

Masters in Special Education (SPEDME)

2021-2022

Annual Academic Assessment Report

Results of analysis of assessment of Student Learning Outcome

Results from last year's assessment in table below

MEd 2021-2022 – 40 enrolled; 14 graduated

Any changes to degree/certificate planned or made on the basis of the assessment and analysis

Due to changes in accreditation requirements, changes were made to program entrance requirements in order to create greater opportunities for students to show evidence of meeting skill competencies in various areas.

These are the changes:

- Applicants must apply for and gain entrance to the University of Arkansas Graduate School to be considered for admission to the Master of Education in Special Education. Minimum requirements include a bachelor's degree from an accredited institution of higher education. For prospective students with a bachelor's degree in a field outside education the M.Ed. with initial license in special education is appropriate. For those with bachelor's degree in education (e.g., early childhood education, secondary education) and an initial license the M.Ed. with special education endorsement is appropriate.
- Applicants to the M.Ed. in Special Education program are evaluated for admission into the program holistically across a number of factors. Program requirements to be submitted within the application to the Graduate School for evaluation include: (a) a resume, (b) 3 letters of reference, (c) a written statement of purpose describing past experience relevant to the masters and future career objectives, and (d) show evidence of meeting at least one criteria in each of the following skill areas:
 - Writing: (a) 3.0 cumulative GPA overall or last 60 hours, (b) passing ACT/SAT/GRE/Praxis Core scores in Writing, or (c) Accuplacer Next Generation Score of 251.
 - Math: (a) Writing: (a) 3.0 cumulative GPA overall or last 60 hours, (b) passing ACT/SAT/GRE/Praxis Core scores in Math, or (c) Accuplacer Next Generation Score of 251.
 - Reading: (a) 3.0 cumulative GPA overall or last 60 hours, (b) passing ACT/SAT/GRE/Praxis Core scores in Reading, or (c) Accuplacer Next Generation Score of 251.
- In addition to the above requirements a prerecorded interview will be requested for submission.

- Applicants should also be aware of Graduate School requirements with regard to [master's degrees](#). The standardized exam (GRE, SAT, ACT, Praxis) is not required for admission into the program unless the other two criteria for evidence of competence in writing, math, and reading are not met.

Any changes to the assessment process made or planned.

Post graduation assessment and employer assessment is in final stages of development and will be piloted with most recent graduates of program.

Academic Assessment Plan

Program Goals (3-4)

The Inclusive Education and Clinical Program’s Special Education Master’s in Special Education program leading to initial license prepares special educators who have specialized knowledge and skills to meet the educational needs of learners, kindergarten through grade 12, with exceptionalities.

Student Learning Outcomes (6-8)

Program objectives include the preparation of future special educators to (based on Council for Exceptional Children standards):

1. Understand the individual development and differences of learners with exceptionalities and apply this knowledge to instructional design and implementation,
2. Create individualized, inclusive, safe, and culturally responsive learning environments,
3. Design, modify, and adapt curricula to meet the goals of students,
4. Effectively and without bias assess the individualized needs of students with exceptionalities, as well as their progress,
5. Identify, adapt, and implement evidence-based instructional strategies to advance the learning of students with exceptionalities,
6. Use professional ethical standards, support other’s use of these standards, and continue to develop professional knowledge and practices, and
7. Collaborate with families, individuals with exceptionalities, other school professionals, and community service providers to address the needs of individuals with exceptionalities.

Process for Assessing each Student Learning Outcome

Objectives	Assessment	Changes Made/Planned	Assessment Made/Planned
1. Understand the individual development and differences of learners with exceptionalities and apply this knowledge	2021-2022 Praxis test 5354; 1/1 graduates who took the test passed Praxis 5354, Special Education, by May 2022	Integration of technology across 4 courses	HLP data continues to be used for ongoing program evaluation. Special education specific employer

<p>to instructional design and implementation</p> <p>2. Create individualized, inclusive, safe, and culturally responsive learning environment.,</p> <p>3.Design, modify, and adapt curricula to meet the goals of students.</p> <p>4.Effectively and without bias assess the individualized needs of students with exceptionalities, as well as their progress.</p> <p>5.Identify, adapt, and implement evidence-based instructional strategies to advance the learning of students with exceptionalities.</p> <p>6.continue to develop professional knowledge and practices.</p> <p>7. Collaborate with families, individuals with exceptionalities, other school professionals, and community service providers to address the needs of individuals with exceptionalities.</p>	<p>Use Praxis Test 5511; 2021-2022 1/1 of graduates taking comprehensive exam passed review</p> <p>2021-2022 Arkansas Foundations of Reading Test: 0/2 students who took exam passed on first attempt. 2nd attempt data not available as of May 2022</p> <p>Review all graduating seniors' GPA; all graduates with GPAs of 3.0+.</p> <p>Include key assessments in specific courses; in 2021- 2022 100% of graduates passed key assignments across coursework.</p>	<p>Expanded use of VoiceThread across Coursework</p> <p>Inclusion of Vosaic to support students in practicum semesters</p> <p>Embedded use of disposition process in practicum semesters</p> <p>Planning structuring of supports for masters students for preparation for foundations of reading exam for Spring 2023; encourage early to attend Bachelors of Special Education booster session</p>	<p>survey is being finalized and piloted</p>
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Timeline for assessment and analysis

Key assessments are collected throughout coursework and analyzed by course instructor; Praxis results are collected and analyzed by the Office of Teacher Education and report to each program annually.

Means of assessment and desired level of student achievement

Praxis scores are obtained and analyzed by the Office of Teacher Education. Key assessments in courses are collected and evaluated during key courses across learning blocks.

Reporting of results

An annual assessment report is developed by the Office of Teacher Education. Results are discussed at the annual CITCon (Continuous Improvement Team Conference) conference at the end of the spring semester.