

Academic Year 2025-2026

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
Assessment 1 Week 2 Assignment in SPED 5301 Survey of Exceptional Learners course (Media Evaluation Rubric) 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. Direct - Assignment Survey of Exceptional Learners: SPED 5301 Target 90% of the students will achieve a score of 80% or above.	MET Overall Proficiency Met Not Met 0% 100% Met: 91% Not Met: 9% Met Total: 91% Not Met Total: 9% Analysis The percent of students continues to exceed targeted rate of mastery level expectations in all assessments for the Learning Outcome #1. Graduate students are now required to work with actual students in this assignment instead of creating hypothetical scenarios. The results indicate that with respect to the learner outcome based on the Texas Administrative Code (TAC) Standard III, our program is being addressed at high levels of proficiency.	Maintain Assessment Strategy The plan for 2026-2027 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.
Assessment 2 Assessment 2: Week 4 Assignment in SPED 5301 Survey of Exceptional Learners (Case Study Assignment Rubric) 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. Direct - Assignment	NOT MET Overall Proficiency Met Not Met 0% 100% Met: 87% Not Met: 13% Met Total: 87% Not Met Total: 13% Analysis	Maintain Assessment Strategy The results indicate that with respect to the learner outcome based on the Texas Administrative Code (TAC) Standard III, our program is being addressed at high levels of proficiency. The plan for 2026-2027 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% based on historical trends. Faculty will assess and update assignments as needed to increase depth of focus on stated learning outcomes. Faculty will assess and update assignments

<i>Survey of Exceptional Learners: SPED 5301</i> Target Based on historical data, 90% of the students will achieve a score of 80% or above	The SPED 5301 Week 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 two year's analysis of this assignment in which more than 90% of the students performed with 96 - 97% proficiency on the 2023-2024 report for Data Point #2; however, the 90% was not met in the 2024-2025 data year.	as needed to increase depth of focus on stated learning outcomes.
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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								
Assessment 1 Assessment 1: The week #3 assignment: Administer, Score and Interpret the Woodcock-Johnson, Test of Achievement (WJ-IV) Protocols in SPED 5322, Test Administration and Interpretation This assessment measures students’ proficiency in knowledge, skills, and mindsets aligned with Texas Administrative Code 239.83 Standard VI (2) required for the Educational Diagnostician Certificate. 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. Direct - Assignment <i>Practicum Test Admin Interpret: SPED 5321</i> Target 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%.	MET Overall Proficiency ■ Met ■ Not Met  0%100% <table><tr><td>Met:</td><td>94%</td></tr><tr><td>Not Met:</td><td>6%</td></tr><tr><td>Met Total:</td><td>94%</td></tr><tr><td>Not Met Total:</td><td>6%</td></tr></table> Analysis Percent of students continues to exceed targeted rate of mastery level expectations in all assessments for the Learning Outcome #2.	Met:	94%	Not Met:	6%	Met Total:	94%	Not Met Total:	6%	Maintain Assessment Strategy For the 2026-2027 academic year, the candidate proficiency requirement will remain at 80%. 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.
Met:	94%									
Not Met:	6%									
Met Total:	94%									
Not Met Total:	6%									
Assessment 2	NOT MET Overall Proficiency ■ Met ■ Not Met	Maintain Assessment Strategy For the 2026-2027 academic year, the candidate proficiency requirement will remain at 80%. Faculty will assess and update								

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Assessment 2: The Module 3 assignment: Administration of the WJ IV Cog Protocols in SPED 5321, Test Administration and Interpretation This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas Administrative Code 239.83 Standard VI (2) required for the Educational Diagnostician Certificate. 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. Direct - Assignment <i>Practicum Test Admin Interpret: SPED 5321</i> Target 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%.	 0% 100% Met: 83% Not Met: 17% Met Total: 83% Not Met Total: 17% Analysis Within this reporting period, there were about 5% of the total enrolled students who did not complete the course, and their scores were included in this analysis and the percentage of students who met criteria.	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.
Assessment 3 Assessment 3: The week #9 FIE assignment in SPED 5322, Practicum for Educational Diagnosticians This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas Administrative Code 239.83 Standard VI (2) required for the Educational Diagnostician Certificate. 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. Direct - Assignment <i>Practicum Educatnal Diagnostcn: SPED 5322</i> Target 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%.	NOT MET Overall Proficiency ■ Met ■ Not Met  0% 100% Met: 78% Not Met: 22% Met Total: 78% Not Met Total: 22% Analysis Within this reporting period, there were about 10% of the total enrolled students who did not complete the course, and their scores were included in this analysis and the percentage of students who met criteria. If these student scores are taken out, then the objective would have been met.	Maintain Assessment Strategy Our program will maintain this goal as we progress toward meeting the goal.

Student Learning Outcome 3 MET

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.

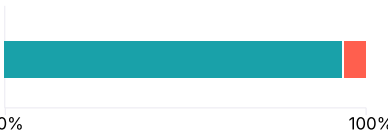
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The following Learning Outcome aligns with the components of the Texas Administrative Code Standard V and includes some components of that standard.

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
Assessment 1 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 This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas Administrative Code 239.83 Standards Required for the Educational Diagnostician Certificate. 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. Direct - Assignment Practicum Test Admin Interpret: SPED 5321 Target 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%.	NOT MET Overall Proficiency Met Not Met 0%100% Met:85% Not Met:15% Met Total:85% Not Met Total:15% Analysis Within this reporting period, there were about 5% of the total enrolled students who did not complete the course, and their scores were included in this analysis and the percentage of students who met criteria. If these students were not included in the analysis, the criteria would have been met.	Maintain Assessment Strategy 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.
Assessment 2 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 This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas Administrative Code 239.83 Standards Required for the Educational Diagnostician Certificate. 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	NOT MET Overall Proficiency Met Not Met 0%100% Met:84% Not Met:16% Met Total:84% Not Met Total:16% Analysis Within this reporting period, there were about 5% of the total enrolled students who did not complete the course, and their scores were included in this analysis and the percentage of students who met	Maintain Assessment Strategy 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.

assessments in achievement, cognition, and oral language. Direct - Assignment <i>Practicum Test Admin Interpret: SPED 5321</i> Target 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%.	criteria. If these students were not included in the analysis, the criteria would have been met.									
Assessment 3 Assessment 3: Total score for the Achievement Protocols assignment: WJ ACH (2) n SPED 5322, Practicum for Educational Diagnostician This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas Administrative Code 239.83 Standards Required for the Educational Diagnostician Certificate. 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. Direct - Assignment <i>Practicum Educatnal Diagnostcn: SPED 5322</i> Target 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%.	MET Overall Proficiency ■ Met ■ Not Met  <table><tr><td>Met:</td><td>94%</td></tr><tr><td>Not Met:</td><td>6%</td></tr><tr><td>Met Total:</td><td>94%</td></tr><tr><td>Not Met Total:</td><td>6%</td></tr></table> Analysis The data indicate that the benchmark was exceeded in this reporting period.	Met:	94%	Not Met:	6%	Met Total:	94%	Not Met Total:	6%	Maintain Assessment Strategy 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.
Met:	94%									
Not Met:	6%									
Met Total:	94%									
Not Met Total:	6%									

Assessment 4 Assessment 4: Total score for the Achievement Protocols assignment: WJ COG (1) in SPED 5322, Practicum for Educational Diagnostician This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas Administrative Code 239.83 Standards Required for the Educational Diagnostician Certificate. 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. Direct - Assignment <i>Practicum Educatnal Diagnostcn: SPED 5322</i> Target 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%.	MET Overall Proficiency ■ Met ■ Not Met  <table><tr><td>Met:</td><td>94%</td></tr><tr><td>Not Met:</td><td>6%</td></tr><tr><td>Met Total:</td><td>94%</td></tr><tr><td>Not Met Total:</td><td>6%</td></tr></table> Analysis The data indicate that the benchmark was exceeded in this reporting period.	Met:	94%	Not Met:	6%	Met Total:	94%	Not Met Total:	6%	Maintain Assessment Strategy 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.
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