Commission on Teacher Credentialing
Preliminary Report of Findings and Addendum

Institution	Chapman University	Program	**PRELIMINARY EDUCATION SPECIALIST: Moderate/Severe**
Date of Review	November 2018		

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 75 words) is allowable but response <u>must</u> 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	Program Design Standards: 1, 3, 5, 12, 15, 16 **M/S:** 6

General Comment: The review was challenged by incomplete syllabi. Please make complete syllabi available in your response and post on the accreditation website in advance of the site visit.

Thank you we have updated our links and ensured syllabi are complete and available.

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 2: Professional,	Provide evidence that candidates know the philosophy, history and	We have ensured that Standard 2: Professional, Legal and Ethical Practices candidate knowledge may now be found in the syllabus for

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Legal and Ethical Practices	legal requirements, and ethical practices of special education. This curriculum includes state and federal mandates, legal requirements for assessment, Individualized Family Service Program (IFSP). Provide evidence that the program provides opportunities for demonstration of ethical standards necessary to the provision of services to individuals with disabilities and their families	EDUC 471/571 course learning outcomes #1 and #11 found on page 3. This is where the standard is introduced and practiced. We have addressed Standard 2 to ensure candidates have opportunities to demonstrate Professional, Legal and Ethical Practices. The evidence may now be found in the syllabus for EDUC 544, the assignment titled Ethnics Legal Analysis Assignment may be found on page 12 of the syllabus and the associated key assignment rubric is here.
Standard 4: Effective Communication and Collaborative Partnerships	Provide evidence supporting communicating, collaborating and consulting effectively with individuals with disabilities and their parents, and primary caregivers; communicating effectively with the business community, public and non-public agencies, in order to provide the cohesive delivery of services, and bridge transitional stages across the life span for all learners. There is evidence that candidates need to provide families with a report (Report of Tutee's Literacy	We have revised our response and provided evidence of Standard 4: Effective Communication and Collaborative Partnerships supporting communicating, collaborating and consulting which may now be found in the syllabus for EDUC 471/571, documentation may be found within the Content II section A on page 5. Further, we have addressed Standard 4 communicating effectively with the business community, public and non-public agencies, in order to provide the cohesive delivery of services, and bridge transitional stages across the life span for all learners may be found in the syllabus for EDUC 544 content item 3 (on page 3) and learning outcome #7 (on page 2). Finally, we have ensured Standard 4 Evidence regarding communication of tutee's literacy progress and contact with parents

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	Progress), however, the mode of presentation or whether or not there is any other contact with families is not clear. Provide clarification.	may be found in the syllabus for EDUC 500, assignment may be found on page 16, & 18-19 titled *Report of Tutee's Literacy Progress*. The assignment and rubric can be found here. Candidates will prepare a written report and review the tutee's progress (in person) with the family members at the end of the semester. This is clarified with language on the assignment description in the syllabus which includes: "**Report of Tutee's Literacy Progress**" Prepare a written "Report of Tutee's Literacy Progress" that will to be provided and reviewed (in person at the last session) with the tutee's family at the conclusion of the semester. This report is written in two installments: "Initial Report" and the "Final Report" draft (due to the instructor on the same day of Literacy Celebration).
Standard 6: Using Educational and Assistive Technology	Provide evidence that candidates demonstrate knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis and management in the instructional setting.	We have made revisions and addressed Standard 6 (on page 2) by adding the into the program learning outcomes covered in the class EDUC 471/571. Further we have added an assignment and associated rubric to address Standard 6 to course learning outcomes in EDUC 667 course learning outcome #1, page 2. This particular piece of PS 6 is addressed in the Teaching/Tutoring project for EDUC 558/EDUC 563. Candidates are asked to identify and use and a web/technology-based application for data collection, analysis and management. The Key Assignment can be found here.

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Standard 7: Transition and Transitional Planning	Provide evidence that candidates collaborate with personnel from other educational and community agencies to plan for successful transitions by students and that candidates demonstrate the knowledge and ability to teach students appropriate self-determination and expression skills. Provide evidence regarding where candidates are introduced to knowledge and skills related to Standard 7.	We revised our response to link to evidence of collaboration as described in Standard 7 by identifying the assignment, which documents candidates knowledge and ability to collaborate with personnel from other educational and community agencies to plan for successful transitions may be found in the syllabus for EDUC 544 page 2. The assignment titled *Individualized Education Program (IEP) and Individualized Transition* may be found on the top of page 5. The assignment can be found here: IEP/ITP assignment. We have added evidence to EDUC 558 on page 2 in course learning outcomes that candidates are introduced to knowledge and skills related to Standard 7.
Standard 8: Participating in IFSP/IEPs and Post-Secondary Transition Planning	Provide evidence that candidates demonstrate the ability to participate effectively as a team member and/or case manager for the IFSP; developing appropriate IFSP transition planning goals based on standards and following all legal requirements of the IFSP transition planning process. Provide evidence of where candidates are introduced to knowledge and skills related to Standard 8	We have now indicated that candidates are introduced to Program Standard 8 content in EDUC 544 on page 3. They have opportunities for practice and assessment in EDUC 558. Additionally, we provide candidate demonstration of Standard 8: Candidates demonstrate the ability to participate effectively as a team member and/or case manager for the IFSP; developing appropriate IFSP transition planning goals based on standards and following all legal requirements of the IFSP transition planning process may be found in the syllabus for EDUC 558. Students are asked to complete "a summary of the key transition points a child with moderate/severe disabilities (including students who are deaf-blind) goes through, and resources for the student and the student's family at each of these transition points (PS 8)"

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		This can be found in the IFSP Assignment and Rubric.
Standard 9: Preparation to Teach Reading/Language Arts	Provide evidence regarding where candidates are introduced to knowledge and skills related to Standard 9	To demonstrate candidates are able to meet the full range of learners including struggling readers, students with special needs, typologies of English language learners, speakers of non-standard English, students who have no communication/language system, and advanced learners who have varied reading levels and language backgrounds. We have revised our response and ensured that Standard 9: Preparation to Teach Reading/Language Arts where students are introduced to the standard and provided opportunities to practice are in EDUC 500 (on page 5), and are assessed in EDUC 558 (see below for assignment). Candidates are able to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework. We have reviewed and clarified our response to confirm that Standard 9: Preparation to Teach Reading/Language Arts may be found in syllabus for 558 in the Teaching/Tutoring Project for EDUC 558.
Standard 10: Preparation to Teach English Language Learners	Provide evidence that: • Candidates possess skills to collaborate with specialists and paraprofessionals.	We have made corrections and modifications ensuring that Standard 10: Candidates possess skills to collaborate with specialists and paraprofessionals, parents, and families, may now be found in the syllabus for EDUC 558 where candidates are given the opportunity to practice their skills. Opportunities to practice are included in the Application and Integration Assignments, which ask students to create

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	• Candidates communicate effectively with parents and families. • Candidates understand and demonstrate the importance of structured oral interaction in building academic English proficiency and fluency.	a resource book for parents and a schedule for paraprofessionals (see pp. 7-8). Additional opportunities for practice occur in EDUC 544 where candidates are asked to work in teams to conduct a person-centered planning meeting (Base Teams Assignments, see page 14 of the syllabus). Students are assessed via the E-portfolio which specifically asks candidates to provide evidence directly related to standard 10, found here: E-portfolio-TPE Summative Assessment We have modified our syllabus to include additional course content to EDUC 500 for candidates to communicate effectively with parents and families during their assignment: *Report of Tutee's Literacy Progress* (p. 16). Additionally, Standard 10: Preparation to Candidates understand and demonstrate the importance of structured oral interaction in building academic English proficiency and fluency. We have added the assignment which may be found in the EDUC 564 syllabus with the assignment titled ELD Lesson Plan (page 8). The assignment's associated evaluation documentation is linked here.
Standard 11: Typical and Atypical Development	Evidence provided supports introduction of Standard 11; however, evidence supporting the practice and assessment of Standard 11 is limited in scope, please provide additional evidence.	We have provided clarification of our Standard 11. Evidence of student practice is now located in syllabus for EDUC 558 on page 3. Additionally, we have added Typical/Atypical profile component to the assessment report for practice and assessment of PS 11 in EDUC 566

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		assignment titled *Assessment Case Study* pg. 13. The assignment and rubric can be found here: Assessment Report Case Study
Standard 13: Curriculum and Instruction of Students with Disabilities	Provide evidence supporting the following: Candidates demonstrate ability to co-teach, collaborate, consult and work in instructional teams to enhance curriculum and instruction of students with disabilities.	We have modified our response to provide evidence of Standard 13's Candidates demonstrate ability to co-teach, collaborate, consult and work in instructional teams to enhance curriculum and instruction of students with disabilities which is now located in EDUC 471/571 *UDL Lesson Plan* (page 22) has been adapted to include a co-teaching and collaboration component in delivering and enhancing curriculum and instruction of students with disabilities (I/P). Additionally, the assignment can be found here.

Candidates are assessed on this standard via the E-portfolio Assignment associated with EDUC 591 and EDUC 593 in which they must demonstrate that they meet expectations in communicating and collaborating with stakeholders to increase instructional effectiveness. The assignment can be found here: E-portfolio-TPE Summative Assessment |
| **Standard 14:** Creating Healthy Learning Environments | Provide evidence supporting the following as they specifically relate to health and safety:

- Candidates understand the effects of student health and safety on learning
- Candidates know how personal, family, school, community and environmental factors are related to students' academic, physical, | We have revised our response to ensure evidence of Standard 14: Creating Healthy Learning Environments, which may now be found on the syllabus for EDUC 558 page 2, Course Learning Outcome #13. Assignment's description may be found in section titled *Methods of Evaluation* sub-bullets 5 & 6 on page 8. Further assignment details may be found on page 12 titled *Activity: Present Summary Handout of Universal Health Care Procedures.* |

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	emotional, cultural and social well-being. • Candidates understand the effects of student health and safety on learning and know the legal responsibilities of teachers related to student health and safety. • Candidates understand and utilize universal precautions designed to protect the health and safety of the candidates themselves. Candidates understand the effects of family involvement on teaching, learning, and academic achievement, including an understanding of cultural differences in home-school relationships.	In addition, the IFSP assignment for this class now includes a section in which candidates are assessed in this area. The IFSP Assignment can be found here.
Moderate/Severe (M/S) Disabilities		
M/S Standard 1: Learning Characteristics of Individuals with Moderate/Severe Disabilities	Evidence provided regarding introduction of characteristics (EDUC 571-01); however, implications of characteristics for service delivery are limited. Provide evidence regarding the following:	We have updated our response to M/S Standard: 1 Learning Characteristics of Individuals with Moderate/Severe Disabilities. Evidence may be found on EDUC 571 where students are introduced to the following: Candidates demonstrate knowledge of disability characteristics, and the educational and psychosocial implications of these characteristics for students identified with moderate/severe/profound mental retardation, physical health

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	• Candidates demonstrate knowledge of disability characteristics, and the educational and psychosocial implications of these characteristics for students identified with moderate/severe/profound mental retardation, physical health impairments, other health impairments, traumatic brain injury, deaf-blind, multiple disabilities, emotional disturbance, and autism spectrum disorders, while determining the implications of these characteristics for service delivery.	impairments, other health impairments, traumatic brain injury, deaf-blind, multiple disabilities, emotional disturbance, and autism spectrum disorders, while determining the implications of these characteristics for service delivery with specific details the assignment UDL *Unit Plan Project* and assessment rubric (rubric begins on page 4).
M/S Standard 2: Communication Skills	Unable to make a determination regarding this standard. The provided syllabus shows that the elements of the standard will be addressed but specifics regarding knowledge and skills required to meet this standard are lacking. Please provide evidence of this in your response.	We have amended our response and have updated our evidence to M/S Standard 2: Communication Skills, evidence of student introduction and practice can now be found in EDUC 566 where we have added a practice component to implement instruction of communication and social skills, create and facilitate opportunities for interaction, and develop communication methods. This can be found in the social skills lesson plan assignment.

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		Additionally, there is now an assignment titled *AAC Collaboration Project* (Moderate/Severe Candidates) on page 4 in the syllabus for EDUC 667 requiring candidates to work collaboratively with a SLP to demonstrate the ability to assess their students' verbal and non-verbal communication abilities. The associated assignment/rubric is linked here.
M/S Standard 3: Developing Social Interaction Skills and Facilitating Social Context	Unable to make a determination regarding this standard. The provided syllabus shows that the elements of the standard will be addressed but specifics regarding knowledge and skills required to meet this standard are lacking. Please provide evidence of this in your response.	We have provided clarity surrounding the specifics of M/S Standard 3: Social Skills Plan to Support Positive Behavior may be found in the syllabus for EDUC 566 on page 13. This assignment was added to facilitate each student's ability effectively communicate and increase the extent and variety of social interactions to achieve and to achieve and expand meaningful social relationships. The associated assignment is titled *Social Skills Lesson Plan* to support positive behavior. The assignment can be found here: SS Lesson Plan

Additionally, we have modified the Education Specialist Portfolio Assessment to clarify that candidates must provide evidence in this area. The assignment can be found here: MS E-portfolio Assignment |
| **M/S Standard 4:** Assessment, Program Planning and Instruction | The provided syllabus shows that the following element of the standard will be addressed but specifics regarding knowledge and skills required to meet this element of the standard are limited.

• Candidates are able to develop and implement systematic, evidence based | We have updated our syllabus and clarified where you may find M/S Standard 4: Assessment, Program Planning and Instruction. Assignment descriptions intended to provide candidate introduction and practice opportunities may be found on pages 8-9, and 13 in the syllabus for EDUC 566. The assignment title is *Assessment Case Study* (page 13) and the associated assessment rubric is linked here titled Assessment Case Study.

Further, we have revised our response to elucidate Candidates will practice MS 4 in EDUC 558 on page 8 and design an instructional plan |

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	instructional strategies to teach skills within school, community and working settings, including assessment sources that integrate alternative statewide assessments, formative assessments, and formal and informal assessment results	to teach community and working settings, including assessment sources that integrate alternative statewide assessments, formative assessments, and formal and informal assessment results. Demonstration of Mastery is expected via evidence in the E-portfolio assignment, as well as the Student Teaching summative evaluation: E-portfolio-TPE Summative Assessment
M/S Standard 5: Movement, Mobility, Sensory and Specialized Health Care	Unable to make a determination regarding this standard. The provided syllabus shows that the elements of the standard will be addressed but specifics regarding knowledge and skills required to meet this standard are lacking. Please provide evidence of this in your response.	M/S Standard 5: Movement, Mobility, Sensory and Specialized Health Care Assignment may be found on page 12 in the EDUC 558 syllabus with the assignment titled *Sensory, Physical and Health Care Needs* (P/A). The associated assessment may be found linked here. Additionally, we have added practice and assessment component on page 4 to EDUC 667 (*Moderate/Severe Candidates: AAC Collaboration Project*) to demonstrate candidate's use of appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment. The assignment is on page 12 titled *Moderate/Severe Candidates: AAC Collaboration Project*. The associated assessment may be found linked here. We have also added to Course Content on page 12 of the EDUC 558 syllabus titled *Activity: Present summary handout of Universal Health Care Procedures* on how to procure services and how to access other professionals and agencies to acquire information regarding student's sensory, movement, mobility and specialized health care services and

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		demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings. (I/P). We have further added content to EDUC 558 to demonstrate consultation and collaboration with designated staff and parents, to provide the appropriate, safe, and consistent support across all settings (I/P). Assessment if evidenced in the student teaching observation assessment tool for EDUC 591/593.
M/S Standard 7: Transition and Transitional Planning	Evidence supporting this standard is limited. EDUC 571-01 appears to introduce mobility and sensory impairments and advocacy and reform, but there is no further information. Provide evidence that candidates demonstrate knowledge and advocacy skills related to the various transitions experienced by students' moderate/severe disabilities, including those who are deaf-blind and/or those with additional disabilities, as they move from infancy to adulthood.	We have revised our response describing M/S Standard 7 Students are introduced to the content to transition and transitional planning in EDUC 571 (I) (page 2). Additionally, we have added components to the transition assignment to ensure that candidates are provided with the opportunity to practice and be assessed on the skill to EDUC 544 (P/A). The assignment titled *Ethics Analysis Component #1: Web Search of Important Sites and Preview on Ethics* is on page 12. Assessment of this standard in EDUC 544 titled *Rubric: Legal Analysis* on pages 16 – 17.
M/S Standard 8: Augmentative and Alternative Communication	Unable to make a determination regarding this standard. The provided syllabus shows that the elements of the standard will be addressed but	We have updated our response to ensure clear description ensuring the knowledge and skills required to meet M/S Standard 8 are described in the syllabus for EDUC 558. This course introduces and practices the skill of mandated considerations for augmentative and

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	specifics regarding knowledge and skills required to meet this standard are lacking. Please provide evidence of this in your response.	alternative communication technology for students with moderate/severe disabilities, including students with physical/orthopedic disabilities, other health impairments, deaf/blind and multiple disabilities. The associated assignment may be found on page 12 titled *Activity: Present AAC Assessment and Instructional Plan* (I/P).

Additionally, we have revised EDUC 558 to ensure candidates are introduced and have the opportunity to practice the skills of knowledge and application of augmentative and alternative communication systems or devices and services to facilitate communication, improved academic performance, and skill development of students with moderate/severe disabilities, students with physical/orthopedic disabilities, other health impairments, deaf/blind and multiple disabilities. (I/P). The associated assignment may be found on the bottom of page 7 titled *Application and Integration Assignment: AAC Assessment and Instructional Plan.* (I/P).

Further, we have revised EDUC 667 where we have added an AAC assignment titled the associated assessment is linked here (the description can also be found on page 4 of the syllabus). This assignment is designed to assess the Candidates' understanding of mandated considerations for augmentative and alternative communication technology for students with moderate/severe disabilities, including students with physical/orthopedic disabilities, other health impairments, deaf/blind and multiple disabilities. In addition, assess knowledge and application augmentative and |

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		alternative communication systems or devices and services to facilitate communication, improved academic performance, and skill development of students with moderate/severe disabilities, students with physical/orthopedic disabilities, other health impairments, deaf/blind and multiple disabilities. (A) The associated assessment may be found linked here.