



Communicative Sciences and Deaf Studies

California State University, Fresno
 Education Specialist: Deaf and Hard of Hearing Credential Program
 DHH Candidates Competencies: Part 1 and Part 2

5.1 Part 1 – General Candidate Competencies and Course Matrix

In the matrix below, denote the candidates’ opportunity to learn and master the competencies listed. The required course names and numbers should go across the top of the matrix, replacing the “Course Title and Number” text below. For each competency, note when the program/candidate **introduces (I)**, **practices (P)**, and **assesses (A)** the competency. Notations may occur under more than one course heading. Each notation should link to a specific place in the syllabus within that course that demonstrates that this is occurring.

Required Competency: CTC Deaf and Hard of Hearing Program Standards* Page 19 – 20	Deaf ED Online Modules (Prerequisite)	CSDS 201 Working with Families	CSDS 203 Research	CSDS 206 Speech & Audiology	CSDS 255 Assessments	CSDS 262 ELA Literacy	CSDS 263 Math Literacy	CSDS 264 Technology	CSDS 260 Clinical Practicum	CSDS 258 Student Teaching	CSDS 268 Externship	CSDS 271 Foundations of Teaching	CSDS 272 Advanced Studies of Deaf ED	CSDS 273 Curriculum and Instruction
Standard 1: Characteristics of Learners	Overview	I (p. 4 – 6) P (p. 4 – 6)	I (p. 4 – 6) P (p. 4 – 6)		I (p. 6-7) P (p. 6-7)				P (p. 2-9) A (p. 2-9)	P (p. 7-9) A (p. 7-9)	P (p. 7-9) A (p. 7-9)			
Standard 2: Development of Professional Perspectives	Overview				I (p. 5) P (p. 5)				P (p. 2-9) A (p. 2-9)	P (p. 7-9) A (p. 7-9)	P (p. 7-9) A (p. 7-9)	I (p. 5) P (p. 5)		

Required Competency: CTC Deaf and Hard of Hearing Program Standards* Page 19 – 20	Deaf ED Online Modules (Prerequisite)	CSDS 201 Counseling Parents	CSDS 203 Research	CSDS 206 Speech & Audiology	CSDS 255 Assessments	CSDS 262 ELA Literacy	CSDS 263 Math Literacy	CSDS 264 Technology Across Content Areas	CSDS 260 Clinical Practicum	CSDS 258 Student Teaching	CSDS 268 Externship	CSDS 271 Foundations of Teaching	CSDS 272 Advanced Studies of Deaf ED	CSDS 273 Topics & Trends in Curriculum and Instruction
Standard 3: Candidate Communication Skills	Inter-mediate			I (p. 6) P (p. 6) A (p. 6)					P (p. 2-9) A (p. 2-9)	P (p. 7-9) A (p. 7-9)	P (p. 7-9) A (p. 7-9)		I (p. 5) P (p. 5)	
Standard 4: Language and Cognitive Development Strategies	Inter-mediate		I (p. 4 – 6) P (p. 4 – 6)			I (p. 3-4) P (p. 3-4)	I (p. 3-4) P (p. 3-4)		P (p. 2-9) A (p. 2-9)			I (p. 5) P (p. 5)		I (p. 4-5) P (p. 4-5) A (p. 4-5)
Standard 5: Specialized Assessment	Advanced				I (p. 7) P (p. 7)				P (p. 2-9) A (p. 2-9)	P (p. 7-9) A (p. 7-9)	P (p. 7-9) A (p. 7-9)		I (p. 5) P (p. 5)	
Standard 6: Instructional Techniques	Advanced					I (p. 3-4) P (p. 3-4)	I (p. 3-4) P (p. 3-4)	I (p. 3-4) P (p. 3-4) A (p. 3-4)						
Standard 7: Early Childhood Intervention and Education	Advanced	I (p. 4 – 6) P (p. 4 – 6)			I (p. 4-6) P (p. 4-6)				P (p. 2-9) A (p. 2-9)	P (p. 7-9) A (p. 7-9)	P (p. 7-9) A (p. 7-9)			
Standard 8: Hearing Loss and Additional Disabilities	Inter-mediate	I (p. 4 – 6) P (p. 4 – 6)	I (p. 4 – 6) P (p. 4 – 6)	I (p. 4-9) P (p. 4-9)	I (p. 7) P (p. 7)				P (p. 2-9) A (p. 2-9)	P (p. 7-9) A (p. 7-9)	P (p. 7-9) A (p. 7-9)	I (p. 5) P (p. 5)		

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Standard 9: Managing Student Behavior and Social Interaction Skills	Advanced	I (p. 4 – 6) P (p. 4 – 6)			I (p. 14) P (p. 14) A (p. 14)				P (p. 2-9) A (p. 2-9)	P (p. 7-9) A (p. 7-9)	P (p. 7-9) A (p. 7-9)		I (p. 4-6) P (p. 4-6)	
Standard 10: Transition and Transitional Planning	Overview	I (p. 4 – 6) P (p. 4 – 6)	I (p. 4 – 6) P (p. 4 – 6)			I (p. 3-4) P (p. 3-4)	I (p. 3-4) P (p. 3-4)			P (p. 7-9) A (p. 7-9)	P (p. 7-9) A (p. 7-9)			I (p. 6) P (p. 6)
Standard 11: Collaborative Partnerships	Overview	I (p. 4 – 6) P (p. 4 – 6)			I (p. 7) P (p. 7)				P (p. 2-9) A (p. 2-9)	P (p. 7-9) A (p. 7-9)	P (p. 7-9) A (p. 7-9)	I (p. 6) P (p. 6)	I (p. 6) P (p. 6)	I (p. 6) P (p. 6)

* Link to Commission Approved Education Specialist Standards: <http://www.ctc.ca.gov/educator-prep/standards/Special-Education-Standards-2014.pdf>

Deaf and Hard-of-Hearing (DHH)

DHH Standard 1: Characteristics of Learners

Candidates demonstrate knowledge of etiologies related to hearing loss, the research regarding access to language and theories of learner characteristics that impact the unique needs for education, language and cognitive development, as well as social growth of students, ages birth to 22, who are deaf or hard-of-hearing including students who are deaf-blind, and/or said learners with additional disabilities.

DHH Standard 2: Development of Professional Perspectives

Candidates demonstrate an understanding of essential themes, concepts, and issues related to philosophical, historical, and legal foundations of the education of students who are deaf or hard-of-hearing, including those who are deaf-blind and/or those with additional disabilities. Candidates are able to apply their understanding of the models and theories of deaf education and demonstrate sensitivity to and respect for varied beliefs, languages, whether spoken or signed,

modes of communication, parental choices, and cultural differences, including Deaf culture. Candidates demonstrate the ability to plan and implement instruction about the contributions of individuals and technological innovations that have benefited both deaf and hearing people.

DHH Standard 3: Candidate Communication Skills

Each candidate demonstrates skills in a repertoire of communication strategies that facilitate communication exchanges in signed and spoken language usage, as appropriate. Each candidate demonstrates appropriate language proficiency to communicate directly and effectively with students who are deaf and hard-of-hearing, including those who are deaf-blind, and/or those with additional disabilities, to engage and sustain student interest in the learning process. Communication and language proficiency should be sufficient to ensure that a comprehensible flow of information; to develop higher-order cognitive and linguistic skills; and for the development of literacy skills.

DHH Standard 4: Language and Cognitive Development Strategies

Candidates demonstrate the knowledge of and ability to apply techniques to engage students in the learning process in order to develop language and cognitive skills, whether through visual (signed) and/or auditory (spoken) input, in students who are deaf or hard-of-hearing including those who are deaf-blind and/or those with additional disabilities.

DHH Standard 5: Specialized Assessment

In addition to the Special Education Program Standard: Assessment of Students with Disabilities, candidates demonstrate the ability to select, adapt, administer (where appropriate), interpret and explain assessments, and make recommendations regarding services and educational progress for students who are deaf or hard-of-hearing, including those who are deaf-blind and/or those with additional disabilities. Candidates understand the importance of appropriate, ongoing, and a variety of assessments using the language and the communication system of students who are deaf or hard-of-hearing.

DHH Standard 6: Instructional Techniques

In addition to the Special Education Program Standards: Curriculum and Instruction of Students with Disabilities, each candidate demonstrates an understanding of and ability to implement effective, individually designed instruction for students, ages birth to 22, who are deaf or hard-of-hearing including those who are deaf-blind and/or those with additional disabilities, in diverse learning environments, using instructional techniques that provide access to the state curriculum standards.

DHH Standard 7: Early Childhood Intervention and Education

Each candidate demonstrates knowledge, skills, and attitudes necessary for collaborating effectively on a multi-disciplinary educational team to provide assessments, planning, and implementation strategies for an appropriate intervention and education program for children birth to age 5 who are deaf or hard-of-hearing, including those who are deaf-blind and/or those with additional disabilities, and their families, with particular focus on the development of language, cognitive, and social skills.

DHH Standard 8: Hearing Loss and Additional Disabilities

Each candidate will be able to identify the characteristics of students who are deaf and hard-of-hearing who also exhibit one or more of any of the disability categories identified in IDEA (e.g., specific learning disability, visual impairment, emotional disturbance, and autism spectrum disorder) that are associated with hearing loss and significant enough to require considerations of specialized adaptations and/or modifications in the learning process.

DHH Standard 9: Managing Student Behavior and Social Interaction Skills

Each candidate demonstrates the ability to foster appropriate student behavior patterns, social interaction skills, and self-advocacy skills, as well as the ability to discriminate between behavior that is typical for various ages/stages and that behavior which might be attributable to limited language and ineffective communication skills.

DHH Standard 10: Transition and Transitional Planning

Each candidate demonstrates knowledge and advocacy skills related to the various transitions experienced by students who are deaf or hard-of-hearing, including those who are deaf-blind and/or those with additional disabilities, as they move from infancy to adulthood.

DHH Standard 11: Collaborative Partnerships

Each candidate demonstrates the ability to work collaboratively with families, support providers (i.e. interpreters, audiologists, speech/language pathologists, paraprofessionals, and other members of the educational team), general education professionals, community agencies, and the d/Deaf community, recognizing and respecting their roles and responsibilities in meeting the needs of students who are deaf or hard-of-hearing, including those who are deaf-blind and/or those with additional disabilities.

Part 2 – Subject-Specific Teaching Performance Expectations and Literacy Competencies

In the table below, include the course number and title for the course(s) in which this content is covered and the course instructor(s). The course numbers and faculty names do not need to be hyperlinks.

Subject-Specific Teaching Performance Expectations	Course(s)	Faculty
Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy	CSDS 262, 263, CSDS 264	Dr. Chantel Cox Dr. Janice Smith-Warshaw
English Language Development in Relation to Subject-Specific Pedagogy	CSDS 255 CSDS 262, CSDS 263, CSDS 264	Dr. Janice Smith-Warshaw Dr. Chantel Cox Dr. Janice Smith-Warshaw
Literacy		
Literacy TPE Language for <i>All Teacher Candidates</i>	CSDS 262, 263, CSDS 264	Dr. Janice Smith-Warshaw Dr. Chantel Cox
Literacy TPE for <i>Multiple Subject</i> and <i>Education Specialist Candidates</i>	CSDS 262, 263, CSDS 264	Dr. Janice Smith-Warshaw Dr. Chantel Cox