

UNIVERSITY FACULTY SENATE FORMS

Academic Program Approval

This form is a routing document for the approval of new and revised academic programs. Proposing department should complete this form. For more information, call the Faculty Senate Office at 831-2921.

Submitted by: Laura Eisenman phone number x0532

Department: Education email address eisenman@udel.edu

Date: October 10, 2013

Action: create concentrations

(Example: add major/minor/concentration, delete major/minor/concentration, revise major/minor/concentration, academic unit name change, request for permanent status, policy change, etc.)

Effective term 14F
(use format 04F, 05W)

Current degree M.Ed. Exceptional Children & Youth
(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed change leads to the degree of: n/a
(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed name: n/a
Proposed new name for revised or new major / minor / concentration / academic unit
(if applicable)

Revising or Deleting:

Undergraduate major / Concentration: n/a
(Example: Applied Music – Instrumental degree BMAS)

Undergraduate minor: n/a
(Example: African Studies, Business Administration, English, Leadership, etc.)

Graduate Program Policy statement change: change in final paper requirement for 4+1 track
(**Must attach** your Graduate Program Policy Statement)

Graduate Program of Study: n/a
(Example: Animal Science: MS Animal Science: PHD Economics: MA Economics: PHD)

Graduate minor / concentration: n/a

Note: all graduate studies proposals must include an electronic copy of the Graduate Program Policy Document, highlighting the changes made to the original policy document.

List new courses required for the new or revised curriculum. How do they support the overall program objectives of the major/minor/concentrations)?

(Be aware that approval of the curriculum is dependent upon these courses successfully passing through the Course Challenge list. If there are no new courses enter “None”)

None.

Explain, when appropriate, how this new/ revised curriculum supports the 10 goals of undergraduate education: <http://www.ugs.udel.edu/gened/>

n/a

Identify other units affected by the proposed changes:

(Attach permission from the affected units. If no other unit is affected, enter “None”)

The University Council on Teacher Education oversees all professional education programs and the council’s support for the proposed changes is provided in the email below.

Describe the rationale for the proposed program change(s):

(Explain your reasons for creating, revising, or deleting the curriculum or program.)

Change 1 (create concentrations): In the past, students in the master’s program have selected coursework “focus areas” in elementary special education, secondary special education, or autism/severe disabilities. These were not officially recognized as concentrations and thus did not appear on students’ transcripts. By officially creating concentrations in these three areas, students will have documentation indicating their area of expertise. The other focus area of special education technology will not be considered a concentration because it does not align with teaching certifications as the other areas do. No curriculum changes are required to establish the concentrations. Students will continue to take the same sets of courses that were previously required in their focus areas. In the policy document and catalog, the word “concentrations” will replace the phrase “focus area” except in the case of special education technology.

Change 2 (exit requirement): State teacher certification agencies are moving toward requiring a final standardized performance assessment of impact on student learning for all candidates in state-approved certification programs, including those pursuing an additional certification. The previous version of the policy document indicated that only candidates pursuing an initial teaching certificate (those in the MPCP track) would be required to complete a performance assessment-based final paper. Other students, who held an initial teaching certificate (i.e., degree only track and 4+1 track), completed a case-based final paper. To ensure that the 4+1 candidates who are pursuing an advanced degree and an additional teaching certificate are positioned to receive an institutional recommendation for the additional certification, they will now be required to complete a final performance assessment-based final paper instead of a case-based final paper.

There are no curriculum changes or financial impacts related to these two proposed program changes.

Program Requirements:

(Show the new or revised curriculum as it should appear in the Course Catalog. If this is a revision, be sure to indicate the changes being made to the current curriculum and **include a side-by-side comparison** of the credit distribution before and after the proposed change.)

There are no curriculum changes required. The proposed changes would re-designate three focus areas as official concentrations and clarify the nature of the final paper requirement for students in the 4+1 track.

NOTE: The only changes to the catalog material will be in the first paragraph and table. The typographical error in the name of the Autism/Severe Disabilities concentration is also corrected. All changes are noted by red text.

CURRENT

Master of Education in Exceptional Children and Youth

This program is a unique noncategorical program that provides advanced training for teachers, education consultants, educational diagnosticians, and technology specialists. Several concentrations, representing different focus areas and certification tracks, are offered in the program as indicated in the table below. Focus areas include: (1) Elementary Special Education, (2) Secondary Special Education, (3) Special Education Technology, and (4) Severe Disabilities Certification. Tracks include: (1) the Masters Program (EEC) advanced degree only track for teachers who hold an initial teaching certificate in special or general education or those not intending to pursue certification, (2) the Masters Plus Certification Program (MPCP) track for those seeking an initial teaching certificate in addition to the degree, and (3) a 4+1 program track for University of Delaware students who will earn an initial teaching certificate as an undergraduate and are seeking an advanced degree and additional certification.

Focus Areas	Advanced Degree Only <i>(M.Ed.)</i>	Masters Plus Certification Program <i>(M.Ed. plus initial certification)</i>	4+1 Programs <i>(Bachelor's plus M.Ed. and additional certification)</i>
<i>Elementary</i>	EEC ELEM	MPCP ELEM	4+1 ELEM
<i>Secondary</i>	EEC SEC	MPCP SEC	4+1 SEC
<i>Severe Disabilities/Autism</i>	EEC SD/Autism	MPCP SD/Autism	4+1 SD/Autism
<i>Special Education Technology</i>	EEC SET	n/a	n/a

Due dates for receipt of completed applications for the three tracks are:

- M.Ed. advanced degree only: April 1 for admission in the subsequent Fall semester, and November 1 for admission in the subsequent Spring semester.

PROPOSED

Master of Education in Exceptional Children and Youth

This program is a unique noncategorical program that provides advanced training for teachers, education consultants, educational diagnosticians, and technology specialists. Several **options**, representing different **concentrations** and certification tracks, are offered in the program as indicated in the table below. **Concentrations** include: (1) Elementary Special Education, (2) Secondary Special Education, and (3) Autism/Severe Disabilities Certification. Tracks include: (1) the Masters Program (EEC) advanced degree only track for teachers who hold an initial teaching certificate in special or general education or those not intending to pursue certification, (2) the Masters Plus Certification Program (MPCP) track for those seeking an initial teaching certificate in addition to the degree, and (3) a 4+1 program track for University of Delaware students who will earn an initial teaching certificate as an undergraduate and are seeking an advanced degree and additional certification. **In consultation with their advisors, students in the advanced degree only track may choose to pursue an elective focus area in Special Education Technology.**

Tracks	Advanced Degree Only <i>(M.Ed. for already certified teachers)</i>	Masters Plus Certification Program <i>(M.Ed. and initial teaching certification)</i>	4+1 Programs <i>(Bachelor's plus M.Ed. and additional teaching certification)</i>
<i>Elementary</i>	EEC ELEM	MPCP ELEM	4+1 ELEM
<i>Secondary</i>	EEC SEC	MPCP SEC	4+1 SEC
<i>Autism/Severe Disabilities</i>	EEC Autism/SD	MPCP Autism/SD	4+1 Autism/SD

Due dates for receipt of completed applications for the three tracks are:

- M.Ed. advanced degree only: April 1 for admission in the subsequent Fall semester, and November 1 for admission in the subsequent Spring semester.

- MPCP: February 15 for admission the following summer.
- 4+1 dual certification: December 15 of junior year for admission in the subsequent Fall semester.

Requirements for Admission to the M.Ed. in Exceptional Children and Youth

Those who meet stated minimum requirements are not guaranteed admission, nor are those who fail to meet all requirements necessarily precluded from admission if they offer other appropriate strengths.

1. A baccalaureate degree from an accredited college or university, or for 4+1 applicants, current enrollment in the appropriate University of Delaware education major. Students in the Early Childhood Education major or Elementary Teacher Education major/Special Education concentration can apply to the 4+1 track in autism/severe disabilities, students in a secondary education major or the Elementary Teacher Education major/Middle School or Urban Education concentrations can apply to the 4+1 track in elementary special education, and students in a secondary education major or the Elementary Teacher Education major/Middle School concentrations can apply to the 4+1 track in secondary special education.
2. Applicants to the 4+1 track in secondary special education must successfully complete [EDUC 415](#) (Special Education Practicum; 1 credit) prior to their senior year.
3. A minimum undergraduate cumulative index of 3.0 from an accredited college or university.
4. A minimum graduate cumulative index of 3.5 (if applicable) from an accredited college or university.
5. An officially reported minimum TOEFL score of 600 (paper-based test) or 250 (computer-based test) or 100 (iBT) OR an officially reported minimum IELTS score of 7.0 for applicants whose native language is not English.
6. MPCP applicants with no prior teaching certification must submit passing scores on the Praxis I exam consistent with the Delaware Department of Education requirements. MPCP applicants who wish to complete the program on a full-time, 1-year basis must also have an academic major, at least 30 credit hours of undergraduate coursework, or submit passing Praxis II scores in a content area.
7. Three letters of reference from professors or supervisors who can attest to the applicant's academic ability and potential. Applicants to the 4+1 track must include one letter of

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7. Three letters of reference from professors or supervisors who can attest to the applicant's academic ability and potential. Applicants to the 4+1 track must include one letter of

reference from a UD professor.

8. A completed program application including a statement of professional objectives that specifies intended focus area and certification track. If the applicant plans to pursue initial teacher certification through the MPCP or additional certification through the 4+1 track in addition to the degree, this must be stated.
9. A 500 word essay on a special education topic. Information on this admission requirement is available www.education.udel.edu/masters/exceptional-children-and-youth/applying/.

Program Requirements for the M.Ed. in Exceptional Children and Youth

Requirements in the M.Ed. degree-only track include:

1. Students choose one of the following four focus areas: elementary special education, secondary special education, autism/severe disabilities, or special education technology.
2. Required Core Courses (18 credit hours): [EDUC 623](#); [EDUC 679](#), [625](#) or [674](#); [EDUC 680](#); [EDUC 681](#); [EDUC 682](#) and [EDUC 745](#).
3. Focus Area Coursework (15 credit hours): Students take 15 credits in their area of focus including one course in assistive or educational technology. Descriptions of recommended specialty courses are available online at www.education.udel.edu/wp-content/uploads/2012/09/Focus-Areas.pdf. With approval of the faculty, students may choose to complete a Master's Thesis for 6 credits and 9 credits of coursework to satisfy the focus area requirement.
4. Final Paper or Thesis: In addition to coursework, all students will complete either a thesis or a case study final paper as an exit requirement for this degree.

Requirements in the MPCP track in order to be eligible for certification include:

1. Students choose one the following three focus areas: elementary special education, secondary special education, or autism/severe disabilities.
2. Complete an additional 6 credits of preliminary coursework ([EDUC 697](#) and [753](#)) in addition to the 33 graduate credits.
3. Required Core Courses (18 credit hours): [EDUC 623](#), [EDUC 679](#) (elementary or secondary students) or [625](#) (autism/severe disabilities students), [EDUC 680](#), [EDUC 681](#), [EDUC 682](#), and [EDUC 745](#).
4. Focus Area Coursework (15 credit hours): Students take 15 credits in their focus area and

reference from a UD professor.

8. A completed program application including a statement of professional objectives that specifies intended focus area and certification track. If the applicant plans to pursue initial teacher certification through the MPCP or additional certification through the 4+1 track in addition to the degree, this must be stated.
9. A 500 word essay on a special education topic. Information on this admission requirement is available www.education.udel.edu/masters/exceptional-children-and-youth/applying/.

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4. Focus Area Coursework (15 credit hours): Students take 15 credits in their focus area and

<p>descriptions of the required courses in each area are available online at www.education.udel.edu/masters/exceptional-children-and-youth/mpcp/.</p> <ol style="list-style-type: none"> 5. Students seeking initial certification must show evidence of having taken a state-designated content area knowledge test (e.g., Praxis II) no later than when they have completed 27 credit hours in the program. 6. Complete 6 credits of graduate teaching internship (EDUC 750). 7. Complete a non-course Final Paper requirement. <p><i>Requirements in the 4+1 tracks include:</i></p> <ol style="list-style-type: none"> 1. Students choose one the following three focus areas: elementary special education, secondary special education, or autism/severe disabilities. 2. During the Senior year, they complete 9 graduate credits that may be in lieu of 9 undergraduate credits and complete all remaining undergraduate requirements, including the student teaching experience. The 9 graduate credits are: 1) EDUC 673, EDUC 682 and EDUC 745 for autism/severe disabilities students, 2) EDUC 673, EDUC 680 or EDUC 754 for elementary special education students, or 3) EDUC 673, EDUC 674 or EDUC 680 for secondary education students. 3. During the +1 year, students complete 18 graduate credits. The 18 credits for students in the autism/severe disabilities track are: EDUC 624, EDUC 625, EDUC 626, EDUC 655, EDUC 669, and EDUC 681. The 18 credits for students in the elementary and secondary special education tracks are: EDUC 653, EDUC 658 (secondary students) or EDUC 679 (elementary students), EDUC 681, EDUC 682, EDUC 745, and EDUC 757. 4. Complete 6 credits of graduate teaching internship (EDUC750). 5. Complete a non-course Final Paper requirement. 	<p>descriptions of the required courses in each area are available online at www.education.udel.edu/masters/exceptional-children-and-youth/mpcp/.</p> <ol style="list-style-type: none"> 5. Students seeking initial certification must show evidence of having taken a state-designated content area knowledge test (e.g., Praxis II) no later than when they have completed 27 credit hours in the program. 6. Complete 6 credits of graduate teaching internship (EDUC 750). 7. Complete a non-course Final Paper requirement. <p><i>Requirements in the 4+1 tracks include:</i></p> <ol style="list-style-type: none"> 1. Students choose one the following three focus areas: elementary special education, secondary special education, or autism/severe disabilities. 2. During the Senior year, they complete 9 graduate credits that may be in lieu of 9 undergraduate credits and complete all remaining undergraduate requirements, including the student teaching experience. The 9 graduate credits are: 1) EDUC 673, EDUC 682 and EDUC 745 for autism/severe disabilities students, 2) EDUC 673, EDUC 680 or EDUC 754 for elementary special education students, or 3) EDUC 673, EDUC 674 or EDUC 680 for secondary education students. 3. During the +1 year, students complete 18 graduate credits. The 18 credits for students in the autism/severe disabilities track are: EDUC 624, EDUC 625, EDUC 626, EDUC 655, EDUC 669, and EDUC 681. The 18 credits for students in the elementary and secondary special education tracks are: EDUC 653, EDUC 658 (secondary students) or EDUC 679 (elementary students), EDUC 681, EDUC 682, EDUC 745, and EDUC 757. 4. Complete 6 credits of graduate teaching internship (EDUC750). 5. Complete a non-course Final Paper requirement.
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ROUTING AND AUTHORIZATION: (Please do not remove supporting documentation.)

Department Chairperson _____ Date _____

Dean of College _____ Date _____

Chairperson, College Curriculum Committee _____ Date _____

Chairperson, Senate Com. on UG or GR Studies _____ Date _____

Chairperson, Senate Coordinating Com. _____ Date _____

Secretary, Faculty Senate _____ Date _____

Date of Senate Resolution _____ Date to be Effective _____

Registrar _____ Program Code _____ Date _____

Vice Provost for Academic Affairs & International Programs _____ Date _____

Provost _____ Date _____

Board of Trustee Notification _____ Date _____

Revised 02/09/2009 /khs

From: <Vukelich>, Carol Vukelich <vukelich@udel.edu>

Date: Wednesday, November 6, 2013 3:28 PM

To: "Glass, Laura Simmering" <lglass@udel.edu>

Subject: M.Ed. in Exceptional Children and Youth

I write as chair of the University Council on Teacher Education. On November 6, 2013, the Council unanimously approved the proposed changes to the above-identified program.

Carol Vukelich

Hammonds Professor in Teacher Education

Director, Delaware Center for Teacher Education

Deputy Dean, College of Education and Human Development