

## Update on the 7<sup>th</sup> Year Report for University of California, San Diego June 2015

### Overview of this Report

On June 26, 2014, The Committee on Accreditation, on behalf of the California Commission on Teacher Credentialing, assigned the status of **Accreditation** to University of California, San Diego and all its credential programs. Due to three areas of concern identified in one program, the Education Specialist: Deaf and Hard of Hearing (DHH) Credential Program, a seventh year report was required. This is an information item. No action is needed at this time; however, should the COA wish to provide further direction to the institution and to staff, it may do so.

### Background

A site visit was held at University of California, San Diego on May 18-21, 2014; the report of that visit presented to the Committee on Accreditation at its June 2014 meeting (<http://www.ctc.ca.gov/educator-prep/coa-agendas/2014-06/2014-06-item-11.pdf>). The COA assigned the status of **Accreditation**, with a required 7<sup>th</sup> Year report. The 7<sup>th</sup> year report was to address the following three issues:

- 1) The course of study for the Deaf and Hard of Hearing program is to include coursework and fieldwork in audiology; listening and spoken language to provide services to California students who are deaf and hard of hearing, including the increasing numbers of students who use today's hearing technologies and those students who learn spoken language(s) through listening.
- 2) The course of study for the Deaf and Hard of Hearing program is to include coursework and fieldwork to provide candidates *"opportunities to demonstrate the ability to participate effectively as a team member and/or case manager for the IFSP/IEP/transition planning process, from pre-referral interventions and requisite assessment processes, through planning specially-designed instruction to support access to the core curriculum, developing appropriate IFSP/IEP/transition planning goals based on standards and following all legal requirements of the IFSP/IEP/transition planning process"*.
- 3) The course of study for the Deaf and Hard of Hearing program is to include coursework and fieldwork to prepare candidates to *"demonstrate knowledge, skills, and attitudes necessary for collaborating effectively on a multi-disciplinary educational team to provide assessments, planning and implementation strategies for an appropriate intervention and education program for children birth to age 5 who are deaf or hard-of-hearing, including those who are deaf-blind and/or those with additional disabilities, and their families, with particular focus on the development of language, cognitive, and social skills."*

### Progress to address the concerns raised by the accreditation site visit team:

The primary structural change undertaken by the institution was to revise the course of study for candidates and provide additional instructional time for two of the primary courses required for the DHH credential, EDS 342B (*Innovative Bilingual Instructional Practices II*) and EDS 342C (*Innovative Bilingual Instructional Practices: III*). Thus, the core course sequence now includes three 4-unit courses (EDS 342A, Fall; EDS 342B, Winter, EDS 342C, Spring) during the first year of the program in addition to all requirements for the Multiple Subject credential, including student teaching. The UC San Diego Graduate Council approved the request for academic year 2014-15 to change both courses from 2 quarter units to 4 quarter units, effectively doubling the instructional time available in each course in

order to better accommodate the full range of requirements for the credential. Specific changes in each course are detailed in the sections that follow.

**Issue #1:**

*The course of study for the Deaf and Hard of Hearing program is to include coursework and fieldwork in audiology; listening and spoken language to provide services to California students who are deaf and hard of hearing, including the increasing numbers of students who use today's hearing technologies and those students who learn spoken language(s) through listening.*

***Institutional Response (May 2015)***

The candidates are provided coursework and field experience/practicum related to audiology, listening and spoken language in EDS 342C, *Innovative Bilingual Instructional Practices - III*. A field experience/practicum at Rady's Children Hospital, where experts i.e., audiologists and speech therapist provide information via lectures and hands-on experiences related to audiology, listening and spoken language. An audiologist and/or a speech therapist demonstrate how to conduct a hearing test, read an audiogram and determine level of hearing loss, and explains goals and expectations for listening and speaking for deaf/hard of hearing children with Cochlear Implants and hearing aids. The experts at Rady's Children Hospital also provide observations and in-depth discussions of testing/assessment of listening and speaking skills of deaf/hard of hearing as well as strategies for addressing goals for spoken language and listening via speech therapy and speech in the classroom.

Additionally, a guest speaker who was a speech therapist, classroom teacher and the director of John Tracy Clinic, is invited to EDS 342C to explain and demonstrate all aspects of speech development and examples of how speech can be integrated into the classroom. An assigned reading was added that provides explicit strategies for speech in the classroom and other on-line readings related to audiology, levels of hearing loss, and etiologies of hearing loss are required for the seminar (Graney, S (1997) *Where Does Speech Fit In? Spoken Language In a Bilingual Context*”).

Candidates are also required to write and co-plan for speech goals/objectives based on interviews with students' speech therapist that would be appropriate for IFSP and IEPs. This is required for the project in EDS 342C entitled, *Assessments and IEP/IFSP*”.

**Issue #2:**

*The course of study for the Deaf and Hard of Hearing program is to include coursework and fieldwork to provide candidates “opportunities to demonstrate the ability to participate effectively as a team member and/or case manager for the IFSP/IEP/transition planning process, from pre-referral interventions and requisite assessment processes, through planning specially-designed instruction to support access to the core curriculum, developing appropriate IFSP/IEP/transition planning goals based on standards and following all legal requirements of the IFSP/IEP/transition planning process”.*

***Institutional Response (May 2015)***

Candidates are expected to observe and participate in the development of IFSP, IEP and ITPs throughout the first and second years of student teaching. In EDS 342ABC, candidates conduct projects (The Learning Record Portfolio Assessment and Assessment & IFSP/IEP/ITPs) whereby they are expected to assess, collect information/data related to deaf/hard of hearing students and participate effectively as a team member/case manager for IEP/IFSP/ITPs. Fieldwork and coursework provide opportunities for the candidates to learn and to demonstrate their ability to participate effectively as a team member through examination of case studies of Deaf/Hard of Hearing and to plan and/or co-plan as a “case

manager/team member for the planning process of IFSP/IEP/ITPs in EDS 342ABC. Field experience/seminars are conducted with a vocational rehabilitation counselor for in-depth discussions about the process from pre-referral interventions and planning for the Individual Transition Plans (ITPs), parent/infant provider/teacher for Individual Family Service Plan (IFSP) and K-12 teachers/case managers of IEPs. During these field experiences/seminars, candidates are provided “case studies” and co-plan with the case managers to identify and develop appropriate goals for IFSP/IEP/ITP based on standards as well as identify and plan for specially-designed instruction to support access to the core curriculum, and demonstrate their understanding of all legal requirements required.

### **Issue #3**

*The course of study for the Deaf and Hard of Hearing program is to include coursework and fieldwork to prepare candidates to “demonstrate knowledge, skills, and attitudes necessary for collaborating effectively on a multi-disciplinary educational team to provide assessments, planning and implementation strategies for an appropriate intervention and education program for children birth to age 5 who are deaf or hard-of-hearing, including those who are deaf-blind and/or those with additional disabilities, and their families, with particular focus on the development of language, cognitive, and social skills.”*

### ***Institutional Response (May 2015)***

During EDS 342ABC, candidates are required to collaborate effectively with members of multi-disciplinary education team at the school site where they are placed for student teaching (EDS 190/369AB). In EDS 342A, the candidates examine developmental milestones for language and literacy for Deaf and Hard of Hearing children (birth to 5 year olds) in a bilingual (American Sign Language-English) setting. Candidates demonstrate their ability to identify and implement strategies for an appropriate intervention and education program for deaf/hard of hearing who are 0- 5 years old. Pedagogical theories, bilingual methods for first/second language and bi-literacy development are introduced through course readings, guest speakers, DVD entitled, *Book Sharing the Deaf Way* by Lynn Erting and are discussed in seminars. *The Infant/Toddler/ Preschool Foundations* for the state of California are used to inform students of how “hearing children” develop in social/emotional, cognitive, and language and then, compared/contrasted to the development of deaf/hard of hearing children in all 3 of these areas. Included in this course work are required observations of early childhood programs and a project entitled, *Infant, Toddler, Preschool Project*, whereby the candidates compare/contrast the observed programs, determine alignment with state standards, create an “imagined” early childhood program, and identify and implement strategies used for interventions is one of the culminating projects required at the end of the course. Various appropriate assessments e.g. *Visual Communication and Sign Language Checklist*, *ASL Scale of Development*, (Herzig, 2002), *Nonverbal and Verbal Emergent Reading Behaviors* (Allen, 1998) are examined for this age group (0-5 years old). A systematic approach for observing, documenting, assessing and intervention planning that includes deaf/hard of hearing children who are identified as autistic, deaf-blind and those with multiple disabilities are discussed in both EDS 342A and EDS 342C. Creating effective learning environments, interacting with families, collaborating with communities and agencies, understanding the obligations of a case manager on a multidisciplinary team, and understanding federal legislation/requirements for early childhood and K-12 settings i.e. IDEA are included in the course sequence of EDS 342ABC and EDS 382.