

Special Education/Deaf and Hard of Hearing Specialization

Candidates who are admitted to the Preliminary Education Specialist Credential – Deaf and Hard of Hearing program will enter as a cohort in the summer session only and participate in program activities in sequence.

It is possible to obtain the Master of Science in the Education of the Deaf without completing the credential requirements; however, CLU has developed the credential and master's degree so candidates may work on the two concurrently. Requirements for completion of the two are not exactly the same. The master's degree alone does not authorize the recipient to teach special education in K-12 public schools. To do so, the graduate student must meet California Commission on Teacher Credentialing (CTC) requirements and be recommended by the university.

Program Outcomes

Reflective, principled Deaf and Hard of Hearing teacher program graduates will be able to:

1. Assess learning of students with hearing loss;
2. Plan instruction and design learning experiences for students with hearing loss;
3. Understand and organize subject matter knowledge for students with hearing loss;
4. Create and maintain an effective environment for students with hearing loss;
5. Engage and support all students with hearing loss in learning;
6. Represent the different roles of a deaf educator, including interactions with parents and school staff;
7. Develop as a professional educator for students with hearing loss.

Admission to the Deaf and Hard of Hearing Program

CLU offers the Preliminary Education Specialist, Deaf and Hard of Hearing Teaching Credential. A general education teaching credential is not a prerequisite for completion of this credential.

To assure a prompt admission decision, applicants for admission to the Deaf and Hard of Hearing Program should submit all application materials by:

- April 1 for summer semester

Deaf and Hard of hearing program has one application cycle which is April 1 for summer admission.

All application materials are to be collected by the applicant and submitted together. Admission decisions for regular standing are based on the following materials in the applicant file:

1. Minimum cumulative undergraduate GPA of 2.7 for credential-only programs; 3.0 upper division GPA for Master of Science in Special Education (M.S.)
2. Admission appointment with admission counselor
3. Application for Admission form and non-refundable application fee
4. Official transcripts from all previous colleges and universities
5. A personal statement following the guidelines included in the admission packet
6. Three academic or professional recommendations
7. For Master of Science applicants only, submission of GRE scores (unless Petition to Waive GRE Requirement is submitted and approved)
8. The admission test may be waived for applicants who present an official transcript of previous college work from a regionally accredited college or university reflecting any one of the following criteria:

(a) An undergraduate, upper division grade point average of 3.0 or higher (on a 4.0 scale); or

(b) A combined grade point average of 3.0 or higher for the most recent 60 units of study consisting of any of the following: graduate course work, upper division postbaccalaureate course work (exclusive of extension or continuing education work) and upper division undergraduate course work; or

(c) A minimum of nine units of graduate course work completed with a 3.5 grade point average; or

(d) A previously earned master's degree

International applicants must submit the following:

1. An International Student Application Form and additional required documents.
2. GRE and TOEFL scores if undergraduate work was completed at other than a regionally accredited U.S. institution.

Requirements for Continued Advancement into the Deaf and Hard of Hearing Program

1. Bachelor's degree or higher from a regionally accredited U.S. institution or equivalency
2. Certificate of Clearance (fingerprint clearance)
3. TB test (negative-results test taken within one year of program admission)
4. Basic Skills – verification of passing score on California Basic Educational Skills Test (CBEST) or equivalent
5. Subject Matter Competence – verification of passing score on California Subject Examinations for Teachers (CSET) or by completion of approved Subject Matter Program¹
6. U.S. Constitution - verification by official transcript or passage of exam

¹ Authorized subjects include general subjects (CSET, Multiple Subjects) and single subjects of art, English, foreign language, mathematics, music, science and social science.

The Reading Instruction Competence Assessment (RICA) is not required for M.S. program completion, but is required for the preliminary credential.

Note: These requirements are subject to change by the CTC.

Requirements for the Deaf and Hard of Hearing Preliminary Education Specialist Credential

Required Courses (40 units)

EDDH 500	Characteristics Learners With Hearing Ls	3
EDDH 502	Audiology: Diagnostics in Infants/Child	3
EDDH 504	Educational Audiologist/Hearing Child/Youth	3
EDDH 508	Speech, Aural Habilitation & Adv Commun	3
EDDH 516	Language/Literacy Student W Hearing Loss	3
EDDH 518	Early Childhood D/Hh & Working Families	4
EDDH 525	Academic Curriculum Grades K-5	3
EDDH 527	Curriculum, instruction & Technology 6-12	3
EDDH 545	Develop Audition/Speech/Spoken English	3
EDDH 546	Inclusion/Collaboration/Itinerant	3
EDDH 548	Teaching Students Hearing Loss/Special	3
EDDH 560	Extended Practicum and Seminar	6
Total Hours		40

Requirements for the Master of Science in the Education of the Deaf

Candidates who satisfactorily complete the Preliminary course of study are eligible for the Master of Science degree in the Education of the Deaf with the following additional requirements: EDSP 510 and EDSP 599 .

Courses

EDDH 500. Characteristics Learners With Hearing Ls. (3).

This course provides an introduction to the characteristics and education of diverse learners with a hearing loss, ages birth to 21. Topics include the history of deaf education, current research and trends, legal issues in deaf education, behavior management, professional resources, universal design for learning (UDL), ethical challenges, and their application to today's children and youth who are deaf or hard of hearing. Each lesson in the course constitutes a separate, discrete topic of importance in our field. Candidates will reflect on their experiences observing schools, programs, organizations, and companies for the deaf, meeting adults with hearing loss, and how new technologies and Universal Design for Learning impact diverse learners with hearing loss, including those with additional disabilities and English language learners.

EDDH 501. Sign Language/Deaf Culture for Teachers. (2).

This course enables the students to develop basic conversational skills in American Sign Language. This course will emphasize basic person to person conversational signing, including sign vocabulary, fingerspelling, numbers and expressive & receptive signing skills. Students will also learn the history of ASL as well as become knowledgeable of aspects of Deaf Culture. This course focuses on interpersonal communication. It emphasizes introducing language in context and reinforcement through various activities that are interactive. The student will be an active learner in this class and must be prepared to sign with the instructor and with peers during and outside of class.

EDDH 502. Audiology: Diagnostics in Infants/Child. (3).

Teachers, therapists and others who provide services to children with hearing loss need a basic introduction to: causes, types, degrees and measurement of hearing loss; the nature of sound; anatomy and physiology of the hearing mechanism; audiograms; classroom acoustics; amplification, and assistive listening devices, including cochlear implants and sensory devices for educational settings. Opportunities to observe (10 hours) assessment of hearing loss: newborn hearing screenings, ABR and OAE testing, and behavioral audiometry in young children are integral to the course as well as implications for early intervention, parent education, and language development.

EDDH 504. Educational Audiologist/Hearing Child/Youth. (3).

Course topics include pediatric audiological assessment; issues in early and later cochlear implantation; audiological recommendations for IFSPs and IEPs; device options; and the use of hearing technologies in school settings. Classroom acoustics, the use of FM systems, and collaboration between the parents, audiologist, SLP, and classroom teachers and aides will be integrated into strategies to maximize the sounds of spoken language for the development of literacy and academic English.

EDDH 508. Speech, Aural Habilitation & Adv Commun. (3).

This course will focus on the development and remediation of audition and spoken English language and speech in children and youth who are deaf or hard of hearing, including functional assessment, establishing goals/objectives for the IEP, diagnostic teaching and strategies for intervention. Candidates will observe speech/language therapy sessions for elementary, middle and high school students, with a special emphasis on assessments and the integration of audition and speech production into classroom settings. Special attention will be paid to students who use cochlear implants and digital hearing aids.

EDDH 516. Language/Literacy Student W Hearing Loss. (3).

This course is designed to develop an understanding of the nature of language and how it develops in typically developing children and children with a hearing loss, ages birth to 6. The more a hearing professional understands about how language develops in typically developing children the more informed their judgments about language programming for children with hearing loss will be. This course will begin with the nature of language, what we understand about it, how the theoretical perspectives about language acquisition have changed over the years, how these changes have influenced research and language programs for children who are deaf or hard of hearing. With this foundation, the course will explore: a) theories that address the development of language and literacy in typical children, b) the descriptive data that outlines language processes and growth in very young children, and c) how young children who are deaf or hard of hearing can acquire language and literacy in a developmental manner.

EDDH 518. Early Childhood D/Hh & Working Families. (4).

Parent/Infant and preschool early intervention models for children who have been diagnosed with a hearing loss will be presented. Candidates will gain an understanding of typical and atypical infant and preschool-age child development, knowledge of a variety of appropriate assessments, strategies for guiding parents in natural settings as well as center-based programs, coordination of services for children with additional challenges, an understanding of participating in interdisciplinary teams, the ability to foster interagency collaborations, and skills to help families from diverse backgrounds. Legal, ethical, and linguistic factors will be discussed for this population. Candidates will develop skills in writing and implementing IFSPs and IEPs in a variety of settings. Candidates will participate in guided practicum experiences in parent-infant programs as well as in preschools (special day classes and inclusive settings). This course will examine parents' feelings, emotions, and attitudes related to the diagnosis, education, and challenges of raising a deaf or hard of hearing child. It will include readings, class discussions, lectures, role-play, observations in parent support groups and parent education classes, and parent guest speakers.

EDDH 520. Lang,Lit&CurAssmt SchChDHH. (3).

This course will examine and apply language development principles to reading and writing development of school-age children with an emphasis on children whose hearing loss is identified late, who received access to the sounds of language later, or who are delayed in the development of a language system and peer-equivalent literacy skills. Issues related to: cultural differences, assessment and planning as part of the IEP process, language acquisition in special day classrooms, transition into the mainstream and general education curriculum, outcomes related to sign languages, and the role of families will be discussed. Prerequisites: EDDH 500, 502, 504, 506, 512.

EDDH 525. Academic Curriculum Grades K-5. (3).

Candidates will assess and develop academic goals and learning outcomes for the students with hearing loss, grades K-5. Candidates will develop IEPs integrating their knowledge of typical and atypical child development during the elementary school years, demonstrating Universal Design for Learning (UDL), accommodations and modifications to state content standards, as well as planning lessons for instruction with specific strategies for students with hearing loss and additional special needs and English Language Learners. Candidates will demonstrate knowledge of: planning and Instruction for English Language Learners; making content accessible for students with hearing loss and additional disabilities, such as autism; assessment and planning of instruction for grade levels (K-5) in a variety of instructional settings; sequencing and differentiating instruction using state-approved materials; best practices and strategies acquiring literacy and grade-level state content standards; and teaching compensatory strategies.

EDDH 527. Curriculum,instruction & Technology 6-12. (3).

Candidates will develop academic goals and learning outcomes for the students' IEPs integrating their knowledge of typical and atypical development during the middle and high school years, with accommodations and modifications as well as planning lessons in units of study for instruction with specific strategies for students with hearing loss and additional special needs. Candidates will demonstrate knowledge of: planning and Instruction for English Language Learners; models of placements, collaborations, transitions, and service delivery; students with hearing loss and multiple disabilities, such as autism; assessment and planning instruction grade levels (6-12); sequencing and differentiating instruction; and best practices and strategies acquiring literacy and grade-level content standards.

EDDH 545. Develop Audition/Speech/Spoken English. (3).

The course will allow candidates to teach speech and spoken English language instruction with children and youth with hearing loss, including those with additional challenges in a clinical practicum. Candidates will administer assessments in phonetic and phonologic speech, receptive and expressive language, and auditory skills in a one-to-one therapy setting. From the assessments, candidates will choose targets in each area, write lesson plans, choose appropriate materials, engage and monitor student learning during instruction, and integrate goals into each area using content-based themes. Opportunities for collaboration with the students' audiologists, therapists, teachers and parents will be integrated into the course. Candidates are expected to demonstrate effective and developmentally appropriate strategies and behavior management techniques during instruction. Candidates will participate in a 30-hour speech/spoken language practicum with children and youth with hearing loss in a one-to-one clinical therapy setting which integrates and demonstrates knowledge and skills from previous course work.

EDDH 546. Inclusion/Collaboration/Itinerant. (3).

This course is designed for Education Specialist candidates to address issues related to inclusion, itinerant teaching, and collaboration with all members of the school community for the benefit of students with special needs. Students with special needs, including those with hearing loss, need to be able to access the core curriculum to the maximum extent possible and within the least restrictive environment according to their IFSP, IEP, and ITP. Students become acquainted with IFSP, IEP and ITP documents which provide the foundation for professional team members to make decisions on goals, placement, and transitions across the lifespan. Universal Design for Learning will form the foundation for accommodations and modifications. Within a wide range of service delivery options, candidates will explore their roles as itinerant support teachers, co-teachers, consultation teachers, and student supporters within inclusive settings. Issues, standards, and goals related to English Language Learner will be integrated into course activities.

EDDH 548. Teaching Students Hearing Loss/Special. (3).

This course is a study of learners with hearing loss who are also diagnosed with additional special needs, and who need additional special education programming. Candidates will become knowledgeable and skilled in the assessment process with other professionals during various instructional designs such as co-teaching and consultations.

EDDH 553. Induction Plan Development and Assessment. (3).

The course is designed to assist and support the candidate in the development and assessment of the Individual Induction Plan to be completed within the first 120 days of employment under a Deaf and Hard of Hearing Preliminary credential. The plan is developed in collaboration with a school district support provider, the candidate, and the university. Professional Growth Activities (PGA) are approved non-university activities. The Induction Plan Development and Assessment are developed in consultation with the student, employer, and university.

EDDH 560. Extended Practicum and Seminar. (6).

This course is a practicum experience in teaching children and youth who are deaf and hard of hearing in school settings (elementary, middle or high school). The focus is on a systematic sequence of observations, applications, and evaluations of various pedagogical approaches in a variety of settings with various types of children who are deaf and hard of hearing. The candidate plans instruction for the class based on state-mandated content area standards. This course stresses the implementation of individual educational plans (IEPs) towards the achievement of English language literacy. Theory and research are integrated into a teaching experience designed to provide D/HH education specialists with a multiplicity of strategies and techniques for providing instruction for students with hearing loss, in collaboration with paraprofessionals, general educators, speech/language therapists, audiologists and other school professionals across the spectrum of educational options.

EDDH 582. Selected Topic. (1-4).**EDDH 590. Independent Study. (1-4).**