

## **Education Specialist: Deaf and Hard of Hearing**

### **California State University, Fresno**

The Deaf Education Credential program at Fresno State has been a campus-based program encompassing undergraduate Communicative Disorders and Deaf Studies (CDDS) courses, Kremen School of Education and Human Development (KSOEHD) credential courses and graduate CDDS courses. In response to Deaf Education programs being discontinued at San Francisco State University and San Jose State University in the last 5 years and numerous requests for an online option to pursue an Education Specialist: Deaf and Hard of hearing Credential, the Deaf Education faculty with support of the CDDS Department, Dean of the College of Health and Human Services, Dean of KSOEHD, Graduate Dean, Associate Provost, and Provost of the University are seeking to provide multiple avenues for students to receive the training needed to become credentialed teachers for deaf and hard of hearing students.

The undergraduate degree in Deaf Education will continue as an option within the CDDS Department of the College of Health and Human Services. Local students will continue to take credential classes within the KSOEHD Multiple Subject credential program and will participate in the hybrid online graduate level courses with all other Deaf Education credential candidates.

All preliminary Education Specialist: DHH credential candidates will complete graduate level Deaf Education coursework, elementary or secondary credential coursework, have basic sign language skills, and will earn a BA degree in Deaf Education or will complete prerequisite course requirements in addition to the graduate level courses.

Candidates will begin the Deaf Education program with a variety of academic backgrounds.

- A. Candidates with a Multiple or Single Subject credential and a BA degree in Deaf Education will take 200 level (graduate) Deaf Ed courses.
- B. Candidate without a Multiple Subject Credential or Single Subject Credential must complete one of the following options prior to or during their graduate studies:
  1. complete a Multiple Subject or Single Subject credential program with CLAD certification in their home geographic area,
  2. complete a Multiple Subject or Single Subject credential with CLAD certification program offered online through the CalStateTEACH program,
  3. complete the on-campus KSOEHD Phase I and Phase II Multiple Subject credential courses
- C. Candidates with a BA degree in Deaf Education will begin taking 200 level Deaf Education graduate courses in the first semester and credential classes from one of the credential options listed above.

- D. Candidates with a BA degree in a field related to Deaf Education will be required to complete prerequisite course requirements prior to taking 200 level courses and will take credential classes from one of the credential options listed above.

To enter the Deaf Education credential program, students will:

- 1) satisfy all the graduate study application requirements of the CDDS Department
- 2) demonstrate basic sign language skills,
- 3) meet Deaf Education and credential program prerequisite course requirements

Deaf Education Credential courses:

- CDDS 95 Speech and Language Development (3)
- CDDS 114 Education of Exceptional Children (3)
- CDDS 139 Deaf Culture (3)
- CDDS 141 Deaf Children and Their Parents (3)
- CDDS 200 Graduate Studies and Research in Communicative Disorders and Deaf Studies (3)
- CDDS 201 Interviewing and Counseling in Communicative Sciences and Disorders (3)
- CDDS 202 Aural Rehabilitation (3)
- CDDS 255 Seminar: Assessment of Deaf & Hard of Hearing Students (3)
- CDDS 260 Advanced Clinical Practice: Deaf & Hard of Hearing Children & Youth (2)
- CDDS 262 Seminar: Speech for Deaf & Hard of Hearing Children & Youth (3)
- CDDS 263 Seminar: Language for Deaf & Hard of Hearing Children & Youth (3)
- CDDS 264 Seminar: School Subjects for Deaf & Hard of Hearing Children & Youth (3)
- CDDS 258 Student Teaching: Deaf and Hard of Hearing (6)
- CDDS 268 Externship with Deaf Children or Youth (6)

Additional Credential courses:

- CI 171 Understanding the Learner, Instructional Design, and Assessment
- CI 176 Mathematics Instruction and Applied Assessment
- CI 225 Integration of Technology Across the Curriculum
- EHD 50 Introduction to Education
- EHD 174 Field Study A: Grades 4-8
- EHD 178 Field Study B: Grades K-3
- LEE 172 Cultural and Language Contexts in the Classroom (3) or equivalent course
- LEE 173 Teaching Reading and Social Studies in Grades 4-6 (3) or equivalent course, or
- LEE 177 Teaching Reading and the Arts in Grades 4-8 (3) or equivalent course

CDDS = Communicative Disorders and Deaf Studies

CI = Curriculum and Instruction

LEE = Literacy and Early Education

Assessment data is collected throughout the program. Candidates must meet graduate student application requirements to be eligible to apply for the DHH credential program: GPA of 3.0 or better, taken the Graduate Record Exam (GRE), letter of intent, and letters of recommendation.

### **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.

### **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.

### **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)

### **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.

## **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.

## **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

## **Comprehensive Exams**

Candidates demonstrate content knowledge specific to deaf and hard of hearing students with written exams, receptive and expressive sign language video, and oral exams as needed.

## **Exit Interviews and Alumni Surveys**

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. Alumni surveys are collected every five years.

## **Advisory Board Meetings**

The Communicative Disorders and Deaf Studies Advisory board is made up of alumni, professionals in the community, parents, faculty, and the department chair. The advisory board meets annually.