EDUCATION SPECIALIST: DEAF AND HARD-OF-HEARING CREDENTIAL

In Workflow

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Approval Path

1. Thu, 26 Oct 2023 16:47:21 GMT
   Jenna Porter (jmporter): Approved for TC Chair
2. Thu, 26 Oct 2023 16:54:30 GMT
   Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Thu, 26 Oct 2023 18:54:34 GMT
   Deidre Sessoms (dsessoms): Approved for ED Dean
4. Thu, 02 Nov 2023 23:08:32 GMT
   Katie Hawke (katiedickson): Approved for Academic Services

New Program Proposal

Date Submitted: Thu, 26 Oct 2023 16:41:19 GMT

Viewing: Education Specialist: Deaf and Hard-of-Hearing credential

Last edit: Thu, 26 Oct 2023 20:53:40 GMT

Changes proposed by: Jenna Porter (201422342)

Academic Group: (College)

Education

Academic Organization: (Department)

Teaching Credentials

Catalog Year Effective:

2024-2025 Catalog

NOTE: This degree major program will be subject to program review evaluation within six years after implementation.

Individual(s) primarily responsible for drafting the proposed degree major program:

Name (First Last)	Email	Phone 999-999-9999
Nate Dutra	dutra@csus.edu	916-241-5643

Type of Program Proposal:
Major

Is this a pilot program?
No

Delivery Format:
Hybrid

Does this major plan to include any formal options, concentrations, or special emphases?
No

Title of the Program:
Education Specialist: Deaf and Hard-of-Hearing credential

Designation: (degree terminology)
Credential

Abstract of the proposal:
The Teaching Credentials branch in the College of Education proposes a new teaching credential in Education Specialist: Deaf and Hard-of-Hearing. The credential will be embedded within the MAT in Special Education, similar to three existing concentrations (Mild to Moderate Support Needs, Extensive Support Needs, and Early Childhood Special Education).

Briefly describe the program proposal (new or change) and provide a justification:
The Credential will address critical gaps in Deaf Education, including the shortage of qualified teachers for the Deaf in California. Currently, there is no other available DHH teaching credential program in Northern California. Furthermore, the program offers a new career pathway for Sac State students graduating with their bachelor's degree in Deaf Studies or other similar disciplines. The state of California and particularly the Sacramento region are in dire need of Deaf and Hard-of-Hearing credentialed teachers. With an undergraduate Deaf Studies Bachelor of Arts program and faculty with the DHH credential and experience teaching K-12 Deaf and hard-of-hearing students, the College of Education is well positioned to offer this credential.

Courses in the Education Specialist: Deaf and Hard-of-Hearing credential may be used to satisfy the MAT in Special Education (Deaf and Hard of Hearing) concentration requirements, similar to three existing concentrations (Mild to Moderate Support Needs, Extensive Support Needs, and Early Childhood Special Education).

University Learning Goals

Undergraduate Learning Goals:
Competence in the disciplines

Graduate (Masters) Learning Goals:
Disciplinary knowledge
Communication
Critical thinking/analysis
Information literacy
Professionalism
Intercultural/Global perspectives

Program Learning Outcomes

Program Learning Outcomes

Learning Outcome
Deaf and Hard-of-Hearing Preliminary Credential Program Learning Outcomes
1. Collaborate on meaningful partnerships with families, educators, and support service providers from diverse backgrounds to create inclusive learning environments for Deaf and Hard-of-Hearing students.
2. Design a strengths-based, person/family-centered approach in working with Deaf and Hard-of-Hearing students and their families to foster positive long-term outcomes.

3. Design and implement specialized, developmentally-appropriate strategies and interventions that promote language acquisition, communication skills, and Deaf culture awareness in school settings, spanning from infant to grade 12, to meet the diverse needs of Deaf and Hard-of-Hearing students.

4. Collaborate with educators and families to integrate specialized instruction and support within daily activities and routines, considering the individual interests, abilities, and needs of Deaf and Hard-of-Hearing students.

5. Create and implement a comprehensive and inclusive curriculum that embraces multilingualism, incorporating American Sign Language (ASL) and English, to cater to the diverse linguistic needs and preferences of Deaf and Hard-of-Hearing students.

6. Analyze and apply assessment data throughout the teaching process to continually improve instructional methods and enhance the learning experiences of Deaf and Hard-of-Hearing students.

7. Apply specialized skills in teaching and supporting Deaf students with additional disabilities, including DeafBlindness, through the implementation of adaptive strategies, assistive technologies, and individualized support plans tailored to their unique learning requirements.

8. Apply early intervention practices for Deaf and Hard-of-Hearing children, applying evidence-based strategies to identify developmental delays, provide timely support, and foster positive outcomes during the critical early years of their education journey.

9. Evaluate and address mental health concerns within the Deaf and Hard-of-Hearing community, including the effects of language deprivation. Implement strategies to support the emotional well-being of students and promote a positive Deaf identity development, fostering a sense of pride and belonging throughout their educational journey.

10. Apply culturally-responsive approaches to nurture Deaf and Hard-of-Hearing children's identity development, empowering them to embrace their unique linguistic and cultural backgrounds while fostering a strong sense of self-confidence and belonging in diverse educational settings.

Will this program be required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?
Yes

For the Council for the Preparation of School Personnel (to be filled out with assistance of your department chair):

Does this program change impact your department's currently written Program Standards Document?
No

Common Standards: In what way does this course or program change impact the currently written Common Standards document? Please include any suggested language changes.
For CTC approval we will integrate the new credential into our current Common Standards document.

Is this change in response to program or unit assessment activities?
No

Please attach a Comprehensive Program Assessment Plan (required)
Template_ 2023 CTC Program Assessment Report[5].docx

Please attach a Curriculum Map Matrix (required)
DHH Matrix .xlsx

Please attach a five-year budget projection (required)
DHH Fiscal Impact Cred.docx

Catalog Description:
Total Units for Completion of Credential: 47-48

Program Description

The Education Specialist: Deaf and Hard-of-Hearing teaching credential (DHH) authorizes the holder to provide educational services to students from birth through age 22 who have a primary or secondary disability of being deaf, hard-of-hearing, or deaf-blind. This credential includes the English Learner Authorization (ELA) and Autism Spectrum Disorder (ASD) Authorization, preparing candidates to work with second language learners and students with autism spectrum disorder, respectively.

The DHH Teaching Credential provides candidates with applied experiences through coursework connecting theory to practice and supervised work with children (birth to age 22, deaf, hard-of-hearing, or deaf-blind) across early field experiences and a semester of student teaching. The teacher preparation coursework focuses on preparing effective teachers for working with diverse student populations with an emphasis on preparing socially just teachers and leaders for systems change, committed to equity and inclusion in culturally and linguistically diverse schools and communities.

Admission Requirements: Course prerequisites and other criteria for admission of students to the degree major program, and for their continuation in it.

Master of Arts in Special Education Teaching (Deaf and Hard-of-Hearing)

For admission requirements, please see the Master of Arts in Special Education Teaching (Deaf and Hard-of-Hearing) concentration. Application and admission to the credential program is only through the MASET (Deaf and Hard-of-Hearing) degree program.

Program Requirements: (If new courses are being created as part of a new program, it will be useful to propose courses first.)

Program Requirements

Code	Title	Units
TOTAL UNITS REQUIRED: 47-48		
DEAF HARD OF HEARING CREDENTIAL COURSEWORK (36 Units)		
EDSP 119	Legal and Social Foundations of Inclusive Education	3
EDSP 209	Developing Augmentative & Alternative Communication Systems: Assessment and Intervention	3
EDSP 238	Culminating Seminar for Education Specialist Candidates	3
EDSP 261	Course EDSP 261 Not Found	3
EDSP 262	Course EDSP 262 Not Found	3
EDSP 263	Course EDSP 263 Not Found	3
EDSP 264	Course EDSP 264 Not Found	3
EDSP 265	Course EDSP 265 Not Found	3
EDSP 266	Course EDSP 266 Not Found	3
EDSP 293	Strategies for Inclusive Classrooms	3
EDSP 360	Course EDSP 360 Not Found	3
EDSP 361	Course EDSP 361 Not Found	3

Code	Title	Units
FIELD EXPERIENCE COURSES (11-12 Units)		
EDSP 460	Course EDSP 460 Not Found	3
EDSP 461	Course EDSP 461 Not Found	8 - 9
or EDSP 462	Course EDSP 462 Not Found	

Explanation of special characteristics of the proposed degree major program; e.g., in terminology, units of credit required, types of course work, etc.:

N/A

For undergraduate programs, provisions for articulation of the proposed major with community college programs:

N/A

Will this program require specialized accreditation?

Establishment of a master's degree program should be preceded by a national professional accreditation of the corresponding bachelor's degree major program.

Will this program require accreditation?

Yes

Anticipated date of accreditation request: (limited to 20 words)

Fall 2023

Provision for meeting specialized accreditation requirements, where applicable:

The Dean of Education will complete a required letter of assurances to be submitted to the external accrediting body (Commission on Teacher Credentialing) that commits the college to meeting all specialized accreditation requirements.

Need for the Proposed Degree Major Program

Is the proposed degree program offered at any California State University campus or any neighboring institutions?

Yes

List of other California State University campuses currently offering or projecting the proposed degree major program; list of neighboring institutions, public and private, current offering the proposed degree major program:

California State University, Northridge in southern California offers the credential in Education Specialist: Deaf and Hard-of-Hearing.

Differences between the proposed program and the programs listed above:

There is a need for this credential in Northern California. CSUN cannot accommodate all applicants needed to fill the need in California for this credential.

List of other curricula currently offered by Sac State which are closely related to the proposed program:

None.

Attach the results of a formal survey in the geographical area to be served indicating demand for individuals who have earned the proposed degree and evidence of serious student interest in majoring in the proposed program:

DHH Need.docx

Provide justification for any discrepancies between national/statewide/professional manpower surveys and local findings:

N/A

For graduate programs, the number of declared undergraduate major and the degree production over the preceding years of the corresponding baccalaureate program:

N/A; there is no corresponding baccalaureate program.

Professional uses of the proposed degree major program:

Teaching as an Education Specialist for Deaf and hard-of-hearing programs (ages birth to 22); teaching as an education specialist for residential Deaf schools; teaching as an early intervention specialist; administrator at a residential Deaf school; program specialist at a school district; curriculum specialist at a school district or a residential Deaf school

The expected number of majors in:

1st Year Enrollment:
12
3rd Year Enrollment:
15
5th Year Enrollment:
18

1st Year Graduates:
12
3rd Year Graduates:
15
5th Year Graduates:
18

Existing Support Resources for the Proposed Degree Major Program

List faculty members, with rank, appointment status, highest degree earned, date and field of highest degree, and professional experience (including publications if the proposal is for a graduate degree), who would teach in the proposed program:

Name	Rank	Appointment Status	Highest Degree Earned	Year of Highest Degree Earned (YYYY)	Publications/Professional Experience
Nate Dutra	Assistant Professor	Full Time	Doctorate	2020	K-12 Deaf Education experience; residential Deaf school and mainstream teaching experience; high school teaching experience; special education; IEP and case management in special education
Leah Geer	Associate Professor	Full Time	Doctorate	2016	DHH Infants, Toddlers, and Families certificate from Gallaudet; early intervention; ASL structure and language acquisition

Razi Zarchy	Lecturer	Part Time	Doctorate	2023	K-12 Deaf Education experience; Audiology; Speech & language pathology
Shane Molaison	Lecturer	Part Time	Masters	2006	K-12 Deaf Education experience; mainstream school teaching experience; elementary school teaching experience; IEP and case management in special education
Kathy Gee	Professor	Full Time	Doctorate	1993	Special Education (Extensive Support Needs) teaching experience in K-12 classrooms University Professor Gee, K., Gonzalez, M., & Cooper, C. (2020). Outcomes of Inclusive Versus Separate Placements: A Matched Pairs Comparison Study. Research and Practice for Persons with Severe Disabilities, 45(4), 223–240. https://doi.org/10.1177/1540796920943469 Gee, K. (2020). Why Indeed? Research and Practice for Persons with Severe Disabilities, 45(1), 18–22. https://doi.org/10.1177/1540796919900951
Jean Gonsier Gerdin	Professor	Full Time	Doctorate	2002	Special Education (Extensive Support Needs) teaching experience in K-12 classrooms University Professor Gonsier-Gerdin, J. (2021). Positive behavior interventions and supports. In Ana Garcia-Nevarez & Kimberly A. Gordon Biddle (Eds.), Developmentally appropriate curriculum and instruction: Pedagogy for knowledge, attitudes and values. New York: Routledge. Gee, K., & Gonsier-Gerdin, J. (2018). The first year as teachers in elementary and middle school special education classrooms. Research and Practice for Persons with Severe Disabilities, 43, 94-110.

Space and facilities that would be used in support of the proposed program: Show how this space is currently used and what alternate arrangements, if any, will be made for the current occupants.

The proposed program will not require use of any specialized facilities and will not displace any current occupants of any campus space. Its courses will need to be integrated into the schedule for the Teaching Credentials Department.

Library resources to support the program, specified by subject areas, volume count, periodical holdings, etc.:

The Library already houses state-approved education resources (textbooks, etc.) and therefore has resources for this program; no new or additional resources will be needed.

Equipment and other specialized materials currently available:

No specialized equipment or materials will be needed by this program.

Additional Support Resources Required

Note: If additional support resources will be needed to implement and maintain the program, a statement by the responsible administrator(s) should be attached to the proposal assuring that such resources will be provided:

MASET-DHH Dean's letter a support.docx

Enrollment and faculty positions should be shown for all discipline categories which will increase because of the new program and for all discipline categories which will decrease because of the new program. If faculty positions are to be transferred into the new program from other areas, the reductions in faculty positions should be shown on the appropriate discipline category or categories:

N/A

Any special characteristics of the additional faculty or staff support positions needed to implement the proposed program:

N/A

The amount of additional lecture and/or laboratory space required to initiate and sustain the program over the next five years: Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus wide priority of the facility, capital outlay program priority, and projected date of occupancy.

N/A

Additional library resources needed: Indicate the commitment of the campus to purchase or borrow through interlibrary loan these additional resources.

N/A

Additional equipment or specialized materials that will be 1) needed to implement the program and 2) needed during the first two years after initiation: Indicate source of funds and priority to secure these resource needs.

N/A

Key: 574