

First Critique X
Second Critique
Third Critique

**NCATE
Compliance with Specialty Guidelines**

Professional Organization: The Council for Exceptional Children

Institution Submitting Program: Southern Connecticut State University

Program: Special Education (Elementary) **Review Date:** April 25-28, 2002

Degree Level: Undergraduate (Bachelor's)

STANDARDS NOT MET OR IIP (Insufficient Information Provided):

Practicum Standards:

P.5 IIP Documentation to verify narrative statements on p. 17 could not be located in the report. Appropriate documentation could include a list of placements with pertinent data and/or policy statements, etc.

P.6 IIP Documentation to verify narrative statements on p. 17 could not be located in the report. Appropriate documentation could include a list of placements with pertinent data and/or policy statements, etc.

P. 7 IIP Documentation to verify narrative statements on p. 17 could not be located in the report. Appropriate documentation could include policy statements and/or a list of cooperating teaching noting appropriate certification and years of experience, etc.

P. 8 IIP Documentation to verify narrative statements on p. 18 could not be located in the report. Appropriate documentation could include a policy for selection and/or a list of supervising faculty and their vitae.

P. 14 IIP It is not clear from the documentation provided who has the responsibility for assigning candidates to approved placements. Please describe this process. If the program does not have responsibility, describe how the program is able to influence the assignment process.

Common Core Standards: The following standards were not met. Explanations for typical examples are provided under "Other Comments/Concerns" below.

CC:2.K4, K5, K6, K7

CC:3.K4, S2, S3, S6

CC:4.K2, K3, K4, K6, S11, S16

CC:5.K1

CC:6.K2, K3, K4, K5, S1, S2, S5, S6, S7, S8

CC:7.K5

CC:8.S8, S9

Individualized General Curriculum Standards: The following standards were not met. Explanations for typical examples are provided under “Other Comments/Concerns” below.

GC:1.K1,K3, K5, K6, K7, S2

GC:3.S2, S3, S4

GC:4. K3, K4, K6, K7, S2, S3, S12, S16, S23, S24, S26

GC:5.K2, S1, S3, S5, S6

GC:6. K2, K3, S1, S4

GC:7.K2, K5, S1

GC:8.K3, K4, S1

PERCEIVED PROGRAM STRENGTHS:

1. IDS 449 is a very strong course with respect to the CEC Knowledge and Skill Standards.
2. Student teaching competencies questionnaire specifically addressed CEC standards.
3. Cooperating teachers for practica are trained to serve in these roles.
4. Structured program of advisement and evaluation is exemplary.

PERCEIVED PROGRAM WEAKNESSES:

1. Overemphasis on behavior modification approach for classroom management.

OTHER COMMENTS/CONCERNS:

The review was somewhat hampered because one syllabus (EDU 414) was missing and another (SED 375) was incomplete. When the document was bound, apparently a number of the appendices (e.g., syllabi for SED 365 and SED 435, Student Teaching Handbook) were put in backwards. This also made it difficult to find cited material.

Typical examples of standards that were not met:

CC:3.S6: Report assessment results to individuals with exceptional learning needs, parents, administrators, and other professionals using appropriate communication skills.

Citations are SED 365, Obj. 5 and SED 435, Obj. 5. Both of these objectives deal with preparing reports, but none of the indicate that the results are presented to individuals, parents, or other professionals.

CC:6.K2: Ethical considerations inherent in behavior management.

Citations are SED 375, Obj. 5 and SED 225, Obj. 4. The syllabus for SED 375 appears to be incomplete (missing page 2 and 4). However, in the list of objectives on page 1, there is no objective 5. Objective 4 in SED 225 reads, “understand the professional standards and varying roles of special education teachers.” This objective is much too general to adequately address the standard.

GC:4.K4: Impact of disabilities on auditory skills.

Citation is SED 435, Obj. 8. Objective 8 reads, “Describe the relationship between oral language development and growth in reading, spelling, and written expression.” This objective does not address the impact of disabilities on auditory skills.

GC:7.K5: Roles and responsibilities of school-based medical and related services personnel, professional groups, and community organizations in identifying, assessing, and providing services to individuals with disabilities.

Citation is SED 225, Objectives 3 and 4. Neither of these objectives deals with the roles and responsibilities of related service personnel, professional organizations, etc.

PROFESSIONAL ASSOCIATION'S RECOMMENDATION REGARDING COMPLIANCE OR NONCOMPLIANCE WITH THE SPECIALTY GUIDELINES (i.e., has the institution adequately met the specialty guidelines?): The Undergraduate (Bachelor's) program in Special Education at Southern Connecticut State University has not been approved as meeting the CEC/NCATE Specialty Guidelines for Special Education.

Program(s) NOT in Compliance: Special Education

Program(s) IN Compliance:

If a second review of the program folio is requested by the institution, how many copies of the rejoinder should be submitted? 4