |
|---|---------------|
| FSP/First Seminar | 1 course unit |
| Liberal Learning (US History recommended) | 1 course unit |
| LIT 201/Approaches to Literature | 1 course unit |
| Liberal Learning Science | 1 course unit |

Spring

| | |
|---|---------------|
| SPE 103/The Social and Legal Foundations of Special Education | 1 course unit |
| Liberal Learning (Math 105 recommended) | 1 course unit |
| WRI 102 (if not exempted)* | 1 course unit |
| LIT 217/Issues in Multicultural Literature | 1 course unit |

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

Special Education/History (SEDA and HISA)

Fall

| | |
|---|---------------|
| FSP/First Seminar | 1 course unit |
| SPE 103/The Social and Legal Foundations of Special Education | 1 course unit |
| HIS 210/World History I | 1 course unit |
| Liberal Learning- Science | 1 course unit |

Spring

| | |
|--|---------------|
| Liberal Learning-Science/Math | 1 course unit |
| WRI 102 (if not exempted)* | 1 course unit |
| HIS 220/World History II | 1 course unit |
| HIS 230/The United States in World History | 1 course unit |

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

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Special Education/MST (SEST)

Fall

| | |
|------------------------------------|---------------|
| FSP/First Seminar | 1 course unit |
| Liberal Learning-Math | 1 course unit |
| US history course | 1 course unit |
| TST 171/Fundamentals of Technology | 1 course unit |
| TST 161/Creative Design | 1 course unit |

Spring

| | |
|---|---------------|
| SPE 103/The Social and Legal Foundations of Special Education | 1 course unit |
| TST 181/Structures and Mechanisms | 1 course unit |
| WRI 102 (if not exempted)* | 1 course unit |
| Liberal Learning- Math | 1 course unit |
| Liberal Learning-Science | 1 course unit |

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

Special Education/Mathematics (SEDA and MATE)

Fall

| | |
|---|---------------|
| FSP/First Seminar | 1 course unit |
| Liberal Learning (US History recommended) | 1 course unit |
| MAT 127/Calculus A | 1 course unit |
| MAT 200/Discrete Mathematics | 1 course unit |

Spring

| | |
|---|---------------|
| SPE 103/The Social and Legal Foundations of Special Education | 1 course unit |
| Liberal Learning-Science | 1 course unit |
| WRI 102 (if not exempted)* | 1 course unit |
| MAT 128/Calculus B | 1 course unit |

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

Special Education/Psychology (SEDA and PSYA)

Fall

| | |
|--|---------------|
| FSP/First Seminar | 1 course unit |
| PSY 101/General Psychology | 1 course unit |
| PSY 121/Methods and Tools of Psychology | 1 course unit |
| Liberal Learning Elective (US History recommended) | 1 course unit |

Spring

| | |
|---|---------------|
| SPE 103/The Social and Legal Foundations of Special Education | 1 course unit |
| Liberal Learning-Science | 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 liberal learning course.*

Special Education/Sociology (SEDA and SOCA)

Fall

| | |
|---|---------------|
| FSP/First Seminar | 1 course unit |
| Liberal Learning Elective (US History recommended) | 1 course unit |
| MAT 125/Calculus for Business and the Social Sciences or Statistics/ or STA/115 Statistics | 1 course unit |

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SOC 101/Introduction to Sociology 1 course unit

Spring

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

Liberal Learning- Science 1 course unit

WRI 102 (if not exempted)* 1 course unit

SOC Option 1 course unit

STA 115/Statistics or STA 216/Statistical Inference 1 course unit

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

Special Education/Spanish (SEDA and SPAN)

Fall

FSP/First Seminar 1 course unit

Liberal Learning Elective (US History recommended) 1 course unit

Liberal Learning- Science 1 course unit

Spanish Class (specific course based on placement exam performance) 1 course unit

Spring

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

Liberal Learning- Science/Math 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 liberal learning course.*

Special Education/Women and Gender Studies (SEDA and WGS)

Fall

FSP/First Seminar 1 course unit

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

WGS 200/Women, Culture, and Society 1 course unit

Liberal Learning- Science 1 course unit

Spring

WGS 301/HIS 385 or WGS 361/HIS 365/AAS 376 1 course unit

WRI 102 (if not exempted)* 1 course unit

WGS Elective - English 1 course unit

Elective 1 course unit

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

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Five-Year Dual Certification in the Education of the Deaf and Hard of Hearing and Elementary Education culminating in a Master's Degree

The integrated bachelor's and 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 college 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. Having completed a dual major in a liberal arts area and in deaf education, students will earn a bachelor's degree without teacher certification at the end of their fourth year. 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 as a second major to complement the first major in education of the deaf and hard of hearing: art, English, mathematics, history, biology, Spanish, music, 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 about this major can be found at <http://www.tcnj.edu/~educat/deafed>.

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 junior-level course work in education. 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 once. 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 101 (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.

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- Undergraduate graduation requires a minimum grade of C in the following courses: ASL 102, ASL 103, DHH 450. 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 (DHAR)

Fall

| | |
|--|---------------|
| FSP/First Seminar | 1 course unit |
| SPE 103/ The Social and Legal Foundations of Special Education | 1 course unit |
| AFA 111/Drawing I | 1 course unit |
| AAH 105/Art History I: Cave to Cathedrals | 1 course unit |

Spring

| | |
|--|---------------|
| ASL 101/American Sign Language I | 1 course unit |
| DHH 105/Programs and Services for Individuals who are Deaf or Hard of Hearing | 1 course unit |
| WRI 102 (if not exempted)* | 1 course unit |
| AFA 112/Conceptual Art Studio | 1 course unit |
| AFA 113/Color Theory/2D Design | 1 course unit |

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

Deaf Education/Biology (DHHA and BIOA)

Fall

| | |
|---|---------------|
| FSP/First Seminar | |
| SPE 103/The Social and Legal Foundations of Special Education | 1 course unit |
| BIO 185/Themes in Biology | 1 course unit |
| CHE 202/General Chemistry II | 1 course unit |

Spring

| | |
|--|---------------|
| ASL 101/American Sign Language I | 1 course unit |
| DHH 105/Programs and Services for Individuals who are Deaf or Hard of Hearing | 1 course unit |
| WRI 102 (if not exempted)* | 1 course unit |
| CHE 202/General Chemistry II | 1 course unit |
| BIO Option 1 | 1 course unit |

**It is recommended that students exempted from this course take SPE 203.*

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Deaf Education/English (DHHA and ENGA)

Fall

| | |
|--|---------------|
| FSP/First Seminar | |
| SPE 103/The Social and Legal Foundations of Special Education | 1 course unit |
| LIT 201/Approaches to Literature | 1 course unit |
| MAT 105 or 106/Mathematical Structures and Algorithms for Educators I or II | 1 course unit |

Spring

| | |
|--|---------------|
| ASL 101/American Sign Language I | 1 course unit |
| DHH 105/Programs and Services for Individuals who are Deaf or Hard of Hearing | 1 course unit |
| WRI 102 (if not exempted)* | 1 course unit |
| LIT 217/Issues in Multicultural Literature | 1 course unit |

**It is recommended that students exempted from this course take a liberal learning science course.*

Deaf Education/History (DHHA and HISA)

Fall

| | |
|--|---------------|
| FSP/First Seminar | |
| SPE 103/The Social and Legal Foundations of Special Education | 1 course unit |
| HIS 210/World History I | 1 course unit |
| MAT 105 or 106/Mathematical Structures and Algorithms for Educators I or II | 1 course unit |

Spring

| | |
|--|---------------|
| ASL 101/American Sign Language I | 1 course unit |
| DHH 105/Programs and Services for Individuals who are Deaf or Hard of Hearing | 1 course unit |
| WRI 102 (if not exempted)* | 1 course unit |
| HIS 220/World History II | 1 course unit |
| HIS 230/The United States in World History | 1 course unit |

**It is recommended that students exempted from this course take a liberal learning science courses.*

Deaf Education/MST (DHST)

Fall

| | |
|------------------------------------|---------------|
| FSP/First Seminar | |
| Math Course | 1 course unit |
| US history course | 1 course unit |
| TST 171/Fundamentals of Technology | 1 course unit |
| TST 161/Creative Design | 1 course unit |

Spring

| | |
|-----------------------------------|---------------|
| ASL 101/American Sign Language I | 1 course unit |
| TST 181/Structures and Mechanisms | 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 SPE 203.*

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Deaf Education/Mathematics (DHHA and MATE)

Fall

| | |
|---|---------------|
| FSP/First Seminar | |
| SPE 103/The Social and Legal Foundations of Special Education | 1 course unit |
| MAT 127/Calculus A | 1 course unit |
| MAT 200/Discrete Mathematics | 1 course unit |

Spring

| | |
|--|---------------|
| ASL 101/American Sign Language I | 1 course unit |
| DHH 105/Programs and Services for Individuals who are Deaf or Hard of Hearing | 1 course unit |
| WRI 102 (if not exempted)* | 1 course unit |
| MAT 128/Calculus B | 1 course unit |

**It is recommended that students exempted from this course take a liberal learning science courses.*

Deaf Education/Music (DHMU)

Fall

| | |
|---|-----------------|
| FSP/First Seminar | 1 course unit |
| SPE 103/The Social and Legal Foundations of Special Education | 1 course unit |
| MUS 261/Musicianship I | 1 course unit |
| MUS 251/Music of Our Diverse World | .5 course unit |
| MUS 200-224 | .25 course unit |
| or | |
| MUS 300-324 | .5 course unit |
| MUS large ensemble | .25 course unit |

Spring

| | |
|--|---------------|
| ASL 101/American Sign Language I | 1 course unit |
| DHH 105/Programs and Services for Individuals who are Deaf or Hard of Hearing | 1 course unit |
| Music courses as per music department | |

Deaf Education/Psychology (DHHA and PSYA)

Fall

| | |
|---|---------------|
| FSP/First Seminar | |
| PSY 101/General Psychology | 1 course unit |
| PSY 121/Methods and Tools of Psychology | 1 course unit |
| SPE 103/The Social and Legal Foundations of Special Education | 1 course unit |

Spring

| | |
|--|---------------|
| ASL 101/American Sign Language I | 1 course unit |
| DHH 105/Programs and Services for Individuals who are Deaf or Hard of Hearing | 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 a liberal learning science course.*

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Deaf Education/Sociology (DHHA and SOCA)

Fall

| | |
|---|---------------|
| FSP/First Seminar | |
| SPE 103/The Social and Legal Foundations of Special Education | 1 course unit |
| STA 115/Statistics or STA 215/Statistical Inference | 1 course unit |
| SOC 101/Introduction to Sociology | 1 course unit |

Spring

| | |
|--|---------------|
| ASL 101/American Sign Language I | 1 course unit |
| DHH 105/Programs and Services for Individuals who are Deaf or Hard of Hearing | 1 course unit |
| WRI 102 (if not exempted)* | 1 course unit |
| SOC Option | 1 course unit |
| MAT 105 or 106/Mathematical Structures and Algorithms for Educators I or II | 1 course unit |

**It is recommended that students exempted from this course take a liberal learning science courses.*

Deaf Education/Spanish (DHHA and SPNA)

Fall

| | |
|---|---------------|
| FSP/First Seminar | |
| SPE 103/The Social and Legal Foundations of Special Education | 1 course unit |
| MAT 105 or 106/Mathematical Structures and Algorithm for Educators I or II | 1 course unit |
| Spanish Class (specific course based on placement exam performance) | 1 course unit |

Spring

| | |
|--|---------------|
| ASL 101/American Sign Language I | 1 course unit |
| DHH 105/Programs and Services for Individuals who are Deaf or Hard of Hearing | 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 a liberal learning science course.*

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. The American Sign Language sequence of courses meets the college's requirement for study of a second language. Additional information can be found at: <http://www.tcnj.edu/~educat/deafed/minor.html>

Students must take the following 4 courses:

| | |
|-----|---|
| ASL | 101/American Sign Language I |
| ASL | 102/American Sign Language II |
| ASL | 103/American Sign Language III |
| DHH | 105/Programs and Services for Individuals who are Deaf or Hard of Hearing |

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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
DFHH 530/Speech Development in Individuals who are Deaf or Hard of Hearing
DFHH 522/Assistive Listening Devices for Auditory Management of Deaf or Hard of Hearing Individuals

Speech-Language Pathology – Communications Disorders Minor

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

The Communications Disorders Minor provides the prerequisites necessary to prepare students for graduate study in speech/language pathology or audiology. The program consists of seven courses, considered by the accrediting agency, the American Speech-Language-Hearing Association (ASHA), as essential to students seeking admission to graduate programs in the field. These courses would be elected and taken in addition to the student's designated undergraduate major.

The Department of Special Education, Language and Literacy administers the Speech and Hearing Clinic located in Forcina Hall, Room 124. The clinic, staffed by American Speech-Language-Hearing Association (ASHA)-certified and New Jersey-licensed speech-language pathologists and audiologists, provides assessment and rehabilitation services.

| | | |
|-----|--|---------------|
| SLP | 102/Language, Speech and Communication Development | 1 course unit |
| SLP | 140/Introduction to the Measurement of Hearing | 1 course unit |
| SLP | 305/Acoustic Phonetics | 1 course unit |
| SLP | 307/Communication Disorders: Nature, Diagnosis and Treatment | 1 course unit |
| SLP | 308/Anatomy and Physiology of Speech and Hearing Mechanism | 1 course unit |
| SPE | 103/Social and Legal Foundations of Special Education | 1 course unit |
| STA | 115/Statistics | 1 course unit |

It should be noted that completion of the undergraduate sequence does not guarantee admission to any graduate program. Admissions requirements for the department's graduate program can be found in The College of New Jersey Graduate Bulletin or on the Speech-Language Pathology [program website](#). 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.

Courses

ASL 101/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.

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ASL 102/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 103/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.

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

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 Who Are Deaf or Hard of Hearing **1 course unit**

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: Curriculum Methods and Assessment **1 course unit**

This course and practicum experience explore 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.

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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 Language

1 course unit

Through readings, class activities, demonstration lessons given in schools and independent research this course will examine communication with students who are deaf or hard of hearing. Procedures and strategies for effective communication in a variety of educational settings will be discussed. Specific techniques for successfully negotiating classroom interactions with students from differing linguistic backgrounds will be provided. A practicum component of this course will enable students to gain experience in classrooms utilizing an auditory-oral approach, total communication, simultaneous communication and ASL.

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

Corequisite: ELE 201

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. Field experience included.

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RAL 222/Literacy Strategies, Assessment and Instruction—Early Childhood

1 course unit

Corequisite: ELE 201

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. Field experience included.

RAL 225/Children's Literature and Storytelling: A Multicultural Perspective 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

Through readings, class activities and field experience, this course will develop students' understanding of the literacy processes associated with the 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

Corequisite: ELE 301, SOM 203

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.

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RAL 322/Literacy Learning Across the Curriculum—Early Childhood Education

1 course unit

Corequisite: SOM 203

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 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 400/400-Level Special Topics

variable course units

Permission of instructor

SLP 102/Language, Speech and Communication 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. Introduction to amplification systems.

SLP 305/Acoustic Phonetics

1 course unit

This course is designed to examine issues of speech production. Consonants will be examined with respect to the articulators used to produce a sound, the manner of air release, and whether the sound is voiced or unvoiced. Vowels will be studied with respect to tongue position as illustrated on traditional vowel charts. The international Phonetic Alphabet will be learned in order to transcribe speech samples. American English dialects will be studied.

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

Anatomy and physiology of the speech and hearing mechanism. Study of underlying structural and functional bases of normal speech and hearing development. A basic level of understanding the neurological systems underlying speech and hearing function.

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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.

SPE 103/ Social and Legal Foundations of Special Education

1 course unit

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 for students with disabilities.

SPE 203/ 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 Communities

1 course unit

Corequisite: RAL 220

Introduction to the best practices that are currently used in the areas of classroom management and positive behavior supports. 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 322/Inclusive Practices

1 course unit

Corequisite: SPE 329

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 in-class support teacher of pupils with disabilities. A field experience will enable students to apply their skills in planning and instruction in an inclusive environment.

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SPE 323/ Content Area Literacy and Inclusion of Students with Disabilities 1 course unit

This course is designed to give secondary education teachers the skills necessary to manage the reading process within their classrooms and to help pupils with diverse learning needs access critical content materials. Topics covered include: assessment of secondary readers and reading materials, the conceptual basics of student/text interaction, content area literacy, text selection, development of content area support materials, the legal background for inclusion of pupils with disabilities, co-teaching models, issues in collaboration at the secondary level, and techniques to enhance study skills of secondary level pupils.

SPE 329/Multicultural Social Studies Curricula for Students with Disabilities

Corequisite: SPE 322

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 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 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.

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

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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.