



**Commission on Teacher Credentialing
Biennial Report**

**California State University, Fresno
Kremen School of Education and Human Development
Academic Years 2008-09 and 2009-10**



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Academic Years 2008-09 and 2009-10

Institution	California State University, Fresno	
Date report is submitted	October 15, 2010	
Program documented in this report	Deaf and Hard of Hearing	
Name of Program	Deaf Education	
Credential awarded	Education Specialist: Deaf and Hard of Hearing & Speech-Language Pathology Services	
Is this program offered at more than one site?		
If yes, list all sites at which the program is offered	No	
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Name:		
Phone #		
E-mail		

California State University, Fresno (2010-2011)
Section A-1
Contextual Information
Advanced Programs – Deaf Education

California State University, Fresno (CSU Fresno), also known as Fresno State, is one of the 23 campuses of the California State University system. The university's mission is to offer high quality educational opportunities to qualified students at the bachelor's and master's levels, as well as in joint doctoral programs in selected areas. Fresno State includes a total of eight colleges and divisions which house 82 departments or programs and has a current enrollment of approximately 21,000 culturally rich and diverse students. The university primarily serves the San Joaquin valley while interacting with the state, nation, and the world. Through applied research, technical assistance, training, and other related public service opportunities, the university anticipates continuing and expanding partnerships and linkage with business, education, industry, and government.

The Department of Communicative Disorders and Deaf Studies (CDDS), housed in the College of Health and Human Services, offers undergraduate degrees in audiology, speech language pathology, deaf education, and interpreting, in addition to graduate degrees in speech pathology and deaf education. Deaf Studies encompass deaf education, American Sign Language (ASL), Deaf culture and interpreting courses. CDDS faculty work closely with the Kremen School of Education and Human Development faculty and staff to coordinate credential requirements for the Education Specialist: Deaf and Hard of Hearing credential as well as the Speech-Language Pathology Services credential.

The deaf education program began in the fall of 1969 and, by 1972, had a program director and two additional full time tenure track faculty. Currently in Deaf Studies, deaf education and interpreting combined, there are 4 full time faculty and 9 part time faculty members. There are approximately 43 undergraduate, 16 graduate and 15 Level II credential students in deaf education programs; and 58 undergraduate students in the interpreting program.

For most students, the deaf education program requires an average of four years of full time study. Ideally, this begins when the student is a junior and concludes after two years of graduate study. These four years prepare the candidates for the California Education Specialist: Deaf and Hard of Hearing Level I teaching credential and Council on Education of the Deaf (CED) certification. Depending on the student's individual program of study, Master's Degree requirements typically require one additional semester to complete.

Deaf Education credential students take 46 undergraduate units in the CDDS department, 22 units of teacher preparation coursework from the Kremen School of Education, and 35 units of CDDS graduate coursework for a total of 103 units. With one additional semester of coursework and a culminating experience, students can satisfy the requirements for a Master's Degree in Deaf Education. Students who choose to complete the Phase III of the Multiple Subject credential program are eligible for a Multiple Subject Preliminary credential.

Changes since Commission Approval of Current Program Document

Recognizing the need for attracting more students to the Deaf Education program, Dr. David Smith applied for and received the United States Department of Education CFDA 84:325 K grant (Training Personnel in Minority Institutions to Serve Infants, Toddlers, and Children with Disabilities) to provide tuition and other financial support for 20 students per year for 4 years. Grant funds have been dispersed to 25 students since 2008.

Nan Barker created one-unit courses for grant participants each semester with a goal of increasing outreach recruiting and retention of students in the CDDS Deaf Education program. Dr David Smith and Nan Barker are preparing a proposal for a WASC program change to begin a hybrid 80/20, online MA degree program, to better serve students outside of our geographic area.

Assessments of Candidates and Completers

Candidates for the DHH credential are assessed at various points in the program. In order to apply for the graduate program, candidates must have passed all undergraduate coursework in deaf education. CDDS 164 School Subjects for the Deaf, an undergraduate course, has a practicum component where students work one on one with a DHH student, under the supervision of university faculty. Candidates must demonstrate preliminary skills in writing lesson plans and interacting with DHH students. In the 2009-2010 academic school year, all 16 students who took CDDS 164 successfully completed the course and seven students applied for and were accepted into the deaf education graduate program for the Fall 2010 semester. Three students are taking more undergraduate coursework for the BA degree in Deaf Education. In the academic school year 2008-2009, all 14 students successfully completed the course and 8 students applied for the Deaf Education graduate program and were accepted for the Fall 2009 semester.

CDDS 164 Students Fall 2009

Applied and admitted to deaf education grad program and continuing in DE program Fall 10	Pursuing DHH credential at other university	Pursuing Multiple Subject Credential only	Pursuing other advanced degree options. No credentials	BA degree only. Not pursuing credential or advanced degree at this time
7		2	2	2

CDDS 164 Students Fall 2008

Applied and admitted to deaf education grad program and continuing in DE program Fall 10	Pursuing DHH credential at other university	Pursuing Multiple Subject Credential only	Pursuing other advanced degree options. No credentials	BA degree only. Not pursuing credential or advanced degree at this time
8		2	1	3

Graduate School Applications

Student applying for the graduate credential program in Deaf Education must have a 3.0 GPA in the last 60 units and a 3.0 GPA in all CDDS coursework, provide three letters of recommendation, submit a letter of intent, and GRE scores to the Communicative Disorders and Deaf Studies Department. All complete applications are evaluated and reviewed by the CDDS Department Graduate Committee and recommendations for acceptance must be approved by the faculty.

In the Spring 2010 application period for the CDDS graduate programs, there were 8 applicants to the deaf education graduate degree program. One student was accepted as a post bac student to complete necessary prerequisite coursework. One student accepted for the deaf education graduate program chose to postpone her deaf education graduate work while she completed credential courses.

In the Spring 2009 application period, 8 students applied and were accepted into the deaf education graduate program. One student did not continue in the DHH Credential program, but did complete the Multiple Subject Credential program.

Graduate School Coursework

Student progress throughout the graduate program is measured by student writing samples in CDDS 200 Graduate Studies and Research, cumulative projects in CDDS 263 Seminar in Language for DHH Children and Youth, practicum evaluations in CDDS 262 Seminar in Speech for DHH Children and Youth, and a comprehensive Theme Unit with differentiated instruction in CDDS 264 Seminar in School Subjects for DHH Children and Youth. Candidates have one 30 hour practicum in a DHH classroom in the first year of graduate school where they receive feedback from Master teachers in the field. All current graduate students have satisfied the expectations for courses they have completed. There were no Deaf Education graduate students during the 2008-2009 academic year. Students admitted for Fall 2010 have not completed any graduate coursework yet.

CDDS 200 Graduate Studies and Research

The CDDS department designed Graduate Level Writing Skill assessment includes an in-class spontaneous essay and a research proposal. Organization of written work, spelling, grammar, and use of American Psychological Association guidelines are evaluated. Students who do not pass the in-class essay are given a second opportunity to write a second spontaneous essay on a new topic during the semester. Students who do not receive a grade of B or better on the research proposal are allowed to make changes and resubmit the proposal.

Writing Proficiency	Fall 2008	
	First attempt	Second attempt
Student #1	pass	
Student #2	fail	pass
Student #3	fail	pass
Student #4	pass	
Student #5	pass	
Student #6	pass	

CDDS 262 Seminar in Speech for Deaf and Hard of Hearing Children and Youth

Practicum performance is evaluation the following areas: teaching effectiveness (including perceptiveness and flexibility), ability to communicate with client, quality of lesson plans, quality of clinical materials, implementation of professor's suggestions and punctuality (of lesson plans and practicum attendance) All students demonstrated acceptable teaching skills in speech practicum

Speech Practicum Evaluation	Fall 2009
Student #1	91/100
Student #2	90/100
Student #3	88/100
Student #4	96/100
Student #5	96/100
Student #6	93/100

CDDS 263 Seminar in Language for Deaf and Hard of Hearing Children and Youth

In the Cummin's Model/Bloom's Taxonomy - Differentiated Instruction Assignment, students draw, label, and explain the Cummin's Model, incorporating Bloom's Taxonomy. Students focus on one content standard and create appropriate activities for each of the quadrants. Activities must be context embedded/context reduced, cognitively undemanding/cognitively demanding as appropriate based on specific quadrant of the model. Activities must also show appropriate level thinking skills, based on Bloom's.

Students present his/her assignment to peers and they will work together as a group to refine the activities.

Scores are based on assignment prior to students working with classmates and making revisions. Students that receive a grade lower than a B- have the option of meeting with the instructor to go over concepts, and then re-doing the assignment for a possible additional 10 points.

Cummins Model Project	Fall 2009	
Student #1	82%	
Student #2	79%	original score 69% + 10 points for meeting with instructor and re-doing the assignment
Student #3	74%	original score 69% + 10 points for meeting with instructor and re-doing the assignment
Student #4	95%	
Student #5	89%	
Student #6	94%	

CDDS 264 Seminar in School Subjects for Deaf and Hard of Hearing Children and Youth

For the Theme Unit project, students design and write a thematic unit based on a California Curriculum Framework that incorporates: differentiation, active learning strategies, adaptations

for DHH students, assessment including rubrics. Units are based on the Differentiation in Practice unit frameworks from the Tomlinson & Eidsen text: Tomlinson, C. & C. Eidsen (2003). Differentiation in Practice: A Resource Guide for Differentiating Curriculum (Grades K-5). Alexandria, VA: Association for Supervision and Curriculum Development ISBN 0871207605. Students present this project to the whole class at the end of the semester and are evaluated using weighted rubric for a possible total of 100 pts.

Theme Unit	Fall 2009
Student #1	98/100
Student #2	95.5/100
Student #3	85.5/100
Student #4	97/100
Student #5	97.5/100
Student #6	96/100

Final Student Teaching Evaluations

Final student teaching evaluations for Education Specialist: DHH candidates are completed by their Master teachers midway through the final student teaching placement and again at the end of the placement. Candidates are evaluated in multiple aspects of teaching and professional attitudes. Evaluations were collected and evaluated after the first 8 week placement, CDDS 258. Results indicate students were adequately prepared to begin their student teaching experience with basic competence and demonstrated improvement during the 8 week placement. There were no final student teachers in the 2008-2009 academic year.

Summary of Student Teaching Evaluations Spring 2010

Average rating by Master Teacher on a 4.0 scale
(1=does not meet standard 2=basic 3=proficient 4=exemplary)

	Student #1	Student #2	Student #3	Student #4	Average- ALL student teachers
Communication					
Mid	3	3	3	3	3.0
Final	3.7	4	4	4	3.9
Planning					
Mid	2.83	3.33	2.25	2.7	2.8
Final	3	4	3	3.8	3.5
Assessment					
Mid	2.6	1.6	2.1	2.6	2.2
Final	3.4	3.8	3	3.6	3.5
Environment					

Teaching	Mid	2.4	3.2	2.2	3	2.7
	Final	3.4	4	4	4	3.9
Professionalism	Mid	2	2.8	2.4	3	2.6
	Final	3	4	4	4	3.8

Comprehensive Exams

Five graduate students took deaf education comprehensive exams January 2010. Students demonstrated content knowledge specific to deaf and hard of hearing students with written exams, receptive and expressive sign language video, and oral exams as needed. There were not students who took the Comprehensive Exams in the 2008-2009 academic school year. One student did not pass the Comprehensive Exams and will retake the exam Jan 2011 after completing more coursework and student teaching.

Deaf Ed Comprehensive Exams								
	January 2010							
	Written questions							
	Area I	Area II	Area III	Area IV	Area V	Area VI	Action taken	Result
	Sign	Speech	Aural	School	Language	Assessment		
	Language		Rehab	Subjects				
Student #1	Pass	Pass	Pass	Pass	Pass	Not Pass	Orals in Area VI	Passed
Student #2	Not pass	Not pass	Pass	Not pass	Not pass	Not pass	Rewrite Entire Exam	Retake
Student #3	Pass	Pass	Pass	Pass	Pass	Pass	No orals needed	Passed
Student #4	Pass	Pass	Pass	Pass	Not Pass	Pass	Orals in Area V	Passed
Student #5	Not pass	Not pass	Pass	Pass	Pass	Pass	Orals in Area I and II	Passed

Exit Interviews

All credential candidates at Fresno State participate in the Kremen School of Education and Human Development NCATE Unit – Program Evaluation upon Exit survey. Student responses are included in the University NCATE report.

As a part of the Department of Communicative Disorders and Deaf Studies (CDDS) Student Outcomes Assessment Plan, exit interviews are conducted each academic year with students who are completing their graduate degree. Prior to graduation ceremonies, students are asked to participate in exit interviews. Responses are collected in a group setting where participants are given the opportunity to agree with responses provided by other group members. Exit interviews are conducted by CDDS faculty and group members can be both speech language pathology

graduate students and deaf education graduate students. Responses from all sessions are compiled and presented to the Department Chair annually.

A total of 6 students participated in the exit interview process in May 2010. Three of them were SLP students, and three of them were Deaf Education students. Possible strategies for increasing student participation in the interviews were discussed as a faculty but no conclusion was reached. There were no Deaf Education students who completed their graduate program in May 2009.

Question	Responses	# of students
1. Which undergraduate experiences most prepared you for graduate school?	<ul style="list-style-type: none"> • Two SLP students were not from our undergrad program • 107/110: hands on experiences and observations; good transition into clinical work • Undergrad. classes related directly to our grad. classes – we were well prepared compared to students from other programs. Well prepared. • CDDS 164: direct interaction with students at Norseman • CDDS 163: the 1 hour presentations • 128/131: understanding different types of hearing loss & the anatomy of the ear 	<p>2</p> <p>1</p> <p>5</p> <p>1</p> <p>1</p> <p>1</p>
2. Which graduate area of study prepared you most for your student teaching?	<ul style="list-style-type: none"> • Aphasia, motor speech & 220 – lots of swallowing at our externships • Having fluency before going into the schools was very helpful • Aphasia Group helped a lot • Review of phonologic processes & treatment procedures was very helpful • Speech Practicum: Never had a chance to observe SLP working with D/HOH students & providing Tx – did see some dated videos • 263: taking previous knowledge and applying it to developing lessons • Speech class helped with Birney placement • Making the unit for 264 helped link different subject matters 	<p>3</p> <p>3</p> <p>2</p> <p>3</p> <p>2</p> <p>1</p> <p>1</p> <p>1</p>
3. For which areas of your field do you feel most prepared?	<ul style="list-style-type: none"> • assessment and treatment in the schools & treatment of kids in the schools: fluency, phono, lang) • medical takes more experience before you can feel prepared • professionalism, time management, organizational skills. Lesson plans. General content knowledge of the field. • Developing lesson plans to accommodate all students • I feel prepared to work with diverse groups of individuals • I feel prepared to work in a range of different classrooms 	<p>3</p> <p>3</p> <p>2</p> <p>3</p> <p>1</p> <p>1</p>

<p>4. In what areas do you feel you are lacking skills?</p>	<ul style="list-style-type: none"> • Birth – to - three • Pediatric medical & medical settings, in general • Need to improve sign skills • Time management skills in the classroom • Learn how to ask questions so the students think more for themselves • No placement in oral SDC – not familiar with working there • No placement in itinerant – not familiar with that 	<p>3 3 1 1 1 1 1</p>
<p>5. What was your most valuable learning experience overall (undergrad and grad)?</p>	<ul style="list-style-type: none"> • Externships were great – having both medical and schools is very important. We are more well-rounded. • Student teaching • Substitute teaching • Any class that allowed us to work with students was beneficial: 164, 260, 258, 268, 262, speech practicum • Comps helped us bring back all the information before going into student teaching • 202 really beneficial to see and use equipment. Realized more in grad school that it was important info to know 	<p>3 6 1 1 1 1</p>
<p>6. Which areas of study best prepared you to communicate with parents, professionals and pupils?</p>	<ul style="list-style-type: none"> • A little in every class – how to deal with parents regarding a specific topic • counseling class – CDDS 201- helped deal with parents and family • Tim Conway (201) shared many experiences that I have already come across • medical externships helped with talking to families because they are right there • student teaching class • 216, aphasia & motor speech classes really focus on communicating with clients & family • On campus clinic – explaining things to parents • Student teaching – IEP participation • 260 & 204 helped with student communication 	<p>3 3 1 3 3 3 3 3 1</p>
<p>7. What setting do you plan to work in?</p>	<ul style="list-style-type: none"> • Educational classroom (DE) • Prefer a sign program – middle school or high school age • Early intervention or schools • medical setting: outpatient, rehab., or acute care - adult • I don't know – I like it all 	<p>2 1 1 1 1</p>
<p>8. Which culminating experience did you select? Why? Would you do the same again?</p>	<p>All 6 students took comprehensive exams and all said they would do it again. Reasons given were:</p> <ul style="list-style-type: none"> • I thought it would be a good overall review • I did not have a specific interest or thesis topic • I did not want to write a thesis • I did not have time for a thesis 	<p>3 3 1 2</p>

	<ul style="list-style-type: none"> I was encouraged to do it Comps really helped pull everything together – it was culminating. Studying brought back old information and solidified both undergrad and grad coursework. When asked: “What would have been helpful for you to have known prior to the experience?”, comments included: <ul style="list-style-type: none"> comps socials were really helpful an example of a passing answer vs. a failing answer we felt well-prepared and knew what to expect maybe an outline of comps early in the program 	2 6 6 3 6 1
9. Are you planning to pursue a doctoral degree? If so, what emphasis?	<ul style="list-style-type: none"> I’ve thought about it. I will definitely consider it in the future. Something in the neuro/medical area. Probably – I have no idea what area yet No 	2 1 3
10. Other comments:	<ul style="list-style-type: none"> Areas not passed in Comps should be re-written to show competency 	

Employer Surveys

Also as a part of the Student Outcomes Assessment Plan, employer surveys are sent out once during each five year cycle of the assessment plan. Surveys were distributed and responses compiled. A total of 19 employer responses were received. The average employers rating was 3.98 (range 3.3 - 4.0). Employers indicated that alumni were well prepared in all areas surveyed. This is indicated by all areas being rated as “good” or “excellent”, as seen in the table below.

Area Being Assessed	Excellent 4	Good 3	Fair 2	Poor 1	Average Points
1. Skill in treatment; the ability to develop treatment plans appropriate to a client’s or student’s needs	95%	5%	0	0	3.95
2. Skill in management of behavior	79%	21%	0	0	3.78
3. Overall skill in assessment of communicative disorders	79%	21%	0	0	3.78
4. Knowledge and implementation of diagnostic tools available	74%	26%	0	0	3.73
5. Adequate knowledge of specific characteristics of the population served	85%	15%	0	0	3.84
6. Skill in reporting (report writing)	69%	31%	0	0	3.68
7. Organizational Skills.	79%	21%	0	0	3.78
8. Ability to communicate with families	74%	26%	0	0	3.73
9. Ability to communicate with colleagues and other professionals	79%	21%	0	0	3.78
10. Ability to communicate with clients or students	85%	15%	0	0	3.84
11. Overall, how would you rate your education in the department?	95%	5%	0	0	3.95

Analysis of Candidate Data

Review of candidate data indicates students are progressing through the program of study. Students who do not maintain the necessary 3.0 GPA for graduate program entrance, but meet the GPA requirements for other credentials have the option of completing a Multiple Subject credential only. Students who do apply are progressing through graduate level courses and practicum successfully and have demonstrated proficient to exemplary skills on final student teaching evaluations. Exit interviews indicate students feel adequately prepared in many areas, but recognize the great diversity of professional teaching environments where they may be working. Employer surveys indicate our graduates are well prepared with good to excellent skills in all areas surveyed.

Proposed Program Changes

The advisory board established to provide input regarding the United States Department of Education CFDA 84:325 K grant (Training Personnel in Minority Institutions to Serve Infants, Toddlers, and Children with Disabilities) began in Fall 2009 and will meet annually to gather input from alumni currently working in the field, parents of deaf and hard of hearing children, administrators, and local DHH teachers.

Greater emphasis on Early Intervention for Deaf and hard of hearing children and their families will be incorporated into graduate level courses, CDDS 201 Counseling in Communication Sciences and Disorders and CDDS 262 Seminar in Speech for Deaf and Hard of Hearing Children and Youth.

Through the Deaf Education Professional Preparation grant, Deaf Education credential candidates will meet with Deaf Studies faculty to review their sign language skills and receive suggestion for improvement. All DEPP students will participate in the ASL Proficiency Interview, a holistic language evaluation used to determine global ASL proficiency. This national assessment provides a rating score of 0-5.

Access to Deaf Education teacher training programs in California is more difficult for students in Northern California with the closing of the San Jose State University Deaf Education program. Fresno State Deaf Education faculty members are working with university personnel to design a transition from the current face to face graduate program to a hybrid online Master's Degree program that would allow students from a larger geographic area to have access to our Deaf Education graduate program. Campus proposals and WASC proposals will be completed during the Fall 2010 semester. Program revisions will also be submitted to the California Commission on Teacher Credentialing program Spring 2011.