Expectation 1: Developing Candidate Proficiencies stated in relevant set of *CEC Standards*

The program has a clear plan of study that includes coursework, field and clinical experiences, and other practice-based learning opportunities that are sequenced and scaffolded to facilitate and develop candidates' proficiencies stated in the relevant set of CEC standards*.

     A. Required coursework and other practice-based learning opportunities in the program of study comprehensively includes preparation for all aspects of the relevant set of CEC Standards*

     B. Program field and clinical experiences are aligned to/with expectations stated in the relevant set of CEC standards.

Expectation 2: Measuring Candidate Performance on *CEC Standards* and Using Data for Continuous Improvement

The program demonstrates that program completers are proficient in the relevant set of *CEC standards*.

A. The program utilizes six to eight key assessments for all candidates that, collectively, are aligned to and fully address the relevant *CEC standards*.

    1. Each key assessment's instructions and rubrics are aligned to components within the relevant set of *CEC standards*.

    2. The rubrics for each key assessment include objective descriptions of candidate performance expectations for meeting the relevant *CEC standards*.

    3. Each key assessment displays consistency between the tasks in the instructions, what is evaluated in the rubric, and the tasks evaluated at each level of performance across the rubric.

B. The program routinely and reliably collects, analyzes, and stores candidate performance data from the key assessments.

C. The program provides data from multiple cycles for each key assessment, disaggregated by key component, that measures candidate performance on the relevant *CEC standards*.

D. Candidate performance on key assessments demonstrates that at least 80% of candidates have met each standard on each candidate's best attempt at the assessments.

E. The program conducts a process at least once each year for reviewing and analyzing candidate performance data, with faculty to improve teaching and learning in relation to the relevant set of *CEC standards*.

F. The program's analysis of candidate performance data includes disaggregation by candidate characteristics that informs the program's plan for differentiated academic and nonacademic support for the success of *all* candidates.

Expectation 3: Assuring Public Accountability

The program is transparent with the public about its effectiveness in preparing special educators, publishing on its website in a place easily accessible to current and prospective candidates and the public:

A. Program objectives and evidence of meeting these objectives; and

B. Effectiveness data including the number of program completers by academic year, rate of completion within program's published timeframe, and other institutionally designed measures that speak to program effectiveness.

Contextual Indicators of Quality Required for the Self-Study Report

The following indicators of program quality illuminate the evidence the program submits in Expectations 1, 2, and 3. The information provided in this section is not factored into the accreditation decision; it is gathered to support the program's self-study and continuous improvement.

Mission and Conceptual Framework

A. The program demonstrates that its mission statement and conceptual framework reflect and support the institution's and the community's context as well as the program's role in preparing special education professionals.

B. The program provides evidence that its mission statement and conceptual framework includes stakeholder perspectives, are regularly evaluated, and reflect a commitment to diversity, equity, inclusion, and to preparing special education professionals who can meet the needs of every child.

Leadership and Faculty

C. The program chair or lead administrator has authority and responsibility for the development and administration of the program and has **sufficient** time and resources to fulfill the role responsibilities.

D. Faculty qualifications and composition supports the ability of the program to effectively prepare candidates in the relevant CEC standards*.

Resources and Student Support

E. Candidates have equitable access to academic and non-academic supports and resources designed around the needs and characteristics of the candidate population.

F. The program routinely reviews the performance of candidates and advises candidates regarding their progress and potential in the program.

* 2012 Advanced Special Education Preparation Standards; 2020 Initial K-12 Practice-Based Professional Preparation Standards for Special Educators; 2020 Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE)