

EDUCATION SPECIALIST: DEAF AND HARD-OF-HEARING CREDENTIAL



SACRAMENTO STATE

In Workflow

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Approval Path

1. 2026-09-17T22:08:24Z
Brian Lim (lim): Approved for TC Chair
2. 2026-09-24T21:22:34Z
Corinne Lardy (corinne.lardy): Approved for ED College Committee Chair
3. 2026-09-25T18:26:19Z
Mae Chaplin (mae.chaplin): Approved for ED Dean

History

1. Sep 16, 2024 by Jenna Porter (jimporter)
2. Mar 10, 2026 by Jenna Porter (jimporter)

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Changes proposed by: Brian Lim (101026766)

Academic Group: (College)

Education

Academic Organization: (Department)

Teaching Credentials

Catalog Year Effective:

2027-2028 Catalog

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

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Program Snapshot

Type of Program:

Credential

Program Change Type:

Non-Substantive

Title of the Program:

Education Specialist: Deaf and Hard-of-Hearing Credential

Designation: (degree terminology)

Credential

Delivery Mode:

Fully Online

Support Mode:

State Support

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

Both Asynchronous and Synchronous

Please see the CSU/CIP Code Crosswalk: https://www.calstate.edu/csu-system/administration/academic-affairs/academic-programs-innovation-and-faculty-development/Documents/CSU_Codes_to_CIP_2020.pdf

Is this a pilot program?

No

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

Provide a clear, concise overview of the program proposal (new or change) and provide a justification. For NEW programs describe the purpose and focus of the program, identify the target student population(s), and highlight key strengths and distinguishing features of the program.

The CTC now requires candidates in this program to complete the TPA in both Mathematics and Literacy. We currently do not have a course that supports the Mathematics component of the TPA, so we have created a new course, EDSP 267, to address this requirement. Due to unit constraints, EDSP 209 has been removed from the program, and its course content has been incorporated into EDSP 262.

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

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

None

No

No

Program Learning Outcomes

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.

[illegible]

EDSP 267										
EDSP 293										
EDSP 360										
EDSP 361										
EDSP 460										
EDSP 461										
EDSP 462										

Catalog Description (catalog copy):

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 and Continuation Requirements (catalog copy): minimum GPA and prerequisites (if applicable), required coursework or preparation, portfolio, test scores, and/or letters of recommendation. For graduate programs: expectations for a relevant bachelor's degree (required or preferred disciplines, prerequisite knowledge, or equivalent experience), include evidence that program requirements conform to the minimum requirements for the culminating experience, as specified in Title 5 Section 40510 The Master's Degree and Section 40511 The Doctoral Degree.

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.

Program Requirements (catalog copy):

Program Requirements

Code	Title	Units
Required Courses (44-45 Units)		
<i>Deaf Hard of Hearing Credential Coursework</i>		
EDSP 119	Legal and Social Foundations of Inclusive Education	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 267	Course EDSP 267 Not Found	
EDSP 293	Strategies for Inclusive Classrooms	3
EDSP 360	ASL and English Pedagogy: Content Areas	3
EDSP 361	ASL and English Pedagogy: Literacy	3
<i>Field Experience Courses</i>		
EDSP 460	Field Experience with Deaf Students	3
EDSP 461	Student Teaching for Deaf and Hard of Hearing	8 - 9
or EDSP 462	Intern Teaching for Deaf and Hard of Hearing	
Total Units		44-45

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:

This change is not expected to have a programmatic or fiscal impact on other academic units. The changes are limited to the curriculum within the existing program and do not alter courses, requirements, or resources belonging to other academic units. Consultation has occurred with the affected faculty and program coordinators regarding the proposed curriculum changes.

Provide a fiscal analysis of the proposed changes:

The proposed changes are not expected to have a significant fiscal impact. The new course, EDSP 267, will be offered within the program's existing course offerings and resources. The removal of EDSP 209 and incorporation of its content into EDSP 262 will not increase the overall program units or require additional resources. Therefore, no additional funding, faculty positions, or significant operational costs are anticipated.

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

The proposed changes will be accommodated within the department and College's existing fiscal resources. The new course, EDSP 267, will be incorporated into the department's existing course schedule and faculty workload. The removal of EDSP 209 and incorporation of its content into EDSP 262 will allow the department to make these curriculum changes without requiring additional funding, faculty positions, or other significant resources.

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?

No additional space, equipment, operating expenses, library resources, computer or media resources, or clerical/technical support are anticipated. The proposed changes can be implemented using the department's existing facilities, technology, instructional resources, and administrative support.

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

No additional costs are anticipated as a result of the proposed changes. Any instructional and administrative resource needs will be accommodated within the department and College's existing fiscal resources, facilities, faculty workload, technology, and support services.

Key: 574