



Program Level Student-Learning Outcomes Assessment
Special Education Programs
Report 2019-2020

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SPA: Council for Exceptional Education

Program Overview

The special education programs through the University of Alaska Southeast (UAS) Alaska College of Education (AKCOE) were nationally recognized by the Council for Exceptional Children (CEC) in 2015. The special education programs consist of four pathways: Master of Education (M.Ed.), Graduate Certificate (G.C.), Master of Arts in Teaching (M.A.T.), and the Bachelor of Arts (BA). The M.Ed. and the G.C. programs lead to the k-12 special education endorsement to those already holding an Alaska teaching certificate. The MAT degree was initiated in 2012 to provide an alternative route to certification with the K-12 endorsement in special education to candidates who do not have a valid teaching certificate but who do have a baccalaureate degree. The BA in special education was also initiated in 2012 and allows candidates to complete their baccalaureate degree which includes coursework leading to certification with the K-12 endorsement in special education.

The special education programs are 100% distance delivered and cater to the non-traditional students. The programs are delivered by two full-time faculty members, one part-time faculty, and two adjunct instructors. Courses are “stacked” which means that all programs are typically represented in the course roster for each course offering in a given semester. This presents unique challenges because the BA and MAT are initial certification programs and the M.Ed. and G.C. programs consist of experienced certified teachers typically working in the field. None of the programs in special education use a cohort model.

The special education program faculty supports candidates who often work in challenging situations in public schools. The program is committed to inclusive practice and social justice. All of the required core courses emphasize the development and implementation of culturally responsive special education services in all Alaska communities and in particular the rural and remote Alaska Native villages. Faculty are student-centered in course delivery and in a similar manner, encourage candidates to develop learner centered, individualized and trauma informed classroom practices. The importance of

collaboration with families, reflection on practice, and knowledge of theoretical foundation of practice and instruction are central components to the special education programs at UAS.

The state of Alaska has a growing need for special education teachers and the UAS programs were designed to meet those needs by supporting teachers in the field as they transition to special education, and by providing pathways for candidates who do not have a teach certificate. The candidates enrolled in the G.C. program constitute the largest group. Many of these candidates are part of the General Education to Special Education incentive program sponsored by the Anchorage School district. The number of candidates who live and work in Alaska Native villages varies; however, there has been an increasing number of candidates from these remote and rural locations. Many of the candidates in both the MAT and BA programs are employed as para-professionals in their districts. Many of our candidates are “place bound” and the current e-learning format provides the flexibility that many candidates require.

Table 1

Current Enrollment by Primary Major FY 2019 - 2020			
Major	Degree	Enrolled Majors	Degrees Earned
Special Education	B.A.	33	4
	M.A.T.	19	5
	G.C.	16	8
	M.Ed.	29	12

Table 2

Newly admitted				
	201902	201903	202001	Total
B.A.	3	10	3	16
M.A.T.	3	3	2	8
G.C.	3	1	4	8
M.Ed.	5	4		9

Program Student Learning Outcomes and Assessment Process

All special education programs are built on a foundation provided by the Council for Exceptional Children (CEC) standards. When developing the program, thought was given to the content of the coursework and the specific skill competencies that provide a framework for each key assessment. By examining the data provided by each key assessment, faculty identified important competencies that demonstrate the candidate’s ability to integrate content knowledge and skills (Table 3). These competencies are: problem identification, gathering of information from multiple sources of data including an effective learning environment, interpretation of data, application of assessment data in the development of plans and instructional strategies, monitoring progress and determining the effectiveness of interventions, and the impact on student learning supported by data and not assumptions.

Table 3

Foci for the CEC Initial Preparation Standards							
CEC Standards	Competencies	IEP Project	Case Study	Transi-tion Plan	Lang. & Lit. Intervention Project	Clinical Obs. form	Port- folio
CEC: Learner & Learning							
Learner Development	Use of data from multiple sources	X	X		X	X	X

& Individual Learning Differences	Develop plans & instr. strategies	X	X	X	X	X	X
	Monitor progress	X	X	X	X	X	X
Learning Environments	Evaluation of the learning environment		X		X		
CEC: Content Knowledge & Professional Foundations							
Curricular Content Knowledge	Application of content knowledge & skills	X	X	X	X	X	X
CEC: Instructional Pedagogy							
Assessment; Instructional Planning & Strategies	Application (interpretation) of data	X	X	X	X	X	X
	Identify key instructional issues (problem identification)	X	X	X	X	X	X
	Determine effectiveness of intervention	X	X	X	X	X	X
	Evaluate candidate impact on student learning	X	X		X	X	X
CEC: Professionalism & Collaboration							
Professional Learning & Practices; Collaboration	Application & knowledge of policies and Sp. Ed. Regulations	X	X	X		X	X

How the data is collected on the Program SLOs (rubrics, portfolios, etc.)

Small class sizes and close advising allow faculty to facilitate candidate success in the key competencies through using a model of assessment often referred to as “mastery learning.” Typically, candidates who struggle are provided individualized support in identifying the areas that need attention and reconsideration. In this way, the candidates’ learning is supported throughout many of the courses in the program, providing faculty with more information relating to the candidates’ abilities to perform well as special educators, and to support students with exceptional learning needs. Every rubric for each key assessment is aligned with the competencies for the program, which makes it possible to quickly identify areas where candidates need additional support.

The data collected on the Program SLOs during the previous academic year.

AY 2019 (Summer 2019, Fall 2019, Spring 2020).

Note, the G.C. program is embedded in the M.Ed. degree program. Therefore, the data that follows is identified by BA, MAT, and GC for each key assessment.

IEP Project Data Tables CEC Analysis of Data for IEP Project Low Incidence Disabilities.

Analysis of the Data, and Findings for all three programs is entered in split cells BA, MAT, GC (Graduate Certificate). AY Fall 2019 N= 0 BA/4 MAT/ 8 G.C.

Table 4

CEC Standard by Rubric Criteria	Not Met		Met		Target	
		BA		BA		BA
Description of Student • Description of Learning Issues and domains of development (CEC 1) • Identification of educational issues (CEC 4.2,4.3, 5.1,5.6) • Identification of variables in the learning environment (CEC 2.1,4.2.,4.3) • Identification of cultural and family dynamics (CEC 1)		MAT	0	MAT	4	MAT
			2		2	
			2		2	
			2		2	
		GC	0	GC	8	GC
			5		3	
			5		3	
			5		3	
Instructional Strategies • Identification and use of evidence based practices (CEC 2.1, 5.1,5.6) • Identification of strategies that facilitate integration into various settings (CEC 2.1, 5.1, 5.6)		BA		BA		BA
		MAT	1	MAT	3	MAT
			3		1	
		GC	5	GC	3	GC
			5		3	
Individual Education Plan • PLAAFP (4.2,4.3) • Goals and Objectives (CEC 5.1,5.6) • Integration of instructional practices into goals and objectives (5.1,.5.6)		BA		BA		BA
	0	MAT	0	MAT	4	MAT
	0		2		2	
	1		1		2	
	0	GC	5	GC	3	GC
	4		1		3	
0		5		3		

Case Study Data Table

Data for Practicum is only collected in the fall and spring semesters. Note, some candidates were not able to complete the assessment due to the reaction to COVID 19 with schools being closed beginning mid-March of 2020. Therefore, an additional column was included to identify N/A.

AY 2019 (Fall 2019, Spring 2020) N= 0 BA, 4 MAT, 14 and Graduate Certificate. No fall 2019 data available.

Table 5

Criteria / Domain of Practice	Not Met		Met		Exceeds		N/A
Description of Presenting issues and Context (CEC 5)		BA		BA		BA	
		MAT		MAT	2	MAT	2
		GC	6	GC	1	GC	7
Collection and summary of data (CEC 5)		BA		BA		BA	
		MAT	1	MAT	1	MAT	2
			2	GC	5	GC	7
Analysis of Data (CEC 4)		BA		BA		BA	
		MAT	1	MAT	1	MAT	2
		GC	6	GC	1	GC	7

Collaboration and Communication with Family (CEC 7)	BA		BA		BA	
	MAT		MAT	2	MAT	2
	GC	6	GC	1	GC	7
Collaboration and Communication with student (CEC 7)	BA		BA		BA	
	MAT		MAT	2	MAT	2
	GC	6	GC	1	GC	7
Development of Instructional Strategies and Interventions (CEC 5)	BA		BA		BA	
	MAT		MAT	2	MAT	2
	GC	6	GC	1	GC	7
Summary Statement (CEC 6)	BA		BA		BA	
	MAT		MAT	2	MAT	2
	GC	6	GC	1	GC	7
Statement of Present Level of Academic Achievement and Functional Performance (CEC 1.4)	BA		BA		BA	
	MAT	1	MAT	1	MAT	2
	GC	5	GC	2	GC	7

Transition Plan

AY 2019 (Summer 2019 and Spring 2020) N= 0 BA, 2 MAT, 4 Graduate Certificate. Note, some candidates were not able to complete the assessment due to the reaction to covid 19 with schools being closed beginning mid-March of 2020. Therefore, an additional column was included to identify N/A. No data available for summer 2019.

Table 6

Criteria / CEC Standards	Not Met	Met	Exceeds	N/A	
Description of student					
Description of Student Strengths and Possible Barriers	BA	BA	BA		
	MAT	MAT	1	MAT	1
	GC	GC	2	GC	2
Description of Impact of ELN on Student Learning & Functional Performance	BA	BA	BA		
	MAT	MAT	1	MAT	1
	GC	GC	2	GC	2
Person centered planning summary / self-determination / self-advocacy (CEC 2, 6, 7)					
Person-Centered Planning Summary	BA	BA	BA		
	MAT	MAT	1	MAT	1
	GC	GC	2	GC	2
Discussion of Transition Issues: Self-Determination and Self-Advocacy	BA	BA	BA		
	MAT	MAT	1	MAT	1
	GC	GC	2	GC	2
Identifying Resources (CEC 2, 6, 7)					
Identifying Resources	BA	BA	BA		
	MAT	MAT	1	MAT	1
	GC	GC	2	GC	2
Systems of Support (Family and Community)	BA	BA	BA		
	MAT	MAT	1	MAT	1

		GC		GC	2	GC	2
Summary of Sustainability (Barriers and Accessibility)		BA		BA		BA	
		MAT	1	MAT		MAT	1
		GC		GC	2	GC	2
Transition Plan (CEC 2, 6, 7)							
Summary of Present Level of Academic Achievement and Functional Performance		BA		BA		BA	
		MAT		MAT	1	MAT	1
		GC		GC	2	GC	2
IEP/Transition Goals		BA		BA		BA	
		MAT		MAT	1	MAT	1
		GC		GC	2	GC	2
Written Transition Plan		BA		BA		BA	
		MAT		MAT	1	MAT	1
		GC	1	GC	1	GC	2

Language and Literacy: Assessment & Intervention Plan

AY 2019 (Fall 2019, Spring 2020) N= 7 BA, 8 MAT, and 17 Graduate Certificate/M.Ed. Note, part 3 was disrupted due to the reaction to covid 19 with schools being closed beginning mid-March of 2020. Therefore, an additional column was included to identify N/A.

Table 7

Criteria / CEC Standards	Not Met		Met		Exceeds		N/A
Part 1: Overview and Description of Presenting Issues							
• Contextual Factors and summary of presenting issues (CEC 4)		BA	1	BA	6	BA	
		MAT		MAT	8	MAT	
		GC	2	GC	15	GC	
• Summary of observational data / natural settings (CEC 4)		BA		BA	7	BA	
		MAT	1	MAT	7	MAT	
	1	GC	4	GC	12	GC	
• Description of learning environment (CEC 2)		BA	1	BA	6	BA	
		MAT	1	MAT	7	MAT	
	1	GC	4	GC	12	GC	
• PLAAFP (CEC 1.4)		BA	1	BA	6	BA	
	1	MAT	2	MAT	5	MAT	
	2	GC	7	GC	8	GC	
• Learning and communication profile summary and analysis (ECE 4,5)		BA	1	BA	6	BA	
		MAT	2	MAT	6	MAT	
	1	GC	5	GC	11	GC	
Part 2: Intervention Plan							
• Intervention plan (CEC 5)	1	BA		BA	6	BA	
		MAT	3	MAT	5	MAT	
	1	GC	5	GC	11	GC	
• Assistive / alternative and augmentative strategies (CEC 4,5)	2	BA	1	BA	4	BA	
		MAT	2	MAT	6	MAT	
	3	GC	5	GC	9	GC	
	2	BA		BA	5	BA	

• Evaluation of Intervention Plan (CEC 4)	2	MAT	1	MAT	5	MAT	
	2	GC	5	GC	10	GC	
Part 3: Summary and Meta Analysis							
• Summary & analysis of intervention & assessment data (CEC 5)		BA	1	BA	2	BA	4
		MAT		MAT	4	MAT	4
	2	GC		GC	6	GC	9
• Modifications and accommodations (CEC 5)	1	BA		BA	2	BA	4
		MAT		MAT	4	MAT	4
	1	GC	1	GC	6	GC	9
• Evaluation of assistive / alternative a& augmentative strategies (CEC 5)	1	BA		BA	2	BA	4
		MAT		MAT	4	MAT	4
	2	GC		GC	6	GC	9
• Plan for sharing with stakeholders (CEC 4)	1	BA	1	BA	1	BA	4
		MAT	1	MAT	3	MAT	4
	2	GC	1	GC	5	GC	9

Analysis of Student learning

The following data table is focused on the analysis of student learning aligned through the Teacher Work Sample across the EPP and represents a small segment of the overall CEC assessment described in the narrative. The Analysis of Student Learning is part of the data collection for CAEP.

AY 2019 Fall 2019 and (Spring 2020) N= 6 BA, 10 MAT, 14 G.C. The Non-Applicable column was added to accommodate students who were unable to complete the scope of work due to restriction resulting from covid 19.

Table 8

Criteria	Not Met		Met		Target		N/A
Clarity and Accuracy of Presentation		BA	3	BA	3	BA	
	1	MAT	4	MAT	5	MAT	
		GC	3	GC	10	GC	1
Alignment with Learning Goals	1	BA	2	BA	3	BA	
	2	MAT	2	MAT	6	MAT	
		GC	3	GC	10	GC	1
Interpretation of Data	1	BA	2	BA	2	BA	
	2	MAT	1	MAT	6	MAT	
		GC	3	GC	9	GC	1
Evidence of Impact on Student Learning	1	BA		BA	3	BA	2
	1	MAT	3	MAT	6	MAT	1
	1	GC	2	GC	8	GC	3

Clinical Practice Observation

Table Data for Practicum is only collected in the fall and spring semesters. Student teaching includes only BA and MAT candidates.

AY 2019 (Fall 2019, Spring 2020) N= 1 BA, 7 MAT, and 6 Graduate Certificate

Table 9

CEC Standard/ Domain of Practice	Not Met	Met	Exceeds
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Instructional Planning (CEC 5)	BA	1	BA		BA
	MAT	7	MAT		MAT
	GC	12	GC		GC
Instructional Strategies (CEC 5)	BA	1	BA		BA
	MAT	7	MAT		MAT
	GC	12	GC		GC
Assessment: Evaluation of Student Learning (CEC 4)	BA	1	BA		BA
	MAT	7	MAT		MAT
	GC	12	GC		GC
Learning Environments & Social Interactions (CEC 2)	BA	1	BA		BA
	MAT	7	MAT		MAT
	GC	12	GC		GC
Language and Communication (CEC 1, 5)	BA	1	BA		BA
	MAT	7	MAT		MAT
	GC	12	GC		GC
Collaboration (CEC 7)	BA	1	BA		BA
	MAT	7	MAT		MAT
	GC	12	GC		GC
Post Observation Conference Foundations (CEC 6)	BA	1	BA		BA
	MAT	7	MAT		MAT
	GC	12	GC		GC
Post Observation Conference Development and Characteristics of Learners	BA	1	BA		BA
	MAT	7	MAT		MAT
	GC	12	GC		GC
Post Observation Conference Professional and Ethical Practice (CEC 6)	BA	1	BA		BA
	MAT	7	MAT		MAT
	GC	12	GC		GC

Portfolio

Data Tables and analysis CEC Update Analysis of Data for the portfolio is only collected in the fall and spring semesters.

AY 2019 (Fall 2019, Spring 2020) N= 3 BA, 5 MAT, and 3 GC

Data was collected for the BA and MAT candidates during student teaching (ED S452 and ED S688). Data was collected for candidates in the graduate certificate/M.Ed. program during EDSE S695)

Table 10

Criteria	Not Met		Met		Target	
Learner Development and Individual Learning Differences						
Understanding of Concepts and Content	BA		BA	3	BA	
	MAT	1	MAT	4	MAT	
	GC		GC	3	GC	
Application of Content of CEC Standard to Practice	BA		BA	3	BA	
	MAT	2	MAT	3	MAT	
	GC		GC	3	GC	

Reflection on Practice	BA		BA	3	BA
	MAT	2	MAT	3	MAT
	GC		GC	3	GC
Learning Environments					
Understanding of Concepts and Content	BA		BA	3	BA
	MAT	3	MAT	2	MAT
	GC		GC	3	GC
Application of Content of ECE Standard to Practice	BA		BA	3	BA
	MAT	3	MAT	2	MAT
	GC		GC	3	GC
Reflection on Practice	BA		BA	3	BA
	MAT	3	MAT	2	MAT
	GC	2	GC	1	GC
Curriculum Content Knowledge					
Understanding of Concepts and Content	BA	1	BA	3	BA
	MAT	2	MAT	3	MAT
	GC		GC	3	GC
Application of Content of CEC Standard to Practice	BA		BA	3	BA
	MAT	2	MAT	3	MAT
	GC		GC	3	GC
Reflection on Practice	BA	1	BA	2	BA
	MAT	2	MAT	3	MAT
	GC	2	GC	1	GC
Assessment					
Understanding of Concepts and Content	BA		BA	3	BA
	MAT	1	MAT	4	MAT
	GC		GC	3	GC
Application of Content of CEC Standard to Practice	BA		BA	3	BA
	MAT	2	MAT	3	MAT
	GC		GC	3	GC
Reflection on Practice	BA		BA	3	BA
	MAT	2	MAT	3	MAT
	GC	1	GC	2	GC
Instructional Planning and Strategies					
Understanding of Concepts and Content	BA		BA	3	BA
	MAT	1	MAT	4	MAT
	GC		GC	3	GC
Application of Content of CEC Standard to Practice	BA		BA	3	BA
	MAT	2	MAT	3	MAT
	GC	1	GC	2	GC
Reflection on Practice	BA		BA	3	BA
	MAT	2	MAT	3	MAT
	GC	1	GC	2	GC
Professional Learning and Ethical Practice					
Understanding of Concepts and Content	BA		BA	3	BA
	MAT	1	MAT	4	MAT

		GC		GC	3	GC
Application of Content of CEC Standard to Practice		BA		BA	3	BA
		MAT	2	MAT	3	MAT
		GC		GC	3	GC
Reflection on Practice		BA		BA	3	BA
		MAT	2	MAT	3	MAT
		GC		GC	3	GC
Collaboration						
Understanding of Concepts and Content		BA		BA	3	BA
		MAT	1	MAT	4	MAT
		GC		GC	3	GC
Application of Content of CEC Standard to Practice		BA		BA	3	BA
		MAT	1	MAT	4	MAT
		GC		GC	3	GC
Reflection on Practice		BA		BA	3	BA
		MAT	1	MAT	4	MAT
		GC	1	GC	2	GC
Personal Philosophy Statement						
Understanding of Concepts and Content		BA		BA	3	BA
		MAT		MAT	5	MAT
		GC		GC	3	GC
Application of Content of CEC Standard to Practice		BA		BA	3	BA
		MAT		MAT	5	MAT
		GC		GC	3	GC
Reflection on Practice		BA		BA	3	BA
		MAT		MAT	5	MAT
		GC		GC	3	GC

Professional Characteristics Assessment (PCA)

The first data cycle (after the pilot) for the Professional Characteristics Assessment (PCA), was conducted. The Professional Characteristics Assessment is part of the data collection for CAEP. AY Fall 2019 (Spring 2020). A total of 8 candidates were assessed N= 3 BA & 5 MAT

Table 11

Criteria	Not Met	Met	Exceeds
1. Motivated to become an effective practitioner and committed to his/her decision to teach.	BA	BA	3 BA
	MAT	MAT	5 MAT
2. Respectful of and committed to meeting the needs of individuals from diverse background.	BA	BA	3 BA
	MAT	MAT	5 MAT
3. Works collaboratively with all members of the school community.	BA	BA	3 BA
	MAT	MAT	5 MAT
4. Demonstrates intellectual curiosity.	BA	BA	3 BA
	MAT	MAT	5 MAT
5. Flexible in his/her thinking and creative in his/her ideas.	BA	BA	3 BA
	MAT	MAT	5 MAT

6. Professional and ethical in his/her behavior.	BA		BA	3	BA
	MAT		MAT	5	MAT
6. Professional and ethical in his/her behavior.	BA	1	BA	2	BA
	MAT	1	MAT	4	MAT
7. Demonstrate observable behaviors that reflect the importance of helping students develop the skills and strategies needed for healthy interpersonal relationships.	BA		BA	3	BA
	MAT		MAT	5	MAT

Student Teacher Observation Tool (STOT)

The Student Teacher Observation Tool is part of the data collection for CAEP. The first data cycle (after the pilot) for the Student Teacher Observation Tool (STOT), was conducted AY Fall 2019 (Spring 2020). A total of 8 candidates were assessed N= 3 BA & 5 MAT

Table 12

Criteria	Item #	1.0	1.5	2.0	2.5	3.0	3.5	4.0
The Learner and Learning								
<ul style="list-style-type: none"> • Development • Differences • Environment 	1-2						8 6	2
	3-4					2 1	6 1	6
	5-9					1 1 2 2 2	1 5 3 1 2	6 3 3 3 4
Content Knowledge								
<ul style="list-style-type: none"> • Knowledge • Application 	10-12					3 4 4	5 4 4	
	13-16	2				4 4 2 4	1 3 4 3	3 1 1
Instructional Practice								
<ul style="list-style-type: none"> • Assessment • Planning for Instruction • Instructional Strategies 	17-20					4 3 4 4	4 3 3 3	2 1 1
	21-24		1 1			4 3 2 2	3 2 4 2	1 2 1 4
	25-28					4 3 3 3	4 3 5 4	2 1
Professional Responsibility								

<ul style="list-style-type: none"> • Learning and Ethical Practice • Leadership and Collaboration 	29-32					2	2	4
						2	2	4
						1	6	1
						2	3	3
	33-34					2	2	4
						4	3	1

The Alaska Department of Education requires a passing score on the Praxis content Special Education Core Knowledge and Application exam for the special education endorsement. Including the Praxis content as a key assessment is under consideration for the next CEC report.

An evaluation of the data collected on the Program SLOs during the previous academic year

The charts present summary data for candidates who are enrolled in each of the programs in a given annual year. Evaluation scores are based on criteria listed in the descriptive rubrics for each key assessment. Faculty review candidate progress on each key assessment following the completion of each course in order to make informed program changes where necessary. The special education faculty met briefly to discuss the need for updating the efficacy of key assessments, making changes to the rubrics, and updating rubrics to reflect the new [2020 CEC Practice-Based Professional Preparation Standards for Special Educators \(Initial K-12 Standards\)](#). This will be discussed further in 2021 with regard to the CEC report.

All candidates receive specific instruction prior to, and after the key assessment is administered in specific courses. Typically, candidates who have not met the criteria listed in each assessment rubric, are given the opportunity to resubmit assessments after receiving extensive feedback. For this reason, the data charts submitted for some key assessments show that the majority of candidates have reached either the “met” or “exceeded” level for criteria in each key assessment. The data tables for assessments administered in spring 2020 have some variations due to accommodations made in response to the reaction of covid 19.

Future plans to improve student learning

Specific Gates, established in 2018, documenting candidates’ progression and evaluation was established for admissions, progression of courses, and completion providing clear descriptions of criteria for each component of the assessment for not-passing, passing with provision or passing.

Beginning fall 2019, the special education faculty made the decision to discontinue the IEP project for the low incident disability category. The program continues to include the IEP project in the low incident disability category offered in the course EDSE S412 / EDSE S612. Candidates review and evaluate a paper case study during the assessment course EDSE S410 / EDSE S610 in preparation for conducting a case study later in their program. This decision resulted in the case study key assessment being conducted in the practicum course EDSE S494 / EDSE S694 for all program candidates.

In support of the decision to focus on spiral learning experiences related to the identified competencies across all courses, candidates begin their program taking the assessment course EDSE S410 / EDSE S610 within the first two semesters of their program. Followed by the identifying and aligning of competencies presented in their methods courses as presented in their course sequence or program plan.

The Clinical Placement Observation form is now used only in the practicum placement and data is collected on all special education program candidates.