

**Council on Education of the Deaf**

**CED Program Review Report Forms and Formats**

***Revised, June 2019***

Council on Education of the Deaf

## Program Review Report Format and Forms

## COVER SHEET

Institution: \_\_\_\_\_ Date submitted \_\_\_\_\_

Program Coordinator/Director: \_\_\_\_\_ Academic Rank/Title: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_ Fax: \_\_\_\_\_

Program documented in this report:

Name of institution's program (s) \_\_\_\_\_

Degree level \_\_\_\_\_

Is this program offered online?  YES  NO  HybridTitle of the state license(s)/certification(s) for which candidates are prepared:  
\_\_\_\_\_

Program report status:

- Initial Review
- Reaccreditation Report
- Revised Report (for programs that did not receive initial certification)

**State licensure requirement for national recognition:**

CED/CAEP requires 80% of the program completers who have taken the test to pass the applicable state licensure or certification test for their field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

 YES  NO

If YES, which ones \_\_\_\_\_

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## Introduction

(Limit narrative to six pages)

- Briefly describe the institution:
  - Primary goals and objectives
  - Nature and characteristics of the institution's student body
  - Major role of the institution in its area of service to the state or region
  - Demographics and brief descriptions of candidates, faculty, departments, and divisions within which the program is housed, including hearing status, disability, race, and sex.
  
- Provide a brief history of the deaf education program including year it was established, current accreditation status of the program, teacher education division, and institution Include dates. Identify periods of interruptions or lapses in the program's accreditation history, the geographic area of service where students find employment and types of programs where employed.
- Provide a one paragraph summary of the program, including educational settings or which students are prepared, the programs' general communication philosophy and the communication settings for which students are prepared. [This paragraph may be used on the CED website].
- Describe the organizational structure of the institution and program relationships with other divisions and disciplines within the institution. Include the administrative structure of the program including how organizational and program-specific decisions and changes are made. Describe the participation of the teacher training program for \*D/deaf and hard of hearing students across institutional levels of decision making for issues of scheduling, resource sharing and management, faculty allocation, recognition and place within the larger structures, and other aspects that affect program continuation and health. (\*For ease in reading and writing this document, D/deaf and hard of hearing will be referred to as D/HH).
- List all of the institution's administrative units responsible for the teacher preparation program for students who are D/HH and the name and title of the head of each.

## Introduction Tables

### Administrative Information

<i>Administrative Unit</i>	<i>Name and Title of Unit Head</i>
1.	1.
2.	2.
3.	3.
4.	4.

## Program Data Table

. Fill in the table below with the following column headings:

- (a) What degree is granted upon completion of the program?
- (b) What is the average length in semesters of the program?
- (c) What is the number of graduates for each of the previous three years?
- (d) What is the number of full-time candidates expected to graduate this academic year?
- (e) What is the number of full-time candidates expected to graduate in the next two academic years?

	A	B	C Year:	C Year:	C Year:	D Year:	E Year:	E Year:
Undergraduate:								
- Full-time								
- Part-time	X	X						
Graduate:								
- Full-time								
- Part-time	X	X						

## **Standard I: Program Curriculum**

**Standard 1.1 Design of Curriculum:** *The curriculum reflects the institution's philosophy regarding education of students who are D/HH and personnel preparation, its conception of the role of the teacher, and its program objectives.*

### **Standard 1.1 Narrative**

- Describe the institution's education and instructional philosophy
- Describe the alignment of the teacher or professional preparation program for students who are D/HH in terms with the institution regarding:
  - The program's philosophy
  - The role of the teacher, and
  - Program objectives.

### **Standard 1.2 Curriculum Components**

**Standard: 1.2.1** *The generic portion of the core curriculum consists of learning experiences designed to develop candidate outcomes in the following areas defined by the CEC Special Education Initial Special Educator Preparation Standards: (1) Learner Development and Individual Learning Differences; (2) Learning Environments; (3) Curricular Content Knowledge; (4) Assessment; (5) Instructional Planning and Strategies; (6) Professional Learning and Ethical Practice; and (7) Collaboration.*

**Standard 1.2.2 Language and Communication:** *The specialized portion of curriculum prepares candidates to meet the unique language and communication needs of D/HH students. The curriculum*

*should include, as appropriate to program objectives, experience, coursework and training in skills that optimize language development, learning and literacy.*

### **Standard 1.2 Narrative**

- Describe planning and approval procedures for developing and modifying curricula. Identify factors and issues that have led to curricular change.
- Describe the curriculum design of the program in terms of the scope of the program and academic level (graduate, undergraduate, or both). In Appendix A, include a course syllabus for each course required for initial certification in education of D/HH students
- Describe how Standard 1.2.2 is met using one of the performance based assessments (indicate the assessment on the matrix below).

### **Tables for Standard 1.2**

#### **Plan of Study**

Document the program's plan of study, required and elective courses (titles, numbers, credits) and offerings by semesters or quarters. Star those courses that include field experiences and include number of practicum hours. Include the General Education program for undergraduate programs in the course sequence.

<b>Required Courses (title, number, credits)</b>	<b>Elective Courses (title, number, credits)</b>	<b>Fall X = offered</b>	<b>Spring X = offered</b>	<b>Summer X = offered</b>

#### **Course Alignment with CED Initial Preparation Standards**

Show course alignments to 2018 CEC and CED initial teacher preparation standards. Standards should be included on each course syllabus taken by candidates in the program, including those from other units.

<b>Course Title and Number</b>	<b>CED Standard Number</b>	<b>CAEP Standard Number</b>

#### **Program Assessment Matrix**

List the 6-8 assessments that provide evidence of candidates' meeting the 7 CEC-CED initial licensure standards. (All programs must have a minimum of 6 assessments which may include one state licensure or standardized content area test. Grades are not appropriate evidence of skills. All but one standardized assessment must be performance based evaluations of skills. Programs may use their CEC or CAEP-based matrices if these include the elements listed below. Assessments must address standard 1.2.2 as well as the following to be listed on the assessment matrix below:

- a. Content Knowledge
- b. Language and Communication Skills, aligned with program philosophy, for example, ASLPI, SLPI, TOEFL, Praxis I Basic Skills, GRE or other assessments of foundational skills.
- c. Pedagogical and Professional Knowledge or Skills for Lesson or Unit Instruction
- d. Pedagogical and Professional Knowledge or Skills during Student Teaching/Internship
- e. Candidate Effects on Student Learning
- f. Assessment of CED Standard 1.2.2
- g. Optional Assessment of CED Standards
- h. Optional Assessment of CED Standards

	<b>CEC-CED Standard #</b>	<b>Type or Name of Assessment</b>	<b>Activity or Course during which assessment occurs</b>	<b>When Administered</b>
1				
2				
3				
4				
5				
6				
7 (optional)				
8 (optional)				

**Standard 1.3.1 Practicum Length and Sequence:** *The curriculum incorporates a planned sequence of practicum experiences appropriate to the general curriculum. Practicum includes adequate amounts of observation, participation, and practice for A MINIMUM OF 150 HOURS OF DIRECTED OBSERVATION AND PARTICIPATION AND A MINIMUM OF 250 CLOCK HOURS OF STUDENT TEACHING.* Indicate the total hours spent in direct observation and participation (150 hrs minimum) and in student teaching (250 hrs minimum).

**Standard 1.3.2 Practicum Facilities:** *A wide range of practicum facilities is available. Candidates should be familiar with the full array of resources and the continuum of alternative placements available to D/HH students and carry out practicum activities in these settings and facilities as appropriate to the objectives of the program and their own professional goals. List the 5 most frequently used settings on the Practicum Centers and Personnel form below.*

**Standard 1.3.3 Practicum Supervision:** *Qualified personnel from the teacher preparation center and practicum settings and facilities conduct a well-coordinated, planned program of supervision for all phases of practicum. Supervision is adequate and appropriate in terms of its nature, frequency, and amount and its relevance to program objectives. We strongly recommend that each faculty member be assigned no more than 15 student teachers per semester, and count as a full FTE.*

### **Standard 1.3 Narrative**

- Briefly (limit of 4 pages) describe the scope and nature of practicum experiences and facilities, and the supervision of practicum experiences across standards (complete the charts below).

- Describe how cooperating teachers and program faculty work together to support a positive candidate experience.
- Describe the training and information sharing between cooperating teachers and practicum sites and the institution and program, and
- Describe how cooperating teachers and practicum sites are evaluated by candidates and program faculty.

### **Practicum/Field Experience Form**

List field experiences by course name and number, from earliest to latest order through student teaching/internship.	Hours and weeks of field experience for each course.	Faculty supervision: number of visits, total hours observed in person or via video.	Ratio of supervisor to candidates in this field experience.
Total Observation/Participation Hours:			
Total Student Teaching Hours:			

### **Practicum Centers and Personnel**

(for observations, participation, student teaching, internships, recreational activities)

*Please complete a separate sheet for each practicum facility used, up to 5 of the most frequently used sites*

<b>Facility Name:</b>	
Characteristics: day class, day school, residential, itinerant, resource room, clinic, hospital, other (specify)	
Communication approaches	
Number of candidates placed this year	
Types of experiences: observations, tutoring, aiding, non-academic, student teaching, other (specify)	
Number of cooperating teachers with state licensure to teach students who are deaf or hard of hearing	
Number of cooperating teachers with CED certification	
Number of cooperating teachers with a master's degree or higher	

### **Cooperating Teacher Report Form**

List the names of all of the \*cooperating/master teachers the program used in the previous three years with a maximum of 10 of the most frequently used. It is strongly recommended that each teacher have a minimum of three years of teaching experience with D/HH students, and is CED certified. For each, provide (1) their highest academic degree, (2) the areas in which they are certified or licensed to teach, and (3)

their number of years of teaching experience with students who are D/HH. (\*Cooperating teachers are the master or supervising teacher or teacher mentor is the individual to whom the candidate is assigned to oversee and evaluate the candidate's performance.)

Year	Cooperating Teacher's Name	Highest Academic Degree	Areas of Certification	Years of Experience with D/HH	CED Certified

## Standard 2: Program Faculty

**Standard 2.1 Competence and Utilization of Faculty:** *An institution engaged in preparing teachers has a minimum of two qualified CED-certified full-time faculty members (or their equivalent) in teacher education, each with post-master's degree preparation or demonstrated scholarly and professional competence, and each with appropriate expertise in components of the curricula (e.g., language, communication, pedagogy), one of whom is officially designated as Program Coordinator or Director, and who assumes accountability for program administration, direction and evaluation.*

**Standard 2.2 Faculty Involvement with Schools:** *Members of the teacher education faculty have continuing association and involvement with educational programs for students who are D/HH.*

**Standard 2.3 Conditions for Faculty Service:** The institution provides conditions essential to the effective performance by the teacher education faculty.

**Standard 2.4 Part-Time Faculty:** *The requirements for part-time faculty in the institution are comparable to those for appointment to the full-time faculty and are employed only when part-time faculty can make special contributions to teacher education programs.*

### Standard 2 Narrative

- Briefly describe (limit of 4 pages):
  - How effectiveness of instruction and supervision in each area of Standard 2 is evaluated;
  - How faculty are involved with educational programs for students who are D/HH;
  - How program faculty (full and part-time) are provided opportunities and support for professional development;
  - How part-time faculty are oriented to the institution and to the program; and
  - The rationale for use of part-time faculty in the program.
- Complete the following charts for each faculty member responsible for professional coursework, clinical supervision, or administration in this program. Summarize utilization of faculty across full- and part-time members to meet program needs, in the narrative description. We strongly recommend that deaf education methods and assessment courses enroll no more than 10-12 students per section with other program courses enrolling no more than 25 students per section.

We recommend that online courses enroll no more than 12-15 students per section.

### **Professional Personnel Data**

Complete the following three-page form for each person who teaches required courses, supervises practicum or student teaching, or has direct administrative responsibilities in the preparation program for teachers of students who are D/HH. Include a full copy of all vitas in Appendix B.

Name:		Title:				
Academic Rank & Status (full/part-time):		Date of Initial Appointment:				
Credentials: CED:		Granting Bodies:				
Degrees and Major Fields:		Granting Bodies:				
Term	Faculty Workload					
Fall						
Spring						
Summer						

### **Course Offerings and Faculty Responsibilities for the Past Two Years**

Courses	Course Dispositions by Faculty (initials) and class size					
	Fall/size	Spring/size	Summer/size	Fall/size	Spring/size	Summer/size

**Key:** initials, faculty member's name, title, and full-time-equivalent commitment to the preparation program

for teachers of students who are D/HH.

### Standard 3: Candidates

**Standard 3.1 Admission to Programs:** *The institution applies specific criteria for admission to the program for the preparation of teachers of students who are D/HH. These criteria require the use of both objective and subjective data.*

**Standard 3.2 Retaining Candidates in Programs:** *The institution applies specific criteria for retaining candidates who possess academic competencies and personal characteristics appropriate to the requirements of teaching.*

**Standard 3.3 Candidate Participation in Program Evaluation and Development:** *The program preparing teachers for students who are D/HH has a systematic procedure for securing feedback on the program and the faculty members from candidates and graduates.*

**Standard 3.4 Program Graduation Requirements:** *Graduation from a program for the preparation of teachers of students who are D/HH implies more than the satisfactory completion of a series of academic credit hours and includes multiple, valid, knowledge and performance-based measures.*

#### Standard 3 Narrative

- Briefly describe (limit of 5 pages) the criteria for admission, retention, and exit from the program. List required standardized tests and scores, overall GPAs and minimum grade requirements, professional portfolio scores, and measures of dispositions and skills. Describe which function as “gates” through which candidates must progress.
- Provide a description (limit of 2 pages) of how candidates have a role in the design, evaluation, development or modification of the program and how this feedback has been used by the program for program improvements.
- Complete the charts below and summarize in the narrative description.

#### Admission Procedures and Criteria

Indicate procedures, test names, and criteria the program uses to select and retain its candidates.

	<i>Junior</i>	<i>Senior</i>	<i>Master's &amp; Program Year</i>	<i>Post Master's &amp; Program Year</i>
Grade point average (specify)				
Previous credentials				
Professional portfolio				

Graduate school admission				
Experience				
Biographical data				
Letters of recommendation				
Standardized tests (specify)				
Other (specify)				

### **Candidate Information**

Provide three years of data on candidates enrolled in, and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report separately by level/track (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate).

<b>Program Level:</b>		
<b>Academic Year</b>	<b># of Candidates Enrolled in the Program</b>	<b># of Program Completers</b>

<b>Program Level:</b>		
<b>Academic Year</b>	<b># of Candidates Enrolled in the Program</b>	<b># of Program Completers</b>

### **Report on Graduates**

Indicate the numbers of graduates for the previous two years in each of the following categories:

	<i>Previous Year (specify):</i>	<i>Second Previous Year (specify):</i>
Number of Graduates		
Number of the above CED certified		
Employed in a Birth-to-Three (0-3) Early Intervention Program for D/HH infants and toddlers		
Employed in a pre-school for D/HH children		
Employed in a regular education elementary school, self-contained classes for D/HH students		
Employed in a regular education secondary school, self-contained classes for D/HH students		
Employed in a regular education setting as an itinerant teacher of the deaf or resource teacher (no assigned classroom)		
Employed in a school for D/HH students, elementary level		
Employed in a school for D/HH students, secondary level		
Other teaching setting with D/HH students (please specify) (e.g multiple disabilities center, clinic, mental health setting)		
Employed to teach hearing students		
Employed but not teaching		
Unemployed, but pursuing further education		
Unemployed		

#### **Standard 4: Resources and Facilities**

**Standard 4.1 Library/Information Resources:** *The online and/or print library access is adequate to support the instruction, research, and services of each teacher education program.*

**Standard 4.2 Materials, Instructional Technology and Access:** *Instructional technology and support for a variety of technologies is adequate to support the teacher education program.*

**Standard 4.3 Physical and Online Facilities, Support, and Other Resources:** *The institution provides sufficient physical facilities and/or online services and other resources essential to the instructional and training activities of the program.*

#### **Standard 4 Narrative**

Provide a brief narrative (limit of 2 pages) that indicates how facilities adhere to the standards and provide adequate access and support service for faculty and candidates. Describe both student and faculty access to a sufficient quantity and quality of:

- Online and/or print library materials and resources,
- Instructional and/or other technologies,
- Physical and/or online services or facilities, and other essential resources, and
- Technological and resource support.

### **Standard 5: Candidate Evaluation and Program Evaluation and Improvement**

**Standard 5.1 Evaluating Candidates and Graduates:** *The institution conducts a well-defined plan for evaluating the candidates and teachers it prepares, including analyzing and reporting employer satisfaction and feedback surveys and other measures.*

**Standard 5.2 Use of Evaluation Results to Improve the Program:** *The institution analyzes reports and uses evaluation results to study, develop, and improve its teacher education programs.*

**Standard 5.3 Long-Range Planning:** *The institution plans for the long-range development of teacher education, including the program for preparing teachers of D/HH students. These plans are part of a design for total institutional development.*

#### **Standard 5 Narrative**

- Describe the program's evaluation plan and outcomes including student assessment and performance data, employer and graduate surveys. Describe how program assessments have been used to improve and modify the program and the role of assessment in an overall administrative design, development, and continuous evaluation process.
- Provide five years of data on candidates and use separate charts for undergraduate and graduate data (Add charts for post-baccalaureate, alternate routes, etc.). Programs may use their CEC or CAEP-based data matrices if they include the elements listed below.

#### **Program Outcomes Data**

Assmt #	CEC-CED Standard #	Type or Name of Assessment	5 Years of Data Outcomes:				
			<i>Undergraduate</i>				
			1	2	3	4	5
1							
2							
3							
4							
5							

6							
7 (optional)							
8 (optional)							

Assmt #	CEC-CED Standard #	Type or Name of Assessment	5 Years of Data Outcomes: <i>Graduate</i>				
			1	2	3	4	5
1							
2							
3							
4							
5							
6							
7 (optional)							
8 (optional)							