

**California State University, Fresno (07-08)**  
**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 45 undergraduate, 8 graduate and 21 Level II credential students in deaf education programs; and 60 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 will be dispersed beginning January 1, 2009.

Dr. Paul Ogden and Nan Barker will create a one-unit course for grant participants each semester with a goal of increasing outreach recruiting and retention of students in the CDDS Deaf Education program.

**CANDIDATE/ASSESSMENT**

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 2007-2008 academic school year, all students who took CDDS 164 successfully completed the course and four students applied for and were accepted into the deaf education graduate program for the Fall 2008 semester.

**CDDS 164 Students Fall 2007**

Applied and admitted to deaf education grad program and continuing in DE program Fall 08	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
4	1	2	2	2

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 2007 application period for the CDDS graduate programs, there were 5 applicants to the deaf education master's degree program. Three students were accepted as post bac students to complete necessary prerequisite coursework. One student accepted for the deaf education MA program chose to postpone her deaf education graduate work while she completed credential courses.

#### CDDS Department Graduate Applicant Summary 2007-2008

##### **Students accepted in Spring 2006 to begin courses in Fall 2007**

Number of applicants 67

##### Deaf Education

1	
(postponed)	Number accepted by Department
	0
	Number attending Graduate program
3	Number of students accepted as post bac
1	Number rejected by Department
0	Number of incomplete applications

##### Speech Language Pathology

28	Number accepted by Department
	21
	Number attending Graduate program
12	Number of students accepted as post bac
4	Number rejected by Dept. (did not meet min. qualifications)
7	Number rejected by Dept. (other candidates more qualified)
11	Number of incomplete applications

##### **Students accepted in Fall 2007 to begin courses in Spring 2008**

Number of applicants 36

##### Speech Language Pathology

15	Number accepted by Department
	12
	Number attending Graduate program
1	Number of students accepted as preprofessional
13	Number rejected by Dept.
6	Number of incomplete applications

##### Deaf Education

No deaf education graduate applications are accepted in the fall semester, as per request of the Dean of the College of Health and Human Services

1	Number of students accepted as post bac
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Eleven graduate students took deaf education comprehensive exams January 2008. 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.

#### Deaf Ed Comprehensive Exams

	January 2008							
	Area I	Area II	Area III	Area IV	Area V	Area VI	Action taken	Result
	Sign Language	Speech	Aural Rehab	School Subjects	Language	Assessment		
Student #1	pass	pass	pass	pass	pass	pass	No orals needed	PASSED
Student #2	pass	pass	pass	pass	pass	pass	No orals needed	PASSED
Student #3	marginal	marginal	marginal	pass	pass	pass	orals in all areas	passed
Student #4	p	p	p	pass	pass	pass	orals in all areas	orals
Student #5	pass	p	pass	pass	pass	pass	orals in area II	orals
Student #6	pass	pass	marginal	pass	pass	pass	orals in area II	passed
Student #7	pass	pass	pass	pass	pass	pass	orals in area II	passed
Student #8	pass	pass	pass	pass	pass	pass	orals in area II	orals
Student #9	pass	pass	pass	pass	pass	pass	orals in area II	passed
Student #10	pass	pass	pass	pass	pass	pass	orals in area II	orals
Student #11	pass	pass	pass	pass	pass	pass	orals in area II	passed

Student teaching evaluations and comprehensive exams demonstrate students are prepared to teach deaf and hard of hearing students upon completion of the deaf education credential program.

#### 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.

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. Not all deaf education graduates participated in the same interview session. Responses from all sessions are compiled and presented to the Department Chair annually.

Department of Communicative Disorders and Deaf Studies

**Summary of Outcome Assessment Program Results: 2007-2008**

The outcome measures specified for the 2007-2008 academic year in the Student Outcome Assessment Plan included: (1) the PRAXIS results for Speech Language Pathology, and (2) graduate student exit interviews.

Exit Interviews

A total of 18 students participated in the exit interview process. Five of them were from Deaf Education and 13 of them were from speech-language pathology.

*Deaf Education*

Question	Responses	# of students
1. Which undergraduate experiences most prepared you for graduate school?	• exposure & info on different models of communication	1
	• “hands on” undergrad experience	1
	• 114 re: laws, IEP process, etc.	1
	• 164 re: lesson plans	3
	162 re: preparation for 262	3
2. Which graduate area of study prepared you most for your student teaching?	• 255, assessment class	2
	• 260 (30 hours of practicum)	2
	• 264 (differentiating instruction)	4
	• 262 (speech practicum)	3
	• 263	3
3. For which areas of your field do you feel most prepared?	• elementary and preschool classroom settings	4
	• ASL environment	1
	• SDC setting	1
	• report writing	3
	• IEP goals & lesson plans	3
	• behavior management	3
	• troubleshooting equipment	3
4. In what areas do you feel you are lacking skills?	• oral-aural environments	1
	• IEP forms & paperwork issues	1
	• cochlear implants	4
	• assessment	2
	• more creative ideas for lesson plans	4
5. What was your most valuable learning experience overall (undergrad and grad)?	• placement in a variety of classrooms – all student teaching experiences	4
	• all classes that involved field work	1
	• networking with a variety of professionals in the field	3
	• writing research papers increased my knowledge about what I was doing in the classroom and helped me evaluate what others are saying	3
6. Which areas of study best prepared you to communicate with parents,	• ASL classes	1
	• encouragement and requirements to be involved in the deaf	

professionals and pupils?	community (eg., Celebration of Diversity) <ul style="list-style-type: none"> <li>• 201 (counseling class)</li> <li>• student teaching experiences</li> <li>• interacting with professors</li> </ul>	4 3 3 3
7. What setting do you plan to work in?	<ul style="list-style-type: none"> <li>• early intervention &amp; DIS</li> <li>• DIS or elementary setting</li> <li>• classroom setting with young DHH students</li> <li>• itinerant teaching</li> <li>• ASL classroom</li> </ul>	1 1 1 1 1
8. Which culminating experience did you select? Why? Would you do the same again?	All students selected comprehensive exams, and all reported that they would make the same choice again. The reasons given were: <ul style="list-style-type: none"> <li>• quicker</li> <li>• didn't know I had an option</li> <li>• I hate writing</li> <li>• I had a good study group</li> <li>• they helped increase my confidence and tie all my knowledge together</li> <li>• gave me a stronger overall knowledge of the field</li> </ul>	3 1 5 4 5 1
9. Are you planning to pursue a doctoral degree?	All 5 students said "No".	
10. Other comments:	<ul style="list-style-type: none"> <li>• I think the program was great, but one comment I would like to make is that I would like to see SLP, Deaf Ed, Aud, and Interpreting students work more closely together. We need to know how much we need each other. Possible, a social meeting each semester – away from campus.</li> <li>• Encourage SLP and AUD students to take the "Deaf Culture" class as an elective.</li> </ul>	

Exit interviews indicate students feel well prepared to work in classrooms that utilize sign language more than in oral based classrooms. The CDDS department added an undergraduate course, CDDS 121 Cochlear Implants and Deaf Children in the Spring 2007 semester. Students who took that course will be completing the graduate program in Spring 2009.

Students expressed a need for more preparation in assessment. Graduate faculty will analyze course content in graduate courses to ensure adequate learning experiences in applying knowledge of assessments is provided in course of study.

Candidate performance in student teaching and first years of employment continue to be a strength of the Fresno State DHH credential program. Student teaching evaluations and exit interviews indicate students and master teachers feel students are well prepared by the end of their student teaching experiences. Deaf education faculty receives phone calls and email requests each year from school administrators seeking DHH teachers from Fresno State. All eight students who completed Education Specialist:DHH credentials were employed for the 2008-2009 school year. The need for DHH teachers continues to be greater than the number of students completing the DHH credential requirements.

**California State University, Fresno (07-08)**

**Section A-4**

**Use of Assessment Results to Improve Candidate & Program Performance**

**Deaf – Education Specialist**

<b>Data Source</b>	<b>Data Focus</b>	<b>Action(s)</b>	<b>Contact Person</b>	<b>Timeline</b>
<b>Exit Interview</b>	Preparation for CI	To better prepare candidates to work in all communication environments of DHH classrooms, students who were not required to take the CDDS 121 Cochlear Implants class will be advised to take the course as an elective.	Dr. Ogden Dr. Smith N. Barker	2007-2009
<b>Candidate Data</b>	Recruitment	Intensive efforts will be made in recruiting more students to the deaf education graduate programs. High schools in the Central Valley region with ASL courses will be targeted for recruitment of students for sign language interpreting and deaf education majors.		2008-2010
<b>Grant</b>	Recruitment and Retention	An advisory board will be 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) that will provide tuition and other financial support for deaf education students. Input will be gathered from alumni currently working in the field, parents of deaf and hard of hearing children,		2008-2010



<p><b>Grant</b></p>	<p>Underserved populations</p>	<p>administrators, and local DHH teachers. Recruitment and retention of deaf education students will be emphasized.</p> <p>As a component of the course for grant participants, Community Information nights for parents of underserved populations will provide opportunities for Fresno State faculty, local school district DHH staff, alumni, and current students to interact with families who have children with hearing loss in rural area.</p>		<p>2009 - 2010</p>
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