**Option B:**

**GENERAL DIRECTIONS**

To complete a program report, institutions must provide evidence of meeting [SPA]/NCATE standards based on data from key assessments. A program is free to select the types of assessments within the following constraints:

1. A program cannot use more than 8 key assessments. There is no minimum requirement.
2. Assessments must be required of all candidates.
3. The program must include the state licensure test in the program area for assessment #1. This requirement is waived if there is no state licensure test in the program area.
4. One assessment must demonstrate candidate effect on student learning.
5. In their entirety, the assessments and data should demonstrate that candidates have mastered the SPA standards.

The program report form includes the following sections:

**Section I. Context**

Provide general information on the program as specified by the directions for this section. Each question that requires a narrative has a specific character limit. Note that the table for Candidate Completer information is filled out online. The faculty information is entered one time for all faculty in the AIMS Manage Faculty Information view, then pertinent faculty information is imported into each program report. There is one attachment required, a program of study for the program being submitted.

**Section II. List of Assessments**

Using the chart included in this report form, indicate the name, type, and administration point for each of the assessments documented in this report. (Note that Section IV of the report form lists examples of assessments that may be appropriate for each type of assessment that must be documented in the program report.)

**Section III. Relationship of Assessments to Standards**

Using the chart included in this report form, indicate which of the assessments listed in Section II provide evidence of meeting specific program standards.

**Section IV. Evidence for Meeting Standards**

Attach a single document that provides a rationale for how the key assessments, taken as a whole, demonstrate candidate mastery of the SPA/NCATE standards. For each assessment, attach one document that includes the assessment, scoring guide/criteria, and data table.

**Section V. Use of Assessment Results to Improve Candidate and Program Performance**

Describe how faculty are using the data from assessments to improve candidate performance and the program, as it relates to content knowledge; pedagogical and professional knowledge, skills, and dispositions; and student learning.

**Section VI. For Revised and Response to Conditions Reports Only**

Describe what changes or additions have been made in the report to address the raised in the original recognition report. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report and for preparing a response to conditions report are available on the NCATE web site at http://www.ncate.org/institutions/resourcesNewPgm.asp?ch=90

**Attachments:** Sections I and IV include attachments. In Section IV, each attachment should be no longer than the equivalent of seventeen text pages. A program report can include no more than a total of 20 attachments. A single attachment cannot be larger than 2mb. Attachments must be created as documents with “.doc” extension. The AIMS system will not accept documents created with a “.docx” extension

**Character Limits:** Character limits have been set based on one-page being equivalent to 4000 characters. Character counts include spaces, punctuation, numbers, etc.

**Formatting Instructions:**

Please note that this Word document has been provided as a guide. You can use this document to prepare a draft of your report (although you can create drafts in the online AIMS/PRS system). You can cut and paste text from a Word document into the on-line AIMS/PRS system. But it is important to note that text boxes in Sections I, II, V, and VI are html-based and will not accept any formatting such as bullets, tables, charts, etc. Be sure that your responses are text-only. If you do need to include a table or a graph in a response to a question, then you must separate that into a unique file and attach in Section I. This restriction does not apply to the documentation for Section IV, since these documents are all uploaded as attachments.

**NOTE: NCATE staff may require institutions to revise reports that do not follow directions on format, page limits, and number of attachments. In addition, hyperlinks imbedded in report documentation will not be read by reviewers and cannot be used as a means of providing additional information.**

**Resources on the NCATE web site:** NCATE has multiple resources on their web site to help you prepare your reports. These are all available a the following URL:Program report information on the web: http://www.ncate.org/institutions/resourcesNewPgm.asp?ch=90.

**Specific Instructions for CEC**

**Who Should Submit Program Reports:**

If an institution offers undergraduate and/or graduate programs in special education, it must respond to these program standards. It should be carefully noted that CEC considers any program to be “initial” that prepares candidates for their first special education license. These programs may be at the graduate or undergraduate level. Advanced programs are those programs at the post-baccalaureate level for the advanced education of personnel who have previously completed initial preparation in special education. Advanced programs that are designed to extend the depth and breadth of the special education teacher’s knowledge base and that do not provide training that leads to a new role (e.g. special education administration) can choose to submit for CEC but are not required to do so. Advanced programs that are designed to prepare special educators for a new role, such as administrator, educational diagnostician, transition specialist, etc. must be submitted for review. An institution is not required to include in the report endorsement-only programs (i.e., those programs that simply add an endorsement area to a previously earned special education license). Special education programs located outside of the school of education must be submitted.

In those schools where programs for the preparation of early childhood education and early childhood special education teachers have been merged into a single preservice preparation program, institutions may submit a combined program report to NCATE following the NAEYC Guidelines. However, this program report must include responses to the CEC Content Standards. This program report will be reviewed by members representing the Council for Exceptional Children and the National Association for the Education of Young Children.

CEC accepts accreditation of the American-Speech-Language-Hearing Association in speech pathology and audiology; consequently, the institution needs only to submit a copy of its ASHA Educational Standards Board's letter of approval. This should be submitted even though the program may be in another college within the institution. CEC also accepts accreditation of the Council on the Education of the DEAF (CED), if the institution has been reviewed by CED under the CED standards accepted in 1998. Programs accredited by CED must also submit a copy of the CEC approval letter.

**CEC National Recognition Decision Rules:**

There is no explicit rule about the number of Content Standards that must be met. Reviewers use their professional judgment to make a holistic decision.

**Additional Assessment Types (beyond the first 5 required types) required by CEC:**

 None

**Other specific information required by CEC only:**

 None

**Will CEC accept grades as one of the assessments**?

 All SPAs will accept course grades as one of the 6 to 8 key assessments. Instructions for documenting course grades has been standardized for all SPAs. These instructions are on the NCATE web site on the Program Resources page at the following URL:

http://www.ncate.org/institutions/resourcesNewPgm.asp?ch=90

Other resources are available on the CECweb site at:

http://www.cec.sped.org/ps/