TEACHERS OF THE DEAF AND HEARING IMPAIRED

Degree: Master of Science

Introduction
At Canisius College interns are challenged to become teachers of students who are deaf or hard of hearing in a rigorous two-year graduate program that prepares them to teach children in a wide variety of settings: residential schools, public day schools, resource rooms, inclusion settings and itinerant situations. The program is an accredited comprehensive course of study and intern experience that thoroughness as they take classes and interact with children who are deaf or hard of hearing in a variety of educational and service settings. The program develops teaching professionals who are able to interrelate the effects of hearing loss on language, learning, cognition, and speech; to develop competency in presenting academic content to children who have hearing losses; and to collaborate with families, as well as with professionals and non-professionals in related fields.

The Canisius College Deaf Education program is a collaborative program with St. Mary’s School of the Deaf. Canisius has had this special arrangement with St. Mary’s for more than 40 years and is located less than one mile from the St. Mary’s campus. Graduate interns can choose to live at St. Mary’s while they attend the graduate program. This arrangement with St. Mary’s gives interns a unique opportunity to interact on a more continuous basis with the resident students attending the school.

The Canisius College program enables graduate students to earn a master of science degree to teach students who are deaf or hard of hearing from birth through age 21 anywhere in the United States. Certification is received from New York State and from the Council on the Education of the Deaf (CED), the only national organization that grants teacher certification to graduates of accredited deaf education programs in colleges and universities.

Admission
In addition to meeting the general requirements for admission to graduate work in education, program applicants must also submit three letters of recommendation and a letter of intent describing their interest in teaching students who are deaf or hard of hearing, and they must complete a personal interview. Admission is competitive, as a small number of applicants are admitted each year and interns only begin in the fall semester.

A candidate must hold a public school teaching certificate prior to admission or must complete all requirements for such certification before the candidate receives the master of science degree in Education of Deaf/Hard of Hearing Students.

Applicants must pass the Educating All Students Test (EAS) prior to starting student teaching. Graduates are admitted each year and interns only begin in the fall semester.

Mission Statement
The mission of the Deaf Education Program is to follow a Comprehensive Philosophy. Graduate Interns are prepared to teach and serve children and youth who are deaf or hard of hearing in a variety of educational settings using a variety of communication modes and philosophies.

Curriculum
Program Details
Other electives, when needed for New York State certification, will be selected from elementary, secondary or special education upon advisement by the program director.

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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<td>Curriculum/Methods of Teaching Subject Areas to Deaf</td>
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<td>EDD 550</td>
<td>Theories of Deaf and Hard of Hearing Learners</td>
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<td>Methods of Teaching Literacy for Deaf and Hard of Hearing</td>
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<td>Professional Seminar/Portfolio</td>
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Learning Goals & Objectives

Learning Goal 1 (KNOWLEDGE – Observed in Writing)
Candidates in the Deaf Education Program will demonstrate content knowledge, pedagogical, and professional knowledge necessary for successful performance in their field.

Candidates will:
- Know the incidence and prevalence figures for individuals who are deaf and hard of hearing as well as the sociocultural, historical, and political forces unique to deaf education
- Know the cognitive and language development of individuals who are deaf and hard of hearing as well as the current theories of the development of spoken and signed languages.
- Know the effects of the interrelationship among onset of hearing loss, age of identification, and provision of services on the development of the individuals who are deaf or hard of hearing.
- Know the influence of experience, educational placement, cultural identity, language, family communication and culture on all developmental domains.
Candidates will:

- respect for diversity and the dignity of all.
- a commitment to social justice in environments that foster authentic learning, social and emotional development, and willingness to use their skills to benefit and serve society.
- Provide families with support to make informed choices regarding communication modes, philosophies, and educational options.

Learning Goal 4 (PROFESSIONALISM)
Candidates in the Deaf Education Program will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students have optimal opportunities to learn and grow.
Candidates will:

- Develop and enrich cultural competence relative to the Deaf community.
- Increase proficiency and sustain a life-long commitment to maintaining instructional language competence.
- Know services, organizations, and networks that support individuals who are deaf or hard of hearing.

Learning Goal 5 (LEADERSHIP)
Candidates will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students, organizations, and the wider community.
Candidates will:

- Know model programs for individuals who are deaf or hard of hearing.
- Know the roles and responsibilities or teachers and support personnel in educational practice for individuals who are deaf or hard of hearing.
- Know professional resources and organizations relevant to the field of education of individuals who are deaf or hard of hearing.

Courses

**EDD 532 Curriculum/Methods of Teaching Subject Areas to Deaf and Hard of Hearing Learners** 2-3 Credits
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: fall.

**EDD 533 Introduction to Speech and Hearing Science** 3 Credits
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** 3 Credits
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 3 Credits
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 3 Credits
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 3 Credits
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 1-3 Credits
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.

EDD 542 Oral/Aural Developmental Skills and Methods of Teaching Speech with Practicum 4 Credits
Development of Speech perception and language production strategies using the oral philosophy and methodology are presented. Instructional possibilities for students who are deaf or hard of hearing in residential schools or public schools are explored. Survey of assistive technology for classroom communication and understanding students’ use of the cochlear implant are part of the course. A minimum 65 hours of a practicum assignment is attached to the course so each intern will practice the theories and methods presented in the course.
Offered: spring.

EDD 545 Methods of Teaching Literacy for Deaf and Hard of Hearing Persons 3 Credits
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.

EDD 548 The Deaf or Hard of Hearing Child-0-8 Years: Methods and Partnerships 3 Credits
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 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.