

Radford University
Graduate Certificate

Name of Certificate: Special Education, Deaf and Hard of Hearing

CIP Code: 13.1003

Initiation Date: Summer 2022

Description of Certificate:

The proposed Graduate Certificate in Special Education, Deaf and Hard of Hearing, is designed to provide specific background, education, and tools to licensed teachers to prepare them to address the needs of preK-12 students who are deaf and hard of hearing. The program will educate students about the etiology of hearing loss and characteristics, Deaf culture, and learning, and support needs of preK-12 students who are deaf and hard of hearing. Students will develop knowledge and skills in supporting deaf and hard of hearing learners who may be using various communication modalities/languages. Graduates will be prepared to teach and support preK-12 learners who are deaf and hard of hearing.

This Graduate Certificate provides a route to licensure/endorsement in Special Education, Deaf and Hard of Hearing preK-12. The certificate program will provide graduates with the necessary coursework to complete the requirements for their provisional licensure in Special Education, Deaf and Hard of Hearing preK-12 or to add an additional endorsement in this licensure area. Upon completion of VDOE prescribed coursework, students will be able to apply for endorsement in Special Education, Deaf and Hard of Hearing through their employing school division and the Virginia Department of Education.

See Appendix for Virginia's Licensure Regulations: 8VAC20-23-530. Special Education, Deaf and Hard of Hearing preK-12.

Target Audience:

The target audience is licensed special education teachers in Virginia.

Time to complete:

The certificate program will be available to both non-degree and degree-seeking graduate students. The certificate will be offered on both a full-time and part-time basis. It is anticipated that the majority of students will be working and will attend on a part-time basis.

Degree-seeking students can take courses any time during their program. Because of the nature of this small program, some courses are only offered once a year or once every two years. It is anticipated that students who are enrolled full-time can complete the certificate program in two years (four semesters). Part-time students maintaining a course load of six credits per semester can complete the program in two years (four semesters). Part-time students maintaining a course load of three credits per semester can complete the program in three years (six semesters).

Non-degree seeking students who are enrolled full-time can complete the certificate program in two years (four semesters). Part-time students maintaining a course load of six credits per semester can complete the program in two years (four semesters). Part-time students maintaining a course load of three credits per semester can complete the program in three years (six semesters).

Admission:

The following admission requirements apply to all applicants. All applicants must submit or satisfy the following requirements:

- Online application form and application fee of \$50
- Copy of a current teaching license (full collegiate or provisional) in Special Education
- A resume
- Official transcripts from all undergraduate and graduate institutions attended
- Two professional recommendations.

No test of English as foreign language will be required for entrance into the program.

Curriculum Requirements:

The curriculum will focus on educating students to teach preK-12 learners who are deaf and hard of hearing. Students will learn about audiology; various communication modalities to include cued speech, speech reading, listening, signed language, and spoken language; and the skills necessary to foster and enhance language development. Coursework will provide students with knowledge in identifying and implementing a range of specialized instructional strategies and research-based interventions that reflect best practice in instruction for learners who are deaf and hard of hearing.

If deemed necessary for licensure, additional courses in special education will be selected by the student in consultation with an academic advisor at Radford University.

Certificate Program Requirements

Number of Credit Hours

12-21 credit hours of graduate level courses

Core Courses: 12 credit hours

EDSP 526 Introduction to Deaf and Hard of Hearing (3 credit hours)

EDSP 527 Curriculum and Methods for Deaf and Hard of Hearing Students (3 credit hours)

EDSP 625 Audiologic Assessment and Intervention (3 credit hours)

EDSP 628 Language Development and Literacy for Deaf and Hard of Hearing Students (3 credit hours)

Additional Courses, if needed for licensure: 0-9 credit hours

Selected in consultation with academic advisor based on VDOE transcript analysis

EDSP 622 Collaboration to Teach and Support Diverse Learners (3 credit hours)

EDSP 646 Instruction and Intervention Strategies in Reading and Writing for Students with Disabilities (3 credit hours)

EDSP 669 Diagnostic and Assessment Procedures for Individuals with Disabilities (3 credit hours)

EDSP 670 Proactive Classroom Management and Advanced Positive Behavior Support (3 credit hours)

Faculty

Faculty appointments in the certificate program will be established by the Dean of the College of Education and Human Development upon recommendation by the Director of the School of Teacher Education and Leadership. Faculty members utilized in the certificate program include full-time faculty from the School of Teacher Education and Leadership. One existing faculty member, with a master's degree in special education will teach in the certificate program. She has expertise in Deaf and Hard of Hearing, and currently teaches courses in Deaf and Hard of Hearing.

Minimum requirement for faculty teaching in the proposed certificate include:

- A Master's degree in Special Education or related field
- Three years of teaching experience in K-12 schools

No adjunct faculty will be needed to initiate the certificate program.

Course Delivery Format:

This certificate program will be delivered fully online. Radford University utilizes Desire to Learn (D2L) for online content and Zoom video conferencing will be used for weekly class interactions in synchronous courses, small group face-to-face sessions and presentations, as well as for advising students in the proposed certificate program. The University provides technical support personnel who are available during regular business hours. D2L provides support 24 hours a day, seven days a week. All current faculty members have provided or are currently providing asynchronous or synchronous online instruction. The university has adequate resources to deliver the proposed certificate program.

Resources:

Resources required to support the program include existing resources to support current programs such as student support services (e.g., enrollment, help desk, library); faculty support services (e.g., copying, contracts) and general administration (e.g., budgeting and forecasting). The University provides support services to student and faculty for online course development and delivery. The graduate program coordinator in special education will serve as the administrator of the program. Existing faculty will teach certificate courses within their current teaching load. No new faculty positions are needed to initiate and sustain the proposed certificate. The university has sufficient resources to initiate and sustain the certificate program.

Gainful Employment:

The certificate is a Gainful Employment program. This certificate will be included under Gainful Employment regulations.

Course Descriptions:

Core Courses

EDSP 526 - Introduction to Deaf and Hard of Hearing

Credits: (3)

Instructional Method: Three hours lecture.

Prerequisites: EDSP 651, EDSP 361 or permission of instructor.

Introduction to the education of deaf and hard of hearing students (PreK-12) for prospective teachers and other professionals serving deaf/hard of hearing students. Includes legislation, trends, issues, etiology, identification, characteristics, Deaf culture, school related needs, communication modes, educational placement options, and organizations and agencies relevant to individuals who are deaf and hard of hearing and their families and the professionals who work with them.

EDSP 527 - Curriculum and Methods for Deaf and Hard of Hearing Students

Credits: (3)

Instructional Method: Three hours lecture.

Prerequisites: EDSP 526

Study of curriculum, methods, techniques and materials used in the education of deaf/hard of hearing students. Includes information on classroom organization, classroom management, instructional planning, development of individualized education plans (IEPs) and individualized family service plans (IFSPs), curriculum adaptations and modifications, community agencies, assessment and evaluation, and standards of professionalism.

EDSP 625 - Audiologic Assessment and Intervention

Credits: (3)

Instructional Method: Three hours lecture.

An in-depth study of audiologic assessment, sensory devices, assistive listening devices, communication approaches, and audiologic intervention approaches for children with hearing loss.

EDSP 628 - Language Development and Literacy for the Deaf and Hard of Hearing Students

Credits: (3)

Instructional Method: Three hours lecture.

Prerequisites: EDSP 526

Study of the complex nature of language acquisition and literacy in deaf/hard of hearing students, and techniques for enhancing language and the teaching of reading and writing to this population. Examines current theories and practices in reading and language arts instruction for hearing as well as deaf/hard of hearing children. Presents methods for assessing reading, writing, and language problems in deaf/hard of hearing children, making adaptations and modifications to curriculum, integrating technology, and including parents in the instructional process.

Additional Courses, if needed for licensure

EDSP 622 - Collaboration to Teach and Support Diverse Learners

Credits: (3)

Instructional Method: Three hours lecture.

Prerequisites: EDSP 360/361 or EDSP 651

Prospective educators are prepared with the background knowledge and skills necessary to

develop and work within collaborative environments designed to enhance the success of individuals with diverse learning needs in the general education curriculum. Participants will gain an understanding of collaborative structures and demonstrate knowledge of skills and culturally responsive strategies to maintain effective relationships with a variety of stakeholders in collaborative settings.

EDSP 646 - Instruction and Intervention Strategies in Reading and Writing for Students with Disabilities

Credits: (3)

Prerequisites: Acceptance into the Post-Professional Certificate in Special Education, General Curriculum for Licensed General Educators or EDSP 651 or department chair approval.

This course provides an understanding and application of service delivery, curriculum, and instruction of students with disabilities in reading and writing. Emphasis will be on the skills needed to assess, interpret data, and implement specialized instructional strategies, research-based interventions and assistive and instructional technologies to address identified reading and writing needs of students.

EDSP 669 - Diagnostic and Assessment Procedures for Individuals with Disabilities

Credits: (3)

Instructional Method: Three hours lecture.

Prerequisites: Acceptance into the Post-Professional Certificate in Special Education, General Curriculum for Licensed General Educators or EDSP 651 or department chair approval.

This course provides the knowledge to select and ethically administer, score, interpret and report results from formal and informal assessment tools used with students with disabilities. This course will also review the legal and cultural contexts of assessment in special education.

EDSP 670 - Proactive Classroom Management and Advanced Positive Behavior and Support

Credits: (3)

Instructional Method: Three hours lecture.

Prerequisites: EDSP 360/361 or EDSP 651

This course incorporates the practical applications of theoretical constructs regarding classroom and individualized behavior management. It provides educators the knowledge and skills necessary to effectively create a classroom community, conduct functional behavior assessments, and design and implement individual positive behavior support plans for students with disabilities. Related topics include functional behavioral analysis, positive behavioral supports, reinforcement, social skill instruction, crisis management, and collaboration with families and professionals in designing behavior intervention plans.