

**2011 – 2012 APSU Teacher Unit
Annual Program Review (APR) Report**

I. Name of Program: Curriculum and Instruction with Mathematics Specialization

II. Provide list of Reviewers: Dr. Ann Assad, Dr. Jackie Vogel, and Dr. Andrew Wilson

III. Program Description:

Students complete 30 hours of graduate education and mathematics courses. Courses are planned individually, depending on whether the candidate is certified (or pursuing certification) in elementary, middle grades, or high school. In addition to the research course offered in the College of Education, students take a research course in mathematics education and a capstone course in which a research paper is written as a culminating product.

IV. Changes in Program

No changes have been made in the program. However, the course title and description for MATH 5040: Number Theory for Teachers has been changed to make it appropriate for high school teachers. This broadens the selection of courses available for candidates. In addition, the rotation for offering graduate mathematics courses has been revised, and that change is under review.

The course description for MATH 5120: Contemporary Programs in K-12 Mathematics was changed to reflect current changes in mathematics education and to better meet the needs of candidates.

V. Program Strengths

The program provides rigorous mathematics courses that extend both the content knowledge of candidates as well as knowledge of current research. According to the follow-up survey of the one graduate, he feels very prepared in all areas: mathematics content, dispositions, use of technology, assessment, reflective practice, and planning of curriculum. The graduate feels that a major strength of the program is the availability of faculty for help.

VI. Program Weaknesses

The candidate who most recently graduated expressed a need for an option to take more mathematics classes and to create more curriculum materials to use in class.

Another weakness is the lack of ability to establish a cohort of candidates limits the availability of courses.

VII. Assessment of Candidates

One candidate completed the program in the past year. He completed his research and met all expectations for his portfolio. In his follow-up survey, he indicated a high degree of satisfaction, rating his preparation as “very prepared” in all areas. Because of his work at APSU, he is now teaching a dual enrollment calculus course at his high school.

Currently, there are approximately 13 students pursuing the Curriculum and Instruction with Mathematics Specialization degree.

Program chairs work closely with individual candidates, monitoring their coursework and providing ongoing advisement.

IX. Assessment of Program Operations

As noted above, the single graduate in the program had a high degree of satisfaction with the course work and with his relationship with the faculty. The graduate faculty in the mathematics department will continue to monitor student success and to refine course offerings to better serve candidates.

X. Summary of Proposed Changes

As noted above, some course descriptions (MATH 5040 and MATH 5120) have been changed to better meet the needs of candidates. The course rotation is continually being refined to provide better availability of courses.

XI. Assessment System

Livertext assessment of portfolios is currently the only means of assessment of the program, other than follow-up data from graduates.