

**Program Summary**  
**California Lutheran University**  
**Deaf/Hard of Hearing Credential Program**

**Program Design**

a. Describe the location of the credential program within the larger unit/institution, as well as the structure and reporting relationships of the leadership team for the credential program.

The California Lutheran University Deaf/Hard of Hearing (DHH) Credential Program is part of the Graduate School of Education (GSOE) and is housed within the Department of Learning and Teaching (DLT). The [organizational structure](#) outlines the reporting relationships of the leadership team for the DHH program. The dean of the GSOE directly reports to the provost and is part of her leadership team. The GSOE is responsible for overseeing the department, led by the department chair, who is also a member of the dean's leadership team. This team meets regularly to address various aspects, including program leadership, policies, administration, and ensuring program quality in alignment with state and national standards.

b. Describe each pathway and delivery model the program offers for the intended credential.

The DHH credential covers a wide range of ages, grades and developmental levels (birth to age 22). The program is a six semester, two-year, cohort model part-time program, offering [courses](#) two or three times per semester. During the pandemic, coursework was delivered in a synchronous model, making it accessible to our candidates. The DHH program is currently offered in a hybrid model in-person on main campus and synchronously via Zoom ([Delivery Model Table](#)).

c. Describe how program leadership regularly communicates and collaborates with program staff/faculty, and with the larger education unit/institution.

Program leadership communicates and collaborates with program staff/faculty through regularly scheduled meetings, emails, and phone calls. New field supervisors, cooperating teachers, and adjunct faculty all undergo orientations via the program director. A table of regular communication can be found [here](#).

d. Describe how the program seeks input and feedback from internal constituents and external community partners.

The DHH program benefits from the guidance of a formal [Advisory Committee](#) composed of school district practitioners, administrators, special education directors, graduates, and parents. The committee meets twice a year to foster open dialogue and gather valuable feedback on program needs and improvements. The program director and faculty attend these meetings, integrating community partners' perspectives into key decision-making processes.

The program director maintains ongoing and regular communication with our community partners, local education agencies (LEAs), No Limits for Deaf Children, and special education local plan areas (SELPAs). This communication is aimed at fostering and sustaining a collaborative relationship. The program director assesses partner needs and coordinates updates for Memorandums of Understanding (MOUs) as necessary. Through the Dean's Executive Advisory Board, the dean meets formally with educators and community leaders four times a year to seek input about the work of the GSOE.

Beginning in Spring 2024, as part of our federally funded grant initiative, the Deaf and Hard of Hearing (DHH) Program established a DHH Advisory Committee. This committee is comprised of parents of children who are deaf or hard of hearing, individuals who are deaf or hard of hearing, practitioners in the field, and the Director of Programming from our community partner, *No Limits for Deaf Children*.

The committee serves as a collaborative body to provide feedback, insight, and guidance on the work of the DHH Program. Starting in 2025, the Advisory Committee meets annually to review program initiatives, discuss emerging needs within the DHH community, and strengthen partnerships between families, practitioners, and educational institutions.

### **Coursework and Field Experience**

a. Describe the process for placing candidates in each of their field experiences.

Before the clinical field experience, candidates work closely with the Credential Office to ensure they have met all requirements to register for Methods courses and their initial part-time clinical field placement. Then, the DHH Program Director assigns candidates to clinical field experiences, taking into account their locations in Southern California. Flexibility is ensured to accommodate candidate preferences and practicality in placement assignments.

b. Describe the connection between coursework and field experiences in preparing candidates for the intended credential.

There are three levels of [coursework](#) and field experiences: foundations, methods, and clinical practice. Foundation coursework includes: observations of hearing diagnostics (all levels of hearing), observations of parent-infant and preschool settings, 30 hours of experiences in general education, 45+ hours collaborating with and supporting parents in field placements, 15 hours of observations of speech/language pathologists (DHH and typically hearing children), and 3 Deaf events. Observations are heavily guided by the faculty instructor and require detailed reporting and reflection. *Methods coursework* includes: Instruction on State Standards, assessment, and Universal Design for learning in preparation for Clinical Practice. Additionally, candidates participate in 45 hours at No Limits for Deaf Children in 1-1 spoken language therapy settings (EDDH 545). *Clinical Practice Course*: A weekly seminar includes panels of educators and parents whose experiences broaden candidates' horizons about the various school

programs and services throughout Southern California. Candidates collaborate on strategies and problem solving on issues emerging from their experiences in clinical practice.

c. Describe how candidates are supervised (by program and district employed supervisors), advised, and evaluated during fieldwork.

University field supervisors observe, evaluate, meet with, and support student teachers and interns in collaboration with their district cooperating teachers (student teachers)/mentors (interns) (eight meetings, six formal evaluations). Both interns and student teachers are evaluated by their university supervisor and cooperating teacher/mentor using the [Clinical Evaluation Form](#) and the [Dispositional Rubric](#) (twice a semester). For intern candidates, field supervision and required hours of support are provided by university supervisors, district appointed mentors, and other school personnel. Cooperating teachers/mentors provide valuable mentorship and guidance, emphasizing the implementation of evidence-based best practices in language development and aligning instruction with the California Common Core State Standards.

d. Describe how supervisors are selected, oriented, evaluated and provided feedback on their performance. Include the process for reassigning supervisor if the relationship is not effective.

University supervisors are current or retired practicing DHH teachers. They are recruited from our community partners. All university supervisors are required to attend an orientation headed by the program director ([University Supervisor Orientation](#)). University supervisors attend monthly Supervisor Meetings with general and special education supervisors, chaired by the Field Placement Director, for updates on general clinical practice issues. Both teacher candidates and university supervisors are asked to contact the program director with questions or concerns. Efforts are made to match candidates with suitable supervisors. In the rare case a relationship is not effective, candidates follow the [problem resolving protocol](#). Candidates are asked to complete an exit survey to provide feedback on their field experience and university supervisors.

e. Describe how the program seeks feedback from candidates and other constituents about the fieldwork experience. Briefly describe how the program analyzes and uses the feedback data for continuous improvement.

Please see the [linked table](#) with information about how the program obtains feedback from candidates and other stakeholders as well as how we use that feedback to engage in program improvement.

### **Assessment of Candidates (Standard 3)**

a. Describe the evidence the program uses to monitor and support candidates regarding performance in order to ensure they are progressing toward meeting program requirements. Describe how the program supports candidates who are not making successful progress.

Please see the [linked table](#) with evidence showing how candidates are assessed for program competencies. Candidates who are not making successful progress have the opportunities to meet with their instructors, advisor, University field supervisor, program director, and department program chair to resolve the challenge. For field experience progress, teacher [candidate improvement plans](#) are available; and for field experience director and department chair are involved in the process . If progress is not successful, there is a process for [exiting the program](#).

b. Describe the information candidates receive about how they will be assessed and evaluated in relation to program competencies.

Candidates are first advised on program assessments during Program Orientation. This includes: a list of their signature assignments, how to upload them to Canvas and TaskStream, the D/HH Teacher Performance Expectations and the Disposition Rubric. They are also informed via the [handbook](#).