

**Commission on Teacher
Credentialing Preliminary Report of
Findings and Addendum**

Institution	California State University, Fresno	Program	PRELIMINARY EDUCATION SPECIALIST: Deaf/Hard of Hearing
Date of Review	January 2021		

Please complete the table below for all programs that were deemed to require “more information needed” by reviewers during Program Review (PR). Brief narrative (less than 150 words) is allowable but response must include links to evidence that address the issue identified by the reviewers.

Posting the Addendum

Information from the addendum must be posted on the institution’s accreditation website at least 60 days before the site visit, along with the original program review document and feedback from the program reviewers. Please do not resubmit your response the items below; responses need only be added to your institution’s accreditation website.

Standards Found to be Preliminarily Aligned	Preliminary teaching standard: 10
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Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 1: Program Design, Rationale and Coordination	Reviewers did not have enough evidence to fully understand the entire design and scope of the program. The rationale for the program and program coordination activities are evident; however, the coordination between the standards and coursework is less evident. Provide further evidence.	Coursework and clinical experience prepare Deaf Education Teachers to support Deaf and Hard of Hearing students in early intervention programs, general education classrooms, specialized classrooms or California School for the Deaf (residential schools). All coursework is aligned with the Special Education standards. The evidence can be found in the DHH Handbook : DHH Credential Option DHH Intern Credential Option (1)* DHH Credential Option (2)** DHH Intern Credential Option (2)** and Course Syllabi.

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
		General Candidate Competencies and Course Matrix for newly approved Deaf Education graduate courses, effective Fall 2020 – current.
Standard 2: Professional, Legal and Ethical Practices	<ol style="list-style-type: none"> 1. There is evidence that assessment is introduced at the school-age level but Provide evidence. 2. There is no evidence of the IFSP process, legal and ethical practices, or any component of IEP development. Provide evidence. 3. There is no evidence of the demonstration of the implementation of evidence-based practices in discussions or assignments. Provide evidence. 	<ol style="list-style-type: none"> 1. The evidence of assessment is introduced at the school-age level in: <ul style="list-style-type: none"> CSDS 201 D. Analysis of Case Study and Support Plan Proposal (500 points total) 2. The evidence of the IFSP process, legal and ethical practices, or any component of IEP development is introduced in: <ul style="list-style-type: none"> CSDS 255 • Module 2: Special ED Laws, Types of Special ED Plans, and Teams • Module 3: Working with Families of DHH learners 3. The demonstration of the implementation of evidence-based practices can be found in discussions and research about professional, legal and ethical practices in: <ul style="list-style-type: none"> CSDS 203 Section II - Unit 8: A Hierarchy of Evidence CSDS 271 • A. Reflection/Application/Discussion (RAD) Posts (100 points) • C. Review of literature (100 points)

<p>Standard 3: Educating Diverse Learners</p>	<ol style="list-style-type: none"> 1. There is no indication if and how specifically how diversity is addressed. Provide clarification/evidence. 2. There is no evidence of research regarding literacy or ways in which students would address teaching literacy to students who are DHH. Provide evidence. 3. There is no evidence of ways in which multi- faceted methodologies and strategies are to be used. Provide evidence. 	<ol style="list-style-type: none"> 1. CSDS 262 Week 3 Seven principles of success principles/techniques, & Conversations discuss the diversity of language learning skills of DHH students. In CSDS 272, Module 2: Diversity and Social Justice in Deaf Education addresses cultural assets and empowerment. 2. CSDS 273 Module 1: Emergent Literacy, Balanced Literacy, and Literacy Case Study addresses reading development and strategies for teaching literacy skills to DHH students. In the week #8, Module 4: Reading Framework/English Language Arts Content Standards, Literacy Across the Curriculum, Content Area Reading, Instructional Strategies, Diversity/EL, and Standard English Learners are presented and discussed. 3. Multi-faceted methodologies and strategies are implemented in CSDS 273: C. Final Project - Thematic Unit (400 points total). Teacher candidates have additional practices in CSDS 260 [Clinical Practicum], CSDS 258 [Student Teaching], and CSDS 268 [Externship]. <ul style="list-style-type: none"> ● 260 Mid Eval – Student Clinician ● 260 Mid Eval – Master Teacher ● 260 Mid Eval – Univ Supervisor ● 260 Final – Student Clinician ● 260 Final – Master Teacher ● 260 Final – Univ Supervisor
<p>Standard 4: Effective Communication and Collaborative Partnerships</p>	<ol style="list-style-type: none"> 1. Evidence of communication and collaboration with stakeholders is not evident. Please provide. 2. There is no evidence of multi-tiered strategies, and no evidence of practice or assessment of 504, IFSPs or IEPs. Provide evidence. 	<ol style="list-style-type: none"> 1. Communication and collaboration with stakeholders is addressed in both CSDS 201 and CSDS 206: <p>CSDS 201:</p> <ul style="list-style-type: none"> ● Module 1: Educational Service Delivery Models & Multidisciplinary teams: Communication and collaboration with stakeholders <p>CSDS 206:</p> <ul style="list-style-type: none"> ● Module 5: An Educational Team Approach: Communication and collaboration with stakeholders

		<p>2. CSDS 271 and CSDS 272 address multi-tiered strategies, 504s, IFSPs, IEPs, and ITP and provide opportunities for candidates to apply their learning and be assessed on their efforts.</p> <p>CSDS 271 (IFSP, IEP, ITP, and 504)</p> <ul style="list-style-type: none"> • Special ED Laws <p>CSDS 272 (Multi-tiered strategies):</p> <ul style="list-style-type: none"> • Module 3: Special ED Laws/Deaf Children Development Milestones/Placement & Services
<p>Standard 5: Assessment of Students</p>	<p>Evidence of assessment information is introduced but not practiced or assessed. Provide evidence. Assessing students with diverse needs is not evident. Provide evidence.</p>	<p>Assessment of all students, including those with diverse needs, is practiced and assessed through assignments in CSDS 255 and CSDS 272:</p> <p>CSDS 255</p> <ul style="list-style-type: none"> • Module 2: Special ED Laws, Types of Special ED Plans, and Teams and • Module 3: Methods of Academic Assessment and Testing Considerations <p>Assignments:</p> <p>C. Review of Literature Paper (100 points) (SLOs 1 – 2, 9) (TPE 5.4 – 5.6)</p> <p>D. Observation of assessment and IEP Meeting & summary report (50 points)</p> <p>CSDS 272</p> <ul style="list-style-type: none"> • Module 3: Special ED Laws/Deaf Children Development Milestones/Placement & Services <p>Assignment: C. Unit Plan/Lesson Plan/Assessment: Class Presentation (100 points)</p> <p>CSDS 258 & CSDS 268 CSDS 258 Mid Term Student Evaluation Form CSDS 258 Final Student Teaching Evaluation Form CSDS 268 Mid Term Student Evaluation Form CSDS 268 Final Student Teaching Evaluation Form</p>

<p>Standard 6: Using Educational and Assistive Technology</p>	<p>Reviewers could not find evidence of the linkage between technology and the learning process. Please provide.</p>	<p>Candidates demonstrate their understanding of the links between technology and the learning process through two assignments in CSDS 264:</p> <ul style="list-style-type: none"> • C. The Philosophy of Digital Pedagogy Essay • D. the Module Creation/Facilitation
<p>Standard 7: Transition and Transitional Planning</p>	<p>Reviewers could not find evidence of transition and transitional planning within courses offered. Please provide.</p>	<p>CSDS 201 and CSDS 271 provide opportunities for candidates to learn about transition and transitional planning. Additionally, assignments in both courses also provide opportunities for candidates to practice what they have learned and then be assessed on their learning.</p> <p>CSDS 201(IFSP to IEP & IEP to ITP)</p> <ul style="list-style-type: none"> • Module 3: Working with Families of DHH learners <p><u>Assignment:</u> Mini Presentations (4 mini presentations, 25 points each = 100 total points possible)</p> <p>CSDS 271</p> <ul style="list-style-type: none"> • Module 3: Special ED Laws/Deaf Children Development Milestones/Placement & Services <p><u>Assignments:</u> A. Reflection/Application/Discussion (RAD) Posts (100 points) C. Review of literature (100 points)</p>
<p>Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning</p>	<p>Evidence was found that IEP attendance is a component of the program but planning and implementation were absent. Provide evidence.</p>	<p>CSDS 260: Each candidate observes an IEP meeting.</p> <p>CSDS 258 / CSDS268: Candidates participate in the IEP meeting and explain the student’s academic progress during the IEP meeting</p> <p>CSDS 255:</p> <ul style="list-style-type: none"> • C. Review of Literature Paper (100 points) (SLOs 1 – 2, 9) (TPE 5.4 – 5.6) • D. Observation of assessment and IEP Meeting & summary report (50 points) <p>CSDS 271 (IFSP, IEP, ITP, and 504):</p> <ul style="list-style-type: none"> • Special ED Laws/ <p>Assignment: D. Diversity and Social Justice in Deaf ED: Class Discussion/Presentation (80 points)</p>

<p>Standard 9: Preparation to Teach Reading/Language Arts</p>	<p>No evidence found of how reading/language arts instruction is linked to state adopted English Language Arts Content Standards and the Reading/Language Arts Framework. Provide evidence.</p>	<p>The evidence of reading/language arts instruction is linked to state adopted English Language Arts Content Standards and the Reading/Language Arts Framework in both courses:</p> <p>CSDS 262</p> <ul style="list-style-type: none"> • Course goals: and B. Content-Based Lesson Plan (100 points) <p>CSDS 273 Week #8 and #9: Module 4</p> <p>Students prepare a lesson plan that addresses selected Common Core Standards for ELA</p>
<p>Standard 11: Typical and Atypical Development</p>	<p>No evidence of content specific to typical and atypical development found. Provide evidence.</p>	<ul style="list-style-type: none"> • CSDS 201 provides opportunities for candidates to learn about typical and atypical development. • CSDS 201 Module 4: Typical/Atypical Development
<p>Standard 12: Behavioral, Social, and Environmental Supports for Learning</p>	<p>Introductory content found specific to positive behavior support but no evidence found on how this content is practiced and assessed. Provide evidence.</p>	<p>CSDS 201 and CSDS 272 provide opportunities for candidates to learn about positive behavior support. Additionally, assignments in both courses also provide opportunities for candidates to practice what they have learned and then be assessed on their learning.</p> <ul style="list-style-type: none"> • CSDS 201: D. Analysis of Case Study and Support Plan Proposal (500 points total) • CSDS 272: D. Final Project (80 points)
<p>Standard 13: Curriculum and Instruction of Students with Disabilities</p>	<p>Reviewers could not find evidence for strategies for developing general program units, sequencing, and working as collaborative members of teams. Provide evidence.</p>	<p>CSDS 273 addresses topics in curriculum and instruction for DHH students. In the Final Project assignment, candidates work collaboratively with colleagues to design integrated instructional units.</p> <p>CSDS 273 Final Project: Thematic Unit</p> <p>CSDS 206: Course description: Candidates learn to participate as a team member with audiologists and speech pathologists.</p>

<p>Standard 14: Creating Healthy Learning Environments</p>	<p>Reviewers could not find evidence that the following areas are addressed: community and environmental factors; student health and safety; and universal precautions. Provide evidence.</p>	<p>CSDS 271 and CSDS 272 provide opportunities for candidates to learn about community and environmental factors; student health and safety; and universal precautions. Additionally, assignments in both courses provide opportunities for candidates to practice what they have learned and then be assessed on their learning.</p> <p><u>CSDS 271:</u></p> <ul style="list-style-type: none"> • <u>F. My Management Plan (100 points)</u> <p><u>CSDS 272</u></p> <ul style="list-style-type: none"> • <u>C. Unit Plan/Lesson Plan/Assessment: Class Presentation (100 points)</u> • <u>D. Final Project (80 points)</u>
<p>Standard 15: Field Experience in a Broad Range of Service Delivery Options</p>	<p>There is no evidence that a broad range of service delivery options is addressed. Provide evidence.</p>	<p>Efforts are made for candidates to experience a broad range of service delivery options through their practicum, student teaching, and externship experiences. Candidates have opportunities with a local school DHH program placement and a CA State School for the Deaf. Unfortunately, there are a limited number of DHH programs in many areas of the state.</p> <p>Ensuring variety of placements is considered with each clinical experience course.</p> <p><u>CSDS 260</u></p> <ul style="list-style-type: none"> • <u>Course Goals</u> <p><u>CSDS 258</u></p> <ul style="list-style-type: none"> • <u>Course Goals</u> <p><u>CSDS 268</u></p> <ul style="list-style-type: none"> • <u>Course Goals</u>
<p>Program Standard 16: Assessment of Candidate Performance</p>	<p>An assessment rubric was not provided for practicum and student teaching. Please provide.</p>	<p>The assessment of candidate performance can be found in the DHH Credential Handbook: Mid-Term and Final Student Teaching Evaluation Forms: <u>CSDS 258 Mid Term Student Evaluation Form</u> <u>CSDS 258 Final Student Teaching Evaluation Form</u> <u>CSDS 268 Mid Term Student Evaluation Form</u> <u>CSDS 268 Final Student Teaching Evaluation Form</u></p>

Deaf and Hard of Hearing (DHH)

<p>DHH Standard 1: Characteristics of Learners</p>	<p>Reviewers were unable to find etiologies and characteristics of students across the spectrum of people who are Deaf/hard of hearing, deaf-blind, specifically regarding how to access language. Please provide.</p>	<p>The etiologies and characteristics of diverse DHH students that need access to language is addressed in: CSDS 201:</p> <ul style="list-style-type: none"> • Course Goals <p>CSDS 255:</p> <ul style="list-style-type: none"> • D. Project: Observation of assessment and IEP Meeting & summary report
<p>DHH Standard 2: Development of Professional Perspectives</p>	<p>Reviewers were unable to find historical and legal foundations for DHH or deaf-blind, no evidence of demonstrations of sensitivity and respect for varied beliefs, languages, etc. Please provide.</p>	<p>The historical and legal foundations for DHH or deaf-blind, demonstrations of sensitivity and respect for varied beliefs, languages, etc. are addressed in: CSDS 255:</p> <ul style="list-style-type: none"> • Module 1: An Overview of Assessment for DHH Students • Module 2: Special ED Laws, Types of Special ED Plans, and Teams <p>Assignment: Review of Literature</p> <p>CSDS 271:</p> <ul style="list-style-type: none"> • Module 2: Diversity and Social Justice in Deaf Education • Module 3: Special ED Laws/Deaf Children Development Milestones/Placement & Services
<p>DHH Standard 3: Candidate Communication Skills</p>	<p>Hearing technology was introduced but reviewers were unable to find components regarding the contributions of innovations that benefit DHH students. Please provide.</p>	<p>The Deaf Culture focus of this program highlights the successes of Deaf individuals, not the devices. Still, candidates learn about hearing technology in CSDS 206 and Assistive Technology for Classroom in CSDS 272. CSDS 206</p> <ul style="list-style-type: none"> • Module 2: Foundation of Hearing • Module 3: Considerations of Hearing Loss <p>CSDS 272</p>
<p>DHH Standard 4: Language and Cognitive Development Strategies</p>	<p>No evidence found for demonstrating knowledge of and ability to develop language and cognitive skills of students who are deaf-blind and/or those with additional disabilities. Please provide.</p>	<p>The demonstration of knowledge and ability to develop language and cognitive skills of students who are deaf-blind and/or those with additional disabilities is addressed in:</p> <ul style="list-style-type: none"> • CSDS 260: Course Goals

		<ul style="list-style-type: none"> • CSDS 273: Course description and Module 4 • CSDS 264: Specific techniques for supporting tactile communication
DHH Standard 5: Specialized Assessment	Reviewers found evidence that assessment is introduced in coursework but could not find evidence of how assessment content is practiced or assessed in coursework, clinical practicum, or student teaching.	<p>The content of assessment will be practiced or assessed in the coursework, practicum, student teaching, and externship.</p> <p>CSDS 255:</p> <ul style="list-style-type: none"> • D. Observation of assessment and IEP Meeting & summary report (50 points) <p>CSDS 260:</p> <ul style="list-style-type: none"> • Primary Learning Outcomes (#5) <p>CSDS 258:</p> <ul style="list-style-type: none"> • Course Requirements (#3) <p>CSDS 268:</p> <ul style="list-style-type: none"> • Course Requirements (#3)
DHH Standard 6: Instructional Techniques	Reviewers found evidence that content related to individually-designed instruction is introduced for Deaf students but specific evidence could not be found for how this is practiced and assessed, and no evidence of any kind could be found for students who are deaf-blind and/or those with additional disabilities.	<p>The instructional techniques for DHH students with learning disability, visual impairment, emotional disturbance, and autism spectrum disorder are assessed in the following assignments:</p> <p>CSDS 262:</p> <ul style="list-style-type: none"> • B. Content-Based Lesson Plan (100 points) <p>CSDS 263:</p> <ul style="list-style-type: none"> • D. Final Project and Presentation (200 points)
DHH Standard 7: Early Childhood Intervention and Education	Early childhood education is introduced, and this content is practiced only as it relates to audiology. Reviewers could find no other evidence that this content is practiced or assessed for young children, only for the school-age population in practicum and student teaching activities.	<p>The Early Childhood Intervention and Education will be addressed in the practicum, student teaching, and externship. Additionally, candidates are required to learn early language acquisition and language development in all courses.</p> <p>Early childhood education is specifically addressed in:</p> <p>CSDS 201(Early Intervention)</p> <ul style="list-style-type: none"> • Module 3: Working with Families of DHH learners <ol style="list-style-type: none"> a. Family Dynamics (Multicultural, Linguistically Diverse, SES) b. Cultural Capital

		<ul style="list-style-type: none"> c. Stages of Acceptance d. Students with Specific Learning Needs e. Early Intervention and Support Systems f. IFSP, IEPs and Transition Plans g. Behavior Support Plans <p>Candidates who are itinerant or early interventionist have the opportunity to work in early childhood education settings:</p> <p>CSDS 260:</p> <ul style="list-style-type: none"> • Course Goals <p>CSDS 258:</p> <ul style="list-style-type: none"> • Course Goals <p>CSDS 268:</p> <ul style="list-style-type: none"> • Course Goals
DHH Standard 8: Hearing Loss and Additional Disabilities	Reviewers could not find any evidence that content specific to specific learning disability, visual impairment, emotional disturbance, and autism spectrum disorder is included in coursework.	<p>The topic of hearing loss is addressed in:</p> <p>CSDS 206</p> <ul style="list-style-type: none"> • Module 2: Foundation of Hearing • Module 3: Considerations of Hearing Loss <p>The learning disability, visual impairment, emotional disturbance, and autism spectrum disorder is addressed in:</p> <p>CSDS 255</p> <ul style="list-style-type: none"> • C. Review of Literature Paper (100 points) (SLOs 1 – 2, 9) (TPE 5.4 – 5.6) <p>CSDS 271:</p> <ul style="list-style-type: none"> • My Management Plan Project
DHH Standard 9: Managing Student Behavior and Social Interaction Skills	Reviewers found evidence of a course that introduces behavior and social skill content but could not find evidence of how this content is practiced and assessed. No evidence was found on how the program addresses self-advocacy.	<p>The behavior and social skill content are practiced and assessed in</p> <p>CSDS 255:</p> <ul style="list-style-type: none"> • Module 3: Methods of Academic Assessment and Testing Considerations • D. Observation of assessment and IEP Meeting & summary report (50 points) <p>CSDS 255 addresses self-advocacy skills among DHH students and DHH adult students</p>

		<ul style="list-style-type: none"> • Module 2: Multidisciplinary Team, Parent Participation, Adult Student
DHH Standard 10: Transition and Transitional Planning	Reviewers found no evidence that content specific to transition is included at any point in the program.	<p>Transition and transitional planning are addressed in two courses:</p> <p>CSDS 201(IFSP to IEP & IEP to ITP)</p> <ul style="list-style-type: none"> • Module 3: Working with Families of DHH learners <p>Assignment: Mini Presentations (4 mini presentations, 25 points each = 100 total points possible)</p> <p>CSDS 271:</p> <ul style="list-style-type: none"> • Module 3: Special ED Laws/Deaf Children Development Milestones/Placement & Services/Transitions & Transitional Planning <p>Assignment: Review of literature (100 points)</p>
DHH Standard 11: Collaborative Partnerships	Reviewers found evidence of this content introduced, practiced and assessed but only as it relates to collaborative partnerships with families. No evidence was found for collaboration with other special and general education professionals, and community agencies.	<p>The collaborative partnerships with other special and general education professionals and community agencies is addressed in two courses:</p> <p>CSDS 271:</p> <ul style="list-style-type: none"> • My Management Plan Project <p>CSDS 201:</p> <ul style="list-style-type: none"> • D. Project: Analysis of Case Study and Support Plan Proposal