

Mission

The Master of Education in Special Education prepares reflective, ethical, and highly skilled practitioners to serve exceptional learners across diverse educational settings. Through rigorous graduate study grounded in evidence-based research, human development principles, and specialized pedagogical knowledge, candidates in our Generalist and Educational Diagnostician concentrations develop the expertise to assess, plan, and deliver inclusive, individualized educational experiences for students with exceptionalities.

We are committed to cultivating professionals who integrate technology, culturally responsive practices, and critical self-reflection into their work, whether as classroom practitioners or as educational diagnosticians, conducting fair and comprehensive evaluations. Our graduates build strong collaborative partnerships with colleagues, families, and communities, championing strengths-based approaches and shared, inclusive leadership principles that affirm the dignity, capability, and potential of every exceptional learner.

United across all three concentrations by a shared dedication to excellence, inclusion, and advocacy, our program empowers educators to make a lasting, meaningful difference in the lives of exceptional students and the broader field of special education.

Academic Year 2025-2026

MED in Special Education - MED-APSP Learning Outcomes

Student Learning Outcome 1 **NOT MET**

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 2: Understanding and Addressing Developmental/Learning Needs 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								
Assessment 1 Assessment 1: Total score of Week 2 Assignment: Media Review Paper 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. Direct - Assignment <i>Survey of Exceptional Learners: SPED 5301</i> Target 90% of students will meet mastery level expectations. Candidate mastery demonstrates at 80%.	NOT MET Overall Proficiency Met Not Met  <table><tr><td>Met:</td><td>89%</td></tr><tr><td>Not Met:</td><td>11%</td></tr><tr><td>Met Total:</td><td>89%</td></tr><tr><td>Not Met Total:</td><td>11%</td></tr></table> Analysis 89% of the candidates met mastery level expectations of a score of 80 or above.	Met:	89%	Not Met:	11%	Met Total:	89%	Not Met Total:	11%	Maintain Assessment Strategy Continue to assess this standard during 2026-2027. Keep the candidate proficiency at 90%. Faculty will review assignment and update as needed
Met:	89%									
Not Met:	11%									
Met Total:	89%									
Not Met Total:	11%									

Assessment 2 Assessment 2: Rubric Row 5 for the Week 4 Assignment in SPED 5301 Survey of Exceptional Learners (Rubric Title: Case Study Rubric) 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. Direct - Assignment <i>Survey of Exceptional Learners: SPED 5301</i> Target 90% of students will meet mastery level expectations. Candidate mastery demonstrates at 80%. Assessment Week 4 AssignmentCase Study. Rev103024-8.docx	NOT MET Overall Proficiency Met Not Met 0% 100% Met: 85% Not Met: 15% Met Total: 85% Not Met Total: 15% Analysis 85% of the students achieved mastery with a score of 85%.	Maintain Assessment Strategy The assignment changed in the fall of 2024. Students were required to work with actual students to increase rigor. Based on prior years data, they well exceeded this outcome, which was the reason for adding rigor to the assignment.
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Conclusion

The results indicate that with respect to the learner outcomes based on CEC Standard 2 Understanding and Addressing Development/Learning Needs is not being met at high levels of proficiency. The plan for 2025-2026 will be to continue to asses this standard with respect to how language, culture, and family background influences the learning of diverse learners with exceptionalities. We will maintain the candidate proficiency requirement at 90%. Faculty will assess and update assignments as needed to increase the depth of focus on stated learning outcomes.

Student Learning Outcome 2 NOT MET

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

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
Rubric Row 1 for Module 4 Assignment in SPED 5316 Models of Change through Collaboration course 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. Direct - Assignment	NOT MET Overall Proficiency Met Not Met 0% 100% Met: 85% Not Met: 15% Met Total: 85% Not Met Total: 15%	Maintain Assessment Strategy In the 2025–2026 academic year, 85% of candidates attained mastery with a score of 90% or higher. While the program demonstrated continued strength in this area, the results fell short of the elevated 90% proficiency target established in the prior cycle's action plan. Faculty will review and revise relevant assignments and instructional strategies to better support candidate mastery of collaboration competencies. Continue monitoring candidate performance across all collaboration stakeholder areas, including families, educators, related service

<i>Models Change thru Collaborat: SPED 5316</i> Target 90% of candidates will meet mastery level expectations. Candidate mastery demonstrates at 90%. SPED 5316Module4SyntheisEssayCollaborati on with parents or other practitioners-1.docx	Analysis 85% of the students attained mastery with a score of 90%	providers, individuals with exceptionalities, and community agency personnel.										
Rubric Row 4 for Module 4 Assignment in SPED 5316 Models of Change through Collaboration course 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. Direct - Assignment <i>Models Change thru Collaborat: SPED 5316</i> Target 90% of candidates will meet mastery level expectations. Candidate mastery demonstrates at 90%. SPED 5316Module4SyntheisEssayCollaborati on with parents or other practitioners-1.docx	NOT MET Overall Proficiency ■ Met ■ Not Met <table><tr><td>0%</td><td>100%</td></tr><tr><td>Met:</td><td>85%</td></tr><tr><td>Not Met:</td><td>15%</td></tr><tr><td>Met Total:</td><td>85%</td></tr><tr><td>Not Met Total:</td><td>15%</td></tr></table> Analysis 85% of the students met expectations with a score of 90 or above	0%	100%	Met:	85%	Not Met:	15%	Met Total:	85%	Not Met Total:	15%	Maintain Assessment Strategy In the 2025–2026 academic year, 85% of candidates attained mastery with a score of 90% or higher. While the program demonstrated continued strength in this area, the results fell short of the elevated 90% proficiency target established in the prior cycle's action plan. Faculty will review and revise relevant assignments and instructional strategies to better support candidate mastery of collaboration competencies. Continue monitoring candidate performance across all collaboration stakeholder areas, including families, educators, related service providers, individuals with exceptionalities, and community agency personnel.
0%	100%											
Met:	85%											
Not Met:	15%											
Met Total:	85%											
Not Met Total:	15%											

Conclusion

The results indicate that with respect to the learner outcome based on the Council for Exceptional Children Standard 7: Collaborating with Team Members, our program is not being addressed at high proficiency levels. The plan for 2026-2027 will be to continue to assess this standard on collaboration with families, other educators, related service providers, individuals with exceptionalities, and personnel from community service agencies, and exceptional learners. We will maintain the level of proficiency at 90%. Faculty will assess and update assignments as needed to increase depth of focus on stated learning outcomes.

Student Learning Outcome 3 NOT MET

The following Learning Outcome aligns with the components of the Council for Exceptional Children's Standard 4 Using Assessments for Data-Based Decision making

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
Assessment 1 Assessment 1: Rubric Row 3 for Week 5 Assignment in SPED 5314 Reading and Language Arts for Exceptional Learners (IRI Part 2 Rubric)	NOT MET Overall Proficiency ■ Met ■ Not Met	Maintain Assessment Strategy Maintain the 90% proficiency target for CEC Standard 7. Faculty will review and revise relevant assignments and instructional strategies to better support candidate mastery of collaboration competencies.

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. Direct - Assignment <i>Teach Read & LA Except Learner: SPED 5314</i> Target 90% of candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%. SPED 5314 Week 5 Assignment IRI Part 2-1.docx	0% 100% Met: 68% Not Met: 32% Met Total: 68% Not Met Total: 32% Analysis 68% of the students attained mastery based on a score of 90	A new textbook for conducting Informal Reading Inventories will be used starting in the Spring of 2027. The assignment directions and documents will be updated.
Assessment 2 Assessment 2: Rubric Row 6 for Week 2 Assignment in SPED 5314 Reading and Language Arts for Exceptional learners (Narrative or Informative Text Strategy) 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. Direct - Assignment <i>Teach Read & LA Except Learner: SPED 5314</i> Target 90% of candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%. SPED 5314 Week 2 Assignment Narrative or Informative Text Strategy rev121024-1.docx	NOT MET Overall Proficiency ■ Met ■ Not Met 0% 100% Met: 87% Not Met: 13% Met Total: 87% Not Met Total: 13% Analysis 87% of the students attained mastery with a score of 90 or above	Maintain Assessment Strategy Faculty will review and revise relevant assignments and instructional strategies to better support candidate mastery of assessment of comprehension. Continue monitoring candidate performance across all stakeholder areas, including families, educators, related service providers, individuals with exceptionalities, and community agency personnel.

Conclusion

The results indicate that with respect to the learner outcome based on the Council for Exceptional Children Standard 4: Using Assessment for Data-Based Decision Making, our program is not being addressed at high levels of proficiency. The plan for 2026-2027 will be to continue to assess this standard on assessment for data-based decision making at 90%. A new textbook for the Information Reading Inventory will be used in the Fall of 2026 which will update the curriculum for this aspect of the course. The assignment directions will be updated to align with this new textbook to increase student support for implementing this assessment tool.

MED in Special Education - MED-AMSP Success Outcomes

Assessment 1

MEASURES
<i>No measures have been added.</i>