

Course Sequence for 5-Year Program in Early Childhood Deaf Education - ENGLISH
Revised 9/20/19

Year 1	
Fall	Spring
<ul style="list-style-type: none"> • FSP—Freshmen Seminar • MAT 105 Mathematical Structures and Algorithms for Educators • SLP 304 Audiological Assessment and Management of Hearing Loss • LIT 200 • SPE 099 & LIT 099 Advising seminars (no credit) 	<ul style="list-style-type: none"> • WRI 102 if needed or U.S. History • ASL 101 • DHH 105 Programs & Services for DHH • LIT 201
Year 2	
Semester III	Semester IV*
<ul style="list-style-type: none"> • ECE 201 Child and Adolescent Development • RAL 222 Literacy Strategies, Assessment & Instruction (joint field experience with ECE 201) • LIT 202 • ASL 102 • U.S. History (if not taken earlier) 	<ul style="list-style-type: none"> • ECE 202 Theories and Philosophies of Early Childhood Education (with field experience) • ECE 203 Infants and Toddlers in Inclusive Settings (with field experience) • ASL 103 • Literary History 1 • LNG 201 or LNG 202 (LNG 201 preferred)
Year 3	
Semester V*✧	Semester VI
<ul style="list-style-type: none"> • DHH 303 Language Development • SPE 326 Models of Early Intervention & Preschool Special Ed • RAL 322 Literacy Learning Across the Curriculum-ECE (field experience) • LIT 310 for English Elective 1 • Literary History 2 – pre 1600 	<ul style="list-style-type: none"> • ECE 302 Concepts of Math and Science for P-3 • DHH 350 Communication in Classrooms with Deaf and Hard of Hearing Students • LIT 499 I • Literary History 3 • BIO 104 Cancer, Genes, and the Environment
Year 4	
Semester VII	Semester VIII
<ul style="list-style-type: none"> • SPED 621 Assessment Young Children with Disabilities • ELEM 520 Multicultural Social Studies Methods (2 credits) • IDS 401 Music, Movement & Creative Arts (optional if VPA liberal learning requirement has not been met through English courses) • English Elective (LIT 316 recommended to meet gender and global requirements) • LIT 499 II 	<ul style="list-style-type: none"> • ECE 490 Student Teaching (Early Childhood) (2 units) • DFHH 530 Speech Development for D/HH Individuals • ECED 597 student teaching seminar (1 credit) <p align="center">Awarding of B.S. degree §</p>
Year 5	
Semester IX (<i>Fall—Graduate Year</i>)	Semester X (<i>Spring—Graduate Year</i>)
<ul style="list-style-type: none"> • DFHH 690 Student Teaching (Deaf Education) (6 credits) • DFHH 700 Comprehensive Project (0 credit) • DFHH 522 Assistive Learning Devices and Auditory Management (3 credits) 	<ul style="list-style-type: none"> • SPED 622 Intervention Strategies – Young Children with Disabilities (with field experience) (3 credits) • ECED 670 Issues and Topics in Early Childhood Education (3 credits) • ECED 530 Culturally Responsive Practices with Children & Parents (3 credits) • EDUC 513 Collaboration & Consultation (3 credits)

	M.A.T. awarded with Teacher of Students with Disabilities and P-3 certifications
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* Students with a GPA of 3.3 or higher may take a 5th course.

◇ At the start of this semester, students will be formally admitted to the teacher-preparation part of the program if they have met the following criteria: A student must have a minimum of 20 earned course units, a grade of B- or higher in ECE 202 and in ECE 203 and a minimum GPA of 2.75 or higher. Praxis core scores are required of students who earned less than the State cutoff on the SAT or ACT. Students are required to provide evidence of passing scores on the praxis core before receiving formal admission into the program.

§ Students must have 32 units of undergraduate coursework to receive their Bachelor's degree. The 3 graduate courses taken during Year 4 do NOT count towards the undergraduate degree. Students must make sure that they are on track to graduate on time by taking 3 UG courses as either 5th courses for 3 semesters, or by transferring in course credit.