EDD 532 Curriculum/Methods of Teaching Subject Areas to Deaf and Hard of Hearing Learners  
Comparative curriculum theory: planning and design based upon the work of Wiggins & McTigue 2000. Major influences on curriculum development; integrating technology in the self-contained classroom, preK-12th grade; teaching in the public school in the inclusionary setting, in the resource room, in the self-contained room, or in settings as an itinerant teacher with particular consideration of the New York State Learning Standards as they are used to plan curriculum/methods for teaching subject areas. This course covers the Individual Education Plan (IEP), the Individual Transition Plan (ITP), the multidisciplinary team, the law, classroom and behavior management, collaborative partnerships, educational services, vocational issues, curriculum adaptations, differentiated instruction and children who are deaf or hard of hearing with additional disabilities.  
Offered: spring.

EDD 533 Introduction to Speech and Hearing Science  
Anatomy and physiology of the speech and hearing mechanisms; acoustic and neurological correlates of signal representations; etiologies of hearing loss, communication theory and application in education of students who are deaf or hard of hearing.  
Offered: fall online.

EDD 534 Introduction to Speech, Hearing, and Audiology  
Students study deaf culture and history, etiologies, methodologies, educational placement options, school law, communication modes, parent issues, socio-cultural issues, ethical issues and learn about students who are deaf or hard of hearing with additional disabilities.  
Offered: fall.

EDD 535 Introduction to Audiology and Assistive Devices  
Students study the identification and assessment of hearing loss from infancy to adulthood. Individual and group amplification systems, assistive listening devices and medical rehabilitative correlates of typical audiological profiles are presented. Interpretation and application of audiological data and understanding the cochlear implant are part of the course.  
Offered: spring online.

EDD 536 Language Theories and Strategies I  
Students receive an overview of language and theories in teaching students who are deaf or hard of hearing. Review of the function and structure of language, the grammar of English, theories of language acquisition, issues in language learning and deafness and research on cognition and language learning are presented. Language learning issues for students who are deaf or hard of hearing with multiple disabilities are discussed.  
Offered: fall.

EDD 537 Language Theories and Strategies II  
Applications of language theories in teaching deaf and hard of hearing students are presented. Review of language curricula, assessment of language acquisition and development of language strategies in teaching academic subjects to students who are deaf or hard of hearing and students who are deaf or hard of hearing with multiple disabilities are discussed. Students discuss the differences in educational systems in the United States and other countries of the world.  
Offered: spring.

EDD 539 Instructional Practicum  
A minimum of 150 hours of observations and teaching in self-contained classrooms, resource rooms, and inclusionary settings are included in the practicum prior to student teaching. Observations include a professional field trip to three exemplary schools for the deaf and professional meetings in major agencies in Western New York. Weekly seminars.  
Offered: spring.

EDD 545 Teach Literacy Deaf /HH Person  
This course presents the theories and pedagogy related to teaching reading and writing to students who are deaf or hard of hearing. Discussion of research on teaching English as a second language is included. The study of language diversity, deafness and language development as it pertains to reading and writing is part of the course. New York State Learning Standards are emphasized.  
Offered: fall.

EDD 548 The Deaf or Hard of Hearing Child-0-8 Years: Methods and Partnerships  
A study of the critical time period of infancy to age 8 of the child who is deaf or hard of hearing for the development of cognition, language, psychological and socio-cultural skills. The Individualized Family Service Plan (IFSP), parents and family issues, school education issues and children who are deaf or hard of hearing who have multiple disabilities are presented.  
Offered: fall.

EDD 550 Theory, Research and Assessment of Deaf Learners  
Students discuss assessment methods and materials applicable to the student who is deaf or hard of hearing and the student who is deaf or hard of hearing who has multiple disabilities. The role of the teacher, psychologist, counselor and social worker are discussed. Research theories, the application of a variety of research methods and statistics are presented. Assessment instruments used for the 0-21 year old population are discussed. Assessments mandated by New York State and federal laws are discussed.  
Offered: fall online.

EDD 551 Sign Communication I  
Implication of deafness in communication in language and the Introduction of Signing Exact English vocabulary and syntax are presented in both the receptive and expressive formats. An introduction to deaf culture and the use of English-based sign language systems are discussed. Assigned activities using Signing Exact English are shared in the class.  
Offered: fall.
EDD 555 Psychology/Counseling of Deaf and Hard of Hearing Persons

3 Credits
Issues and trends in the field of psychology and counseling as they affect the field of deafness are presented. Psychological assessment of the student who is deaf or hard of hearing and the student who is deaf or hard of hearing who has multiple disabilities is discussed. Counseling methods and materials used by counselors and psychologists for persons who are deaf or hard of hearing are also discussed. Issues of the individual, the family, the community and society as they impact the person who is deaf or hard of hearing are presented. Psychosocial implications of deafness and the cognitive-emotional development of the individual who is deaf or hard of hearing are discussed.
Offered: spring online.

EDD 556 Student Teaching I

2-6 Credits
Eight weeks of student teaching in a residential setting for students who are deaf. Several residential schools in New York State are available for placements.
Offered: spring.

EDD 557 Student Teaching II

2-6 Credits
Eight weeks of student teaching in a public school program serving students who are deaf or hard of hearing in Western New York.
Offered: spring.

EDD 600 American Sign Language I

3 Credits
This course is an introduction to American Sign Language (ASL): its structures, grammatical features, language functions and vocabulary acquisition. Deaf culture and sociolinguistic implications are discussed. An emphasis is given to developing interaction/interpersonal skills with deaf persons.
Offered: fall.

EDD 601 American Sign Language II

3 Credits
This course is the second course in American Sign Language (ASL) and emphasizes the development of receptive and expressive skills. Emphasis is on learning the nuances of ASL: the syntax, semantics and pragmatics of the language. Students must take the Sign Communication Proficiency Interview (SCPI) test the last semester before graduation.
Prerequisite: EDD 600.
Offered: spring.

EDD 603 Professional Seminar/Portfolio

3 Credits
Students complete an electronic portfolio based on reflections in the areas of knowledge, service and leadership, which include professionalism, technology use and dispositions, while completing the two-year deaf education program. A formal presentation of the portfolio is required.
Offered: spring.

EDD 607 Current Topics of Deaf Education Professionals

2 Credits
Current topics in the field of deaf education will be presented to second year graduate students utilizing experts in the field.
Offered: spring.