



EDUCATION
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North Dakota Education Standards and Practices Board
Advanced Program Report
for the Preparation of Special Education Teachers

MSU Sped
Program Review

COVER SHEET

1. **Institution's Name:** Minot State University
2. **Date Submitted:** 2017
3. **Preparer of this Report:** Holly F. Pedersen, Ed.D., Department Chair
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4. **CAEP/State Coordinator:** Dr. Lisa Borden-King, Director, Office of Teacher Advisement & Field Placement
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5. **Name of Institution's Program (indicate CEC Specialty Area):**
 - a. ☐ Emotional Disturbance
 - b. ☒ Learning Disabilities
 - c. ☐ Intellectual Disabilities
 - d. ☒ Special Education Strategist
 - e. ☐ Visual Impairments
 - f. ☒ Early Childhood Special Education
 - g. ☐ Gifted and Talented Education
 - h. ☐ General
 - i. Deaf/Hard of Hearing
6. **Grade levels for which candidates are being prepared:** preK-12
7. **Degree or award level (select one)**
 - a. X Masters
 - b. Ed.D.
 - c. Ph.D.
8. **Is this program offered at more than one site?**
 - a. ☐ Yes
 - b. ☒ No



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9. If your answer is yes to the above question, list the sites at which the program is offered:

10. Program Report Status (check one):

- a. ☐ Initial Review
- b. ☒ Continuing Review
- c. ☐ Focused Visit



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SECTION I - CONTEXT

1. Candidate Information

Directions: Provide three years of data on candidates enrolled* in the program and completing* the program, beginning with the most recent academic year for which numbers have been tabulated. Please report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Program completers are persons who have met all the requirements of the state-approved teacher preparation program.

Program:

Academic Year	# of Candidates Enrolled in the Program	# of Program Completers
2015-16	37	15
2014-15	44	12
2013-14	53	20

* Enrolled candidates are those formally admitted to the program as of the institution's official fall reporting date or as of October 15 of each academic year.

** Program completers are those candidates for whom a degree is conferred within the selected academic year. The academic year begins in the fall and concludes in the spring or summer of the following year depending upon whether candidates are granted degrees in the summer.

2. Curriculum Exhibit (Select Option 1 OR Option 2)

- a. X **Option 1:** Complete the Curriculum Exhibit Form on the next page. Include an electronic link to each syllabus for courses listed under the Core Requirements and Program Options columns.
- b. **Option 2:** Upload the Program of Study Sheet (must include core requirements and program options). Include an electronic link to each syllabus for courses listed under the Core Requirements and Program Options columns.



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**CURRICULUM EXHIBIT FORM BASIC PROGRAM
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SFN 14381 (05-06)**

Institution: Minot State University		Major: Special Education	
Credits for the degree: 34-46		Date form completed: 1-5-17	
Credits are: (check one) <input checked="" type="checkbox"/> Semester hours <input type="checkbox"/> Quarter hours			
Check one: <input checked="" type="checkbox"/> Masters Level <input type="checkbox"/> Specialist Level <input type="checkbox"/> Doctoral Level			
If you have more than one level of program within the same major category please complete a separate form for each level. Add rows as needed.			
Program Requirements:			
Core Requirements		Program Options (Describe or list additional concentrations, areas of specialization or emphasis areas that candidates may take to complete a program of study)	
SPED 501: Introduction to Graduate Studies (3) SPED 503: Research Design & Methodology (3) SPED 505: Supervision & Consultation in Special Education (2) SPED 510: Special Education Systems & Policy (3) SPED 531: Psychoeducational Aspects of Exceptional Learners (3) SPED 550: Assessment in Special Education (2) SPED 533: Clinical Practice (1-4) ED 573: Educational Leadership (3) SPED 599: Thesis (1-3)		<u>Early Childhood Special Education</u> SPED 509 Infant Toddler Development (3) SPED 530 Physical & Medical Needs of Persons with Severe Disabilities (3) SPED 543 Methods of Teaching ECSE (3) SPED 563 Family & Community Systems in Early Intervention (3) SPED 515 ECSE Practicum (4) Total Credits: 16	
		<u>Deaf/Hard of Hearing Education</u> (Pre-requisite) SPED 592 Foundations of D/HH Education SPED 513 Deaf Studies (3) SPED 565 Early Intervention in D/HH (3) SPED 583 Strategies to Support Listening & Spoken Language (3) SPED 584 Methods of Teaching Language in D/HH (3) SPED 585 Advanced Audiology for Educators (3)	



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	SPED 586 Methods of Teaching Reading & Academics in D/HH (4) SPED 515 D/HH Practicum (4) Total Credits: 23
	<u>Specific Learning Disabilities</u> SPED 561 Behavior Intervention Strategies for Exceptional Children (3) SPED 517 Low Intensity Support Methods (3) ED 540 Reading: Advanced Diagnostics & Remediation (2) SPED 515 SLD Practicum (4) Total Credits: 12
	<u>Special Education Strategist</u> SPED 517 Methods for Mild Disabilities (3) SPED 524 High Intensity Support Methods (3) SPED 529 Assistive Technology in Special Education (2) SPED 543 Methods of Teaching ECSE (3) SPED 561 Classroom Management & Positive Behavior Support (3) SPED 515 Strategist Practicum (4) Total Credits: 18
Total Credits: 21-26	

ESPB does not advocate, permit, nor practice discrimination on the basis of sex, race, color, national origin, religion, age or disability as required by various state and federal laws.

3. **Field & Clinical Experiences:** Each of the methods courses in each of the concentration areas require candidates to have access to students with disabilities with which to conduct practice activities. In the same manner, SPED 533 provides candidates with specific practice in assessment tools and procedures. Candidates in each of the four concentration areas of Early Childhood Special Education, Learning Disabilities, Strategist, and Deaf/Hard of Hearing must all take four semester credits of practicum – SPED 515. This practicum experience requires a minimum of 120 hours of direct work in educational settings with pre-12 students. The practicum experience is specific to the concentration area that candidate is

4.



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in, for example, if the student is in the Deaf/Hard of Hearing concentration, the practicum must be completed with students who have hearing loss.

5. **Descriptive Information about the Program:** The Master of Science in Special Education degree is offered via distance technologies in order to offer flexible options to meet the needs of a variety of candidates from both rural and urban settings in both the U.S. and Canada. The majority of candidates are working professionals in a k-12 setting who desire an advanced degree in Special Education. Admission criteria for the degree program require a minimum cumulative GPA of 2.75 and that candidates possess an undergraduate degree in education or related field. Since initial special education licensure at the graduate level is now possible in North Dakota, the program has carefully restricted admission to those students who will be successful in the standard program sequence. Candidates who are granted admission without an education degree and/or background in special education may be required to complete a series of pre-requisite courses. The degree is organized as a set of core courses that are required of all candidates and a prescribed series of concentration areas by disability: 1) Special Education Strategist, 2) Early Childhood Special Education, 3) Deaf/Hard of Hearing, and 4) Specific Learning Disabilities. The Developmental Disabilities/Autism Spectrum Disorders concentration was discontinued in 2016. Candidates must maintain a cumulative grade point average of 3.0 in courses that count toward the degree or risk academic probation and dismissal from the program. All students must complete a capstone research experience in the form of a thesis project.

The degree program is aligned to the current 2012 Advanced Professional Preparation Standards of the Council for Exceptional Children. Further the concentration areas are informed by the following specialty sets, which may combine features from both the initial and advanced specialty sets: 1) Special Education Strategist = Academic Intervention Specialist, 2) Early Childhood Special Education = ECSE, 3) Deaf/Hard of Hearing = D/HH, and 4) Specific Learning Disabilities = SLD.

SECTION II – LIST OF ASSESSMENTS

Directions: In this section, list the assessments being submitted as evidence for the 19105 ESPB Advanced Program in Special Education Standards and Council for Exceptional Children's



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(CEC) Initial Content Standards for your program. Select six to eight from among those listed below. Please note the first three are required.

1. Cumulative GPA at Program Completion (**Required**)
2. Internship/Field Experience Assessment (**Required**)
3. Assessment of Content Knowledge (e.g., Praxis) (**Required**)
4. Graduate/Employer/Candidate Surveys of Program Quality
5. Capstone Assessment (e.g., research project, thesis)
6. Capstone Portfolio
7. Course Embedded Performances
8. Comprehensive Exam (standardized national exam or program area exam)
9. Alternate Assessment(s) of choice

	Name of Assessment	Type or Form of Assessment (e.g., project, case study, exam, essay, state licensure test, portfolio)	When the Assessment is Administered (e.g., admission to program, admission to student teaching/internship, specific course)
Assessment 1	Cumulative GPA at Completion (Required)	N/A	End Program
Assessment 2	Internship/Field Experience Assessment (Required)	Practicum GPA	Mid Program
Assessment 3	Assessment of Content Knowledge (Required)	Praxis II	End Program
Assessment 4	Graduate Survey	Online survey of graduate ratings of the program relative to CEC standards.	1-2 years post graduation
Assessment 5	Thesis	Thesis Rubric	At thesis defense – end of program.
Assessment 6	Methods Content	Methods GPA	Early to Mid Program



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SECTION III – RELATIONSHIP OF ASSESSMENTS TO STANDARDS

Directions: For each assessment identified in Section II, identify which CEC and ESPB standards it addresses by placing an “x” in the appropriate cell(s). Add columns to the right as needed for additional assessments. One assessment may apply to multiple standards. CEC standards that apply for this report are taken from *What Every Educator Should Know: Ethics Standards and Guidelines 6th Edition, 2009. The 2012 7th Edition was used for this report.*

STANDARD	Assessment 1 – CUM GPA	Assessment 2 – Practicum	Assessment 3 – Praxis II	Assessment 4 – Graduate Survey	Assessment 5 – Thesis	Assessment 6 – Methods
CEC 1: Assessment Special education specialists use valid and reliable assessment practices to minimize bias. Special education specialists minimize bias in assessment. Special education specialists design and implement assessments to evaluate the effectiveness of practices and programs. Special education specialists demonstrate their mastery of this standard through the mastery of the CEC Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.	X		X	X	X	
CEC 2: Curricular Content Knowledge Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels. Special education specialists align educational standards to	X	X	X	X		X



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provide access to challenging curriculum to meet the needs individuals with exceptionalities. Special educators continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content. Special education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities. Special education specialists demonstrate their mastery of this standard through the mastery of the CEC Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.						
CEC 3: Programs, Services, & Outcomes Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities. Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities. Special education specialists use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities. Special education specialists apply	X	X	X	X	X	X



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<p>knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities. Special education specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities. Special education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.</p> <p>Special education specialists demonstrate their mastery of this standard through the mastery of the CEC Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.</p>						
<p>CEC 4: Research & Inquiry Special education specialists conduct, evaluate, and use inquiry to guide professional practice. Special education specialists evaluate research and inquiry to identify effective practices. Special education specialists use knowledge of the professional literature to improve practices with individuals with exceptionalities and their families. Special education specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.</p> <p>Special education specialists demonstrate their mastery of this standard through the mastery of the CEC Core Knowledge and Skills, as well as through</p>	X			X	X	X



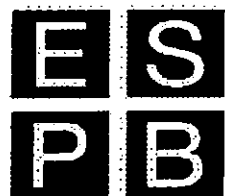
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the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.						
CEC 5: Leadership & Policy Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments. Special education specialists model respect for and ethical practice for all individuals and encourage challenging expectations for individuals with exceptionalities. Special education specialists support and use linguistically and culturally responsive practices. Special education specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families. Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities. Special education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities. Special education specialists demonstrate their mastery of this standard through the mastery of the CEC Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.	X	X	X	X	X	X



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<p>CEC 6: Professional & Ethical Practice Special education specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities. A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education specialist leadership. Special education specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families. Special education specialists model and promote respect for all individuals and facilitate ethical professional practice. Special education specialists actively participate in professional development and learning communities to increase professional knowledge and expertise. Special education specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels. Special education specialists actively facilitate and participate in the preparation and induction of prospective special educators. Special education specialists actively promote the advancement of the profession.</p> <p>Special education specialists demonstrate their</p>		X	X	X	X	
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mastery of this standard through the mastery of the CEC Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.						
CEC 7: Collaboration Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families. Special education specialists use culturally responsive practices to enhance collaboration. Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities. Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with exceptionalities. Special education specialists demonstrate their mastery of this standard through the mastery of the CEC Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.	X	X	X	X		X
ESPB 19015.1 The program curriculum is advanced in rigor and results in advanced knowledge, skills and dispositions in teaching students with special needs. The program reflects consideration of the NBPTS principles as well as CEC and NCATE/CAEP standards.	X	X	X	X	X	X



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ESPB 19015.2 The program provides candidates with advanced knowledge and skills that parallels all requirement areas in the North Dakota Standards for Program Approval CC: Common Core standards for all special education teachers.	X		X	X		
ESPB 19015.3 The program provides candidates with advanced knowledge and skills that parallels all requirement areas in the applicable special education area of the North Dakota Standards for Program Approval 8.11 being addressed (i.e. DH: Deaf and Hard of Hearing, VI: Visual Impairment, ID: Intellectual Disabilities, or ECSE: Early Childhood Special Education, etc.)	X	X	X			X
ESPB 19015.4 The program requires candidates to develop the ability to apply research and research methods relevant to the advanced field of study, including recent research-based knowledge, concepts, and analytical capabilities of the exceptional child specialty area.					X	X
ESPB 19015.5 The program requires observation and field practicum experience in elementary school, secondary school, or preschool settings appropriate to the exceptional child specialization area. Programs leading to initial licensure meet all state requirements for initial licensure; include student teaching in the		X				



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specific area and grade level of licensure.						
ESPB 19015.6 The program requires the study of current, appropriate instructional technologies.	X		X			X



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SECTION IV – EVIDENCE OF MEETING STANDARDS

It is expected that your program makes use of multiple assessments to ensure that all standards are met. For each program assessment listed in Section II, provide the following information:

1. *Description of Assessment:* This includes a brief description of the assessment, assessment instrument (this is often given to the candidate), and corresponding rubric/scoring guides. Note: work samples or other artifacts may also be included if desired.
2. *Data Summary Table:* This includes a data table showing three years of results.
3. *Analysis of Findings:* Explain how candidates met each specific standard targeted with this assessment.

Assessment 1 (required): *Cumulative GPA at the Point of Completion*

Description of Assessment: Minot State University graduate school uses a 4 point grade scale of A=Excellent, B=Good, C=Average, and below C=Unsatisfactory.

Data Summary Table:

Table 4.1 Cumulative GPA

Year	N (number of candidates)	Overall Average GPA	Range of GPA
2015-16	15	3.84	4.0 – 3.37
2014-15	12	3.79	4.0 – 3.53
2013-14	20	3.88	4.0 – 3.88

Analysis of Findings: Assessment 1 indicates that all program completers maintained cumulative grades averages of As and Bs. The range of GPAs has increased slightly, but consistently in each of the three years assessed. It is believed that this may be attributed to increased rigor in coursework as quality revisions continue to be made.



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Assessment 2 (required): *Internship/Field Experience Assessment*

Description of Assessment: Assessment data reported here is in the form of mean grade point averages for all candidates across concentration areas.

Data Summary Table:

Table 4.2 Field Experience GPAs

Large Ns reflect students taking multiple practicums

	Unsatisfactory (Below C)	Average (C)	Good (B)	Excellent (A)
2013-14 (n=92)	7%	2%	2%	89%
2014-15 (n=57)	2%	4%	4%	90%
2015-16 (n=33)	0%	3%	3%	94%

Analysis of Findings: Current data indicates the large majority of candidates completed their field experience at satisfactory levels, with most candidates receiving excellent ratings. Candidates who received ratings of Unsatisfactory were required to re-take the practicum and/or were counseled out of the program.



Recent revisions to the practicum component of the Master of Science Degree in Special Education resulted in two important outcomes that will strengthen the assessment process and thus better inform the program: 1) multiple practicum courses were consolidated into one common practicum number, SPED 515 Practicum; however, candidates must complete their practicum with the population that corresponds to their concentration area. For example, candidates in the Deaf/Hard of Hearing concentration must complete their practicum with students who have hearing loss, and 2) extensive work to increase rigor and evidence of learning was done in the practicum, to include a portfolio assignment that will be evaluated and this data collected and used as a program assessment measure beginning in Spring of 2017. The assignment and grading rubrics may be found here.

Assessment 3 (required): *Assessment of Content Knowledge.*

Description of Assessment: The Praxis II Special Education series tests are utilized by concentration area as listed in the data table.



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Data Summary Table:

Table 4.3 Praxis II

Content Area Test Name and Number	ND Passing Score	Total # of Test Takers	Average Score	Percent Passing
Special Education: Core Knowledge and Mild to Moderate Applications (5543)	None listed (ETS Average Performance Range is 164- 179)	unknown	unknown	unknown
Special Education: Education of Deaf and Hard of Hearing Students (5272)	160	unknown	unknown	unknown
Special Education: Preschool/Early Childhood (5691)	159	unknown	unknown	unknown
Special Education: Teaching Students with Learning Disabilities (5383)	151	unknown	unknown	unknown

Praxis Data Analysis of Findings: Praxis II data for graduate candidates is not available. Nearly all candidates in the Master of Science in Special Education degree program are already licensed teachers. Consequently, they were not required to take another Praxis exam for licensure. It was discovered that the candidates who did need to take a Praxis II exam for initial licensure did not elect to submit their test score to Minot State University. This gap in the data has been addressed by writing policy that the Praxis II exam specific to the candidate's concentration area (as listed above) must be taken as a graduation requirement. This requirement is now reflected in the graduate catalog and on the student's program of study document, ensuring that this data point will be collected prior to the student's degree being posted.



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Assessment 4: Graduate Survey

Description of Assessment: An electronic survey was distributed to all program completers from 2013 to 2016. The survey asked graduates to rate how well the program prepared them relative to each CEC Standard. The instrument, found here, was based on a 4 point rating scale as illustrated in the table below.

Data Summary Table:

Table 4.4 Graduate Survey

*At the time of data collection for these program completers, the program was aligned to initial CEC standards.

CEC Standard	Not at all prepared (1)	A little prepared (2)	Adequately prepared (3)	Very well prepared (4)	4 pt Scale Mean (n=20)
1: Learner Development and Individual Learning Differences	0	1	7	12	3.55
2: Learning Environments	0	1	4	14	3.68
3: Curricular Content Knowledge	0	2	4	14	3.60
4: Assessment	1	3	6	10	3.25
5: Instructional Planning and Strategies	0	2	6	12	3.5
6: Professional Learning and Ethical Practice	0	1	3	16	3.75
7: Collaboration	0	2	4	14	3.60

Analysis of Findings: While the majority of candidates felt adequately or very well prepared in each CEC standard, weaknesses in the areas of assessment and instructional planning and strategies were noted. As part of the recent and ongoing program restructuring and course revisions, specific attention has been given to refining the assessment course, SPED 550 Assessment in Special Education, as well as revision of key methods coursework, specifically SPED 517 Methods for Mild Disabilities and SPED 524 High Intensity Support Methods.



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Assessment 5: Capstone Thesis

Description of Assessment: Candidates beginning their program in the fall of 2012 or later are required to complete a thesis project. Upon completion of the project, the candidate's graduate committee members complete the rubric found here to assess the overall quality of the thesis project.

Data Summary Table:

Table 4.5 Thesis

Total N=19	Unsatisfactory	Basic	Proficient	Distinguished	Mean
2013-14 (N=6)	50%	17%	33%	0%	1.87
2014-15 (N=4)	11%	22%	11%	0%	2.22
2015-16 (N=9)	11%	11%	56%	22%	2.93

Analysis of Findings: Performance data on the thesis project has improved consistently from its first cohort to most recent one. Continual improvement in the research coursework sequence as well as the development of more clear procedures for committee chair responsibilities have resulted in the majority of candidates achieving proficient or distinguished performance on the thesis project.

Assessment 6: Methods Coursework GPA

Description of Assessment: In order to assess student competency in all methods courses across concentration areas, grade point averages for all methods courses were computed.

Data Summary Table:

Table 4.6 Methods GPA 2013-2016

Program	Courses	Mean GPA
MS Combined	All below	3.64
Strategist	Sped 572, 524, 517	3.63
D/HH	Sped 583, 584, 586	3.6
DD/ASD	Sped 542, 544, 546	4.0
ECSE	Sped 543	3.31
LD	Sped 572	3.64



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Analysis of Findings: These findings indicate all candidates have achieved Good or Excellent performance levels in their methods courses.


**SECTION V – ANALYSIS USE OF ASSESSMENT RESULTS TO DEMONSTRATE
MEETING OF STANDARDS AND FOR PROGRAM IMPROVEMENT**

Directions: This section explains how faculty are using the data from assessments to improve candidate performance and the program. Respond to the following questions by summarizing principal findings based the aggregation of assessment data and not by individual assessments.

1. Based on the findings of your assessments, please explain your program's strengths.

The data indicate all program completers possessed proficient to distinguished levels of competency relative to the CEC standards. The diverse offerings of four concentration areas allow candidates to broaden and refine their knowledge and skills in educating students with disabilities. The addition of a capstone thesis project has been challenging, but the data indicate candidates are improving in their ability to conduct practical and ethical research and to write their findings in a scholarly manner. The faculty continue to utilize candidate feedback and performance assessments to inform our practice in both content and delivery specific to distance educational technologies.

2. What areas did you identify as needing improvement? Please explain what changes you have already made to improve candidate performance and strengthen the program, as well as future changes for continuous improvement.

 In order to be responsive to changes in licensure as well as to trends in the field of special education, a series of changes were identified to improve candidate performance and to strengthen the program. Through a series of stakeholder focus meetings and careful review of both the CEC initial and advanced core and specialty standards, the Master of Science in Special Education degree was revised. As is illustrated in the MS Degree Rotation document, the degree core was revised to streamline the research sequence and create a course that addressed student learning and diversity within that domain (SPED 531 Psychoeducational Aspects of Exceptional Children, formerly titled The Academic Literature Review). Also, practicum was condensed into one course with experiences by concentration area: SPED 515 Practicum. Secondly, the Strategist concentration area was restructured to integrate a wider variety of methods



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coursework: SPED 517 Methods for Mild Disabilities, SPED 524 High Intensity Support Methods, and SPED 543 Methods & Materials in ECSE. Also, ED 573 Leadership in Education, a course from the MEd. degree was added to provide a more interdisciplinary approach to developing advanced leadership skills in our candidates.

Ongoing work needs to continue in the areas of refining curriculum mapping to Advanced standards as well as identification of additional course embedded key assessments that can provide specific information on candidates' application of knowledge and skills.