

MASTER OF ARTS IN SPECIAL EDUCATION TEACHING (DEAF AND HARD OF HEARING)



SACRAMENTO STATE
Redefine the Possible

In Workflow

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17. Registrar's Office (k.mcfarland@csus.edu)

Approval Path

1. Thu, 28 Sep 2023 21:16:16 GMT
Jenna Porter (jimporter): Approved for TC Chair
2. Thu, 12 Oct 2023 22:20:02 GMT
Araceli Feliz (feliz): Approved for ED College Committee Chair
3. Sun, 22 Oct 2023 21:05:07 GMT
Deidre Sessoms (dsessoms): Approved for ED Dean
4. Tue, 07 Nov 2023 18:48:18 GMT
Katie Hawke (katiedickson): Approved for Academic Services

New Program Proposal

Date Submitted: Thu, 28 Sep 2023 21:13:13 GMT

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

Last edit: Tue, 07 Nov 2023 18:48:13 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?

Yes

Fully explain the formal options, concentrations, or special emphases:

We have developed a new concentration in the Master of Arts in Special Education Teaching degree: the Deaf and Hard of Hearing concentration, which will join the previously approved concentrations (Extensive Support Needs, Mild/Moderate Support Needs, and Early Childhood Special Education).

Title of the Program:

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

Designation: (degree terminology)

Master of Arts in Teaching

Abstract of the proposal:

The Master of Arts in Special Education Teaching (Deaf and Hard of Hearing) will join the previously approved concentrations (Extensive Support Needs, Mild/Moderate Support Needs, and Early Childhood Special Education). Students who complete this concentration and the additional credential coursework will earn both the Master's degree and the Deaf/Hard of Hearing teaching credential. The state of California and particularly the Sacramento region are in dire need of Deaf and Hard of Hearing graduates. 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 degree and concentration.

Briefly describe the program proposal (new or change) and provide a justification:

The Master of Arts in Special Education Teaching (Deaf and Hard of Hearing) will prepare graduates to work with Deaf and Hard of Hearing students in K-12 schools and other settings. Successful candidates completing this program will earn a Master of Arts in Special Education Teaching degree, and they can also earn an Education Specialist teaching credential in Deaf and Hard-of-Hearing (DHH). The program includes Master's degree coursework and an exam.

The addition of this program to Sacramento State aims to address critical gaps in Deaf Education, including the shortage of qualified teachers for the Deaf in California. Furthermore, the program offers a new graduate/career pathway for Sac State students graduating with their bachelor's degree in Deaf Studies or other similar disciplines.

Reviewer Comments (Amy Wallace) have been addressed: a Form B for the DHH credential has been submitted and the MAT degree totals 30 units.

University Learning Goals

Graduate (Masters) Learning Goals:

Disciplinary knowledge
Communication
Critical thinking/analysis
Information literacy
Professionalism
Intercultural/Global perspectives
Research (optional)

Program Learning Outcomes

Program Learning Outcomes

Learning Outcome

1. Apply disciplinary knowledge of evidence-based practices in the field of special education, schooling in multi-cultural environments, and research-based service delivery approaches in order to confront problems of practice in family-centered school, home and community settings.
 2. Communicate effectively and efficiently both orally and in writing about: a) strengths-based approaches to working with children/youth and their learning challenges; b) school and service delivery issues; and c) the research literature and evidence-based practices.
 3. Think creatively, analytically and critically to identify, contextualize, and confront problems of practice in special education for children/youth, classrooms, and service delivery systems.
 4. Synthesize a variety of relevant resources to obtain, assess, and analyze information about teaching, learning, instructional practices, and student learning outcomes in the public schools related to children/youth with disabilities.
 5. Apply professional integrity, ethics, communication, and problem-solving as they work with families, other teachers, related service professionals, and paraprofessionals in home, school, and community settings, and conduct their action research and report on the research results.
 6. Analyze multicultural and disabilities studies' perspectives of schooling, teaching, and learning as well as apply a social justice lens for research grounded in equitable student outcomes in culturally and linguistically diverse schools and community settings.
- 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. Invent 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.

No changes needed but once approved, this program will need to be included in the Common Standards and all associated elements (e.g., unit assessment plan, etc.) will need to be implemented.

Is this change in response to program or unit assessment activities?

No

Please attach a Comprehensive Program Assessment Plan (required)

MAT Special Education Comprehensive Assessment Plan (8-18-23).pdf

Please attach a Curriculum Map Matrix (required)

MAT Special Education Curriculum Map Matrix--Revised (9-6-23).pdf

Please attach a five-year budget projection (required)

DHH Fiscal Impact.docx

Catalog Description:

Total Units for Completion of the MASET degree: 30

Total Units for Completion of the MASET plus blended credential: 62-63

Program Description

The MA in Teaching (Deaf and Hard-of-Hearing, or DHH) blends a teacher preparation program with a Master of Arts in Teaching (MAT). Courses are taken in the evening. Fieldwork is completed in a school district/program located near the candidate, while supervision of fieldwork is provided online in a mostly live/synchronous format.

The Education Specialist DHH Teaching Credential 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 MAT coursework focuses on inquiry-based education which includes hands-on instruction with problem-based learning and issues-centered curriculum and a focus on reflection during the teaching and research process. The program foundation rests in social justice and equity in education for all children and youth, including those with disabilities and their families.
- 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.

Upon completion of the DHH Teaching Credential coursework, program candidates may complete additional MAT courses, if they choose to finish the MAT. Throughout the MAT program, candidates will learn how to critically examine evidence-based practices, policy issues, and current research on teaching and learning in the field of special education. Candidates will be expected to apply analytical skills to develop and implement standards-based curriculum in diverse settings using best instructional and inclusive practices that positively impact the learning of all students, including English Learners and children and youth with disabilities. Candidates also will conduct original teacher action research using practice-based methods in diverse educational settings. The materials and associated activities presented in the MAT coursework are highly integrated to support candidates with successful completion of the Master of Arts in Teaching degree at the end of the program.

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)

The requirements listed below may be subject to change, based on actions of the CSU Chancellor's Office and the Commission on Teacher Credentialing. Interested applicants are encouraged to contact the Academic and Program Services Office in Eureka Hall 401, (916) 278-6639, an advisor in the Student Success Center (<https://www.csus.edu/college/education/student-support/>), or the MAT program website (<https://www.csus.edu/college/education/teaching-credentials/apply.html>) for the most current admissions requirements.

Program Admission Requirements

1. A Baccalaureate degree is required for admission to the MAT.
2. It is recommended that applicants have a minimum of 45 hours of experience working with children or youth in a preK-12 classroom or equivalent setting. **This requirement may be completed as a co-requisite during the first semester.**
3. Submit two references: one from a person who has observed the applicant's academic competence (current or former instructor) and the other from a person who has observed the applicant working with children or youth. **NOTE:** References from family members will not be accepted.
4. Submit a graduate writing sample.
5. Satisfy writing proficiency by meeting the Basic Skills Requirement.
6. Satisfy the Basic Skills Requirement. For more detailed information, visit the CTC website (<https://www.ctc.ca.gov/>). Example of ways to satisfy Basic Skills Competence include:
 - a. Pass the California Basic Educational Skills Test (CBEST)

- b. Pass the CSET Multiple Subjects plus Writing Skills examination
 - c. Pass the CSU Early Assessment Program (EAP) or the CSU Placement Examinations
 - d. Achieve qualifying score on the SAT or ACT (see the CTC website (<https://www.ctc.ca.gov/>))
 - e. Score a 3 or above on specific AP examinations (see the CTC website (<https://www.ctc.ca.gov/>))
 - f. Earn a grade of "B-" or better in specific college or university courses as detailed on the (<https://www.ctc.ca.gov/>)CTC website ([https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-\(cl-667/](https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667/))).
 - g. Mix and Match as detailed on the CTC website (<https://www.ctc.ca.gov/>).
7. Grade Point Average (GPA) of at least 2.5 overall or 2.75 in last 60 semester or 90 quarter units as evidenced from official transcripts from every college/university attended.
 8. Complete Credential Prerequisite Courses: EDUC 170, EDUC 100A, EDUC 100B. List of equivalent coursework is located on the Teaching Credentials website (<https://www.csus.edu/college/education/teaching-credentials/apply.html>).
 9. Certificate of Clearance (COC) security clearance issued by the Commission on Teacher Credentialing: evidence of submitting the COC application and fingerprints must be submitted at application.
 10. Participate in a Mandatory Interview.

Detailed descriptions of all admissions requirements are contained in the program's application instructions, which are available on the Teaching Credentials Application website (<https://www.csus.edu/college/education/teaching-credentials/apply.html>).

Applications Required

CSU Graduate School Application for the University

Sacramento State graduating seniors, Sacramento State students completing a master's degree or second bachelor's degree, and applicants not currently attending Sacramento State MUST apply for admission to graduate school through the Office of Graduate Studies (OGS) by completing and submitting the CSU application on-line: Cal State Apply. (<https://www2.calstate.edu/apply/>)

Supplemental Application

A separate Supplemental Application is only required for current undergraduate Sacramento State students who **are not graduating**; who are applying to take first semester program coursework **while still classified as an undergraduate**. Complete supplemental applications and all supporting documents must be submitted to Teaching Credentials by the deadline indicated on the Teaching Credentials website. The link is posted on the Teaching Credential website in October of the year prior to admission.

Additional Information

Certificate of Clearance (COC/Fingerprint Clearance)

All applicants must submit verification of having been issued a security clearance by the Commission on Teacher Credentialing (CTC) before they will be allowed to officially start the credential program.

EXCEPTION – it is not necessary to apply for the Certificate of Clearance if you can verify you hold a valid California certificate or credential such as an emergency permit for substitute teaching, Pre-intern certificate, PPS credential, Child Development Associate or Supervisor Permit, Adult Vocational Education credential or a valid Multiple or Single Subject credential.

NOTE: If you answered "YES" to any of the Personal and Professional Fitness questions on the Certificate of Clearance application, you will need to obtain the official arrest record and court paperwork regarding each incident. Refer to the CTC website (<https://www.ctc.ca.gov/>) for instructions, forms, and where to submit all additional paperwork. If you have arrests and/or convictions on your record, once you submit the additional documentation to CTC, the processing of your clearance application can take SIX MONTHS or longer. This means you may not be eligible to start the program if your clearance is not issued before the program begins. If you have any questions, contact the CTC directly via email (credentials@ctc.ca.gov).

Verification of Bachelor's Degree

All applicants must obtain a bachelor's degree from a regionally accredited college/university in the United States in order to be eligible for a credential. Proof can be obtained through official transcripts and listed as "Degree(s) Awarded" with the date the degree was awarded. To find out if your college/university is regionally accredited by one of the accrediting agencies approved by the California Commission on Teacher Credentialing (CTC), visit the CTC website (<https://www.ctc.ca.gov/>).

Foreign Transcript Evaluation

Individuals who have completed college or university course work at an institution in a country other than the United States must obtain a complete evaluation of foreign transcripts, degrees, and other relevant documents prior to applying for the program. This evaluation is required by the California Commission on Teacher Credentialing (CTC) and the university. It is recommended that credential program applicants have their documents evaluated by WES (<http://www.wes.org/students/>), since both the University Office of Graduate Studies and the Commission will accept the WES (<http://www.wes.org/students/>) evaluation. Applicants should select the **WES INTERNATIONAL CREDENTIAL ADVANTAGE PACKAGE (ICAP) Course by Course Evaluation**. (<https://www.ctc.ca.gov/>) For additional information on foreign transcript evaluations please visit the CTC website (<https://www.ctc.ca.gov/>) and the Office of Graduate Studies website (<https://www.csus.edu/graduate-studies/future-students/applicants-with-foreign-documents.html>).

Verification of completing the United States Constitution Requirement

California Education Code, Section 44335, requires all candidates for Multiple Subject, Single Subject, and Education Specialist credentials to demonstrate knowledge of the United States Constitution by completing a college-level course with a "C" or equivalent grade or better, or pass a college-level examination in the subject, or verify AP exam credit for American History or American Government/Politics. While this is not a program admission requirement, this requirement must be completed before the credential can be granted at the end of the credential program. Most CSU graduates have met this requirement. More information can be found by contacting pre-credential advisors in the College of Education Student Success Center (<https://www.csus.edu/college/education/student-support/>).

Minimum Units and Grade Requirement for the MAT Degree

Units required for the MAT degree: 30

Minimum Cumulative GPA for the MAT degree: 3.0

Additional Information for All Admitted Program Candidates: Credential Coursework

Continued Enrollment: Continued enrollment in the MA in Teaching with Deaf and Hard-of-Hearing (DHH) Special Education Teaching Credential Program is contingent upon candidates maintaining a GPA of 3.0 in all professional education courses. If incomplete grades or grades of "D", "F", and "NC" (No Credit) are received in professional education courses, the candidate must withdraw from the program unless a specific exception has been approved by the Credential Appeals Committee. Any student on academic probation is subject to automatic disqualification unless approved by the Credential Appeals Committee to continue.

Grade Requirement for the DHH Credential: Any grade below C- in a course that meets a credential requirement must be retaken in order to meet credential requirements.

Delays: Candidates who have to delay progress in the MA in Teaching with Deaf and Hard-of-Hearing Special Education Teaching Credential Program will file a "Program Delay Petition" in the Teaching Credentials Office. A student returning after a delay may be accommodated on a space available basis. Candidates must return and complete the program within the seven-year limit for graduate programs.

Appeal Process: A student who has been formally admitted to the program has the right to appeal to the Credential Appeals Committee about any policy affecting program continuation, except for those policies set by the Commission on Teacher Credentialing or state education code. Appeals petitions and assistance are available in the Teaching Credentials Office.

Licensure

Admission into programs leading to licensure does not guarantee that students will obtain a license. Licensure requirements are set by agencies that are not controlled by or affiliated with the CSU and requirements can change at any time. For example, licensure requirements can include evidence of the right to work in the United States (e.g., social security number or tax payer identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure. The CSU will not refund tuition, fees, or any associated costs, to students who determine subsequent to admission that they cannot meet licensure requirements.

Additional Information for All Admitted Program Candidates: MAT Degree

Grade Requirement for the Master's Degree: Courses required for the Master of Arts in Teaching degree require a grade of B- or better in order to be used to satisfy the requirements of the Master's degree. If a student receives below a B- in any course required for the Master's degree, the course must be successfully repeated with a grade of B- or better in order to satisfy the requirements of the degree program (grades of C- or better will satisfy the requirements for the teaching credential).

Delays: Candidates who have to delay progress in the MA in Teaching with Deaf and Hard-of-Hearing Special Education Teaching Credential Program will file a "Program Delay Petition" in the Teaching Credentials Office. A student returning after a delay may be accommodated on a space available basis. Candidates must return and complete the program within the seven-year limit for graduate programs.

Advancement to Candidacy Procedures: Each student working toward a Master of Arts in Teaching degree must file an application for Advancement to Candidacy for the degree. The purpose of this application is to provide certification to the Office of Graduate Studies that the student will complete the necessary requirements and coursework for the Master's degree. The student must be advanced to candidacy the semester prior to enrolling in EDSP 500.

This procedure should begin as soon as the classified graduate student has:

- Completed 21 units in the graduate program with a minimum 3.0 GPA; and
- Met the Graduate Writing Requirement through completion of the Graduate Writing Intensive (GWI) course, EDSP 281, with a B grade or better.

Advancement to Candidacy forms are available online through the Office of Graduate Studies. The student should complete the form in consultation with the MAT Program Coordinator. The form must be submitted online with the Office of Graduate Studies for approval.

Culminating Experience Enrollment: Before enrolling in EDSP 500, the student must submit a reservation form for a Culminating Experience to the MAT Program Coordinator.

Continuous Enrollment in the Master's Degree: Enrollment in EDSP 500 for the culminating experience is for one semester. The expectation is that students will complete the culminating experience during EDSP 500. Up to three semesters of continuous enrollment (EDSP 599) are allowed if the Culminating Experience advisor deems a reasonable amount of progress has been made and assigns a grade of "RP" for EDSP 500. If students fail to make adequate progress while enrolled in EDSP 500 and there are no mitigating circumstances (e.g., illness), a grade of "no credit" is given, and the student must re-enroll in EDSP 500.

Bilingual Authorization (BA)

The BA is a specialized authorization that authorizes the credential holder to provide instruction in the primary language to candidates with limited English proficiency. This option is available concurrently for all program candidates with oral and written fluency as well as cultural/historical knowledge of the target group (currently approved languages include Spanish or Hmong; other languages are in the process of being approved). Candidates can complete additional requirements to add the Bilingual Authorization in Spanish or Hmong. For additional information on the BA option, contact the College of Education Equity Coordinator (<https://www.csus.edu/college/education/student-support/equity-office.html>) for an advising appointment to review your transcripts.

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
MAT in Special Education Core Courses (18 Units)		
EDSP 281	Critical Issues in Special Education Research and Practice ✎	6
EDSP 282	Methods in Research Design and Practice with Diverse Children, Youth, and Families	3
EDSP 283	Critical Analysis and Interpretation of Data within Diverse School and Community Contexts	3
EDSP 209	Developing Augmentative & Alternative Communication Systems: Assessment and Intervention	3
EDSP 500	Classroom Inquiry/Action Research Portfolio-Culminating Experience	3
Deaf Hard of Hearing Concentration (12 Units)		
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
Total Units		30
Code	Title	Units
Additional DEAF AND HARD OF HEARING CREDENTIAL Courses (21 Units)		
EDSP 119	Legal and Social Foundations of Inclusive Education	3
EDSP 238	Culminating Seminar for Education Specialist Candidates	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
Total Units		21
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	
Total Units		11-12

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

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?

No

Need for the Proposed Degree Major Program

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

No

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. <i>Research and Practice for Persons with Severe Disabilities</i> , 45(4), 223–240. https://doi.org/10.1177/1540796920943469 Gee, K. (2020). Why Indeed? <i>Research and Practice for Persons with Severe Disabilities</i> , 45(1), 18–22. https://doi.org/10.1177/1540796919900951
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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.), <i>Developmentally appropriate curriculum and instruction: Pedagogy for knowledge, attitudes and values</i> . New York: Routledge. Gee, K., & Gonsier-Gerdin, J. (2018). The first year as teachers in elementary and middle school special education classrooms. <i>Research and Practice for Persons with Severe Disabilities</i> , 43, 94-110.
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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

Please attach any additional files not requested above:

DHH Consult.pdf

Reviewer Comments:

Amy Wallace (amy.wallace) (Thu, 28 Sep 2023 21:28:34 GMT): Please put the credential through separately. We now need to get these to the CSU before we offer. MAT must total 30 units. See Deirdre.

Key: 559