

EDUCATION SPECIALIST: DEAF AND HARD-OF-HEARING CREDENTIAL



SACRAMENTO STATE

In Workflow

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Approval Path

1. 2025-09-17T21:39:21Z
Brian Lim (lim): Approved for TC Chair
2. 2025-10-16T22:02:00Z
Bitia Rivas (b.rivas): Approved for ED College Committee Chair
3. 2025-10-17T18:49:52Z
Sarah Jouganatos (sarah.jouganatos): Approved for ED Dean

History

1. Sep 16, 2024 by Jenna Porter (jimporter)

New Program Proposal

Date Submitted: 2025-09-16T21:11:16Z

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

Last approved: Mon, 16 Sep 2024 18:28:31 GMT

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Changes proposed by: Jenna Porter (201422342)

Academic Group: (College)

Education

Academic Organization: (Department)

Teaching Credentials

Catalog Year Effective:

2026-2027 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
Jenna Porter	jimporter@csus.edu	9163977097

Academic Master Plan Projection

New degree major proposals must receive prior approval for inclusion in the Academic Master Plan before a New Program proposal can be submitted to Workflow. Submissions to the AMP can be made through the Miscellaneous Request form.

Type of Program:

Credential

Program Change Type:

Non-Substantive

Is this a pilot program?

No

Delivery Format:

Fully Online

What is the instructional modality of all courses in this program?

Both

Title of the Program:

Education Specialist: Deaf and Hard-of-Hearing Credential

Designation: (degree terminology)

Credential

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

We are combining pre-requisite courses- EDUC 100A (2 units) and EDUC 100B (1 unit) into a single 3 unit course (EDUC 100). This will make registration much easier for students and reduce the amount of time staff spend on managing/tracking enrollment across an A and B section. It will also be better to have one instructor (instead of two different instructors) for consistency and to bridge theory and practice.

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

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.

Learning Outcomes Display

Course Code	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
EDSP 119										
EDSP 209										
EDSP 238										
EDSP 261										
EDSP 262										
EDSP 263										
EDSP 264										
EDSP 265										
EDSP 266										
EDSP 293										
EDSP 360										
EDSP 361										
EDSP 460										
EDSP 461										
EDSP 462										

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.

N/A

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

No

Please attach a Comprehensive Program Assessment Plan

Template_ 2023 CTC Program Assessment Report[5].docx

Please attach a Curriculum Map Matrix

DHH Matrix .xlsx

Please attach a five-year budget projection

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.

At successful completion of all program requirements, the student can be recommended to the Commission on Teacher Credentialing for the Credential.

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 for an advising appointment to review your transcripts

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

The California Commission on Teacher Credentialing (CTC) establishes admissions requirements for all preliminary teaching credential programs and the CSU Chancellor's Office further specifies admissions requirements. The requirements listed below are subject to change, based on actions of these two governing bodies. 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, or the program website for the most current admissions requirements.

Program Admission Requirements

1. A Baccalaureate degree from a regionally accredited university; students who obtained a bachelor's degree outside of the US must follow the direction on the Applicants with Foreign Documents website.
2. Minimum of 45 hours of experience related to working with children or youth in a K-12 classroom or equivalent is recommended.
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 the Subject Matter Competence requirement. For more detailed information, visit the CTC website. Examples of ways to demonstrate subject matter competence: take and pass all subtests of any CSET examination, complete a subject matter program, complete an approved undergraduate major as detailed on the CTC website, earn a grade of C- or higher in specific college or university courses that cover the required subject matter, or mix and match CSET subtests with coursework as detailed on the Teaching Credentials Application webpage.
6. 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.
7. Complete Credential Prerequisite Courses : EDUC 170, EDUC 100. List of equivalent coursework is located on the Teaching Credentials website.
8. 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.
9. 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.

Admission Procedures

All applicants, including Sacramento State graduates, must submit an application through Cal State Apply.

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 for instructions, forms, and where to submit all additional paperwork. If you have any questions, contact the CTC directly via email.

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.

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 a teaching credential program. This evaluation is required by the California Commission on Teacher Credentialing (CTC). It is recommended that credential program applicants have their documents evaluated by WES, since both the University Office of Graduate Studies and the Commission will accept the WES evaluation. Applicants should select the **WES INTERNATIONAL CREDENTIAL ADVANTAGE PACKAGE (ICAP) Course by Course Evaluation**. For additional information on foreign transcript evaluations please visit the CTC website and the Office of Graduate Studies website.

Continuation in Credential Coursework

Continued Enrollment: Continued enrollment in the 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 Credential: Any grade below C- in a required credential course must be retaken in order to meet credential requirements.

Delays: Candidates who have to delay progress in the program will file a “Program Delay Petition” in the Teaching Credentials Office. Student must also file a leave of absence petition. 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.

As defined by policy <http://www.csus.edu/umannual/acadaff/fsm00010.htm>, a change in units constitutes a substantive change to the program. If your changes constitute a substantive change, please refer back to the “Program Change Type” field above to ensure that “Substantive” is selected.

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	Early Intervention for Deaf Children	3
EDSP 262	Teaching DeafBlind and DeafDisabled Students	3
EDSP 263	Identity Development, Mental Health, and Deaf Students	3
EDSP 264	Language, Speech, and Audiology in Deaf Education	3
EDSP 265	Instruction and Curriculum in Deaf Education	3
EDSP 266	Using Data and Assessments in Deaf Education	3
EDSP 293	Strategies for Inclusive Classrooms	3
EDSP 360	ASL and English Pedagogy: Content Areas	3
EDSP 361	ASL and English Pedagogy: Literacy	3

Code	Title	Units
FIELD EXPERIENCE COURSES (11-12 Units)		
EDSP 460	Field Experience with Deaf Students	3
EDSP 461 or EDSP 462	Student Teaching for Deaf and Hard of Hearing Intern Teaching for Deaf and Hard of Hearing	8 - 9

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.

Fiscal Impact to Change an Existing Program

Indicate programmatic or fiscal impact which this change will have on other academic units' programs, and describe the consultation that has occurred with affected units:

N/A

Provide a fiscal analysis of the proposed changes:

N/A

How will the above changes be accommodated within the department/College existing fiscal resources?

N/A

Will the proposed changes require additional resources?

No

What additional space, equipment, operating expenses, library, computer, or media resources, clerical/technical support, or other resources will be needed?

N/A

Estimate the cost and indicate how these resource needs will be accommodated:

N/A

Key: 574