

# Student Learning Outcomes Assessment Summary

## Special Education, Master of Education (M.Ed. SPED) K-12 Post Baccalaureate Special Education Certification (GLI PBSE) Additional Endorsement (AEND) and Initial Certification (ITCP)

*School of Education*

2015-16, 2016-17, 2017-18 Academic Year Data

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### 1. Assessment information collected

#### A. Student Learning Outcomes Assessment Data

The UAF Special Education has national recognition (with conditions) by the Specialized Professional Association (SPA) the Council for Exceptional Children (CEC) as required by the state of Alaska Department of Education and Early Development.

The student learning outcomes assessment system is aligned with the 2012 CEC standards. Candidates are evaluated multiple times throughout the program using eight assessments. Rubrics for these assessments may be accessed here:

[http://uaf.edu/soe/academics/masters/spec\\_ed/program\\_materials.xml](http://uaf.edu/soe/academics/masters/spec_ed/program_materials.xml)

1. The Special Education Institution Prepared Content Exam
2. Alaska Teacher Culminating Assessment Task (ATCAT)
3. Lesson Unit Development
4. Clinical Practice Observation
5. Clinical Practice Evaluation
6. Assessment Interpretation and Data Use
7. Individual Education Plan Development
8. Legal Policies and Practices in Education

The data tables included in this report show the (by semester or year) percentage of admitted and enrolled students performing at the “Meets Expectations” or “Exceeds Expectations” level for each standard evaluated in the 8 assessments for AY 2015-16, AY 2016-17 and AY 2017-18. The data in this report combines students from each SPED Program – Initial Licensure, Additional Endorsement, and M. Ed. without Licensure. Reports to CEC disaggregate the data by program. Note: students not admitted to the program are evaluated but only scores for admitted students are reported.

#### B. Comprehensive Exams Scores

Graduates from the Master of Education in Special Education program take a comprehensive exam in their final semester. Exams are scored using a rubric. Students must score at the “Meets Expectations” or “Exceeds Expectations” level for each question in order to pass the exam. Comprehensive Exam scores for graduates from AY 2015-16, AY 2016-17 and AY 2017-18 are included.

**C. Graduate numbers by program**

This report contains the number of graduates by program in AY 2015-16, AY 2016-17 and AY 2017-18.

Special Education Programs

K-12 Post-Baccalaureate Licensure: Initial + optional M. Ed.

K-12 Post-Baccalaureate Licensure: Additional Endorsement + optional M. Ed.

Master of Education in Special Education without licensure

**D. Employment numbers by program**

The UAF School of Education tracks program graduates to see where they are employed. Employment statistics for AY 2015-16, AY 2016-17 and AY 2017-18 are reported using the following categories:

- Employed in Fairbanks School/Program
- Employed in another Alaska School/Program
- Employed out of state
- Not Employed

## DATA

### Student Learning Outcomes Assessment

#### Assessment #1 Special Education Content Exam

Rubric Scale =

Exceeding Expectations (4), Meeting Expectations (3), Developing (2), Emerging (1)

#### All Students enrolled in EDSE F680 Special Education Clinical Practice 2015-2018

CEC standards assessed in the Special Education Content Exam	Fall 2015 n = 4		Spring 2016 n = 1		Fall 2016 n = 4		Spring 2017 n = 4		Fall 2017 n = 3		Spring 2018 n = 2	
	E	M	E	M	E	M	E	M	E	M	E	M
CEC Standard 1	25%	75%	0%	100%	0%	100%	0%	100%	67%	33%	0%	100%
CEC Standard 2	25%	75%	0%	100%	0%	100%	0%	100%	67%	33%	0%	100%
CEC Standard 3	25%	75%	0%	100%	0%	100%	0%	100%	67%	33%	0%	100%
CEC Standard 4	25%	75%	0%	100%	0%	100%	0%	100%	67%	33%	0%	100%
CEC Standard 5	25%	75%	0%	100%	0%	100%	0%	100%	67%	33%	0%	100%
CEC Standard 6	25%	75%	0%	100%	0%	100%	0%	100%	67%	33%	0%	100%
CEC Standard 7	25%	75%	0%	100%	0%	100%	0%	100%	67%	33%	0%	100%

#### Assessment #2 Alaska Teacher Culminating Assessment Task

Rubric Scale =

Exceeding Expectations (4), Meeting Expectations (3), Developing (2), Emerging (1)

**Note: Use of this assessment began Spring 2017**

#### All Students enrolled in EDSE F680 Special Education Clinical Practice 2017-2018

CEC standards assessed in the Special Education Content Exam	Fall 2015 n =		Spring 2016 n =		Fall 2016 n =		Spring 2017 n = 4		Fall 2017 n = 3		Spring 2018 n = 2	
	E	M	E	M	E	M	E	M	E	M	E	M
CEC 3.1	NA	NA	NA	NA	NA	NA	25%	75%	100%	0%	50%	50%
CEC 3.2	NA	NA	NA	NA	NA	NA	25%	75%	100%	0%	50%	50%
CEC 3.3	NA	NA	NA	NA	NA	NA	25%	75%	100%	0%	50%	50%
CEC 6.1	NA	NA	NA	NA	NA	NA	25%	75%	67%	33%	50%	50%
CEC 6.2	NA	NA	NA	NA	NA	NA	25%	75%	67%	33%	50%	50%
CEC 6.3	NA	NA	NA	NA	NA	NA	25%	75%	67%	33%	50%	50%

Assessment #3 Lesson Unit Development (EDSE 625, EDSE 677)

Rubric Scale =

Exceeding Expectations (4), Meeting Expectations (3), Developing (2), Emerging (1)

**All Students enrolled in EDSE 625 Teaching Math to Special Learners – Fall 2015**

CEC standards assessed in the Math and Language Arts Lesson Unit Development – Fall 2015 Only	Fall 2015 Math n = 4	
	E	M
CEC Standard 1.1	25%	75%
CEC Standard 1.2	75%	25%
CEC Standard 2.1	25%	75%
CEC Standard 2.2	50%	50%
CEC Standard 2.3	25%	75%
CEC Standard 5.1	25%	75%
CEC Standard 5.2	50%	50%
CEC Standard 5.3	25%	75%
CEC Standard 5.4	25%	75%
CEC Standard 5.5	25%	75%
CEC Standard 5.7	25%	75%
CEC Standard 7.1	25%	75%

**All Students enrolled in EDSE 625 Teaching Math to Special Learners and EDSE 677 English Language Arts Assessment, Curriculum, and Strategies for Special Learners – Fall 2016 – Spring 2018**

CEC standards assessed in the Math and Language Arts Lesson Unit Development	Fall 2016 Math n = 9		Fall 2017 Math n = 6		Spring 2016 LA n = 10		Spring 2017 LA n = 5		Spring 2018 LA n = 8	
	E	M	E	M	E	M	E	M	E	M
CEC Standard 1.1 (1)	67%	33%	67%	33%	60%	40%	40%	20%	50%	50%
CEC Standard 1.1 (2)	67%	33%	67%	33%	60%	40%	40%	20%	12%	88%
CEC Standard 1.2	67%	33%	67%	33%	80%	20%	20%	20%	25%	75%
CEC Standard 5.1	67%	33%	67%	33%	80%	20%	20%	20%	12%	88%
CEC Standard 5.2	33%	67%	50%	50%	90%	10%	10%	20%	25%	75%
CEC Standard 5.3	22%	78%	50%	50%	100%	0%	0%	20%	75%	25%
CEC Standard 5.4	67%	33%	67%	33%	60%	40%	40%	20%	12%	88%
CEC Standard 5.5	67%	33%	67%	33%	90%	10%	10%	20%	12%	88%
CEC Standard 5.6	56%	44%	50%	50%	70%	30%	30%	20%	25%	75%
CEC Standard 5.7	56%	44%	50%	50%	90%	10%	10%	20%	12%	88%

**Assessment #4 Clinical Practice Observation (EDSE 680)**

Rubric Scale =

Exceeding Expectations (4), Meeting Expectations (3), Developing (2), Emerging (1)

**All Students enrolled in EDSE 680, Clinical Practice Fall 2015 – Spring 2016**

CEC standards assessed in the Clinical Practice Observation in Fall 2015 - Spring 2016	Fall 2015 – Spring 2016 n = 6	
	UAF Supervisor	
	E	M
CEC Standard 5.1	50%	50%
CEC Standard 5.2	100%	0%
CEC Standard 5.3	83%	17%
CEC Standard 5.4	83%	17%
CEC Standard 5.5	83%	17%
CEC Standard 5.6	83%	17%
CEC Standard 5.7	100%	0%

In AY 2015-16 only the UAF supervisor completed the observation form.

**All Students enrolled in EDSE 680, Clinical Practice Fall 2016 – Spring 2017**

CEC standards assessed in the Clinical Practice Observation in Fall 2016 – Spring 17	Fall 2016 – Spring 2017 n = 7			
	UAF Supervisor	UAF Supervisor	On Site Supervisor	On Site Supervisor
	E	M	E	M
CEC Standard 5.1	43%	57%	57%	43%
CEC Standard 5.2	43%	57%	43%	57%
CEC Standard 5.3	0%	100%	14%	86%
CEC Standard 5.4	29%	71%	43%	57%
CEC Standard 5.5	29%	71%	29%	71%
CEC Standard 5.6	43%	57%	57%	43%
CEC Standard 5.7	57%	43%	29%	71%

In AY 2016-17 the UAF Supervisor AND the Onsite Supervisor completed the observation form. Scores are reported separately.

**All Students enrolled in EDSE 680, Clinical Practice Fall 2017 – Spring 2018**

CEC standards assessed in the Clinical Practice Observation in Fall 2017 – Spring 2018	Fall 2017 – Spring 2018 n = 5			
	UAF Supervisor	UAF Supervisor	On Site Supervisor	On Site Supervisor
	E	M	E	M
CEC Standard 3.1	80%	20%	80%	20%
CEC Standard 3.2	80%	20%	80%	20%
CEC Standard 3.3	100%	0%	100%	0%
CEC Standard 4.1	80%	20%	60%	40%
CEC Standard 4.2	100%	0%	40%	60%
CEC Standard 4.3	80%	20%	60%	40%
CEC Standard 4.4	100%	0%	60%	40%
CEC Standard 5.1	100%	0%	40%	60%
CEC Standard 5.2	40%	60%	80%	20%
CEC Standard 5.3	20%	80%	40%	60%
CEC Standard 5.4	80%	20%	20%	80%
CEC Standard 5.5	80%	20%	40%	60%
CEC Standard 5.6	80%	20%	40%	60%
CEC Standard 5.7	60%	40%	60%	40%

In AY 2017-18 the UAF Supervisor AND the Onsite Supervisor completed the observation form. Scores are reported separately. The scoring rubric was revised to assess different standards beginning Fall 2017.

**Assessment #5 Clinical Practice Evaluation**

Rubric Scale =

Exceeding Expectations (4), Meeting Expectations (3), Developing (2), Emerging (1)

**All Students enrolled in EDSE 680, Clinical Practice Fall 2015 – Spring 2016**

CEC standards assessed in the Clinical Practice Evaluation in Fall 2015 - Spring 2016	Fall 2015 – Spring 2016 n = 6	
	UAF Supervisor	
	E	M
CEC Standard 1.1	50%	50%
CEC Standard 1.2	50%	50%
CEC Standard 2.1	17%	83%
CEC Standard 2.2	33%	67%
CEC Standard 2.3	33%	67%
CEC Standard 5.1	50%	50%
CEC Standard 5.2	100%	0%
CEC Standard 5.3	83%	17%
CEC Standard 5.4	83%	17%
CEC Standard 5.5	67%	33%

CEC Standard 5.6	83%	17%
CEC Standard 5.7	100%	0%
CEC Standard 7.1	100	0

In AY 2015-16 only the UAF supervisor completed the evaluation form.

**All Students enrolled in EDSE 680, Clinical Practice Fall 2016 – Spring 2017**

CEC standards assessed in the Clinical Practice Evaluation in Fall 2016 – Spring 2017	Fall 2016 – Spring 2017 n = 7			
	UAF Supervisor	UAF Supervisor	On Site Supervisor	On Site Supervisor
	E	M	E	M
CEC Standard 1.1	100%	0%	71%	29%
CEC Standard 1.2	71%	29%	71%	29%
CEC Standard 2.1	86%	14%	71%	29%
CEC Standard 2.2	57%	43%	57%	43%
CEC Standard 2.3	57%	43%	57%	43%
CEC Standard 5.1	86%	17%	71%	29%
CEC Standard 5.2	71%	29%	57%	43%
CEC Standard 5.3	43%	57%	57%	43%
CEC Standard 5.4	57%	43%	57%	43%
CEC Standard 5.5	57%	43%	71%	29%
CEC Standard 5.6	71%	29%	86%	17%
CEC Standard 5.7	100%	0%	71%	29%
CEC Standard 7.1	57%	43%	43%	57%

In AY 2016-17 the UAF Supervisor AND the Onsite Supervisor completed the evaluation form. Scores are reported separately.

**All Students enrolled in EDSE 680, Clinical Practice Fall 2017– Spring 2018**

CEC standards assessed in the Clinical Practice Evaluation in Fall 2017 – Spring 2018	Fall 2017 – Spring 2018 n = 5			
	UAF Supervisor	UAF Supervisor	On Site Supervisor	On Site Supervisor
	E	M	E	M
CEC Standard 1.1 (1)	100%	0%	80%	20%
CEC Standard 1.1 (2)	100%	0%	80%	20%
CEC Standard 1.2 (1)	100%	0%	80%	20%
CEC Standard 1.2 (2)	100%	0%	80%	20%
CEC Standard 2.1 (1)	80%	20%	60%	40%
CEC Standard 2.1 (2)	80%	20%	60%	40%
CEC Standard 2.2 (1)	80%	20%	80%	20%
CEC Standard 2.2 (2)	80%	20%	80%	20%
CEC Standard 2.2 (3)	80%	20%	80%	20%
CEC Standard 2.3	80%	20%	60%	40%

CEC Standard 5.1 (1)	100%	0%	80%	20%
CEC Standard 5.1 (2)	100%	0%	60%	40%
CEC Standard 5.2	80%	20%	60%	40%
CEC Standard 5.3	80%	20%	80%	20%
CEC Standard 5.4	100%	0%	80%	20%
CEC Standard 5.5	80%	20%	60%	40%
CEC Standard 5.6	60%	40%	80%	20%
CEC Standard 5.7	60%	40%	80%	20%
CEC Standard 6.1	80%	20%	80%	20%
CEC Standard 6.2	80%	20%	80%	20%
CEC Standard 6.3	80%	20%	80%	20%
CEC Standard 6.4	100%	0%	80%	20%
CEC Standard 6.5	100%	0%	80%	20%
CEC Standard 6.6	100%	0%	80%	20%
CEC Standard 7.1	100%	0%	80%	20%
CEC Standard 7.2	100%	0%	80%	20%
CEC Standard 7.3	100%	0%	80%	20%

In AY 2017-18 the UAF Supervisor AND the Onsite Supervisor completed the observation form. Scores are reported separately. The scoring rubric was revised to assess different standards beginning Fall 2017.

#### Assessment #6 Assessment Interpretation and Data Use

Rubric Scale =

Exceeding Expectations (4), Meeting Expectations (3), Developing (2), Emerging (1)

#### All Students enrolled in EDSE 610 Assessment of Students with Disabilities 2015 - 2018

CEC standards assessed in the Case Studies Assignment	Fall 2015 n = 10		Fall 2016 n = 6		Fall 2017 n = 7	
	E	M	E	M	E	M
CEC Standard 4.1	70%	30%	50%	50%	86%	14%
CEC Standard 4.2	50%	50%	33%	67%	86%	14%
CEC Standard 4.3	40%	60%	50%	50%	43%	57%
CEC Standard 4.4	50%	50%	0%	100%	71%	29%
CEC Standard 5.1	10%	90%	67%	33%	71%	29%
CEC Standard 5.2	80%	20%	0%	100%	86%	14%
CEC Standard 5.3	50%	50%	0%	100%	100%	0%
CEC Standard 5.4	70%	30%	0%	100%	100%	0%
CEC Standard 5.5	40%	60%	50%	50%	86%	14%
CEC Standard 5.6	60%	40%	33%	67%	71%	29%
CEC Standard 5.7	70%	30%	0%	100%	86%	14%



**Assessment #7 Individual Education Plan Development**

Rubric Scale =

Exceeding Expectations (4), Meeting Expectations (3), Developing (2), Emerging (1)

**All Students enrolled in EDSE 622 Curriculum, Management and Strategies II: High Incidence and EDSE 612 Curriculum, Management and Strategies I: Low Incidence 2015-2018**

CEC standards assessed in the IEP Development Assignment	2016 Spring, Summer EDSE 622 n = 2		2016-17 Fall, Spring, Summer EDSE 622 n = 8		2017-18 Fall, Spring, EDSE 622 n = 4		Spring 2016 EDSE 612 n = 6		Spring 2017 EDSE 612 n = 7		Spring 2018 EDSE 612 n = 5 2 incomplete	
	E	M	E	M	E	M	E	M	E	M	E	M
CEC Standard 1.1 (1)	50%	50%	0%	100%	0%	100%	20%	80%	71%	29%	20%	80%
CEC Standard 1.1 (2)	0%	100%	25%	75%	0%	100%	20%	80%	71%	29%	0%	100%
CEC Standard 1.2	0%	100%	12%	88%	75%	25%	20%	80%	71%	29%	20%	80%
CEC Standard 7.1	50%	50%	62%	38%	25%	75%	20%	80%	71%	29%	0%	100%
CEC Standard 7.2	0%	100%	25%	75%	25%	75%	20%	80%	71%	29%	20%	80%
CEC Standard 7.3	0%	100%	62%	38%	50%	50%	20%	80%	71%	29%	40%	60%

**Assessment #8 Legal Policies and Practices in Special Education**

Rubric Scale =

Exceeding Expectations (4), Meeting Expectations (3), Developing (2), Emerging (1)

**All Students enrolled in EDSE 632 Special Education Law 2016-2018**

CEC standards assessed in the Research Paper on IDEA compliance topic	Summer 2016 n = 4		Summer 2017 n = 11	
	E	M	E	M
CEC Standard 3.1	100%	0%	100%	0%
CEC Standard 3.2	50%	50%	100%	0%
CEC Standard 3.3	100%	0%	100%	0%
CEC Standard 6.1	100%	0%	100%	0%
CEC Standard 6.2	50%	50	100%	0%
CEC Standard 6.3	0%	100%	100%	0%
CEC Standard 6.4	75%	25%	100%	0%
CEC Standard 6.5	25%	75%	100%	0%
CEC Standard 6.6	100%	0%	100%	0%

**Comprehensive Exam Data**

**M. Ed. SPED Comprehensive Exam – Fall 2015, Spring 2016, Fall 2016**

Student Number	Composite Score out of 128*	Rewrite Required?	Meets or Exceeds Expectations
10	96	Yes	Meets
19	96	Yes	Meets
21	126	No	Exceeds
18	96	No	Meets
3	128	No	Exceeds
8	96	No	Meets
23	128	No	Exceeds
22	121	No	Exceeds

\*Minimum passing score is 96

\*Exceeds = above 120

**M. Ed. SPED Comprehensive Exam – Spring 2017, Fall 2017, Spring 2018 (new scoring rubric)**

Student Number	Composite Score out of 100*	Rewrite Required?	Meets or Exceeds Expectations
2	92	No	Meets
5	81	No	Meets
20	86	No	Meets
11	78	No	Meets
17	90	No	Meets
24	76	No	Meets
27	89	No	Meets
7	86	No	Meets
15	82	No	Meets
13	85	No	Meets

\*Minimum passing score is 75

\*Exceeds = above 95

**Number of Graduates by Program and Employment Data**

**Certification and Degree Completion - Fall 2015 – Spring 2018**

Total number counted for graduates = 35

Program	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018
K-12 Post-Baccalaureate Special Education: Initial (GLI PBSE ITCP)	1	0	0	1	0	0	0	1
K-12 Post-Baccalaureate Special Education: Additional Endorsement (GLI PBSE AEND)	2	1	0	2	6	0	1	2
M. Ed. Special Education * (MED SPED)	3	1	0	4	4	2	2	2

\*Students may complete the M. Ed. in Special Education with or without the corresponding teacher certification/endorsement. Students who complete both the certification/endorsement program and the master's degree graduate twice. These students will appear twice in the graduate table and total graduated number. Total number double counted = 8

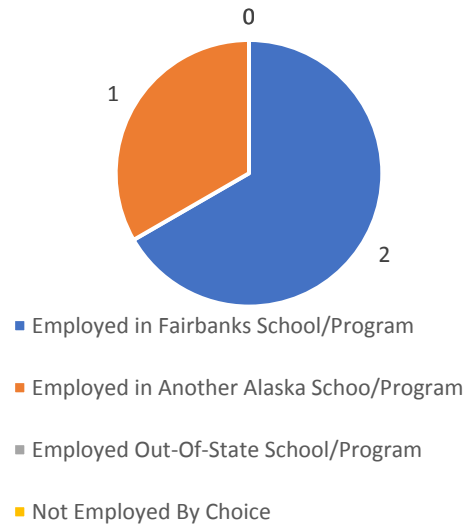
**Employment Data – Graduates from Fall 2015 – Spring 2018**

Total number counted for employment = 27

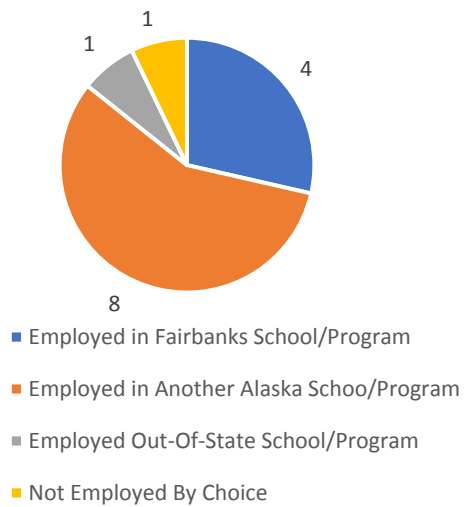
Program	Employed in Fairbanks school/program	Employed in another Alaska school/program	Employed in an out-of-state school program	Not employed by choice
K-12 Post-Baccalaureate Special Education: Initial (GLI PBSE ITCP)	2	1	0	0
K-12 Post-Baccalaureate Special Education: Additional Endorsement (GLI PBSE AEND)	4	8	1	1
M. Ed. Special Education * (MED SPED)	5	4	1	0

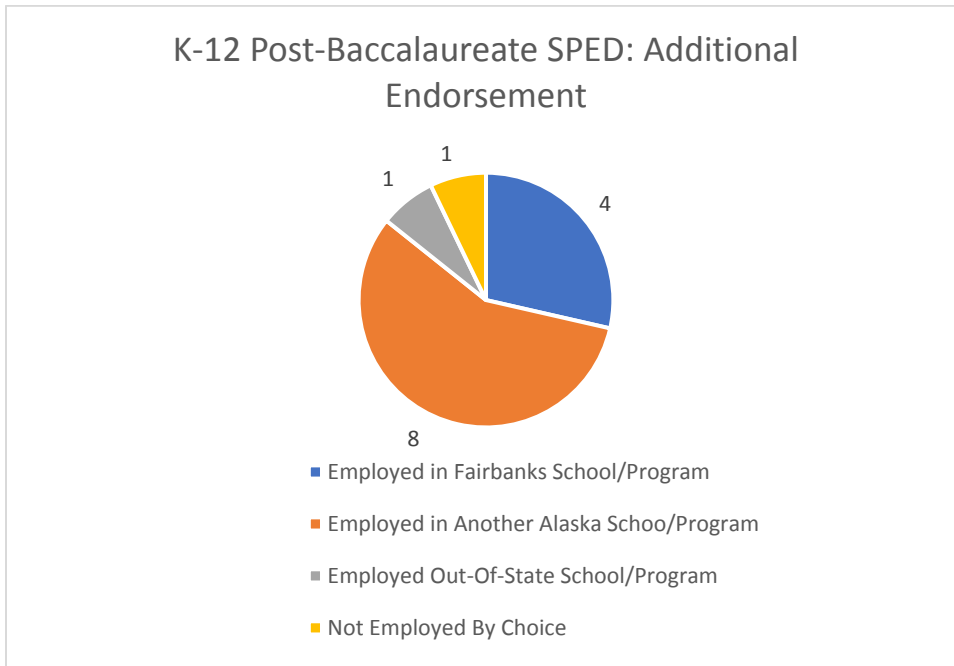
\*Graduates not double counted in employment table.

### K-12 Post-Baccalaureate SPED: Initial Licensure



### K-12 Post-Baccalaureate SPED: Additional Endorsement





## 2. Conclusions drawn from the information summarized above

The assessment scores show our candidates are well prepared. Their scores fall into the top two categories: Meets Expectations or Exceeds Expectations in every assessment.

Assessment #1 - Only three candidates have Exceeded Expectations on the Special Education Content Exam.

Assessment #2 - The data collection for the Alaska Teacher Culminating Assessment Task, a new assessment for the School of Education shared between all Educator Preparation Programs (EPP), began in Spring 2017. This new assessment requires students to plan and teach several lessons, record at least 15 minutes of their instruction, watch their lesson implementations, and reflect on their skills used during their teaching demonstration. Feedback from the students indicate although this is an incredible amount of work, the self-reflections have been extremely helpful.

Assessment #3 - Lesson Unit Development requires a pre- and post-Curriculum Based Assessment (CBA). Students adjust their pre-made lessons to meet the varying needs of their current students. Candidates learn how to truly individualize educational plans in both Language Arts (reading and writing) and math, which prepares them for their Clinical Practice placement where they are responsible for providing differentiated instruction. Candidates' scores are: Meets Expectations or Exceeds Expectations on the Lesson Unit Development.

Assessment #4 & #5 - In Clinical Practice, candidates are observed four times by their on-site mentor and six times by their University supervisor. There does not seem to be any pattern of shared scores, which indicates the mentor and the supervisor are seeing different skills at different times and providing feedback to improve candidate's teaching practices even when they are meeting expectations. The same is true for the final evaluations. The trend over the years shows that more students are now Exceeding Expectations in both the observations and evaluations.

Assessment #6 - The case study assessment, "Assessment Interpretation and Data Use", shows that more candidates are scoring Meets Expectations indicating that more time needs to be spent on understanding and explaining students' mandatory special education testing. This is an area of concern for districts statewide. Next year a new adjunct instructor, who is the chair for school psychologists in a large Alaska school district, will teach the course, we hope to see scores improve to the Exceeds Expectations level.

Assessment #7 – In the Individual Education Plan Development assignment, candidates are learning how to write IEPs. Since many districts use different web-based IEP programs candidates are learning the general process of completing this 22+page document. Candidates understand this process and most score Meets Expectations. In the Spring 2017 semester, we see an increase of candidates who score Exceeds Expectations in the EDSE 612 course; however, this trend does not continue and may be due to changes in adjuncts who teach these courses.

Assessment #8 – The Legal Policies and Practices in Special Education assignment shows that candidates in Summer 2017 all scored Exceeds Expectations. This may be due to the increase in writing support made available in the course during this term. Data from Summer 2018 will help us determine if that was indeed the case.

Comprehensive Exam - The Comprehensive Exam rubric was changed in Spring of 2017 to include more specificity of the expectations. Since the change, no candidates have been required to rewrite a response.

Employment - Special Education teachers are in high demand in Alaska. Many positions statewide (90-100) went unfilled in AY 2017-18. Our candidates are often hired through the state's Alternative Certification Program and are working in a full-time position while they are completing the program. The only candidate who is not currently working has chosen not be employed at this time. Since our program is based in Fairbanks most of our graduates are employed by the local Fairbanks North Star Borough School District (FNSBSD).

### 3. Curricular changes resulting from conclusions drawn above

**Improved quality of distance online blended education:** As stated above the demand for special education teachers in the state of Alaska is very high - with the highest need in rural Alaska. In 2010, the program began offering distance classes using a blended hybrid model. Each semester,

additional courses were made available online until Spring 2017 when the program became a completely online/blended hybrid program. Currently 50% of our admitted candidates are distance learners who appreciate the online/blended hybrid model format. All courses have the same template on Blackboard so candidates feel comfortable right away in any new course.

**Quality Matters Recognition:** All courses have been designed to meet Quality Matters (QM) requirements. “Quality Matters is an international organization that is recognized as a leader in quality assurance for online education. QM provides peer review and certification of quality in online education.” (<https://www.qualitymatters.org/about>) The first QM course approval for the special education program was in 2016. As of the spring 2018 semester all 15 courses in the special education program are QM approved officially or by internal review. The special education program is currently in the process of applying for QM Program Certification for Program Design. Through the QM process, student learning objectives and program goals were rewritten and aligned to ensure program quality and integrity.

**Up-to-date student information:** Each summer the Student Handbook and Clinical Practice Handbook are revised and edited to provide the most up-to-date information. Access to current information helps our students’ progress through the program in a timely manner.

**Use of technology:** The program course requirements are working and our candidates are being successful in their employment; however, the program needs to stay current. Based on national trends and district needs each course incorporates the use of technology, assistive technology, apps, and online resources. During the past year some textbooks were dropped based on candidate feedback and robots were added to two courses. Candidates were required to introduce the robot, explain how to use it, and teach coding. The results of this addition have been very positive, in the words of one candidate, “Using the robot has allowed the special education students to shine”.

**Instruction by professionals in the field:** The program is currently chaired by one full-time faculty member but utilizes adjuncts to teach courses in the area of their expertise. This provides candidates with additional perspectives on special education. New adjuncts were added in AY 2017-18. The full-time faculty member has spent considerable time training the instructors on the use of Blackboard, teaching, assessment, and timely communication with students – improving the quality of instruction.

4. Identify the faculty members involved in reaching the conclusions drawn above and agreeing upon the curricular changes resulting.

Dr. Joanne Healy