



Academic year 2024-2025  
MED in Special Education Diagnostician - MED-MPSD Learning Outcomes

Student Learning Outcome 1

Candidates who successfully complete a master’s degree in special education, educational diagnostician concentration understand and demonstrate the capacity to promote the current and future success and well-being of exceptional learners by analyzing the impact of any causes and concerns pertinent to the exceptionality of any exceptional learner (including those from diverse populations) to provide optimal services for instruction and assessment.

The following Learning Outcome aligns with the components of the Texas Administrative Code (TAC) Standard III and includes some components of that standard.

Learning Outcome / Texas Administrative Code Standard III: The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.

MEASURES	RESULTS	ACTIONS										
<p><b>Assessment 1</b></p> <p>Rubric Row 4 for Week 2 Assignment in SPED 5301 Survey of Exceptional Learners course (Media Evaluation Rubric)</p> <p>This assessment measures students' proficiency in knowledge, skills and mindsets aligned with the Texas Administrative Code standard III. The focus of this assessment is on having graduate students apply their understanding of how language, culture, and family background influences the learning of diverse 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>MET</b></p> <p>Assessment 1</p> <p>■ Met ■ Not Met</p>  <table><tr><td>0%</td><td>100%</td></tr><tr><td>Met:</td><td>95%</td></tr><tr><td>Not Met:</td><td>5%</td></tr><tr><td>Met Total:</td><td>95%</td></tr><tr><td>Not Met Total:</td><td>5%</td></tr></table> <p><b>Analysis</b></p> <p>Results indicate that at all but one of the data points more than 90% of the students met mastery expectations on both criteria (fall 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>	0%	100%	Met:	95%	Not Met:	5%	Met Total:	95%	Not Met Total:	5%	<p><b>Maintain Assessment Strategy</b></p> <p>The plan for 2025-2026 will be to continue to assess this standard on how language, culture, and family background influences the learning of diverse learners with exceptionalities. We will keep the candidate proficiency requirement at 90%. Faculty will assess and update assignments as needed to increase depth of focus on stated learning outcomes. Faculty will assess and update assignments as needed to increase depth of focus on stated learning outcomes.</p>
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<p><b>Assessment 2</b></p> <p>Assessment 2: Rubric Row 5 for the Week 4 Assignment in SPED 5301 Survey of Exceptional Learners (Case Study Assignment Rubric)</p> <p>This assessment measures students' proficiency in knowledge, skills and mindsets aligned with the Texas Administrative Code standard III. The focus of this assessment is on having graduate students apply their understanding of how language, culture, and family background influences the learning of diverse learners with exceptionalities.</p>	<p><b>MET</b></p> <p>Assessment 2</p> <p>■ Met ■ Not Met</p>  <table><tr><td>0%</td><td>100%</td></tr><tr><td>Met:</td><td>98%</td></tr><tr><td>Not Met:</td><td>2%</td></tr><tr><td>Met Total:</td><td>98%</td></tr><tr><td>Not Met Total:</td><td>2%</td></tr></table>	0%	100%	Met:	98%	Not Met:	2%	Met Total:	98%	Not Met Total:	2%	<p><b>Maintain Assessment Strategy</b></p> <p>The plan for 2025-2026 will be to continue to assess this standard on how language, culture, and family background influences the learning of diverse learners with exceptionalities. We will keep the candidate proficiency requirement at 90%. Faculty will assess and update assignments as needed to increase depth of focus on stated learning outcomes. Faculty will assess and update assignments as needed to increase depth of focus on stated learning outcomes.</p>
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Direct - Assignment  <i>Survey of Exceptional Learners: SPED 5301</i> <b>Target</b>  90% of students will meet mastery level expectations.  Candidate mastery demonstrates at 80%.	<b>Analysis</b>  Results indicate that at all but one of the data points more than 90% of the students met mastery expectations on both criteria (fall 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.	
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Student Learning Outcome 2



Candidates who successfully complete a master’s degree in special education, educational diagnostician concentration can effectively utilize, understand and demonstrate the ability to select appropriate assessment instruments for assessing/diagnosing children based upon their individual needs, score the assessment, complete a comprehensive report, and maintain the assessment reports.

The following Learning Outcome aligns with the components of the Texas Administrative Code Standard VI (2) and includes some components of that standard.

Learning Outcome / Texas Administrative Code Standard VI: The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.

MEASURES	RESULTS	ACTIONS
<div>Assessment 1</div> <div>Assessment 1: Rubric row 14 for the Module 2 assignment: Administer, Score and Interpret the Woodcock-Johnson, Test of Achievement (WJ-IV) Protocols in SPED 5321, Test Administration and Interpretation</div> <div>This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas Administrative Code <b>239.83</b> Standard VI (2) <b>required for the Educational Diagnostician Certificate</b>. The focus of this assessment is to have the student demonstrate the ability to appropriately administer assessment instruments, demonstrate the ability to score the given assessment instrument, and effectively interpret scores/results of the assessment instrument for various individuals, including but not limited to parents, students, and educators.</div> <div>Direct - Assignment</div> <div>Practicum Test Admin Interpret: SPED 5321</div> <div>Target</div> <div>90% of Candidates will meet mastery level expectations.</div> <div>Candidate mastery demonstrates at 80%.</div>	<div>MET</div> <div>Assessment 1</div> <div><div><div>Met</div><div>Not Met</div></div><div><div></div><div></div></div></div> <div><div>0%</div><div>100%</div></div> <div><div>Met:</div><div>90%</div></div> <div><div>Not Met:</div><div>10%</div></div> <div><div>Met Total:</div><div>90%</div></div> <div><div>Not Met Total:</div><div>10%</div></div> <div>Analysis</div> <div>Percent of students continues to exceed targeted rate of mastery level expectations in all assessments for the Learning Outcome #2.</div>	<div>Maintain Assessment Strategy</div> <div>For the 2025-2026 academic year, the candidate proficiency requirement will remain at 85%. Faculty will assess and update assignments to increase depth of focus on stated learning outcomes. A careful assessment of the assignment and rubric will be completed to determine to accuracy and clarify of the directions and rubric. The objective will be to ensure these assessments accurately measure students' capacity to apply their knowledge to demonstrate the ability to appropriately score the given assessment instrument, and effectively interpret scores/results of the assessment instrument for various individuals, including but not limited to parents, students, and educators.</div>

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<p><b>Assessment 2</b></p> <p>Assessment 2: Rubric row 14 for the Module 3 assignment: Administration of the WJ IV Cog Protocols in SPED 5321, Test Administration and Interpretation</p> <p>This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas Administrative Code <b>239.83</b> Standard VI (2) <b>required for the Educational Diagnostician Certificate</b>. The focus of this assessment is to have the student demonstrate the ability to appropriately administer assessment instruments, demonstrate the ability to score the given assessment instrument, and effectively interpret scores/results of the assessment instrument for various individuals, including but not limited to parents, students, and educators.</p> <p>Direct - Assignment</p> <p><i>Practicum Test Admin Interpret: SPED 5321</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>MET</b></p> <p>Assessment 2</p> <p>■ Met ■ Not Met</p>  <p>0% 100%</p> <p>Met: 96% Not Met: 4%</p> <p>Met Total: 96% Not Met Total: 4%</p> <p><b>Analysis</b></p> <p>Percent of students continues to exceed targeted rate of mastery level expectations in all assessments for the Learning Outcome #2.</p>	<p><b>Maintain Assessment Strategy</b></p> <p>For the 2025-2026 academic year, the candidate proficiency requirement will remain at 85%. Faculty will assess and update assignments to increase depth of focus on stated learning outcomes. A careful assessment of the assignment and rubric will be completed to determine to accuracy and clarify of the directions and rubric. The objective will be to ensure these assessments accurately measure students' capacity to apply their knowledge to demonstrate the ability to appropriately score the given assessment instrument, and effectively interpret scores/results of the assessment instrument for various individuals, including but not limited to parents, students, and educators.</p>
<p><b>Assessment 3</b></p> <p>Assessment 3: Rubric row 1 for the week #6 FIE assignment in SPED 5322, Practicum for Educational Diagnosticians</p> <p>This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas Administrative Code <b>239.83</b> Standard VI (2) <b>required for the Educational Diagnostician Certificate</b>. The focus of this assessment is to have the student demonstrate the ability to appropriately administer assessment instruments, demonstrate the ability to score the given assessment instrument, and effectively interpret scores/results of the assessment instrument for various individuals, including but not limited to parents, students, and educators.</p> <p>Direct - Assignment</p> <p><i>Practicum Educatnal Diagnostcn: SPED 5322</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>MET</b></p> <p>Assessment 3</p> <p>■ Met ■ Not Met</p>  <p>0% 100%</p> <p>Met: 94% Not Met: 6%</p> <p>Met Total: 94% Not Met Total: 6%</p> <p><b>Analysis</b></p> <p>Percent of students continues to exceed targeted rate of mastery level expectations in all assessments for the Learning Outcome #2.</p>	<p><b>Maintain Assessment Strategy</b></p> <p>For the 2025-2026 academic year, the candidate proficiency requirement will remain at 85%. Faculty will assess and update assignments to increase depth of focus on stated learning outcomes. A careful assessment of the assignment and rubric will be completed to determine to accuracy and clarify of the directions and rubric. The objective will be to ensure these assessments accurately measure students' capacity to apply their knowledge to demonstrate the ability to appropriately score the given assessment instrument, and effectively interpret scores/results of the assessment instrument for various individuals, including but not limited to parents, students, and educators.</p>

## Student Learning Outcome 3



Candidates who successfully complete a master's degree in special education, educational diagnostician concentration can effectively utilize, understand and demonstrate the ability to appropriately administer assessment instruments to determine the presence of an education need.

The following Learning Outcome aligns with the components of the Texas Administrative Code Standard V and includes some components of that standard.

Learning Outcome / Texas Administrative Code Standard V: The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.

MEASURES	RESULTS	ACTIONS
<div>Assessment 1</div> <div>Assessment 1: Total score for the Module 3 assignment: Administer, Score and Interpret the Woodcock-Johnson, Cognitive Test (WJ-IV) Protocols in SPED 5321, Test Administration and Interpretation</div> <div>This assessment measures students’ proficiency in knowledge, skills, and mindsets aligned with Texas Administrative Code <b>239.83 Standards Required for the Educational Diagnostician Certificate</b>. The focus of these various psychometric assessment is that the candidate will demonstrate the ability to correctly administer different assessment instruments that are used in school and/or districts. By following testing administration directions in the psychometric assessment. These assessments include psychometric normed assessments in achievement, cognition, and oral language.</div> <div>Direct - Assignment</div> <div>Practicum Test Admin Interpret: SPED 5321</div> <div>Target</div> <div>90% of Candidates will meet mastery level expectations.</div> <div>Candidate mastery demonstrates at 80%.</div>	<div>MET</div> <div>Assessment 1</div> <div><div>Met</div><div>Not Met</div></div> <div><div></div><div></div></div> <div><div>0%</div><div>100%</div></div> <div><div>Met:</div><div>81%</div></div> <div><div>Not Met:</div><div>19%</div></div> <div><div>Met Total:</div><div>81%</div></div> <div><div>Not Met Total:</div><div>19%</div></div> <div>Analysis</div> <div>The data indicate that the benchmark was exceeded. This was a new goal for the last reporting period. The data will continue to be analyzed to see if patterns emerge across reporting periods.</div>	<div>Maintain Assessment Strategy</div> <div>For the 2025-2026 academic year, faculty will assess and update assignments to increase depth of focus on stated learning outcomes. Upon analyzing the data, it was determined that additional inter-rater reliability was needed for these assignments, especially with new faculty teaching courses. Program faculty will develop a video for the purpose of training the IAs for scoring this assignment. The IAs will need to view the video and then complete an IRR training exercise before scoring within the course. The objective will be to ensure these assessments accurately measure students’ capacity to apply their knowledge to demonstrate the ability to appropriately administer various psychometric assessment instruments. We will continue to assess this learner outcome as this is crucial to the success of the students.</div>
<div>Assessment 2</div> <div>Assessment 2: Total score for the Module 4 and 5 assignments: Administer, Score and Interpret the Woodcock-Johnson, Test of Achievement (WJ-IV) and Woodcock-Johnson, Cognitive Test Protocols in SPED 5321, Test Administration and Interpretation</div> <div>This assessment measures students’ proficiency in knowledge, skills, and mindsets aligned with Texas Administrative Code <b>239.83 Standards Required for the Educational Diagnostician Certificate</b>. The focus of these various psychometric assessment is that the candidate will demonstrate the ability to correctly administer</div>	<div>MET</div> <div>Assessment 2</div> <div><div>Met</div><div>Not Met</div></div> <div><div></div><div></div></div> <div><div>0%</div><div>100%</div></div> <div><div>Met:</div><div>85%</div></div> <div><div>Not Met:</div><div>15%</div></div> <div><div>Met Total:</div><div>85%</div></div> <div><div>Not Met Total:</div><div>15%</div></div> <div>Analysis</div>	<div>Maintain Assessment Strategy</div> <div>For the 2025-2026 academic year, faculty will assess and update assignments to increase depth of focus on stated learning outcomes. Upon analyzing the data, it was determined that additional inter-rater reliability was needed for these assignments, especially with new faculty teaching courses. Program faculty will develop a video for the purpose of training the IAs for scoring this assignment. The IAs will need to view the video and then complete an IRR training exercise before scoring within the course. The objective will be to ensure these assessments accurately measure students’ capacity to apply their knowledge to demonstrate the ability to appropriately administer various psychometric assessment instruments. We</div>

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<p>different assessment instruments that are used in school and/or districts. By following testing administration directions in the psychometric assessment. These assessments include psychometric normed assessments in achievement, cognition, and oral language.</p> <p>Direct - Assignment</p> <p><i>Practicum Test Admin Interpret: SPED 5321</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>The data indicate that the benchmark was exceeded. This was a new goal for the last reporting period. The data will continue to be analyzed to see if patterns emerge across reporting periods.</p>	<p>will continue to assess this learner outcome as this is crucial to the success of the students.</p>										
<p><b>Assessment 3</b></p> <p>Assessment 3: Total score for the Achievement Protocols assignment: WJ ACH (2) n SPED 5322, Practicum for Educational Diagnostician</p> <p>This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas Administrative Code <b>239.83 Standards Required for the Educational Diagnostician Certificate</b>. The focus of these various psychometric assessment is that the candidate will demonstrate the ability to correctly administer different assessment instruments that are used in school and/or districts. By following testing administration directions in the psychometric assessment. These assessments include psychometric normed assessments in achievement, cognition, and oral language.</p> <p>Direct - Assignment</p> <p><i>Practicum Educatnal Diagnostcn: SPED 5322</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>MET</b></p> <p>Assessment 3</p> <p>■ Met ■ Not Met</p>  <table><tr><td>0%</td><td>100%</td></tr><tr><td>Met:</td><td>90%</td></tr><tr><td>Not Met:</td><td>10%</td></tr><tr><td>Met Total:</td><td>90%</td></tr><tr><td>Not Met Total:</td><td>10%</td></tr></table> <p><b>Analysis</b></p> <p>The data indicate that the benchmark was exceeded. This was a new goal for the last reporting period. The data will continue to be analyzed to see if patterns emerge across reporting periods.</p>	0%	100%	Met:	90%	Not Met:	10%	Met Total:	90%	Not Met Total:	10%	<p><b>Maintain Assessment Strategy</b></p> <p>For the 2025-2026 academic year, faculty will assess and update assignments to increase depth of focus on stated learning outcomes. Upon analyzing the data, it was determined that additional inter-rater reliability was needed for these assignments, especially with new faculty teaching courses. Program faculty will develop a video for the purpose of training the IAs for scoring this assignment. The IAs will need to view the video and then complete an IRR training exercise before scoring within the course. The objective will be to ensure these assessments accurately measure students' capacity to apply their knowledge to demonstrate the ability to appropriately administer various psychometric assessment instruments. We will continue to assess this learner outcome as this is crucial to the success of the students.</p>
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<p><b>Assessment 4</b></p> <p>Assessment 4: Total score for the Achievement Protocols assignment: WJ COG (1) in SPED 5322, Practicum for Educational Diagnostician</p> <p>This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas Administrative Code <b>239.83 Standards Required for the Educational Diagnostician Certificate</b>. The focus of these various psychometric assessment is that the candidate will demonstrate the ability to correctly administer</p>	<p><b>MET</b></p> <p>Assessment 4</p> <p>■ Met ■ Not Met</p>  <table><tr><td>0%</td><td>100%</td></tr><tr><td>Met:</td><td>88%</td></tr><tr><td>Not Met:</td><td>12%</td></tr><tr><td>Met Total:</td><td>88%</td></tr><tr><td>Not Met Total:</td><td>12%</td></tr></table>	0%	100%	Met:	88%	Not Met:	12%	Met Total:	88%	Not Met Total:	12%	<p><b>Maintain Assessment Strategy</b></p> <p>For the 2025-2026 academic year, faculty will assess and update assignments to increase depth of focus on stated learning outcomes. Upon analyzing the data, it was determined that additional inter-rater reliability was needed for these assignments, especially with new faculty teaching courses. Program faculty will develop a video for the purpose of training the IAs for scoring this assignment. The IAs will need to view the video and then complete an IRR training exercise before scoring within the course. The objective will be to ensure these assessments accurately measure students' capacity to apply their knowledge to demonstrate the ability to</p>
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<p>different assessment instruments that are used in school and/or districts. By following testing administration directions in the psychometric assessment. These assessments include psychometric normed assessments in achievement, cognition, and oral language.</p> <p>Direct - Assignment</p> <p><i>Practicum Educational Diagnostician: SPED 5322</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 data indicate that the benchmark was exceeded. This was a new goal for the last reporting period. The data will continue to be analyzed to see if patterns emerge across reporting periods.</p>	<p>appropriately administer various psychometric assessment instruments. We will continue to assess this learner outcome as this is crucial to the success of the students.</p>
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