

**2012 Annual Program Review (APR) Report on 2011-2012 data  
Special Education- Undergraduate**

**I. Name of Program:** Special Education- Undergraduate K-12 Comprehensive and Modified

**II. Provide list of Reviewers:** Gina Grogan (Chair), Moniqueka Gold, Larry Lowrance

**III. Program Description:**

The College of Education offers a dual baccalaureate degree in special education K-12 comprehensive and modified. This is currently the only dual degree offered by any state institution in Tennessee.

Our special education program strives to prepare future teachers for professional duties through standards based practices. Data collected on an ongoing basis is reviewed systemically and used to drive this process and revise instructional practices.

**IV. Changes in Program**

Although a 100% pass rate is documented in the areas of Special Education: Core Knowledge & Mild to Moderate Applications (0543) and Education of Exceptional Students: Mild to Moderate Applications (0542) in the fall of 2011, multiple attempts were made by students to achieve this. This data indicates that the special education degree program may need to offer supplemental Praxis study sessions to increase pass rates.

Comments obtained from students suggest that SPED 4370, Career/Vocational Education and SPED 3360, Characteristics-Gifted Education, were least effective in preparing the students to be a teacher. It is recommended that the degree program collect more data to investigate these statements in order to modify courses or take other action.

Follow-up Survey of Graduates data shows a student average rating of 2.67, with two (2) being satisfied, in the following categories:

- I understand how atypical and typical language development might affect and enhance communication with all students regardless of language differences.

- I can use assessment data of normative and authentic type from a variety of professions and instruments that bring information to bear on how well a child can learn and is learning in the classroom.

- I use current technologies and other resources to promote student learning in mathematics.

The reviewers of this data will address these issues by discussing what changes can be made in the Diagnostic Assessment (SPED 3350) course, as well as other special education specific courses, to remedy these issues. Action will also be taken to collaborate with other departments to address concerns in math and technology.

## **V. Program Strengths**

The Exit Survey from Clinical Teaching was completed by two (2) students in the fall of 2011, and eight (8) students in the spring of 2012. Results from the survey consisting of 25 questions show ratings in the range of 3.25 to 4.0 on a 4.0 scale. Special education majors rated their experience as lower than the average of all other clinical experience teachers on only three of the 25 items. These scores indicate that students graduating from this program felt adequately to very prepared to teach in a special education classroom.

## **VI. Program Weaknesses**

Data from the 2011-2012 year at APSU shows that seven percent of teacher licenses obtained through the College of Education, or 13 out of 179, were in the area of special education. However, the diversity data of K-12 students observed in field experiences shows that as many as 14% of students were identified as having special education services. This data implicates that the degree program is not graduating a percentage of special education teachers proportionate to the need in the public schools.

## **VII. Assessment of Candidates**

ETS results for program licensure in fall 2011 reflect a 100% pass rate on the first attempt for tests in the areas of Special Education: Core Knowledge & Severe to Profound Applications (0545), Education of Exceptional Students: Core Content Knowledge (0353), and Education of Exceptional Students: Severe Profound (0544). There was also a 100% pass rate with multiple attempts in the areas of Special Education: Core Knowledge & Mild to Moderate Applications (0543) and Education of Exceptional Students: Mild to Moderate Applications (0542).

ETS results for program licensure in 2012 reflect a 100% pass rate on the first attempt for tests in the areas of Special Education: Core Knowledge & Severe to Profound Applications (0545) and Special Education: Core Knowledge & Mild to Moderate Applications (0543).

Milestone data shows that, in the fall of 2011, four students passed Milestone I, and one student passed Milestone III. In the spring of 2012, one student passed Milestone I, one student passed Milestone II, and one student passed Milestone III.

Analysis of Milestone IV Portfolio Review data for the 2011-2012 school year ranks all eight participants as exceeding the seven standards.

Clinical Teaching Evaluation Summary data collected for 2011-2012 show the special education degree program with an above average score (based on the overall average of all programs in the College of Education) in all 25 categories in the fall semester, and 22 of 25 categories in the spring semester. No scores fell below a 3.25 on a 4.0 scale.

## **IX. Assessment of Program Operations**

Graduation totals for 2006 through 2011 show that the graduation rate of students enrolled in the undergraduate special education program were higher in 2010-2011 than in previous years. Graduates with a teacher license in the area of special education represented seven percent of the total licenses rewarded to APSU students in that year.

Exit surveys suggest that students are pleased with the quality of the degree program as evidenced by scores ranging from 3.25 to 4.0 on a 4.0 scale. Students did suggest that more courses be offered online in order to accommodate schedules.

Graduate follow-up surveys indicate that students are very satisfied, a rating of three (3), in 10 of 13 categories. Students did assign an average rating of 2.67, with two (2) being satisfied, in the following categories:

- I understand how atypical and typical language development might affect and enhance communication with all students regardless of language differences.
- I can use assessment data of normative and authentic type from a variety of professions and instruments that bring information to bear on how well a child can learn and is learning in the classroom.
- I use current technologies and other resources to promote student learning in mathematics.

These issues are addressed in the Changes in Program section of this report.

## **X. Summary of Proposed Changes**

Changes proposed in the special education degree program will include, but are not limited to, careful evaluation of all courses in order to address the areas of concern expressed by students in surveys. By dissecting courses and determining where

information should be studied, students should feel that they have acquired all information and skills addressed on the exit surveys.

## **XI. Assessment System**

In order to better evaluate our teacher candidates, data should be disaggregated by graduate and undergraduate degree programs in the area of special education.

The reviewers have no recommendations for how the Teacher Education Unit Assessment System can be changed to provide more meaningful and useful evidence regarding candidate performance and program operations.