

# Courses

## EDUCATION (EDU)

### **EDU 603 ASL/English Bilingual Education: Level I Language and Learning (3)**

This course addresses the current research in bilingual and ESL education, culture, and the bilingual child, first and second language acquisition and learning, and language use. Participants reflect on the concepts of bilingualism presented as well as their own bilingual experiences. They apply their reflections and learning through on-line and group activities and assignments designed to promote the creation of optimum bilingual classrooms for diverse groups of deaf and hard-of-hearing children.

### **EDU 604 ASL/English Bilingual Education: Level II Methodology and Applications (3)**

This course address the bilingual and ESL (English as Second Language) instructional methodology in the general literature and its applications to a diverse group of deaf and hard-of-hearing children. Students will apply various instructional strategies they learn during their practicum experiences and reflect on these applications through on-line and group activities and assignments designed to promote the creation of optimum bilingual classrooms.

### **EDU 605 ASL/English Bilingual Education: Level III Assessment: Language and Literacy (3)**

This course will focus on the current research on and links between bilingual/ESL methodology and assessment in language and literacy instruction. Preservice teachers will apply various ASL and English assessment tools to explore ways of assessing diverse deaf and hard-of-hearing students' language and literacy acquisition and learning at home and at school. Based on the results of these assessments, the preservice teachers will reflect on and identify bilingual methodology approaches to meet the ASL and English language and literacy needs of students. They will apply these strategies to lesson and unit planning and within their practicum settings.

### **EDU 609 Home, School and Community Partnerships (3)**

This course focuses on the dispositions, experiences, knowledge and skills necessary for home/school and interprofessional collaboration for young children and their families. It prepares students to use effective strategies and workable plans to support collaboration for providing integrative services to young children and their families. 20 hours of related field experience is required.

*Prerequisite:* Admission to the Education program or permission of the instructor

### **EDU 665 Children's Literature (3)**

An in-depth study of children's literature primarily for early childhood and elementary education majors, this course focuses on the evaluation, selection, and sharing of children's books in instructional settings. Participants will read, respond to, and evaluate picture books and chapter books of various genres. It emphasizes the identification and teaching of literary elements in context, strategies for sharing books with children, and the importance of using authentic children's literature in schools.

### **EDU 695 Special Topics (1-3)**

Grading System: either letter grades or pass/fail at the option of the instructor

### **EDU 699 Independent Study (1-3)**

Grading System: letter grades only. Individualized course of study focusing on a particular problem not covered in regular courses.

*Prerequisites:* Appropriate level of matriculation, permission of the instructor and Special Independent Study Form.

### **EDU 706 Development of the Young Child (2)**

Development of the young child (0-5 years) and differences that may result from deafness. The interrelationship of physical, perceptual, cognitive, social, and emotional development and the impact of deafness on

the family. Emphasis on aligning theory to practice with young children in diverse cultural and family contexts from an early intervention specialist's perspective.

**EDU 707 The Structures and Application of American Sign Language and English in the Classroom (4)**

This course is designed to provide the students with the knowledge of the specific linguistic structures and introduce them to basic similarities and differences in the linguistic structures and uses of American Sign Language (ASL) and English. Examining categories from a universal perspective, the linguistic contrastive analysis is accomplished by focusing on phonological and morphological processes, syntactic properties, discourse types, word classes, and linguistic variation in Deaf and Hearing communities in the United States. Also, the students will examine the basic phonological, morphological, syntactic, and semantic features of ASL and English. Application of the instructional ASL/English linguistics and structures in the classroom and activities will be presented. Students will develop activity plans and will adapt and implement the methodologies and materials used in ASL/English learning to the needs of the individual Deaf/Hard of Hearing child.

*Prerequisites:* Students must be admitted to the ED or Deaf Ed program and be in good standing.

**EDU 708 Assessment of the Young Child: A Transdisciplinary Approach (2)**

The examination of various approaches to assessment of the young child with particular emphasis on adaptations for children who are deaf or hard of hearing. An emphasis on development of transdisciplinary team-building skills, assessment, and parent involvement.

*Prerequisite:* EDU 706.

**EDU 709 Literacy and Deaf Students: Theories, Issues and Applications (3)**

Theories and issues of literacy learning and teaching and their applications for deaf learners, including assessment and instructional strategies for home and school applications.

*Prerequisites:* LIN 707

*Corequisite:* Basic Reading Methods Course.

**EDU 711 Field Experience and Seminar: Early Education (1)**

This course provides introductory information and experience relating to early education programs for infants and preschoolers with special needs and their families. The field experience component includes directed visits and participation in early education programs; visits

with families/caregivers; and supervised observation and interaction assignments. The seminar component focuses on educationally relevant inquiry-based topics related to professional practices and work in family-centered early education programs, observation strategies, reflective journaling, and student-professional portfolio building.

**EDU 713 Language Acquisition and Cognitive Development (3)**

This course addresses several theories and theorists on language acquisition and cognitive development, with a focus on educational applications with deaf children. The instructor presents information, facilitates cooperative learning activities, and models educational strategies. Class participants fully participate in cooperative learning activities, complete required readings and journal response activities, and complete projects/assignments, individually or in teams.

*Prerequisite:* LIN 707

*Corequisite:* Basic Reading Methods Course.

**EDU 714 Family-Professional Collaboration in Early Communication Planning (3)**

Knowledge and skills for establishing parent-professional partnerships and interdisciplinary collaboration in the early identification of hearing loss and the management of communication development for infants and toddlers who are deaf or hard of hearing. Knowledge of communication and language approaches and interventions. Understanding the audiologic/oral and visual/motor development and assessment process; skills for facilitating parent/caregiver decision making, collaborative planning and implementation of goals; and facilitating family and parent-child communication.

*Prerequisite:* HSL 707

*Corequisite:* EDU 713 or permission of the instructor.

**EDU 719 Deaf People, Education and Community (3)**

Orientation to cultural, historical, and philosophical, psychological, and social aspects of diverse deaf and hard of hearing individuals and the deaf community. Introduction to issues and research in the education of deaf and hard of hearing children, and youth, including historic, and current objectives, techniques, and results.

**EDU 721 Applied Behavior Analysis for Teachers (2-3)**

Classroom application of reinforcement, contingency management, and related techniques of observing, describing, and modifying social, linguistic, academic, and personal behaviors. Application especially focuses on

students with multiple disabilities.

**EDU 727 Educational Implications of Cognitive, Vision, and Physical Disabilities in Deaf Students (3)**

An overview of accompanying disabilities frequently found in infants, children, and youth who are deaf or hard of hearing, how such disabilities interact with deafness to create unique educational needs, and implications for teachers of students with such needs. In addition to an overview of normal vision functioning and the application of learning theory to students with cognitive disorders, the course addresses a variety of disabilities including common vision impairments, mental retardation, learning disabilities, cerebral palsy, and other physical disabilities.

**EDU 733 Teaching Thinking Skills, Level I (2)**

The theoretical and methodological background for teaching the first level of the thinking skills curriculum, lifelong learning for deaf and hard of hearing students. Research results with deaf learners will be discussed.

**EDU 734 Teaching Thinking Skills, Level II (2)**

The theoretical and methodological background for teaching the second level of thinking skills curriculum, "Instrumental Enrichment," a program that focuses on teaching cognitive skills such as categorization, sequencing temporal relationships, verbal instructions, and hierarchical relationships. Applications of these skills to all subject areas and to lifelong learning for deaf and hard of hearing students.

*Prerequisite:* EDU 733.

**EDU 735 Teaching Thinking Skills, Level III (2)**

Theoretical and methodological background for teaching the thinking skills curriculum, "Instrumental Enrichment," a program that focuses on teaching such cognitive skills as orientation in geographic space, symbolic logic, syllogisms, and general cognitive synthesis. Analysis of the changes in teacher behavior required for teaching cognitive skills.

*Prerequisites:* EDU 733, 734.

**EDU 737 Development of Self-Help and Motor Skills in Students with Severe Disabilities (2)**

Educational assessment, planning, and programming in the curricular areas of gross and fine motor development, self-help, and orientation and mobility.

**EDU 744 Life Skills Training for Secondary Age Students with Multiple Disabilities (3)**

General case programming, individualized program

planning, instructional methods, transition issues, and classroom operations for secondary age students with multiple disabilities. Issues relating to vocational, leisure, and independent living domains which are age-appropriate, community-referenced, and future-oriented.

*Prerequisite:* EDU 727.

**EDU 745 Teaching Academics to Students with Multiple Disabilities (2)**

An overview of the flexible modifications that can be introduced to the traditional curriculum in order to meet the needs of moderately involved deaf and hard of hearing children and youth with multiple disabilities. Special emphasis on the functional adaptations that enhance achievement.

*Prerequisite:* EDU 727.

**EDU 746 Developing Relationships with Families and Children (2)**

This course provides graduate-level students in education with basic knowledge and skills needed for establishing effective and nurturing relationships with parents, families, children, and students. During this course, students will read about and discuss a model for helping relationships, and will engage in group processes and practice the component skills that define a helping relationship.

**EDU 747 Families with Deaf Children (3)**

The family as the child's most significant resource and support system, the impact on the family of the diagnosis of hearing loss, procedures and strategies for developing relationships with families with deaf children, and designing family programs and approaches based on theory, research, and current practice in family development and function.

**EDU 754 Methods of Developing Writing for Deaf Students (3)**

This course is composed of two components: the instructional component, and the writing workshop component. In the instructional portion of each class session, the instructor presents information, facilitates cooperative learning activities, and/or models the writing process steps. In the writing workshop component of each class, class members participate as a community of learners in a writing workshop, processing personal writing "pieces" from rehearsal to publication.

**EDU 756 Communication & Collaboration w/Families and Other Professionals in Early Education w/Deaf Children (2)**

Communication, collaboration, and microcounseling principles and skills for early education specialists. Focus is on team and family interactions, group processes, and problem-solving techniques. Interdisciplinary approach is taken to working with families through a collaborative teaching model including faculty in related academic departments, parent consultants, and professionals in the field working with young children who are deaf and hard of hearing and their families, and early education specialists and clinicians specializing in family interventions.

### **EDU 757 Curriculum and Instruction for Young Children: An Interdisciplinary Approach (3)**

The planning of learning experiences, information, and techniques needed to develop curriculum and instruction for parent-infant/early childhood programs. Practical applications based on the integration of theories and research and the fields of infant/child and family development, early childhood special education, education of deaf children, and curriculum. An emphasis on interdisciplinary planning, instruction, and program implementation.

*Prerequisites:* EDU 706, 708, 713.

*Corequisite:* EDU 772.

### **EDU 759 Assessment, Curriculum, and Instruction for Deaf Learners: Elementary (3)**

Course provides synthesis of professional, legal, and ethical practices related to the provision of meaningful learning experiences for deaf learners in elementary educational programs. Current theories of assessment, curriculum, instruction, and learning across diverse educational settings provide focus for the deaf. Assessment and standards-based programming and evaluation are emphasized. Reflection and application of effective instructional practices are demonstrated through classroom and field-based experiences.

*Prerequisite:* EDU 713.

*Corequisites:* EDU 709, 789.

### **EDU 760 Computers and Related Technologies for Early Childhood Special Education (2)**

This lecture/laboratory course provides a review of instructional and assistive technology for very young children (0-5 years old). Developmentally appropriate assistive technology and high tech computer-based technology are explored. A range of developmentally appropriate software is reviewed. Students apply a variety of developmental and educational technology solutions to case study examples of young children who are deaf or hard of hearing and/or have developmental disabilities.

### **EDU 761 Individualizing Instruction for Students with Special Needs (3)**

This course will prepare students to work with deaf and hard of hearing children and youth with a broad range of disabilities and educational needs. The course is designed to foster acceptance of diversity among individuals and to develop skills in writing appropriate Individualized Education Programs (IEPs). Cognitive and behavioral theories, legal issues, functional academics, and life skills will be addressed.

### **EDU 762 Assessment, Curriculum, and Instruction for Deaf Learners: Secondary (3)**

Course provides synthesis of professional, legal, and ethical practices related to the provision of meaningful learning experiences for deaf learners in secondary educational programs. Current theories of assessment, curriculum, instruction, and learning across diverse educational settings provide focus for the deaf. Assessment and standards-based programming and evaluation are emphasized. Reflection and application of effective instructional practices are demonstrated through classroom and field-based experiences.

*Prerequisite:* EDU 713.

*Corequisites:* EDU 709, 789.

### **EDU 769 Field Experience and Seminar: Multiple Disabilities (1)**

Directed observation and participation in educational programs for students with multiple disabilities; directed visits to schools and classes; and seminars focusing on these experiences and on professional, instructional, and child-related topics.

### **EDU 771 Practicum I and Seminar: Early Education (1)**

Supervised practicum in an assigned program for youngsters from birth through 5 years of age and their families for a period of 10 weeks. Practicum experiences with an assigned family that has a child who is deaf or hard of hearing. Seminars focus on practicum experiences and application of knowledge in areas such as child observation, communication and language acquisition and use, family involvement, and cultural perspectives.

*Prerequisites:* EDU 706, 711.

*Corequisites:* EDU 708, 713.

### **EDU 772 Practicum II and Seminar: Early Education (2)**

Supervised practicum in an assigned program for young children from birth through age 5 who are deaf

or hard of hearing and their families for a period of 10 weeks. Practicum experiences with an assigned family that has a child who is deaf or hard of hearing. Seminars offer opportunities to focus on practicum experiences and share applications of knowledge in areas such as child development, assessment, behavior management, instructional approaches, interdisciplinary teaming, family involvement, and cultural diversity.

*Prerequisites:* EDU 711, 771.

*Corequisites:* EDU 727, 757.

### **EDU 781 Practicum I and Seminar: Multiple Disabilities (1)**

Supervised practicum in an assigned program for deaf children, at the student's level or area of specialization, for a period of 10 weeks (minimum of 60 clock hours). Experiences include observation and instruction. A series of seminars involve discussions of students' classroom experiences, with special emphasis on areas such as interdisciplinary teaming, Individualized Education Plan development, instructional strategies, and multicultural considerations.

*Prerequisite:* EDU 769.

*Corequisites:* EDU 713, 737.

### **EDU 782 Practicum II and Seminar: Multiple Disabilities (2)**

Supervised practicum in an assigned program for deaf children, at the student's level or area of specialization, for a period of 10 weeks (minimum of 90 clock hours). Experiences include observation and instruction. A series of seminars involve discussions of students' classroom experiences, with special emphasis on areas such as interdisciplinary teaming, Individualized Education Plan development, instructional strategies, and multicultural considerations.

*Prerequisite:* EDU 769, 781.

*Corequisites:* EDU 744, 745.

### **EDU 785 Field Experience and Seminar: Deaf Education (1)**

Directed observation and participation in educational programs for deaf children; directed visits to schools and classes; and seminars focusing on these experiences and on professional, instructional, and child-related topics.

### **EDU 786 Seminar for Student Teachers: Early Education (1)**

A seminar involving students and faculty practicum

supervisors for discussions related to student teaching and professional activities. Provides for an exchange of ideas on family-centered early education practices. Emphasis on interdisciplinary and interagency collaboration.

### **EDU 787 Practicum I and Seminar: Deaf Education (1)**

Supervised practicum in an assigned program for deaf children, at the early childhood, elementary, and secondary levels, for a period of 10 weeks (minimum of 60 clock hours). Experiences include observation and instruction. A series of seminars involve discussions of students' classroom experiences, with special emphasis on areas such as communication methodologies, language acquisition and use, and multi-cultural considerations.

*Prerequisite:* EDU 785.

*Corequisites:* EDU 713 and matriculated student status.

### **EDU 789 Practicum II and Seminar: Deaf Education (3)**

Supervised practicum in an assigned program for deaf children, at the student's level or area of specialization, for a period of 10 weeks (minimum of 90 clock hours). Experiences include observation and instruction. A series of seminars involves discussion of students' classroom experiences, with special emphasis on areas such as interdisciplinary teaming, Individualized Education Plan development, instructional strategies, and multicultural considerations.

*Prerequisites:* EDU 785, 787.

*Corequisites:* EDU 759 or EDU 762.

### **EDU 792 Student Teaching Seminar (1)**

This course provides opportunities for graduating students in deaf education to participate in discussions and activities that pertain to their anticipated professional responsibilities as teachers. The course includes topics and activities such as student teaching experiences, discussion of health risk factors for teachers, building collaborative relationships with families and related service personnel, surviving the death of a student with disabilities, creating the classroom environment, survival strategies for the beginning teacher, and preparing an interviewing for jobs in deaf education.

### **EDU 793 Field Experience in Education: Deafness (1-6)**

Supervised experience of an advanced nature and in a variety of settings related to the education of students who are deaf and hard of hearing.

*Prerequisite:* Matriculated student status.

### **EDU 795 Special Topics (1-3)**

Grading System: letter grades only.

**EDU 797E Student Teaching w/Deaf Students: Elementary (8)**

Supervised student teaching in the area of specialization for a minimum of 40 clock hours per credit hour.

*Prerequisites:* An Approved Student Teaching Application and permission of the department.

**EDU 797F Internship in Family-Center Early Education (8)**

Supervised internship in a family-centered early education program for a minimum of 40 clock hours per credit hour.

*Prerequisite:* EDU 786.

**EDU 797M Student Teaching with Deaf Students: Multiply Disabilities (8)**

Supervised student teaching in the area of specialization for a minimum of 40 clock hours per credit hour.

*Prerequisite:* EDU 792.

**EDU 797S Student Teaching with Deaf Students: Secondary (8)**

Supervised student teaching in the area of specialization for a minimum of 40 clock hours per credit hour.

*Prerequisite:* EDU 792.

**EDU 799 Independent Study (1-3)**

Grading System: letter grades only. Individualized course of study focusing on a particular problem not covered in regular courses.

*Prerequisites:* Appropriate level of matriculation, permission of the instructor and Special Independent Study Form.

**EDU 820 Proseminar: Doctoral Studies in Education (4)**

The proseminar is designed to introduce first year doctoral students to scholarly thinking and writing by providing a foundation for inquiry about educational issues through critical reading, analytical writing, and thoughtful, collegial discussion.

*Prerequisite:* Admission to a Gallaudet University doctoral program.

**EDU 830 Doctoral Seminar in University Teaching in Education (2)**

This seminar is first in a series and provides a forum for doctoral students to explore and discuss beliefs and practices related to teaching undergraduate and graduate university education courses. Topics include course design,

course preparation and presentation, use of appropriate technology and media, organizing effective participatory learning, developing and using effective teaching strategies and standards-based assessment techniques, and mentoring for reflective teaching/learning. In addition to seminars, the doctoral student will complete a minimum of 20 hours of field experience comprised of classroom observation and conferencing with Department of Education faculty members.

*Prerequisite:* Admission to a Gallaudet University doctoral program or permission of the instructor.

**EDU 831 Doctoral Seminar in Pre-Service Teacher Supervision (2)**

The seminar is second in a series and provides a forum for doctoral students to explore and discuss beliefs and practices related to clinical supervision of teachers, including observation and conferencing techniques, record-keeping, and supporting, guiding, and evaluating pre-service teachers in practica. In addition to seminars, the doctoral student will complete a minimum of 30 hours of guided field experience in educational supervision comprised of observations of practicum and student teaching seminars taught by Department of Education instructors, observations of pre-service teachers in student-teaching practica and their supervisory conferences; and meetings with the course instructor to review observation notes.

*Prerequisite:* EDU 830 or permission of the instructor.

**EDU 840 Professional Issues Seminar (2)**

A variety of professional issues in the education of students who are deaf or hard of hearing related to the student's major field of study. Guidance in selecting problems related to the student's specialization and planning a method for studying one problem in depth. An Ed.S. course.

**EDU 844 Guided Professional Studies (3)**

Guidance in the review, analysis, and synthesis of data relating to the problem the student identified in EDU 840. A manuscript comparable to the quality of professional journal articles is to be produced.

*Prerequisite:* An Ed.S. course.

**EDU 845 Curriculum Development (3)**

This course is designed for the educational leader and deals in-depth with the place of schooling in American society, the nature of curriculum, theories of curriculum,

and important trends at the early childhood, elementary, and secondary levels in general education; provides a curricular and instructional basis for educational courses which are a part of the future leader's program of studies; and includes trends and issues in classroom organization, program development, curriculum design, instructional options, and strategies of assessment. With this knowledge the curriculum leader can be an agent of change.

### **EDU 880 Doctoral Studies in Deaf Education (3)**

This core course provides incoming doctoral students with a broad overview of the history of deaf education and current trends and issues in the field as well as an introduction to the essential skills of doctoral study and scholarship. This course serves as the foundation for ensuing doctoral core courses in the areas of curriculum, language, culture, literacy, assessment and instruction with deaf and hard of hearing children and youth. This course provides significant preparation for the content and skills addressed by the Qualifying Examination. Students will be exposed to the literature related to demographics, contextual issues in Deaf Education (including legal, public policy, and placement issues), and interdisciplinary trends and issues related to home, school, professional organizations, advocacy groups, the Deaf Community, funding sources, research units, and legislative bodies.

*Prerequisite:* Program Director permission.

### **EDU 881 Doctoral Studies in General and Special Education (3)**

This course is designed for future educational leaders in Deaf Education whose primary focus is addressing needs of deaf and hard of hearing children and youth. The course deals in-depth with the history and role of schooling in American society. It addresses the nature and roots of curriculum as well as trends and issues at the early childhood, elementary and secondary levels in general education, including special education. Students in the course will be expected to critically analyze and synthesize the professional literature related to trends and issues in general and special education that impact on deaf education and to develop and defend positions on controversial issues.

*Prerequisite:* Program Director permission.

### **EDU 885 Language, Culture and Literacy: Issues in Deaf Education (3)**

This course examines the complex relationships among language, culture, and literacy and the implications for education in a diverse society. The course specifically addresses language and literacy issues in the education of a

diverse population of deaf students.

*Prerequisite:* Program Director permission.

### **EDU 886 Theory and Research: Reading and Writing Instruction for Deaf Students (3)**

This course addresses current trends and issues in reading and writing instruction for deaf students. Students are exposed to the literature pertaining to theory and research related to the nature of fluent reading and writing processes for deaf and hearing readers, including deaf learners from diverse cultural backgrounds. Topics addressed include the relationship between speech, language, cognition, memory, background knowledge, and reading; the role of ASL in developing literacy; methods for developing conversational forms of print English for deaf students; the role of parents in literacy development, readability and reading assessment for deaf learners; alternative instructional frameworks for instruction; instructional reading and writing strategies for deaf students; and trends and issues in reading instruction in bilingual-bicultural programs.

*Prerequisite:* Program Director permission.

### **EDU 889 Curriculum and Assessment of Deaf Children and Youth (3)**

This course addresses curricular trends and issues related to educating deaf children and youth in the full spectrum of educational programs. Students will become familiar with the journal literature in this area as well as the literature pertaining to academic achievement of deaf students.

*Prerequisite:* Program Director permission.

### **EDU 890 Internship (1-6)**

Provides an intensive field-based experience for Ed.S. students who are expanding their teaching skills into specialized areas. Minimum of 60 clock hours per credit hour.

### **EDU 893 Practicum in University Instruction (2)**

The student assumes a major role for teaching a graduate course within the Department of Education under the supervision of a faculty mentor. The primary purpose of this practicum is to develop the doctoral student's ability to plan, teach, and evaluate the effectiveness of a graduate-level course in a content area in which the student has expertise. Students earn one to three credits for the practicum depending on the level of involvement in designing and/or teaching the course.

### **EDU 895 Special Topics (1-3)**

Grading System: letter grades only.

**EDU 897 Research Internship (2)**

Field work in related research in education under the mentorship of an experienced researcher, 50 clock hours/credit hour; supervision provided by a Department of Education faculty member. Student assumes gradually increasing responsibilities for research-related activities on projects which are in the student's areas of expertise/interest and are approved by the student's advisor and the Department Doctoral Studies Committee.

*Prerequisite:* Must be a doctoral student in the Department of Education and approved for a research proposal by DDSC.

**EDU 899 Independent Study (1-3)**

Grading System: letter grades only. Individualized course of study focusing on a particular problem not covered in regular courses.

*Prerequisites:* Appropriate level of matriculation, permission of the instructor and Special Independent Study Form.

**EDU 900 Dissertation Research (9)**