

Quality Evaluation of Special Education Teacher Preparation Programs at the Northern Governorates Universities in the Hashemite Kingdom of Jordan, in Light of CAEP Standards

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The paper contributes to the existing literature in assessing the quality of the Special Education Teacher Preparation Program in light of the standards of the Council for the Accreditation of Teacher Education (CAEP). The study sample consisted of (48) faculty members, of whom (28) were males and (20) females, and the questionnaire was used to collect data. The results showed that the degree of evaluating the quality of the special education teacher preparation program in the universities of the northern governorates in Jordan in the light of the standards of the Accreditation Council for Teacher Education (CAEP) was medium, and the results showed that there were statistically significant differences according to the gender variable in favor of females. And the academic rank in favor of the lower ranks, The study recommended the need to review the experiences of other countries in the field of preparing programs for special education teachers according to other international standards and evaluate them according to the latest developments in this field.

Keywords: CAEP standards, evaluation, quality, special education teacher preparation programs

BACKGROUND

Higher education represents the official model for organizing university work in all world countries, where it witnesses serious attempts for the development, evaluation, and continuous improvement of academic programs quality offered through its public and private university institutions, which provide its programs and services to ensure the quality of teachers' preparation. One of these attempts is the adaptation of higher education institutions to international standards in quality, total quality, and the global trend in performance evaluation and improvement through the academic accreditation system (Abu Al-Olla, 2006) and the international teacher education accreditation boards.

The educational institutions' employees at all levels represent its body and base, which is the structure that determines locations for making and implementing educational decisions and identifying the needs of workers in these institutions by creating educational societies that enjoy human diversity with human and ethical practices; based on scientific foundations filled with the appropriate skills and knowledge proficiencies that keep pace with the changes and developments presented by scientific progress and IT revolution. This progress has witnessed the emergence of new concepts and topics that were necessary to

search for solutions to problems that face students and teachers, and also to keep pace with the educational changes that result from this advancement. Therefore, official authorities and decision-makers turned to the problem of preparing educational human resources in public schools in general and in educational alternatives for people with disabilities in particular, to reach them and their capabilities to the fullest possible range; in less restrictive environments and closer to their daily environment to keep up with the techniques and achieve desired goals (Al-Khateib, 2008).

The Ministry of Education in Jordan has given human resources great importance through successive plans and strategies, and because investment in human resources considers one of the best types of investment, therefore Jordan made human resources development a title of its strategic plan for the years (2018-2022); as part of the public education reform towards knowledge economy through a system closely related to lifelong educational expertise and relevant to its current and future needs, in response to the sustainable development and its motivation by preparing supported administrative, supervisory, technical, and educational leadership in the public education schools. The sustainable development goals in Jordan (SDGS) for the years (2030-2015) included the fourth goal of quality education teaching people with disabilities, eliminating gender inequalities in education, and ensuring equal opportunities to all levels of education and vocational training for staff working with disabled persons by (2030). Teachers consider one of the most important components of the educational process, where they play an important role in encouraging students with disabilities to learn, develop their educational and social skills, and make them more interactive with their peers of non-disabled students, and also their attitudes are influenced by their experience in dealing with students with disabilities, where qualified teachers to deal with students with disabilities have positive tendencies (Salovita, 2018).

Curriculum represents a vital element at the forefront of the teaching process and with it will be possible to achieve the goals and aspirations of society, where the curriculum in the modern concept is an integrated system that has its structures and components represented in philosophy, objectives, content, experience, teaching methods, evaluation procedures, and the feedback to improve it or develop it (Ali, 2010). The educational system in Jordan has collaborated with international organizations; such as the United States Agency for Development, UNESCO, and UNICEF for the development of education and to ensure the accuracy of information and data about the educational reality in its public and private schools, and translated this cooperation through Jordan's participation in international studies (PISA, TIMSS) where its results reflect the efficiency and effectiveness of educational curricula by evaluating the quality of education; in comparison with other participating countries (Ayasrah & Yahya, 2020).

CAEP standards is a new name for the integration of two American accreditation bodies, INCATE and TEAC, and considers one of the best international standards in the adoption of educational programs (Al-Otaibi, 2015); due to its achievement as one of the strategies for special education and by providing professionals where the provision of special education services requires the availability of qualified teachers with a high degree of experience and expertise, which requires the adequate academic preparation and rehabilitation before service (Al-Saqeer, 2014). Studies such as (Salam, 2007); (Al-Hamadneh, 2018); (Ayasrah & Yahya, 2020) & (Al-Hamadneh, 2020) indicate that the adoption of global standards provides an effective and objective tool and a global testing instrument to determine where the education system stands and where it's going in any country. (Drundary & Houck, 2007) also pointed to the quality improvement of inputs, processes, and outputs, and in this regard, studies indicate the efficiency of these criteria in demonstrating their competence in the preparation of future teachers (Al-Salous & Al-Mayman, 2010); (Al-Nabawi, 2007); (Al-Nassar, 2007); (Griffin & Cummins, 2009) & (Hendricks, 2010), and also the continuous professional growth (Al-Otaibi & Al-Rabea, 2012). The academic programs can be evaluated; according to CAEP through five main criteria: the first criterion is the teaching efficiency of a faculty member, second is field training and professional practice, third is mechanisms and criteria for admission to the program, graduation, and employment, fourth is program impact, and the fifth criterion is improvement and quality system of the program, where each of these criteria contains a set of sub-standards that meet the main standard for (Council of Educator Preparation Accreditation, 2013). These programs, services, and practices stand on a range of global and national standards to implement effectively, where global standards refer to a set of legislation, characteristics, and conditions that determine the level of

educational services that educational institutions must achieve, as well as the search for achieving total quality in programs and services for students with disabilities (National Quality Assurance & Accreditation, 2004).

Study Problems & Questions

The preparation, rehabilitation, and training of teachers consider an indicator and a measurement of the quality level of programs in all educational systems; due to the fact they consider an executive tool for them, one of their most important inputs, and an urgent necessity to achieve the desired goals by taking into account the newly assigned roles of teachers; in light of changes created by the communication revolution, technological and technical advancement, population explosion, and information revolution, and the resulting educational, social, economic, political, cultural, ethical, and professional changes as well as the future challenges, which in turn put new burdens on teacher preparation programs at present and in the future.

The recommendations of the eighth and ninth sessions of the Arab International Conference for quality assurance of higher education held at the Lebanese American University- Lebanon in 2018 & 2019 indicate the need for higher education institutions in the Arab world to adopt global standards in the evaluation and development of academic programs, to achieve the requirements of total quality in university academic programs, where (Shoqair, 2021) in its research recommendations submitted to the teacher preparation conference; following vision 2030 indicate the need to adopt global standards, due to the absence of some special education teacher preparation programs from some individual educational programs and preparation of educational methods. (Al-Selmi, 2017) points out that teacher preparation plans are traditional and focused on theoretical aspects of specialized fields while (Ibtisam, 2015) focused on the need for students' teachers to use reports and research preparation methods in their evaluation.

The researcher noted through his academic work at Balqa Applied University and by teaching and supervising students of field training courses the need to shed light on quality evaluation of special education teacher preparation programs at Jordanian universities, in the light of international standards such as CAEP due to the existence of a gap between what is theoretically taught and practiced on the ground, and the constant complaint of workers and teachers who teach and rehabilitate people with disabilities groups in the centers concerned with providing special education services. Many reports and studies conducted in Jordan confirm that the current education system has not been able to adequately respond to the needs of students with disabilities, with the existence of gaps in programs and curricula due to the challenges that face the education system, which represented in creating attractive environmental conditions and educational strategies that take into account differences and reject discrimination based on disability (Abu Hamour & Al-Hamouz, 2014). Therefore, the idea of conducting the current study came to evaluate the quality of special education teacher preparation programs in the northern Jordan governorates' universities; in light of CAEP standards.

Specifically, the current study will try to answer the following questions:

- What is the quality evaluation degree of special education teacher preparation programs at the northern governorates' universities in H.K of Jordan, in light of CAEP standards?
- Are there statistically significant differences at the level ($\alpha=0.05$) in the quality evaluation degree of special education teacher preparation programs at the northern governorates' universities in H.K of Jordan, in light of CAEP standards due to gender variable?
- Are there statistically significant differences at the level ($\alpha=0.05$) in the quality evaluation degree of special education teacher preparation programs at the northern governorates' universities in H.K of Jordan, in light of CAEP standards due to academic rank variable?
- Are there statistically significant differences at the level ($\alpha=0.05$) in the quality evaluation degree of special education teacher preparation programs at the northern governorates' universities in H.K of Jordan, in light of CAEP standards due to university type variable?

Study Importance

The importance of research comes from:

Theoretical Importance

- It addresses modern educational issues to prepare special education teachers, in light of CAEP standards which make it imperative for teachers to keep up with the era of technical and technological progress, communication methods, information revolution, and modern global trends in teacher preparation programs.
- It benefits the Faculties of Special Education Departments in reviewing their teacher training programs in Jordan.
- It adds theoretical framework and tools to the digital library, which makes it easier for researchers to evaluate teacher preparation programs as a guiding tool for their future research.
- CAEP quality standards grant special education teachers the best possible degrees of commitment and quality from improving their career reality, which enable them to belong to the profession and raise the reliability of programs provided for them.
- The importance of evaluating Special Education Teacher Preparation Programs within CAEP standards to be more compatible with the student's characteristics, who need supporting characteristics and needs provided by the special education teacher, in light of the specialties team for programs' quality to correspond with the good selection of teachers and their preparation, rehabilitation, and training to suit these needs.

Practical Importance

- The preparation and development of teachers professionally; following the contemporary educational updates of the world's increasing development in the scientific and contemporary trends, and the field of preparing teacher programs for persons with disabilities, in light of international standards.
- Benefit officials and administrators of special education teacher training programs in their on-the-job training and detect their training needs.
- Meet the challenges related to capacity due to increasing demand and the need for competent special education teachers, in light of CAEP quality standards, dropout rates, and loss in the field as a result of losing the best and most experienced teachers.

Study Objectives

The current research aims to:

- Identify the evaluation degree of special education teacher preparation programs quality at northern governorates universities in H.K of Jordan, in light of CAEP standards.
- Reveal the differences in evaluation degree of special education teacher preparation programs quality at the northern governorates universities in H.K of Jordan, in light of CAEP standards, due to (gender, academic rank, and university type) variables.

PREVIOUS STUDIES

(Al-Khateib, 2011) conducted a study to develop a proposed model for the development of educational programs and services for children with mental disabilities and children with autism at the special education institutions and centers in Jordan, in light of global standards. The study sample consisted of all study population represented in (153) special education institutions and centers in the three Kingdom regions (middle, north, and south) which provide educational programs and services for children with mental disabilities and children with autism disorders. The researcher designed two instruments to collect data; the first was used to assess the effectiveness level of programs for children with mental disabilities and consisted of (8) dimensions with (89) key indicators and the other tool to assess the effectiveness level of

programs for children with autism and consists of (8) dimensions with (110) key indicators, where researcher arrived to the indications of instruments' validity and reliability that justified their use in the study. Results indicated the existence of one dimension with a high level of effectiveness: "Programs and services dimension" with an arithmetic mean of (0.75) for mental disability and a mean of (0.68) for Autism Spectrum Disorders, where the rest of the dimensions on the two instruments were at an effectiveness level that ranges from medium to low. The study refollowing follow an integrated system model to develop educational programs and services for children with mental disabilities and children with Autism that have components of instruments' dimensions, which include the following dimensions: vision, thought, and mission, educational programs and services, educational environment, evaluation, integration and transitional services, support, empowerment, and participation of family, management and staff, and self-assessment.

(Al-Otaibi & Al-Rabie, 2012) conducted a study aims to evaluate the Faculty of Education programs at Najran University, in light of NCATE standards on a study sample of (51) male and female members at the Faculty of Education in Najran University, KSA, where the researcher used a descriptive approach and distributed a questionnaire on the sample. The most notable result of the study was that the availability degree of NCATE standards in the special education teacher preparation program came at a high degree.

(Qatnani & Ghonim, 2012) conducted a study aims to evaluate the Bachelor of Special Education program, from the standpoint of students on a study sample of (180) male and female students selected from the third and fourth-year students at the Princess Rahma University College in Jordan, where the researcher used quantitative and qualitative approach through the implementation of questionnaire and interview in the data collection process. Results of the program evaluation showed the existence of strong points in the program, such as its success in giving students broad and deep theoretical knowledge despite the diversity of courses offered to students. Results of the program also showed weaknesses, such as the imbalance between theoretical and practical aspects of the program which affected the performance skills and field training, inadequate field supervision, and inadequate roles of program staff.

The study (Kuehn, 2013) conducted in the USA aims to identify criteria used in the development of special education teacher training programs offered at Faculties of Education at the universities, from a teachers' standpoint. The study sample consisted of (13) special education teachers selected intentionally and the researcher used the qualitative approach and open personal interviews for data collection. Study results revealed a medium level of special education teacher training programs; from teachers' standpoint and results showed that teacher training programs lacked several important aspects, such as preparing teachers to use intervention programs for active learning with behavioral teachers, and general education in integration programs and services for students with disabilities. The study recommended that the quality of special education teacher training programs in universities should be evaluated to keep pace with recent educational aspirations and developments.

(Qadan, 2015) conducted a study that aims to reveal the availability degree of quality assurance standards in the special education teacher training program at the Princess Noura Bint Abdul Rahman University in Saudi Arabia, from the standpoint of expected to graduate students. The study sample consisted of (63) eighth-level students who are studying the special education preparation program, and the researcher used a descriptive approach and distributed the questionnaire to collect data. Results showed that the availability degree of quality assurance standards in the special education teacher preparation program came high, and the arithmetic means for each area of study tool were respectively (4.07, 4.04, 3.98, 3.88, 3.72, 3.37) (program objectives, teaching methods, field training, curriculum, student evaluation, facilities, and equipment) at high degree for all areas, except for facilities and equipment which came to a medium degree.

(Al-Samadi, 2016) conducted a study that aims to evaluate the quality of special education diploma programs in universities, in light of the professional standards for teacher preparation. The study sample consists of (80) students in the special education diploma program at Imam Mohammed Bin Saud Islamic University in KSA, where the researcher used the descriptive method and distributed the questionnaire for data collection. The study results showed a high satisfaction degree of study sample members on the quality of the special education diploma program at Imam University, in light of the professional criteria for teacher

preparation. Results also showed statistically significant differences in the satisfaction degree of study sample members, due to the enrolment in field training variable and favor of trained members while it didn't show differences in the teaching experience variable.

(Immekus, 2016) conducted a study that aims to examine considerations related to using surveys for effective measurement of teacher's candidate's tendencies toward culturally responsive teaching practices, which CAEP for teacher preparation programs in the United States requires to document their ability to graduate teachers who can effectively promote the learning of a variety of P-12 students (CAEP, 2013). Teachers' preparation program leaders must use multiple measurements to document and report the educational achievements of candidates' teachers to meet CAEP accreditation standards, and also CAEP reviewers accept surveys as an appropriate measurement to evaluate the effectiveness of the program. The study results showed the main factors associated with using survey data to guide programs' decisions and accreditation.

The study (Aqeel, 2017) aimed to identify requirements of study programs development for special education sections in Saudi universities; by the quality standards and academic accreditation, from the standpoint of its faculty members. The study sample consists of (45) faculty members at King Khalid University, Jazan University, and Najran University in KSA, and the researcher used descriptive methods and questionnaires in the data collection process. Results showed a low awareness degree of faculty members about quality requirements to develop the study programs for special education departments in Saudi universities; following quality standards and academic accreditation, and results also showed statistically significant differences in the awareness degree of faculty members about quality requirements to develop the study programs for special education departments in Saudi universities; following the quality standards and academic accreditation, due to the difference in gender variable and favor of females and the academic rank in favor of associate professor.

(Al-Hamadneh, 2019) conducted a study that aims to determine the evaluation level of the field training program in the learning difficulties field at the University of Najran, in light of CAEP standards and their differences according to the evaluator and gender variables. The study sample consists of (45) individuals with (12) male and female academic supervisors on field training and (33) male and female students in the Department of Education at the University of Najran who were selected deliberately, and the researcher distributed the questionnaire to them as part of the data collection process. Results showed a high evaluation degree of the field training program in the learning difficulties major at the University of Najran, in light of CAEP standards, and results revealed statistically significant differences in the evaluation of the field training program in the learning difficulties major at the University of Najran, in light of CAEP standards by gender variable on all standards and on the tool as a whole for females, except for school leader from the second standard and professional growth and ethical practice from the third standard which didn't show statistically significant differences, and also no statistical differences appeared in the evaluator variable.

(Young, 2018) conducted a study that aims to identify the quality of special education teacher preparation programs, from the standpoint of teachers in Australia on a sample of (77) male and female teachers and managers who have experience in special education. The researcher used descriptive methods and the questionnaire and interview for data collection, and results showed that the quality of the special education teacher training program, from the standpoint of teachers and managers, was high.

(Al-Anny, Ahmed & Al-Abri, 2018) conducted a study that aims to reveal the achievement degree of international accreditation standards (CAEP) in teacher preparation programs at the Faculty of Education. The researcher used a mixed descriptive approach in terms of distributing the questionnaire to a sample of (35) faculty members at the Faculty of Education of Sultan Qaboos University in Oman and also conducted interviews with (6) faculty members for data collection. The study results showed that the achievement degree of international accreditation standards (CAEP) in teacher preparation programs at Sultan Qaboos University's Faculty of Education came at a high degree, and results revealed the nonexistence of statistically significant differences in the achievement degree of (CAEP) standards in teacher preparation programs at Sultan Qaboos University's Faculty of Education, attributable to gender and academic rank variables. Results also showed that the standard of partnerships and field practice came with the highest

arithmetic mean while the standard of cognitive educational content came with the lowest mean with the existence of a gap in some indicators associated with this standard.

(Qadan, 2018) conducted a study that aims to identify the availability degree of quality standards in the Special Education Teacher Preparation Program at Princess Noura Bint Abdul Rahman University in KSA, from the standpoint of female students in 2017; in comparison with the year 2014. The study sample consists of (108) eighth-level female students in the education program of the Faculty of Education in 2017 and comparing it with a sample of (63) female students who implemented the study tool on them in 2014, where the researcher used a descriptive method and the questionnaire for data collection. Results showed a high availability degree of quality standards in the Special Education Teacher Preparation Program at Princess Noura Bint Abdul Rahman University in 2017; as a whole and didn't show any differences in them according to the GPA variable. Results also revealed statistically significant differences in the availability degree of quality standards in the Special Education Teacher Preparation Program at Princess Noura Bint Abdul Rahman University between 2014 and 2017 years, in favor of 2017.

(Al-Hamadneh, 2020) conducted a study that aims to evaluate the quality of the Special Education Teacher Preparation Training Program at Najran University, in light of CAEP standards. The study sample consists of (75) individuals, (27) of faculty members and (48) students selected from the Special Education Department at the same university, and used the questionnaire for data collection. The most important results showed that the quality evaluation degree of the Special Education Teacher Preparation Program at the University of Najran, in light of CAEP standards amounted to an arithmetic mean of (2.17) at a medium degree, where the fourth standard "program effect" came in the first place, followed in second place by the fifth standard "quality assurance and continuous improvement in the program," followed in third place by the second standard "training", and showed statistically significant differences in favor of field training and professional practice. The most important results also showed statistically significant differences in the overall degree attributable to the gender variable favor of males, and the evaluator variable in favor of faculty members. The study recommended the need for continuous concern, indications, and pieces of evidence in quality assurance standards in the Special Education Teacher Preparation Program; by CAEP standards to achieve the international ranks.

(Moffett, 2020) conducted a study aims to identify the challenges that face Mid-South Liberal Arts College Teachers' Education Program; in its attempt to successfully meet the requirements for the adoption of a new CAEP where the researcher studied the Employment Practices Program (EPP) during the (2015-2016) school year, and then researcher documented the challenges that face EPP in the case study model. The program considers one of the first programs in the USA to prepare for the new national accreditation of teacher education, and it is also one of the first two programs in its time to experience the processes and requirements of new accreditation, where the investigator participates in discussions and analysis, describes the challenges of evaluation validity and reliability, reconfigures the program evaluations, and collects data and analyzed it as well as electronic portfolios, clinical trials, P-12 school partnerships, college-level recruitment efforts, state partnerships, and quality assurance system reviews. In addition, viewers will compare the five new standards and components of CAEP across and within topics, followed by a discussion of new regulations related to the country's arrangement of teacher education programs, where the entrepreneurship academies will be ready to replace programs that close or fail. The case study can be useful for other teacher education programs in their reflections about the best ways to prepare for CAEP accreditation challenges.

The researcher (Alkathiri, 2020) conducted a study related to the CAEP goals, which represented ensuring teacher preparation superiority by focusing on quality, continuous improvement, peer review, and results-based dependency. This paper draws conclusions and recommendations from the literature on challenges facing Saudi education providers and EPP in achieving CAEP standards, where the researcher reviewed the Saudi higher education accreditation system and challenges faced by EPP users on their way to obtaining accreditation from CAEP. The studying of current issues related to Saudi EPP standards will help teachers to be better prepared for meeting CAEP standards and to provide more effective education for teachers and students, where each CAEP standard will be outlined briefly and followed by a discussion of related challenges in Saudi higher education that may affect EPP capabilities to meet the standards.

Recommendations and solutions will be made in each case, and at the end, the researcher identified three priority areas for improvement: the participation and development of faculty members, the adaption of quality assurance strategies, and the employment of a curriculum improvement strategy.

(Wilkerson, 2020) conducted a study to examine the validity and reliability as a key focus in the adoption of teacher preparation by CAEP, which requires the use of “acceptable research standards” but many faculty and administrators are unsure of the way to meet this requirement, where the short educational and psychological testing standards and common standards are implicitly accepted research standards. The purpose of this study was an experimental test of teachers standing and the initial result is a practical set of implementation strategies organized in evaluation specifications that link requirements of environmental and social assessment programs with the common standards, where it’s possible to provide a set of examples on evaluation specifications. The use of this process can improve evaluations in any academic discipline of any accreditation agency, and becomes a tool for the professional development of faculty members that raises the knowledge level of evaluation and may affect teachers’ education in the future.

(Brass & Holloway, 2021) conducted a study that examines the re-professionalization of teaching through a transformative period of market-based and standards-based reforms in the USA. The first section works with the social concept of “new professionalism” to locate the “Not leaving any child” law, which race to adopt TOP & CAEP within a broader movement to align professions with the commercial and administrative values of the private sector. The next section compares teachers’ interviews conducted at the beginning of NCLB with interviews conducted at peak race to the top to highlight how the continuous transformation from professional to organizational governance in teaching can change the way teachers think about themselves and formulate themselves. This policy analysis and qualitative analysis aim to help the education field to identify, locate, and stop education reforms that govern teaching and teachers’ education through standardization, marketing, and results-based performance management.

(Huhn & Chambless, 2021) conducted a study that aims to provide a review of two areas of original research priorities for the American Council for Foreign Language Education (ACTFL), the model teacher preparation programs, and the teacher oral competence as well as a look at future trends in research in these areas. This article lays the foundation for future research on effective global language teacher preparation programs (WL), based on the call to continue researching the original articles, and despite the assumption from original articles and the growth of ACTFL/CAEP standards teacher preparation programs, but further research is necessary to fully understand the effects of teacher competency levels on teacher effectiveness and student outcomes.

Commenting on Previous Studies

By reviewing previous studies, it’s clear that they have addressed multiple forms of design and different types of samples, and had varied variables and statistical methods as well as variations in results and recommendations. The current study agrees with some studies in using the descriptive analytical approach and questionnaire as one of the data collection methods, such as the study of (Al-Anny, et al., 2018), and also has similarities with each (Al-Hamadneh, 2020), (Samadi, 2016), (Qadan, 2018), (Aqeel, 2017), (Qadan, 2018), and (Young, 2018) studies in evaluating the Special Education Teachers Preparation Program in Higher Education Institutions. The current study differs from the rest of previous studies in its place, time, sample, and purpose, whereas Aqeel (2017) study focused on the requirements of developing study programs for special education departments in universities; following quality standards and academic accreditation, and (Young, 2018) study focused on the quality of special education teacher preparation programs from the standpoint of teachers, while (Wilkerson, 2020) study included validity and reliability test as a key focus in the adoption of teacher preparation by CAEP. The current study dealt with the evaluation of the Special Education Teacher Preparation Program in the Northern governorates universities of H.K of Jordan, in light of international standards like CAEP, and also differs in the study sample and its place of implementation, where the researcher implemented it in the special education departments of public and private Jordanian universities during (2021/2022).

Some previous studies used descriptive approaches, such as Aqeel (2017), Qadan (2018) and Young (2018) while some used quantitative and qualitative approaches, such as (Qatnani & Ghoneim, 2012) but

others used mixed descriptive approaches, such as (Al-Anny & others, 2018), where (Qatnani & Ghoneim, 2012) examined the strengths and weaknesses of special education teachers preparation program. The researcher benefited from previous studies in identifying the study problem and formulating it in a scientific research method, as well as using the appropriate scientific approach to the current study nature and ways to build the study tool and interpret and discuss the study results.

METHODS & PROCEDURES

Study Limitations

Human Boundaries

The researcher limited the study to faculty members at university education departments in the northern Jordanian governorates.

Temporal Boundaries

The researcher implemented the current study in the second semester of (2021/2022) academic year.

Objective Boundaries

Represented in the quality assessment of Special Education Teacher Preparation Programs in universities, in light of CAEP criteria and limited the evaluation of special education bachelor's programs offered by the faculties of education in public and private Jordanian universities, as well as the practical implementation of study results represented in methodology and sample followed in the study, and its seriousness in dealing with the study procedures used in programs' evaluation, in light of CAEP standards and its achieved signs of validity and reliability.

Conceptual & Procedural Boundaries

This study is determined by the concepts and terminology contained in it.

Study Terms

Evaluation

Deciding to describe information and data related to performance quantitatively and qualitatively (Hamadne, Assy & Atty, 2017), and it known procedurally in the seriousness level of study sample members in responding to the scale prepared for this study.

Quality

Quality in education is a global criterion for measurement and recognition, and the movement from a low-level culture to a culture of mastery and excellence. Quality is defined procedurally as the many efforts made by the Ministry of Higher Education Departments, Academic Accreditation Authority, and all academics in Jordanian universities to improve and unify the preparation of special education teachers programs in light of CAEP standards.

Standards

Its descriptive phrases that clearly define whatever teachers should know and practice, and it's procedurally defined as a set of behaviors adopted in the CAEP model to evaluate the quality of special education teacher preparation programs.

Special Education Teachers Preparation Programs

It's an academic program offered by the faculties of education in Jordanian public and private universities for the bachelor's degree.

CAEP Standards

It's a set of conditions and specifications that must be met in the teacher preparation program before and during service; following the five CAEP standards: intellectual and educational content, field training and professional practice, mechanisms and standards for admission in the program, graduation, and employment, program impact, and quality control in the program and continuous improvement which were measured in this study in light of the measurement or scale prepared by the researcher to achieve study purpose based on the five main standards mentioned earlier, plus (23) sub-standards for it.

Study Methods

In this study, the researcher used a descriptive approach to describe reality as is; quantitatively and qualitatively by answering study questions and using the study tool prepared through CAEP standards to evaluate Special Education Teacher Preparation Programs in the universities of northern Jordan governorates and identifying their differences, due to gender, academic rank, and university type variables.

Study Population

The study society contains all (58) faculty members in the special education departments of public universities (Balqa Applied University, Al-Bayt University, Yarmouk University) and private universities (Jadara University, Ajloun National University, Irbid Community University) at the northern Jordan governorates in H.K of Jordan during the academic year (2022/2021).

Study Sample

The researcher selected a study sample from the target population of faculty members in the special education departments of public universities (Balqa Applied University, Al-Bayt University, Yarmouk University) and private universities (Jadara University, Ajloun National University, Irbid Community University) at the northern Jordan governorates in H.K of Jordan during the academic year (2022/2021) with (83%) of the study population who were selected by random class method and then distributed on study variables (gender, academic rank, university type), as shown in table (1) below:

TABLE 1
DISTRIBUTION OF STUDY SAMPLE MEMBERS BY ACADEMIC RANK,
UNIVERSITY TYPE, AND GENDER VARIABLES

Variable	Category	Number	%
Gender	Male	28	58.3
	Female	20	41.7
	Total	48	100.00
Academic rank	Lecturer	8	16.7
	Assistant Professor	19	39.6
	Associate Professor	14	29.2
	professor	7	14.6
	Total	48	100.00
University type	Public	27	56.3
	Private	21	43.8
	Total	48	100.00

Study Instrument

The researcher designed the questionnaire as a study tool by returning to the list of Teachers' Education Accreditation Board standards (CAEP, 2013) after translating its theoretical contents in collaboration with a translation specialist as well as reviewing some of the tools and scales used in previous studies, such as (Aqeel, 2017; Qadan, 2018; Young, 2018 & Al-Hamadneh, 2020) following the five CAEP standards:

intellectual and educational content, field training and professional practice, mechanisms and standards for admission in the program, graduation, and employment, program impact, and quality control in the program and continuous improvement. In addition, the researcher identified (23) sub-standards that achieve the measurement of the above five main standards, then wrote and drafted items according to the previous standards and used the five Likert scale, where respondents put a signal in front of each item of instrument that indicates the evaluation of special education programs; from the standpoint of study sample members, which are (very large, large, medium, few, very few) and finally the researcher corrected tool by giving the following weights (1, 2, 3, 4, 5) for the above-mentioned scales.

Validity Indicators of Tool Structure

It is a questionnaire for quality evaluation of special education teacher preparation programs. The researcher selected an exploration sample from an outside study sample and from the society itself that consists of (25) faculty members working at the state and private universities in the central region of Jordan, and applied study tools to them and then calculated the correlation between items and the overall degree of tool, and between items and their dimensions as an indicator of structure validity, where all correlation coefficients came statistically significant at the level (0.01). Table (2) explains the correlation coefficients between items and dimensions, as follows:

TABLE 2
CORRELATION COEFFICIENTS BETWEEN ITEM AND DIMENSION AND ITEM AND OVERALL DEGREE OF QUALITY ASSESSMENT QUESTIONNAIRE FOR SPECIAL EDUCATION TEACHER PREPARATION PROGRAMS

Intellectual & educational content		Field training & professional practice		Mechanisms & standards for admission in program, graduation & employment		Program Impact		Quality control of program & continuous improvement	
Correlation with dimension	Correlation with scale	Correlation with dimension	Correlation with scale	Correlation with dimension	Correlation with scale	Correlation with dimension	Correlation with scale	Correlation with dimension	Correlation with scale
.674**	.665**	.611**	.445**	.596**	.587**	.537**	.614**	.516**	.503**
.715**	.673**	.674**	.521**	.678**	.849**	.664**	.596**	.567**	.617**
.679**	.675**	.672**	.519**	.480**	.589**	.666**	.478**	.619**	.519**
.587**	.722**	.689**	.584**	.805**	.826**	.760**	.564**	.646**	.586**
.619**	.737**	.551**	.693**	.572**	.515**	.586**	.4668*	.651**	.643**
.675**	.679**	.405**	.796**	.664**	.670**	.578**	.619**	.515**	.621**
.815**	.693**	.651**	.582**	.660**	.588**	.740**	.618**	.680**	.679**
.691**	.727**	.644**	.683**	.729**	.676**	.480**	.589**	.649**	.679**
		.735**	.685**	.651**	.643**	.805**	.826**	.740**	.570**
		.685**	.798**	.525**	.621**				
				.680**	.579**				
				.549**	.609**				

**Correlation is significant at (0.01) level (2-tailed)

Tool Reliability

It is a questionnaire for quality evaluation of special education teacher preparation programs. The researcher selected an exploration sample from an outside study sample and from the society itself that consists of (25) faculty members working at the state and private universities in the central region of Jordan, and applied the study tool to them and re-applied it again two weeks later, and then calculated Pearson's correlation coefficient between the two tests, where the reliability between the tool first and the second test of overall degree (0.90). The researcher also calculated the reliability coefficient of internal consistency by calculating the Cornbach Alpha on the first test, where the overall degree of the questionnaire according to this coefficient amounted to (0.92) and this correlation consider acceptable for implementing the scale on the current study sample, as shown in table (3) below.

TABLE 3
RE-TEST RELIABILITY COEFFICIENTS & INTERNAL CONSISTENCY CORNBACH ALPHA FOR DIMENSIONS AND OVERALL DEGREE OF A QUALITY ASSESSMENT TOOL FOR SPECIAL EDUCATION TEACHER PREPARATION PROGRAMS

Scale dimensions	Re-test reliability by Pearson's correlation coefficient	internal consistency reliability by Cornbach Alpha
Intellectual & educational content	0.88	0.89
Field training & professional practice	0.83	0.87
Mechanisms & standards for admission in program, graduation & employment	0.87	0.88
Program Impact	0.84	0.87
Quality control of program & continuous improvement	0.85	0.86
Instrument overall reliability	0.90	0.92

Study Variables

This study included the following independent and dependent variables:

Independent Variables

- Gender: it has two levels (male, female).
- Academic rank: it has four levels (lecturer, assistant professor, associate professor, professor).
- University type: it has two levels (public, private).

Dependent Variable

The evaluation of special education teacher preparation programs at universities in northern Jordan governorates.

Statistical Standard & Process

The statistical standard will be adopted using the following formula:

- 1.00-1.80 very few
- 1.81-2.60 few
- 2.61-3.40 medium
- 3.41-4.20 high
- 4.21-5.00 very high

The researcher calculated the scale using the following equation:

$$\frac{\text{Upper limit of scale (5)} - \text{lowest limit of scale (1)}}{\text{Number of categories required (5)}} = \frac{5-1}{5}$$

Then add the answer (0.80) to the end of each category.

The researcher used some statistical analyses to answer the study's questions, such as calculating arithmetic means and standard deviations, T-test, and ONE WAY ANOVA test.

STUDY RESULTS, DISCUSSIONS & RECOMMENDATIONS

Results

Results related to the first question: What is the quality evaluation degree of special education teacher preparation programs at the northern governorates' universities in H.K of Jordan, in light of CAEP standards?

To answer this question, the researcher calculated arithmetic means and standard deviations for quality evaluation degree of special education teacher preparation programs at the northern governorates' universities in H.K of Jordan, in light of CAEP standards as shown in table (4) below:

TABLE 4
ARITHMETIC MEANS AND STANDARD DEVIATIONS FOR QUALITY EVALUATION
DEGREE OF SPECIAL EDUCATION TEACHER PREPARATION PROGRAMS AT
THE NORTHERN GOVERNORATES' UNIVERSITIES IN H.K OF JORDAN,
IN LIGHT OF CAEP STANDARDS

Rank	Number	Dimension	Mean	STDEV	Degree
1	3	Mechanisms & standards for admission in program, graduation & employment	3.63	.792	Medium
2	2	Field training & professional practice	3.62	.966	Medium
3	1	Intellectual & educational content	3.57	.954	Medium
4	5	Quality control of program & continuous improvement	3.47	.977	Medium
5	4	Program Impact	3.41	.981	Medium
Overall degree of the questionnaire			3.55	.893	Medium

Table (5) shows that faculty members' view of the quality evaluation degree of special education teacher preparation programs at the northern governorates' universities in H.K of Jordan, in light of CAEP standards came to a medium degree with arithmetic mean on the total degrees of the questionnaire (3.55) at a standard deviation of (0.893), which matched the medium degree according to the standard adopted to calculate means, where the arithmetic means of their degrees on questionnaire dimensions were between (3.41-3.63) and all of them came at medium degree. The third dimension "mechanisms & standards for admission in program, graduation & employment" came in first rank with a medium degree at arithmetic mean for this dimension of (3.63) and a standard deviation of (0.792), while the fourth dimension "program effect" came at medium degree with a mean of (3.41) and a standard deviation of (0.981) which matched the medium level.

Results Related to the Second Question

Are there statistically significant differences at the level ($\alpha=0.05$) in the quality evaluation degree of special education teacher preparation programs at the northern governorates' universities in H.K of Jordan, in light of CAEP standards due to gender variable?

To answer this question, the researcher calculated means and T-tests for the responses of study sample members represented in Jordan North Universities' faculty, to determine the statistical differences in quality

evaluation degree of special education teacher preparation programs at the northern governorates' universities in H.K of Jordan, in light of CAEP standards due to gender variable, as shown in table (5) below:

TABLE 5
T-TEST TO DETECT STATISTICAL DIFFERENCES IN THE DIMENSIONS OF QUALITY EVALUATION DEGREE OF SPECIAL EDUCATION TEACHER PREPARATION PROGRAMS AT THE NORTHERN GOVERNORATES' UNIVERSITIES IN H.K OF JORDAN, IN LIGHT OF CAEP STANDARDS DUE TO GENDER

Program quality assessment dimensions	Gender	Sample	Mean	STDEV	T-value	DF	Sig.
Intellectual & educational content	Male	28	3.31	.835	-2.309	46	.025
	Female	20	3.93	1.013			
Field training & professional practice	Male	28	3.30	.753	-2.920	46	.005
	Female	20	4.07	1.068			
Mechanisms & standards for admission in program, graduation & employment	Male	28	3.31	.512	-3.750	46	.000
	Female	20	4.08	.904			
Program Impact	Male	28	3.13	.767	-2.389	46	.021
	Female	20	3.79	1.131			
Quality control of program & continuous improvement	Male	28	3.19	.712	-2.453	46	.018
	Female	20	3.86	1.169			
Overall Degree	Male	28	3.25	.665	-2.889	46	.006
	Female	20	3.96	1.021			

It shows from the results of the previous table the existence of statistical differences in the overall degree and all dimensions of the quality evaluation degree of special education teacher preparation programs at the northern governorates' universities in H.K of Jordan, in light of CAEP standards due to gender variable, where the statistical significance of all dimensions and overall degree were respectively as follows: (0.025) 0.005, 0.000, 0.021, 0.021, 0.006), which are all below the significance level (0.05), and indicate statistical differences in quality evaluation degree of special education teacher preparation programs at the northern governorates' universities in H.K of Jordan; in favor of females with means higher than males.

Results Related to the Third Question

Are there statistically significant differences at the level ($\alpha=0.05$) in the quality evaluation degree of special education teacher preparation programs at the northern governorates' universities in H.K of Jordan, in light of CAEP standards due to academic rank variable?

To answer this question, the researcher calculated virtual differences of arithmetic means and standard deviations for the quality evaluation level of special education teacher preparation programs at the northern governorates' universities in H.K of Jordan, in light of CAEP standards due to the academic rank variable, as shown in table (6) below:

TABLE 6
APPARENT DIFFERENCES LEVEL OF MEANS AND STANDARD DEVIATIONS FOR THE
QUALITY EVALUATION OF SPECIAL EDUCATION TEACHER PREPARATION
PROGRAMS AT THE NORTHERN GOVERNORATES' UNIVERSITIES IN H.K OF
JORDAN, IN LIGHT OF CAEP STANDARDS DUE TO ACADEMIC
RANK VARIABLE

Dimensions	Variable level	Number of sample members	Mean	STDEV
Intellectual & educational content	Lecturer	8	4.53	.405
	Assistant Professor	19	3.76	.876
	Associate Professor	14	2.99	.720
	professor	7	3.07	1.043
Field training & professional practice	Lecturer	8	4.63	.582
	Assistant Professor	19	3.85	.887
	Associate Professor	14	3.03	.687
	professor	7	3.04	.896
Mechanisms & standards for admission in program, graduation & employment	Lecturer	8	4.44	.757
	Assistant Professor	19	3.82	.772
	Associate Professor	14	3.15	.393
	professor	7	3.13	.567
Program Impact	Lecturer	8	4.42	.455
	Assistant Professor	19	3.67	.861
	Associate Professor	14	2.71	.737
	professor	7	2.92	.955
Quality control of program & continuous improvement	Lecturer	8	4.39	.779
	Assistant Professor	19	3.72	.928
	Associate Professor	14	2.86	.697
	professor	7	2.98	.807
Overall Degree	Lecturer	8	4.48	.559
	Assistant Professor	19	3.77	.831
	Associate Professor	14	2.96	.595
	professor	7	3.04	.790

It shows from the results of table (6) apparent differences in the quality evaluation level of special education teacher preparation programs at the northern governorates' universities in H.K of Jordan, in light of CAEP standards due to the academic rank variable, and to show the statistical differences between arithmetic means, the researcher used one-Way-ANOVA on dimensions and overall degree, as shown in table (7) below:

TABLE 7
ONE-WAY-ANOVA OF THE QUALITY EVALUATION LEVEL OF SPECIAL EDUCATION
TEACHER PREPARATION PROGRAMS AT THE NORTHERN GOVERNORATES'
UNIVERSITIES IN H.K OF JORDAN, IN LIGHT OF CAEP STANDARDS DUE TO
ACADEMIC RANK VARIABLE

Dimensions	Variable level	SS	DF	MS	F-value	Sig.
Intellectual & educational content	Between groups	14.532	3	4.844	7.553	.000
	Inside groups	28.218	44	.641		
	Total	42.750	47			
Field training & professional practice	Between groups	16.337	3	5.446	8.717	.000
	Inside groups	27.488	44	.625		
	Total	43.825	47			
Mechanisms & standards for admission in program, graduation & employment	Between groups	10.841	3	3.614	8.516	.000
	Inside groups	18.672	44	.424		
	Total	29.513	47			
Program Impact	Between groups	17.869	3	5.956	9.591	.000
	Inside groups	27.325	44	.621		
	Total	45.193	47			
Quality control of program & continuous improvement	Between groups	14.846	3	4.949	7.263	.000
	Inside groups	29.981	44	.681		
	Total	44.827	47			
Overall Degree	Between groups	14.521	3	4.840	9.269	.000
	Inside groups	22.976	44	.522		
	Total	37.497	47			

It shows from table (7) statistically significant differences ($\alpha=0.05$) due to the impact of academic rank on the quality evaluation level of special education teacher preparation programs at the northern governorates' universities in H.K of Jordan, in light of CAEP standards, where the statistical significance of overall degree and all dimensions (0.000) which is less than the significance level ($\alpha=0.05$). The researcher used Scheffe test to determine the direction of statistical differences in the overall degree of the questionnaire and all its dimensions, as shown in table (8) below:

TABLE 8
SCHEFFE TEST TO EXAMINE STATISTICAL DIFFERENCES IN QUALITY EVALUATION
LEVEL OF SPECIAL EDUCATION TEACHER PREPARATION PROGRAMS AT THE
NORTHERN GOVERNORATES' UNIVERSITIES IN H.K OF JORDAN, IN LIGHT OF
CAEP STANDARDS, DUE TO ACADEMIC RANK

Dimensions	Academic rank	Mean	Lecturer	Assistant Professor	Associate Professor	Professor
Intellectual & educational content	Lecturer	4.53				
	Assistant Professor	3.76	.768			
	Associate Professor	2.99	1.540*	.772		
	Professor	3.07	1.460*	.692	.080	
Field training & professional practice	Lecturer	4.63				
	Assistant Professor	3.85	.772			
	Associate Professor	3.03	1.596*	.824*		
	Professor	3.04	1.582*	.810	.014	
Mechanisms & standards for admission in program, graduation & employment	Lecturer	4.44				
	Assistant Professor	3.82	.613			
	Associate Professor	3.15	1.283*	.670*		
	Professor	3.13	1.307*	.694	.024	
Program Impact	Lecturer	4.42				
	Assistant Professor	3.67	.744			
	Associate Professor	2.71	1.702*	.958*		
	Professor	2.92	1.496*	.752	.206	
Quality control of program & continuous improvement	Lecturer	4.39				
	Assistant Professor	3.72	.670			
	Associate Professor	2.86	1.532*	.862*		
	Professor	2.98	1.405*	.735	.127	
Overall Degree	Lecturer	4.48				
	Assistant Professor	3.77	.707			
	Associate Professor	2.96	1.516*	.809*		
	Professor	3.04	1.443*	.736	.073	

It shows from the results of table (80 statistically significant differences ($\alpha=0.05$) in the quality evaluation level of special education teacher preparation programs at the northern governorates' universities in H.K of Jordan, in light of CAEP standards according to the academic rank variable of faculty members, where the differences came in favor of "lecturer" and "assistant professor" ranks in comparison with the "associate professor" and "professor" ranks which indicate that lower academic ranks had evaluation degree

higher than those of higher academic ranks, who see that Special Education Teacher Preparation Programs at the northern governorates' universities in H.K of Jordan agree with CAEP standards while it was the opposite with higher-ranking faculty.

Results Related to the Fourth Question

Are there statistically significant differences at the level ($\alpha=0.05$) in the quality evaluation degree of special education teacher preparation programs at the northern governorates' universities in H.K of Jordan, in light of CAEP standards due to university type variable?

To answer this question, the researcher calculated means and T-tests for the responses of study sample members represented in Jordan North Universities' faculty, to determine the statistical differences in quality evaluation degree of special education teacher preparation programs at the northern governorates' universities in H.K of Jordan, in light of CAEP standards according to university type variable, as shown in table (9) below:

TABLE 9
T-TEST TO DETECT STATISTICAL DIFFERENCES IN DIMENSIONS OF QUALITY EVALUATION DEGREE OF SPECIAL EDUCATION TEACHER PREPARATION PROGRAMS AT NORTHERN GOVERNORATES' UNIVERSITIES IN H.K OF JORDAN, IN LIGHT OF CAEP STANDARDS DUE TO UNIVERSITY TYPE

Program quality assessment dimensions	University type	Sample	Mean	STDEV	T-value	DF	Sig.
Intellectual & educational content	Public	27	3.58	.806	.149	46	.883
	Private	21	3.54	1.136			
Field training & professional practice	Public	27	3.58	.760	-.364	46	.718
	Private	21	3.68	1.198			
Mechanisms & standards for admission in program, graduation & employment	Public	27	3.48	.629	-1.526	46	.134
	Private	21	3.83	.944			
Program Impact	Public	27	3.46	.706	.392	46	.697
	Private	21	3.34	1.267			
Quality control of program & continuous improvement	Public	27	3.40	.729	-.550	46	.585
	Private	21	3.56	1.239			
Overall Degree	Public	27	3.50	.674	-.418	46	.678
	Private	21	3.61	1.130			

It shows from the results of the previous table non-existence of statistical differences in the overall degree and all dimensions of the quality evaluation degree of special education teacher preparation programs at the northern governorates' universities in H.K of Jordan, in light of CAEP standards due to university type variable, where the statistical significance of all dimensions and overall degree were respectively as follows: (0.883) 0.718, 0.134, 0.697, 0.585, 0.678), which all came higher than the significance level (0.05), and indicate the non-existence of statistical differences in quality evaluation degree of special education teacher preparation programs at the northern governorates' universities in H.K of Jordan; according to public and private university types variable.

Discussions

Results of first question, which states, *“What is the quality evaluation degree of special education teacher preparation programs at the northern governorates' universities in H.K of Jordan, in light of CAEP standards?”* showed that overall degree of quality evaluation degree of special education teacher preparation programs at the northern governorates' universities in H.K of Jordan, in light of CAEP

standards came at a medium degree with an arithmetic mean of (3.55) and also medium degrees of evaluation on all instrument's dimensions prepared in this study with means between (3.41-3.63), which are acceptable and somewhat logical results and it's an indication on the possibility of developing and improving these programs by subjecting them to quality control standards and academic accreditation requirements to promote these programs and achieve the desired learning outcomes bringing them into an international level, due to the fact that these programs aren't based on previously used international standards or quality control standards but it's generally the jurisprudence of experts and specialists in special education field, and from administrators and the administrative officials who had been appointed in administrative positions without having the planning, administrative, communication, and evaluation competences. There are some indicators of these competencies, such as partnerships with civil society institutions, the implementation of national strategies proposed by the Ministry of Education like the 10-year plan strategy (2018-2022) and the strategy of Supreme Council for Disabled Persons Affairs (2010-2015), and also the coordination between agencies concerned with the provision of special education services for children with disabilities; in their dimensions related to the roles of educational institutions departments, educational programs, supported services, and procedures for their implementation and development.

This result indicates the need for higher education institutions through universities to pay more attention to the improvement and development of Special Education Teacher Preparation Programs, to promote these programs and achieve the desired learning outcomes by reaching the ranks of countries that have adopted the international standards for improving the quality of their programs, where its outputs will reflect on society in general and on the extraordinary individuals in particular, which improves the quality of individuals' life with disabilities and their families. The results of the first question may be due to the lack of seriousness in the team of quality control departments and the academic accreditation requirements in a higher education institution for accurately implementing the required standards and specifications in Special Education Teacher Preparation Programs. The researcher can also attribute this result to the lack of capabilities available in Jordanian public and private universities, especially the financial ones to achieve quality standards in a better way, as well as the fact that quality standards need infrastructure to build and foundations that are difficult to be added on the old programs, which requires a high cost in modernization and renewal. It can also be noted that the programs' quality needs a qualified, serious, and trained staff on implementing standards and if it's not available now, it will be difficult to provide it in the current time. In addition, the policymakers at universities don't realize the importance of these standards.

The results of this study agreed with the study (Al-Hamadneh, 2020) which showed that the quality evaluation of the special education teacher preparation program at Najran University; in light of CAEP standards came to at medium degree. It also agreed with the study of (Kuehn, 2013) and the study of (Al-Khateib 2012) with medium degrees but it disagreed with the study results of (Al-Qadan, 2015) and (Al-Otaibi & Al-Rabie, 2012) with estimates of high degrees, where the researcher may attribute that to differences in time, place, instruments, and standards used in the studies. Regarding standards, the third dimension "mechanisms and standards for admission to the program, graduation, and employment" came in first place with an arithmetic mean of (3.63) for this dimension; at a medium degree while the fourth dimension "program impact" came in last place with a mean of (3.41) at a medium degree. The researcher explains the first place of the third dimension due to its importance among administrators of faculty members more than others, and also programs take the reputation for acceptance which reflects on the number of students and in turn affects the preparation for graduation and employment. Meeting the needs of the local market for professional competencies and their quality stigmatizes the university that students graduated from with competence and preparation capabilities, while the researcher explains the last place of "program impact" to the large number of students admitted to programs versus a lack of faculty Members and administrators assigned to these number of students in the aspects of quality control and academic accreditation standards, where training programs need a relatively long time in comparison with other dimensions of the study instrument. Therefore, the knowledge about influence level needs a long time depending on the number and method of programs offered by universities as well as the inadequacy of

specialists and provision of specialists in some accurate programs that suit and correspond with the new developments and changes of the renewed era.

Results of the second question, which states, ***“Are there statistically significant differences at the level ($\alpha=0.05$) in the quality evaluation degree of special education teacher preparation programs at the northern governorates’ universities in H.K of Jordan, in light of CAEP standards due to gender variable?”*** showed statistical differences in the overall degree and all dimensions of quality evaluation degree of special education teacher preparation programs at the northern governorates’ universities in H.K of Jordan; in light of CAEP, according to gender variable and in favor of females. The researcher attributes this result to the fact that females; in their nature are more committed and more precise in implementing the quality standards and its dimensions available at the university and that commitment of females to tasks assigned to them; once identified more accomplished than males. It should be noted in this regard that females seek to continuously improve themselves and show the highest levels of quality and ability in jobs, which reflects on the achievement of quality dimensions in study instruments, and it can also be noted that female faculty members have more ability to deal with problems related to female students who make up the vast majority of students in various public and private Jordanian universities, which reflect on a high level of commitment in their work and working hours. This study agrees with the studies of (Aqeel, 2017) and (Al-Hamadneh, 2019), which showed individual differences in favor of females, while it disagrees with the studies of (Al-Hamadneh, 2020) and (Qahtani, 2020), which showed differences in favor of males. It also disagreed with the study of (Al-Anny, Ahamed, and Al-Abri, 2018), which showed no differences in the gender variable.

Results of third question, which states, ***“Are there statistically significant differences at the level ($\alpha=0.05$) in the quality evaluation degree of special education teacher preparation programs at the northern governorates’ universities in H.K of Jordan, in light of CAEP standards due to academic rank variable?”*** showed statistical differences ($\alpha=0.05$) in the quality evaluation level of special education teacher preparation programs at the northern governorates’ universities in H.K of Jordan; in light of CAEP, according to an academic rank variable of faculty members, in favor of “lecturer” and “assistant professor” ranks in comparison with the associate professor and professor. The researcher attributes this result to the fact that these ranks undergo training courses and practical workshops conducted by the quality control department in universities; being new faculty members where these courses would give them more commitment. The researcher also explains it by the knowledge level of faculty members at the lecturer and assistant professor ranks and their awareness of the importance of adhering to quality standards, which achieves higher ranks for them progress being in their first career years in Jordanian public and private universities. Quality standards are also relatively new and universities require from their higher levels of commitment, for them to realize these standards and advance with them. The achievement of quality standards will accomplish the job and academic stability, which something those in the lecturer and assistant professor ranks are seeking because they aren’t fixed in the permanent service. The study results agreed with the study of (Al-Anny, Ahmed & Al-Abri, 2018) which showed the existence of differences in favor of academic rank while it disagrees with the study of (Aqeel, 2017) which showed the existence of differences in the quality evaluation of special education teacher programs preparation, according to CAEP standards and in favor of the associate professor rank.

Results of the fourth question, which states, ***“Are there statistically significant differences at the level ($\alpha=0.05$) in the quality evaluation degree of special education teacher preparation programs at the northern governorates’ universities in H.K of Jordan, in light of CAEP standards due to University type variable?”*** showed non-existence of statistical differences in the overall degree and all dimensions of the quality evaluation degree of special education teacher preparation programs at the northern governorates’ universities in H.K of Jordan, in light of CAEP standards due to university type variable. The researcher attributes this result to the fact that both private and public universities are equally subject to unified academic accreditation standards from the Ministry of Higher Education to achieve quality standards in the preparation of special education teachers, and it also seeks to achieve the best training for them to reach quality with high knowledge, professional, and skill competency. It’s also possible to consider this result as an indication on the need to redevelop all special education teacher preparation programs, formulate the

general policies for teacher preparation at different stages of education, define standardize references for the design and creation of special education teacher preparation programs, and link the outputs of teacher preparation programs with the directorates of education needs for teachers in the northern governorates; at the different stages and disciplines through the pre-service teacher preparation program and through the specialized educational study plan, which includes compulsory and optional courses to be taught by the student teacher in the specialized colleges and Faculty of Education and distributed over several semesters or study levels, where student teachers after successfully passing it will obtain a bachelor degree in the specialization with educational preparation or obtain the vocational master degree in special education, in order to practice the education profession at one of study stages.

Recommendations

- Review the experiences of other countries in the field of special education teacher preparation programs; according to international standards, and work on evaluating these programs in line with the latest developments in this field.
- Follow up on legislation and laws and implement strategies provided by the competent and relevant authorities for the provision of special education services; about special education teacher preparation programs.
- The need and seriousness to implement quality and Academic Accreditation Authority standards for special education teacher preparation programs in Jordanian universities.
- Conduct more research studies to evaluate the quality of special education teacher preparation programs according to other standards.
- Develop a model for an integrated system to develop the special education teacher preparation programs with elements that consist of dimensions and indicators of international accreditation bodies.

ACKNOWLEDGEMENT

The author extends their appreciation to the Deanship of Scientific Research at Al-Balqa Applied University for funding this work.

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