



## Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 (916) 324-8002 Fax (916) 324-8927 [www.ctc.ca.gov](http://www.ctc.ca.gov)  
*Professional Services Division*

March 26, 2013

Dr. Jim Marshall  
Associate Dean  
CSU Fresno  
5005 N. Maple Avenue  
Fresno, CA 93740

Dear Dr. Marshall:

Congratulations! After completing a review of your Program Assessment resubmission for your Preliminary Education Specialist – Mild/Moderate, Moderate/Severe, and Deaf & Hard of Hearing programs, 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 **purple**. 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](mailto: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](mailto: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 written in a cursive, flowing style.

Cheryl Hickey  
Administrator of Accreditation

cc: Dr. Paul Beare, Dean  
Katie Croy  
Tonja Jarrell



**Commission on Teacher Credentialing  
Program Assessment Feedback**

**Education Specialist Teaching Credential Programs (2008)**

<b>Institution</b>	CSU Fresno
<b>Date of initial review</b>	June 2012
<b>Subsequent dates of review</b>	February 2013, March 2013

**General Comments:** Readers were unable to locate a program summary, please include. Direct links to relevant syllabi content are very useful – please use throughout. Provide evidence that candidates are prepared to meet the needs of students throughout California, not just the Fresno area. In the instances indicated below the document indicated that standards were aligned, often by simply repeating the standard. Please provide evidence of how they are met with examples and methods of verification.

**Education Specialist Program Design Standards (1-16)**

<b>*Status</b>	<b>Standard</b>
More Information Needed Preliminarily Aligned	<b>Standard 1: Program Design, Rationale and Coordination</b> <i>Questions, Comments, Additional Information Needed:</i> Provide evidence for the program addressing the full range of service delivery options, including general education. Provide evidence that multiple points of entry are facilitated. Provide evidence that early and continuous advising takes place. Provide evidence that explicit and supported mechanisms for collaboration among all involved in the design, leadership, and ongoing delivery of the program are present. Provide evidence partners provide intensive supervision for interns.
	<b>Evidence to be reviewed at the site visit:</b> Student teaching handbook, visit/explore partnership sites
More Information Needed Preliminarily Aligned	<b>Standard 2: Professional, Legal and Ethical Practices</b> <i>Questions, Comments, Additional Information Needed:</i> Describe how the Dispositions Evaluation is used in the program to address ethical practices. Describe how the history of special education is addressed? Provide evidence for how legal requirements are addressed. Describe how candidates gain an understanding of appropriate methodology for the development, monitoring, and coordination of the Individualized Education Program (IEP), the Individualized Family Service Program (IFSP), and transition planning for students with mild-moderate disabilities. Describe how candidates learn to promote behavior that is self-regulatory and positive? Describe how candidates demonstrate mastery of evidence-based educational practices in relation to theories and research? Readers were unable to locate the data collection strategies and development of the IEP, so please include.
	<b>Evidence to be reviewed at the site visit:</b>
More Information	<b>Standard 3: Educating Diverse Learners</b> <i>Questions, Comments, Additional Information Needed:</i> Readers could not locate the policy

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## Education Specialist Program Design Standards (1-16)

*Status	Standard
<p>Needed Preliminarily Aligned</p>	<p>related to Dispositions. Describe how the program provides knowledge and application of pedagogical theories, development of academic language, and principles/practices for English language usage leading to comprehensive literacy in English. Describe how religion, gender identity/expression, and sexual orientation are addressed in the program.</p> <p><b>Evidence to be reviewed at the site visit:</b></p>
<p>More Information Needed Preliminarily Aligned</p>	<p><b>Standard 4: Effective Communication and Collaborative Partnerships</b> <i>Questions, Comments, Additional Information Needed:</i> Describe how multi-tiered intervention strategies and 504 are addressed. Describe how candidates learn to communicate with the business community, and public/non-public agencies. Describe the transitional collaborative project in 137 as it relates to this standard.</p> <p><b>Evidence to be reviewed at the site visit:</b></p>
<p>More Information Needed Preliminarily Aligned</p>	<p><b>Standard 5: Assessment of Students</b> <i>Questions, Comments, Additional Information Needed:</i> Describe how candidates demonstrate knowledge of required statewide assessments and local, state, and federal accountability systems.</p> <p><b>Evidence to be reviewed at the site visit:</b></p>
<p>Preliminarily Aligned Preliminarily Aligned</p>	<p><b>Standard 6: Using Educational and Assistive Technology</b> <i>Questions, Comments, Additional Information Needed:</i></p> <p><b>Evidence to be reviewed at the site visit:</b></p>
<p>More Information Needed Preliminarily Aligned</p>	<p><b>Standard 7: Transition and Transitional Planning</b> <i>Questions, Comments, Additional Information Needed:</i> Describe how the assignment in SPED 120: Introduction to Special Education, the School-based Observation and Interview Report/Reflection assignments, addresses transition and transitional planning. Describe how teacher candidates are introduced to assessment instruments and activities in planning, implementation, and evaluation of transitional life experiences for students with disabilities across the lifespan in 130.</p> <p><b>Evidence to be reviewed at the site visit:</b></p>
<p>More Information Needed Preliminarily Aligned</p>	<p><b>Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning</b> <i>Questions, Comments, Additional Information Needed:</i> Describe how SPED 145 specifically addresses IEP and IPP planning for transition-age youth in the areas of community-based and vocational goals and supports. Describe how in SPED 136: Assessment, Curriculum, and Instruction for Students with Mild/Moderate Disabilities, through course content and signature assignments, students learn to plan instruction to support access to the core curriculum. Describe how transition and transitional planning are addressed in fieldwork and practicum experiences.</p> <p><b>Evidence to be reviewed at the site visit:</b></p>
<p>More Information Needed</p>	<p><b>Standard 9: Preparation to Teach Reading/Language Arts</b> <i>Questions, Comments, Additional Information Needed:</i> Provide evidence that research-based instruction is used in the program. Describe how candidates are prepared to address</p>

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## Education Specialist Program Design Standards (1-16)

*Status	Standard
Preliminarily Aligned	<p>the English Language Arts Content Standards related to speaking?</p> <p><b>Evidence to be reviewed at the site visit:</b></p>
Preliminarily Aligned	<p><b>Standard 10: Preparation to Teach English Language Learners</b></p> <p><i>Questions, Comments, Additional Information Needed:</i></p> <p><b>Evidence to be reviewed at the site visit:</b></p>
More Information Needed More Information Needed Preliminarily Aligned	<p><b>Standard 11 : Typical and Atypical Development</b></p> <p><i>Questions, Comments, Additional Information Needed:</i> Provide documentation about how pre-natal to school-age typical and atypical development is addressed. How are classroom activities designed to facilitate student learning, and how are atypical students' learning preferences, assessment of modalities and modality instruction are addressed? How does the credential program focus on the design and delivery of accessible and effective assessment, curriculum, and instruction (including intervention) for students with diverse learning needs? How do 146/147 focus on the development of skills required for candidates to be able to design instructional environments that are appropriate to individual student needs, based on chronological age, developmental differences, and disability-specific needs?</p> <p>How does the intern pre-service component include introductory preparation relative to Standard 11: Typical and Atypical Development in SPED 120 as well as ongoing preparation throughout the program?</p> <p>See general comments above.</p> <p><b>Evidence to be reviewed at the site visit:</b></p>
Preliminarily Aligned	<p><b>Standard 12: Behavioral, Social, and Environmental Supports for Learning</b></p> <p><i>Questions, Comments, Additional Information Needed:</i></p> <p><b>Evidence to be reviewed at the site visit:</b></p>
More Information Needed Preliminarily Aligned	<p><b>Standard 13: Curriculum and Instruction of Students with Disabilities</b></p> <p><i>Questions, Comments, Additional Information Needed:</i> How does SPED 146: Assessment and Instruction for Students with Moderate-Severe Disabilities covers content areas such as the utilization of UDL to ensure standards-based access for students with moderate-severe disabilities and use of tools such as IEP matrices and participation to articulate how contexts for embedded instruction and individualized student supports? How does the program provide opportunities for candidates to ensure equitable access to the content and experiences found in the state-approved core curriculum?</p> <p><b>Evidence to be reviewed at the site visit:</b></p>
More Information Needed Preliminarily Aligned	<p><b>Standard 14: Creating Healthy Learning Environments</b></p> <p><i>Questions, Comments, Additional Information Needed:</i> Readers found the first three paragraphs to be unrelated to this standard. Describe how all aspects of this standard are met in the program when workshop content is not assessed.</p> <p>How does the program verify that candidates have completed the CPR certification.</p>

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## Education Specialist Program Design Standards (1-16)

*Status	Standard
	<b>Evidence to be reviewed at the site visit:</b> CPR certification process, assessment of standard elements and candidate competencies.
More Information Needed Preliminarily Aligned	<p><b>Standard 15: Field Experiences in a Broad Range of Service Delivery Options</b>  <i>Questions, Comments, Additional Information Needed:</i> How is the continuum of special education services addressed in the field experiences? Describe how experiences in general education, experiences with parents and families, and a broad range of service delivery options are met. Provide evidence that fieldwork culminates in a placement in which the candidate works toward assuming full responsibility for the provision of services in the specific credential authorization and is of sufficient duration for the candidate to demonstrate the teacher performance expectations for special educators.</p> <p><b>Evidence to be reviewed at the site visit:</b></p>
More Information Needed Preliminarily Aligned	<p><b>Standard 16: Assessment of Candidate Performance</b>  <i>Questions, Comments, Additional Information Needed:</i> Please provide examples of the midterm and final evaluation related to the TPEs, the observation form, as well as the components of the portfolio. How is verification of candidate performance provided by at least one supervising teacher and one institutional supervisor trained to assess the TPEs, with at least one assessor shall hold authorization in the candidate’s credential area?</p> <p><b>Evidence to be reviewed at the site visit:</b> <b>Verify how university documents that at least one assessor holds authorization in the candidate’s credential area.</b></p>

## Mild/Moderate Disabilities Level I

Status	Standard
More Information Needed Preliminarily Aligned	<p><b>M/M Standard 1: Characteristics of Students with Mild/Moderate Disabilities</b>  <i>Questions, Comments, Additional Information Needed:</i> <u>The standard language does not match current CTC standard.</u> The information provided needs to be tied into identifying characteristics.</p> <p><b>Evidence to be reviewed at the site visit:</b></p>
More Information Needed Preliminarily Aligned	<p><b>M/M Standard 2: Assessment and Evaluation of Students with Mild/Moderate Disabilities</b>  <i>Questions, Comments, Additional Information Needed:</i> Provide evidence that assessments address developmental, social, communication, career and community life skills. How does the program address state-mandated accountability measures?</p> <p><b>Evidence to be reviewed at the site visit:</b></p>
More Information Needed Preliminarily Aligned	<p><b>M/M Standard 3: Planning and Implementing Mild/Moderate Curriculum and Instruction</b>  <i>Questions, Comments, Additional Information Needed:</i> How does the program ensure that evidence-based instructional strategies are used across a variety of environments? How does</p>

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Aligned	the program prepare candidates to create instructional and behavior support partnerships with parents/families? Reference the IEP assignment for meeting “utilize standards-based assessment data to collaboratively develop IEP goals. Provide evidence for how the program provides a knowledge base of strategies and interventions for students who are not responding to the current instructional environment (e.g., RTI).
	<b>Evidence to be reviewed at the site visit:</b>
More Information Needed More Information Needed Preliminarily Aligned	<b>M/M Standard 4 Positive Behavior Support</b> <i>Questions, Comments, Additional Information Needed:</i> <u>Standard language does not match current CTC standard.</u> Provide evidence that the program prepares candidates to participate effectively in school wide behavior support processes as well as addressing coercion and punishment. Please align to current standard. Explain not just that program aligns to standard but <b>how</b> the program prepares candidates to meet this standard. When you tell us for instance that “candidates receive training” please explain in greater detail what this training entails.
	<b>Evidence to be reviewed at the site visit:</b>
Preliminarily Aligned	<b>M/M Standard 5: Specific Instructional Strategies for Students with Mild/Moderate Disabilities</b> <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
More Information Needed More Information Needed Preliminarily Aligned	<b>M/M Standard 6: Case Management</b> <i>Questions, Comments, Additional Information Needed:</i> <u>Unable to review because the incorrect standard and evidence was provided.</u> You have said that the program aligns to standard please explain in greater detail <b>how</b> program aligns to standard.
	<b>Evidence to be reviewed at the site visit:</b>
<b>Moderate/Severe Disabilities Level I</b>	
<b>Status</b>	<b>Standard</b>
More Information Needed More Information Needed Preliminarily Aligned	<b>M/S Standard 1: Learning Characteristics of Individuals with Moderate/Severe Disabilities</b> <i>Questions, Comments, Additional Information Needed:</i> How does the program ensure that students understand the disability characteristics specific to the moderate/severe categories? How does the program ensure that candidates can determine the implications of mod/severe characteristics for service delivery? Please address in specific detail disability characteristics specific to m/s.
	<b>Evidence to be reviewed at the site visit:</b>
More Information Needed More	<b>M/S Standard 2: Communication Skills</b> <i>Questions, Comments, Additional Information Needed:</i> How do weekly expectations and activities, as well as the implementation of fieldwork requirements that are connected to content of core methods courses and observed by a university supervisor in SPED 172 and

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Information Needed Preliminarily Aligned	176 facilitate the meeting of this standard? Explain in further detail HOW this happens. Further development and clarification of the explanation in green is needed. <b>Evidence to be reviewed at the site visit:</b>
More Information Needed Preliminarily Aligned	<b>M/S Standard 3: Developing Social Interaction Skills and Facilitating Social Context</b> <i>Questions, Comments, Additional Information Needed:</i> This is unclear: “Finally, understanding challenging behavior and the relationship to communication and meaningful relationships is used to being the semester and revisited at the end, as well.” <b>Evidence to be reviewed at the site visit:</b>
Preliminarily Aligned	<b>M/S Standard 4: Assessment, Program Planning and Instruction</b> <i>Questions, Comments, Additional Information Needed:</i> <b>Evidence to be reviewed at the site visit:</b>
More Information Needed Preliminarily Aligned	<b>M/S Standard 5: Movement, Mobility, Sensory and Specialized Health Care</b> <i>Questions, Comments, Additional Information Needed:</i> Describe how candidates demonstrate knowledge of and ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, school, and the community. Describe how the candidate demonstrates knowledge of and ability to use appropriate and safe techniques, procedures, educational technology, and adaptive equipment. Describe how candidates demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings. <b>Evidence to be reviewed at the site visit:</b>
Preliminarily Aligned	<b>M/S Standard 6: Positive Behavioral Support</b> <i>Questions, Comments, Additional Information Needed:</i> <b>Evidence to be reviewed at the site visit:</b>
More Information Needed More Information Needed Preliminarily Aligned	<b>M/S Standard 7: Transition and Transitional Planning</b> <i>Questions, Comments, Additional Information Needed:</i> How do candidates demonstrate comprehension of topics covered in the various courses described? Please provide further detail and explanation. <b>Evidence to be reviewed at the site visit:</b>
More Information Needed More Information Needed Preliminarily Aligned	<b>M/S Standard 8: Augmentative and Alternative Communication</b> <i>Questions, Comments, Additional Information Needed:</i> How do candidates demonstrate knowledge specific to the disability categories delineated in the standard? Please provide further detail and explanation. <b>Evidence to be reviewed at the site visit:</b>

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**Commission on Teacher Credentialing  
Program Assessment Feedback**

**Education Specialist Teaching Credential Programs (2008)**

<b>Institution</b>	CSU Fresno
<b>Date of initial review</b>	July 2012
<b>Subsequent dates of review</b>	November 2012, March 2013

**General Comments:** It is helpful to readers to have each sentence in the standard addressed individually, see how standard 10 was explained in your document for an example. Show exactly where in syllabi standard is covered, suggest use of matrix or chart.

<b>Education Specialist Program Design Standards (1-16)</b>	
<b>*Status</b>	<b>Standard</b>
Preliminarily Aligned	<p><b>Standard 1: Program Design, Rationale and Coordination</b>  <i>Questions, Comments, Additional Information Needed:</i>  <b>Evidence to be reviewed at the site visit:</b></p>
More Information Needed Preliminarily Aligned	<p><b>Standard 2: Professional, Legal and Ethical Practices</b>  <i>Questions, Comments, Additional Information Needed:</i> Please supply a response to each sentence in the standard. Linking to the syllabus is not enough, need to know how each part is met. How is the history of special education addressed? Provide evidence for how legal requirements are addressed. Describe how candidates participate in the development, and planning of the Individualized Education Program (IEP), the Individualized Family Service Program (IFSP), etc. Describe how candidates learn to promote ethical behavior.  <b>Evidence to be reviewed at the site visit:</b></p>
More Information Needed Preliminarily Aligned	<p><b>Standard 3: Educating Diverse Learners</b>  <i>Questions, Comments, Additional Information Needed:</i> Provide evidence of how understanding and acceptance of differences is taught. ESL is covered but what about other differences? How is candidate knowledge demonstrated? Describe how religion, gender identity/expression, and sexual orientation are addressed in the program.  <b>Evidence to be reviewed at the site visit:</b> Observe that candidates demonstrate understanding and acceptance of differences in student teaching placements in CDDS 258 Student Teaching: Deaf and Hard of Hearing and CDDS 268 Externship with Deaf Children and Youth.</p>
More Information Needed Preliminarily Aligned	<p><b>Standard 4: Effective Communication and Collaborative Partnerships</b>  <i>Questions, Comments, Additional Information Needed:</i> Describe how multi-tiered intervention strategies and 504 are addressed. Describe how candidates learn to communicate with the business community, and public/non-public agencies. Tell strategies for working with general education teachers and school administrators. Show exactly where standard is covered in course syllabi.  <b>Evidence to be reviewed at the site visit:</b> Verify that collaboration skills with general</p>

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## Education Specialist Program Design Standards (1-16)

*Status	Standard
	education teachers and principals are acquired through multiple general education field work experiences with the Introduction to teaching course, EHD 50, the fieldwork of EHD 174 Field Study A/Grades 4-8 and EHD 178 Study B/Grades K-3
More Information Needed Preliminarily Aligned	<p><b>Standard 5: Assessment of Students</b>  <i>Questions, Comments, Additional Information Needed:</i> Describe how candidates acquire background knowledge of assessment. Describe assessments and multiple sources of information candidates use in order to participate in progress monitoring and in decision making regarding eligibility and services. What are the opportunities student teaching placements provide for demonstrating knowledge of assessments? Please list all instructors.</p> <p><b>Evidence to be reviewed at the site visit:</b></p>
More Information Needed Preliminarily Aligned	<p><b>Standard 6: Using Educational and Assistive Technology</b>  <i>Questions, Comments, Additional Information Needed:</i> The reader does not see where candidates demonstrate knowledge of assistive technology in CDDS 114.</p> <p><b>Evidence to be reviewed at the site visit:</b> Visit assistive technology lab at UCP , verify candidates have the opportunity to use communication assistive devices and computers accessible to individuals with severe and multiple disabilities.</p>
Preliminarily Aligned	<p><b>Standard 7: Transition and Transitional Planning</b>  <i>Questions, Comments, Additional Information Needed:</i></p> <p><b>Evidence to be reviewed at the site visit:</b></p>
More Information Needed Preliminarily Aligned	<p><b>Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning</b>  <i>Questions, Comments, Additional Information Needed:</i> Describe how CDDS 114 specifically addresses IFSP/IEP planning. Describe how transition and transitional planning are addressed.</p> <p><b>Evidence to be reviewed at the site visit:</b> Verify candidate participation in goal setting and IEP planning in student teaching. Verify partnership with the local service provider, Deaf and Hard of Hearing Service Center (DHHSC).</p>
More Information Needed Preliminarily Aligned	<p><b>Standard 9: Preparation to Teach Reading/Language Arts</b>  <i>Questions, Comments, Additional Information Needed:</i> Breakdown where in syllabi the items in the matrix are covered.</p> <p><b>Evidence to be reviewed at the site visit:</b></p>
Preliminarily Aligned	<p><b>Standard 10: Preparation to Teach English Language Learners</b>  <i>Questions, Comments, Additional Information Needed:</i></p> <p><b>Evidence to be reviewed at the site visit:</b></p>
More Information Needed Preliminarily Aligned	<p><b>Standard 11 : Typical and Atypical Development</b>  <i>Questions, Comments, Additional Information Needed:</i> Describe in further detail where candidates are exposed to the items in the standard. How do candidates will demonstrate skills required to provide information to family members. Show where candidates demonstrate skills appropriate to the student’s chronological age, developmental differences, and disability-specific needs for all disabilities.</p>

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## Education Specialist Program Design Standards (1-16)

*Status	Standard
	<b>Evidence to be reviewed at the site visit:</b> Look for evidence candidates experience providing information to family members.
More Information Needed Preliminarily Aligned	<b>Standard 12: Behavioral, Social, and Environmental Supports for Learning</b> <i>Questions, Comments, Additional Information Needed:</i> Explain further how candidates will assess behavior of students, including students with complex behavioral and emotional needs.
	<b>Evidence to be reviewed at the site visit:</b>
Preliminarily Aligned	<b>Standard 13: Curriculum and Instruction of Students with Disabilities</b> <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
More Information Needed Preliminarily Aligned	<b>Standard 14: Creating Healthy Learning Environments</b> <i>Questions, Comments, Additional Information Needed:</i> Please provide evidence that candidates attend the Conference of Character and Civic Education. It states that it is required...under which course is it required? What happens if a candidate does not attend, how is learning assessed for each candidate? Provide more explanation on how student health and its impact on learning are explored in CI 171. The reader did not see evidence in course syllabus (in readings or assignments).
	<b>Evidence to be reviewed at the site visit: Attendance requirements, sign-in sheets.</b>
More Information Needed Preliminarily Aligned	<b>Standard 15: Field Experiences in a Broad Range of Service Delivery Options</b> <i>Questions, Comments, Additional Information Needed:</i> Please address how fieldwork experiences in birth to five settings is required of candidates?
	<b>Evidence to be reviewed at the site visit:</b>
Preliminarily Aligned	<b>Standard 16: Assessment of Candidate Performance</b> <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>

## Deaf and Hard-of-Hearing Level I

More Information Needed Preliminarily Aligned	<b>D/HH Standard 1: Characteristics of Learners</b> <i>Questions, Comments, Additional Information Needed:</i> Please provide evidence that current research on deaf-blind and deaf children with additional disabilities is addressed in CDDS 200. The syllabus does not provide enough evidence.
	<b>Evidence to be reviewed at the site visit:</b>
Preliminarily Aligned	<b>D/HH Standard 2: Development of Professional Perspectives</b> <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>

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More Information Needed Preliminarily Aligned	<b>D/HH Standard 3: Candidate Communication Skills</b> <i>Questions, Comments, Additional Information Needed:</i> Please provide further evidence that candidates demonstrate communication skills with students who are deaf-blind, and/or those with additional disabilities.
	<b>Evidence to be reviewed at the site visit:</b>
Preliminarily Aligned	<b>D/HH Standard 4: Language and Cognitive Development Strategies</b> <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
Preliminarily Aligned	<b>D/HH Standard 5: Specialized Assessment</b> <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
Preliminarily Aligned	<b>D/HH Standard 6: Instructional Techniques</b> <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
Preliminarily Aligned	<b>D/HH Standard 7: Early Childhood Intervention and Education</b> <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
More Information Needed Preliminarily Aligned	<b>D/HH Standard 8: Hearing Loss and Additional Disabilities</b> <i>Questions, Comments, Additional Information Needed:</i> Please provide content to be discussed (and course readings) in CDDS 263 that specifically covers hearing loss and additional disabilities. The reader did not see where the candidates were required to address “considerations of specialized adaptations and/or modifications in the learning process”. While CDDS 201 addresses challenging behaviors in young children, please provide evidence that additional disabilities is discussed in the course.
	<b>Evidence to be reviewed at the site visit:</b>
More Information Needed Preliminarily Aligned	<b>D/HH Standard 9: Managing Student Behavior and Social Interaction Skills</b> <i>Questions, Comments, Additional Information Needed:</i> Please explain how candidates are assessed in their ability to foster appropriate social behavior/ social skills/ self-advocacy skills.
	<b>Evidence to be reviewed at the site visit:</b>
More Information Needed  More Information Needed Preliminarily Aligned	<b>D/HH Standard 10: Transition and Transitional Planning</b> <i>Questions, Comments, Additional Information Needed:</i> Please provide evidence that candidates demonstrate skills related to transition from Part C to Part B of IDEA, that candidates demonstrate skills in writing transition plans for high-school aged students (adult transitions) who are deaf or hard-of-hearing, including those who are deaf-blind and those with additional disabilities. Are those skills demonstrated in fieldwork and if so, please provide evidence.
	Evidence is not clear that candidates demonstrate skills in the transition to Part C to Part B. It was not evident that the IFSP was discussed or IFSP outcomes generated..
	<b>Evidence to be reviewed at the site visit:</b>
Preliminarily Aligned	<b>D/HH Standard 11: Collaborative Partnerships</b> <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>

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