

**Education Specialist: Deaf and Hard of Hearing  
Program Assessment Summary  
Revised February 21, 2014**

**Program Design**

The Deaf Education program, which has been in effect on our campus since 1969, is housed in the Department of Communicative Disorders and Deaf Studies (CDDS), within the College of Health and Human Services (CHHS). Ongoing oversight for the Deaf Education program is provided by Deaf Education Program Coordinator and the CDDS Department Chair. The Deaf Education faculty works closely with the faculty of Kremen School of Education and Human Development (KSOEHD) to provide a cohesive credential program. The Dean of KSOEHD also can serve as director of Teacher Education for the university or, in consultation with the Provost, may appoint an individual to serve in this position.

Communication within the CDDS department is facilitated by faculty meetings twice a month and faculty participation in CHHS committees and university committees. The Deaf Education Program Coordinator participates in NCATE Coordinator meetings and currently serves on the KSOEHD Dean's Advisory Board, the Liberal Studies Advisory Board, and the Multiple Subject Advisory Board. Faculty in the CDDS Department meet individually with CDDS undergraduate and graduate students each semester for academic advising.

The Deaf Education Credential program at Fresno State has been a campus-based program integrating undergraduate CDDS courses, KSOEHD post baccalaureate credential courses, and graduate CDDS Deaf Education courses. In response to Deaf Education programs being discontinued at San Francisco State University and San Jose State University and numerous requests for an online option to pursue an Education Specialist: Deaf and Hard of Hearing Credential, the Deaf Education faculty converted the graduate program in Deaf Education to a hybrid 80/20 online program, beginning in the Fall 2013 semester. With support of the CDDS Department, Dean of CHHS, Dean of KSOEHD, Graduate Dean, Associate Provost, and Provost of the University, the application for a program change to a hybrid online program was approved by WASC in July 2013.

Teacher candidates will have multiple ways to satisfy the prerequisite coursework before taking the graduate level DHH credential coursework. Although all the graduate level courses have been adapted for the hybrid online format, online prerequisite modules are currently in the development phase. The anticipated completion of the modules is August 2014. Fresno State undergraduate students in Deaf Education will continue to take on campus courses within the CDDS Department. Local students will also 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. Teacher candidates living outside of the Fresno area have the option of completing a Multiple Subject credential program at a local university or completing credential coursework through the fully online CalStateTEACH program.

Stakeholder input is solicited through the CDDS Advisory Board, the DEPP Grant Advisory Board, Alumni Survey, Employer Survey, CDDS Exit Survey, the NCATE Candidate Exit

Survey, ongoing contact with local master teachers, and from alumni at the annual California Educators of the Deaf professional conference.

### **Course of Study**

Candidates will begin the Deaf Education program with a variety of academic backgrounds. The length of the program and the entry point will reflect candidates' undergraduate study, and credentials previously earned.

- 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 graduate 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 Course Sequence:**

CDDS = Communicative Disorders and Deaf Studies

CI = Curriculum and Instruction, LEE = Literacy and Early Education

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)

### **Credential courses:**

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  
CI 171 Understanding the Learner, Instructional Design, and Assessment  
EHD 174 Field Study A: Grades 4-8  
CI 176 Mathematics Instruction and Applied Assessment  
CI 225 Integration of Technology Across the Curriculum  
LEE 177 Teaching Reading and the Arts in Grades K-3 (3) or equivalent course  
EHD 178 Field Study B: Grades K-3

**Graduate Deaf Education courses:**

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)

Fieldwork placements are coordinated through the KSOEHD field placement office. Candidates follow an intensive program of over 600 hours of practicums and student teaching experiences as follows: Initial general education student teaching in EHD 174 and EHD 178, supervised by the KSOEHD supervisors and coordinates with credential coursework, student teaching for approximately six hours a week for 12 weeks (Total clock hours 144); Clinical practicum teaching in deaf education settings in CDDS 260, under direct supervision of a DHH classroom teacher or Itinerant DHH teacher with additional supervision of a deaf education faculty member, for an average of two hours a week for a total of 30 clock hours. Deaf Education faculty observe the student teacher and provide written feedback at least 3 times during the 30 hours; Practicum in speech with individual deaf children in local schools in CDDS 262 follows the course content, with direct supervision from deaf education faculty, for a total of 13 clock hours; Full-time student teaching in a local school deaf and hard of hearing program in CDDS 258 for 8 weeks for a minimum of 200 clock hours. Faculty observe every other week; Culminating experience of full-time student teaching externship in a residential school in the area of specialization (Early, Elementary, Secondary) in CDDS 268. While this also requires a minimum of 200 clock hours, candidates often work with students in dormitory activities after school in exchange for room and board. Faculty travel for observation at least 3 times to the residential school during the 8 weeks. Deaf education faculty provide advisement to district employed master teacher.

**Assessment of Candidates**

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. Faculty supply written feedback on candidate performance for each assessment and provide opportunities to resubmit assignments after feedback is given. Descriptions of assessments are in the course syllabi.

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 and from the university supervisor. Candidates who are not making adequate progress conference with university faculty to identify areas needing improvement and recommendations for remediation. Candidates are given a written summary of the meeting and notice of the next observation. If adequate progress is not demonstrated, a second conference is scheduled and the process is repeated. At the third conference, the candidate will be notified of adequate progress or be removed from the placement and receive a grade of no credit.

### 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. If candidates are not making adequate progress, the procedures outlined above for CDDS 260 will be followed.

### 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. Candidates who do not pass the exams can take the exams again in the following semester.

### **Changes since the initial program review documents submissions**

The hybrid online graduate deaf education program began in the Fall 2013 semester. Faculty attended professional development trainings presented by the Technology Innovations for Learning and Teaching (TILT) staff at Fresno State in strategies for converting courses from a face to face format to an online format. Courses developed were approved by TILT and university curriculum committees. The prerequisite learning modules are in the development stage, with an anticipated completion in the summer of 2014.

Two new faculty tenure-track faculty, Dr, Shannon Graham and Dr. Peter Crume, were hired and began teaching in the Fall 2013 semester. Dr. Graham specializes in teaching of science and writing across the curriculum in Deaf Education. Dr. Crume has expertise in sign language interpreting and language acquisition.