



Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 (916) 324-8002 Fax (916) 324-8927 www.ctc.ca.gov

Professional Services Division

February 7, 2013

Dr. Jim Marshall
Associate Dean
California State University, Fresno
5005 N. Maple Avenue
Fresno, CA 93740-8025

Dear Dr. Marshall:

Congratulations! After completing a review of your Program Assessment resubmission for your Early Childhood Specialist program, readers have made a preliminary finding that your program appears to be preliminarily aligned with all program standards. Attached, you will find a copy of the feedback form from this review with revised standard status shown in **green**. Please note, as indicated on the form, that all Program Standard Findings are preliminary until the site visit team reviews evidence at the site visit.

Within the next two months please submit a final electronic version of your document that incorporates any changes and additions made during the program assessment process. Please refer to [PSA 10-12](#). Submit your document as an email attachment to ProgramAssessment@ctc.ca.gov or on a flash drive, by mail, to our office as soon as possible. Please note that we cannot accept email attachments larger than 10MB or zipped files.

As your program has been preliminarily determined to be in alignment with all standards, no additional program response is required at this time. However, you may see comments on the feedback form regarding information that needs to be reviewed on site by the site visit team. There is no need to send that information to the Commission, but have it available at the site visit.

Should you have questions about the information contained in this report, the Program Assessment process, or how to submit additional information, please send an e-mail to ProgramAssessment@ctc.ca.gov and a staff member will respond to you promptly.

Sincerely,

A handwritten signature in black ink that reads 'Cheryl Hickey'. The signature is fluid and cursive, with the first name 'Cheryl' being more prominent than the last name 'Hickey'.

Cheryl Hickey
Administrator of Accreditation

cc: Dr. Paul Beare, Dean
Dr. Katie Croy – CTC Consultant
Ms. Tonja Jarrell – CTC Consultant

**Commission on Teacher Credentialing
Program Assessment Feedback**

Early Childhood Specialist Credential Program (1992)

Institution California State University Fresno
Date of initial review February 2012
Subsequent dates of review February 2013

General Comments:

Early Childhood Specialist Credential Program Standards	
*Status	Standard
Preliminarily Aligned	Standard 1: Program Design, Rationale, and Coordination <i>Questions, Comments, Additional Information Needed:</i>
	Evidence to be reviewed at the site visit:
Preliminarily Aligned	Standard 2: Institutional Attention to the Program <i>Questions, Comments, Additional Information Needed:</i>
	Evidence to be reviewed at the site visit:
More Information Needed	Standard 3: Resources Allocated to the Program <i>Questions, Comments, Additional Information Needed:</i> In what way is the Fansler organization connected to CSUF and to the “Resources” standard? Please provide more information about this organization.
Preliminarily Aligned	Evidence to be reviewed at the site visit:
Preliminarily Aligned	Standard 4: Qualifications of Faculty <i>Questions, Comments, Additional Information Needed:</i>
	Evidence to be reviewed at the site visit:
Preliminarily Aligned	Standard 5: Faculty Evaluation and Development <i>Questions, Comments, Additional Information Needed:</i>
	Evidence to be reviewed at the site visit:
Preliminarily Aligned	Standard 6: Program Evaluation and Development <i>Questions, Comments, Additional Information Needed:</i>
	Evidence to be reviewed at the site visit:
Preliminarily Aligned	Standard 7: Admission of Candidates: Academic Qualification <i>Questions, Comments, Additional Information Needed:</i>
	Evidence to be reviewed at the site visit:
Preliminarily Aligned	Standard 8: Admission of Candidates: Prior Experience and Qualifications <i>Questions, Comments, Additional Information Needed:</i>

Program Assessment for each approved educator preparation program is required as part of the Commission’s accreditation activities. The Preliminary Report of Findings does not imply that any of the Commission’s Program Standards are Met. The decision if each standard is met or not is the responsibility of the site visit team.

Early Childhood Specialist Credential Program Standards

*Status	Standard
	Evidence to be reviewed at the site visit:
Preliminarily Aligned	Standard 9: Availability of Program Information <i>Questions, Comments, Additional Information Needed:</i>
	Evidence to be reviewed at the site visit:
Preliminarily Aligned	Standard 10: Candidate Advisement and Placement <i>Questions, Comments, Additional Information Needed:</i>
	Evidence to be reviewed at the site visit:
Preliminarily Aligned	Standard 11 : Candidate Assistance and Retention <i>Questions, Comments, Additional Information Needed:</i>
	Evidence to be reviewed at the site visit:
More Information Needed Preliminarily Aligned	Standard 12: Determination of Candidate Competence <i>Questions, Comments, Additional Information Needed:</i> On pages 1 and 2 of the program handbook it says: “Practitioners in these credential areas have identified the following skills and knowledge statements as basic competencies essential for entry into the field. Institutions preparing candidates for these credentials shall design their programs for such skills and knowledge required for service in these credential areas.” <u>“Programs shall provide a brief response on how each of the following professional competencies is addressed in the coursework and field experiences.”</u> While the program has addressed the Standards of Program Quality and Effectiveness for Teaching Specialist and Services Credential and has listed the CTC program competencies by number in <u>most</u> syllabi, reviewers did not see specific responses to the CTC fieldwork and candidate competencies as requested by the handbook. A matrix has been provided (see attachment) that demonstrates the match between competencies and field experiences (with an X) to where they are addressed in the course work. We have found that there are places where the program does not address a particular competency. While the handbook (also attached) specifically asks for a “brief response,” at this time, please return a completed matrix indicating where the missing competencies will be addressed. These unaddressed competencies should include a brief response about how and in which course they will be addressed.
	Evidence to be reviewed at the site visit: Site team members should follow up on these missing competencies, asking to see syllabi and assignments that address them.

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