

Detailed Assessment Report  
As of: 10/07/2013 01:25 PM EST  
2012-2013 Special Education MEd\*

**Mission / Purpose**

The mission of the Department of Curriculum, Instruction, and Special Education is to develop the knowledge, skills, and dispositions to enable candidates to serve as effective educational leaders in a variety of roles in the K-12 settings. Candidates graduating from the University of Southern Mississippi will use the power of knowledge to inform, the power to inspire, the power to transform lives, and the ability to empower a community of learners. At the master's level, the mission of the Special Education Program in the Department of Curriculum, Instruction, and Special Education is to develop the knowledge, skills, and dispositions to enable candidates to serve as master educators in Grades K-12, to serve as leaders in school districts and agencies, and to apply scientific research to improve teaching and learning.

**Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**SLO 1: Articulate content and theoretical knowledge**

Master's Candidates will articulate a content and theoretical knowledge base in their particular areas of special education research and study.

**Relevant Associations:**

NCATE/CEC

**Related Measures:**

**M 1: Professional Portfolio**

The professional portfolio is a comprehensive e-portfolio. It is a cumulative project with reflective journaling aligned to each CEC standard. It is scored by special education faculty on a four-point rubric directly aligned to CEC standards.

Source of Evidence: Portfolio, showing skill development or best work

**Target:**

Ninety percent (90%) of special education M.Ed. candidates will score Mastery(3) or Exemplary(4) on the criteria of articulating special education content and theoretical knowledge.

**Findings (2012-2013) - Target: Met**

Summer 2012

6/6 (100%) scored 3 or 4 on the criteria of articulating special education content and theoretical knowledge.

Fall 2012

5/5 (100%) scored 3 or 4 on the criteria of articulating special education content and theoretical knowledge.

Spring 2013

3/3 (100%) scored 3 or 4 on the criteria of articulating special education content and theoretical knowledge.

This program is now online with Hattiesburg and Gulf Coast students combined into one program.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Develop guidelines for comprehensive portfolio.**

*Established in Cycle: 2006-2007*

Develop guidelines for the comprehensive portfolio. Establish a course with a lead faculty member to introduce the portfolio to ...

**M 2:Comprehensive Examination**

The Special Education Master`s Comprehensive examination is an essay examination which assesses the depth and application of content and theoretical knowledge and master of communication. Questions are directly aligned to the CEC content standards. A rubric detailing relationship of the responses to CEC standards is used for scoring. The examinations are evaluated by special education faculty members according to the rubric.

**Target:**

Ninety percent (90%) of special education master`s candidates will successfully complete the master`s comprehensive examinations on the first attempt. Questions are aligned to the content standards of the specific special education master`s degree program. A rubric detailing relationship of the response to CEC standards, content knowledge, support of the response by research, practice and informed opinion, comprehensiveness and organization of the response, and effectiveness of expression is used for scoring. The examinations are evaluated by three faculty members according to the rubric. A majority of the faculty must pass the candidate for successful completion.

**Findings (2012-2013) - Target: Met**

Summer 2012

6/6 (100%) rated > 3 on the rubric for articulating content and theoretical knowledge.

Fall 2012

5/5 (100%) rated > 3 on the rubric for articulating content and theoretical knowledge.

Spring 2013

3/3 (100%) rated > 3 on the rubric for articulating content and theoretical knowledge.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Revise the written comprehensive examination.**

*Established in Cycle: 2006-2007*

Change the procedures for the written comprehensive examination. Include the examination in the portfolio. Score the comprehensi...

**M 3:Exit Interview/Survey**

The exit interview/survey is a survey of the special education master`s candidates` perceptions of their acquisition of the outcomes of the M.Ed. program.

**Target:**

Ninety (90%) of special education M.ED.candidates answering the exit survey will average

three or higher on a five-point scale regarding acquisition of content and theoretical knowledge.

**Findings (2012-2013) - Target: Met**

Summer 2012

5/8 (63%) rated 5

3/8 (37%) rated 4

Total

8/8 (100%) rated 4 or higher on articulating content and theoretical knowledge.

Fall 2012

3/5 (60%) rated 5

2/5(40%) rated 4

Total

5/5 (100%) rated 4 or higher on articulating content and theoretical knowledge

Spring 2013

1/2 (50%) rated 5

1/2 (50%) rated 4

Total

2/2 (100%) rated 4 or higher on articulating content and theoretical knowledge

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Require Exit Survey/Interview to be completed before graduation application is moved forward.**

*Established in Cycle:* 2010-2011

To ensure that the CISE Exit Survey/Interview is completed by all special education graduates, the CISE graduate advisor/staff w...

**SLO 2:Articulate special education pedagogy.**

Master's Candidates will articulate and demonstrate special education pedagogical knowledge.

**Relevant Associations:**

NCATE/CEC

**Related Measures:**

**M 1:Professional Portfolio**

The professional portfolio is a comprehensive e-portfolio. It is a cumulative project with reflective journaling aligned to each CEC standard. It is scored by special education faculty on a four-point rubric directly aligned to CEC standards.

Source of Evidence: Portfolio, showing skill development or best work

**Target:**

Ninety percent (90%) of special education M.Ed. candidates will score Mastery(3) or Exemplary(4) on the criteria of articulating special education pedagogy.

**Findings (2012-2013) - Target: Met**

Summer 2012

6/6 (100%) scored 3 or 4 on the criteria of articulating special education pedagogy.

Fall 2012

5/5 (100%) scored 3 or 4 on the criteria of articulating special education special education pedagogy.

Spring 2013

3/3 (100%) scored 3 or 4 on the criteria of articulating special education pedagogy.

This program is now online with Hattiesburg and Gulf Coast students combined into one program.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Develop guidelines for comprehensive portfolio.**

*Established in Cycle: 2006-2007*

Develop guidelines for the comprehensive portfolio. Establish a course with a lead faculty member to introduce the portfolio to ...

**Revise the written comprehensive examination.**

*Established in Cycle: 2006-2007*

Change the procedures for the written comprehensive examination. Include the examination in the portfolio. Score the comprehensi...

**M 2:Comprehensive Examination**

The Special Education Master`s Comprehensive examination is an essay examination which assesses the depth and application of content and theoretical knowledge and master of communication. Questions are directly aligned to the CEC content standards. A rubric detailing relationship of the responses to CEC standards is used for scoring. The examinations are evaluated by special education faculty members according to the rubric.

**Target:**

Ninety percent (90%) of special education master`s candidates will successfully complete the master`s comprehensive examinations on the first attempt. Questions are aligned to the content standards of the specific special education master`s degree program. A rubric detailing relationship of the response to CEC standards, content knowledge, support of the response by research, practice and informed opinion, comprehensiveness and organization of the response, and effectiveness of expression is used for scoring. The examinations are evaluated by three faculty members according to the rubric. A majority of the faculty must pass the candidate for successful completion.

**Findings (2012-2013) - Target: Met**

Summer 2012

6/6 (100%) rated > 3 on the rubric for articulating special education pedagogy.

Fall 2012

5/5 (100%) rated > 3 on the rubric for articulating special education pedagogy.

Spring 2013

3/3 (100%) rated > 3 on the rubric for articulating special education pedagogy.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Revise the written comprehensive examination.**

*Established in Cycle: 2006-2007*

Change the procedures for the written comprehensive examination. Include the examination in the portfolio. Score the comprehensi...

### **M 3:Exit Interview/Survey**

The exit interview/survey is a survey of the special education master`s candidates` perceptions of their acquisition of the outcomes of the M.Ed. program.

#### **Target:**

Ninety (90%) of special education M.ED.candidates answering the exit survey will average three or higher on a five-point scale regarding acquisition of special education pedagogy.

#### **Findings (2012-2013) - Target: Met**

Summer 2012

6/8 (75%) rated 5

2/8 (25%) rated 4

Total

8/8 (100%) rated 4 or higher on articulating special education pedagogy.

Fall 2012

3/5 (60%) rated 5

2/5(40%) rated 4

Total

5/5 (100%) rated 4 or higher on articulating special education pedagogy.

Spring 2013

1/2 (50%) rated 5

1/2 (50%) rated 4

Total

2/2 (100%) rated 4 or higher on articulating special education pedagogy.

#### **Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

#### **Require Exit Survey/Interview to be completed before graduation application is moved forward.**

*Established in Cycle:* 2010-2011

To ensure that the CISE Exit Survey/Interview is completed by all special education graduates, the CISE graduate advisor/staff w...

### **SLO 3:Use research to improve teaching and learning.**

Master's Candidates will analyze, synthesize, and evaluate research to contribute to the improvement of teaching and learning.

#### **Relevant Associations:**

NCATE/CEC

#### **Related Measures:**

### **M 1:Professional Portfolio**

The professional portfolio is a comprehensive e-portfolio. It is a cumulative project with reflective journaling aligned to each CEC standard. It is scored by special education faculty on a four-point rubric directly aligned to CEC standards.

Source of Evidence: Portfolio, showing skill development or best work

**Target:**

Ninety percent (90%) of special education M.Ed. candidates will score Mastery(3) or Exemplary(4) on the criteria of using research to improve teaching and learning.

**Findings (2012-2013) - Target: Met**

Summer 2012

6/6 (100%) scored 3 or 4 on the criteria of using research to improve teaching and learning.

Fall 2012

5/5 (100%) scored 3 or 4 on the criteria of using research to improve teaching and learning.

Spring 2013

3/3 (100%) scored 3 or 4 on the criteria of using research to improve teaching and learning. This program is now online with Hattiesburg and Gulf Coast students combined into one program.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Develop guidelines for comprehensive portfolio.**

*Established in Cycle: 2006-2007*

Develop guidelines for the comprehensive portfolio. Establish a course with a lead faculty member to introduce the portfolio to ...

**Revise the written comprehensive examination.**

*Established in Cycle: 2006-2007*

Change the procedures for the written comprehensive examination. Include the examination in the portfolio. Score the comprehensi...

**M 3:Exit Interview/Survey**

The exit interview/survey is a survey of the special education master's candidates' perceptions of their acquisition of the outcomes of the M.Ed. program.

**Target:**

Ninety (90%) of special education M.ED.candidates answering the exit survey will average three or higher on a five-point scale regarding using research to improve teaching and learning.

**Findings (2012-2013) - Target: Met**

Summer 2012

7/8 (88%) rated 5

1/8 (12%) rated 4

Total

8/8 (100%) rated 4 or higher on using research to improve teaching and learning.

Fall 2012

4/5 (80%) rated 5

1/5 (20%) rated 4

Total

5/5 (100%) rated 4 or higher on using research to improve teaching and learning.  
Spring 2013  
1/2 (50%) rated 5  
1/2 (50%) rated 4  
Total  
2/2 (100%) rated 4 or higher on using research to improve teaching and learning.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Require Exit Survey/Interview to be completed before graduation application is moved forward.**

*Established in Cycle:* 2010-2011

To ensure that the CISE Exit Survey/Interview is completed by all special education graduates, the CISE graduate advisor/staff w...

**SLO 4: Participate in professional development.**

Master's Candidates will participate in professional development and service to the community as a career-long opportunity and responsibility. Current participation in professional development will be documented in the professional portfolio with reflections concerning the activities and with plans for career-long participation.

**Relevant Associations:**

NCATE/CEC

**Related Measures:**

**M 1: Professional Portfolio**

The professional portfolio is a comprehensive e-portfolio. It is a cumulative project with reflective journaling aligned to each CEC standard. It is scored by special education faculty on a four-point rubric directly aligned to CEC standards.

Source of Evidence: Portfolio, showing skill development or best work

**Target:**

Ninety percent (90%) of special education M.Ed. candidates will score Mastery(3) or Exemplary(4) on the criteria of participating in professional development.

**Findings (2012-2013) - Target: Met**

Summer 2012

6/6 (100%) scored 3 or 4 on the criteria of participating in professional development.

Fall 2012

5/5 (100%) scored 3 or 4 on the criteria of participating in professional development.

Spring 2013

3/3 (100%) scored 3 or 4 on the criteria of participating in professional development.

This program is now online with Hattiesburg and Gulf Coast students combined into one program.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Develop guidelines for comprehensive portfolio.**

*Established in Cycle: 2006-2007*

Develop guidelines for the comprehensive portfolio. Establish a course with a lead faculty member to introduce the portfolio to ...

**Revise the written comprehensive examination.**

*Established in Cycle: 2006-2007*

Change the procedures for the written comprehensive examination. Include the examination in the portfolio. Score the comprehensi...

**M 3:Exit Interview/Survey**

The exit interview/survey is a survey of the special education master`s candidates` perceptions of their acquisition of the outcomes of the M.Ed. program.

**Target:**

Ninety (90%) of special education M.ED.candidates answering the exit survey will average three or higher on a five-point scale regarding participating in professional development.

**Findings (2012-2013) - Target: Met**

Summer 2012

7/8 (88%) rated 5

1/8 (12%) rated 4

Total

8/8 (100%) rated 4 or higher on participating in professional development.

Fall 2012

3/5 (60%) rated 5

1/5 (20%) rated 4

1/5 (20%) rated 3

Total

5/5 (100%) rated 3 or higher on participating in professional development.

Spring 2013

1/2 (50%) rated 5

1/2 (50%) rated 4

Total

2/2 (100%) rated 4 or higher on participating in professional development.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Require Exit Survey/Interview to be completed before graduation application is moved forward.**

*Established in Cycle: 2010-2011*

To ensure that the CISE Exit Survey/Interview is completed by all special education graduates, the CISE graduate advisor/staff w...

**Provide support and mentoring for using Blackboard.**

*Established in Cycle: 2012-2013*

Candidates who are new to online learning need additional support and mentoring in the use of Blackboard and other online techno...



## Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

### **O/O 5: Obtain employment**

M.Ed. in special education graduates will obtain employment in a K-12 school or other educational agency upon graduation.

#### Related Measures:

##### **M 4: Placement Data**

CISE staff will determine employment status of graduates through graduate exit survey or through other communication.

Source of Evidence: Job placement data, esp. for career/tech areas

##### **Target:**

Ninety percent (90%) of M.Ed. in Special Education graduates will obtain employment in a leadership position in a K-12 school or other educational agency.

##### Findings (2012-2013) - Target: Met

Summer 2012

6/6 (100%) obtained employment in a special education position.

Fall 2012

5/5 (100%) obtained employment in a special education position.

Spring 2013

3/3 (100%) obtained employment in a special education position.

### Details of Action Plans for This Cycle (by Established cycle, then alpha)

#### **revise current action statements for SPED(MEd)**

Revision of current action statements will take place with faculty of special education program early fall 2006

**Established in Cycle:** 2005-2006

**Implementation Status:** Finished

**Priority:** High

**Implementation Description:** early fall 2006

**Responsible Person/Group:** department Chair and special ed faculty

#### **Collect baseline data for the new assessments.**

Collect and evaluate baseline data throughout the year to evaluate the restructuring and realignment of the M.Ed. programs to NCATE and CEC standards and new assessments.

**Established in Cycle:** 2006-2007

**Implementation Status:** Finished

**Priority:** High

**Implementation Description:** Fall 2007 and Spring 2008

**Responsible Person/Group:** Special Education Faculty

#### **Develop guidelines for comprehensive portfolio.**

Develop guidelines for the comprehensive portfolio. Establish a course with a lead faculty member to introduce the portfolio to the beginning M.Ed. candidates. Upload assessment rubrics from each area: LD, Gifted, EBD, Severe/Profound to TK20. The portfolio will be evaluated by two-three faculty members.

**Established in Cycle:** 2006-2007

**Implementation Status:** Finished

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Professional Portfolio | **Outcome/Objective:** Articulate content and theoretical knowledge | Articulate special education pedagogy. | Participate in professional development. | Use research to improve teaching and learning.

**Implementation Description:** Fall 2011

**Responsible Person/Group:** Special Education Faculty

**Additional Resources Requested:** TK20 staff

### **Revise the written comprehensive examination.**

Change the procedures for the written comprehensive examination. Include the examination in the portfolio. Score the comprehensive examination on a separate rubric to be evaluated by two-three faculty members and defended orally.

**Established in Cycle:** 2006-2007

**Implementation Status:** Finished

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Comprehensive Examination | **Outcome/Objective:** Articulate content and theoretical knowledge | Articulate special education pedagogy.

**Measure:** Professional Portfolio | **Outcome/Objective:** Articulate special education pedagogy. | Participate in professional development. | Use research to improve teaching and learning.

**Implementation Description:** Fall 2007

**Responsible Person/Group:** Special Education Faculty

### **Mentor and collaborate with adjunct faculty.**

"Lead Faculty" have been identified for each course in the various special education M.Ed. programs. Special Education "Lead Faculty" will mentor and collaborate with adjunct faculty to ensure that all CEC standards are addressed in the appropriate courses and outcomes/objectives are mastered.

**Established in Cycle:** 2007-2008

**Implementation Status:** In-Progress

**Priority:** High

**Implementation Description:** Summer 2008

**Responsible Person/Group:** SPE lead faculty and adjunct faculty

### **Recruit SPE M.Ed. Candidates.**

Faculty and staff will work with area schools to recruit M.Ed. candidates for the graduate programs in Special Education.

**Established in Cycle:** 2007-2008  
**Implementation Status:** In-Progress  
**Priority:** High  
**Implementation Description:** Summer 2008  
**Responsible Person/Group:** Special Education Faculty

**Schedule graduate classes for two years.**

Graduate faculty develop a two-year schedule of all SPE graduate classes so that students can be assured of required classes being available for all degrees.

**Established in Cycle:** 2007-2008  
**Implementation Status:** Finished  
**Priority:** High

**Responsible Person/Group:** SPE graduate faculty

**Require Exit Survey/Interview to be completed before graduation application is moved forward.**

To ensure that the CISE Exit Survey/Interview is completed by all special education graduates, the CISE graduate advisor/staff will require that graduating candidates complete the assessment before their application for graduation is moved to the next level.

**Established in Cycle:** 2010-2011  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Exit Interview/Survey | **Outcome/Objective:** Articulate content and theoretical knowledge | Articulate special education pedagogy. | Participate in professional development. | Use research to improve teaching and learning.

**Implementation Description:** Procedures will be developed in CISE graduate office to implement candidate completion of the exit survey online.

**Projected Completion Date:** 08/30/2014

**Responsible Person/Group:** CISE graduate advisor/staff

**Provide support and mentoring for using Blackboard.**

Candidates who are new to online learning need additional support and mentoring in the use of Blackboard and other online technologies. CISE faculty and IT faculty will collaborate to provide this support to beginning candidates.

**Established in Cycle:** 2012-2013  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Exit Interview/Survey | **Outcome/Objective:** Participate in professional development.

**Responsible Person/Group:** CISE Special Education and IT faculty

### **What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?**

Special Education M.Ed. assessments indicated that all outcomes were met for 2012-2013. The emphasis in the coursework on aligning assignments and assessments more closely to CEC standards resulted in candidates' improved abilities to articulate both content and pedagogical knowledge and skills on the comprehensive examination and in the professional portfolio reflections. Exit interview results noted strengths in the areas of improvement of classroom teaching resulting from the practical assignments and coursework that could be directly related to the teaching of students with exceptional abilities or with disabilities. Qualitative data from the exit interviews referred to the program's preparation for the "real world" of teaching in special education and to the supportive and caring faculty and staff. The exceptional knowledge of the professors and their abilities to convey their knowledge to the candidates and to mentor them through the internships was mentioned in several exit interviews as strengths of the program. The careful advising of students regarding the course of study and the availability of scholarships and grants were reported as additional strengths of the program.

### **What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?**

Although all outcomes were successfully met, continued attention will be given to providing candidates more technical assistance with Blackboard and other online technologies. Ongoing attention is required to develop exemplary clinical experiences that incorporate current best practices and provide model classroom teachers for students with disabilities. Specific suggestions were given on the exit interview form that more instruction should be given in managing students with disabilities in inclusion settings. This will involve locating and forming stronger partnerships with model programs in local school districts. Attention will continue to be given to incorporating a stronger language and assistive communication component to the special education M.Ed. programs based on recommendations from the Council for Exceptional Children (CEC) SPA report.

## **Annual Report Section Responses**

### **Program Summary**

The Special Education M.Ed. is a strong program that provides master special education teachers and instructional leaders in K-12 schools and in other agencies that provide services to individuals with exceptionalities..The program offers emphasis areas in gifted education, behavior disorders, high incidence disabilities and low incidence disabilities. The coursework and assessments for each emphasis area are aligned to Council for Exceptional Children (CEC) standards, National Board for Professional Teaching Standards (NBPTS), and NCATE standards..

The increased enrollment in the program is attributed to the increased availability and enhanced quality of on-line courses. On-line special education M.Ed. courses and clinical experiences have been enhanced to provide the most current online technology available. CISE special education faculty have been a part of the USM eLearning Initiative to develop and implement a long-term plan to improve the quality of online courses and programs, enhance the level of services provided to online students, increase support to faculty teaching in online programs, create ongoing marketing and recruiting efforts for online programs, and develop a sustainable model for online learning. Special Education has adopted this vision in an effort to improve online learning in response to concerns over inconsistency in online offerings, less than satisfactory retention and graduation rates for students enrolled in online programs, and changing demographics of students in the region--specifically a decline in traditional students and a rise in adult learners.

Through Project REACH, the Mississippi Personnel Preparation Development Grant, the Special Education Pre-Service Improvement Grant, the Mississippi Deaf-Blind Project, the USM Autism Demonstration Project, and Project LINK, special education faculty have participated in collaborative work with P-12 school districts, the Mississippi Council on Developmental Disabilities, the Mississippi Department of Education, and the Department of Psychology within the College of Education and Psychology. Furthermore, the Center for Professional Development and Outreach is engaged with a nationally-affiliated, disability-rights advocacy organization, the ARC of Mississippi. CISE faculty are active researchers, having produced 20 publications in peer-reviewed journals and having received \$5,347,227.00 in external funding in 2012-2013. Additionally, CISE faculty serve as consultants in K-12 schools, serve on state and national advisory committees and serve as officers for state, regional and national professional organizations. The CISE special education graduate program, along with the other teacher education programs at USM, achieved full accreditation from NCATE as a result of the successful seven-year NCATE accreditation report and site visit.

### **Continuous Improvement Initiatives/Additional Action Plans**

CISE graduate faculty meet monthly to review program data and provide for continuous candidate and program improvement. Comprehensive examination and exit interview results are reviewed and evaluated each semester. Program plans were reviewed and have been revised in the past cycle. On-line graduate programs have been developed and enhanced as continuous improvement initiatives. Additionally, clinical experiences are continually monitored to provide model experiences that are enhanced through current technology and meet Council for Exceptional Children (CEC) standards as well as NCATE and NBPTS standards.

### **Closing the Loop/Action Plan Tracking**

Actions that have been completed in the previous cycle include enhancing online and clinical site technology, aligning portfolio artifacts to specific CEC and NBPTS standards, and mentoring and collaborating with adjunct faculty to ensure that they teach the CEC standards that are aligned with their courses and that they administer the appropriate assessments for the courses. Additionally, graduate special education classes have been scheduled for a two-year period resulting in graduate students being able to sequence their degree plans. Actions to provide appropriate scheduling and sequencing of coursework and providing online graduate courses have contributed significantly to recruiting and retaining special education graduate students.