National recognition of this program is dependent on the review of the program by representatives of the Council for Exceptional Children (CEC).

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<tr>
<th>Name of Institution</th>
<th>Oklahoma State University</th>
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<tr>
<td>Date of Review</td>
<td>08/01/2018</td>
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<tr>
<td>This report is in response to a(n):</td>
<td>Initial Review</td>
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<tr>
<td></td>
<td>Revised Report</td>
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<td>Response to Conditions Report</td>
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<tr>
<td>Program(s) Covered by this Review</td>
<td>Master's in Teaching, Learning and Leadership, Special Education</td>
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<tr>
<td>Grade Level(1)</td>
<td>P-12</td>
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(1) e.g. Early Childhood; Elementary K-6

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<tr>
<th>Program Type</th>
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<td>Award or Degree Level(s)</td>
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<td>Baccalaureate</td>
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<td>Endorsement only</td>
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### PART A - RECOGNITION DECISION

**SPA decision on national recognition of the program(s):**
- [ ] Nationally recognized
- [ ] Nationally recognized with conditions
- [ ] Further development required OR Nationally recognized with probation OR Not nationally recognized [See Part G]

### Test Results (from information supplied in Assessment #1, if applicable)
The program meets or exceeds SPA benchmarked licensure test data requirement, if applicable:
- [ ] Yes
- [ ] No
- [ ] Not applicable
- [ ] Not able to determine

**Comments, if necessary, concerning Test Results:**

<table>
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<tr>
<th>Data for Assessment #1: 2014/2015=9</th>
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<tr>
<td>Data for Assessment #1: 2015/2016=1</td>
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<tr>
<td>Data for Assessment #1: 2016/2017=0</td>
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Candidates obtain a 100% pass rate, but the test is not aligned to CEC standards and elements of the standards.

**Summary of Strengths:**
**PART B - STATUS OF MEETING SPA STANDARDS**

**Field Experiences and Clinical Practice Standard.** Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals.

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**Comment:**

Teacher candidates complete a number of professional development, field experience, and service learning hours with students with mild-moderate disabilities that are embedded in the program courses. Through these experiences, candidates experience students representing various ages, educational settings, and delivery models. Candidates also complete a Practicum course during the final semester of the program that is supervised and results in the formal evaluation of skill developed through the courses and experiences. Teacher candidates are placed individually in consultation with the special education coordinator. Candidates are observed a minimum of 3 times during placement. Cooperating teachers must have taught special education for 3 years, hold a standard teaching certificate and be identified as an effective special educator by their administrator. Special education faculty at OSU have advanced degrees in special education and at least 3 years of teaching experience. Practicum supervisors meet the same criteria.

**Standard 1: Learner Development and Individual Learning Differences**

Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

1.1) Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

1.2) Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

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**Comment:**

The program report identifies the following program assessments as having elements that align with CEC Preparation Standard 1:

Assessment 1 Content Knowledge-Oklahoma Subject Area Test (OSAT):

Assessment 2 Content Knowledge-Comprehensive Exam:

Assessment 4 Pedagogical and Professional Knowledge Skills and Dispositions-Graduate Practicum Performance Evaluation:

Assessment 5 Focus on Student Learning Assessment-Curriculum-Based Assessment: A pre and post-assessment, as well as documentation of intervention and ongoing reflection and revision, is required for this assessment.
Assessment 6 Transition Assessment Battery:

Assessment 7 Classroom Management Philosophy Plan:

Assessments do not provide all necessary components presented in Section IV directions required to ensure clear and convincing evidence that candidates demonstrate mastery of the CEC Preparation Standards. The assessments are missing analysis of the data, and how the assessment proves candidate mastery of the elements of the standard.

Assessments, scoring guides/rubrics, and data are not aligned in clear and convincing ways to the major elements of the CEC Preparation Standards and elements of the standard, as informed by the appropriate knowledge and skill set.

Rubrics must be performance based. Rubric indicators must clearly describe performance with increasing degrees of difficulty for indicator performance ratings. Indicators must focus on consequential attributes of candidates, rather than being a scoring guide for the assessment.

The preponderance of the evidence does not establish that the program assessments align with the CEC Preparation Standard and that the program candidate data indicate candidates are mastering the respective knowledge and skills.

CEC Preparation Standard 1 is not met.

**Standard 2: Learning Environments**

Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

(2.1) Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

(2.2) Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

(2.3) Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

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**Comment:**

The program report identifies the following program assessments as having elements that align with CEC Preparation Standard 2:

Assessment 1 Content Knowledge-OSAT Mild Moderate:
Assessment 2 Content Knowledge-Comprehensive Exam:
Assessment 3 Pedagogical and professional knowledge, skills and dispositions-
Book Study in a Box:
Assessment 4 Pedagogical and professional knowledge, skills and dispositions-
Graduate Practicum Performance Evaluation:
Assessment 6 Transition Assessment Battery:
Assessment 7 Classroom Management Philosophy Plan:

Assessments do not provide all necessary components presented in Section IV directions required to ensure clear and convincing evidence that candidates demonstrate mastery of the CEC Preparation Standards. The assessments are missing analysis of the data, and how the assessment proves candidate mastery of the elements of the standard.

Assessments, scoring guides/rubrics, and data are not aligned in clear and convincing ways to the major elements of the CEC Preparation Standards and elements of the standard, as informed by the appropriate knowledge and skill set.

Rubrics must be performance based. Rubric indicators must clearly describe performance with increasing degrees of difficulty for indicator performance ratings. Indicators must focus on consequential attributes of candidates, rather than being a scoring guide for the assessment.

The preponderance of the evidence does not establish that the program assessments align with the CEC Preparation Standard and that the program candidate data indicate candidates are mastering the respective knowledge and skills.

CEC Preparation Standard 2 is not met.

**Standard 3: Curricular Content Knowledge**

Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

(3.1) Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.

(3.2) Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

(3.3) Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

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**Comment:**

The program report identifies the following program assessments as having elements that align with CEC Preparation Standard 3: Assessment 1 Content Knowledge-OSAT Mild Moderate: Assessment 2 Content Knowledge-Comprehensive Exam: Assessment 3 Pedagogical and professional knowledge, skills and dispositions-Book Study in a Box: Assessment 4 Pedagogical and professional knowledge, skills and dispositions-Graduate Practicum Performance Evaluation:
Assessment 5 Focus on Student Learning-Curriculum-Based Assessment: A pre and post-assessment, as well as documentation of intervention and ongoing reflection and revision, is required for this assessment.

Assessment 7 Classroom Management Philosophy Plan:

Assessments do not provide all necessary components presented in Section IV directions required to ensure clear and convincing evidence that candidates demonstrate mastery of the CEC Preparation Standards. The assessments are missing analysis of the data, and how the assessment proves candidate mastery of the elements of the standard.

Assessments, scoring guides/rubrics, and data are not aligned in clear and convincing ways to the major elements of the CEC Preparation Standards and elements of the standard, as informed by the appropriate knowledge and skill set.

Rubrics must be performance based. Rubric indicators must clearly describe performance with increasing degrees of difficulty for indicator performance ratings. Indicators must focus on consequential attributes of candidates, rather than being a scoring guide for the assessment.

The preponderance of the evidence does not establish that the program assessments align with the CEC Preparation Standard and that the program candidate data indicate candidates are mastering the respective knowledge and skills.

CEC Preparation Standard 3 is not met.

**Standard 4: Assessment**

Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

(4.1) Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias
(4.2) Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities
(4.3) Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities
(4.4) Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

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**Comment:**
The program report identifies the following program assessments as having elements that align with CEC Preparation Standard 4:
Assessment 1 Content Knowledge-OSAT Mild Moderate:
Assessment 5 Focus on Student Learning: Curriculum Based Assessment: A pre and post-assessment, as well as documentation of intervention and ongoing reflection and revision, is required for this assessment.
Assessment 6 Transition Assessment Battery:
Assessments do not provide all necessary components presented in Section IV directions required to ensure clear and convincing evidence that candidates demonstrate mastery of the CEC Preparation Standards. The assessments are missing analysis of the data, and how the assessment proves candidate mastery of the elements of the standard.

Assessments, scoring guides/rubrics, and data are not aligned in clear and convincing ways to the major elements of the CEC Preparation Standards and elements of the standard, as informed by the appropriate knowledge and skill set.

Rubrics must be performance based. Rubric indicators must clearly describe performance with increasing degrees of difficulty for indicator performance ratings. Indicators must focus on consequential attributes of candidates, rather than being a scoring guide for the assessment.

The preponderance of the evidence does not establish that the program assessments align with the CEC Preparation Standard and that the program candidate data indicate candidates are mastering the respective knowledge and skills.

CEC Preparation Standard 4 is not met.

**Standard 5: Instructional Planning and Strategies**

Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

(5.1) Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.

(5.2) Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

(5.3) Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

(5.4) Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.

(5.5) Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

(5.6) Beginning special education professionals teach to mastery and promote generalization of learning.

(5.7) Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

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**Comment:**

The program report identifies the following program assessments as having elements that align with CEC Preparation Standard 5:

Assessment 1 Content Knowledge: OSAT Mild Moderate:
Assessment 2 Content Knowledge: Comprehensive Exam:
Assessment 3 Book Study in a Box:
Assessment 5 Focus on Student Learning-Curriculum Based Assessment: A pre
and post-assessment, as well as documentation of intervention and ongoing reflection and revision, is required for this assessment.

Assessments do not provide all necessary components presented in Section IV directions required to ensure clear and convincing evidence that candidates demonstrate mastery of the CEC Preparation Standards. The assessments are missing analysis of the data, and how the assessment proves candidate mastery of the elements of the standard.

Assessments, scoring guides/rubrics, and data are not aligned in clear and convincing ways to the major elements of the CEC Preparation Standards and elements of the standard, as informed by the appropriate knowledge and skill set.

Rubrics must be performance based. Rubric indicators must clearly describe performance with increasing degrees of difficulty for indicator performance ratings. Indicators must focus on consequential attributes of candidates, rather than being a scoring guide for the assessment.

The preponderance of the evidence does not establish that the program assessments align with the CEC Preparation Standard and that the program candidate data indicate candidates are mastering the respective knowledge and skills.

CEC Preparation Standard 5 is not met.

**Standard 6: Professional Learning and Ethical Practice**

Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

(6.1) Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice
(6.2) Beginning special education professionals understand how foundational knowledge and current issues influence professional practice
(6.3) Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services
(6.4) Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.
(6.5) Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring
(6.6) Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

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**Comment:**

The program report identifies the following program assessments as having elements that align with CEC Preparation Standard 6:
Assessment 1 Content Knowledge-OSAT Mild Moderate:
Assessment 2 Content Knowledge-Comprehensive Exam:
Assessment 3 Pedagogical and professional knowledge, skills and dispositions-
Book Study in a Box:
Assessment 5 Focus on Student Learning-Curriculum Based Assessment: A pre and post-assessment, as well as documentation of intervention and ongoing reflection and revision, is required for this assessment.
Assessment 6 Transition Assessment Battery:
Assessment 7 Classroom Management Philosophy Plan:
Assessments do not provide all necessary components presented in Section IV directions required to ensure clear and convincing evidence that candidates demonstrate mastery of the CEC Preparation Standards. The assessments are missing analysis of the data, and how the assessment proves candidate mastery of the elements of the standard.

Assessments, scoring guides/rubrics, and data are not aligned in clear and convincing ways to the major elements of the CEC Preparation Standards and elements of the standard, as informed by the appropriate knowledge and skill set.

Rubrics must be performance based. Rubric indicators must clearly describe performance with increasing degrees of difficulty for indicator performance ratings. Indicators must focus on consequential attributes of candidates, rather than being a scoring guide for the assessment.

The preponderance of the evidence does not establish that the program assessments align with the CEC Preparation Standard and that the program candidate data indicate candidates are mastering the respective knowledge and skills.

CEC Preparation Standard 6 is not met.

**Standard 7: Collaboration**

Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

(7.1) Beginning special education professionals use the theory and elements of effective collaboration
(7.2) Beginning special education professionals serve as a collaborative resource to colleagues
(7.3) Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators

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**Comment:**

The program report identifies the following program assessments as having elements that align with CEC Preparation Standard 1:
Assessment 1 Content Knowledge: OSAT Mild Moderate:
Assessment 4 Pedagogical and professional knowledge, skills and dispositions-Graduate Practicum Performance Evaluation:
Assessment 6 Transition Assessment Battery:

Assessments do not provide all necessary components presented in Section IV
directions required to ensure clear and convincing evidence that candidates demonstrate mastery of the CEC Preparation Standards. The assessments are missing analysis of the data, and how the assessment proves candidate mastery of the elements of the standard.

Assessments, scoring guides/rubrics, and data are not aligned in clear and convincing ways to the major elements of the CEC Preparation Standards and elements of the standard, as informed by the appropriate knowledge and skill set.

Rubrics must be performance based. Rubric indicators must clearly describe performance with increasing degrees of difficulty for indicator performance ratings. Indicators must focus on consequential attributes of candidates, rather than being a scoring guide for the assessment.

The preponderance of the evidence does not establish that the program assessments align with the CEC Preparation Standard and that the program candidate data indicate candidates are mastering the respective knowledge and skills.

CEC Preparation Standard 7 is not met.
## C.1. Candidates’ knowledge of content

The primary content knowledge assessments: OSAT and the comprehensive exam. The program receives data for the OSAT from the state in aggregate form which shows a pass rate of 100% for years 2014-15 and 2015-16. Data for 2016-17 was unavailable and it is unlikely OSU will receive data for all 2016-17 completers.

Assessment #2 consists of a comprehensive exam that is a unit-wide assessment completed by all candidates earning a Master of Science in Teaching, Learning, and Leadership (TLL) in the School of Teaching, Learning and Educational Sciences (STLES) at Oklahoma State University, College of Education, Health, and Aviation (EHA). During the comprehensive exam, candidates must provide written responses to a set of questions related to their specialization (TLL option area). Candidate responses must address research, pedagogy, diversity, technology, agency and the candidate's area of specialization (TLL option area). Comprehensive exams across all option areas are scored with the same rubric.

Special education candidates had a very high pass rate on the comprehensive exam from 2014-2017 with only one student failing and then retaking and passing the exam in a subsequent semester. However, the exam is not aligned to the CEC standards and elements, and the grade is a holistic score, not disaggregated by standards/elements.

The evidence does not reflect in clear and convincing ways that the program candidates demonstrate mastery of special education professional content knowledge.

## C.2. Candidates’ ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions

Assessment #3 and Assessment #4 do not provide analyzed and interpreted data that indicate candidates are mastering the respective knowledge and skills for purposes of program improvement. The contents of this report do not provide sufficient evidence that candidates' demonstrate the ability to understand and apply pedagogical and professional content knowledge skills and dispositions.

## C.3. Candidate effects on P-12 student learning

The preponderance of the evidence does not establish that Assessment 5-Curriculum Based Assessment clearly provides evidence that the program data indicate candidates are mastering the respective knowledge and skills to affect student learning due to missing assessment alignment, data and assessments that are not fully implemented by candidates. Assessment 5 Candidate Impact on Student Learning should include a pre-measure, plan for instruction, post-measure, and ongoing reflection and revision.
Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)

The evidence is not clear in this section that results from assessments has been analyzed and used to improve candidate performance and strengthen the program. Changes have been made to the program, it is not clear that the changes are the direct result of the assessment data.

1) Content Knowledge: Faculty considers available OSAT data and makes changes to courses to assist candidates from this data. It is difficult to determine if candidates struggle with subarea five because of content or lack of writing skills. The comprehensive exam 2016-2017 is being revised to clearly illustrate performance in a meaningful way and to increase rigor. In Fall 2018 candidates will be required to complete a sit-down portion of a take-home exam that requires them to evaluate and respond to data provided in a comprehensive case study in a proctored campus test room.

2) Professional and Pedagogical Knowledge: Two areas to be addressed with Assessment #3 include candidates demonstration of their ability to integrate students across inclusive settings and their ability to help students generalize the knowledge and skills to other settings. It does not require candidates to teach the unit so they do not collect data or make decisions based on the data. The faculty is considering connecting it to Assessment #6.

3) Student Learning: Data from 2010-12 indicated Assessment #5 is rigorous and meaningful, due to faculty turnover 2010 there is missing data and not all candidates fully implemented the assessment. The faculty is working to ensure all candidates complete Assessment #5 and data will be collected and stored to be available to program faculty.
Areas for consideration

The program might consider focusing on key assessments within specific courses that provide clear evidence of candidate performance on a specific standard. Since the program can submit up to eight assessments, they might select additional ones that are more directly aligned to the elements of the standards, and cover the depth and breadth of the standards.

CEC Preparation Standards 1, 2, 3, 4, 5, 6, 7 were found to be "not met", based on submitted information.

The program resubmission report must provide:
1. The Section II and Section III tables that document the alignment of each program assessment to the major elements of the CEC Preparation Standard as informed by the appropriate specialty set(s);

2. The assessment descriptions, scoring guide/rubric, and data for each of the program assessments that provide the evidence that they are aligned to the major elements of each of CEC Preparation Standard as informed by the specialty area knowledge and skills set(s);

3. Rubrics must focus on candidate performance and consequential attributes of candidate performance and indicator performance levels must clearly describe the progression of candidate performance; and

4. Sufficient performance data for reviewers to determine that the preponderance of the performance data for each of the CEC Preparation Standard as informed by the appropriate specialty set(s) demonstrate that the program candidates master the major elements of the CEC Preparation Standards as informed by the appropriate CEC knowledge and skill set(s).

5. Section IV of the program report requires a two page summary that included a description of the assessment, how the assessment is aligned to the CEC standards and elements (some narrative, not just a list of the elements), an analysis of the data, and a discussion of how the data reflects candidate mastery of the standards/elements. OSU generally provided only the first two required components.

6. Revise assessments for closer alignment to the standards and elements as informed by the respective specialty set(s) in order to demonstrate candidates can perform the skills delineated by the standard.

7. Data needs to be disaggregated by standard and elements of the standards.

8. The program might consider receiving technical assistance or program developer training at the pre-conference workshop at the TED conference.
(Tuesday), or the CEC International Convention (Wednesday).
PART F - ADDITIONAL COMMENTS

F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:

F.2. Concerns for possible follow-up by the CAEP site visitors:
Please select final decision:

- Program does not currently satisfy SPA requirements for national recognition. See below for details.
Terms and Subsequent Actions

**National Recognition with Probation** The program does not satisfy SPA requirements for national recognition. The program has **up to two opportunities** to submit a Revised Report addressing unmet standards and other concerns in accordance with the dates provided on this Recognition Report. A program should NOT submit a Revised Report until it has the required data and is confident that it has addressed all of the unmet standards and any other critical concerns cited in this recognition report. If no reports are submitted by the noted date, the program's recognition status will expire and revert to Not Recognized. In case the status expires, the program will not be able to submit a Revised Report, but may submit a new, complete program report and initiate a new program review if time permits for the current CAEP accreditation cycle. Otherwise, the program may submit a new, complete program report and initiate a new program review for the next CAEP accreditation cycle, three years before the site visit.

**Comment on decision:**

Recognized Thru Date: 08/01/2020  
Submitted By Date: 03/15/2020
This is the end of the report. Please click "Next" to proceed.