

**Council on Education of the Deaf**

**CED Program Review Report Forms and Formats**

***Revised, February 2020***

Council on Education of the Deaf

**Program Review Report Format and Forms**

**C O V E R   S H E E T**

**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**       **Hybrid**

**Title 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** \_\_\_\_\_

## Table of Contents

|   |                              |
|---|------------------------------|
| <b>Introduction.....</b>  | <b>4</b>                     |
| Administrative Information .....  | 4                            |
| Program Data Table .....  | 5                            |
| <b>Standard I: Program Curriculum .....</b>   | <b>5</b>                     |
| Standard 1.1 Narrative.....   | 5                            |
| Standard 1.2 Narrative.....   | 6                            |
| Plan of Study .....   | 6                            |
| Course Alignment with CED Initial Preparation Standards.....                        | 6                            |
| Program Assessment Matrix.....  | 7                            |
| Standard 1.3 Narrative.....   | 8                            |
| Practicum/Field Experience Form.....  | 8                            |
| Practicum Centers and Personnel.....  | 8                            |
| <b>Standard 2: Program Faculty .....</b>  | <b>9</b>                     |
| Standard 2 Narrative.....   | 10                           |
| Professional Personnel Data .....   | 10                           |
| Course Offerings and Faculty Responsibilities for the Past Two Years.....           | 10                           |
| <b>Standard 3: Candidates.....</b>  | <b>11</b>                    |
| Standard 3 Narrative.....   | 11                           |
| Admission Procedures and Criteria.....  | 12                           |
| Candidate Information.....  | 12                           |
| Report on Graduates.....  | 13                           |
| <b>Standard 4: Resources and Facilities .....</b>                                   | <b>14</b>                    |
| Standard 4 Narrative.....   | 14                           |
| <b>Standard 5: Candidate Evaluation and Program Evaluation and Improvement.....</b> | <b>14</b>                    |
| Standard 5 Narrative.....   | 14                           |
| Program Outcomes Data.....  | Error! Bookmark not defined. |

## 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 departments and divisions within which the program is housed, including hearing status, disability, race, and gender.
  
- 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. (\*CED requires that programs are nationally or regionally certified to ensure foundational program quality: CED provides a D/HH-specific review beyond this accreditation).
- Provide a one paragraph summary of the program, 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<br>Year: | C<br>Year: | C<br>Year: | D<br>Year: | E<br>Year: | E<br>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-CED Special Education Initial Special Educator Preparation Standards, Specialty Set: Deaf and Hard of Hearing:*

<https://www.cec.sped.org/-/media/Files/Standards/CEC%20Initial%20and%20Advanced%20Specialty%20Sets/Initial%20Specialty%20Set%20%20DHH%20%20Revalidated%202018.pdf>: (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 the integration of CED-CED, and national or regional accreditation standards (e.g., CAEP, NEASC, MSCHE) within the program’s design and course development. Include a website link to these national/regional standards.
- Describe the 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).
- Describe how candidates are given the course-specific CED-CEC standards, either on each syllabus or a program document. In Appendix A, include a matrix of the CED-CEC standards addressed in program courses, and a 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<br/>(title, number, credits)</b> | <b>Elective Courses<br/>(title, number, credits)</b> | <b>Fall<br/>X = offered</b> | <b>Spring<br/>X = offered</b> | <b>Summer<br/>X = offered</b> |
|--|--|-----------------------------|-------------------------------|-------------------------------|
|  |  |                             |                               |                               |
|  |  |                             |                               |                               |
|  |  |                             |                               |                               |

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

Show course alignments to 2018 CED-CEC initial teacher preparation standards, and other national or regional accreditation. 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-CEC<br/>Standard Number</b> | <b>Nat’l/Regional<br/>Standard Number</b> |
|--------------------------------|------------------------------------|---|
|                                |                                    |   |

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |

### **Program Assessment Matrix**

List the 6-8 assessments that provide evidence of candidates' meeting the 7 CED-CEC 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 CED-CEC, National or Regional data 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:

1. Content Knowledge
2. Language and Communication Skills, aligned with program philosophy, for example, ASLPI, SLPI, TOEFL, Praxis I Basic Skills, GRE or other assessments of foundational skills.
3. Pedagogical and Professional Knowledge or Skills for Lesson or Unit Instruction
4. Pedagogical and Professional Knowledge or Skills during Student Teaching/Internship
5. Candidate Effects on Student Learning
6. Assessment(s) of CED Standard 1.2.2
7. Optional Assessment of CED Standards
8. Optional Assessment of CED Standards

|                 | <b>CED-CEC 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<br>(optional) |                           |                                   |  |                          |
| 8<br>(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 the practica and field experiences are aligned with the program philosophy.
  - Describe how cooperating teachers and program faculty work together to support a positive candidate experience across all phases of the practica. Attach a weblink or electronic copy of the student teaching handbook.
  - Describe the training and information sharing between cooperating teachers and practicum sites and the institution and program.
  - Describe how cooperating teachers and practicum sites are selected and evaluated by candidates and program faculty.
  - Describe how the practica and field experiences include a range of program facilities and exposure to children from diverse cultural, racial and economic backgrounds.

### **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:<br>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) |  |



|   |  |
|---|--|
| Language and communication approach   |  |
| 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.
  - Program faculty diversity faculty (full- and part-time) including hearing status, disability, race, and gender and efforts to recruit diverse faculty
  - How program faculty (full- and part-time) are provided opportunities and support for professional development.
  - How faculty are involved with educational programs for students who are D/HH.
  - How part-time faculty are recruited and oriented to the institution and to the program.
  - 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<br>(full/part-time): | Date of Initial Appointment: |
| Credentials:<br>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 dispositions 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 and valid knowledge, dispositions, 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.
- Describe the appeals process for candidates who are denied entrance to the program or who are dismissed.
- Provide a description of candidates' 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. Include information on candidate recruitment and diversity regarding hearing status, disability, race, and gender.

### 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;<br/>Program<br/>Year</i> | <i>Post Master's<br/>&amp; Program<br/>Year</i> |
|-------------------------------|---------------|---------------|--|---|
| Grade point average (specify) |               |               |  |   |
| Previous credentials          |               |               |  |   |
| Professional portfolio        |               |               |  |   |
| Graduate school admission     |               |               |  |   |
| Experience                    |               |               |  |   |
| Letters of recommendation     |               |               |  |   |
| Standardized tests (specify)  |               |               |  |   |
| Other (specify)               |               |               |  |   |

### Candidate Information

Provide 3 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<br/>the Program</b> | <b># of Program<br/>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<br/>(specify):</i> | <i>Second Previous<br/>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, virtual, and/or online educational services or facilities, and other essential resources for faculty and candidates, including communication technology.
- 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 including the role of assessment in the overall administrative design, development, and continuous evaluation process.

- Describe how program assessments of student outcomes, employers, and graduates have been used to improve and modify the program.
  - Student assessment and performance data for Standard 1.2 with 5 years of outcomes data for each assessment
    - Use separate charts for undergraduate and graduate data similar to the format provided below (add charts for post-baccalaureate, alternate routes, as needed). Programs may use their CEC, National or Regional data matrices if they include the elements listed below.
  - Employer and graduate surveys: Attach weblinks or electronic copies of the survey forms and describe the recruitment, data collection, rate of return, and analysis procedures for each. Use the charts below or a visual means of presenting numbers/percentages such as line or bar graphs or pie charts to present data for:
    - Employer survey results of hirings over the past 5 years
    - Graduate survey results of graduates within the past 5 years

### Candidate Outcomes Data for Standard 1.2

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

| Assmt | CED-CEC Standard # | Type or Name of Assessment | 5 Years of Data Outcomes:<br><i>Graduate</i> |           |           |           |           |
|-------|--------------------|----------------------------|--|-----------|-----------|-----------|-----------|
|       |                    |                            | 1  | 2         | 3         | 4         | 5         |
|       |                    |                            | Met/Unmet                                    | Met/Unmet | Met/Unmet | Met/Unmet | Met/Unmet |
| 1     |                    |                            |  |           |           |           |           |
| 2     |                    |                            |  |           |           |           |           |
| 3     |                    |                            |  |           |           |           |           |
| 4     |                    |                            |  |           |           |           |           |
| 5     |                    |                            |  |           |           |           |           |
| 6     |                    |                            |  |           |           |           |           |
| 7     |                    |                            |  |           |           |           |           |

|                 |  |  |  |  |  |  |  |
|-----------------|--|--|--|--|--|--|--|
| (optional)      |  |  |  |  |  |  |  |
| 8<br>(optional) |  |  |  |  |  |  |  |

### **Employer Survey Data**

(or present as line/bar graphs or pie charts)

| <b>Item</b>    | <b>Item Summary</b> | <b>Means/SD</b> | <b>Employer Comments:</b> |
|----------------|---------------------|-----------------|---------------------------|
|                |                     |                 |                           |
| 1              |                     |                 |                           |
| 2              |                     |                 |                           |
| 3              |                     |                 |                           |
| More as needed |                     |                 |                           |

### **Graduate Survey Data**

(or present as line/bar graphs or pie charts)

| <b>Item</b>    | <b>Item Summary</b> | <b>Means/SD</b> | <b>Graduate Comments:</b> |
|----------------|---------------------|-----------------|---------------------------|
|                |                     |                 |                           |
| 1              |                     |                 |                           |
| 2              |                     |                 |                           |
| 3              |                     |                 |                           |
| More as needed |                     |                 |                           |

Appendix A: Course matrix of CEC-CED standards and a syllabus for each required course

Appendix B: Assessments for Standard 1.2 with rubrics

Appendix C: Faculty curriculum vitas (full- and part-time)