

University of San Diego/John Tracy Clinic DHH Credential Program Program Summary

PROGRAM DESIGN

Program leadership is provided by the DHH Program Director and Assistant Director, who maintain ongoing dialogue with the SOLES Unit to strengthen the working relationship between the two agencies. SOLES faculty meetings are attended via Skype by JTC faculty. Orientation for all students takes place at USD, and DHH program, curriculum, and faculty decisions are approved by USD so that consistent policies are maintained.

The USD/JTC DHH Graduate Program design adheres to the USD SOLES Unit Candidate Outcomes (ACE), which provide the framework for course objectives aligned with the various accrediting bodies for the Program. ACE outcomes include 1) **A**cademic Excellence & Critical Inquiry and Reflection, 2) **C**ommunity & Service, and 3) **E**thics, Values and Diversity. Course objectives, and the program as a whole are aligned with those of the *California Commission on Teacher Credentialing: Education Specialist Standards* (CCTC), the *California Teacher Performance Expectations* (TPEs), *Council for Exceptional Children* (CEC), the *Interstate New Teacher & Assessment Consortium principles* (INTASC), standards for the *Western Association of Schools and Colleges* (WASC), the *National Council for Accreditation of Teacher Education* (NCATE), and the *Alexander Graham Bell Academy for Listening and Spoken Language*.

Based on a **Professional Development School Model**, the USD/JTC DHH Graduate Program is designed to be intimately connected with the day-to-day programs of John Tracy Clinic (JTC), an organization founded in 1942 to provide families of young deaf and hard-of-hearing children with information, educational techniques, and emotional support to teach their children's communication development. The USD/JTC DHH Graduate Program is housed on the JTC Los Angeles campus, and provides graduate students practicum experiences in all of the JTC family-centered programs, working with families in JTC's audiological and psychological consultations, the Demonstration Parent-Infant and Preschool programs, the International Summer Programs, the Spanish International Summer Program, and the international Distance Learning program for families of children with hearing loss around the world. All services are provided *free of charge* to families of young DHH children. JTC also offers professional education programs, and is a leader in the development of internet-based distance learning (DL) courses for professionals working with children with hearing loss.

Candidates are trained as teachers, as support providers of parents, and as sensitive facilitators of parent-child interaction. As an integral part of their training, candidates learn to work with families from diverse cultural and linguistic backgrounds, including English Language Learners, including those of Hispanic, Asian-Pacific, African-American, and multicultural heritage. Parents collaborate with faculty by providing lectures and panels, by mentoring candidates, and by opening their homes for candidate practica in the USD/JTC DHH Graduate Program.

Key elements of the program design include 1) a One-Year Onsite program (1 course on WebCT), combining best-practice curricula and practica, 2) a Two-Year Distance Learning Program with two summer residencies and extended practica at JTC for interns, 3) 16 graduate-level courses/44 units, 4) a cohort model of collaborative support for both the Onsite and Distance Learning Programs, 5) full-time, intensive courses integrated with extended practica, with high-quality, daily, individual mentoring, 6) coursework concurrent with supervised practica linking theory to practice, 7) state-of-the-art professional education facilities with the latest instructional technology, 8) practica in state-of-the-art family-centered early intervention and early childhood DHH center with state-of-the-art audiological and consultation facilities, 9) decades-long relationships with public and private schools and agencies throughout California, as well as out-of-state collaborations for fieldwork and practicum experiences at various levels to reflect the range of placements assigned to the California CHH credential.

Stakeholders attend the Advisory Council Committee meeting yearly to provide input on program design. Stakeholders include community leaders, employers and supervisors of USD/JTC graduate students, parents, faculty, and former graduate students. Graduates provide ongoing evaluation of the program during their tenure, upon exit, and in surveys after graduation. Surveys are also sought from current employers of graduates.

Recent Program Changes

Based on data from candidate performance, as well as input from Distance Learning mentors, candidates, faculty, employers, and the Advisory Committee, changes were made to the program this year (2011-2012) to allow the candidates an immersion fieldwork experience in all aspects of the JTC International Summer Session. Additional hours of observation and participation in audiology testing were also implemented to prepare candidates for their two audiology courses taught in the fall and spring terms.

Another change is planned for this year (2011-2012), due to input from an employer regarding knowledge of IEP goal setting. The employer was invited to present to the candidates during their spring methods classes on IEP goals.

A *JTC Dispositions Evaluation* was also created to assist faculty in helping candidates address professional behaviors and attitudes for this year. A pilot program to evaluate the *JTC Dispositions Evaluation* was completed last year, with some changes to the current protocol.

COURSE OF STUDY

Course content and practicum experiences are built upon a body of research-based practices that empower families to make informed choices and to participate in their children's education.

The Onsite candidates take 44 units/16 courses over one year, while the Distance Learning candidates work full-time as interns, and take their 44 units/16 courses over two years. (*See the attached Programs of Study for the Onsite and the Distance Learning Programs.*)

Fieldwork and Practicum Experiences

Candidates engage in a carefully sequenced plan involving each theory course coupled with its own practicum course. Areas of study include theory and methods, along with fieldwork/practicum at the following levels: parent-infant, preschool, elementary, secondary, and family support and education. Candidates in the Onsite Program are involved in fieldwork/practicum for approximately 762 hours over the one-year program. Candidates in the Distance Learning Program, since they are intern teachers who teach full-time in their own school programs, are involved in many more hours of fieldwork/practica.

Course	Examples of Fieldwork/Practicum (& Hours)
EDSP 550 DHH: Multiple Perspectives (3)	Interviews with deaf adults, parents (6)
EDSP 551 DHH: Auditory-Verbal Foundations (2)	Fieldwork listening to speech, language (6)
EDSP 552 DHH: Early Intervention Theory (3)	Fieldwork identifying coaching techniques, child development, language, speech, audition (12)
EDSP 552P DHH: Early Intervention Practicum (3)	Practicum with families/children birth to 3 (120)
EDSP 553 DHH: Providing Support to Families (2)	Practicum with parent support groups/classes and home visit/interview (22)
EDSP 554 DHH: Audiology—Diagnostics (2)	Fieldwork in audiology & parent guidance (12)
EDSP 555 DHH: Audiology—Amplification (2)	Fieldwork in audiology & parent guidance (12)
EDSP 556 DHH: Language in Early Childhood (3)	Fieldwork analyzing language development (10)
EDSP 557 DHH: Auditory-Verbal Principles (3)	Fieldwork/case study of middle school child's assessment in various areas (8)
EDSP 558 DHH: Early Childhood Curricula (3)	Fieldwork in ECE (40)
EDSP 558P DHH: Early Childhood Practicum (2)	Practicum in ECE (70)
EDSP 557P DHH: Auditory-Verbal Practicum (3)	Practicum with individual family/child therapy, including preschool through high school (32)
EDSP 559 DHH: Language in Elementary Sch (3)	Fieldwork analyzing school-age language, interviews with older children and youth (10)
EDSP 560 DHH: Elementary Curricula (3)	Fieldwork in curricula with children (40)
EDSP 56P DHH: Elementary Practicum (4)	Fieldwork in itinerant model (12), consultative model in mainstream class with DHH student (40), various programs, ages, and levels from preschool through high school, up to age 22(40), practicum in elementary student teaching including ELL (270)
EDUC 500 Research Design & Methods (3)	
Total Hours Fieldwork/Practicum: 762	

Since the preponderance of families at JTC and in the local public schools are English Language Learners, candidates' fieldwork/practicum experiences always involve either direct Spanish, or the use of interpreters. All coursework embeds ELL strategies and cultural sensitivity throughout the program.

Supervision of Onsite candidates throughout their fieldwork/practicum experiences is accomplished by qualified personnel who must meet specified requirements. Mentors for the Distance Learning candidates must meet stringent criteria, including special training, to be accepted as a supervisor for their interns.

The Distance Learning Program

The JTC/USD DHH Distance Learning Program was originally designed to accommodate California interns who met basic skills requirements and who had been hired to take over DHH assignments for which they were not prepared. However, there are usually two distinct groups of applicants who apply for the Distance Learning Program.

The first group includes teachers who have already been trained at university DHH programs in other states, are already credentialed in deaf education in their state, and may even already have a master's degree. They apply to the JTC/USD DHH Distance Learning Program to learn the highly technical skills they need to teach children with cochlear implants, to work with parents, and to teach listening and spoken language. Most of these candidates seek the knowledge, skills, and attitudes of the program leading to the master's degree, but not the California credential. A small number seek both the credential and the master's degree. Past and current distance learners have taught in various states, including New Jersey, Pennsylvania, Virginia, North Carolina, Florida, Indiana, Ohio, Missouri, Washington, Oregon, and Utah.

The other group of applicants includes those for whom the program was originally created. They usually already have a California multiple subjects credential, and have been hired to teach in a DHH assignment requiring the California Education Specialist DHH credential. Most are teaching in the southern California area, though one was teaching in northern California.

Besides the academic requirements usually included in an application (prerequisite coursework and tests, degree, etc.), the admission requirements for the Distance Learning Program include an extensive written evaluation of the school program and administration itself to verify its ability and commitment to support the candidate through the two-year program. Also included is an evaluation of the required mentor's background, credentials, experience, ability and commitment to support the candidate, as well as the mentor's commitment to attend the one-week JTC Mentorship Training Program during their candidate's first Summer Residency at JTC.

The Distance Learning candidates and their mentors join the Onsite candidates during the first Summer Residency, where the California credential pre-service requirements are taken on the JTC campus. The candidates engage in coursework that includes lectures, projects, and fieldwork and practicum experiences. Using the Professional Development School Model, they are immersed in the programs at JTC, where they observe and participate in all aspects of the program. They are involved in courses/practica for over 40 hours a week for 4 weeks, including one weekend. The Distance Learning Mentors spend some time in class and observing the practicum experiences of their candidates at JTC, and also engage in the JTC Mentorship Training Program.

During the First Summer Residency, candidates and mentors in the Distance Learning Program who are from out of state are housed at Oakwood apartments in Los Angeles close to JTC. Airfare and housing are paid for by JTC to assist in expenses and to encourage mentor support.

After their First Summer Residency, the Distance Learning candidates return to their homes (whether in state or out of state), and engage in their positions as teachers of the deaf in their regular jobs. As seen in the Program of Study, the candidates also take online courses during their first year of the program. They return for their Second Summer Residency to JTC for more practicum experiences at JTC, and then return for their second year of online courses, finishing in June of their second year.

Faculty for both the onsite and online aspects of the Distance Learning Program are carefully chosen to reflect the JTC/USD DHH Program standards. One advantage of the online courses for the Distance Learning Program is that faculty can be selected from anywhere in the world. Past and current faculty members have included seminal authors and researchers in the field of deaf education, including Carol Flexer, Richard and Laura Kretschmer, and Christina Perigoe.

As an example of the far-reaching influence that arises from the Distance Learning Program, Riverside County Office of Education (RCOE) had hired one of the JTC/USD DHH graduates from the Onsite Program to teach in a new program for listening and spoken language. RCOE contacted Mary McGinnis, the Director of the JTC/USD DHH Graduate Program, and proposed a partnership between RCOE and JTC to assist RCOE in creating a new program in listening and spoken language, beginning with the recent hire from the JTC/USD Program, and continuing with two new applicants to the JTC/USD Distance Learning Program. However, the admission requirements for the JTC/USD Distance Learning Program could not be met by the new applicants, since there was no qualified mentor for them in Riverside. To facilitate the development of the new listening and spoken language program as envisioned by the RCOE administrator, JTC found a mentor for the two applicants, and RCOE agreed to pay for the mentor's support for the two interns during the two-year program. The first year of their program has been completed, and all parties agree that it has been a huge success in all areas.

ASSESSMENT OF CANDIDATES

Entrance

Assessment of candidates begins with the initial screening processes for admission. Admission criteria for applicants allow for selection of well-qualified candidates for acceptance into the program. Because all coursework is at the master's level, applicants are required to have completed the GRE, and a bachelor's degree with at least a 3.0 grade point average (GPA). The average GPA for current students in the USD/JTC Program is 3.5. Experience working with children with hearing loss is required of all candidates prior to being accepted into the program. This allows candidates to choose the program based on personal experience and commitment, one factor that enhances retention.

The Program actively recruits members of underrepresented groups based on race, color, national origin, gender, age, or disability. During the past five years, the USD/JTC DHH Graduate Program has enrolled 40% of its scholars from underrepresented groups. Faculty, too, include members from various underrepresented groups.

To ensure that candidates are able to provide all students with hearing loss access to the general education curriculum, candidates receiving the California credential are required to have experience/coursework in general education, and to pass state-approved tests of subject matter (CSET-California Subject Examination for Teachers, CBEST-California Basic Educational Skills Test, and RICA-Reading Instruction Competence Assessment). Candidates learn how to use the state-of-the-art knowledge and skills necessary to teach the increasing number of children with advanced, digital hearing aids and cochlear implants, and develop skills for using educational and assistive technology to enhance student learning. To enhance retention, graduates receiving the California credential in post-graduate induction programs, continuing education and mentorship through collaborative agreements between school district employers and the USD/JTC program.

Besides the required tests, prerequisite courses include a course on child development, fieldwork with children who are developing typically, teaching reading, and ASL/Deaf Culture. Candidates must engage in an interview, which is rated on a rubric, and write a coherent essay.

As noted above, candidates for the Distance Learning Program must meet additional requirements, including agreeing to two summer residencies in Los Angeles for various practicum experiences, locating an approved mentor in their school/state, and bringing the mentor to JTC for the first week of their first summer residency for the Mentorship Training Program. The mentor oversees the Distance Learning candidate's progress for two years, communicating with the JTC Graduate Program Director by e-mail, phone, and weekly *Distance Learning Mentor Conference Forms* on the candidate's progress.

During the Program

At various points, candidates are evaluated on their competencies in knowledge and skills using validated criteria from the *A. G. Bell Academy for Listening and Spoken Language* during their early childhood education practicum, their auditory-verbal therapy practicum, and their elementary practicum. Candidates are also evaluated on their dispositions.

Program Completion

Credential candidates produce a final reflection, including a centerpiece artifact on all the California standards in their Preliminary Level I portfolio.

**John Tracy Clinic/University of San Diego
DHH Credential and Master's Program
Program of Study
Onsite—2011-2012**

Dates	Course #		Course Title	Faculty
Summer 2011		8	4 weeks	
Jul 23-Aug 19	EDSP 550	3	DHH: Multiple Perspectives	Jane Freutel
	EDSP 551	2	DHH: Auditory-Verbal Foundations	Mary McGinnis
	EDSP 552	3	DHH: Early Intervention Theory	Mary McGinnis
<i>Aug 20-Sep5</i>	<i>Summer Break</i>			
Fall 2011		16	14 weeks plus finals week	
Sep 6-Dec 9	EDSP 552P	3	DHH: Early Intervention Practicum	Mary McGinnis
	EDSP 553	2	DHH: Providing Support to Families	Ellen Balkan
	EDSP 554	2	DHH: Audiology—Diagnostics	Margaret Winter
	EDSP 556	3	DHH: Language in Early Childhood	Jane Freutel
	EDSP 557	3	DHH: Auditory-Verbal Principles	Mary McGinnis
	EDSP 558	3	DHH: Early Childhood Curricula	Jane Freutel
Dec 12-16	Final Exams			
<i>Dec 17-Jan 2</i>	<i>17-Day Winter Break</i>			
Spring 2012		16	11 weeks plus finals week	
Jan 3-Mar 16	EDSP 555	2	DHH: Audiology—Amplification	Margaret Winter
	EDSP 557P	3	DHH: Auditory-Verbal Practicum	Mary McGinnis
	EDSP 558P	2	DHH: Early Childhood Practicum	Jane Freutel
	EDSP 559	3	DHH: Language in Elem School	Jane Freutel
	EDSP 560	3	DHH: Elementary Curricula	Diana Sanchez
	EDUC 500	3	Research Design & Methods	Jerry Ammer
Mar 19-23	Final Exams			
Elem Teaching		4	10 weeks	
Mar 26-Jun 7	EDSP 560P	4	DHH: Elementary Practicum	Jane Freutel
Mar 26-30			▪ Gen Ed/Mainstreamed DHH (1 wk)	
Apr 2-Jun 7			▪ DHH (9 weeks)	
Jun 8 -22			▪ Make up absences	
TBA	<i>1-week Spring Break by school site: Easter April 8, 2012</i>			
		44		
Fri May 25, '12	John Tracy Clinic Commencement			
Sat May 26, '12	University of San Diego Commencement			

**John Tracy Clinic/University of San Diego
DHH Credential and/or Master's Program
Program of Study
Distance Learning—2010-2012**

Dates	Course #	Units	Course Title	Faculty
Summer I 2010 JTC Residency		11		
Jul 24-Aug 20	EDSP 550	3	Multiple Perspectives	Jane Freutel
	EDSP 551	2	Auditory-Verbal Foundations	Mary McGinnis
	EDSP 552	3	Early Intervention Theory	Jill Muhs
	EDSP 552P	3	Early Intervention Practicum	Jill Muhs
<i>Aug 21-28</i>	<i>1-Week Summer Break</i>			
Fall I 2010		6		
Aug 29-Nov 6	EDSP 553	2	Providing Support to Families	Ida Guillermo
	EDSP 554	2	Audiology—Diagnostics	Carol Flexer
Nov 7-Jan 22	EDSP 555	2	Audiology—Amplification	Carol Flexer
<i>Nov 25-26</i>	<i>Thanksgiving Break</i>			
<i>Dec 19-25</i>	<i>1-Week Winter Break</i>			
Spring I 2011		9		
Jan 23-Apr 2	EDSP 556	3	Language in Early Childhood	The Kretschmers
Apr 3-Jun 18	EDSP 557	3	Auditory-Verbal Principles	Shava Feinstein
<i>Apr 24-30</i>	<i>1-Week Spring Break</i>			
Jun 19-23	EDSP 558	3	Early Childhood Curricula	Renee Polanco
Summer II 2011 JTC Residency		5		
Jun 25 & Jun 26	EDSP 558P	Prep	Early Childhood Practicum	Renee Polanco
Jun 25-Jul 8	EDSP 558	cont	Early Childhood Curricula	Renee Polanco
<i>Jul 4</i>	<i>Independence Day Holiday</i>			
Jun 25-Jul 8	EDSP 558P	2	Early Childhood Practicum	Renee Polanco
Jul 9 & Jul 10	EDSP 557P	Prep	Auditory-Verbal Practicum	Mary McGinnis
Jul 9-Jul 22	EDSP 557P	3	Auditory-Verbal Practicum	Mary McGinnis
<i>Jul 24-Sep 3</i>	<i>6-Week Summer Break</i>			
Fall II 2011		3		
Sep 4-Dec 16	EDSP 559	3	Language in Elementary Sch.	The Kretschmers
<i>Nov 24-25</i>	<i>Thanksgiving Break</i>			
<i>Dec 17-Jan 2</i>	<i>2-Week Winter Break</i>			
Spring II 2012		10		
Jan 3-Mar 10	EDUC 500	3	Research Design & Methodology	Jerry Ammer
Mar 11-May 26	EDSP 560	3	Elementary Curricula	Theana Kezios
Mar 11-May 26	EDSP 560P	4	Elementary Practicum	Theana Kezios
<i>Apr 8-14</i>	<i>1-Week Spring Break</i>			
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