

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

Institution	California Lutheran University	Program	PRELIMINARY EDUCATION SPECIALIST: Deaf and Hard of Hearing
Date of Review	November 1, 2023		

Please complete the table below for all programs that were deemed to require “more information needed” by reviewers during Program Review (PR). Brief narrative (150 words or less) 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	4, 5, 6
--	---------

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 1: Program Design and Curriculum	It is not clear whether EDTP 521 Literacy is a required course for this credential program. It appears in the Course Matrix but does not appear in the Course Sequence. Please clarify.	Yes, this course EDTP 521 is a required course for the ed Specialist Credential DHH program. It has been cross referenced with EDSP 521.
	1.1 Not clear how the Student Literacy Case Study relates to practices providing and sustaining language rich environments.	<p>1.1: The Student Literacy Case Study in EDDH 521 directly supports the creation and maintenance of language-rich environments by guiding candidates to use assessment data to design targeted, standards-aligned interventions that immerse students in meaningful literacy experiences.</p> <p>Through formal and informal diagnostics, candidates pinpoint each learner’s reading levels and specific needs, then select strategies—such as interactive read-alouds, shared writing, and vocabulary-building games—that deliberately surround students with rich oral and written language.</p> <p>By visually mapping assessment results and linking them to Common Core and ELD standards, candidates ensure that every activity embeds high-quality language models and scaffolds</p>

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	<p>1.2 Practice link under EDDH 545 links to EDSP 521. No evidence the other two practice links address multimodal instruction.</p> <p>1.3 Not evident how EDDH 500 introduces learner centered, developmentally appropriate instruction.</p> <p>1.5 Not evident how any of the introductory links address collaborative planning with families specific to language planning.</p>	<p>academic discourse to ensure a language rich learning environment.</p> <p>1.2: Both EDDH 545 and EDSP 521 ground practicum activities in each student’s IEP and family’s chosen communication mode—requiring candidates to model Listening and Spoken Language (LSL) strategies whenever selected.</p> <p>In EDDH 545, Week 6’s “Auditory Sandwich” assessment teaches candidates to pair a spoken prompt with a brief visual cue (e.g., picture or gesture) before re-auditorily reinforcing it, ensuring continuous engagement of multiple modalities.</p> <p>Both syllabi weave in California ELD standards by integrating written (choose-your-own-adventure passages with picture supports), spoken (guided oral retellings with peer feedback), and visual texts (story maps, graphic organizers, picture–word matches).</p> <p>Furthermore, in EDDH 525 and EDDH 527, lesson-plan projects require scholars to combine auditory supports, visual scaffolds, and kinesthetic elements (role-plays, manipulatives), giving candidates robust practice in truly multimodal, IEP-driven instruction.</p> <p>1.3: We have updated the link to EDDH 518, the focus of the course is on child development and planning developmentally appropriate instruction for 0-5. In EDDH 525 and EDDH 527, the focus is on instruction for middle childhood and adolescent learners.</p> <p>1.5: In EDDH 500 (Weeks 3–6), they script parent conferences in the Infant Case Study—reviewing IEP/IFSP options, time commitments, benefits, and challenges.</p> <p>In EDDH 518 (Classes 3 & 9), early sessions compare ASL, Listening & Spoken Language, and Total</p>

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
<p>Standard 2: Preparing Candidates to Master the Teaching Performance Expectations (TPEs)</p>	<p>1.8 No evidence that there are practice activities or assessment activities specific to independent living, post-secondary education, career assessment, and vocational evaluation (i.e., transition from school to adult life.)</p> <p>2.3 No evidence that these links (practice and assessment) address language equity as defined in the DHH TPEs Glossary.</p>	<p>Communication—highlighting parent choice—while Class 9 co-develops preschool transition goals with families. EDDH 525’s “Preschool–TK Transition” lesson guides a collaborative IEP-drafting conference to secure general-education access via interpreter, ASL, oral, or total-communication models. Finally, EDDH 527 equips candidates to educate families about ADA rights, workplace and post-secondary accommodations (e.g., CART, interpreter services), ensuring informed, family-centered decision making at every stage.</p> <p>1.8: Our program embeds transition planning and assessment across three key courses.</p> <p>In EDDH 527, candidates observe high-school DHH students, attend an ITP meeting, and review college, career, and adult-living documentation; they also pilot the Jump\$tart Coalition’s “Reality Check” tool and demonstrate mastery of ITP timelines, assessment methods, goal writing, California resources, and graduation pathways on the midterm.</p> <p>In EDDH 546 (Week 4), a dedicated case study walks scholars through creating a full ITP—spanning education/training, employment, and independent-living objectives—via guided discussions and hands-on practice.</p> <p>Finally, EDDH 560 (Week 12) tasks candidates with researching and presenting local, state, and national transition supports; those in secondary placements are assessed on teaching self-advocacy skills and implementing ITPs that address academic, vocational, and independent-living needs. These sequential, scaffolded activities ensure our candidates both practice and are evaluated on every aspect of school-to-adult transition planning.</p> <p>2.3: The corrected links now ensure each course explicitly embeds language equity.</p>

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	<p>2.4 No evidence that any links (i.e., I, P, or A) address instances of harassment among students or intersectionality as defined in the DHH TPEs Glossary.</p>	<p>In EDDH 525’s ELD Lesson Plan, candidates must align objectives to California ELD and content standards, validate students’ home languages through proficiency goals, and design multimodal lessons—with visuals, audio, texts, choice-based engagement, and varied expression options—while scaffolding target vocabulary via word walls, picture cues, and sentence frames.</p> <p>In EDTP 521’s Student Literacy Case Study, candidates work with English Learners or non-standard English speakers, use formal and informal diagnostics across oral, written, and visual modalities, and apply power-aware strategies (e.g., home-language scaffolds, bilingual glossaries) to prioritize comprehension over decoding; both the midterm and final assess their ability to translate theory into culturally responsive, language-equitable reading instruction.</p> <p>Finally, in EDDH 560, assessments of focused ELD, SDAIE, content scaffolds, and structured immersion require candidates to differentiate among students’ linguistic and disability profiles, leveraging home-language strengths, visual and hands-on supports, and immersion only when appropriate to validate all languages and center comprehension.</p> <p>2.4 Our program tackles harassment and intersectionality through integrated coursework and assessments. In EDDH 527, the Social-Emotional Learning lecture (Grades 6–12) covers bullying/harassment, advocacy, culturally responsive practices—including disability perspectives—and translanguaging to elevate all voices.</p> <p>EDDH 546 Lecture 9 (“Advocacy in Action”) uses intersectional case studies to co-design school interventions with families, while Lecture 10 (“Beyond the Schoolyard”) extends inclusion strategies to community settings.</p>

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	<p>2.6 No evidence that any introductory or practice links address assistive technology (i.e., visual, auditory, tactile) with the exception of coursework specific to cochlear implants.</p>	<p>In EDDH 548, the Diversity Module prompts analysis of scenarios (e.g., Deaf + Latina + female), requiring candidates to propose classroom and school-wide anti-bias interventions.</p> <p>Finally, EDDH 560's Clinical Evaluation (Standards 2.1–2.3) rates candidates on positive behavioral supports, restorative-justice practices, culturally responsive instruction across modalities, and the identification and remediation of harassment—explicitly through an intersectional lens. Collectively, these elements ensure our future DHH teachers both recognize and proactively address power-based discrimination in all its forms.</p> <p>2.6: Our program systematically introduces, practices, and assesses candidates' mastery of assistive technologies across multiple courses.</p> <p>In EDDH 504 (Lectures 2–8), candidates learn, troubleshoot, and maintain core hearing devices—hearing aids, FM and sound-field systems, BAHA devices, and implants—through hands-on demos and protocols.</p> <p>EDDH 548 then expands this work: Lecture 7 covers augmentative supports (text-to-speech, PECS, ASL, AAC), and Lecture 10 addresses visual and tactile tools (braille printers, monoculars, raised-line paper, speech-to-text, tactile signing).</p> <p>During EDDH 545 and EDDH 560 practica, candidates assume daily responsibility—conducting listening checks, verifying fit, logging issues, and coordinating repairs per each student's IEP/IFSP. In EDDH 560, supervisors formally evaluate their use of assistive tech for learners with additional needs. By embedding these experiences in coursework and practicum assessments, we ensure candidates graduate confident in selecting, maintaining, and coaching families on the full spectrum of assistive technologies.</p>

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	<p>4.6 Evidence to show explicitly how receptive and expressive language skills and strategies are <i>Introduced</i> and <i>Practiced</i>. Bookmarks did not align.</p> <p>5.1 Evidence needed to address knowledge of federal and state laws in relation to assessments. Links provided did not align with TPE language.</p> <p>5.3 Evidence to demonstrate when candidates are introduced and practice linguistic and culturally appropriate assessments.</p> <p>5.4 Evidence to show where candidates are <i>introduced, practiced, and are assessed</i> in sharing evidence of academic, linguistic, and socioemotional progress to all stakeholders.</p>	<p>Self-Advocacy Guide.pdf is the elementary-age guide that is used in 525, 545, and 560.</p> <p>4.6 EDDH 508 and 516 specifically teach candidates how receptive and expressive language development progress in typical and atypical children (see EDDH 508 tables in <i>textbook Listening and Spoken Language Therapy for Children with Hearing Loss</i>). Receptive and expressive language skills are practiced in the signature assignment and practicum assignment in EDDH 518.</p> <p>In the practicum course EDDH 545, candidates work one on one with a student and their family focusing on speech, receptive and expressive language for eight Saturdays in the summer session.</p> <p>5.1: EDDH 500 addresses federal special education law (IDEA) as it relates to IEP, IFSP and ITP history, development, and student assessments (additionally covered in multiple program courses, and field work activities – EDDH 508, 516, 518, 527, EDSP 521).</p> <p>5.3: Candidates are introduced to culturally appropriate assessment practice throughout coursework. Candidates assess children during all program fieldwork and practica through the lens of cultural and linguistic competence, during EDDH 508, EDDH 518, EDSP 521 and 545, using commercially produced instruments such as <i>Spanish editions of One-word Receptive and Expressive Vocabulary Tests</i>) or available checklists in other languages. Many of our candidates are native speakers of other languages and use language sampling assessment techniques in EDDH 545.</p> <p>5.4: Our program ensures candidates are introduced, practice, and are assessed on sharing students’ academic, linguistic, and socio-emotional progress with all stakeholders.</p>

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	<p>School personnel were linked in relation to teaching, but families were not mentioned, and neither was the sharing of evidence of academic, linguistic, and socioemotional progress.</p> <p>5.6 Evidence needed that demonstrates candidates <i>practice and are assessed</i> in designing transition plans that include language and communication skills to enhance self-advocacy, access, and independence.</p> <p>6.2 Evidence for I, P, A for how candidates are presented differences in perspectives on deafness. Education trends were present, but supporting families in their decision-making process by providing information on the linguistic, cognitive, social, and emotional needs of deaf children, federal and state special education regulations, and connections with parent support groups, community agencies, and deaf role models was not clear to the reviewers.</p>	<p>In EDDH 518, the Infant Lesson assignment requires candidates to plan a home-visit lesson, explain the rationale (“the why”) for each activity, and coach families on fostering continued growth.</p> <p>During the EDDH 545 summer practicum, candidates co-author speech goals with families, communicate assessment results, and compile a final report shared with parents and partner agencies.</p> <p>The EDSP 521 Student Literacy Case Study similarly culminates in a parent-friendly case-study report for school teams.</p> <p>Finally, in EDDH 560, candidates gather and present multi domain data during IEP meetings, documenting progress and collaborating in goal-setting. Practicum evaluations in EDDH 545 and 560 (aligned with TPE 1.2, 5.4, 5.5, 6.4, 6.5) verify that every teacher candidate can effectively communicate comprehensive progress to families and professional partners.</p> <p>5.6 Using a free checklist on this topic during fieldwork (EDDH 527, 546 and 560) I-CAN-Self-Advocacy-Checklist.pdf, candidates practice and assess middle and high school children in collaboration with educational teams and parents.</p> <p>6.2: In EDDH 500, candidates engage with the full spectrum of communication approaches—Listening & Spoken Language, ASL, and Total Communication—through readings, field trips, parent panels, and guest speakers who are Deaf role models. Weeks 3–6’s Infant Case Study has candidates script parent conferences that impart unbiased, research-based information on each method’s linguistic, cognitive, social, and emotional implications, including time commitments, benefits, and challenges.</p> <p>In EDDH 518 (Classes 3 & 9), they compare these approaches and co-develop preschool transition goals with families based on assessment data and family priorities.</p>

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	<p>6.3 Evidence to show how candidates <i>are introduced, practice, and assessed</i> in collaboration with families.</p> <p>6.5 Evidence to demonstrate where candidates are <i>assessed</i> on creating UDL lessons specifically or incorporating UDL into lesson planning.</p>	<p>Beginning in EDDH 545, candidates and parents implement an Auditory-Verbal Approach in practicum—reviewing assessment reports, IEP/IFSP requirements, and community resources—to ensure ongoing, collaborative decision-making. These sequenced experiences equip candidates to present balanced options and support families in making informed choices.</p> <p>6.3: EDDH 518 – a course that is solidly based on collaborating with FAMILIES. Parent infant and preschool programs and the IFSP process are essential in establishing rapport with and guiding families at the very beginning of the special education process. Candidates observe PI sessions and preschools, develop their own lesson plans for the FAMILY, and implement these plans. Additional very strong work with families is part of EDDH 545, speech lab, where families participate in individual sessions with their child with hearing loss.</p> <p>6.5: EDDH 525 and 527 In EDDH 525, the culminating Thematic Unit Final explicitly evaluates candidates’ mastery of Universal Design for Learning through a dedicated UDL criterion in the rubric. Candidates must demonstrate multiple means of representation—integrating text, visuals, audio, and interactive elements so that all learners can access core concepts—alongside multiple means of engagement, which include choice-based activities, culturally responsive materials, and flexible grouping. They also show multiple means of expression by providing varied assessment options, such as written summaries, oral presentations, and digital projects. Because each of these UDL dimensions is scored within the rubric, candidates are required to plan, implement, and justify inclusive, barrier-free lessons EDDH 560 student teaching requires UDL in all planning and instruction (see evaluation documents).</p> <p>6.7: Assessing and instructing children who are deaf/blind occurs in EDDH 548 with an emphasis on collaborating with educational team members.</p>

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	6.7 Evidence to demonstrate <i>practice and assessment</i> of deafblind specialized assessment and teaching strategies, as well as working with other stakeholders.	
<p>Standard 3: Clinical Practice</p>	<p>More evidence is needed to show how site supervisors are selected and required qualifications.</p> <p>More evidence is needed to show how the university ensures cooperating teachers have demonstrated exemplary teaching practices. MOUs only detail a Clear Credential and three years teaching experience.</p> <p>More evidence is needed to demonstrate that placements reflect SES, linguistic, and cultural diversity. Not currently present in MOUs. It's present on document 6.4, but not explained as to how this is determined.</p>	<p>Site Supervisors and Cooperating Teachers are rigorously vetted to ensure they hold a Clear California Deaf and Hard-of-Hearing Specialist credential and have a minimum of five years of direct experience working with students who are DHH. Supervisors are nominated by partner districts, agencies, or adjunct professors. They undergo a formal selection process that reviews their credential documentation and résumé and complete a mandatory training covering our program's practicum expectations, evaluation rubrics, and best practices. We maintain verified credential files for every supervisor, provide annual training updates, and solicit candidate feedback each semester to ensure their ongoing excellence and alignment with our standards.</p> <p>Our program ensures cooperating teachers demonstrate exemplary practice through ongoing evaluation process and trainings. Before placement, each cooperating teacher attends our cooperating teacher training. Candidates complete mid-end-of-semester surveys rating their supervisor's mentorship and instructional modeling.</p> <p>Placements reflect the geographic and cultural diversity of California, based on candidate and supervisor availability. Most are placed in Los Angeles Unified School District, Oxnard districts, and County Offices of Education. If requested, we can add to 6.4 the demographics for each school for the reviewers.</p>