

Mission


Candidates completing a Master of Education in Special Education Individualized Concentration (Hybrid), upon graduation are expected to:

- Demonstrate advanced knowledge and skills in three special education individualized goal areas (e.g., technology, reading, autism, severe disabilities).
- Demonstrate understanding of and ability to critically analyze current issues in education from various stakeholder perspectives.
- Develop pedagogical skills to plan effective instruction based on knowledge of student diversity, equity, other societal issues, curriculum standards, and current research.
- Critically examine and analyze research in education and apply results to improve current practice.
- Complete a capstone project that integrates theory and best practice, and contributes to ongoing problem solving in education.

Academic Year 2024-2025
MEd Special Education Guided Studies-Individualized Learning Outcomes

Apply disciplinary knowledge to real-world educational challenges

Demonstrate in-depth knowledge of current educational research and apply it to address a specific educational issue. Students will be required to apply theoretical knowledge to solve practical problems in Special Education. This outcome highlights the student's ability to synthesize knowledge from their coursework and research, applying it in a practical way. The capstone provides a platform for this synthesis and application.

MEASURES	RESULTS	ACTIONS
<p>Assignment/project- Final Paper</p> <p>The Capstone Assignment Project serves as the culminating assessment of the Guided Studies Individualized Graduate Program in Special Education program. It is designed to demonstrate candidates' ability to synthesize theory, research, and practice in addressing authentic challenges within the field. Candidates complete a comprehensive portfolio or applied project that provides evidence of mastery across program outcomes, including instructional design, assessment, behavior intervention, collaboration, and reflective practice.</p> <p>-Final Paper</p> <p>Direct - Assignment</p> <p>Capstone: Imp Best Practices: EDUC 9510</p> <p>Target</p> <p>80% of the students will achieve a score of 3 or above.</p>	<p>MET</p> <p>Assignment/project- Final Paper</p> <p>■ Exceeded ■ Met</p>  <p>0% 100%</p> <p>Values are not shown when too close to each other. Click or use arrow keys to see details.</p> <p>Exceeded: 86% Met: 14%</p> <p>Met Total: 100% Not Met Total:</p> <p>Analysis</p> <p>Out of 21 students, 18 exceeded expectations (86%) and 3 met expectations (14%), with no students failing or missing the assignment. Results show that 100% of students achieved the outcome, confirming strong program effectiveness and alignment. The very high number of students exceeding expectations suggests that many are demonstrating not just competence but advanced mastery of program outcomes</p>	<p>Maintain Assessment Strategy</p> <p>he program will sustain current practices, showcase exemplars of excellence, and consider enrichment opportunities to continue advancing students' mastery.</p>

Reflection and self-assessment:

The capstone journey provides a unique platform for students in the program to deeply connect theoretical frameworks with the practical realities of supporting diverse learners. By analyzing their educational journey, they will not only refine their practice to major outcomes for students with disabilities but also contribute valuable insights and innovation to the broader field. This process cultivates a strong sense of self-awareness and lays the foundation for a career dedicated to impactful and evidence-based practice in special education

MEASURES	RESULTS	ACTIONS
<div>Capstone Project-Reflection Assignment</div> <div>The Capstone Assignment Project serves as the culminating assessment of the Guided Studies Individualized Graduate Program in Special Education. It is designed to demonstrate candidates’ ability to synthesize theory, research, and practice in addressing authentic challenges within the field. Candidates complete a comprehensive portfolio or applied project that provides evidence of mastery across program outcomes, including instructional design, assessment, behavior intervention, collaboration, and reflective practice.</div> <div>This outcome will be evaluated through Chapter 5 of the capstone project, where candidates produce a reflective analysis that demonstrates:</div> <div><div>Insights on Effective Assessment Design — the ability to evaluate assessment strategies and their impact on student learning.</div><div>Insights on Effective Implementation — critical reflection on the application of evidence-based instructional and behavioral practices.</div><div>Personal Professional Growth — articulation of growth in professional identity, reflective practice, and readiness to serve as a special educator.</div></div> <div>Performance on Chapter 5 provides direct evidence of candidates’ synthesis of theory, research, and practice, while also documenting their development as reflective practitioners aligned with program outcomes.</div> <div>Direct - Other</div> <div>Capstone: Imp Best Practices: EDUC 9510</div> <div>Target</div> <div>80% of the students will achieve a score of 3 or above</div>	<div>MET</div> <div>Capstone Project-Reflection Assignment</div> <div><div>Exceeded</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>Exceeded:</div><div>81%</div></div> <div><div>Met:</div><div>10%</div></div> <div><div>Not Met:</div><div>9%</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>These results strongly suggest that the program is highly effective in preparing candidates to synthesize theory, research, and practice in the capstone. The vast majority of students demonstrated mastery or higher, confirming that curriculum scaffolding and faculty support are producing the intended learning outcomes.The only barrier to full success appears to be assignment submission compliance, not academic preparation as itemized below</div> <div>Strengths:</div> <div><div>Nearly 91% (19/21) of students who submitted met or exceeded expectations.</div><div>A very high percentage (81%) exceeded expectations, showing strong mastery of program outcomes.</div></div> <div>Concerns:</div> <div><div>2 students (≈10%) did not submit this part of the assignment. This lowers the overall completion rate, even though performance among those who submitted is excellent.</div></div>	<div>Other - [Maintain current instructional practices that are yielding high levels of mastery add checkpoints,]</div> <div>COMPLETE</div> <div>The program will sustain current practices that support strong mastery while adding checkpoints and reminders to reduce non-submissions.</div>

Research and Inquiry:

Students will engage in critical inquiry and conduct research related to special education practices. Students will be able to conduct literature reviews, collect and analyze data, and disseminate findings to contribute to the body of knowledge in special education. Additionally, students will analyze their research findings to evaluate and verify the effectiveness of curricula and/or other special education practices and procedures.

Research and Research & Inquiry

MEASURES	RESULTS	ACTIONS
Chapter 1 and 2 of the Capstone Project	MET	Maintain Assessment Strategy

<p>The Capstone Assignment Project serves as the culminating assessment of the Guided Studies Individualized Graduate Program in Special Education program. It is designed to demonstrate candidates' ability to synthesize theory, research, and practice in addressing authentic challenges within the field. Candidates complete a comprehensive portfolio or applied project that provides evidence of mastery across program outcomes, including instructional design, assessment, behavior intervention, collaboration, and reflective practice. Working with the course instructor, candidates select a topic to investigate within their school or practicum setting that relates to an area of concern regarding student learning and/or success. This measure will be demonstrated by the completion of Chapter 1 & 2 assignment of the capstone project.</p> <p>Students conduct a review of the literature and provide a summary of current research that has been done related to your researchquestion(s). What studies have been completed on this topic? How do they relate to your classroom/students? How will thisresearch guide you in developing an intervention/strategy you want to test out with your students? Interventions cannot befrivolous but must be developed on solid ground, based on research.</p>	<p>Chapter 1 and 2 of the Capstone Project</p> <p>Exceeded Met Not Met</p> <table><tr><td>Exceeded:</td><td>53%</td></tr><tr><td>Met:</td><td>42%</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>Analysis</p> <p>Out of 21 students, 10 exceeded expectations (48%), 8 met expectations (38%), and 1 did not submit (5%). Overall, 86% of students met or exceeded expectations, demonstrating strong mastery of program outcomes. Results indicate effective preparation of candidates, with opportunities to further increase the proportion of students performing at the "exceeds" level.</p>	Exceeded:	53%	Met:	42%	Not Met:	5%	Met Total:	95%	Not Met Total:	5%	<p>The program will maintain current practices, introduce enrichment opportunities to elevate proficient students, and continue monitoring submissions to sustain high levels of success.</p>
Exceeded:	53%											
Met:	42%											
Not Met:	5%											
Met Total:	95%											
Not Met Total:	5%											