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 Academic Literacy Skills Test (ALST) and Educating All Students Test (EAS), prior to starting instructional practicum experiences and must demonstrate completion of New York State approved workshops in child abuse, school violence and Dignity for all Students (DASA) seminars. Additionally, interns must complete the Teacher Performance Assessment edTPA while completing student teaching.

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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<tbody>
<tr>
<td>EDD 532</td>
<td>Curriculum/Methods of Teaching Subject Areas to Deaf and Hard of Hearing Learners</td>
<td>3</td>
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<tr>
<td>EDD 533</td>
<td>Introduction to Speech and Hearing Science</td>
<td>3</td>
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<td>EDD 534</td>
<td>Introduction to Deaf and Hard of Hearing Persons</td>
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<td>EDD 535</td>
<td>Introduction to Audiology and Assistive Devices</td>
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<td>EDD 536</td>
<td>Language Theories and Strategies I</td>
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<td>EDD 537</td>
<td>Language Theories and Strategies II</td>
<td>3</td>
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<td>EDD 539</td>
<td>Instructional Practicum</td>
<td>3</td>
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<td>EDD 542</td>
<td>Oral/Aural Developmental Skills and Methods of Teaching Speech with Practicum</td>
<td>4</td>
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<tr>
<td>EDD 545</td>
<td>Methods of Teaching Literacy for Deaf and Hard of Hearing Persons</td>
<td>3</td>
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<td>EDD 548</td>
<td>The Deaf or Hard of Hearing Child-0-8 Years: Methods and Partnerships</td>
<td>3</td>
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<td>EDD 550</td>
<td>Theory, Research and Assessment of Deaf Learners</td>
<td>3</td>
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<td>EDD 551</td>
<td>Sign Communication I</td>
<td>1</td>
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<tr>
<td>EDD 555</td>
<td>Psychology/Counseling of Deaf and Hard of Hearing Persons</td>
<td>3</td>
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<td>EDD 556</td>
<td>Student Teaching I</td>
<td>4.5</td>
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Capstone Courses

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<th>Title</th>
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<td>EDD 557</td>
<td>Student Teaching II</td>
<td>4.5</td>
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<tr>
<td>EDD 600</td>
<td>American Sign Language I</td>
<td>3</td>
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<td>EDD 601</td>
<td>American Sign Language II</td>
<td>3</td>
</tr>
<tr>
<td>EDD 603</td>
<td>Professional Seminar/Portfolio</td>
<td>3</td>
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<tr>
<td>EDD 607</td>
<td>Current Topics of Deaf Education Professionals</td>
<td>2</td>
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Total Credits 58

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.
Learning Goal 2 (KNOWLEDGE – Observed Skills and Dispositions)
Candidates in the Deaf Education Program will demonstrate professional skills and dispositions necessary for successful performance in their field.
Candidates will:
• Provide activities to promote print literacy, content area reading and writing through instruction via spoken language and/or the signed language indigenous to the Deaf community
• Provide ongoing opportunities for interactions between individuals who are deaf or hard of hearing with peers and role models who are deaf or hard of hearing.
• Prepare individuals who are deaf or hard of hearing to use interpreters, facilitate independent communication in all contexts and provide access to incidental language experiences.
• Design a classroom environment that maximizes opportunities for visual and/or auditory learning, meets developmental and learning needs as well as provide balance among explicit instruction, guided instruction, peer learning, and reflection
• Apply strategies to facilitate cognitive and communicative development as well first and second language teaching strategies to the instruction of the individual.
• Implement strategies for developing spoken language in orally communicating students, sign language proficiency in signing students while implementing strategies for stimulating and using residual hearing
• Communicate proficiently in spoken language or the Sign Language indigenous to the Deaf community; use and manage specialized assistive technologies, resources, and instructional strategies unique to students who are deaf or hard of hearing
• Plan instruction to address academic content standards, integrate language instruction into academic areas and plan and implement transitions across language service continuums
• Administer assessment tools to collect and analyze spoken, signed, or written communication samples and develop specialized assessment procedures that allow for alternative forms of expression

Learning Goal 3 (SERVICE)
Candidates in the Deaf Education Program will demonstrate willingness to use their skills to benefit and serve society.
Within the contexts of their work, Candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.
Candidates will:
• Provide ongoing opportunities for interactions between individuals who are deaf or hard of hearing with peers and role models who are deaf or hard of hearing
• Develop successful inclusion experiences
• 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 of 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 Deaf and Hard of Hearing Persons 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  
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 542 Oral/Aural Developmental Skills and Methods of Teaching Speech with Practicum  
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  
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: spring.

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 Sign Communication are shared in the class.  
Offered: fall.

EDD 555 Psychology/Counseling of Deaf and Hard of Hearing Persons  
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  
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  
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  
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  
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  
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.