

# California Lutheran University

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**Graduate School of Education**  
Department of Learning and Teaching

## Program Handbook for **Deaf and Hard of Hearing (D/HH)** Education Specialist Candidates

### *Graduate School of Education Mission*

*In accordance with the mission of California Lutheran University, the Graduate School of Education seeks to develop reflective, principled educators who **STRIVE** to:*

- ◆ *Serve as mentors and models for moral and ethical leadership*
- ◆ *Think critically to connect theory with practice*
- ◆ *Respect all individuals*
- ◆ *Include and respond to the needs of all learners*
- ◆ *Value diversity*
- ◆ *Empower individuals to participate in education growth and change*

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**GRADUATE SCHOOL OF EDUCATION  
DEAF AND HARD OF HEARING PROGRAM  
PRELIMINARY PROGRAM HANDBOOK**

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**Welcome** to the California Lutheran University Graduate School of Education's Deaf and Hard of Hearing Program (D/HH)!

The **mission** of California Lutheran University is to educate leaders for a global society who are strong in character and judgment, confident in their identity and vocation, and committed to service and justice.

In accordance with the mission of CLU, the School of Education seeks to develop **reflective, principled** educators who **STRIVE** to:

- Serve as mentors and models for moral and ethical leadership
- Think critically to connect theory with practice
- Respect all individuals
- Include and respond to the needs of all learners
- Value diversity
- Empower individuals to participate in educational growth and change

Here at the CLU Graduate School of Education (GSOE), we believe in living our mission statement and the **STRIVE** conceptual framework. You were introduced to STRIVE when you wrote a personal statement as part of your application for admission. In order to put our conceptual framework into action, all candidates admitted to the Graduate School of Education are expected to maintain a professional disposition with instructors, supervisors, cooperating teachers, CLU employees, the peers in your cohort, and all members of the larger educational community. Use the **STRIVE** statement above as a basis for how to conduct yourself while you are here at CLU and in all interactions with others.

The purpose of this handbook is to guide you as you progress through the program and to provide you with a reference for policies, regulations, and other related information. You will need to sign and submit a statement to your advisor by the add/drop date in your first semester indicating that you have read and understood all the information in this handbook. Refer to it often!

Clinical Fieldwork: The D/HH program is offered at our Woodland Hills campus. It is designed for working professionals and classes are held weekends and evenings. Be advised that a significant amount of clinical fieldwork is required during each semester in addition to your coursework. These field hours must be completed when schools are in session, i.e. weekdays, daytimes, with a culminating final semester of clinical fieldwork, which is full-time (15 weeks). You may not be employed as a paraprofessional and student teach simultaneously, so plan accordingly. The field hour requirements for each course are provided by course instructors in the syllabi and introduced during the first class session.

Sign Language: The program's focus is listening and spoken language using today's hearing technology. All candidates must also demonstrate basic competency in sign language before completing the program. You may meet this requirement by either: a) successfully completing a college-level course in sign language and deaf culture, or b) passing a sign language competency interview with our designated CLU instructor who determines your level.

Technology: During your admissions interview, we shared that we use a course management system called Blackboard. You **must** access your personal CLU email account and Blackboard to communicate with CLU as opposed to your own personal email account. Your CLU email account is the official method of campus communication. Essential information will be delivered through Blackboard. Additionally, you will be submitting coursework through Blackboard.

Blackboard can be accessed at [www.callutheran.edu/myclu](http://www.callutheran.edu/myclu) and your CLU username and password included in your admission letter. Should you have difficulties related to using CLU's technology, contact our Information Systems and Services (ISS) Help Desk at [helpdesk@callutheran.edu](mailto:helpdesk@callutheran.edu) or 805-493-3698.

Cell phones, texting, computers, and program participation: The 'R' in STRIVE, the CLU School of Education conceptual framework, stands for Respect All Individuals. You demonstrate respect for your instructor and the others in the program by using technologies for course-related activities only. Texting, sending or receiving cell phone messages, sending or receiving instant messages, checking Facebook, or using computers and technologies for activities which are not related to the instruction or activities at hand, are acceptable during breaks and before or after class only, but not during class, observations, fieldwork or practicum. It is a program-wide expectation that respect and professional comporment be in evidence.

CLU Writing Center: Experienced Writing Center tutors help CLU's undergraduate and graduate students with their writing projects: reading free writes to find the best ideas; refining thesis statements; showing students how to structure paragraphs; and using specific exercises to improve sentence syntax. They work with whole classes as well as with individual students on the style guidelines required for papers in the various disciplines. All enrolled CLU students are invited to make use of our services. For additional information, please visit [http://www.callutheran.edu/writing\\_center/](http://www.callutheran.edu/writing_center/), call 805-493-3257, [book online](#), or stop by the Writing Center (The Darling Collaboration Suite in the library) to schedule an appointment

Program Goals:

1. Assessment of student learning
2. Plan and design learning experiences
3. Teach subject matter knowledge
4. Create an effective environment for learning
5. Engage and support all learners
6. Develop as a professional educator

<b>DEAF AND HARD OF HEARING PROGRAM OF STUDY</b>		
<b>Preliminary Credential - All courses are taken in this sequence and these semesters</b>		
<b>Foundation Courses</b>	<b>Units</b>	<b>Semester</b>
EDDH 500 Characteristics of Diverse Learners with Hearing Loss	3	Summer
EDDH 502 Audiology: Diagnostics in Infants and Children who are Deaf and Hard of Hearing	3	Summer
EDDH 516 Language & Literacy for Students with Hearing Loss (Including English Language Learners)	3	Fall
EDDH 518 Early Childhood D/HH & Working with Families from Diverse Backgrounds (IFSP)	4	Fall
EDDH 501 Sign Language and Deaf Culture for Teachers	2	Spring
EDDH 504 Educational Audiology and Hearing Technologies for Children and Youth who are Deaf and Hard of Hearing	3	Spring
EDDH 508 Speech, Aural Habilitation and Advanced Communication	3	Spring
<b>ADVANCEMENT TO CANDIDACY</b> <b>Methods Courses</b> <b><u>CBEST &amp; CSET MUST BE PASSED IN ORDER</u></b> <b>TO REGISTER IN COURSEWORK PAST THIS</b> <b>POINT</b>	<b>Units</b>	<b>Semester</b>
EDSP 521 Literacy and Language Arts in Diverse Classrooms	3	Summer
EDDH 525 Academic Curriculum, Differentiated Instruction, and Technology for students with Hearing Loss (English Language Learners) Gr. K-5	3	Summer
EDDH 545 Developing Audition, Speech and Spoken English Language in Children and Youth who are Deaf and Hard of Hearing	3	Summer
EDDH 527 Curriculum, Instruction and Technology for Students with Hearing Loss Gr. 6-12	3	Fall
EDDH 546 Inclusion/Collaboration/Itinerant Teaching with Diverse Learners	3	Fall

<b>CLINICAL PRACTICE</b>		
EDDH 548 Teaching students with Hearing Loss and Additional Special Needs including Autism Spectrum Disorders	3	Spring
EDDH 560 Practice/Seminar in Elementary, Middle, and/or High School Settings  <b>RICA must be passed in order to apply for your preliminary credential</b>	6 (PASS/FAIL)	Spring

Additional Courses: American Sign Language or ASL interview

Health and Adult/Child/Infant CPR   Health Education for Teachers

Grades: As a graduate student, you are expected to receive a "B" or better as a final grade in all courses. Your clinical fieldwork course (EDDH 560) is a pass/fail course. If you have questions or concerns about a grade or other matters related to feedback on assignments, you need to contact the instructor as a first step.

Clinical fieldwork experiences are designed to provide you with multiple opportunities to acquire knowledge, skills and dispositions to teach students with hearing loss in a wide variety of settings, across the developmental scope and sequence, birth to age 22 years.

Instruction and Field Experiences

<b>Developmental Level</b>	<b>Semester</b>	<b>Instruction</b>	<b>Setting</b>	<b>Fieldwork/Practicum</b>
Birth – Three years	Fall I	EDDH 518	Homes & Toddler Groups	Parent-infant and preschool teaching ( <i>Benchmark I</i> )
	Summer I	EDDH 502	Audiology Clinics	Diagnostic Audiology
Three – Five years	Fall I	EDDH 518	Special Day Classes	Preschool Teaching
Six – Twelve years	Spring I	EDDH 525	SDC/Gen Ed	Elementary Teaching
	Spring I	EDDH 504	Audiology Clinics	Audiology in schools
	Summer II	EDDH 545		Speech Lab (Seven

	Fall II  Summer II	EDDH 546  EDSP 521	Therapy General Education  General Education	Saturdays) ( <i>Benchmark II</i> ) Itinerant Teacher Tag-a- long (general education) Assessment of individual student in reading
Thirteen – Eighteen	Fall II	EDDH 527	General Education	Observations in Middle & High School settings
Individual choice	Spring II	EDDH 560	SDC or Gen Ed	Semester-long Student Teaching (15 weeks) ( <i>Benchmark III</i> )

**In order to participate in the Methods Courses, you must meet all requirements, including evidence of subject matter (CSET) and basic skills (CBEST).** Clinical fieldwork takes place during the daytime, Monday - Friday when schools are in session. Only Speech Lab (EDDH 545) is held on seven Saturdays during your second summer. For all clinical fieldwork, except for the final 15-week, semester long placement (EDDH 560), you will need to complete those hours within the appropriate semester. This will mean arranging release time from your current employer if you hold another full-time position. Both clinical fieldwork and internships require all day participation in order to meet all CCTC standards and regulations. No part-time arrangement is permitted. Candidates may not register for any coursework until they advance to candidacy.

For your final semester-long, full-time, 15-week clinical fieldwork in D/HH, you may either student teach or become a university intern in an approved program by CLU. Placements are ideally at the same school with a cooperating teacher (for candidates) or a support provider (for interns). Per CCTC regulations, you may not hold a paraprofessional position and student teach. Long-term substitute positions, Provisional Internship Permit (PIP) and/or a Short- Term Staff Permit positions are not permitted as a substitute for student teaching. Accepting one of these positions may jeopardize your ability to continue with the CLU D/HH program, so we do not recommend that you accept one.

You will take your "breaks" and vacations aligned with those of the school site of your full-time clinical practice.

### **Credential Requirements**

CLU's GSOE is accredited by the California Commission on Teacher Credentialing (CCTC). This state agency establishes and maintains all standards, guidelines and policies related to becoming a teacher in the state of California ([www.ctc.ca.gov](http://www.ctc.ca.gov)). We must comply with CCTC requirements which are subject change in order to meet the needs of schools and students in the state. Our credential analyst keeps us informed about these changes and we will share them with you in a timely manner. The CLU website lists all requirements, forms, information, etc. There are numerous links to all aspects of the credential process.



Click on this link now to learn more about the site:

[http://www.callutheran.edu/education/student\\_services/credentials](http://www.callutheran.edu/education/student_services/credentials)

- Changes in CTC requirements or state law may alter cited requirements at any time.
- Continuous enrollment in the program is required. A student missing two consecutive semesters is considered inactive and required to apply for readmission to the program.
- Education Specialist credential course work completed as an undergraduate (foundation coursework) may be applied toward the credential program only. Credential course work units completed as an undergraduate and applied towards a bachelor's degree may not be applied toward total unit requirement for the master's degree. **Courses may only be used towards one degree.**
- Candidates may not enroll in course work for mild to moderate, moderate to severe, or deaf and hard of hearing credential programs concurrently. Any candidate wishing to add an authorization must apply to the appropriate program and receive permission to enroll in required course work for that credential after completing the initial credential program course work.
- Education Specialist credential requirements are listed in this handbook. All courses must be completed within seven years of admission to the program.
- Education Specialist credential candidates must meet all requirements, submit the appropriate application, and be officially recommended to the CTC by the Credential Analyst in the Graduate School of Education.
- The Graduate School of Education requires all Education Specialist candidates to earn a grade of "B" or better in all courses in order to be recommended for credential. Courses where a grade of B- or lower is earned must be repeated.

State-mandated testing for teachers is required by CCTC. To find out what tests you need and when, contact our credential analyst. She can be reached Monday through Friday, 8:00 am to 5:00 pm (805-493-3425). The faculty and staff will not constantly remind you about these tests, due dates, and other requirements. You are responsible for completing all CCTC requirements and submitting the appropriate documents to the credential analyst by the appropriate point in your program.

The Advancement Agreement and your Advisement Sheet serve as official notification regarding credential-related documents and dates, specifically what and when you need to submit everything to the credential analyst. Should you not have tests passed or not fulfill any credential requirement by the date required, you will not be able to register for any coursework for the following semester.

## Master's Degree Requirements

All courses in the Preliminary Program can be applied towards your M.S. in the Education of the Deaf. Three additional courses are required in order to complete the university requirements for the Master of Science Degree in the Education of the Deaf:

- EDGN 509 Introduction to Educational Research (3) (Summer)
- EDGN 510 Educational Research Design and Methodology (3) (Fall)
- EDGN 599 Thesis Research (3) (Spring)

*Online Option: Candidates who live more than 70 miles from the main campus of the university will have first preference for enrolling in online sections of the three required research classes. Those who are within 70 miles of the university may only enroll in online sections after all long distance learners have been accommodated.*

These courses must be taken in sequence – no exceptions. The CCTC does not require a Master's Degree in order to teach in California. Be aware that many other states do require it. You may not begin these courses until you have successfully completed the entire preliminary program.

CLU graduation ceremonies are held in May.

Although certain coursework taken as an undergraduate may be applied toward completion of the credential program, units completed to earn an undergraduate degree may not be counted a second time toward the master's degree units. Courses at the **500-level** are eligible for acceptance toward the master's degree **provided they were not applied toward the bachelor's degree**. Credit earned for clinical fieldwork also is NOT eligible to be applied towards the master's degree.

## Candidate Evaluation & Assessment

Candidates are evaluated in three ways: A) academic performance, B) skills in clinical fieldwork, and C) professional disposition.

- Academic performance: Grades are assigned by instructors based on the syllabus requirements for each course. Assignments should be posted on Blackboard for scoring and feedback on the date assigned. Final letter grades (A-F) are posted on WebAdvisor each semester approximately two to three weeks after the last day of exam week.
- Skills in fieldwork: Field supervisors will use field notes and ratings on the Teacher Performance Expectations (TPEs) for formative assessments. Separate summative evaluation instruments, which were developed specifically for this program, will be used to assess candidates' supervised teaching of students with hearing loss in the three major field activities (EDDH 518, 545, and 560). Final evaluations for EDDH 560 will be placed in each candidate's GSOE file. These can be found in the Appendices.
- Professional disposition: Throughout the program i.e. during classes and fieldwork, and using all manner of communications, faculty members expect that you will comport yourself as a professional. A rubric with the specific dispositional elements can be found in the Appendices.

In the final clinical experience, candidates will collaborate with their Supervisors and Cooperating Teachers to determine professional growth goals and create and Individual Development Plan for candidates to take with them into their induction planning.

## **Program Evaluation and Assessment**

The entire program is assessed using another software tool called Taskstream. Six assignments in the program have been chosen as “signature assignments.” These assignments represent each of the program goals. We need to know how any particular cohort of candidates is progressing over time. These six assignments are noted on your course syllabi.

You will upload your signature assignments twice – first to Blackboard for feedback and scoring, and then to Taskstream. You will be most interested in the feedback on Blackboard as this will tell you how you did on the assignment so that you can learn and grow. Your final course grade will be reflected in this score. Your instructor will also score the assignment again on Taskstream and that score is on a four-point scale, directly aligned to the score you received on that assignment in Blackboard. You will be given more information about Taskstream later in the program.

## **Clinical Fieldwork – Internships**

Due to shortages in special education, the State of California issues Education Specialist “internship” credentials to qualified candidates. This allows a candidate to become the “teacher of record” hired to teach students with hearing loss. A school program and/or district must first demonstrate that no fully credentialed D/HH teacher was available to hire. If none can be found, they may hire someone who is currently in a D/HH credential program and who meets all CCTC requirements, including all items listed on the CLU credential website.

The CLU D/HH candidate applies and interviews for a position with the program/district directly. Candidates interested in becoming intern-eligible should contact the program director. Intern eligibility will be decided following speech lab only (EDDH 545), i.e. following successful completion of the first four semesters of the program. A letter indicating that you are intern-eligible comes from the credential analyst. Most openings are listed on school websites or on Edjoin.org. The university does not secure internships for candidates. This credential expires after two years and can be valid only while the candidate is active and in good standing in the CLU program. There are no extensions. The internship would then be considered the equivalent of the final clinical fieldwork experience, so no student teaching would be required. There are advantages and disadvantages to internships. The program director will discuss these with you individually so that your extended field experience is a successful one. Be sure to check the CLU credential website for a list of requirements.

Courses required prior to becoming intern eligible:

- Foundational preparation in pedagogy including classroom management and planning (EDDH 500)
- Reading/language arts (EDDH 516, EDSP 521)
- Specialty specific pedagogy (EDDH 500, 516, 502)
- Human development (EDDH 518)
- Teaching English learners (EDDH 516)

For more information on Internship Credentials:

[http://www.callutheran.edu/education/student\\_services/credentials/internship\\_credentials.php](http://www.callutheran.edu/education/student_services/credentials/internship_credentials.php)

It’s important to note that the Commission on Teacher Credentialing has very specific requirements for supporting internships. CLU cannot guarantee it is able to support all internship job offers. The Department of Learning and teaching staff will contact the district who has made the job offer to verify that the district and university partnership is able to meet the requirements of the state.

### **A Comparison between Clinical Fieldwork and an Internship Models**

<b>Clinical Fieldwork (we find for you)</b>	<b>Internship (you find for yourself)</b>
Cooperating Teacher – is the teacher of record and provides a model for a class already established	Support Provider – has a full-time teaching position in another setting; provides help as needed  Note: Support provider and university supervisor are required to provide a total of 144 hours of support in the field as well as an additional 45 hours of English learner support which must be logged, initialed and submitted to credentials office at the end of the year.
Gradually assume teaching responsibilities in collaboration with cooperating teacher	Teacher of record immediately; responsible for full-time teaching
No compensation	Compensation and benefits as per union and district contracts for interns but may be less than is paid to a fully credentialed first year teacher
Follows the schedule, activities and curriculum established by the cooperating teacher	Establishes classroom schedule, activities and curriculum to meet student needs
Placement choice primarily decided by the Field Placement Director, in cooperation with district and student	Placement choice decided by the district based on their needs; district contracts with the university
Limited in ability to purchase materials from district budget	Able to purchase materials depending upon funds available
Cooperating teacher writes IEP goals and is responsible for outcomes	Intern writes IEP goals and is responsible for outcomes
Cooperating teacher evaluates student teacher for CLU records with CLU university supervisor input	University supervisor evaluates student for CLU records; District personnel evaluate as per union rules
Limited access to district professional development unless permitted	Participates in district professional development unless otherwise stipulated
Participates in parent conferences with cooperating teacher	Conferences independently with parents and assess students for report cards
Directs classroom assistants (aides) under the direction and supervision of the cooperating teacher	Fully responsible for directing and supervising classroom assistants (aides)

**Education Specialist Internship program (DHH)** must include:

- Foundational preparation in pedagogy including classroom management and planning (EDDH 500)
- Reading/language arts (EDDH 516, EDSP 521)
- Specialty specific pedagogy (EDDH 500, 516, 502)
- Human development (EDDH 518)
- Teaching English learners (EDDH 516)

**Final Checklist for  
PRELIMINARY CREDENTIAL**

*NOTE: These Requirements have been fulfilled along the way and may not necessarily have been done in the order listed.*

- Bachelor's or higher degree
- Basic Skills Proficiency (passage) of CBEST
- U.S. Constitution
- Mandated Reporter Certificate
- Certificate of Clearance
- Subject Matter Competence (CSET exam or subject matter waiver)
- Negative TB Test
- CPR Certification
- RICA Exam
- Successful completion of all coursework in the teacher preparation program with grades of "B" or better, including passing all fieldwork assessments
- Academic exit
- Submission of completed credential packet to credential analyst

[http://www.callutheran.edu/education/student\\_services/credentials/](http://www.callutheran.edu/education/student_services/credentials/)

I \_\_\_\_\_ (print first and last name), a Preliminary Candidate in the California Lutheran University Deaf/Hard of Hearing Credential Program, acknowledge that I have read the Program Handbook for Deaf and Hard of Hearing (D/HH) Education Specialist Candidates (2017). I understand that I am responsible for knowledge of its contents.

\_\_\_\_\_

Signature

\_\_\_\_\_

Date