COUNCIL FOR EXCEPTIONAL CHILDREN (CEC)

Instructions on Completing SPA Program Review Template/Form
Option 1 (formerly Option A)

For use with: Program-level plans to meet the 2012 CEC Initial Specialized Professional Association (SPA) Standards
For use by: EPP Program Report Compilers and SPA Program Report Reviewers

Educator preparation providers pursuing CAEP accreditation have widely used outcome assessments aligned to standards developed by SPAs to monitor and evaluate candidates' knowledge of content in their area of licensure and make programmactic improvements. The purpose is to gather evidence for CAEP Component 1.3 (2013 Initial Licensure Standards), CAEP Component A.1.2 (2016 Advanced Level Standards), and/or Component R.1.2 (2022 Revised CAEP Standards).

Programs selecting the SPA Program Review with National Recognition **Option 1** use six to eight key assessments to provide evidence that SPA standards elements/components are met. In their entirety, the assessments and data required for submission should demonstrate the candidates have mastered the SPA standards.

Which Programs Should Submit CEC Initial SPA Reports?
If an EPP 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.

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.

How to Complete the Program Report Template/Form
SPA Program Review is conducted through CAEP's Accreditation Information Management System (AIMS). A program would request a template ("shell") through AIMS using institutional login information. Instructions on how to request shells are provided on the CAEP website.

COVER SHEET
(Must be completed for initial, revised, and response-to-conditions reports)
Complete the entire section: Numbers 1-16.

Question 16. State Licensure requirement for national recognition:
CEC requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement.

Test information and data must be reported in Section IV. Identify whether your state requires such a test.

- Yes
- No

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. There is one attachment.

Note that the table for Candidate Information (question #5) is filled out online. This information must be provided for initial, revised, and response-to-conditions reports.

The Faculty Information (question #6) is provided during initial review. It includes all faculty in the AIMS Manage Faculty Information view. Pertinent faculty information is then imported into each program report.

SECTION II. LIST OF ASSESSMENTS

Using the chart included in this report form, indicate the name, type, and administration point for each of the 6-8 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 elements.

When submitting a revised or response-to-conditions report, if a new assessment replaces one submitted in the initial review report to meet a SPA standard, Section III must be completed.

SECTION IV. EVIDENCE FOR MEETING STANDARDS

Follow the directions provided in Section IV of the template to develop information on the 6-8 key assessments. The key assessments should be required of all candidates. Assessments scoring guides/rubrics and data charts should be aligned with the SPA standards elements/components. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides/rubrics to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards elements/components. The data should be presented, in general, at the same level they are collected. For example, if a rubric collects data on 10 elements/components [each relating to specific SPA standard(s) indicators], then the data chart should report the data on each of the elements rather than reporting a cumulative score.

For each assessment, attach one document that includes (1) a two-page narrative and (2) assessment documentation. The narrative includes the following:

a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard

wording.
   c. A brief analysis of the data findings; and
   d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording;
   e. The assessment documentation will include the following:
   f. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
   g. The scoring guide for the assessment; and
   h. Charts that provide candidate data derived from the assessment.

Note:
   a. One assessment is preferably presented as one file;
   b. There is a limit of 20 attachments
   c. Attachment size can be no larger than 2 MB

SECTION V. USE OF ASSESSMENT RESULTS TO IMPROVE THE PROGRAM

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 conditions and concerns 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 are available on the CAEP web site at
http://caepnet.org/accreditation/caep-accreditation/spa-program-review-process/guidelines-for-submitting-revised-spa-pr

Specific instructions for preparing a Response to Conditions report are available on the CAEP web site at
http://caepnet.org/accreditation/caep-accreditation/spa-program-review-process/guidelines-for-submitting-response-to-co

General Guidelines on Documentation

1. 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 2 MB. The files for each attachment should be prepared as Word, Word Perfect, Excel, or PDF documents. AIMS accepts documents that have been created in the newest version of Word and saved with a ".docx" extension.

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

3. Formatting Instructions
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: Programs may be required to revise reports that are not aligned with the template instructions regarding format, page limits, or number of attachments. Please note that hyperlinks embedded in report documentation will not be read by reviewers and cannot be used as a means of providing additional information.

Resources on the CAEP website
CAEP has multiple resources on its website to help programs to prepare SPA reports. These are available at http://caepnet.org/accreditation/caep-accreditation/spa-program-review-process

SPA-specific program review templates and resources are available at http://caepnet.org/accreditation/caep-accreditation/spa-standards-and-report-forms

Specific Guidelines for CEC Review

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 Initial:
None. It is up to the institution to decide if it wants to submit 1-2 optional assessments to demonstrate how standards and elements are being met.

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 have been standardized for all SPAs. These instructions are on the CAEP website under the Program Review Policies and Procedures at http://caepnet.org/accreditation/caep-accreditation/spa-program-review-process/documenting-grades-for-spa-review

Other resources are available on the **CEC** website at: https://exceptionalchildren.org/standards/resources-programs-pursuing-national-recognition