Academic Program Review

Assistive Technology

Prepared By:

Marci Kinas Jerome, Professor and Academic Program Coordinator

Kristen O'Brien, Associate Professor and Program Advancement Liaison

Kelley Regan, Professor and Division Director

Adrienne Sullivan, College of Education and Human Development Director of Accreditation

Holly Klee, Associate Director of Academic Analytics, Student and Academic Affairs, CEHD

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Unit Overview

Structure of the Unit

The College of Education and Human Development (CEHD) is currently organized by programs and divisions, not departments. Divisions are groups of programs and centers that share similar work as well as an administrative structure so that they can plan together in support of shared goals, under the leadership of an academic faculty identified as the Division Director. The Division Director is responsible for division budget planning and distribution of resource funds designated by the college. The Division Director conducts the annual reviews for the division staff, oversees faculty and staff searches, and serves as the next level outside of programs for faculty or staff concerns. The Division Director represents the division's programs at senior leadership meetings and conveys college-level information to the division programs. The Division Director collaborates with Academic Program Coordinators in individual student transactions (e.g., admissions decisions, academic waivers and exceptions), but is not involved in the annual faculty evaluation process and does not function as the supervisor of program coordinators and directors, as the CEHD Dean is the supervisor of all full-time instructional faculty.

Programs are led by academic faculty who serve as Academic Program Coordinators (APC). An APC is a faculty leader of a self-managed group of expert, high-level scholars and professionals who have been identified as primary affiliates of an academic program. Academic Program Coordinators are appointed by and report to the CEHD Dean. Faculty serving as a Division Director or Academic Program Coordinator may be awarded course release(s) for this service.

For this Academic Program Review, the Unit is the Division of Special Education and disAbility Research. The program under review is the Assistive Technology program.

Mission

The mission of Mason's Division of Special Education and disAbility Research (hereafter referred to as the Division) is "to improve the lives, productivity, and education of persons with disabilities." This mission is closely tied to Mason's university mission of being "an innovative and inclusive academic community committed to creating a more just, free, and prosperous world." Specifically, these missions are highly aligned in that both aim for successful and improved outcomes for all, including people with disabilities, and both value diversity and inclusion. Disability is one aspect of diversity, and effective inclusion for everyone necessitates a focus on inclusion for people of all abilities.

Additionally, the Division's mission is also related to Mason's current strategic direction. As outlined in the 2023 Strategic Direction, Mason has five current priorities, which are informed by the university's core values and activities. As the Division seeks to

ultimately improve school and life outcomes for people with disabilities, this mission aligns with Mason's strategic plan priorities to:

- *deliver a distinctive and inclusive student experience that fosters lifelong engagement*, which is evident in the variety of programs and coursework we offer and our support for students to pursue meaningful and successful careers;
- *expand the impact of Mason's research, scholarship, and creative enterprise*, as shown by the Division's support of a diverse academic community through an environment and resources that support teaching and scholarship excellence;
- *expand partnerships for economic and social impact*, through strong school-community-university partnerships that are a cornerstone of Division programs;
- *exemplify a university culture of diversity, equity, and inclusion*, through providing an inclusive environment to foster the success of diverse, career-ready graduates who are prepared to support individuals with disabilities in a variety of settings; and
- *invest in faculty and staff success*, through the Division's focus on creating a positive work culture to attract and retain top talent.

Summary of Recommendations Since Last Review

This is the first time that the Division has participated in Mason's Academic Program Review process for the Assistive Technology program.

Goals and Objectives Since the Last Review

Although this is the first time that the Division has participated in the Mason APR process for the Assistive Technology program, the Division has participated in a college-wide annual review process, which provides meaningful data sources for programs and divisions to review in light of program and division goals, as well as external reporting requirements. The annual Data Assessment Review and Evaluation (DARE) process in CEHD allows ongoing opportunities for programs to review various data sources with input from program stakeholders, set program goals, and obtain feedback from college leadership. Additionally, divisions have opportunities during this process to review division-wide data and engage in division-wide goal setting and reflection.

Degree Programs Offered

As shown in the table below, the Division is a large one, housing a variety of programs at the undergraduate and graduate levels. Importantly, there are two main types of programs in our division: licensure programs (in which graduates meet requirements for a professional teaching license through the Virginia Department of Education in addition to the Mason degree or certificate) and non-licensure programs (in which graduates are not seeking professional teaching licensure). The Assistive Technology program currently

going through the APR process is a non-licensure program, as they are not designed to prepare students for teaching.

Given the specialized nature of teacher licensure, there are some distinct differences between licensure and non-licensure programs in the Division. For example, teacher licensure programs in the Division are collectively accredited through the Council for the Accreditation of Educator Preparation (CAEP) along with all initial licensure programs in the College of Education and Human Development. Thus, they are held to college-wide InTASC standards and assessments in addition to special education-specific specialized professional association standards and assessments. There are some resources within the college devoted to all teacher preparation programs that do not directly support non-licensure programs, such as the Office of Teacher Preparation (i.e., the office that manages various aspects of teacher preparation licensure programs in the college, such as school-based field experiences and internships, licensure application, advising, etc.). Additionally, students in licensure programs have frequent field experiences and a culminating internship in K-12 school settings, resulting in ongoing school-university partnerships as a cornerstone of these programs. Finally, licensure programs must comply with Virginia Department of Education regulations in their programming. Thus, since there are attributes of licensure programs that make them distinct from non-licensure programs, throughout the report we present information on the Division to provide a comprehensive description of the unit while also highlighting some information that may be unique to non-licensure programs (including Assistive Technology).

In the table below, we include a list of the degree programs and minors offered within the academic unit.

Unit Programs	Accreditation Status
Non-Licensure Programs	
Master of Education, Special Education	Assessments incorporate external accreditation processes
Master of Education, Special Education: Concentration in Behavior Analysis	APR 2023 Seeking accreditation in 2025 through Association for Behavior Analysis International
Master of Education, Special Education: Graduate Certificate in Autism Spectrum Disorders	APR 2023
Graduate Certificate in Autism Spectrum Disorders	

Master of Education in Curriculum and Instruction, Concentration in Assistive Technology	APR 2026
Graduate Certificate in Assistive Technology	
Bachelor of Science in Education in Special Education	Assessments incorporate external accreditation processes
Licensure Programs	
Master of Education, Special Education: K-12 General Curriculum licensure concentration	CAEP 2026 Renewal
Master of Education, Special Education: K-12 Adapted Curriculum licensure concentration	
Master of Education, Special Education: PK-12 Blindness and Visual Impairments licensure concentration	
Graduate Certificate in Blindness and Visual Impairments PK-12	
Bachelor of Science in Education in Special Education: K-12 General Curriculum licensure concentration	Launched in 2019. Programs will seek initial accreditation during CAEP 2026 Renewal.
Bachelor of Science in Education in Special Education: K-12 Adapted Curriculum licensure concentration	
Bachelor of Science in Education in Special Education: PK-12 Blindness and Visual Impairments licensure concentration	
Graduate Certificate in Add-on Endorsement in Special Education General Curriculum	N/A - monitored by Virginia Department of Education (VDOE)
Undergraduate Minors	
American Sign Language Minor	N/A
Assistive Technology Minor	
Mild Disabilities Minor	
Severe Disabilities Minor	
Visual Impairment and Blindness Minor	

Although not depicted as a degree program, the Division also houses the Mason LIFE program, which is a post-secondary program for young adults with intellectual and developmental disabilities. Students in the Mason LIFE program receive educational programming in academics, employment, residential living, and community involvement.

Graduates of the four-year Mason LIFE program receive a George Mason Certificate of Completion with a concentration and a work specialty area.

Internal Academic Ties and Contributions to University-wide Initiatives

The Division has demonstrated academic ties to other units on campus, including the following initiatives:

Quality Enhancement Plan

The Division does not currently have academic ties to the George Mason University Quality Enhancement Plan.

Mason Core

The Mason Core is Mason's general education program for undergraduate students, and it consists of foundational courses to build knowledge and skills for students' academic success. Within the Division, faculty members have developed three courses that are part of the Mason Core: EDSE 203 *Disability in American Culture,* EDSE 204 *Disability in Global Contexts*, and EDSE 230 *Introduction to Autism Spectrum Disorders*. These courses are approved as part of the Exploration section of the Mason Core, in which students are required to accrue 22 credits. EDSE 203 and EDSE 230 are part of the Social and Behavioral Sciences category. EDSE 204 was approved for the retired Global Understanding category and is in the process of seeking approval for the Global Contexts category. These courses are scheduled once a year to be taught by faculty in the division to undergraduate students from a variety of majors across the university. Additionally, although not counted towards the total credits required for the Mason Core, the Core does require one upper-division course in each undergraduate major to be designated as a "writing intensive" course. In the Division, the Bachelor of Science in Education in Special Education program designates EDSE 452 *Intersectionality and Disability* as the writing intensive course. Finally, the Mason Core requires that each undergraduate academic degree program includes a Mason Apex course in which students engage in a high-impact culminating experience, requiring use of critical thinking skills that prepare students for life-long learning. In the Division, the Bachelor of Science in Education in Special Education program designates one upper-division Mason Apex course (i.e., a 12-credit internship course at the end of the program where students complete 300 hours in a school- or community-based setting to support individuals or students with disabilities) for each of four possible program pathways: EDSE 481 *Internship: Professional Services*, EDSE 482 *Internship: General Curriculum*, EDSE 483 *Internship: Adapted (Severe Disabilities)*, and EDSE 484 *Internship: Blindness and Visual Impairments*.

Mason Impact

The Division does not currently have academic ties to the Mason Impact initiative.

Mason Korea

The Division does not currently have academic ties to the Mason Korea initiative.

Other Academic Ties

In addition to the academic ties discussed above, individual faculty members within the Division have worked with units across the university on a variety of committees or projects. For example, Division faculty have served as members of the Mason Faculty Senate, University Academic Policies Committee, neurodiversity faculty learning community, COACHE leadership team, Responsible Conduct of Research Steering Committee, Institutional Review Board, Funding Enhancements Working Group (graduate division), Renewal, Promotion & Tenure Content Management System Committee, and Chairs Executive Committee. Faculty in the Assistive Technology program have similarly been members of many university-wide initiatives and committees, such as the University Term Faculty Committee, the Disability and Neurodivergence Alliance, the GMU Presidential Award Committee, the GMU AI Initiative, and the GMU Stearns Center UDL workshops. Thus, individual faculty members within the Division and the Assistive Technology program have a variety of partnerships and ties to other units in the university.

External and International Relationships

In this section, we report on the major education collaborations with local, state, national, and international organizations and institutions. Specifically, we discuss collaborations around study abroad, internship partnerships, research partnerships, program articulation agreements, and other key partnerships.

Study Abroad

The Division does not offer regular study abroad opportunities or international experiences for students. However, two faculty members within the Division have applied for and received university funding to develop study abroad courses in the past. For example, one faculty member within the Assistive Technology program received two grants (i.e., Course Development Grant and Global Discovery Grant) from the Global Education Office (GEO) for the project "Exploring Assistive Technology in Korea." The faculty member accompanied her nine students enrolled in an online graduate-level Assistive Technology course to Korea during the 2019 Spring Break. Bringing together students from across the US and from other countries, the program included exploring assistive technology and special education in Korea. While disrupted following the COVID-19 pandemic, Assistive Technology faculty would like to pursue similar study abroad opportunities in the future. Additionally, beginning in March 2025, the Division created a new opportunity where students can complete a non-licensure internship (undergraduates) or receive elective credit (graduate and undergraduate students) while working with individuals with disabilities in Argentina.

Internship Partnerships

In the non-licensure programs in the Division, the Behavior Analysis (formerly Applied Behavior Analysis) program had extensive internship partnerships from 2001-2020 to meet fieldwork experience requirements. Although the Behavior Analysis program discontinued practicum and internship placements in response to changing Behavior Analyst Certification Board requirements, the relationships with a variety of stakeholders remain. Additionally, the undergraduate Special Education program, which began in 2019, includes a non-licensure track in which students complete a culminating internship. Students who do not pursue a licensure concentration complete a non-licensure internship (4 students per academic year, on average), and thus the program has established new partnerships with community organizations and agencies for these internships.

In the licensure programs in the Division, programs have established robust partnerships with a variety of public and private schools that serve students with disabilities for student teaching internships at the culmination of licensure programs (approximately 20 interns per year). In addition to these partnerships to place students in schools, we also have partnerships with local school divisions to support on-the-job internship options for those who are teaching on a temporary teaching license and are completing their special education internship at their worksite (approximately 120 interns per year). These partnerships occur at both the school division level and the school level to best support students completing their internships at their worksite. Finally, the Division's internship partnerships are supported by the college's Office of Teacher Preparation, which serves as a liaison between the college and local school divisions.

Research Partnerships

Within the Division, the Helen A. Kellar Institute for Human Disabilities (described below) supports partnerships around research and professional development. Beyond partnerships with the Kellar Institute, most research partnerships are established at the individual faculty member level. For example, individual faculty members in the Division have partnered with other institutions to obtain externally funded research, such as University of Virginia, College of Charleston, University of Kansas, Queen's University, and Boston University. Additionally, individual faculty members have collaborative doctoral training grants with partnering institutions including Auburn University, University of Oklahoma, University of Virginia, Texas A&M, Florida State University, and others.

Faculty within the Assistive Technology program also have research partnerships specifically focused on assistive technology research. Partnerships include the GMU College of Engineering and College of Business, U.S. Department of State, international projects in partnerships with U.S. Embassies (e.g., Uzbekistan, Tajikistan, Kyrgyzstan, Saudi Arabia, Peru, Greece), CAST, U.S. Agency for International Development (USAID), Center for

Innovation, Design, and Digital Learning (CIDDL), U.S. Department of Education Office of Educational Technology, Center for Human AI Innovation in Society (CHAIS), and the International Society for AAC (ISAAC). Across these assistive technology-focused research projects, approximately 25 students in the college have participated as research assistants.

Program Articulation Agreements – Cohort and Consortia Programs

The Division has strong external relationships with a variety of stakeholders to offer programs delivered through cohorts and consortia. For non-licensure programs, the Assistive Technology program has had an ongoing partnership with the University of Connecticut since 2015. This partnership was established so that students in their two-summer master's program in Educational Technology can take one of the courses offered through our Division (EDAT 524 Universal Design for Learning). Thus, EDAT 524 has often included students from Mason as well as students from the University of Connecticut, with about a dozen students participating from the University of Connecticut. As another non-licensure program, the Behavior Analysis program was previously offered as part of a Virginia Department of Education-funded consortium in partnership with three other universities in the state, with cohorts of students from 2012-2017. Additionally, from 2013-2018, the Behavior Analysis program partnered with two local school divisions and two organizations to offer delivery of the ABA master's program as a cohort program.

The Division's licensure programs also have strong external partnerships through cohort and consortia programs. The graduate licensure program K-12 Special Education-General Curriculum is offered regularly through a cohort model in partnerships with three local school divisions. Within each of these three local school divisions, there is at least one designated cohort program liaison who collaborates frequently with Division staff and faculty to recruit students for the program and support operational aspects of the program. Beyond these three school divisions that regularly offer cohort programs, the Division has also offered graduate licensure programs in a cohort model for smaller school divisions. In addition to the cohort model, the licensure programs within the Division also include consortia for program offerings. For example, funded by the Virginia Department of Education, the graduate K-12 Special Education-Adapted Curriculum master's and licensure program is a member of the Virginia Consortium for Teacher Preparation in Special Education Adapted Curriculum (Adapted Consortium), which includes six state-approved Special Education-Adapted Curriculum programs across Virginia. Similarly, the graduate PK-12 Blindness and Visual Impairments master's and licensure program is part of the Virginia Department of Education-funded Virginia Consortium for Teacher Preparation in Vision Impairment (VI Consortium).

Other Partnerships

There are other key partnerships in the Division that demonstrate other major educational collaborations, which include the following:

- **AIM-VA:** Funded as a service of the Virginia Department of Education and offered through the Helen A. Kellar Institute, AIM-VA provides accessible instructional materials to K-12 students with disabilities who receive special education services in Virginia. Offered in partnership with the Virginia Department of Education, AIM-VA is closely tied to the Assistive Technology and licensure programs in the division.
- **The Helen A. Kellar Institute for Human disAbilities**: Housed within the Division, the Kellar Institute is "an interdisciplinary campus-based organization focusing on improving the lives and productivity of children and adults with disabilities." According to the website, the Kellar Institute "combines the resources of the university with local, state, regional, national, public, and private sector agencies and organizations to develop products, services, and programs for persons with disabilities." The major activities of the Kellar Institute include conducting research, implementing teacher training programs, and developing technologies for individuals with disabilities. Stakeholders served by the Kellar Institute include both Mason faculty and staff, as well as Mason students. Personnel resources within the Kellar Institute include a director, an administrative assistant to the director, 24 faculty members who are affiliated with the Institute, and six Kellar Institute emeritus faculty members.
- **Virginia Department of Education's Training and Technical Assistance Center (TTAC) at George Mason University:** In partnership with George Mason University, the Virginia Department of Education, and the Helen A. Kellar Institute, the Division houses one of eight Training and Technical Assistance Centers (TTAC) offered across the state. The TTAC at GMU serves Region 4 of the state, which includes five cities and 14 counties in the northern Virginia region. According to the TTAC at GMU website, their mission is to "assist schools in improving outcomes for students with disabilities" by providing "high quality professional development and technical assistance, using research-based, evidence-based, effective, and/or promising practices, particularly focused on High Leverage Practices in Special Education (CEC & CEEDAR Center, 2017), designed to build capacity in schools and school divisions." Given that the TTAC at GMU aligns with the initiatives and priorities of the Virginia Department of Education, it is closely linked to the licensure programs in the Division. The TTAC at GMU is led by two Principal Investigators, three directors, seven coordinators, one online administrator, two programmers, and one media specialist. The TTAC leaders and coordinators partner closely with state, division, and school leaders and teachers, as well as other TTACs across Virginia.

- **Aspiring Special Education Leaders Academy (ASELA):** An initiative funded through the Virginia Department of Education and delivered in partnership with the Helen A. Kellar Institute, ASELA is designed to build the pipeline for special education administrators and directors in Virginia. ASELA aims to help school divisions and state-operated programs with succession planning by preparing leaders for future special education administrative positions. Candidates for ASELA must submit applications through their school division's director of special education, and candidates selected to participate in ASELA complete a one-year program to prepare them for special education leadership.

Alumni Relationships and Activities

Alumni relationships and activities within the Division occur primarily at the college- and program-level. At the college level, the College of Education and Human Development engages alumni through maintaining communication, highlighting alumni success stories, providing opportunities for alumni giving, and providing an annual Distinguished Alumni Award. Since the college Distinguished Alumni Award was first awarded in 2008, alumni from the Division have been award recipients twice (2015 and 2016 award winners). At the program level, programs engage alumni in a variety of ways. For example, in the Assistive Technology program, alumni often join faculty members to give presentations, and they gather each year at the Assistive Technology Industry Association annual conference. Some program alumni have returned for other graduate or doctoral degrees that focus on assistive technology, and their students have included teaching assistive technology courses to undergraduate students. Alumni stay connected throughout the year through a Facebook group, which offers a social media space to share job postings and resources, ask professional questions, and build an online community through outreach.

Although alumni activities are organized at the college- and program-level, the Division maintains strong relationships with alumni. Many alumni remain involved in the Division after graduation in a variety of ways, such as serving as licensure cohort program liaisons in local school divisions, working as part-time instructors or course graders, contributing to course development, serving as mentor teachers or supervisors for teacher candidates completing licensure internships, participating in faculty research projects or presentations, serving as guest speakers in courses, co-authoring publications with faculty members, and participating in panel discussions. Also, six licensure programs and one non-licensure program within the Division have Advisory Boards, which include alumni as board members, allowing alumni opportunities to remain engaged in program improvement.

Distance Education

The Division's distance education offerings include the following programs and courses.

- **Programs**: There are four programs offered online in the Division, and all are non-licensure programs.
    - Assistive Technology: Certificate program and master's program offered through Mason Online
    - Behavior Analysis: Degree program offered in partnership with Risepoint
    - Autism Spectrum Disorders: Certificate program offered in partnership with Risepoint
    - Master of Education in Special Education: Degree program offered in partnership with Risepoint
- **Courses**:
    - The following courses are part of the special education "core" classes that are taken by all students pursuing a bachelor's or master's degree in special education:
        - EDSE 517 *Computer Applications for Special Populations* (graduate; note: offered by the Assistive Technology program)
        - EDSE 201 *Introduction to Special Education* (undergraduate)
        - EDSE 501 *Introduction to Special Education* (graduate)
        - EDSE 590 *Special Education Research* (graduate)
    - There are other courses that are offered online as part of licensure programs in the Division, including:
        - Other than the culminating student teaching internship courses, all coursework within the graduate K-12 Special Education-Adapted Curriculum program and the graduate PK-12 Blindness and Visual Impairments program are offered online. Given that these programs are part of the Adapted Consortium and VI Consortium, respectively, it is important to have these courses in an online delivery so that consortium students from across the state can also take these courses.
        - Other than the culminating student teaching internship course, all coursework within the graduate K-12 Special Education-General Curriculum program (campus sections of the program, not cohort sections) is offered online.

The distance education programs and courses offer a comparable and equitable learning experience to those same programs and courses offered in a different modality, which is highlighted in similar outcomes on student assessments across course modalities. For example, each course syllabus, including learning outcomes, textbooks, assignments,

and assessments, is the same regardless of delivery modality. The only difference between a course syllabus for an online course and an in-person course is that the online course has additional technology requirements to ensure the course is accessible. Regardless of course modality, all students have access to academic advising and technology support. Programs offered in partnership with Risepoint have additional technology support available to students 24 hours per day, seven days per week. All courses use the university's learning management system, Canvas, ensuring a consistent platform across all courses, including those delivered online. Additionally, all faculty members who teach an online course have access to the college's Online Teaching Initiative, which is designed to prepare instructors for online teaching. This research-based professional development opportunity was developed by and is led by faculty members in the college, with a faculty member from the Division serving as one of the program co-leaders. The Division also accepts other evidence of competency in online teaching, such as experience in online teaching, courses taken, or other similar experiences. In fact, faculty in the Division have been recognized with a university-wide Online Teaching Excellence Award, including Anya Evmenova (full-time faculty, licensure and non-licensure programs – *Assistive Technology*, 2018 inaugural Award Winner), Yoosun Chung (full-time faculty, non-licensure program – *Assistive Technology*, 2020 Award Winner), and Andrea Boykin (adjunct faculty, licensure programs, 2021 Online Teacher of Distinction).

Faculty Profile

Within the Division, there are different types of faculty appointments. First, tenure-line or tenured faculty member roles have the following time allocations, upon which they are evaluated each year: 40% Research and Scholarship, 40% Teaching, and 20% Service. Instructional term faculty, on the other hand, have more weight in their evaluations given to teaching. Specifically, the time allocations for the instructional term faculty role are: 80% Teaching, 20% Service, and 0% Research and Scholarship. Although instructional term faculty are not evaluated on their research and scholarly work, many choose to pursue their scholarly interests as a way to inform their teaching and service roles. Importantly, CEHD aims for all faculty, regardless of whether they are tenure-line or instructional term faculty, to have equitable resources (e.g., travel funding, equipment funding), opportunities (e.g., multi-year contracts and promotion opportunities for instructional term faculty), and involvement in the college. Finally, adjunct faculty are part-time faculty members whose primary responsibility is teaching. Adjunct faculty are not evaluated on research and scholarship or service, although adjunct faculty can have service commitments added to their contracts.

Using data provided by Mason's Office of Institutional Effectiveness and Planning through the Faculty and Staff Dashboard, we were able to analyze data regarding faculty

diversity. As shown in the bar graphs, from Fall 2022-Fall 2024, the total number of instructional faculty (term and tenured), administrative/professional faculty, and adjunct faculty has fallen from 51 in Fall 2022 to 45 in Fall 2023 and Fall 2024. From 2022-24, there were 25 (2023 and 2024) or 26 (2022) full-time faculty members while part-time faculty members dropped from 25 in 2022 to 20 in 2023 and 2024. When looking specifically at instructional faculty, the Division had 10, 8, and 10 tenured faculty and 13, 14, and 13 term faculty from 2022-2024. Thus, across all faculty in the Division, there has been a slight decrease in the total number of faculty members over the last three years, with a larger decrease in part-time adjunct faculty. The Division is almost evenly split between the number of instructional faculty and adjunct faculty, with slightly more term faculty members than tenured faculty members.

From Fall 2022-Fall 2024, the majority of faculty members (instructional faculty, A/P faculty, and adjunct faculty) were White (around 72%) and female (around 73-76%). Across these years, racial/ethnic backgrounds of faculty members were around 9-12% Asian, 13-16% Black or African American, and 2-3% unknown race and ethnicity. Proportions of racial/ethnic backgrounds were similar across part- and full-time faculty. Female faculty members had similar proportions, with 76-79% of female faculty members who were White, 12-15% who were Black or African American, and 6-10% who were Asian. Male faculty members had more variability in racial/ethnic backgrounds. For example, percentages ranged from 39-58% White, 17-21% Asian, and 17-28% Black or African American.

Faculty within the Division also have diverse areas of expertise. Given the wide range of programs offered in the Division, faculty member areas of expertise mirror these program content areas, including expertise in assistive technology, behavior analysis, autism spectrum disorders, specialized reading instruction for students with specific learning disabilities, special education for students with mild to moderate disabilities, special education for students with severe disabilities, special education for students who are blind or visually impaired, American Sign Language, and post-secondary supports for individuals with disabilities. Faculty in the Assistive Technology program, specifically, have expertise in areas such as: school-based assistive technology interventions, accessible educational materials, physical access, assistive technology assessment, universal design for learning, assistive technology research and development, augmentative and alternative communication, and the international perspective on assistive technology.

Academic Program Review: Faculty Survey

Given that the Division is large and houses a variety of licensure and non-licensure programs, including non-degree programs, for the Academic Program Review Faculty Survey, we targeted faculty that would be most closely connected to the Assistive

Technology program. Thus, the faculty group that we selected to complete the Academic Program Review Faculty Survey included: (a) all full-time instructional faculty within the Division, including both licensure and non-licensure programs, and (b) adjunct faculty who have taught within the Assistive Technology program recently (i.e., since Spring 2023) and have taught more than one semester.

Of the 26 faculty members who were sent the survey, 12 completed it (46% response rate). Of the 12 respondents, 11 (91.7%) were full-time faculty members and one (8.3%) was a part-time faculty member. Most respondents were non-tenure track (8; 66.7%), and four were tenured (33.3%).

As shown in the faculty survey report, overall respondents had favorable perceptions of the Division and its programs. On all areas of the survey, respondents agreed or strongly agreed with positive statements about the division, academic and professional activities, resources, and programs (bachelor's, master's, and doctoral). Across the survey items, no faculty member rated any item as "strongly disagree." On only one survey item did more than one faculty member disagree with a statement; two faculty members (16.7%) disagreed that "most of our undergraduate students keep in touch with the division after they graduate." This item also had the highest number of "Don't know/NA" ratings (4; 33.3%). On all other items in which faculty members indicated "disagree" (8 items), only one faculty member disagreed. Thus, overall, the data show that faculty have positive perceptions of the Division.

Open-ended items on the survey asked respondents to describe three highest priorities for the Division over the next three years. Only some faculty members responded to these items (6-8 faculty members; 50%-66.7% of respondents). Of those who responded, the highest priority for the Division included increasing enrollment, maintaining high quality programs and student outcomes, and supporting interdisciplinary and diverse research. Other priorities included supporting faculty, identifying and equitably distributing resources, and responding to student and program needs in the current educational and political climate. Additionally, one open-ended item on the survey asked faculty to report what qualities, priorities, or actions they would like to see in the new Division leader. Faculty reported high levels of satisfaction with the interim Division leader, highlighting that they prioritize a leader who will keep doing what is currently working well in the Division while addressing areas of concern, advocate for program needs, support faculty, and demonstrate ethical leadership skills.

Scholarly Activity and Service

The overall mission of the Division of Special Education and disAbility Research is "to improve the lives, productivity, and education of persons with disabilities." Aligned with

this mission, the Division has an overall goal to conduct scholarly activity and engage in service that will indeed help improve the lives, productivity, and education of individuals with disabilities. This goal has been evident within the college's annual Data Assessment Review and Evaluation (DARE) process, as both program and Division evaluation reports have continued to highlight each year the scholarly and service activities of Division faculty. For example, since 2017, the Division's annual DARE report has included themes around people, programs, practice, and products, with the themes of people and programs specifically noting the accomplishments of faculty members and programs around scholarly activity and service. Thus, the annual college DARE process is a primary mechanism through which the Division's scholarly activity and service goals are evaluated and tracked.

There are other key sources of data that help to measure the Division's scholarly activity and service goals. First, as described in the Resources section below, faculty members in the Division are active in seeking and successful in procuring external grant funding, indicating ongoing scholarly activity. For example, as shown in the Resources section below, in Fiscal Year 2023, Division faculty secured over $6 million in new external grant funding. Faculty in the Division are also active in seeking and obtaining internal grant funding, such as through the College of Education and Human Development SEED grant competitions. Second, faculty within the Division produce high-quality research as shown by the top-tier journals in which they publish, such as *Journal of Special Education Technology*, *Augmentative and Alternative Communication*, *American Journal of Speech-Language Pathology*, *Journal of Computer Assisted Learning*, *Education Sciences* (Special Issue: Application of AI Technologies in STEM Education), *TechTrends* (Special Issue: Integrating Generative AI in Education), *Exceptional Children*, *The Journal of Special Education*, *Remedial and Special Education*, *Topics in Early Childhood Special Education*, *Educational Research Review*, *Learning Disability Quarterly*, *Learning Disability Research and Practice*, *Educational Review*, and *Behavioral Disorders*. What is more, many faculty members have received awards for their publications, dissertation awards, and awards for serving as journal reviewers. Additionally, faculty members often provide mentoring to doctoral students through involvement in the publication process, highlighting that not only are faculty active in conducting and disseminating research, but they are also preparing doctoral students for careers in higher education. Beyond research-based articles, faculty members in the Division are also active in producing practitioner-focused journal articles, books, book chapters, newsletter articles, online modules and webinars, and curricula, indicating that faculty disseminate their research widely. Faculty in the Division frequently present at international and national conferences, state-wide conferences, and local schools and organizations.

Faculty in the Assistive Technology program demonstrate a strong collective record of scholarship, publication, and professional engagement that advances the fields of assistive technology, inclusive education, and universal design for learning. Over the review period, faculty have published more than 35 peer-reviewed journal articles, multiple book chapters, and practitioner-oriented pieces in leading outlets, as well as contributed to national professional resources such as the IRIS Center modules. Collectively, faculty have delivered over 250 presentations, workshops, and webinars at local, state, national, and international venues, including keynote addresses and sessions at major conferences such as ATIA, Closing the Gap, and the Council for Exceptional Children. Their work also includes the development of innovative technology-based tools and professional learning programs designed to enhance inclusive instructional practice. Faculty engagement in national and international research, publication, and dissemination reflects a deep and sustained impact on advancing knowledge and improving educational outcomes through assistive technology.

In addition to scholarly activities, Division faculty have held service positions at the national and international levels, as well as state and local levels, indicating the broad reach and large impact of the Division. For example, several faculty members have served as president or executive board members within a variety of organizations, such as International Academy for Research in Learning Disabilities, Higher Education Consortium for Special Education (HECSE), TASH, National Siblings Council, The Arc of the United States, Council for Exceptional Children (CEC) Teacher Education Division (TED), CEC Board of Directors, and Council for Learning Disabilities. Faculty members have also held leadership and membership roles in national and international organizations and committees, advisory boards, boards of directors, and institutional review boards. Faculty members have served as editors of peer-reviewed journals, editorial board members, and reviewers. Division faculty have also been active in reviewing grant submissions for a variety of funding agencies, as well as conference proposals, book proposals, and award nominations.

Faculty in the Assistive Technology program hold significant leadership roles in national, international, and state organizations that shape research, policy, and practice in assistive technology, universal design for learning (UDL), and accessible education. Faculty have served on advisory boards, research committees, and planning groups for organizations such as CAST, the International Society for Augmentative and Alternative Communication (ISAAC), the Assistive Technology Industry Association (ATIA), the Council for Exceptional Children (CEC) Division of Innovations in Special Education Technology (ISET), and the International Academy for Research in Learning Disabilities (IARLD). They have also contributed to federal and international initiatives, including serving as technical

advisors to USAID and as invited members of national convenings hosted by the U.S. Department of Education Office of Educational Technology and New America. At the state level, faculty contribute to the Virginia Department of Education's Assistive Technology Network and related regional initiatives to promote equitable technology access. Assistive Technology faculty members are active in serving as editors and reviewers for assistive technology focused peer-reviewed journals, as well as reviewers for technology-oriented grant competitions. Their collective service demonstrates a strong commitment to advancing the assistive technology field through leadership, collaboration, and dissemination of best practices across local, national, and international contexts.

Finally, our programs have consistently ranked highly in national program rankings. For example, the online special education master's program was ranked fifth in the Best Online Master's in Special Education Programs by the 2025 U.S. News & World Report. Although not a direct measure of scholarly and service activity, the program rankings involve metrics such as expert opinion of the program and faculty credentials and training, including percentage of tenured or tenure-track faculty, thereby offering another measure by which to examine Division scholarly and activity goals.

Although the college DARE process and other metrics can help to examine the overall state of the scholarly activity and service within the Division, it is important to note that scholarly activity and service are more often evaluated at the individual faculty level. While scholarly activity and service goals may not necessarily vary by degree program, they do vary by the type of faculty within the degree program. For example, there is only one tenured faculty member who has a primary affiliation with the AT program, and all other affiliated faculty members are term faculty. Although the Division has many term faculty members who are active in conducting research, it is not a requirement for term faculty to conduct research, and they are not evaluated on their scholarly productivity. Thus, some programs, such as AT, may have fewer faculty members who have the time and resources to remain active in research activities given that most program faculty are non-tenure track. Regardless of whether faculty are tenured, tenure-line, or term, all faculty are evaluated annually through a college-wide review process, which includes evaluation of each faculty member's service activities and research activities for tenured or tenure-line faculty. While this evaluation occurs at the individual level, it helps to maintain overall progress monitoring towards the Division's scholarly and service activity goals.

Resources

The Division's resources include physical space, equipment, external gifts through donors, external grant funding, and support staff.

Physical Space

The physical space available to degree programs in the Division includes resources on the main campus located in Fairfax, Virginia. On campus, the degree programs in the Division have access to rooms and spaces in two buildings – Finley Building and Krug Building. Within these two buildings, space is devoted to a variety of Division needs, including faculty offices, doctoral student and graduate research assistant workspaces, meetings rooms, classrooms, supply and work rooms, and classroom and computer laboratories. Across all division physical spaces, there is a total of 24,077 square feet, and of those specifically devoted to degree program physical spaces, there is (a) 10,396 square feet of spaces for faculty, staff, and services and (b) 5,987 square feet of classroom and conference rooms. Within these physical spaces, there are ample locations that support collaborative activities. For example, there are designated meeting spaces that can be reserved by faculty members. There are a couple of suites within the buildings that support collaboration not only for faculty members but also for doctoral students. Several offices have attached graduate research assistant workstations, and some of the faculty office suites have offices on the outside of the suite while the interior parts of the office suite are designated workstations for doctoral students. A former library within one of the Division's buildings has been transformed into a collaborative workspace for undergraduate and graduate students in the Division. All spaces are accessible (e.g., clear walkways, doorways open). In addition to the physical spaces available on campus, the Division offers graduate programs that are delivered as a cohort model in partnership with local school divisions. Thus, these cohort programs are offered within school buildings designated by the partnering school divisions. Within these off-campus physical spaces, instructors and students have access to designated classroom space, parking lots, and bathrooms.

Physical space resources may vary by degree programs. For example, for degree programs that are offered fully online (including the AT program), physical space is not used by students and may be a possible resource for instructors who are in the area. Similarly, the off-campus cohort programs are currently only offered for licensure programs. Off-campus physical spaces, therefore, are limited to which degree program is being offered in partnership with local school divisions.

Equipment

The faculty and staff within the Division have access to a variety of equipment and related support services offered at both the college and university levels. First, CEHD provides faculty and staff with the equipment they need to fulfill their academic, research, and administrative responsibilities, including laptops and related peripheral computer equipment as needed (e.g., docking stations, monitors, webcams, headphones) in addition to any software needed for research, such as for qualitative or quantitative analysis.

CEHD campus-based classrooms and meeting rooms are also equipped with the necessary hardware and software for teaching and collaboration (e.g., desktop, TVs, camera(s), microphones, speakers; Zoom, MS Teams, Mersive Solstice Pods). There are two computer labs in CEHD that are available to all CEHD students and faculty. Additionally, all faculty at Mason have access to a wide variety of tools and applications to support teaching and research, such as Microsoft 365 and many corresponding applications, including the Microsoft Office Suite, Outlook for email, and secure cloud-based storage with file sharing (OneDrive), in addition to video-based conferencing applications (e.g., Zoom and Microsoft Teams), Canvas Courses (i.e., the university's learning management system), video production and editing equipment and services, and many available types of software for both teaching and research. Importantly, Mason's Architectural Standards Review Board reviews and verifies compliance for the procurement of all software and hardware, which ensures that all equipment and applications are accessible, secure, and meet the needs of all university stakeholders.

In addition to the equipment available, there are college- and university-wide support services available to faculty in the school. For example, the CEHD Office of Technology Support provides centralized technology support to CEHD faculty and staff. This includes desktop support for campus-based technology equipment, troubleshooting and technical guidance, managing computer labs, and obtaining and managing hardware and software for faculty and staff. The CEHD Office of Technology Support also maintains the CEHD websites and related webpages, with a focus on recruiting prospective students and faculty as well as information sharing. The CEHD websites also promote faculty and staff initiatives, research, accomplishments, and awards. The Office of Technology Support also manages a robust intranet that provides data and applications that create greater ease and efficiency with completing necessary processes and transactions.

At the university level, all faculty and staff in the school have access to Mason's Information Technology Services (ITS), which provides many services around a variety of activities, such as teaching and learning, research computing, university-wide applications and project management, university network and internet access, communications and collaboration, computers and software, and university accounts and access. Faculty are also supported through Mason's Stearns Center for Teaching and Learning, which offers a variety of services to support teaching excellence and innovation. The Stearns Center provides online resources, programs, and support in instructional design and teaching methods, which can also help instructors to effectively use equipment in support of their instruction. The Stearns Center also provides guidance on using generative AI in the classroom. Finally, ITS makes available the Patriot Virtual Computing & Labs, which provide George Mason faculty, staff, and students with secure, remote access to academic

applications and university services. Students and faculty with a VPN connection can access the necessary software needed to support online coursework and research and analysis. The university has also provided AI guidelines – for students, faculty, and researchers – and it has provisioned and made available an internal generative AI portal with built-in agents to help with course learning, document analysis, finding access to food resources, and general university information.

Equipment and related support services may vary for programs that are delivered fully online. For example, while campus-based equipment (e.g., CEHD computer labs, Division classroom and meeting space computer equipment) is available to all faculty, if faculty are teaching remotely, they may have limited access to some hardware.

External Gifts Through Donors

At the college level, CEHD currently employs an interim development officer whose time is split between the university and the college. This individual connects with CEHD faculty and engages in conversations on how to support programs through a variety of donations and philanthropic gifts. At the college level, from Fiscal Years 2018-2022, CEHD has received 2,466 external gifts totaling over $2.5 million in cash and almost $7 million in total revenue. At the Division level, from Fiscal Years 2018-2022, external gifts through donors included a total of 147 gifts (6% of all college gifts), with a total cash amount of $970,810 (38% of the college total cash amount) and a total revenue amount of $1,700,435 (25% of the college total revenue). One longstanding gift that is particularly important within the Division funds a faculty member as the Endowed Center Director of the Helen A. Kellar Institute for Human disAbilities.

The College of Education and Human Development (CEHD) has 40,000 alumni, mostly at the master's level. The advancement and alumni relations team at CEHD supports the faculty, staff, and students at the college by ensuring an active and engaged alumni base, securing necessary philanthropic support, and creating robust awareness of our programs and opportunities with our external communities. The goal of CEHD development is to sustain a development function that is responsive, accountable, integrated, and successful. Development must have a robust understanding of programming, projects, and success outcomes to leverage this against philanthropic potential.

The George Mason University Foundation serves as the fiscal agent for all philanthropic support to the University. It is a registered 501 (c)(3) established in 1966. The Foundation manages the alumni and donor database, and a series of memorandums and processes ensure that gifts accepted by the Foundation are appropriate and in compliance with the university standards.

CEHD fundraising includes an individual giving program (annual fund, major gifts, principal gifts), corporate and foundation giving (restricted gifts, cause marketing), and one event. In addition, the advancement and alumni relations team oversees alumni relations, development communications, stewardship and donor relations, advisory board management, and data distribution management. At the Division level, from 2020-2025, Special Education has raised $72,260 in funds for Mason LIFE including 20,000 for scholarships. Additionally, Special Education has raised $2,529,770 in new endowed funds for scholarships which will generate $88,500 annually.

External Grant Funding

CEHD's Office of Research was created in 2017 and provides a wide range of pre-award and post-award support services to each unit within the college. The Office of Research team includes two leaders (the Executive Director of Research and Business Operations and the Associate Dean for Research) and six staff members who specialize and focus on grants administration. Their website provides detailed guidance for faculty on each step of the grant process, and their college SharePoint website publishes previous fiscal year results from FY2018 to the present and tracks current requests.

The chart below outlines the Division grant proposals and awards for Fiscal Years (FY) 2020-2024, along with the percentage of total college-wide proposals and awards for these years, as noted by the Office of Research. As shown in the tables, faculty within the Division are active in both applying for and receiving external grant funding. Notably, across these five fiscal years, the Division's number of new awards accounts for an average of 38.7% of all new awards across the college, while the value of new awards accounts for an average of 53% of all new awards across the college, indicating that Division faculty consistently contribute to the external grant funding within the college. Not only are faculty active in seeking and obtaining external funding, but also grant types and funding sources come from a variety of agencies and organizations. For example, from Fiscal Years 2020-2024, external funding through new awards within the Division included sponsors such as the Virginia Department of Education, the US Department of Education, and the US Department of Education Office of Special Education Programs.

External grant funding could vary by program, as grant activities are often specific to the faculty members involved. Additionally, some of the state-funded activities may impact teacher licensure programs but would not be applicable to the non-licensure programs. Finally, some degree programs have more faculty members, as well as more tenured or tenure-track faculty members, than others. Thus, smaller programs or those programs with fewer tenured faculty may be impacted by faculty capacity to obtain external grant funding.

	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
Proposals					
# of Division Proposals	24	21	19	20	21
% of CEHD Proposals	31%	27%	26%	26%	23%
Value of Division Proposals	$11,300,077	$9,629,646	$8,043,377	$10,051,187	$13,330,979
% of CEHD Proposal Value	32%	25%	23%	35%	24%
Awards					
# of New Division Awards	16	17	20	20	21
% of CEHD New Awards	36%	42.5%	36%	38%	41%
Value of CEHD New Awards	$5,174,884	$5,792,584	$5,691,437	$5,991,391	$6,035,943
% of CEHD New Awards Value	56%	64.3%	48%	43%	53%

In addition to the resources from external funding, Division faculty are also active in applying for and receiving internal funding through the College of Education and Human Development and the university. Each year (except for 2024-25) the college has offered two internal competitions for funding: (a) a seed grant for research-based proposals and (b) a program innovation competition for curricular innovations. Division faculty have been active in applying for and receiving internal funding through these two college-wide initiatives.

Amount or Role of Support Staff

Within the Division, there are 11 staff members who support program activities. There are six staff members whose roles are related to student and program support. Three of these six staff members are full-time employees, two staff members are 0.8 FTE, and another is a wage employee. The roles within this office include academic advisors, outreach enrollment specialist, outreach support specialist, program office manager, and academic support services manager. Additionally, there are four staff members who support the business and operational aspects of the division. Three of these four staff members are full-time, and one is 0.75 FTE. The roles within this office include financial and academic support specialist, fiscal support event planner, assistant director of fiscal and administrative operations, and fiscal analyst. Finally, one full-time staff member is the assistant to the Division director, and this role also includes admissions and curriculum support.

Support staff resources may vary by degree program in some circumstances. For example, outreach enrollment and outreach support specialists primarily work with cohort programs (i.e., programs offered in off-campus locations in partnership with local school divisions or organizations). Other resources, however, do not vary by degree program, such as the academic advising and academic support services provided to students in all programs.

Peer Comparison

To conduct our peer comparison, we began by reviewing the Rehabilitation Engineering and Assistive Technology Society of North American (RESNA) website, which lists university programs that focus on Assistive Technology. The website included three inaugural programs for RESNA's program accreditation and 27 universities that had submitted to RESNA. From this list, we identified programs that had a similar focus on Assistive Technology and were considered competing programs. Specifically, given that Assistive Technology is a small field, we selected programs that were frequently at similar conferences or other professional spaces and were most aligned, and at times competitive, with our program. The results of this process was a list of four public institutions that would provide a meaningful peer comparison for the AT program: University of Illinois-Chicago, California State University Northridge, University of New Hampshire, and Bowling Green State University.

The University of Illinois-Chicago offers a graduate-level Assistive Technology certificate (13 credits), with a typical certificate completion time of 12-16 months. The certificate program is housed within the College of Applied Health Services. Their website states that their program is "designed to train individuals to deliver state-of-the-art assistive technology clinical services and solutions for people with physical, cognitive and/or sensory disabilities." The certificate program can be completed online or in a hybrid version (i.e., online with on-campus, lab-based courses). The program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Although the program does not require graduates to pursue RESNA ATP professional credentialing, program graduates who do choose to apply for RESNA's ATP credential have self-reported a 100% pass rate from academic years 2021-2024.

California State University Northridge offers three graduate-level programs in Assistive Technology, including two master's degrees and one certificate program, within the Tseng College: Graduate, International and Midcareer Education. One master's degree option is the Master of Science in Assistive Technology Studies and Human Services (30 credits), which is delivered online in a cohort format and is designed to be completed in two years. According to the website, this program "prepares working professionals for rewarding careers that enhance the lives of those who rely on assistive-technology

devices." The college also offers an online Master of Science in Assistive Technology Engineering; however, this program is only available for contract (i.e., employer-funded program for a group of employees). The Assistive Technology Engineering program focuses more on the development of devices and software, while the Assistive Technology Studies and Human Services program targets human services aspects. Finally, there is also a Certificate of Advanced Professional Development in Assistive Technology Applications, which is delivered through an online session consisting of 10 modules across 16 weeks. According to the website, the certificate program "meets the 100-hour requirement to earn a certificate in assistive technology applications and 10 Continuing Education Units (CEUs) from the CSUN Center on Disabilities and the CSUN Tseng College."

At the University of New Hampshire, there is one graduate-level Assistive Technology Certificate program (12 credits), which is offered through the College of Health and Human Sciences. Designed to be completed in 10-12 months, the certificate program is completed online with a two days of in-person components on campus to interact with technology. While completing the certificate, students can earn an Assistive Technology in Education microcredential designed to develop expertise in assistive technology within a school setting by three identified certificate program courses.

Finally, Bowling Green State University offers a master's degree in Special Education with a Specialization in Assistive Technology (33 credits), which has a certificate embedded into the program that can also be completed as a stand-alone Assistive Technology certificate (15 credits). The assistive technology courses in the master's program and certificate program are offered fully online in 7-week courses.

As part of our review, we analyzed data from Lightcast that compared completions by institution. According to the Lightcast 2025 dataset, our AT program has the lowest number of completions in 2023 (n=2) among the peer institutions (range: 14 for California State University-Northridge to 128 for Bowling Green State University). George Mason University, along with California State University-Northridge and Bowling Green State University, experienced increasing completion trends from 2019-2023, while University of New Hampshire and University of Illinois-Chicago experienced overall decreasing trends. According to IPEDS data in the Lightcast report, George Mason University is at the mid-point for tuition and fees ($13,815; range: $7,095-$19,112). Importantly, the data reported by Lightcast only counted Postbaccalaureate Certificates for George Mason University for 2022 and 2023, which does not accurately reflect completions for the certificate program and does not include students from the master's degree program. Similarly, it could be that the other institutional data reported here do not accurately reflect completions. For example, California State University-Northridge had 10 master's degree completers in 2014, 14 completers in 2023, and no completers in any other year from 2009-2023. Thus,

we interpret the Lightcast data cautiously and examine program enrollment data in more depth in the program section of the APR report.

In addition to the Lightcast reports, we examined key aspects of the units in which the AT programs are housed at the four selected peer institutions, which is summarized in the table below:

	University of Illinois-Chicago	California State University Northridge	University of New Hampshire	Bowling Green State University	George Mason University
Unit	College of Applied Health Services, Department of Disability and Human Development	Tseng College: Graduate, International and Midcareer Education	College of Health and Human Services, Department of Occupational Therapy	College of Education and Human Development, School of Inclusive Teacher Education	College of Education and Human Development, Division of Special Education and disAbility Research
Number and type of degrees offered by unit – Non-Licensure	• Assistive Technology Certificate • BS in Disability and Human Development • Minor in Disability and Human Development • MS in Disability Access and Inclusion • PhD in Disability Studies	• Master of Science in Assistive Technology Studies and Human Services • Certificate of Advanced Professional Development in Assistive Technology Applications • Master of Science in Assistive Technology Engineering (contract program only) • Bachelor of Arts in Public Sector Management	• Assistive Technology: Online (Graduate Certificate) • Occupational Therapy Major (B.S.) • Occupational Therapy (M.S.) • Occupational Therapy, Advanced Standing (M.S.) • Occupational Therapy (O.T.D.) • Occupational Therapy, Avanced Standing (O.T.D.) • Disability Studies (Minor)	• Special Education: Assistive Technology, MEd • Special Education: Applied Behavior Analysis, MEd • Special Education: Autism • Workforce Education and Development Certificate	• Assistive Technology: MEd in Curriculum and Instruction with Concentration in Assistive Technology, Graduate Certificate in Assistive Technology • Behavior Analysis: MEd in Special Education with Concentration in Behavior Analysis • Autism Spectrum Disorders: MEd in Special Education with

		• Accelerated Bachelor of Science in Nursing • Master of Science in Applied Behavior Analysis • Master of Science in Communicative Disorders • Master of Science in Data Science • Master of Arts in Design and Innovation • Master of Arts in Diverse Community Development Leadership • Master of Science in Engineering Management • Master of Arts in Entertainment Industry Management • Master of Arts in Humanities • Master of Arts in Music Industry Administration • Master of Public Administration			Graduate Certificate in Autism Spectrum Disorders, Graduate Certificate in Autism Spectrum Disorders • Special Education: MEd, BSEd

		• Master of Public Administration: Nonprofit Sector Management • Master of Public Administration: Public Sector Management and Leadership • Master of Public Health: Community Health Education • Master of Social Work • Master of Science in Taxation • Certificate of Advanced Professional Development in Lesson Study Facilitation • Certificate of Preparation for Advanced Studies in Speech-Language Pathology • Computed Tomography and Magnetic Resonance Imaging Programs			

		• Certificate of Advanced Professional Development in Speech-Language Pathology Assistant Fieldwork Experience			
Number and type of degrees offered by unit – Licensure	None	None	None	• Physical Education and Health Education, BSEd • Adolescence to Young Adult Education, BSEd • Career Tech Workforce Education: Business and Marketing Education, BEd • Career Tech Workforce Education: Family and Consumer Sciences Education, BEd • Curriculum and Teaching, MEd • Early Childhood Education 4-5 Generalist Endorsement • Inclusive PreK-5 Education, BSEd	• Special Education K-12 General Curriculum: MEd, BSEd • Special Education K-12 Adapted Curriculum: MEd, BSEd • Special Education PK-12 Blindness and Visual Impairments: MEd, BSEd, Graduate Certificate • Add-on Endorsement in Special Education General Curriculum

				• Intervention Specialist, BSEd • Middle Childhood Education, BSEd • Adapted Physical Education Endorsement • Reading, MEd • Reading Endorsement • Special Education: Secondary Transition • World Language Education, BSEd	Graduate Certificate
Program admission criteria (e.g. acceptance rate, testing scores)	Application, current CV or resume, official copies of transcripts, application fee	Master's of ATHS: Bachelor's degree with cumulative GPA of 2.5 or above, statement of purpose, resume	Application fee, transcripts, 2 letters of recommendation, personal statement/essay	Statement of purpose, application fee, transcripts, bachelor's degree, tests of English as a foreign language	Application and fee, 750-1,000 word goal statement, resume, two letters of recommendation, transcripts, cumulative GPA of 3.0 on bachelor's degree, additional requirements for those with international degrees
Number of faculty listed on program webpage	8	9 (for the Master's ATHS program)	Faculty not listed by program (13 for Department of Occupational Therapy)	Faculty not listed by program (54 for School of Inclusive Teacher Education)	4

Institution Enrollment 2024-25	Fall 2024: 33,906 total students	Fall 2024: 36, 848 total students	Over 15,500 students across 3 campuses	19,703	39.763 (US campus only)
Credit Hours	13 (certificate)	30 (masters)	12 (certificate)	33 (masters) 15 (certificate)	30 (masters) 15 (certificate)
Tuition* *For Fall 2025, does not include fees	$549 per credit hour	$899 (cohort price) per credit hour Certificate is $2100 (10 CEUs)	$800 IS/$880 OS per credit hour	$483 IS/$494 OS per credit hour	$589 IS/$789 OS per credit hour

After completing the peer comparison and examining the data in the table above, we noticed some similarities and differences between our programs and the peer institutions' programs. For example, only one other institution (Bowling Green State University) was housed in a unit similar to ours, offering both teacher licensure programs and non-teacher licensure programs. In the other three peer institutions, the Assistive Technology programs were housed in units that were not focused on education or teacher licensure. In terms of programmatic structures, Bowling Green State University was the most similar to our programs, offering Assistive Technology as either a master's degree or a stand-alone 15-credit graduate-level certificate. Two other institutions (University of Illinois-Chicago and University of New Hampshire) only offer a certificate, and although California State University Northridge offers two master's programs and a certificate, one master's degree is only available as a contract program and the certificate is one session that culminates in continuing education units (CEUs). Similar to our program, most of the programs from peer institutions are offered fully online. However, some programs did offer in-person components in the program, such as University of Illinois-Chicago's hybrid program option that includes lab-based coursework or University of New Hampshire's inclusion of two days of in-person hands-on activities with technology. In terms of cost, we are not the most competitively priced amongst AT certificate programs. However, we are more competitively priced for the master's programs. Although Bowling Green State University offers lower tuition rates, its program is more specialized and includes additional required and elective courses in education, potentially limiting its appeal to certain segments of our target audience.

Success, Engagement, and Equity Information

We used the Office of Institutional Effectiveness and Planning dashboards to identify admissions and enrollment data for the Division, which are linked here and described below.

First, the Admissions table shows the five-year admission trends for the Division. The data includes the number of applications, number of admitted students, number of students who indicated an intent to enroll (i.e., IEDP), and number of admitted students who enrolled. The data highlight important trends over time. Overall, programs in the division have had declining enrollment from 20-21 to 24-25, with some programs having less decline than others. For example, the AT certificate program has had relatively steady enrollment from 20-21 to 24-25. Similarly, the bachelor's program in special education program has experienced relative steadiness or growth in both freshman and transfer enrollment across the years, which could be attributed to the newer nature of the program (the program began offering courses in 2020). Despite some downward trends in enrollment for some programs, over the last five years, the Division has maintained robust

numbers across programs of applications and admissions. Additionally, the Division serves larger numbers of students each semester through course registrations, which are not reflected in the Admissions data.

In addition to analyzing admissions data, we also examined the 10-year enrollment trends for the Division. The Enrollment data outlines overall enrollment trends for the entire division (see bottom "total" row), as well as for each program. From Fall 2018 through Spring 2025, the Division has seen an overall decline in enrollment. Fall semester total enrollments decreased from 829 in Fall 2018 to 634 in Fall 2024; similarly, spring semester total enrollments decreased from 836 in Spring 2019 to 615 in Spring 2025. Decreases are likely due to post-pandemic impacts and parallel similar experiences in colleges of education across the state and country. Looking at individual program enrollment data, those programs with increases in enrollment over time are the newer programs in the Division (e.g., BSED in special education). Additionally, it should be noted that the MED in Special Education program accounts for the majority of the Division enrollment. However, given that students could pair licensure or non-licensure certificates with the master's degree in Special Education, it is not possible to analyze accurate trends for specific licensure and non-licensure programs over time.

The Degrees Awarded data shows the awarded degrees by program and then across the division since 2014-15. The number of degrees awarded across the Division steadily increased from 233in 2014-15 to 603 in 2020-21. From 2020-21 onward, total degrees awarded declined from 603 in 2020-21 to 391 in 2024-25. This also could be due to the effects of the COVID-19 pandemic. When looking at the Average Time to Degree, From Fall 2014-Fall 2018, average completion of the Master's Assistive Technology program decreased from 2.7 to 1.9. By Fall 2018, both the MED in Special Education and the MED in Assistive Technology averaged around 2 years to degree completion.

Finally, we examined division-level data attrition data. Attrition after one year was variable for the Assistive Technology master's program, ranging from 0%-40%, while attrition for the Master's in Special Education program remained steadier, ranging from 15.8%-22.4%. Attrition after two years showed a steady decline for the Assistive Technology master's program, dropping from 57.1% in Fall 2018 to 16.7% in Fall 2022, while the Master's in Special Education program experienced a slow increase over time except for a slight decrease from Fall 2021 to Fall 2022. Attrition after three years showed a decline from 57.1% in 2018 to 14.3% in 2020 for the Assistive Technology master's program, while it increased to 50% in Fall 2021. Comparatively, after three years, attrition for the Master's in Special Education program remained steady and lower (around 20% from 2018-2021). A similar trend was noted four years after attrition from 2018-2020, with a decline in the Assistive Technology master's program from 57.1%-28.6% and a

steady rate for the Special Education master's program (20.7%-19.8%). For both five and six years after, attrition rates remained around 40% for the Assistive Technology master's program and around 20% for the special education Master's Program. Thus, for the Assistive Technology master's program, attrition levels on average are lowest after 1 year, and attrition rates trended downward over time. Attrition rates in the Special Education master's program was lower and less variable over time than the Assistive Technology master's program, which could be attributed to higher retention for those pursuing a state teaching license.

SWOT Analysis

In the SWOT Analysis table linked here, we examine Strengths, Weaknesses, Opportunities, and Threats to the Division, which are informed by the data and analyses provided throughout this report.

Other Relevant Information

A new dean took leadership of the CEHD in July of 2022. She brought a systems perspective to the organization that has led to structural changes within the college. For example, she restructured leadership positions for assistant and associate deans, creating new positions and moving these positions to 5-year terms. In 2024-25, the college began to restructure from schools and divisions to a department structure. The college is currently going through processes for this change to be officially recognized and approved, and the result would be four departments in the college with department chairs overseeing each. The special education Division would be the only unit that would not experience changes in the programs housed within the new department. Other initiatives are exploring potential changes to other leadership positions (e.g., Academic Program Coordinators) and structures (e.g., staff structures within the new departments). These structural changes allow opportunities to bring feedback from this APR process into those evolving conversations to impact these programs and the Division in a meaningful way.

Unit Goals and Action Plans

In the table below, we outline the Division's new goals and associated action plans:

Goal	Origin(s)	Strategies for Achievement	Individuals Responsible	Timeline	Potential Barriers	Resources Required	Evaluation Plan
1. Examine enrollment data for each program and identify specific strategies to help programs address their recruitment, preparation, and retention needs.	Division admission and enrollment data; SWOT analysis	Identify individuals responsible and orient all individuals to the goal; identify data sources required; pull and organize data; analyze data for strengths and areas of need; identify strategies to meet areas of need; implement strategies and monitor progress	Division director, Academic Program Coordinators, Program Advancement Liaison	By 2026-27, begin annually identifying and analyzing data.	Ensuring faculty have time to engage in activities; the need to align priorities and strategies with all program stakeholders; identifying resources to help implement strategies	Time, data sources, CEHD strategic enrollment team	We will use the college's annual data review processes to examine ongoing progress towards this goal. This will allow annual opportunities to examine enrollment data and the success of strategies implemented.
2. Examine programs' alumni and stakeholder engagement goals and	External and international relationships; Alumni relationships	Work with Academic Program Coordinators to identify program goals;	Division director, Academic Program Coordinators, Program	In 2026-27, meet with academic program coordinators to identify goals	Time constraints on program leaders; challenges with maintaining contact with	Time, faculty member to lead needs assessment, organizational system for	Each fall as part of the college's annual data review process, we will determine

Goal	Origin(s)	Strategies for Achievement	Individuals Responsible	Timeline	Potential Barriers	Resources Required	Evaluation Plan
conduct a needs assessment for how to best support programs in connecting with program partners	and activities; SWOT analysis	conduct a needs assessment to better understand the current state, resources, and needs of programs; using results of the needs assessment, create a plan for how to support programs in connecting with alumni and/or other program stakeholders; monitor alumni and stakeholder involvement across programs	Advancement Liaison	and conduct needs assessment. In 2027-28, create and implement plans for supporting alumni and program stakeholder connections.	program alumni, especially for larger programs	alumni contacts and involvement, data on alumni and stakeholder involvement	progress for each program by examining data around alumni and stakeholder involvement.
3. Explore instructor supports and	Faculty profile; Faculty survey; SWOT analysis	Gather faculty and staff feedback on	Division director, Academic	In 2026-27, identify faculty and staff needs	Needs of faculty and staff may change;	Time, surveys for distribution,	We will develop and disseminate faculty and staff

Goal	Origin(s)	Strategies for Achievement	Individuals Responsible	Timeline	Potential Barriers	Resources Required	Evaluation Plan
well-being opportunities that may be of value to support the evolving needs of faculty and staff		what instructor supports and well-being supports would be most helpful. Connect with college and university resources. Create a plan for what opportunities could best meet faculty and staff needs.	Program Coordinators, Program Advancement Liaison, Division Recruitment and Retention Liaison, Division Academic Support Services Manager, college Student and Academic Support Services office, other university offices as needed	and existing supports. By Fall 2027, create and implement strategic plan for instructor supports. During 2027-28 academic year, monitor progress.	instructor supports may vary by program; resources may need to be individualized; well-being supports available may not match faculty needs	faculty involvement	surveys to identify the faculty and staff resources most needed, as well as which supports are working well for faculty and staff. We will incorporate this data into the college's annual data review process to monitor progress towards this goal.

Degree Program

Overview and Mission

The George Mason University Assistive Technology (AT) Program began in the late 1980s as the Special Education Technology (SET) program. True to the "Mason Way," the program has always operated with an entrepreneurial lens, using creativity and problem-solving to grow and expand its reach to a larger audience.

From the outset, the program recognized the importance of offering multiple pathways for students. Today, that includes both a 30-credit master's degree and a 15-credit graduate certificate—the smallest unit the university recognizes as a standalone credential. The certificate option appeals to many professionals who already hold a master's degree in a related field and want a formal recognition of AT expertise from our program, while the master's degree allows students to complete the full program of study.

Originally, when courses were offered in person, the program primarily served a local audience. Even so, faculty experimented with innovative delivery models, including weekend modules and executive-style classes, to provide greater flexibility. The program also broadened its impact by reaching across disciplines: courses were cross listed with the Instructional Design program, undergraduate versions were created to support a minor, and students in related programs such as Blindness and Visual Impairments incorporated AT coursework into their training. In addition, the AT program faculty have integrated their expertise into the design of courses required by programs including the special education master's degree, the special education bachelor's degree, the special education adapted curriculum licensure concentration, the Autism graduate certificate and the instructional design program.

Two pivotal moments have shaped the program's recent evolution. In 2013, the program transitioned to fully online, supported by a university grant. During this shift, faculty streamlined the curriculum, established a distinct program identity with the EDAT course prefix, and revised elective offerings to appeal to a broader audience. While the program has always welcomed students from all disciplines, we found that many students who came to our program had a school-based educational background. When we went online, we were very intentional in our planning and marketing to ensure our program was relevant to anyone interested in the field of assistive technology, supporting multiple disabilities, environments, and ages. In 2017, the program underwent another revision, streamlining the master's curriculum into 10 required courses. This change created a more efficient experience for faculty while ensuring students receive well-rounded, comprehensive professional training. At the same time, the program's "tools" courses were updated to reflect the most current AT needs. Students took a web accessibility course that was taught through our instructional design program. Feedback from students over time

indicated that the course's technical nature (as it was intended for designers) was regarded as too focused on design with little focus on assistive technology. When we removed the course from the program, some of the appropriate course concepts were incorporated into EDAT 524 (print accessibility) and EDAT 525 (media accessibility). We also combined content from EDAT 530 (AT for Independent Living) and 531 (AT in the Workplace) to create EDAT 527 (Assistive Technology for Independent Living and Employment), as we recognized after teaching both courses for several years that there was too much overlap between the courses and that the program would be better served with one combined course.

Finally, in 2020-2021 we considered going through the RESNA accreditation process known as CoA-RATE. We even received an internal program improvement grant from our college to pay for the initial accreditation process and program development. However, through extensive conversations with RESNA personnel and CoA-RATE faculty and beginning application preparation, we determined that there was no tangible benefit to our students or our program to complete this expensive and extensive process. Key advantages that once made accreditation seem valuable—such as the ability to offer Assistive Technology Practitioner (ATP) test preparation, access to RESNA test prep materials, and the opportunity for students to count course hours toward ATP certification—had been removed or reduced. With the primary remaining benefit being the general reputation associated with accreditation, the value no longer outweighed the increased costs of the self-study, site visit, and annual fees. Currently, many program alumni who are also interested in RESNA certification are successful in meeting certification requirements after completion of our program.

However, through our work we had the opportunity to conduct an in-depth program curriculum review, and through the assembly of a newly formed AT program advisory committee, it was verified that there were still program improvements we could make that would provide a tangible benefit to students and our program.

Over time, we have recognized that our program did not include as much instruction in assistive technology focused on adapted positioning and functional mobility as we could. Adapted positioning and functional mobility is an area of assistive technology that is of much interest to many of our students, especially those interested in seeking RESNA's Assistive Technology Practitioner (ATP) certification. At the same time, we recognized that the content taught in EDAT 525 had either become redundant to content taught in other AT courses, could easily become embedded in other courses, or had become obsolete with the ever-changing nature of technology. Therefore, we created EDAT 526 (Adapted Positioning and Functional Mobility) and removed EDAT 525 as a program requirement effective Fall

2022. We were also able to use our program development funds to pay for the online course development.

Another part of our program's history has been the building of our national reputation and maintaining a strong connection with our program alumni. As a local program, our reputation was very strong within the region. We had several alumni working in local school systems and agencies; we were also well connected (and continue to be) with our state department of education. But as we moved online, we needed to build new networks and establish ourselves as a national presence. Therefore, we made it a priority back in 2013, and still today, to both exhibit and present at national conferences as the George Mason University Online Program. You will consistently find us exhibiting and presenting at Closing the Gap and ATIA, and over the years we have exhibited and presented at other national or regional conferences as funding and opportunity have allowed including CEC, RESNA, AOTA, and the Assistive Technology of New England Conference, and as well as at statewide and local events. As individual faculty, we also represent the AT program when we present or through our own service. Exhibiting at conferences has given us the direct opportunity to talk to potential students. However, the continued visibility also reaches potential students not attending, as many personnel directors and people in charge attend such events and often bring our information back to others. Being there year after year, now people say, “oh there’s that program at George Mason I saw.”

The other part of our program we have worked hard to build is our alumni connection and community. Having established a majority out of state student population, we have used the AT conferences as a way of connecting with our current students and program alumni. They know our booth as "home base” and come find us on the conference floor. We post pictures on our AT Program Facebook page (with 300 members). We have also presented with students and alumni. Our students are our best ambassadors. When a potential student asks what can I do with this degree, we turn to our alumni and describe what they are doing to answer that question.

Finally, a unique feature and strength of our program is that some of the AT faculty members are also AT users or directly benefit from AT. This provides a powerful model of how valuable AT can be for individuals with disabilities. Students frequently share that seeing faculty as AT users is impactful for their learning.

Today, the George Mason University AT Program continues to build on its entrepreneurial foundation. With flexible pathways, cross-disciplinary reach, and a commitment to innovation, the program remains a leader in preparing professionals to advance access and inclusion through assistive technology.

The mission of our master's degree program is to develop professionals who can effectively implement, assess, and research applications of Assistive Technology (AT) devices and services that provide greater independence for those with disabilities. It provides important training for practitioners, family members, and caregivers who make use of assistive technology while working with people with disabilities. Graduates learn to use technology to assist educators, professionals, and individuals to function more effectively in school, home, work, and community environments.

Our curriculum is designed to reach a broad target audience including:

- General and special educators
- Related service personnel (OT, PT, SLP, etc.)
- Adult service providers
- Corporate, government, and military personnel (specific interests in accessibility)
- Family and caregivers who work with various individuals with disabilities
- Rehabilitation and medical personnel

Discussion of Curriculum

Since we made our last major curricular changes effective Fall 2017 (and revisions in Fall 2022), our goal has been to ensure (a) that our program provides essential knowledge and skills to a diverse group of professionals to implement assistive technology services across the lifespan, environments, and disability areas; (b) coursework is current and meeting program needs; and (c) that our program is running efficiently and maximizing on our increased enrollment.

Our program is intentionally designed to be cohesive and consistent across courses. Because it is built for working adults, we have structured our course offerings to fit busy schedules. Most courses are offered asynchronously online, allowing students to engage with content on their own time. Only two advanced courses—EDAT 610 and EDAT 649—include limited required synchronous meetings (just two per course) to support deeper discussion and collaborative teamwork that is best done in real time. Some courses, such as EDAT 524, offer optional synchronous sessions during the semester to provide additional opportunities for connection. In EDAT 524, these sessions are called *UDL Chats*.

We emphasize practical, hands-on learning rather than tests or quizzes. Coursework focuses on engaging, real-world activities that can be directly applied in professional settings. As a faculty, we have worked together to create a consistent experience across courses, including similar module structures, aligned due dates, and scaffolded assignments that build on skills from one class to the next. We are also deeply committed to accessibility and continuously refine our course design to better support all learners. This

year, we have been especially focused on improving and aligning our materials as we transition from Blackboard to Canvas.

Course Plan

The following section outlines the required coursework for the AT masters program. The overall goal is to ensure that students graduate our program as well-rounded AT professional with the essential knowledge and skills to support individuals and their families across the life span, disabilities, and environments. Also see our curriculum map for how our courses align with our program standards.

EDAT 510 – Introduction to Assistive Technology – is offered every semester and is intended for students to take in their first semester. This course provides an introduction to assistive technology and how it can help people with disabilities learn, work, and live more independently. Students explore a variety of tools and strategies used in schools, workplaces, and everyday life, as well as broad topics such as assistive technology funding and implementation.

The six "AT Tools" courses are designed to give students a comprehensive understanding of the full range of assistive technology applications across communication, sensory access, mobility, learning, and independent living. Together, these courses build a connected foundation of knowledge and practical skills—from supporting communication through augmentative and alternative communication (EDAT 521) and enhancing access for individuals with sensory impairments (EDAT 522), to exploring accessibility tools, input modifications, and device design (EDAT 523). Students also learn to apply Universal Design for Learning principles to create inclusive educational environments (EDAT 524), address physical access needs through adapted positioning and mobility solutions (EDAT 526), and promote independence and workplace success through technology for daily living and employment (EDAT 527). Collectively, these courses prepare students to assess, select, and implement a wide range of assistive technologies that empower individuals with disabilities in every aspect of life. More importantly, these courses enable students to plan for and implement assistive technology training across multiple devices and users, an essential for any assistive technology practitioner.

EDAT 610 and EDAT 649 are closely connected as the culminating, field-based experiences in the Assistive Technology program, guiding students from collaborative environmental design to individualized assistive technology assessment. In EDAT 610, students work in teams to conduct real-world environmental assessments, applying Universal Design for Living principles to analyze and improve access within community, educational, or workplace settings. Projects often address authentic needs, such as designing inclusive housing (such as a Fragile X group home) or accessible recreational

environments (such as a para-equestrian training center wanting to offer a more accessible facility for their riders), helping students understand how environmental, legal, and programmatic factors intersect to support participation. Building on this foundation, EDAT 649 shifts the focus from group-based environmental analysis to individualized AT assessment. Students independently conduct a comprehensive evaluation for one person, select appropriate tools, and develop a formal assessment report. Together, these courses provide a seamless transition from collaborative design thinking to professional-level individual assessment, preparing students to evaluate needs, recommend solutions, and implement assistive technologies in diverse, real-world contexts.

Course Schedule

All courses are offered once a year, except EDAT 510 which is offered every semester so students can begin in Fall, Spring or Summer semester by taking EDAT 510 in their first semester.

Fall	Spring	Summer
EDAT 510 EDAT 522 EDAT 526 EDAT 610	EDAT 510 EDAT 521 EDAT 524 EDAT 649	EDAT 510 EDAT 523 EDAT 527

Program Standards

As part of our college's accreditation process around 2014, each program was asked to align with a relevant set of professional standards. These standards were intended to guide curriculum discussions, evaluate how well students were meeting program benchmarks, and form the foundation for our current assessment system. During our review, we found that no existing set of standards fully reflected our program's goals or the diverse needs of our target audience. The Council for Exceptional Children's standards for "Special Education Technology Specialists" were too narrowly focused on special educators (and have since become obsolete), while RESNA's standards (were and remain) primarily designed for therapists and rehabilitation engineers. As a result, we chose to develop our own standards, drawing from multiple existing frameworks to best represent the broad, interdisciplinary approach to assistive technology education we aim to provide.

Size and Scope of the Program

Application Data

Application Data provided by OIEP shows the number of students who have enrolled since AY 2020-2021 has been fairly consistent across the last several year, with 51 new students enrolled. However, further analysis of the data reveals some interesting trends. That while nearly all students who apply to the program are admitted, not all students who apply and are admitted to the program follow through to either accept (IEPD) admissions and/or enroll in coursework. These data indicate there is room for improvement for both the college and the program to provide more targeted advising and connections to both prospective and newly admitted students to ensure they begin their coursework at George Mason University.

	20-21				21-22				22-23				23-24				24-25			
	Apps	Admit	IEPD	**Enroll**	Apps	Admit	IEPD	**Enroll**	Apps	Admit	IEPD	**Enroll**	Apps	Admit	IEPD	**Enroll**	Apps	Admit	IEPD	**Enroll**
Graduate	21	19	13	**13**	14	14	12	**12**	11	11	10	**8**	12	12	7	**8**	11	11	11	**10**
Provisional					1	1	1	**1**												

Degrees Awards

The following chart shows the number of master degrees awarded by academic year.

Count of Degrees Awarded								
2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Total
11	10	9	14	9	6	12	7	86

Time to Degree

The table below shows the average years of completion for fall cohorts. Specifically, all students in a fall cohort who have graduated within six years are identified, and their years to completion are averaged. As shown in the table, the average years to completion decreased after 2014, when the program went online. The program further streamlined electives in 2017, which decreased the time to completion. Across these five cohorts, students take approximately two years on average to complete their degree.

Fall Cohort	Completers	Avg. Completion Years
2014	3	2.67

2015	6	1.83
2016	7	2.00
2017	6	1.75
2018	5	1.90

Retention

The following table shows the percentage of students who have graduated from the program (% Graduated), stayed in the program (% Retained), or were not actively enrolled in the program but who did not graduate (% Not Enrolled/Not Graduated) after two years (the average time to degree). The data shows that many students complete the program within two years, with a notable difference in 2021 when students took longer to complete, which we posit may be due to the Covid-19 pandemic. Overall, the percentage of fall cohort students who graduate in two years increased over time from 2018-2022. We recognize that there is a percentage of students each year who appear to not complete the program while also are not enrolled. This indicates a possible area of growth for the program to follow up with this group of students and identify reasons why they are not graduating.

Retention, Attrition, Completion after 2 Years in Program

Fall Cohort	Masters Cohort	% Retained	% Graduated	% Not Enrolled/Not Graduated
2018	7	0.00%	42.86%	57.14%
2019	10	10.00%	60.00%	30.00%
2020	7	0.00%	71.43%	28.57%
2021	6	50.00%	16.67%	33.33%
2022	6	0.00%	83.33%	16.67%

Program Headcount

The following chart represents the headcount enrollment of active students in the assistive technology master's program during each academic year. An academic year is measured as Summer-Fall-Spring.

Academic Year	Enrollment of AT Masters Students
19-20	79
20-21	84
21-22	71
22-23	75
23-24	63
24-25	58
25-26	43*
Grand Total	**473**

* The data for AY 25-26 includes Summer and Fall 2025 Only.

This dataset also represents 100 unique students who enrolled in assistive technology coursework between the period of Summer 2019 and Fall 2025.

Data provided by OIEP show that most of our students are part time, as we expect since most students are working while they take class. Data also show most of our students are out of state, which parallels our marketing efforts to continue to build our national reputation. We have exhibited annually at the Closing the Gap and Assistive Technology Industry Association Conferences for the past ten years.

Overall Course Enrollment

One way to view the strength of the AT program is through overall student enrollment in our AT coursework. The college likes to refer to the AT program as a "utility" program because not only do students enrolled in the AT masters and certificate program take our coursework, but our coursework is woven into other programs as well as seen as an attractive elective to students in other programs.

Fall 2019 – Fall 2025 Student Enrollments in EDAT Coursework

EDAT Courses	Total Enrollments
EDAT 410	85
EDAT 421	12
EDAT 422	23
EDAT 423	8
EDAT 510	208
EDAT 521	83
EDAT 522	165
EDAT 523	92
EDAT 524	385
EDAT 525*	54
EDAT 526*	50
EDAT 527	88

EDAT 599**	4
EDAT 610	90
EDAT 649	65
Grand Total	1412

*EDAT 525 was last offered in Fall 2021 and EDAT 526 was first offed in Fall 2022

**EDAT 599 denotes an independent study course that students can take depending on specific advising circumstances.

Some data to highlight include the popularity of EDAT 410 at the undergraduate level and EDAT 510 at the graduate level as an elective course for students in other programs who are interested in assistive technology. EDAT 410/510 serves as the gateway into our full AT program, but it is designed as a strong standalone introduction course and often leads to those wanting to take additional coursework.

EDAT 522 is shared with students in our Blindness and Visual Impairments program, and EDAT 524 is shared with students enrolled in our online master's in special education with a concentration in Autism program, meaning students in these respective programs are required to take our coursework for their respective programs.

We have an undergraduate minor available. Undergraduates also have the option to take our graduate level AT level courses within the accelerated masters program with the intention of pursuing an AT masters degree through the accelerated masters pathway.

Also, EDSE 649 is a little lower than expected as it is a spring only course, and these numbers run through Fall 2025. We anticipate more enrollment in Spring 2026 to be more on par with EDAT 610 (albeit slightly lower). EDAT 610 is a required course for the AT certificate, so that course will increase numbers above EDSE 649 as EDSE 649 is not an elective option for certificate only students.

Student Satisfaction and Success

2023-2024 Data

Students who graduated during academic year 2023–2024 we asked to complete a graduate survey developed by the College of Education and Human Development rating their experience at George Mason University and their graduate program. Six students responded and their data is summarized below.

Overall, the 2023–2024 exit data reflect exceptionally high satisfaction and program quality, with students strongly affirming the program's rigor, relevance, and accessibility. Graduates especially valued the flexibility of online learning, expert faculty, and inclusive instructional practices. While most students successfully balanced full-time work with their

studies, survey results suggest that a sense of belonging and community engagement could be strengthened through additional networking or peer collaboration opportunities.

Key Quantitative Findings

Overall Satisfaction and Program Quality

- 100% of respondents *strongly agreed* they were satisfied with their George Mason University education.
- 83% said Mason was their *first-choice* graduate program.
- 100% *strongly agreed* that their program had high academic standards, was innovative, and integrated current developments in the field.
- 100% *strongly agreed* the program provided them with knowledge and skills for employment, and 83% strongly agreed it prepared them to conduct original research.
- 100% agreed or strongly agreed that courses were well-taught and offered at times that fit their schedule.

Satisfaction with Support and Services

- Academic Advising: 67% *very satisfied*, 33% *somewhat satisfied*.
- Faculty Mentoring: 80% *very satisfied*, 20% *somewhat satisfied*.
- Professional Development Opportunities: 75% *very satisfied*, 25% *somewhat satisfied*.
- Academic Support Services (e.g., Writing Center, Library): 100% *very satisfied*.
- Student Support Services (e.g., Health, Counseling): 67% *very satisfied*, 33% *somewhat satisfied*.
- Sense of Belonging and Inclusion: 50% *very satisfied*, 25% *somewhat satisfied*, 25% *neutral*.
- Diversity of Faculty and Staff: 67% *very satisfied*, 33% *somewhat satisfied*.
- Diversity of Students: 80% *very satisfied*, 20% *somewhat satisfied*.

Learning Experiences and Program Delivery

- 100% of respondents were *very satisfied* with the fully online asynchronous course format—the primary delivery method of the AT program.
- No respondents reported taking hybrid or in-person courses.
- 75% strongly agreed that faculty mentoring made a positive difference in their learning and growth.

Work, Finances, and Degree Progress

- 83% worked *full-time off campus* while enrolled.
- 67% used *federal loans* to finance their education, and one-third were *self-financed*.
- Debt levels varied widely, ranging from *none* to *$60,000*.
- 67% reported graduating in about the expected timeframe; only one respondent took longer.
- The most commonly cited factors affecting progress were *personal or family responsibilities*, though most respondents reported *no major barriers*.

Post-Graduation Plans

- 83% of respondents planned to enter *full-time employment* after graduation.
- 17% intended to *pursue additional education or certification*.

Key Qualitative Findings

One respondent provided additional written feedback highlighting that Mason was highly accommodating to their disability. They praised instructors for offering *alternative assignments* and fostering an environment that encouraged *creative problem-solving* across different disability areas. The student emphasized that learning about a *broad range of assistive technologies* was particularly valuable, and that project-based assignments promoted *critical thinking and innovation*.

View full results of the 23-24 survey.

2025 Data

Students who graduated in Spring/Summer 2025 were surveyed and asked to rate various components of their George Mason University and Assistive Technology program experience. The survey was customized for the AT program specifically. Four students responded and their data is summarized below.

Overall, program alumni expressed strong satisfaction with the Assistive Technology program's instruction, structure, and faculty support. The findings highlight the program's success in serving *working professionals* through flexible, high-quality instruction, while also identifying opportunities to enhance *community connection and resource diversity*.

Key Quantitative Findings

- Overall Satisfaction: All respondents rated their *overall satisfaction with the program* at the highest level (5 on a 5-point scale).
- Faculty and Instruction: Students reported very high satisfaction with *faculty preparedness, awareness of new developments, and quality of instruction*—with mean scores around 4.75–5.0.
- Program Structure: The *cohesiveness of the program of study* and *relevance of course content* were both rated highly, with averages near 4.5–5.0.
- Advising and Communication: Satisfaction with *academic advising* and *communication between faculty and students* was also strong (mean ≈ 4.25–4.75).
- Community and Peer Support: Ratings for *students' support of each other* and *being part of the program's community of practice* were somewhat lower (≈3.0–3.75), suggesting room for growth in peer interaction and engagement beyond coursework.

Key Qualitative Findings

- Major Challenges: Most students cited *balancing coursework with full-time employment, family responsibilities, and personal commitments* as their greatest challenges.
- What Students Liked Best: Respondents frequently praised the *professors* and the *flexibility of the online format*, emphasizing that asynchronous learning allowed them to manage professional and personal demands effectively.
- What Students Liked Least: Several noted *adjusting to Canvas* as a frustration following the program's recent transition from Blackboard.
- Suggestions for Improvement: Feedback was largely positive, though a few students suggested *increasing instructor variety* and *including more content on state AT programs and resources.*

View full results of the Spring 2025 Survey.

Summary

Across both exit surveys, student feedback highlights several consistent strengths of the Assistive Technology Program. Graduates overwhelmingly report high levels of satisfaction with the program's academic rigor, faculty expertise, and real-world relevance, noting that courses are well-organized, accessible, and flexible for working professionals. Faculty are praised for their responsiveness, mentoring, and depth of knowledge, and students value the program's strong focus on practical, applied learning through authentic assessments and projects. The fully online asynchronous format is viewed as a major strength that supports balance between work, family, and academics.

Areas for future consideration include enhancing the sense of community and peer connection within the online environment and expanding opportunities for networking, collaboration, and diverse instructional voices. Overall, the data affirm that the program is academically strong, professionally relevant, and highly accessible, with opportunities to further enrich the student experience through intentional community-building and expanded real-world engagement.

Program-Level Outcomes and Assessment

Student assessment data is measured across five student learning outcomes (SLOs), as shown in the Curriculum Map.

SLO 1: Characteristics

As noted in the Curriculum Map, student learning outcome (SLO) 1 focuses on candidates' understanding of how assistive technology can increase, maintain, or improve functional capabilities of individuals with disabilities, through understanding of the characteristics and needs of those individuals.

SLO 1 is introduced and formally assessed in EDAT 510, but is also reinforced and mastered in EDAT 521, EDAT 522, and EDAT 523.

In EDAT 510 Introduction to Assistive Technology, students are provided an understanding of assistive technology and application in instructional programs, career tasks, and life skills for individuals with disabilities. For the Assistive Technology (AT) Device Category Research Project, students are required to select an AT Device Category of their choice and create an AT PowerPoint Presentation. The Project presentation should include: Category Overview; User Characteristics; Specific Devices; Community Support; Funding Sources; Legislative Support; and Resources.

Measures and Methods

The EDAT 510 assessment is where students are formally assessed on their ability to demonstrate SLO 1. The Achievement target is that all students are expected to earn at least "Meets Expectations" (rating of 2) on each SLO 1-aligned rubric row. Please see the attached assessment rubric.

Findings and Analysis

Findings of student performance on SLO 1 as assessed in EDAT 510 is shown in the attached data spreadsheet. EDAT 510 has been offered 2-3 times per academic year since 2020, which allows program faculty ongoing opportunities to examine assessment findings. Since AY 20-21, overall students have been rated as having met expectations (rating of 2-Meets Expectations or 3-Exceeds Expectations) on all SLO 1 items.
Over the five years, more than 97% of students consistently met or exceeded expectations on SLO 1. The one notable exception is AY 22–23, where 6% of students did not meet

expectations, representing the highest percentage of non-achievement in the dataset. In all other years, fewer than 3% of students did not meet the achievement target.

Thus, the data from the EDAT 510 Research Presentation assessment demonstrates that students overall have met or exceeded expectations relative to SLO 1.

Continuous Improvement Strategies

Given the above findings, the data indicate that students are successfully mastering SLO 1. There are two times each year where program faculty analyze assessment data – the fall semester as part of college-wide assessment and accreditation activities, and the spring semester as part of the university-wide annual assessment reporting. These opportunities allow for progress monitoring on SLO 1, and intervention as needed. Given the small percentage of students overall that do not meet expectations on SLO 1 as measured by the EDAT 510 assessment, intervention in EDAT 510 is not needed at this time and program faculty will continue to examine assessment data each fall and spring semester.

SLO 2: Knowledge and Skills

As noted in the Curriculum Map, SLO 2 focuses on candidates' knowledge of a range of AT tools and their ability to use AT tools to support the needs of persons with disabilities.

SLO 2 is introduced in EDAT 510. It is reinforced in EDAT 649 and 649, and it is reinforced/mastered and formally assessed in EDAT 521, EDAT 522, and EDAT 523.

EDAT 521, 522 and 523 are what we call *AT Tools* courses. They are designed in a parallel structure, with each course focusing on a different area of assistive technology to support the needs of a specific population: AT for AAC (EDAT 521) AT for sensory impairments (EDAT 522) and AT for physical access (EDAT 523). Students complete the same assignment in each class, developing and implementing an AT training plan, but with a different area of emphasis depending on the course.

Measures and Methods

The EDAT 521, 522, and 523 assessments are where students are formally assessed on their ability to demonstrate SLO 2. The Achievement target is that all students are expected to earn at least "Meets Expectations" (rating of 2) on each SLO 2-aligned rubric row. Please see the attached assessment rubrics for EDAT 521, EDAT 522 and EDAT 523.

Findings and Analysis

Findings of student performance on SLO 2 as assessed in EDAT 521, 522, and 523 are shown in the attached data spreadsheet EDAT 521, 522, and 523 have each been offered once per academic year since 2020, which allows program faculty ongoing opportunities to examine assessment findings. Since AY 20-21, overall students have been

rated as having met expectations (rating of 2-Meets Expectations or 3-Exceeds Expectations) on all SLO 2 items.

Over the five years, EDAT 521 has consistently met expectations with 96–100% of students achieving the target. The only exception was AY 23–24, where 4% did not meet expectations. Overall, this course demonstrates strong student outcomes for SLO 2.

For EDAT 522, while AY 20–21 indicated that a notable proportion of students (11.11%) did not meet expectations, the following years show a significant improvement, with nearly all students (97–100%) meeting expectations. This suggests targeted instructional and support strategies have been effective since the first year.

EDAT 523 outcomes were perfect in AY 21–22 and AY 22–23, but the most recent years (AY 23–24 and AY 24–25) show that about 6% of students did not meet expectations. This suggests a potential area for program faculty to review course design, instruction, or student supports in order to return to earlier levels of success.

Thus, the data from the EDAT 521 AAC, 522 Sensory Device, and 523 Input Device Instructional Plan assessment demonstrate that students overall have met or exceeded the expectations relative to SLO 2.

<u>Continuous Improvement Strategies</u>

Given the above findings, the data indicate that the majority of students are successfully mastering SLO 2.

For EDAT 522, a different adjunct was in place for Fall 2020 and Fall 2021 than has been in place from Fall 2023 to the present. We have worked with the new adjunct to ensure there is clear understanding of the assignment expectations and the assessment process and worked with them to ensure reliability in using the assessment rubric. We feel the most recent scores are more representative of student progress and are in line with the other tools courses assessed under SLO 2.

SLO 3: Planning

As noted in the Curriculum Map, SLO 3 focuses on assessing an environment (e.g. home, work, recreation, etc.) needing an AT solution and being able to evaluate, research, plan, and recommend AT environmental solutions including devices and strategies.

SLO 3 is introduced/reinforced in EDAT 521, EDAT 522, and EDAT 523 and is reinforced in EDAT 649, where students are also assessing an environment and making AT recommendations through an individual AT assessment assignment. Yet, it is in EDAT 610 that we formally assess and look for mastery in SLO 3 because the of the depth and breadth of the environmental adaption screening project. Students are asked to consider the needs

of multiple users across an environment through such a thorough and in-depth consideration process and to make recommendations at multiple levels – reflecting price, user needs, ease of implementation, etc.

Measures and Methods

The EDAT 610 assessment is where students are formally assessed on their ability to demonstrate SLO 3. The Achievement target is that all students are expected to earn at least "Meets Expectations" (rating of 2) on each SLO 3-aligned rubric row. Please see the attached assessment rubric.

Findings and Analysis

Findings of student performance on SLO 3 as assessed in EDAT 610 are shown in the attached data spreadsheet. EDAT 610 each been offered once per academic year since 2020, which allows program faculty ongoing opportunities to examine assessment findings. Since AY 20-21, overall students have been rated as having met expectations (rating of 2-Meets Expectations or 3-Exceeds Expectations) on all SLO 3 items.

Over the five years, nearly all students consistently met or exceeded expectations on SLO 3, with performance ranging from 97.92% to 100% meeting expectations. The only exception occurred in AY 22–23, when a small proportion of students (2.08%) did not meet the target. Otherwise, student performance has fully aligned with or exceeded the achievement target.

Thus, the data from the EDAT 610 Environmental Adaptation Screening Project assessment demonstrates that students overall have met or exceeded expectations relative to SLO 3.

Continuous Improvement Strategies

Based on reviewing the information and data above, we will continue to monitor student progress towards this learning outcome and evaluate what this means for our program as a whole. We will continue to look at how SLO 3 is evaluated in other courses, as well, to ensure that this level of mastery continues to maintain across the program and is developmentally achieved across the program.

SLO 4: Practical Experience

As noted in the Curriculum Map, SLO 4 focuses the ability to conduct a functional assessment of an individual with disabilities which includes: (a) client observation, (b) identification of potential technology solutions, (c) evaluation trials, and (d) written recommendations. Candidates document the activities of their assessments as well as

recommendations for the implementation of assistive technology devices and services within an assistive technology assessment report.

SLO 4 is introduced/reinforced in EDAT 521, EDAT 522 and EDAT 523 and is also reinforced in EDAT 610. However, SLO 4 is formally assessed (and reinforced/mastered) in EDAT 649. Through the Assistive Technology Assessment Project, students complete an individual assistive technology assessment to provide AT solutions for an individual who has a disability; either in-person or via a web conferencing program such as ZOOM. The project consists of assessment activities and interactions throughout the semester using evaluation data to match technologies and strategies that prove to potentially benefit and support predetermined assessment objectives. Students are expected to write an assessment report following the format provided.

Measures and Methods

The EDAT 649 assessment is where students are formally assessed on their ability to demonstrate SLO 4. The Achievement target is that all students are expected to earn at least "Meets Expectations" (rating of 2) on each SLO 4-aligned rubric row. Please see the attached assessment rubric.

Findings and Analysis

Findings of student performance on SLO 4 as assessed in EDAT 649 are shown in the attached data spreadsheet. EDAT 649 has been offered once per academic year since 2020, which allows program faculty ongoing opportunities to examine assessment findings. Since AY 20-21, overall students have been rated as having met expectations (rating of 2-Meets Expectations or 3-Exceeds Expectations) on all SLO 4 items.

Over the five years, nearly all students consistently met or exceeded expectations on SLO 4, with performance ranging from 93.33% to 100% meeting expectations. The only exception occurred in AY 20–21, when 6.67% of students did not meet the achievement target. In all subsequent years, 100% of students achieved the standard, demonstrating strong and sustained performance relative to SLO 4.

Thus, the data from the EDAT 649 Assistive Technology Assessment Project assessment demonstrates that students overall have met or exceeded expectations relative to SLO 4.

Continuous Improvement Strategies

Given the above findings, the data indicate that students are successfully mastering SLO 4. There are two times each year where program faculty analyze assessment data – the fall semester as part of college-wide assessment and accreditation activities, and the spring semester as part of the university-wide annual assessment reporting. These opportunities

allow for progress monitoring on SLO 4, and intervention as needed. Given the small percentage of students overall that do not meet expectations on SLO 4 as measured by the EDAT 649 assessment, intervention in EDAT 649 is not needed at this time and program faculty will continue to examine assessment data each fall and spring semester.

SLO 5: Collaboration

As noted in the Curriculum Map, SLO 5 focuses on collaborating with other professionals, individuals with disabilities, and their families.

SLO 5 is introduced in EDAT 510. SLO 5 is also introduced/reinforced in EDAT 521, EDAT 522 and EDAT 523. However, SLO 5 is formally Assessed and Reinforced/Mastered in EDAT 610 and 649.

The Assistive Technology Assessment Project for EDAT 649 meets both SLO 4 and SLO 5. The Assistive Technology Assessment Project meets SLO 4 by requiring students to conduct a comprehensive functional assessment of an individual with disabilities, including observation, identification of technology solutions, evaluation trials, and written recommendations documented in a formal report. However, the assignment meets SLO 5 by engaging students in collaboration with other professionals, individuals with disabilities, and their families throughout the assessment process to gather information, confirm needs, and refine recommendations. Together, these experiences ensure students develop both the technical and collaborative skills needed to deliver effective, person-centered assistive technology services.

The Environmental Adaptation Screening Project in EDAT 610 meets SLO 5 by immersing students in collaborative, community-based problem solving that mirrors real-world assistive technology practice. Working as members of a team, students partner with a community organization that serves individuals with disabilities to identify needs within the environment and develop outcome objectives based on input from organizational representatives, individuals with disabilities, and family members. Through interviews, observations, and shared research, students engage in continuous communication with peers and stakeholders to generate practical, inclusive recommendations for environmental adaptations. This collaborative process fosters professional communication, teamwork, and respect for diverse perspectives while reinforcing the importance of partnership in developing meaningful, person-centered assistive technology solutions.

Measures and Methods

The EDAT 610 and 649 assessments are where students are formally assessed on their ability to demonstrate SLO 5. The Achievement target is that all students are expected to earn at least "Meets Expectations" (rating of 2) on each SLO 5-aligned rubric row. Please see the attached assessment rubrics for EDAT 610 and EDAT 649.

Findings and Analysis

Findings of student performance on SLO 5 as assessed in EDAT 610 and 649 are shown in the attached data spreadsheet. EDAT 610 and 649 have each been offered once per academic year since 2020, which allows program faculty ongoing opportunities to examine assessment findings. Since AY 20-21, overall students have been rated as having met expectations (rating of 2-Meets Expectations or 3-Exceeds Expectations) on all SLO 5 items.

Student performance in EDAT 610 has been consistently strong, with 94–100% meeting expectations across the five years. The two years of note are AY 22–23, when 5.56% did not meet expectations, and AY 24–25, when 3.33% did not meet expectations. In all other years, 100% of students achieved the target.

EDAT 649 outcomes have been highly consistent, with all students meeting expectations in the last four years. The only exception was in AY 20–21, when 2.22% of students did not meet expectations.

Thus, the data from the EDAT 610 Environmental Adaptation Screening Project and the EDAT 649 Technology Assessment Project assessment demonstrates that students overall have met or exceeded expectations relative to SLO 5.

Continuous Improvement Strategies

Given the above findings, the data indicate that students are successfully mastering SLO 5. There are two times each year where program faculty analyze assessment data – the fall semester as part of college-wide assessment and accreditation activities, and the spring semester as part of the university-wide annual assessment reporting. These opportunities allow for progress monitoring on SLO 5, and intervention as needed. Given the small percentage of students overall that do not meet expectations on SLO 5 as measured by the EDAT 649 and EDAT 610 assessments, intervention in EDAT 649 and EDAT 610 is not needed at this time and program faculty will continue to examine assessment data each fall and spring semester.

Interpretation of Results

Overall, the assessment results demonstrate consistently strong student performance across all five learning outcomes, with the vast majority of students meeting or exceeding expectations over time. When minor declines have appeared in specific courses or years, subsequent results indicate that ongoing faculty review, instructional alignment, and attention to assignment expectations have been effective in supporting improvement. These patterns suggest that the current curriculum and assessment approach is functioning well and supporting student learning as intended. Moving forward,

the program will continue its regular, systematic review of assessment results to monitor trends, confirm sustained achievement, and identify any emerging needs early, ensuring that instructional decisions remain responsive and supportive of student success.

Program Goals and Improvement Plans

As part of the College of Education and Human Development continual evaluation process (DARE), programs have been asked in the past to complete a SWOT analysis and set SMART goals for the coming year. We have updated our SWOT analysis for this academic year. The SWOT analysis is representative of the strengths and challenges we face as a small, yet successful, niche program. We look forward to opportunities to continue to grow and improve as a program and build upon the strong foundation we have built.

Program Goals	**Strategies for achieving the goal**	**Individuals, departments, or offices responsible for collaborating to achieve the goal**	**Timeline for achieving the goal**	**Potential barriers in achieving the goals at the unit, college, school, university, and societal level, if applicable**	**Resources required to achieve the goal**	**Evaluation plan for determining the achievement of the goal**

The AT program will strengthen overall recruitment and enrollment by implementing targeted marketing and outreach to attract new students, improving follow-up with admitted students who do not enroll, engaging students who take AT courses as electives to encourage program conversion, and supporting currently enrolled students who pause or withdraw from the program to help them reengage and complete their studies.	-Work with marketing team to develop outreach plan -Work with admissions and advising to develop welcome and email templates -establish student touchpoints for outreach plan -marketing materials and strategies for elective students	AT Program APC, AT Faculty, Program Advisors, CEHD Admissions, CEHD Marketing	To begin tracking with the Fall 2026 admissions cycle.	Coordinating access to resources, time to implement, Cost of program for those who do not attend	Admissions Data, enrollment data, Marketing knowledge and skills, fiscal resources for AdWords or other campaigns	Reviewing admissions data, enrollment data, and anectodical data from faculty and advisors Marketing analytics for new campaigns

The AT program will strengthen community and connection among current students, alumni, faculty, and AT professionals by expanding engagement opportunities, formalizing alumni participation, and creating structures for sustained communication and relationship-building.	-Expand to at least one new social media platform such as Instagram or LinkedIn and to post at least monthly -Identify at least 3 students/alumni a year to actively serve as program ambassadors. - Host at least two community or professional connection events per academic year -Develop a simple alumni tracking system.	AT faculty, CEHD teams who can pull alumni data	New social platform ready to launch by August 2026. Start ambassador program in August 2026. Plan for 2 connection events in AY26-27 And track first alumni in January 2027.	-Not all students have social media, want to be tracked, or engage upon graduation. Limited to those that want to participate and engage. -University has not been open (our perception) in sharing alumni data and information with departments.	TIME! This is a faculty-driven endeavor and requires time, discipline, and structure to maintain.	- Social media analytics - Alumni contact spreadsheet or database - Event participation and presentation records - Faculty and ambassador feedback
The AT program will strengthen our national visibility and professional reputation by both presenting and exhibiting at national	-Present at at least two national or regional conferences -Exhibit at a minimum of one national conference	AT Faculty CEHD Marketing Team	Submission in Summer 2026 for acceptance to the 26-27 conference cycle. Developing a tracking system will happen in/by	FUNDING! Funding drives all this activity. Currently funded by both college resources and indirectly from grant funding.	FUNDING for travel and exhibiting. TIME for travel and managing workload. TIME for following up with new contacts	-Number of presentations and exhibits -Quality of conference experience -Document contact list or follow-up outreach to potential students or partners

conferences. Faculty presentations will emphasize content. aligned with core AT program coursework, demonstrating program quality and expertise, while exhibits will promote recruitment and alumni engagement.	-Track attendance, inquiries, and follow-up communications from conference contacts		Spring 2027.		SUPPORT to manage the marketing around these efforts, managing new contacts, etc.	
Faculty will systematically monitor student performance across core courses and assessments to ensure instruction continues to meet student needs and aligns with program learning outcomes (SLOs). Course-level data will be used to inform ongoing instructional improvement.	-Review and analyze student assessment data. -Document curricular or instructional adjustments	AT faculty CEHD AERO office	Each semester	N/A	-Data Reports -Dedicated time at faculty meetings	Review multiple sources of data. Discuss, document and implement changes and improvements as needed

Certificates

The purpose of the Assistive Technology certificate program is to provide an introduction to the field of assistive technology for those who want training without earning a master's degree. Specifically, the mission of the graduate certificate program is to provide supplemental training for practitioners, families, and caregivers who use assistive technology while working with individuals with disabilities. It is a 15-credit program, including two required courses (i.e., EDAT 510 and EDAT 610) and three elective courses in assistive technology (EDAT 521, 522, 523, 524, 526, 527). As shown in the attached tables, since 2018, there have been one to eight students, with an average of four students, enrolled in the certificate program as the primary program. Since 2018, there have been one to two students enrolled in the certificate as the secondary program. The standards are introduced in EDAT 510 and reinforced in electives and assessed in EDAT 610. The results show that students from the certificate program overwhelmingly met or exceeded the standards in EDAT 610 from 2020-2025.

Concluding Statement

The identified goals and plans of the Assistive Technology program and the Division reflect a responsive approach to program data, constituent needs, and contextual features. Moving forward, it will be critical to support all programs, including the Assistive Technology program, in focusing on enrollment and recruitment. Working towards goals focused on student recruitment and retention will require connection with resources and supports within the college, such as the marketing team and the recruitment team. Additionally, carrying out the identified plans will require attending to the various program stakeholders, such as staying connected with program alumni, establishing advisory boards, and working with program leaders. Finally, it will be important to maintain program assessments and data collection for ongoing progress monitoring and to ensure programs continue to meet student learning outcomes and related goals. Thus, maintaining a focus on the curriculum map, course assessments, and data collection and analysis will be important for carrying out plans towards goal attainment.

Collaboration with other stakeholder groups will be key. For example, embracing ongoing strategic initiatives with critical partners within the college and university can help us to address our goals with perspective greater than is present in our own academic unit. Given the various goals that programs and the division have set, an important resource will be time and program leaders designated to facilitate activities and advance initiatives. An important consideration would be for identified leaders to schedule regular meetings to examine progress towards goals, which could align well with the college's existing annual assessment review process.