

Academic year 2024-2025  
MED in Special Education - MED-MPSP Learning Outcomes

Student Learning Outcome 1

Candidates who successfully complete a master’s degree in special education understand and demonstrate the capacity to promote the current and future success and well-being of exceptional learners by applying their knowledge, skills and competencies relevant to understanding how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

The following Learning Outcome aligns with the components of the Council for Exceptional Children's (CEC) Standard 1: Learner Development and Individual Learning Differences and includes one of the key elements of that standard. `

Learning Outcome / Key Element 1.1  
Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.


MEASURES	RESULTS	ACTIONS
<div>Assessment 1</div> <div>Assessment 1: Rubric Row 4 for Week 2 Assignment in SPED 5301 Survey of Exceptional Learners course (Rubric Title: Media Evaluation Rubric)</div> <div>This assessment measures students' proficiency in knowledge, skills and mindsets aligned with the CEC Initial Standard 1. The focus of this assessment is on having graduates students apply their understanding of how language, culture, and family background influences the learning of learners with exceptionalities.</div> <div>Direct - Assignment</div> <div>Survey of Exceptional Learners: SPED 5301</div> <div>Target</div> <div>90% of students will meet mastery level expectations.</div> <div>Candidate mastery demonstrates at 80%.</div>	<div>MET</div> <div>Assessment 1</div> <div><div><div></div><div>Met</div></div><div><div></div><div>Not Met</div></div></div> <div><div></div><div></div></div> <div><div></div><div></div></div> <div>0%100%</div> <div><div>Met:</div><div>84%</div></div> <div><div>Not Met:</div><div>16%</div></div> <div><div>Met Total:</div><div>84%</div></div> <div><div>Not Met Total:</div><div>16%</div></div> <div>Analysis</div> <div>Results indicate that at one of the two data points more than 90% of the students met mastery expectations on both criteria (Summer 2024). The SPED 5301Week 4 assignment was updated for the Fall of 2024. Graduate students are now required to work with actual students in this assignment instead of creating hypothetical scenarios. The decision to increase the rigor resulted from last year's analysis of this assignment in which more than 90% of the students performed with 96 - 97% proficiency on the 2024-2025 report for Data Point #2.</div>	<div>Maintain Assessment Strategy</div> <div>The results indicate that with respect to the learner outcome based on CEC Standard 1 Learner Development and Individual Learning Differences is being addressed at high levels of proficiency. The plan for 2024-2025 will be to continue to assess this standard about how language, culture, and family background influences the learning of diverse learners with exceptionalities. We will maintain the candidate proficiency requirement at 85%. Faculty will assess and update assignments as needed to increase depth of focus on stated learning outcomes.</div>
<div>Assessment 2</div> <div>Assessment 2: Rubric Row 5 for the Week 4 Assignment in SPED 5301 Survey of Exceptional Learners (Rubric Title: Case Study Rubric)</div> <div>This assessment measures students' proficiency in knowledge, skills and mindsets aligned with the CEC Initial Standard 1. The focus of this assessment is on having graduates students apply their understanding of how language, culture, and family</div>	<div>MET</div> <div>Assessment 2</div> <div><div><div></div><div>Met</div></div><div><div></div><div>Not Met</div></div></div> <div><div></div><div></div></div> <div><div></div><div></div></div> <div>0%100%</div> <div><div>Met:</div><div>80%</div></div> <div><div>Not Met:</div><div>20%</div></div> <div><div>Met Total:</div><div>80%</div></div> <div><div>Not Met Total:</div><div>20%</div></div>	<div>Maintain Assessment Strategy</div> <div>The results indicate that with respect to the learner outcome based on CEC Standard 1 Learner Development and Individual Learning Differences is being addressed at high levels of proficiency. The plan for 2024-2025 will be to continue to assess this standard about how language, culture, and family background influences the learning of diverse learners with exceptionalities. We will maintain the candidate proficiency requirement at 85%. Faculty will assess and update assignments as needed to increase depth of focus on stated learning outcomes.</div>

<p>background influences the learning of learners with exceptionalities.</p> <p>Direct - Assignment</p> <p><i>Survey of Exceptional Learners: SPED 5301</i></p> <p><b>Target</b></p> <p>90% of students will meet mastery level expectations.</p> <p>Candidate mastery demonstrates at 80%.</p>	<p><b>Analysis</b></p> <p>Results indicate that at one of the two data points more than 90% of the students met mastery expectations on both criteria (Summer 2024). The SPED 5301Week 4 assignment was updated for the Fall of 2024. Graduate students are now required to work with actual students in this assignment instead of creating hypothetical scenarios. The decision to increase the rigor resulted from last year's analysis of this assignment in which more than 90% of the students performed with 96 - 97% proficiency on the 2024-2025 report for Data Point #2.</p>	
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Student Learning Outcome 2

The following Learning Outcome aligns with the components of the Council (CEC) for Exceptional Children's Standard 7: Collaboration.

Learning Outcome: Candidates who successfully complete a master's degree in Special Education understand and demonstrate the capacity to promote the current and future success and well-being of exceptional learners by applying their knowledge, skills and competencies relevant to collaboration with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

MEASURES	RESULTS	ACTIONS
<p><b>Rubric Row 1 for Module 4 Assignment in SPED 5316 Models of Change through Collaboration course</b></p> <p>This assessment measures students' proficiency in knowledge, skills and mindsets aligned with the CEC Initial Standard 7. The focus of this assessment is on having graduates students apply their understanding of collaboration skills when forming partnerships with parents and/or other educational practitioners.</p> <p>Direct - Assignment</p> <p><i>Models Change thru Collaborat: SPED 5316</i></p> <p><b>Target</b></p> <p>90% of candidates will meet mastery level expectations. Candidate mastery demonstrates at 90%.</p>	<p><b>MET</b></p> <p>Rubric Row 1 for Module 4 Assignment in SPED 5316 Models of Change through Collaboration course</p> <p>■ Met ■ Not Met</p>  <p>0% 100%</p> <p><i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i></p> <p><b>Met:</b> 99% <b>Not Met:</b> 1%</p> <p><b>Met Total:</b> 99% <b>Not Met Total:</b> 1%</p> <p><b>Analysis</b></p> <p>Results indicate that at 2 data points during 2024-2025 that the benchmark of 90% was exceeded by more than 90% of the students.</p>	<p><b>Maintain Assessment Strategy</b></p> <p>The results indicate that with respect to the learner outcome based on the Council for Exceptional Children Standard 7 Collaboration, our program is being addressed at high levels of proficiency. The plan for 2024-2025 will be to continue to assess this standard on collaboration with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies, and exceptional learners. We will increase the candidate proficiency requirement to 95%. Faculty will assess and update assignments as needed to increase depth of focus on stated learning outcomes.</p>
<p><b>Rubric Row 4 for Module 4 Assignment in SPED 5316 Models of Change through Collaboration course</b></p> <p>This assessment measures students' proficiency in knowledge, skills and mindsets</p>	<p><b>MET</b></p> <p>Rubric Row 4 for Module 4 Assignment in SPED 5316 Models of Change through Collaboration course</p> <p>■ Met ■ Not Met</p>	<p><b>Maintain Assessment Strategy</b></p> <p>The results indicate that with respect to the learner outcome based on the Council for Exceptional Children Standard 7 Collaboration, our program is being addressed at high levels of proficiency. The plan for 2024-2025 will be to continue to</p>

<p>aligned with the CEC Initial Standard 7. The focus of this assessment is on having graduates students apply their understanding of collaboration skills when forming partnerships with parents and/or other educational practitioners.</p> <p>Direct - Assignment</p> <p><i>Models Change thru Collaborat: SPED 5316</i></p> <p><b>Target</b></p> <p>90% of candidates will meet mastery level expectations. Candidate mastery demonstrates at 90%.</p>	<div><div></div><div>0%100%</div><div>Values are not shown when too close to each other. Click or use arrow keys to see details.</div><div><div>Met:99%</div><div>Not Met:1%</div><div>Met Total:99%</div><div>Not Met Total:1%</div></div><div><p><b>Analysis</b></p><p>Results indicate that at 2 data points during 2024-2025 that the benchmark of 90% was exceeded by more than 90% of the students.</p></div></div>	<p>assess this standard on collaboration with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies, and exceptional learners. We will increase the candidate proficiency requirement to 95%. Faculty will assess and update assignments as needed to increase depth of focus on stated learning outcomes.</p>
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Student Learning Outcome 3

The following Learning Outcome aligns with the components of the Council for Exceptional Children's Standard 4 Assessment.

Learning Outcome: Candidates who successfully complete a master’s degree in special education understand and demonstrate the capacity to promote the current and future success and well-being of exceptional learners by applying their knowledge, skills and competencies relevant to use multiple methods of assessment and data sources in making educational decisions.

MEASURES	RESULTS	ACTIONS
<p><b>Assessment 1</b></p> <p>Assessment 1: Rubric Row 3 for Week 5 Assignment in SPED 5314 Reading and Language Arts for Exceptional Learners (IRI Part 2 Rubric)</p> <p>This assessment measures students' proficiency in knowledge, skills and mindsets aligned with the CEC Standard 4. The focus of this assessment is on having graduates students apply their understanding and skills for using assessment and data in making instructional decisions.</p> <p>Direct - Assignment</p> <p><i>Teach Read &amp; LA Except Learner: SPED 5314</i></p> <p><b>Target</b></p> <p>90% of candidates will meet mastery level expectations.</p> <p>Candidate mastery demonstrates at 80%.</p>	<div><p><b>MET</b></p><p>Assessment 1</p><div><div>Met</div><div>Not Met</div></div><div><div></div><div>0%100%</div><div>Met:98%</div><div>Not Met:2%</div><div>Met Total:98%</div><div>Not Met Total:2%</div></div><div><p><b>Analysis</b></p><p>The benchmark of 90% was exceeded in Data Point 1. The program course rotation was changed, and consequently this course was not taught during the Fall of 2024.</p></div></div>	<p><b>Gather Additional Data</b></p> <p>Not Started</p> <p>The benchmark of 90% was exceeded in Data Point 1. The program course rotation was changed, and consequently this course was not taught during the Fall of 2024.</p>

<p><b>Assessment 2</b></p> <p>Assessment 2: Rubric Row 6 for Week 2 Assignment in SPED 5314 Reading and Language Arts for Exceptional learners (Narrative or Informative Text Strategy)</p> <p>This assessment measures students' proficiency in knowledge, skills and mindsets aligned with the CEC Standard 4. The focus of this assessment is on having graduates students apply their understanding and skills for using assessment and data in making instructional decisions.</p> <p>Direct - Assignment</p> <p><i>Teach Read &amp; LA Except Learner: SPED 5314</i></p> <p><b>Target</b></p> <p>90% of candidates will meet mastery level expectations.</p> <p>Candidate mastery demonstrates at 80%.</p>	<p><b>Analysis</b></p> <p>The program course rotation was changed, and consequently this this assessment was not administered this academic year.</p>	<p><b>Gather Additional Data</b></p> <p>Not Started</p> <p>In reviewing the data collected our second data point needs to be adjusted to reflect the changes made to the course rotation schedule.</p>
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