**2015-16 Annual Report Template**

**Department of Special Education and Child Development**

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| A. HIGHLIGHTS OF THE YEAR |
| Major accomplishments (including student accomplishments) of unit/department/college during the year reported by Academic Affairs Goal. |

1. To educate a diverse student body through an integrated academic experience that positions graduates for personal success and civic responsibility in the global environment of the 21st century:

The following bullets are highlights from each of the SPCD programs (AIG, CHFD, SPED) during the past year:

* **CHFD**
	+ Rennaisance West Initiative to develop quality preschool
	+ Federally funded ECSEL grant to support M.Ed. (1st cohort of 7 students completing action research projects and graduating in July 2016; 2nd cohort of 6 students accepted and beginning)
	+ Home visiting clinical partnership with the YMCA Parents as Teachers program and CHFD 3118 (described in the COED *Magazine* in fall 2015)
	+ Approval of new graduate certificate in Early Childhood Mental Health to begin this summer (recruitment for M.Ed.)
* **SPED**
	+ SPED MAT program - information and updates regarding the math tutoring/testing (Dr. Luke Reinke) integrated into Advising in Moodle
	+ ASD graduate certificate being integrated in Adapted Curriculum Graduate Certificate
	+ To date, 43 graduates of the Dual Major program; 93% of graduates of dual program have secured employment as career teachers prior to their graduation from UNC Charlotte in May
	+ Name change submitted for SPED M.Ed. program and revised SPED M.Ed. with specialty tracks in final stages of completion and being launched for Fall 2016; current planning meetings to develop BCBA link for a concentration in Applied Behavior Analysis as an additional concentration
* **AIG**
	+ M.Ed. student Maureen Mensing was 1 of 2 students nationwide to receive Master’s and Specialists Award for outstanding accomplishments as a graduate student by the National Association for Gifted Children at its convention in November in Phoenix
1. To expand the frontiers of knowledge and leverage discovery for the public benefit through innovative programs that span the disciplines in research, creative activities, and graduate education:

Faculty in the SPCD department have an active research agenda, as evidenced through the number of publications since the last report in April 2015.

* SPED faculty had 34 publications focusing on faculty research in the following peer-reviewed journals
	+ Journals included *Asia Pacific Education Review, Education and Training in Autism and Developmental Disabilities, Education & Treatment of Children, Exceptional Children, Focus on Autism and Other Developmental Disabilities, Inklusion Online, International Journal of Research & Method in Education,* International Journal for the Scholarship of Teaching and Learning, *Journal of Advanced Academics, Journal of Behavioral Education, Journal of Research in Education, Learning Disabilities Research and Practice, NASSP Bulletin, NCSS National Consortium of Secondary STEM Schools Journal, New Waves Educational Research and Development, Preventing School Failure, Research and Practice in Severe Disabilities, Remedial and Special Education, Review of Educational Research, Rural Special Education Quarterly, Teaching Exceptional Children, TEMPO, The Illinois School Journal,* and *The Journal of Special Education*
* SPCD faculty published 18 book chapters and 3 books.
* SPCD faculty also had 6 publications in other sources that included 3 conference proceedings, 1 external evaluation report, 1 weblog, and 1 newsletter.

The SPCD department also maintains an active agenda of securing funding for projects that have an impact at the state, regional, and national levels.

* 11 SPED faculty secured external and internal funding for 15 grant projects to support their research, as well as students
	+ Funded faculty included Baughn, Beach, Browder, Flynn, Lo, Matthews, Spooner, Test, C. Wood, and W. Wood
	+ Funding sources included the U.S. Department of Education (i.e., Institute for Educational Science, Office of Special Education Programs) and UNC Charlotte (i.e., Professional Development School, SPCD department)
	+ Grant research topics included autism, collaboration, literacy, postsecondary transition, safe and inclusive schools, school partnerships, and special education math
	+ Personnel preparation grants focused on funding SPCD doctoral and SPED/CHFD masters students
1. To engage community partners in mutually beneficial programs that enhance the economic, civic, and cultural vitality of the region:

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| The faculty of the SPCD Department were engaged in the public school and with community partners in a number of ways.* 15 SPCD faculty engaged in multiple sustained service projects
	+ Faculty engaged in activity community services included K. Anderson, Baughn, Beach, Beatty, Browder, Brown, Collins, Correa, Gilson, Jordan, Matthews, Murphy, O’Brien, Spooner, Test, Wakeman
	+ Service projects involved (a) collaboration with advocacy groups (e.g., Charlotte community Schools Advocacy Group), (b) community projects (e.g., Read Charlotte, Rennaisance West Community Initiative), (c) multiple school districts (e.g., Anson, Cabarrus, Cleveland, Gaston, Haywood, Kredell, Kannapolis, Lincoln, Mecklenburg, Mooresville, Rowan, Stanly, Union), (d) specific schools (e.g., Bethlehem Head Start, Bradford Preparatory School, Charlotte Bilingual Preschool, Crossland School for Students with Learning Disabilities, First Presbyterian Belmont Weekday School, Highland Montessori School, Lincoln Heights School for Students with Emotional Disorders, Metrolina Regional Scholars Academy), (e) state school systems (e.g., North Carolina, Rhode Island), and (f) support groups (e.g., A Child’s Place, Autism Charlotte, OurBridge)
	+ Types of service activities included advising (e.g., inclusion, co-teaching), advocacy (e.g., low income schools), board service for schools, collaboration (e.g., transition program for UNCC campus), community planning (e.g., child development center, summer literacy clinic), curriculum design (e.g., reading), consultation (e.g., learning strategies, reading), direct instruction (e.g., culturally responsive social skills), evaluation (e.g., alternate assessment, K-3 formative assessment, needs assessment of Exceptional Child Directors, Parent Education, state improvement plan for NC graduation rates, tracking outcomes), event coordination (e.g., speaker series), mentoring and tutoring (e.g., reading), professional development and coaching (e.g., differentiated instruction, learning strategies, literacy for students with autism, math instruction for students with moderate intellectual disabilities, reading strategies, self-monitoring in general education, special education for general education teachers, tutoring skills), school hiring committees, school volunteer (e.g., Science Olympiad coach), and RTI support.

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| B. EXAMPLES OF DATA-BASED IMPROVEMENTS DURING THE YEAR |
| Describe 3 examples of how the unit/department/college has used assessment data for the purpose of improvement during the year.  |

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The SPCD department uses data to drive decision-making in a number of ways that affects its programs as illustrated in the following examples:

* **CHFD**
	+ Examined SOL data and, although proficiency of 80% was met, determined that three areas needed refinement; as a result, developed and embedded assignments on assessment, instructional strategies, and professional learning and ethical practice in CHFD 5116, causing the 6-hr course to be so full that the program decided to break it into two separate 3-hr stand-along courses (CHFD 6200 and CHFD 6230); anticipate that this will positively impact edTPA scores as well.
	+ Due to unreliability of the data coming from EE2 due to the fact that students could work on tasks until proficiency was reached, program voted to use PRAXIS to replace EE2, which will align with other COED programs and allow students to be *highly qualified* to teach Kindergarten
* **SPED**
	+ Created edTPA sub-committee for SPED undergraduate and graduate certification programs to review data, and subsequently created glossary of terms for practice tasks, evaluated rubric progression resources to better align with practice tasks across instructors, created booster sessions during student teaching, developed examples and non-examples of tasks, changed pass criterion to to allow for scores of 1 as long as students received total of 37, and plan to make more seminar changes for coming year
	+ Based on student program data, undergraduate program revised requirements to meet SLOs and improve writing in writing intensive courses
	+ Based on program data, SPED will recommend that following changes at fall TPALS meeting: increase percentage of edTPA score in final student teaching grade from 15-33% and conduct a more directive review of edTPA in year-long internship prior to student teaching.
	+ Based on feedback from multiple community sources (emails, phone calls, face to face interactions) that a confusing news release made it sound as if the SPCD does not offer a master’s in Adapted Curriculum and the probability that this would hurt enrollment, the M.Ed. program changed the name of its program to better reflect its content to “Special Education,” dropping the subtitle of General Curriculum.
	+ Based on program queries and the drop-off in enrollment following state elimination of incentive pay, the M.Ed. program added areas of concentration that are of interest to special education teachers who want to progress on a career ladder (i.e., leadership to qualify for a director position).
* **AIG**
	+ Examined program data to determine where students are located to develop strategic plan for recruitment
	+ Examined program data on student enrollment to determine effectiveness of recruitment efforts
	+ Examined program data on success of students who complete the AIG graduate certification and subsequently enroll in M.Ed. program to request and implement a waiver of GRE.MAT scores for applicants from the graduate certificate program who apply for the M.Ed. program
* **PHD**
	+ Used HECSE quality indicators for special education doctoral programs to examine current program and, as a result, developed process for serving on the SPCD doctoral program committee and a protocol for approving policies and changes.
	+ Used feedback from experts in doctoral education in special education in content validity study to strengthen newly designed doctoral program rubrics

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| REQUIRED ATTACHMENTS TO 2015-16 ANNUAL REPORT |
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| 1. **ANNUAL PROGRESS ASSESSMENT OF PERFORMANCE OUTCOMES FOR 2015-2020 STRATEGIC PLAN GOALS**: After completing sections III H and III I of your 2015-2020 Strategic Plan, attach the entire 2015-2020 Strategic Plan to the annual report.
2. **STUDENT LEARNING OUTCOMES ASSESSMENT DATA:** Attacha 2015Student Learning Outcomes Assessment Plan and Reportfor each undergraduate and graduate degree program and certificate program, stand alone minor, and distance education program offered online only by each department. **Colleges that do not submit the required *Student Learning Outcomes Assessment Plans and Reports* will be contacted by the Office of Academic Affairs.**
3. **INSTITUTIONAL EFFECTIVENESS REPORT ASSESSMENT FINDINGS:**

Attach the 2015-16 Institutional Effectiveness Report template with assessment findings. |
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