



North Dakota Education Standards and Practices Board
Initial Program Report
Preparation of Special Education Teachers
(07-2022)

COVER SHEET

- 1. Institution's Name:** Mayville State University
- 2. Date Submitted:** December 31, 2025
- 3. Preparer of this Report:** Dr. Sarah Kallock
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- 4. CAEP/State Coordinator:** Dr. Brittany Hagen
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- 5. Name of Institution's program:** Special Education B.S.Ed.
- 6. Grade levels for which candidates are being prepared:** K-12th Grade
- 7. Degree or award level (select one)**
 - a. **Initial**
 - i. **Baccalaureate**
 - ii. **Post Baccalaureate**
- 8. Is this program offered at more than one site?**
 - a. **Yes**
 - b. **No**
- 9. If your answer is yes to the above question, list the sites at which the program is offered:** [N/A](#)
- 10. Program report status (check one):**
 - a. **Initial Review**
 - b. **Continuing Review** (Our Special Education degree was reviewed as part of a double major prior to 2020)
 - c. **Focused Visit**

All course syllabi and aligned assessments can be found here: [Special Education BSEd](#)

SECTION I-CONTEXTUAL INFORMATION

1. Candidate Information

Directions: Provide three cycles 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: Special Education B.S.Ed.

| Academic Year | # of Candidates Enrolled in the Program | # of Program Completers |
|---------------|---|-------------------------|
| 2022-2023 | 12 | 7 |
| 2023-2024 | 11 | 3 |
| 2024-2025 | 7 | 5 |

* 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 1)

- Option 1:** Complete the Curriculum Exhibit Form below.
- Option 2:** Upload the Program Status Sheet (must include general studies, specialty area, and professional education courses)

III. Curriculum Exhibit Form SFN 14381. Provides the opportunity for institutions to document the entire program including general studies, teaching specialty, and professional education.

- For stand-alone majors all columns of the Curriculum Exhibit must be completed. For double majors, the institution must refer the evaluator to the first major for: the General Studies column, the general education component of the Teaching Specialty column and the general education component of the Professional Education column. Special Education course work will be reflected in the Teaching Specialty column and the Professional Education column.



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**CURRICULUM EXHIBIT FORM BASIC PROGRAM
EDUCATION STANDARDS AND PRACTICES BOARD
SFN 14381 (05-17)**

| Institution: Mayville State University | Major: Special Education B.S.Ed. | |
|---|--|---|
| Total credits required for degree: 123 credits | | |
| General Studies | Teaching Specialty | Professional Education |
| Credits Required: 36 | Credits Required: 46 | Credits Required: 41 |
| Communication: 9 credits • ENGL 110 College Composition I (3) • COMM 110 Fund of Public Speaking (3) • ENGL 120 College Composition II (3) OR • ENGL 125 Business & Tech Writing (3) Computer Information System: 1 credit • CIS 175 Information Literacy (1) Humanities: 6 credits • Selected by teacher candidates (6) Social Science: 9 credits • GEOG 103 Multictrl Wrld, Glbl Iss (3) • PSYC 111 Intro to Psychology (3) • HIST course: preferably HIST 103/104 (3) Mathematics: 3 credits • MATH 104 Finite Math (3) Science: 8 credits • Two content courses (6) • Two lab courses (2) | SPED 289 Foundations of Special Ed (3) SPED 300 Intro to Applied Behavior (3) SPED 336 Soc & Emotion Develop Guide ECE (3) SPED 338 Home, School, Community Relations (3) SPED 344 Augmented/Altern Communication (3) SPED 350 Reading Assessment & Intervention (3) SPED 351 Remedial Reading Practicum (2) SPED 382 Intellectual Disabilities (3) SPED 383 Intellectual Disabilities Practicum (2) SPED 384 Emotional Disabilities (3) SPED 385 Emotional Disabilities Practicum (2) SPED 386 Learning Disabilities (3) SPED 387 Learning Disabilities Practicum (2) SPED 388 Autism Spectrum Disorders (3) SPED 395 Transition (2) SPED 396 Special Education Law (3) SPED 397 Assess Students w Disabilities (3) | EDUC 250 Introduction to Education (3) EDUC 272 Educational Technology (2) EDUC 290 Theories of Learning & Mgmt (2) EDUC 307 Math Strategies Elem/Mid School (3) EDUC 318 Reading in the Elem Classroom (3) EDUC 380 Teaching English Lang Learners (2) EDUC 381 Human Relations/Cult Diversity (2) EDUC 390 Special Needs in Inclusive Env (3) EDUC 400 Student Teaching (10) EDUC 401 Electronic Portfolio/Assess/Semin (2) EDUC 401S Pre-Student Teaching Semin (1) EDUC 422 Educational Assessment (2) EDUC 480 Gen Methods of Secondary Teachers (3) PSYC 255 Child & Adolescent Psychology (3) |
| Total: 36 credits | Total: 46 credits | Total: 41 credits |

Note: The stand-alone Special Education B.S.Ed. satisfies Teaching Specialty (46 credits) and Professional Education (41 credits), meeting/exceeding ESPB minimums. Candidates interested in a Special Education Early Childhood degree must take two additional courses (SPED 237 Special Needs in ECE and SPED 340 Assessment & Documentation in Infant & Toddler Programs) as outlined in the current [academic catalog](#). Candidates seeking a double major in Elementary/Special Education or Secondary/Special Education take courses already offered, and reviewed, in the stand-alone Special Education program, in addition to the stand-alone general education degree.

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. Descriptive Information about the Program:

Mayville State University's Teacher Education Program is built on the Reflective Experiential Teacher Model, which emphasizes the integration of theory and practice through critical reflection and experiential learning. Accredited by the Council for the Accreditation of Educator Preparation (CAEP) and aligned with InTASC standards and CEC Standards, the Special Education BSEd program prepares candidates to demonstrate professional knowledge, skills, and dispositions necessary to positively impact K-12th grade learners. Special Education BSEd candidates typically begin the admission process during EDUC 250: Introduction to Education or upon transfer to Mayville State University. Admission requirements include successful completion of foundational coursework (as outlined in the [Teacher Education handbook](#), with minimum grades of "C" or higher), a minimum cumulative GPA of 2.75, competency in basic skills through the Praxis Core Exam, ACT scores, course grades as outlined on the competency menu (currently in pilot phase) or a combination of all three. A course grade of "B" or higher in EDUC 250 is required to be admitted into the Teacher Education program. Special Education BSEd candidates also complete an admission interview, disposition evaluations, submit student liability insurance, and a clear background check to ensure readiness for clinical experiences that occur through the remainder of the program. Once admitted, Special Education BSEd candidates progress through a sequence of professional education and methods courses that embed clinical field experiences in diverse settings to apply their specialized knowledge. These experiences are designed to help candidates apply research-based instructional strategies, develop cultural competence, and integrate technology into teaching. Throughout the program, candidates develop an electronic capstone portfolio aligned to Student Learning Outcomes (SLOs) and InTASC standards to demonstrate their growth in areas such as SLO 1) Learner and Learning, SLO 2) Content, SLO 3) Instructional Practice, and SLO 4) Professional Responsibility. Professional development seminars and reflective exercises are embedded across coursework and clinical experiences to support continuous improvement and adaptability in evolving classroom settings.

Admission to the Mayville State Teacher Education Program does not guarantee continuance. Special Education BSEd candidates must maintain a 2.75 GPA, uphold professional dispositions, and receive satisfactory evaluations from faculty and field supervisors throughout their time in the program. If concerns arise, the Teacher Education Committee may implement a Student Success Plan, probation, or other interventions to support and guide candidates. These measures ensure accountability while supporting candidates' growth within the framework of the Reflective Experiential Teacher Model.

The Special Education BSEd program culminates with the completion of EDUC 400: Student Teaching, a 15-week full-time clinical experience (in Special Education K-12) in an accredited school, paired with EDUC 401: Electronic Portfolio and Seminar. In these courses, candidates demonstrate mastery of program outcomes through lesson planning, classroom management, and reflective practice under the guidance of cooperating teachers and university supervisors. Successful completion of student teaching, portfolio presentation, and required Praxis Subject Area exams ensure Special Education

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BSEd candidates are prepared for licensure and entry into the teaching profession. This progression from foundational coursework to integrated clinical practice reflects Mayville State's mission to prepare educators who are reflective, competent, and committed to lifelong learning.

4. Changes in the Program since the Last Review: The Special Education stand-alone BSEd program was not part of the last review. At that time, Mayville State followed licensure laws by offering double majors in Special Education/Early Childhood, Special Education/Elementary, and Special Education/Secondary. The following changes have occurred in the stand-alone Special Education BSEd program since its inception in Fall 2020. A rationale for each decision is provided.

| Change | Rationale |
|---|---|
| EPP began offering a stand-alone Special Education degree. | This change addresses the critical teacher shortage in North Dakota and nationwide by creating a more accessible and focused pathway for candidates to enter the special education workforce. New licensure laws in North Dakota also made this change possible to offer an initial teaching license in Special Education as a stand-alone undergraduate degree. |
| Elective courses in the double major were moved to required. These include SPED 336 Soc & Emotion Develop Guide ECE, SPED 344 Augmented/Altern Communication, SPED 388 Autism Spectrum Disorders, and SPED 395 Transition). | These courses were made required in the stand-alone Special Education program to ensure candidates gain essential competencies in social-emotional development, communication strategies, autism spectrum disorders, and transition planning across grade levels. These key areas are also identified as high needs in our partnership schools. |
| SPED 400B Part-time Student Teaching (5 credits) replaced with EDUC 400 Student Teaching (10 credits). | The adjustment allows stand-alone SPED candidates to complete a full 15-week student teaching experience in special education, aligning with best practices and licensure expectations. If candidates take the double major route, they still are required to take SPED 400B (5 weeks in a Special Education classroom) and EDUC 400 (10 weeks in a general education classroom). |
| Math 104 Finite Math was added as an option for Special Education majors' essential studies math course. | This addition ensures compliance with updated state standards and NCTQ guidelines requiring foundational math skills for special education teachers. Candidates can also choose to take MATH 103 College Algebra as their essential studies math course. |
| HPER 210 Frist Aid and CPR was removed from program requirements. | The course, although helpful knowledge for Special Education teachers, was eliminated because it was not essential for graduation or meeting licensure requirements, streamlining the program for efficiency. Most of our partner schools offer First Aid and CPR training to their employees to ensure candidates are prepared if emergencies arise. |

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| SPED 497 Special Education Internship is no longer required. | This internship was removed as a requirement and the practicum experiences for SPED 383 Intellectual Disabilities Practicum, SPED 385 Emotional Disabilities Practicum, and SPED 387 Learning Disabilities Practicum were changed to 2 credit requirements. This ensured candidates were receiving opportunities to see specific special needs in classrooms to prepare them to confront diverse needs in their own classroom. |
| SPED 389 Foundations of Special Education was renumbered to SPED 289 and kept the same course name. | The course number change aligns with statewide common course numbering initiatives to improve transferability and consistency across institutions. |
| SPED 384 Emotional Disabilities and SPED 385 Emotional Disabilities Practicum received a name change from "Disturbance" to "Disabilities" | This update reflects current terminology and promotes inclusive, person-first language consistent with professional standards. |
| SPED 330 Behavior Modification and Management changed to SPED 300 Introduction to Applied Behavior. | The revision responds to schools' needs by emphasizing applied behavior analysis principles, which are increasingly critical for managing diverse classroom behaviors. |
| SPED 350 was renamed from Remedial Reading to Reading Assessment and Intervention. The co-requisite practicum SPED 351 also received an updated name from Remedial Reading Practicum to Reading Assessment and Intervention Practicum. The SPED 351 practicum was increased from 1 to 2 credits. | The update reflects new state reading requirements by expanding content on reading assessment and intervention and increasing practicum hours to strengthen candidates' literacy instruction skills. |

5. **Field & Clinical Experiences:** Several professional courses outlined below provide a list of field experiences where teacher candidates are supervised by University Mentors and qualified P-12 Field Mentors. Clinical Experiences and Student Teaching Experiences are an integral part of the professional education program that are designed to help the candidates understand the relationship between classroom theory and application to practice. The Director of Student Placement monitors experiences, making sure candidates are assigned to multiple settings, which increases the amount and types of diverse K-12 students with which candidates interact. Information on experiences is managed through the Field Placement database to assist in making informed decisions about where to place teacher candidates. Selection for experiences are made balancing factors such as employment in a district, diversity of P-12 learners, recommendations from district administrators, travel time and distance, school schedule, course schedule, and personal considerations (e.g., disability, socioeconomic status, transportation, family, etc.). The table below indicates the early and final clinical experiences our candidates participate in and the total number of hours.

| Program | Early Field Experiences Observation = (O) Practicum = (P) | Final Clinical Experience (Student Teaching) | Total Hours |
|-------------------------------|---|---|-------------|
| Special Education Stand Alone | EDUC 250 – 25 virtual hours (O) SPED 351 – 30 hours (P) SPED 383 – 60 hours (P) SPED 385 – 60 hours (P) SPED 387 – 60 hours (P) | EDUC 400 – 15 weeks full time student teaching in Special Education classroom K-12; 600 hours | 835 |

SECTION II: RESPONSE TO STANDARDS

- 1. Areas of Weakness from Prior Review:** The Special Education stand-alone BSEd program was not part of the last review in 2019. At that time, Mayville State followed licensure laws by offering double majors in Special Education/Early Childhood, Special Education/Elementary, and Special Education/Secondary. However, the prior review identified no areas of weakness for any of the double majors. According to the Report to State Team (March 2019), the ESPB Content Expert stated, "Mayville State University appears to have appropriate assessments aligned to ESPB standards and have meaningful data on their pre-service teachers' skills and the extent to which they are meeting each standard. In addition, there is a comprehensive course of study complete with field experiences and student teaching opportunities. Based on their Initial Program Report, I have no concerns about the Special Education program at Mayville State University." No unresolved items remain and the EPP is monitoring the transition to the stand-alone configuration.
- 2. Course/Assessment Matrix:**
 - Complete the matrix below.
 - List courses that address each of the ESPB standards for your program.
(All courses listed should be linked to an electronic syllabus.)
 - List the assessments that most clearly align with each standard.
(Choose from among those listed in Section IV: Evidence of Meeting the Standard.)
 - Provide a short narrative describing how the program addresses the standard
(For example, identify course objectives, activities and related experiences.)

All course syllabi and aligned assessments can be found here: [Special Education BSEd](#)



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The special education major must meet or exceed the Council for Exceptional Children (CEC) Standards as adopted by ESPB for meeting regular licensure. Effective July 1, 2012, all applicants to special education majors must meet or exceed the Praxis II cut scores for the specific disability as set by the ESPB Board.

| State Standard | Course Prefix and Title (with electronic links to syllabi) | Assessment (from among those listed under Section IV: Evidence of Meeting the Standard) |
|--|---|--|
| <p>Initial Preparation Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines</p> <p>Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.</p> <p>Key Elements</p> <ul style="list-style-type: none">1.1 Candidates practice within ethical guidelines and legal policies and procedures.1.2 Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds.1.3 Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices. | <p>SPED 289 Foundations of Special Ed SPED 351 Remedial Reading Practicum SPED 382 Intellectual Disabilities SPED 384 Emotional Disabilities SPED 385 Emotional Disabilities Practicum SPED 386 Learning Disabilities SPED 387 Learning Disabilities Practicum SPED 395 Transition SPED 396 Special Education Law SPED 397 Assess Students w Disabilities EDUC 250 Introduction to Education EDUC 272 Educational Technology EDUC 290 Theories of Learning & Mgmt EDUC 307 Math Strategies Elem/Mid School EDUC 318 Reading in the Elem Classroom EDUC 380 Teaching English Lang Learners EDUC 381 Human Relations/Cult Diversity EDUC 390 Special Needs in Inclusive Env EDUC 400 Student Teaching EDUC 401 Electronic Portfolio/Assess/Semin EDUC 401S Pre-Student Teaching Semin EDUC 480 Gen Methods Secondary Teachers</p> | <p>Praxis II: Content Test CEC Skills Evaluation (EDUC 400) CEC Skills Evaluation (SPED 387) Project Learning Disability (SPED 386) Capstone Portfolio (EDUC 401) CEC Special Education Ethical Principles Evaluation (EDUC 400)</p> |



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Narrative: Special Education BSEd teacher candidates build their foundation in ethical and professional practice through a comprehensive sequence of courses that connect legal knowledge, reflective practice, and advocacy skills. Beginning with SPED 289 Foundations of Special Education, students explore the historical context and legal parameters of special education while developing an understanding of disability experiences and their impact on development. This foundational knowledge expands through SPED 396 Special Education Law, where candidates dive deep into the laws and regulations governing special education, examining how legal statutes translate into real-world practice through case studies and practical scenarios. The program reinforces ethical decision-making across multiple contexts, from EDUC 250 Introduction to Education's exploration of educational foundations and professionalism to EDUC 401S Pre-Student Teaching Seminars' focus on the Model Code of Ethics for Educators and professional relationships. Additional courses like EDUC 272 Educational Technology and EDUC 290 Theories of Learning and Management ensure candidates understand ethical use of technology and learning theories while maintaining professional standards.

Throughout their coursework, Special Education BSEd candidates develop skills in advocacy and cultural responsiveness that prepare them to support diverse learners and families effectively. EDUC 381 Human Relations and Cultural Diversity engages students in analyzing socio-cultural dimensions that influence education across different ethnic, racial, and linguistic groups, with particular attention to Native American tribes of North Dakota. This cultural awareness connects to practical application in courses like EDUC 380 Teaching English Language Learners and EDUC 390 Special Needs in an Inclusive Environment, where candidates learn to make instructional decisions that respect individual strengths and needs of diverse learners. The specialized methods courses, including SPED 382 Intellectual Disabilities, SPED 384 Emotional Disabilities, SPED 386 Learning Disabilities, and SPED 388 Autism Spectrum Disorders, each address advocacy for students with specific exceptionalities while emphasizing appropriate decision-making and collaboration with families and outside agencies. Content-specific pedagogy courses like EDUC 307 Math Strategies Elem/Mid School, EDUC 318 Reading in the Elem Classroom, and EDUC 480 General Methods for Secondary Educators integrate ethical considerations into instructional planning and delivery.

Special Education BSEd candidates actively engage in ongoing professional learning and self-reflection through field experiences and portfolio development that demonstrate their growth as ethical practitioners. The practicum experiences embedded in SPED 351 Remedial Reading Practicum, SPED 383 Intellectual Disabilities Practicum, SPED 385 Emotional Disabilities Practicum, and SPED 387 Learning Disabilities Practicum require students to apply ethical guidelines while working directly with students under mentor supervision. These experiences culminate in EDUC 400 Student Teaching, where candidates demonstrate professional conduct across a full semester, and EDUC 401 Electronic Portfolio, Assessment, and Seminar, which provides evidence of their development as reflective practitioners. Additional courses like SPED 395 Transition and SPED 397 Assessment of Students with Disabilities ensure candidates understand their ethical responsibilities in critical areas such as transition planning and nondiscriminatory assessment practices, while SPED 350 Reading Assessment & Intervention and EDUC 422 Educational Assessment reinforce ethical assessment practices.

Multiple assessments throughout the program measure Special Education BSEd candidates' achievement of this standard's key elements, ensuring they can practice within ethical guidelines, advocate effectively for students with exceptionalities, and design professional learning based on self-reflection. The Praxis II



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Content Test measures foundational knowledge and competencies important for safe and effective beginning practice as a special education teacher, covering knowledge relevant to ethical and legal foundations from kindergarten through grade 12. The CEC Skills Evaluation completed during EDUC 400 comprehensively assesses educator proficiencies against all seven CEC Initial Practice Standards, including ethical practice and professional learning, while the CEC Skills Evaluation in SPED 387 provides mid-program formative feedback on candidates' emerging ethical competencies during their practicum experiences. The Project Learning Disability assignment in SPED 386 requires candidates to research and compile interventions demonstrating ethical consideration of diverse learning needs and evidence-based practices. The CEC Special Education Ethical Principles Evaluation during EDUC 400 specifically assesses candidates' understanding and application of CEC's 12 professional ethical principles, ensuring commitment to maintaining high professional standards, inclusive practices, and collaborative partnerships. Finally, the Capstone Portfolio in EDUC 401 demonstrates candidates' ability to meet program outcomes aligned to InTASC Standards, requiring them to integrate technology and diversity experiences through artifact selection, written rationales, and professional presentation that reflects their growth as ethical, reflective practitioners throughout their preparation program.

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| <p>Initial Preparation Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs</p> <p>Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.</p> <p>Key Elements</p> <p>2.1 Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities.</p> <p>2.2 Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and</p> | <p>SPED 289 Foundations of Special Ed SPED 300 Intro to Applied Behavior SPED 336 Soc & Emotion Develop Guide ECE SPED 338 Home, School, Commun. Relations SPED 344 Augmented/Altern Communication SPED 350 Reading Assessment & Intervention SPED 351 Remedial Reading Practicum SPED 382 Intellectual Disabilities SPED 384 Emotional Disabilities SPED 386 Learning Disabilities SPED 388 Autism Spectrum Disorders SPED 397 Assess Students w Disabilities EDUC 272 Educational Technology EDUC 307 Math Strategies Elem/Mid School EDUC 318 Reading in the Elem Classroom EDUC 381 Human Relations/Cult Diversity EDUC 390 Special Needs in Inclusive Env EDUC 400 Student Teaching EDUC 401 Electronic Portfolio/Assess/Semin EDUC 480 Gen Methods Secondary Teachers PSYC 255 Child & Adolescent Psychology</p> | <p>Praxis II: Content Test CEC Skills Evaluation (EDUC 400) Project Learning Disability (SPED 386) Capstone Portfolio (EDUC 401) CEC Special Education Ethical Principles Evaluation (EDUC 400)</p> |
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| communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments | | |
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Narrative: Candidates enrolled in the Special Education BSEd program develop comprehensive understanding of human growth and development through coursework that integrates theoretical foundations with practical applications across diverse learner populations. PSYC 255 Child and Adolescent Psychology provides the developmental foundation by examining cognitive, physiological, social and emotional aspects of human development from conception to early adulthood, with special emphasis on students of diversity. Building on this foundation, SPED 289 Foundations of Special Education introduces candidates to the disability experience and its impact on physical, cognitive, and psychosocial development, while SPED 336 Social & Emotional Development Guide ECE focuses specifically on social-emotional development and developmentally appropriate techniques. These developmental understandings are further refined through disability-specific courses including SPED 382 Intellectual Disabilities, SPED 384 Emotional Disabilities, SPED 386 Learning Disabilities, and SPED 388 Autism Spectrum Disorders, each examining how particular exceptionalities influence development and learning across the lifespan.

Family and community contexts receive significant attention as Special Education BSEd candidates learn to support the whole child within their broader environment. SPED 338 Home, School, and Community Relations focuses on building relationships with families, applying family system theories, and respecting the diversity of individual families while providing information about family-oriented services. Cultural responsiveness is emphasized in EDUC 381 Human Relations and Cultural Diversity, which analyzes socio-cultural dimensions that influence the educational process across various ethnic, racial, and linguistic groups. EDUC 390 Special Needs in an Inclusive Environment helps candidates understand how to assess individual differences and modify curriculum according to IEPs, ensuring all individuals have opportunities to excel based on their capabilities. Technology integration through EDUC 272 Educational Technology and communication support through SPED 344 Augmentative/Alternative Communication prepare candidates to address diverse learning needs through multiple modalities and assistive technologies ranging from low to high-tech supports.

Practical application of developmental knowledge occurs through carefully structured field experiences and specialized instructional methods courses. SPED 350 Reading Assessment & Intervention and SPED 351 Remedial Reading Practicum allow candidates to apply research-based diagnostic and intervention strategies with individual students, completing assessments and implementing scientifically based interventions tailored to specific learning needs. Content-specific methods in EDUC 307 Math Strategies Elem/Mid School and EDUC 318 Reading in the Elem Classroom emphasize hands-on, conceptually based instruction that addresses developmental readiness. Advanced coursework in SPED 300 Introduction to Applied Behavior and SPED 397 Assess Students w Disabilities provides tools for understanding and addressing behavioral and academic needs through systematic assessment and intervention. The sequence culminates in EDUC 480 General Methods for Secondary Educators, EDUC 400 Student Teaching, where candidates demonstrate their ability to create developmentally appropriate learning experiences across diverse settings, followed by portfolio development in EDUC 401 that showcases their growth in addressing individual learner needs.



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Assessment measures for this standard ensure Special Education BSEd candidates can effectively apply developmental knowledge to support diverse learners. The Praxis II Content Test evaluates foundational knowledge about human development and exceptionalities essential for special education practice. Both CEC Skills Evaluations, administered during SPED 387 and EDUC 400, assess candidates' abilities to apply developmental understanding in creating appropriate learning experiences, with the SPED 387 evaluation providing formative feedback during practicum experiences with students with learning disabilities. The Project Learning Disability in SPED 386 requires candidates to compile and annotate interventions that demonstrate understanding of how learning disabilities impact development and what instructional strategies effectively address these needs. The CEC Special Education Ethical Principles Evaluation ensures candidates understand their professional responsibility to consider individual developmental needs when serving students with exceptionalities. The Capstone Portfolio in EDUC 401 provides comprehensive evidence of candidates' ability to integrate developmental knowledge with instructional practices, demonstrating through artifacts and reflections how they create learning experiences responsive to individual strengths and needs.

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| <p>Initial Preparation Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge</p> <p>Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.</p> <p>Key Elements</p> <p>3.1 Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities</p> <p>3.2 Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives</p> | <p>SPED 300 Intro to Applied Behavior SPED 344 Augmented/Altern Communication SPED 350 Reading Assessment & Intervention SPED 351 Remedial Reading Practicum SPED 382 Intellectual Disabilities SPED 386 Learning Disabilities SPED 397 Assess Students w Disabilities EDUC 290 Theories of Learning & Mgmt EDUC 307 Math Strategies Elem/Mid School EDUC 318 Reading in the Elem Classroom EDUC 390 Special Needs in Inclusive Env EDUC 400 Student Teaching EDUC 401 Electronic Portfolio/Assess/Semin EDUC 480 Gen Methods Secondary Teachers</p> | <p>Praxis II: Content Test CEC Skills Evaluation (EDUC 400) Project Learning Disability (SPED 386) Capstone Portfolio (EDUC 401) CEC Special Education Ethical Principles Evaluation (EDUC 400)</p> |
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Narrative: Academic content knowledge and specialized curriculum form the foundation of effective special education practice, as demonstrated through coursework that bridges general and special education. EDUC 290 Theories of Learning and Management establishes the theoretical base for understanding how individuals construct knowledge and acquire skills, preparing candidates to make instructional decisions that respect individual learning differences. This foundation expands through content-specific pedagogy courses including EDUC 307 Math Strategies Elem/Mid School, which develops research-based teaching strategies for elementary mathematics, and EDUC 318 Reading in the Elem Classroom, which grounds candidates in scientifically based literacy and language development practices including the five pillars of reading instruction. EDUC 480 General Methods for Secondary Educators advances these skills by preparing candidates to provide high-quality instruction through understanding by design, differentiated instruction, and universal design for learning approaches.

Specialized curricular knowledge becomes the focus as Special Education BSEd candidates learn to augment general education content for students with disabilities. SPED 350 Reading Assessment & Intervention provides extensive training in scientifically based assessment and intervention methods, including Multi-Tiered Systems of Support (MTSS) and systematic instructional strategies for whole groups, small groups, and individual learners. The accompanying SPED 351 Remedial Reading Practicum requires candidates to apply these strategies in field settings, implementing corrective reading interventions with assigned students under mentor supervision. SPED 300 Introduction to Applied Behavior equips candidates with behavior analytic topics essential for skill acquisition and instructional planning, while SPED 344 Augmentative/Alternative Communication addresses specialized communication curricula for students with severe communication impairments, exploring assistive technology devices and pedagogical considerations for content area support.

Integration of general and specialized curriculum occurs through disability-specific methods courses and comprehensive assessment training. SPED 382 Intellectual Disabilities focuses on effective methods and materials for teaching children and youth with intellectual disabilities, including assessment techniques and instructional adaptations influenced by cultural variables. SPED 386 Learning Disabilities emphasizes creating and modifying learning environments and adapting instructional strategies for inclusive settings, with attention to best practices and computer-assisted instruction. EDUC 390 Special Needs in an Inclusive Environment bridges general and special education by teaching candidates how to read IEPs and modify curriculum according to individual needs while using universal design techniques. SPED 397 Assessment of Students with Disabilities provides comprehensive training in formative and summative evaluation methods, covering various assessment tools for both academic and functional curricula. These skills culminate in EDUC 400 Student Teaching, where candidates demonstrate their ability to deliver specially designed instruction across placement settings, followed by portfolio synthesis in EDUC 401.

Several assessments measure Special Education BSEd candidates' mastery of content knowledge and specialized curricular skills throughout the program. The Praxis II Content Test directly evaluates candidates' knowledge of academic content and specialized curricula necessary for special education practice across all grade levels. The CEC Skills Evaluation during EDUC 400 comprehensively assesses how well candidates apply content knowledge to inform programmatic and instructional decisions for learners with exceptionalities, evaluating their ability to augment general curriculum and providing specially designed instruction. The mid-program CEC Skills Evaluation in SPED 387 provides formative assessment of candidates' emerging abilities to adapt content and curricula specifically for



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students with learning disabilities during practicum experiences. The Project Learning Disability in SPED 386 demonstrates candidates' ability to research and organize instructional strategies across content areas, creating a professional reference that shows understanding of how to adapt curriculum for various learning disabilities. The CEC Special Education Ethical Principles Evaluation confirms candidates' commitment to evidence-based instruction and appropriate curricular decisions. Finally, the Capstone Portfolio in EDUC 401 requires candidates to demonstrate content knowledge aligned to InTASC Standard 2, providing artifacts and rationales that show their ability to integrate general and specialized curriculum to support student learning across diverse contexts.

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| <p>Initial Preparation Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Databased Decision Making</p> <p>Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.</p> <p>Key Elements</p> <p>4.1 Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities.</p> <p>4.2 Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services.</p> <p>4.3 Candidates assess, collaboratively analyze, interpret, and communicate students' progress</p> | <p>SPED 300 Intro to Applied Behavior SPED 344 Augmented/Altern Communication SPED 350 Reading Assessment & Intervention SPED 382 Intellectual Disabilities SPED 383 Intellectual Disabilities Practicum SPED 384 Emotional Disabilities SPED 386 Learning Disabilities SPED 388 Autism Spectrum Disorders SPED 395 Transition SPED 397 Assess Students w Disabilities EDUC 380 Teaching English Lang Learners EDUC 400 Student Teaching EDUC 401 Electronic Portfolio/Assess/Semin EDUC 422 Educational Assessment</p> | <p>Praxis II: Content Test CEC Skills Evaluation (EDUC 400) Project Learning Disability (SPED 386) Capstone Portfolio (EDUC 401) CEC Special Education Ethical Principles Evaluation (EDUC 400)</p> |
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| toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction. | | |
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Narrative: Assessment competencies develop progressively as Special Education BSEd candidates learn to evaluate learning, behavior, and classroom environments through multiple lenses and methodologies. SPED 397 Assessment of Students with Disabilities provides comprehensive training in formative and summative evaluation methods for students with varying degrees of disabilities, covering administration, interpretation, and reporting of various assessment tools including observations, work samples, curriculum-based measurements, and formal achievement tests. EDUC 422 Educational Assessment complements this by teaching candidates to identify learning goals, use formative and summative assessment, critique existing tools, and use assessment results for data-based decision making. SPED 350 Reading Assessment & Intervention focuses specifically on scientifically based assessment practices and diagnostic methods within Multi-Tiered Systems of Support, while EDUC 380 Teaching English Language Learners addresses assessment considerations for language learners using proficiency levels and Can-Do descriptors.

Disability-specific assessment skills are cultivated through methods courses that integrate evaluation with instructional planning across areas of exceptionality. SPED 382 Intellectual Disabilities explores assessment techniques specific to students with cognitive disabilities, including the influence of cultural variables on evaluation. SPED 384 Emotional Disabilities addresses functional behavior assessment and assessment for education service placements, while SPED 386 Learning Disabilities focuses on assessment for creating and modifying learning environments. SPED 388 Autism Spectrum Disorders includes assessment of communication, social skills, and challenging behaviors specific to the autism spectrum. Applied behavior assessment receives particular attention in SPED 300 Introduction to Applied Behavior, which covers measurement, assessment, and documentation essential for behavioral intervention. SPED 344 Augmentative/Alternative Communication includes assessment for selecting appropriate communication systems and assistive technology devices based on individual student needs.

Field experiences provide authentic contexts for developing Special Education BSEd candidates' assessment skills through supervised practice with diverse learners. SPED 383 Intellectual Disabilities Practicum requires candidates to apply assessment concepts in settings serving individuals with intellectual disabilities, while SPED 395 Transition emphasizes transition assessments for adolescents and young adults preparing for postsecondary choices. These practicum experiences allow candidates to conduct assessments, analyze data, and make instructional decisions under mentor guidance. The culminating experiences in EDUC 400 Student Teaching requires candidates to collect and analyze data on student learning and engagement throughout a full semester, demonstrating their ability to use assessment for ongoing instructional adjustment. EDUC 401 Electronic Portfolio, Assessment, and Seminar synthesizes these experiences as candidates present evidence of their assessment competencies aligned to professional standards.



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Multiple program assessments evaluate Special Education BSEd candidates' abilities to use assessment for data-based decision making across diverse contexts. The Praxis II Content Test measures foundational knowledge of assessment principles and practices essential for special education. The CEC Skills Evaluation administered during EDUC 400 comprehensively assesses candidates' abilities to collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning and behavior, evaluating their competence in using assessment for eligibility determination and progress monitoring. The mid-program CEC Skills Evaluation in SPED 387 provides formative feedback on assessment skills during learning disabilities practicum experiences. The Project Learning Disability in SPED 386 requires candidates to research and organize assessment-informed interventions, demonstrating understanding of how assessment data guides instructional decisions. The CEC Special Education Ethical Principles Evaluation ensures candidates understand ethical considerations in assessment, including nondiscriminatory practices and appropriate use of assessment data. The Capstone Portfolio in EDUC 401 showcases candidates' growth in assessment competencies through artifacts demonstrating their ability to use multiple measures to inform instruction and support student success.

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| <p>Initial Preparation Standard 5: Supporting Learning Using Effective Instruction</p> <p>Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.</p> <p>Key Elements</p> <p>5.1 Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic diversity and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual.</p> <p>5.2 Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.</p> | <p>SPED 344 Augmented/Altern Communication SPED 350 Reading Assessment & Intervention SPED 382 Intellectual Disabilities SPED 383 Intellectual Disabilities Practicum SPED 385 Emotional Disabilities Practicum SPED 386 Learning Disabilities SPED 387 Learning Disabilities Practicum SPED 388 Autism Spectrum Disorders SPED 395 Transition SPED 396 Special Education Law EDUC 272 Educational Technology EDUC 307 Math Strategies Elem/Mid School EDUC 318 Reading in the Elem Classroom EDUC 380 Teaching English Lang Learners EDUC 400 Student Teaching EDUC 401 Electronic Portfolio/Assess/Semin EDUC 480 Gen Methods Secondary Teachers</p> | <p>Praxis II: Content Test CEC Skills Evaluation (EDUC 400) CEC Skills Evaluation (SPED 387) Project Learning Disability (SPED 386) Capstone Portfolio (EDUC 401) CEC Special Education Ethical Principles Evaluation (EDUC 400)</p> |
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| <p>5.3 Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.</p> <p>5.4: Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group.</p> <p>5.5 Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual.</p> <p>5.6 Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.</p> | | |
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Narrative: Instructional effectiveness emerges through coursework that integrates evidence-based strategies with practical application across diverse learning contexts for candidates in the Special Education BSEd program. EDUC 480 General Methods for Secondary Educators establishes the foundation through conceptual approaches including understanding by design, differentiated instruction, and universal design for learning, preparing candidates to craft effective lessons and conduct formative assessment. EDUC 307 Math Strategies Elem/Mid School and EDUC 318 Reading in the Elem Classroom provide content-specific instructional methods emphasizing hands-on, engaging lessons that promote conceptual understanding and systematic literacy instruction. EDUC 272 Educational Technology expands instructional repertoires through educational technologies that create interactive teaching and learning activities, while EDUC 380 Teaching English Language Learners develops strategies for making content accessible to language learners at various proficiency levels.

Specialized instructional approaches for students with disabilities form a core component of the preparation program. SPED 350 Reading Assessment & Intervention trains candidates in systematic and explicit instructional strategies for whole group, small group, and individual learners in both regular classroom and intensive intervention settings. SPED 344 Augmentative/Alternative Communication addresses instructional strategies for students with severe communication impairments, including implementation guidelines for various assistive technology systems. Disability-specific instruction is addressed through SPED 382 Intellectual Disabilities, which covers effective methods and materials for teaching students with cognitive disabilities, and SPED 386 Learning Disabilities, which emphasizes best practices and adaptations for inclusive settings. SPED 388 Autism Spectrum Disorders explores instructional strategies for academic skill development, early communication, language acquisition, and social skills specific to students on the spectrum. SPED 395 Transition focuses on instructional strategies for transition-related skills, while SPED 396 Special Education Law ensures candidates understand the legal requirements for providing appropriate instruction.



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Practical application of instructional strategies occurs for Special Education BSEd candidates through carefully sequenced field experiences that build teaching competencies. SPED 383 Intellectual Disabilities Practicum, SPED 385 Emotional Disabilities Practicum, and SPED 387 Learning Disabilities Practicum each require 60 hours of field experience where candidates apply instructional methods with students under mentor supervision. These experiences allow candidates to practice explicit instruction, flexible grouping, and individualized support in authentic classroom settings. The practicum experiences prepare candidates for the comprehensive demonstration of instructional skills during EDUC 400 Student Teaching, where they implement effective instruction across a full semester. Throughout these experiences, Special Education BSEd candidates learn to use whole group instruction, flexible grouping, small group instruction, and individual instruction as appropriate to student needs. EDUC 401 Electronic Portfolio, Assessment, and Seminar provides the capstone opportunity for candidates to reflect on and document their instructional growth.

Assessment of instructional competencies occurs through multiple measures aligned to the standard's key elements. Special Education BSEd take the Praxis II Content Test which evaluates their knowledge of effective instructional strategies and evidence-based practices for special education. The CEC Skills Evaluation during EDUC 400 comprehensively assesses candidates' use of effective strategies to promote active engagement, systematic instruction, flexible grouping, and individualized instruction, evaluating their ability to use assessment data to guide instructional decisions. The CEC Skills Evaluation in SPED 387 provides mid-program formative assessment of instructional skills specifically related to students with learning disabilities. The Project Learning Disability in SPED 386 demonstrates candidates' ability to research and organize instructional strategies and techniques for various learning disabilities, creating a professional reference for evidence-based instruction. The CEC Special Education Ethical Principles Evaluation confirms candidates' commitment to evidence-based instruction and appropriate instructional practices. The Capstone Portfolio in EDUC 401 requires candidates to provide artifacts demonstrating instructional practices aligned to InTASC Standard 3, showing their ability to implement effective instruction that supports diverse learners' academic and non-academic goals.

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| <p>Initial Preparation Standard 6: Supporting Social, Emotional, and Behavioral Growth</p> <p>Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.</p> <p>Key Elements</p> <p>6.1 Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities.</p> <p>6.2 Candidates use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being.</p> <p>6.3: Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.</p> | <p>SPED 300 Intro to Applied Behavior SPED 382 Intellectual Disabilities SPED 383 Intellectual Disabilities Practicum SPED 384 Emotional Disabilities SPED 385 Emotional Disabilities Practicum SPED 387 Learning Disabilities Practicum SPED 388 Autism Spectrum Disorders SPED 395 Transition EDUC 307 Math Strategies Elem/Mid School EDUC 380 Teaching English Lang Learners EDUC 390 Special Needs in Inclusive Env EDUC 400 Student Teaching EDUC 401 Electronic Portfolio/Assess/Semin EDUC 480 Gen Methods Secondary Teachers</p> | <p>Praxis II: Content Test CEC Skills Evaluation (EDUC 400) CEC Skills Evaluation (SPED 387) Capstone Portfolio (EDUC 401) CEC Special Education Ethical Principles Evaluation (EDUC 400)</p> |
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Narrative: Creating supportive learning environments begins with understanding behavior as communication and developing proactive strategies for social-emotional development. In SPED 300 Introduction to Applied Behavior, Special Education BSEd are provided with essential training in behavior basics, measurement, assessment, and behavior reduction through practical application of behavioral concepts and principles. This foundation connects directly to

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disability-specific behavioral support through SPED 384 Emotional Disabilities, which addresses characteristics and methods for students with emotional and behavioral disorders, including functional behavior assessment and Positive Behavior Supports. SPED 382 Intellectual Disabilities and SPED 388 Autism Spectrum Disorders each address behavioral considerations specific to these populations, including managing challenging behaviors and developing social skills. EDUC 390 Special Needs in an Inclusive Environment reinforces these concepts by teaching universal design techniques that support classroom-wide behavioral success.

Classroom management and social-emotional learning strategies are integrated throughout methods courses to ensure Special Education BSEd candidates can create productive learning environments. EDUC 480 General Methods for Secondary Educators addresses classroom management within the broader context of instructional planning, while EDUC 307 Math Strategies Elem/Mid School incorporates engagement strategies that support behavioral success during mathematics instruction. EDUC 380 Teaching English Language Learners recognizes the social-emotional needs of language learners, addressing how linguistic differences can impact behavior and social interactions. SPED 395 Transition specifically addresses behavioral and social considerations for adolescents and young adults, including sexuality, community living, and life-long disability issues that impact social-emotional well-being.

Supervised field experiences allow Special Education BSEd candidates to implement behavioral support strategies while developing professional judgment about preventive and responsive practices. SPED 383 Intellectual Disabilities Practicum, SPED 385 Emotional Disabilities Practicum, and SPED 387 Learning Disabilities Practicum each provide 60 hours of experience where candidates apply behavioral support strategies with students experiencing various disabilities. SPED 385 is particularly focused on working with students with emotional disturbances, allowing candidates to practice crisis prevention and intervention strategies in authentic settings. These experiences prepare candidates for comprehensive demonstration of behavioral support skills during EDUC 400 Student Teaching, where they establish and maintain classroom routines, implement behavior management systems, and respond to individual student needs across a full semester. EDUC 401 Electronic Portfolio, Assessment, and Seminar allows candidates to reflect on their growth in supporting students' social, emotional, and behavioral development.

Program assessments evaluate Special Education BSEd candidates' abilities to create safe, respectful environments and support social-emotional well-being. The Praxis II Content Test assesses foundational knowledge of behavioral principles and social-emotional development relevant to special education practice. The CEC Skills Evaluation during EDUC 400 comprehensively evaluates candidates' use of effective routines and procedures, preventive and responsive practices, and systematic use of data for behavioral interventions, measuring their ability to create productive learning environments. The CEC Skills Evaluation in SPED 387 provides formative feedback on behavioral support skills during the learning disabilities practicum, focusing on how candidates address behavioral needs within the context of learning disabilities. The Capstone Portfolio in EDUC 401 requires artifacts demonstrating how candidates create supportive learning environments and promote social-emotional development aligned to professional standards. The CEC Special Education Ethical Principles Evaluation ensures candidates understand ethical considerations in behavioral intervention, including the dignity and safety of all learners with exceptionalities, confirming their commitment to using evidence-based behavioral supports that respect student rights and promote positive outcomes.

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| <p>Initial Preparation Standard 7: Collaborating with Team Members</p> <p>Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.</p> <p>Key Elements</p> <p>7.1 Candidates utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs.</p> <p>7.2 Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families.</p> <p>7.3 Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the</p> | <p>SPED 336 Soc & Emotion Develop Guide ECE SPED 338 Home, School, Community Relations SPED 383 Intellectual Disabilities Practicum SPED 384 Emotional Disabilities SPED 385 Emotional Disabilities Practicum SPED 387 Learning Disabilities Practicum SPED 388 Autism Spectrum Disorders SPED 395 Transition SPED 396 Special Education Law SPED 397 Assess Students w Disabilities EDUC 390 Special Needs in Inclusive Env EDUC 400 Student Teaching EDUC 401 Electronic Portfolio/Assess/Semin</p> | <p>Praxis II: Content Test CEC Skills Evaluation (EDUC 400) CEC Skills Evaluation (SPED 387) Capstone Portfolio (EDUC 401) CEC Special Education Ethical Principles Evaluation (EDUC 400)</p> |
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| identified needs of individuals with exceptionalities and their families. 7.4 Candidates work with and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families. | | |
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Narrative: Special Education BSEd candidates develop collaboration skills through coursework that emphasizes partnership with families, professionals, and community members as essential to student success. SPED 338 Home, School, Community Relations focuses intensively on building relationships with families, applying family systems theories, and communicating effectively with parents and agencies that support children's development. Through role plays and case studies, candidates learn to provide families with information about services designed to meet identified needs. SPED 336 Social & Emotional Development Guide ECE addresses the adult's role in guidance systems, emphasizing how teachers collaborate with families and colleagues to support children's social-emotional development. EDUC 390 Special Needs in an Inclusive Environment teaches the collaborative aspects of special education, including the general education teacher's role in the referral process, IEP meetings, and teaming approaches using problem-solving processes.

Professional collaboration extends for Special Education BSEd as they work with specialists and understand legal frameworks that govern team processes. SPED 396 Special Education Law provides critical knowledge about legal requirements for collaboration, including IEP team composition, meeting requirements, and collaborative decision-making processes. SPED 397 Assessment of Students with Disabilities emphasizes collaborative assessment practices, teaching candidates to work with teams in screening, eligibility determination, and progress monitoring. SPED 395 Transition addresses collaboration with community agencies, employers, and postsecondary institutions to support students' transition from school to adult life. SPED 388 Autism Spectrum Disorders explores collaboration with specialists such as speech therapists, occupational therapists, and behavior analysts who often serve on teams supporting students with autism.

Special Education BSEd candidates engage in field experiences provide authentic opportunities to practice collaboration skills with various team members in educational settings. SPED 383 Intellectual Disabilities Practicum, SPED 384 Emotional Disabilities paired with SPED 385 practicum, and SPED 387 Learning Disabilities Practicum each require candidates to work collaboratively with mentor teachers, support staff, and other professionals in schools or agencies. These experiences allow candidates to observe and participate in team meetings, communicate with families, and coordinate services. The experiences prepare candidates for comprehensive collaboration during EDUC 400 Student Teaching, where they actively participate in IEP meetings, collaborate with cooperating teachers and paraprofessionals, and communicate with families about student progress. Throughout these experiences, candidates learn to use communication strategies that are culturally responsive and professionally appropriate. EDUC 401 Electronic Portfolio, Assessment, and Seminar provides the opportunity to document and reflect on collaborative experiences throughout the program.



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Several assessments measure Special Education BSEd candidates' collaboration competencies across various professional contexts. The Praxis II Content Test evaluates knowledge of collaboration principles and practices fundamental to special education. The CEC Skills Evaluation administered during EDUC 400 comprehensively assesses candidates' abilities to utilize communication and problem-solving strategies, collaborate with families and professionals within educational settings, coordinate with community agencies, and work with paraprofessionals, measuring competencies across all aspects of professional collaboration. The CEC Skills Evaluation in SPED 387 provides formative assessment of collaboration skills during the learning disabilities practicum, focusing on how candidates work with teams to support students with learning disabilities. The Capstone Portfolio in EDUC 401 requires candidates to demonstrate collaboration through artifacts aligned to InTASC Standard 4 on professionalism, showing their ability to work effectively with various stakeholders. The CEC Special Education Ethical Principles Evaluation ensures candidates understand ethical dimensions of collaboration, including maintaining professional standards in team interactions and protecting student confidentiality while fostering productive partnerships with families and colleagues.



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SECTION IV: EVIDENCE OF MEETING THE STANDARDS

It is expected that your program makes use of multiple assessments to ensure that all standards are met. If the program is offered in more than one site or in more than one method (e.g. online as well as face-to-face) provide aggregated (program level) AND disaggregated (site or method specific) data. Complete tables 1.A-1.C described below and provide information requested related to the two-four additional assessments you selected in 2.

- 1. The following assessments are required:** *For stand-alone special education majors, all assessments must be reflected. For double majors, the institution must refer the evaluator to the first major for: the General Studies column, the general education component of the Teaching Specialty column and the general education component of the Professional Education column.*

1. A Praxis II: Content Test: Complete Table 1.A

| Evaluation Title: | Praxis II: Content Test | | | | |
|--|-------------------------------------|-------|------------------------|---------------|-----------------|
| | (NA = no test takers for that exam) | | | | |
| Content Area Test Name and Number | ND Passing Score | Year | Total # of Test Takers | Average Score | Percent Passing |
| Core Knowledge and Applications (#5354) | 151 | 22-23 | 5 | 175 | 100% |
| | | 23-24 | 2 | 177 | 100% |
| | | 24-25 | 1 | 166 | 100% |
| Special Education Foundational Knowledge (#5355) | 151 | 22-23 | 0 | NA | NA |
| | | 23-24 | 1 | 151 | 100% |
| | | 24-25 | 4 | 161 | 75% |
| Early Childhood Special Education (#5692) | 159 | 22-23 | 1 | 170 | 100% |
| | | 23-24 | 0 | NA | NA |
| | | 24-25 | 0 | NA | NA |
| Learning Disabilities (#5383) | 151 | 22-23 | 1 | 164 | 100% |
| | | 23-24 | 0 | NA | NA |
| | | 24-25 | 0 | NA | NA |

1. B Cumulative GPA at the point of completion: Complete Table 1.B

| Evaluation Title: | Cumulative GPA | | |
|-------------------|-----------------------------|---------------------|--------------|
| Year | N (number of candidates) | Overall Average GPA | Range of GPA |
| 2022 – 2023 | 7 | 3.26 | 2.96 - 3.67 |
| 2023 – 2024 | 3 | 3.66 | 3.28 - 3.87 |
| 2024 – 2025 | 5 | 3.49 | 3.34 - 4.00 |



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1. C Student Teaching Performance (Clinical Experience) Evaluation

| Evaluation Title: | CEC Skills Evaluation (EDUC 400) | | | | | | | |
|--------------------------------|--|-----------------------|--------------------------|--------------|--|--|--|--|
| Evaluation Description: | <p>Description: The purpose of the CEC Skills Evaluation is to measure educator proficiencies against the Council for Exceptional Children's (CEC) Initial Practice Standards for special education professionals. This comprehensive assessment evaluates competencies across the seven core CEC standards, including areas such as learner development, learning environments, instructional strategies, assessment, and professional collaboration. By aligning with these nationally recognized standards, the evaluation identifies strengths and areas for growth in special education practice while supporting our teacher candidates' professional development. This tool ensures that special educators demonstrate the essential knowledge and skills needed to effectively serve students with exceptionalities and support their academic, social, and emotional success. Triangulated scorers = Cooperating Teacher (CT), University Supervisor (US), Self.</p> <p>Proficiency Scale: Distinguished (4), Proficient (3), Basic (2), Unsatisfactory (1)</p> <p>Target Score: 3.0</p> | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| Year | N (number of candidates) | Evaluator | Score (Max score 4.0) | Target Score | | | | |
| 2022 – 2023 | 7 | Cooperating Teacher | 3.58 | 3.0 | | | | |
| | | University Supervisor | 3.44 | | | | | |
| | | Self | 3.28 | | | | | |
| 2023 – 2024 | 3 | Cooperating Teacher | 3.76 | 3.0 | | | | |
| | | University Supervisor | 3.03 | | | | | |
| | | Self | 3.38 | | | | | |
| 2024 – 2025 | 5 | Cooperating Teacher | 3.20 | 3.0 | | | | |
| | | University Supervisor | 3.20 | | | | | |
| | | Self | 3.20 | | | | | |



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2. Additional Assessments

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| Evaluation Title: | 2a. Pre-student Teaching Practicum Evaluations: <u>CEC Skills Evaluation (SPED 387)</u> | | | | | | | |
| Evaluation Description: | <p>Description: The purpose of the CEC Skills Evaluation in SPED 387 is to assess teacher candidates' developing competencies against the Council for Exceptional Children's (CEC) Initial Practice Standards as they progress through their special education preparation program. This mid-program evaluation provides formative feedback on candidates' emerging skills in designing and implementing instructional strategies specifically for students with learning disabilities, while measuring their growing proficiency across all seven CEC standards. The assessment captures candidates' ability to apply theoretical knowledge to practical classroom situations during their practicum experiences, identifying both strengths and areas requiring additional support before student teaching. Triangulated scorers = Field Mentor, Instructor, and Self.</p> <p>Proficiency Scale: Distinguished (4), Proficient (3), Basic (2), Unsatisfactory (1)</p> <p>Target Score: 2.0</p> | | | | | | | |
| Year | | | | | | | | |
| N (number of candidates) | | | | | | | | |
| Evaluator | | | | | | | | |
| Overall Average | | | | | | | | |
| Overall Range | | | | | | | | |
| 2022 – 2023 | 19 | Field Mentor | 3.20 | 1.75 - 4.00 | | | | |
| | 21 | Instructor | 2.76 | 2.20 - 3.00 | | | | |
| | 17 | Self | 3.20 | 2.00 - 3.95 | | | | |
| 2023 – 2024 | 12 | Field Mentor | 3.20 | 1.80 - 4.00 | | | | |
| | 10 | Instructor | 3.00 | 3.00 - 3.00 | | | | |
| | 12 | Self | 3.31 | 2.95 - 3.55 | | | | |
| 2024 – 2025 | 13 | Field Mentor | 3.19 | 2.56 - 4.00 | | | | |
| | 14 | Instructor | 3.32 | 2.40 - 3.90 | | | | |
| | 14 | Self | 3.29 | 2.60 - 4.00 | | | | |



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| Evaluation Title: | 2b. Key Performance Tasks: <u>Project Learning Disabilities (SPED 386)</u> | | |
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| Evaluation Description: | <p>Description: The purpose of this project is to create an annotated bibliography of interventions (instructional strategies and techniques) for students with many different kinds of learning disabilities and associated difficulties. Students will create a digital presentation for organizing the instructional strategies and components of the project. Students may use a platform of their choice for use of personal and professional reference (google slides, Prezi, narrated power point, word or pdf document, Yuja, video, etc.). Students will research and gather strategies of interventions for students with learning disabilities throughout the semester from: textbooks, readings, articles, recommended websites, outside texts, library materials and catalogs.</p> <p>Proficiency Scale: Distinguished (4), Proficient (3), Basic (2), Unsatisfactory (1)</p> <p>Target Score: 40 points or higher out of 50 points.</p> | | |
| Year | N (number of candidates) | Overall Average | Overall Range |
| 2022 – 2023 | 8 | 42.93 | 40 - 50 |
| 2023 – 2024 | 11 | 44.86 | 41 - 50 |
| 2024 – 2025 | 12 | 43.79 | 37.5 - 45 |
| Evaluation Title: | 2c. Capstone Project: <u>EDUC 401 – Capstone Portfolio – Checkpoint 3 (SLO 2)</u> | | |
| Evaluation Description: | <p>Description: The purpose of the Capstone Portfolio is for teacher candidates to demonstrate their ability to meet the knowledge, skills, and dispositions identified in the four program SLOs, as aligned to InTASC Standards (1: Learner and Learning, 2: Content, 3: Instructional Practices, and 4: Professionalism). Teacher candidates integrate technology and experiences with diversity through artifact selection, written rationale, and professional presentation. The portfolio development and presentation support teacher candidates' understanding and application of the Educator Preparation Program's (EPP) conceptual framework, the Reflective Experiential Model. As a requirement for graduation, teacher candidates will create this professional portfolio throughout their teacher education program within their TaskStream account. The final capstone portfolio presentation occurs during the semester teacher candidates are enrolled in EDUC 401-Electronic Portfolio Assessment and Seminar.</p> <p>Proficiency Scale: Distinguished (4), Proficient (3), Basic (2), Unsatisfactory (1)</p> <p>Target: 3.0 or higher</p> | | |
| Year | N (number of candidates) | Evaluator | Overall Average |
| 2022 – 2023 | 7 | Reconciled | 3.14 |
| 2023 – 2024 | 2 | Self | 3.25 |
| | | Reconciled | 2.94 |
| 2024 – 2025 | 5 | Self | 2.8 |
| | | Reconciled | 3.4 |



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|--------------------------------|--|-----------------------------------|------------------------------|
| Evaluation Title: | 2d. Employer survey results related to content knowledge: Supervisor Survey | | |
| Evaluation Description: | <p>Description: The Supervisor Survey asks those who supervise first-year teachers, their employers, to assess the novices' readiness for the teaching profession. The survey asks supervisors to assess the quality of completers' instructional practices, abilities to work with diverse learners, abilities to establish positive classroom environments, and levels of professionalism. The survey is administered to direct supervisors of teacher education graduates employed in schools as teachers approximately one year after the completers completed their preparation programs.</p> <p>Proficiency Scale: Strongly Agree (4), Agree (3), Tend to Disagree (2), Disagree (1)</p> <p>Target: 3.0 or higher</p> | | |
| Year | Supervisor Survey Item (Content) | N = # number of candidates | Average Max= 4 points |
| 2022 – 2023 | Effectively teach the subject matter in my licensure area. | 1 | 3 |
| 2023 – 2024 | | 1 | 4 |
| 2024 – 2025 | | 1 | 4 |
| 2022 – 2023 | Design activities where students engage with subject matter from a variety of perspectives. | 1 | 3 |
| 2023 – 2024 | | 1 | 4 |
| 2024 – 2025 | | 1 | 4 |
| 2022 – 2023 | Help students develop critical thinking processes. | 1 | N/A |
| 2023 – 2024 | | 1 | 3 |
| 2024 – 2025 | | Question removed | |
| 2022 – 2023 | Help students develop skills to solve complex problems. | 1 | 3 |
| 2023 – 2024 | | 1 | 4 |
| 2024 – 2025 | | 1 | 4 |
| 2022 – 2023 | Make interdisciplinary connections among core subjects. | 1 | 3 |
| 2023 – 2024 | | 1 | 4 |
| 2024 – 2025 | | Question removed | |
| 2022 – 2023 | Know where and how to access resources to build global awareness and understanding. | 1 | 3 |
| 2023 – 2024 | | 1 | 4 |
| 2024 – 2025 | | 1 | 4 |
| 2022 – 2023 | Effectively teach students from culturally and ethnically diverse backgrounds and communities. | 1 | 3 |
| 2023 – 2024 | | 1 | 4 |
| 2024 – 2025 | | 1 | 4 |
| 2022 – 2023 | Connect core content to students' real-life experiences. | 1 | 3 |
| 2023 – 2024 | | 1 | 4 |
| 2024 – 2025 | | 1 | 4 |
| Average: | | | 3.62 |



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| Evaluation Title: | 2e. Graduate survey results related to content knowledge: Transition to Teaching Survey | | |
| Evaluation Description: | <p>Description: The Transition to Teaching Survey captures the experiences and perspectives of early-career educators as they navigate their initial years in the profession, providing valuable data on the effectiveness of their preparation programs. This instrument measures new teachers' self-assessment of their preparedness across various teaching competencies, identifying both strengths and gaps in their preparation related to instructional practices, ability to work with diverse learners, ability to establish positive classroom environments, and levels of professionalism.</p> <p>Proficiency Scale: Strongly Agree (4), Agree (3), Tend to Disagree (2), Disagree (1)</p> <p>Target: 3.0 or higher</p> | | |
| Year | Transition to Teaching Survey Item (Content) | | |
| 2022 – 2023 | Effectively teach the subject matter in my licensure area. | | |
| 2023 – 2024 | 0 | | |
| 2024 – 2025 | 1 | | |
| 2022 – 2023 | Design activities where students engage with subject matter from a variety of perspectives. | | |
| 2023 – 2024 | 0 | | |
| 2024 – 2025 | 1 | | |
| 2022 – 2023 | Help students develop critical thinking processes. | | |
| 2023 – 2024 | 0 | | |
| 2024 – 2025 | 1 | | |
| 2022 – 2023 | Help students develop skills to solve complex problems. | | |
| 2023 – 2024 | 0 | | |
| 2024 – 2025 | 1 | | |
| 2022 – 2023 | Make interdisciplinary connections among core subjects. | | |
| 2023 – 2024 | 0 | | |
| 2024 – 2025 | 1 | | |
| 2022 – 2023 | Know where and how to access resources to build global awareness and understanding. | | |
| 2023 – 2024 | 0 | | |
| 2024 – 2025 | 1 | | |
| 2022 – 2023 | Effectively teach students from culturally and ethnically diverse backgrounds and communities. | | |
| 2023 – 2024 | 0 | | |
| 2024 – 2025 | 1 | | |
| 2022 – 2023 | Connect core content to students' real-life experiences. | | |
| 2023 – 2024 | 0 | | |
| 2024 – 2025 | 1 | | |
| Average: | | | 3.64 |



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| Evaluation Title: | 2f. Additional assessment of choice: CEC Special Education Ethical Principles Evaluation (EDUC 400) | | |
|--------------------------------|---|---------------------------------------|--|
| Evaluation Description: | <p>Description: This evaluation is designed to assess candidates' understanding and application of the Council for Exceptional Children (CEC) Ethical Principles. It measures how well Special Education candidates demonstrate professional integrity, respect for individuals with exceptionalities, and adherence to ethical standards in decision-making and practice. The evaluation supports Special Education program goals by ensuring all candidates are prepared to uphold the highest ethical standards in Special Education settings. In 2022-2023, double majors in SPED/ECE, SPED/ELEM, and SPED/SEC were assessed using the evaluation. Data for 2023-2024 and 2024-2025 represent stand-alone Special Education majors.</p> <p>Proficiency Scale: Strongly Agree (4), Agree (3), Tend to Disagree (2), Disagree (1)</p> <p>Target: 3.0 or higher</p> | | |
| Year | N (number of candidates) | Overall Average | Overall Range |
| 2022 – 2023 | 5 (Elem/Sec) | 3.44 (CT) 3.63 (US) 3.23 (Self) | 3.00 - 4.00 (CT) 3.08 - 4.00 (US) 3.00 - 3.58 (self) |
| | 1 (ECE) | 4.00 (CT) 4.00 (US) 3.58 (Self) | NA |
| 2023 – 2024 | 2 | 3.54 (CT) 3.00 (US) 3.46 (Self) | 3.08 - 4.00 (CT) 3.00 - 3.00 (US) 3.17 - 3.75 (Self) |
| 2024 – 2025 | 5 | 3.28 (CT) 3.25 (US) 3.35 (Self) | 3.00 - 3.91 (CT) 3.00 - 3.83 (US) 2.75 - 3.67 (Self) |

3. Respond to the following questions:

a. **Analysis of findings: Describe how the data provided above demonstrate that candidates in the program meet the standards.** The three-year Praxis II data for Special Education majors indicate that all candidates met or surpassed the minimum passing score, providing clear evidence of alignment to standards and curriculum. In addition, all students within this three-year cycle exceeded the minimum GPA benchmark of 2.75, further demonstrating consistent academic strength across all academic years. Together, these performance indicators suggest that candidates are well-prepared in both Special Education content knowledge and foundational coursework.

Multiple measures of professional competencies also point to strong outcomes. CEC Skill Evaluation ratings surpassed the target, with evaluations completed by students, university supervisors, and cooperating teachers, indicating a shared perception of candidate competence across triangulated perspectives. Employer survey data similarly meet or exceed identified targets, suggesting that program completers are performing at or above expectations in real-world employment settings. These findings show strong alignment between preparation and on-the-job performance. Finally, the Transition to Teaching survey results meet or exceed benchmarks, reflecting new teachers' positive self-assessment of their preparedness across key teaching criteria.

b. **Response to findings: What changes have you made in your program as a result of data analysis? Provide a rationale for your decision.**

Several revisions were made to the Special Education program following data analysis of student outcomes, state licensure changes, and workforce needs. The most significant change was shifting from a double major to a stand-alone Special Education (SPED) degree. This restructuring was the EPP's attempt to directly respond to the ongoing teacher shortage in North Dakota and nationwide by allowing students to complete the program more efficiently while still meeting state and national standards for SPED teacher preparation.

Other curriculum adjustments were made to align with evolving state requirements and feedback from stakeholders. MATH 104 was added to the program to meet new state standards. HPER 210 was removed from the program as it was no longer necessary for graduation or licensure requirements, allowing students to focus on more directly relevant coursework. Additionally, several course updates were made for greater alignment with current practice and terminology in the field. SPED 330 Behavior Modification and Management was revised to SPED 300 Introduction to Applied Behavior Analysis to reflect the widespread use of ABA principles in school settings. SPED 350 Remedial Reading and SPED 351 Practicum were renamed to Reading Assessment and Intervention Practicum, addressing changes in North Dakota's reading requirements. SPED 384 Emotional Disturbance and 385 Emotional Disturbance Practicum were renamed SPED 384 Emotional Disabilities SPED 385 Emotional Disabilities Practicum, in accordance with updated state-approved terminology. Finally, SPED 389 was renumbered to SPED 289 for consistency with the statewide



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common course numbering system and transferability. The previous curriculum structure (2018 catalog), which allowed 1–4 elective credit hours due to the double major framework, was eliminated with the new stand-alone degree to streamline the program and align it more closely with state program approval standards.

While employer (Supervisor Survey) and graduate (Transition to Teaching Survey) results consistently meet or exceed the target benchmark of 3.0 on a 4-point scale, the current data set reflects very small Ns (often one respondent per cycle) due to the recent implementation of the stand-alone Special Education program and the timing of survey administration one-year post-completion. These limited sample sizes provide limited generalizability of findings and should be interpreted with caution. To strengthen the reliability and representativeness of these measures, the EPP will continue to administer both surveys annually and aggregate data across future cycles. Additionally, the EPP plans to expand outreach to employers and graduates through targeted follow-up and reminders to improve response rates. As the program continues and more cohorts complete their first year of teaching, these efforts will provide a more robust evidence base for evaluating long-term program impact and informing continuous improvement.

Together, these revisions ensure the Special Education BSEd (stand-alone) program remains responsive to state standards, workforce demands, and evidence-based practices, better preparing graduates to meet the academic and behavioral needs of diverse learners.