



**Fairmont State University  
Board of Governors**

**Board Action Item Approval**

**Date: 05/05/2022**

**Action Item:** Approval of M.Ed. in Multi-Categorical Special Education Program Review

- ✓  
1. Approve above action item as presented.
2. Approve above action with the following stipulation:
3. Table the above action item until \_\_\_\_\_  
(next Board of Governors' meeting)

\_\_\_\_\_  
FSU President

\_\_\_\_\_  
Date

\_\_\_\_\_  
FSU Board of Governors' Chair

\_\_\_\_\_  
Date

5/5/2022

5/5/22

# ACADEMIC PROGRAM REVIEW

## Fairmont State Board of Governors

**X Program with Special Accreditation**  **Program without Special Accreditation**

**Date Submitted** November 14, 2021

**Degree Program** M.Ed. in Multi-categorical Special Education with Autism

### INSTITUTIONAL RECOMMENDATION Approved by the Board of Governors (§ 5.2.8)

The institution is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for its recommendation:

- X 1. Continuation of the program at the current level of activity, with or without specific action;
- 2. Continuation of program with at a reduced level of activity (e.g., reducing the range of optional tracks) or other corrective action
- 3. Identification of the program for further development; or
- 4. Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like.
- 5. Discontinuation of the Program

### Rationale for Recommendation:

Affirm the recommendation of the Graduate Program Review Council. This is an externally accredited program that continues to meet high standards. Enrollment and graduation rates show continued growth. This is a program that remains responsive to community need. We will continue to monitor and invest as opportunities arise.

Julie Renoau  
Signature of person preparing report:

11-14-2021  
Date

Amanda Metcalf  
Signature of Dean

11-14-21  
Date

Deanna Phillips  
Signature of Provost and Vice President for Academic Affairs:

3/10/22  
Date

\_\_\_\_\_  
Signature of President:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Chair, Board of Governors:

\_\_\_\_\_  
Date

**Executive Summary for Accredited Programs**  
(not to be more than 2-3 pages)

Degree Program:	M.Ed. in Multi-categorical Special Education with Autism
College or School/Department:	College of Education, Health, and Human Performance
Chair/Program Coordinator	Toni Poling/Dr. Julie Reneau
Accrediting Agency:	Council for the Accreditation of Educator Preparation (CAEP)
Agency Website:	<a href="http://www.caepnet.org/">http://www.caepnet.org/</a>
Date of Last Accreditation Visit:	October 14-15, 2018
Review Outcome:	Full National Accreditation
Date of Next Accreditation Review:	Fall 2025

- A. Provide a brief summary of significant findings from the most recent accreditation review. Include official letter of accreditation status.

The Council for the Accreditation of Educator Preparation (CAEP) national accreditation review found the Advanced programs, including the M.Ed. Multi-categorical Special Education with Autism, to be in full compliance with all aspects examined. In addition, the M.Ed. in Multi-categorical Special Education with Autism program received full national accreditation from its specialized professional association, the Council for Exceptional Children.

Official letter of accreditation status is attached.

- B. Identify weaknesses or deficiencies from the most recent accreditation review and describe how these are being addressed.

No areas of weaknesses or deficiencies (Areas for Improvement or Stipulations) were cited by the reviewers.

- C. Provide five-year trend data on graduates and majors enrolled (Data will be provided by the Director of Institutional Research and Effectiveness).

The M.Ed. in Multi-categorical Special Education was revised in 2017. Candidates were given the option to complete this program or change to the revised program, the M.Ed. in Multi-categorical Special Education with Autism. Enrollment numbers for each program are provided in Tables 1 and 2 below.

The Table 3 includes combined enrollment and degrees awarded in the original program and the revised program.

**Table 1: M.Ed. in Multi-categorical Special Education**

(This program was revised to the M.Ed. in Multi-categorical Special Education with Autism in 2017. See table immediately below. Enrollees completed in 2018-19 or converted to the revised program.)

			HEPC Series 10											
AY	*Enrollment	**Degree Awarded	Productivity Standards Programs are required to meet at least one of the indicators listed below.											
2020-21	-	-	<b>Average of Five Most Recent Years</b> <table border="1"> <thead> <tr> <th>Degree Level</th> <th>*Enrollment</th> <th>**Degree Awarded</th> </tr> </thead> <tbody> <tr> <td>Baccalaureate</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Masters</td> <td>61.7</td> <td>8.7</td> </tr> </tbody> </table>			Degree Level	*Enrollment	**Degree Awarded	Baccalaureate	N/A	N/A	Masters	61.7	8.7
Degree Level	*Enrollment	**Degree Awarded												
Baccalaureate	N/A	N/A												
Masters	61.7	8.7												
2019-20	-	-												
2018-19	17	2												
2017-18	87	11												
2016-17	81	13												
5-YR AVG	61.7	8.7												
* Official fall end of term headcount														
** IPEDS Graduation data (July 1 - June 30)														

**Table 2: M.Ed. in Multi-categorical Special Education with Autism**

(This program revision was approved in Spring 2017. First enrollment occurred in Fall 2017.)

			HEPC Series 10											
AY	*Enrollment	**Degree Awarded	Productivity Standards Programs are required to meet at least one of the indicators listed below.											
2020-21	99	25	<b>Average of Five Most Recent Years</b> <table border="1"> <thead> <tr> <th>Degree Level</th> <th>*Enrollment</th> <th>**Degree Awarded</th> </tr> </thead> <tbody> <tr> <td>Baccalaureate</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Masters</td> <td>72.8</td> <td>16.8</td> </tr> </tbody> </table>			Degree Level	*Enrollment	**Degree Awarded	Baccalaureate	N/A	N/A	Masters	72.8	16.8
Degree Level	*Enrollment	**Degree Awarded												
Baccalaureate	N/A	N/A												
Masters	72.8	16.8												
2019-20	103	15												
2018-19	79	20												
2017-18	10	7												
2016-17	-	-												
5-YR AVG	72.8	16.8												
* Official fall end of term headcount														
** IPEDS Graduation data (July 1 - June 30)														

**Table 3: Combined total of M.Ed. in Multi-categorical Special Education and M.Ed. in Multi-categorical Special Education with Autism**

(This table reflects both the “old” program and the “revised” program.)

			HEPC Series 10											
AY	*Enrollment	**Degree Awarded	Productivity Standards Programs are required to meet at least one of the indicators listed below.											
2020-21	99	25	<b>Average of Five Most Recent Years</b> <table border="1"> <thead> <tr> <th>Degree Level</th> <th>*Enrollment</th> <th>**Degree Awarded</th> </tr> </thead> <tbody> <tr> <td>Baccalaureate</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Masters</td> <td>95.2</td> <td>18.6</td> </tr> </tbody> </table>			Degree Level	*Enrollment	**Degree Awarded	Baccalaureate	N/A	N/A	Masters	95.2	18.6
Degree Level	*Enrollment	**Degree Awarded												
Baccalaureate	N/A	N/A												
Masters	95.2	18.6												
2019-20	103	15												
2018-19	96	22												
2017-18	97	18												
2016-17	81	13												
5-YR AVG	95.2	18.6												
* Official fall end of term headcount														
** IPEDS Graduation data (July 1 - June 30)														

- D. Summary of assessment model and how results are used for program improvement (A full Assessment Report is in TaskStream and can be downloaded or viewed by academic year for summation).

The assessment model is based on the CAEP National Standards for Teacher Certification. According to the CAEP Advanced Program standards, teacher candidates must demonstrate proficient knowledge, skills, and dispositions appropriate to their professional field of specialization. Throughout the Multi-categorical Special Education with Autism program, candidate progress is monitored through five key assessments: Informal Reading Assessment and Student Plan, Strategies Project, practicum assessment, Action Research Project, and candidate dispositions. All assessments noted above are recorded in TaskStream, then analyzed and interpreted during dedicated assessment days each semester. Based on the findings, any needed program improvements are identified and implemented the following semester.

- E. Provide data on student placement (e.g., number of students employed in positions related to the field of study or pursuing advanced degrees).

Semester	# Grads	Employed as Special Educators		Employed in Special Ed. in WV	Not Employed in Education	Unknown
		# of Grads	% Employed			
<b>F2016</b>	6	6	100%	6	0	0
<b>S2017</b>	7	6	86%	5	0	1
<b>F2017</b>	4	4	100%	4	0	0
<b>S2018</b>	14	12	86%	12	1	1
<b>F2018</b>	11	9	82%	9	0	2
<b>S2019</b>	11	11	100%	11	0	0
<b>F2019</b>	3	3	100%	3	0	0
<b>S2020</b>	12	12	100%	12	0	0
<b>F2020</b>	11	9	82%	9	0	2
<b>S2021</b>	14	12	86%	12	0	2

*\*Data based on employment at or immediately after graduation.*

- F. Attach the most recent accreditation or reaffirmation report and a copy of the letter containing the conferral of accreditation to the executive summary.

Attached documentation:

- Official Letter of Accreditation Status
- CAEP Accreditation Action Report
- CAEP Self-Study Report
- CAEP Self-Study Report Addendum to CAEP Formative Feedback Report
- CAEP Site Visit Report Rejoinder