

University of Delaware
*School of Education Master of Education (M.Ed.) in
Exceptional Children and Youth*

Program Policy Statement

Part I. Program History

- A. Purpose Statement**
- B. Origin of the Program**
- C. Administration and Faculty**
- D. Degree Offered**

Part II. Admission

- A. University Policy on Admission**
- B. University Admission Procedures**
- C. Specific Requirements for Admission into the M.Ed. in Exceptional Children and Youth**

Part III. Degree Requirements for the M. Ed. in Exceptional Children and Youth

- A. Degree Requirements**
 - 1. Degree Candidates who are Currently Certified (Degree only track)**
 - 2. Degree Candidates who are Seeking Initial Certification (MPCP track)**
 - 3. Degree Candidates who are Seeking **Additional** Certification ('4+1' track)**
- B. Non-Registered Degree Requirements**

Part IV. General Information

- A. Financial Assistance**
- B. Advisement**
- C. Application for Advanced Degree**
- D. Graduate Grade Point Average**
- E. Continuous Registration and Leaves of Absence**
- F. Sustaining Status**
- G. Time Limits for the Completion of Degree Requirements**
- H. Extension of the Time Limit**
- I. Transfer of Credit Earned as a Continuing Education Student at the University of Delaware**
- J. Transfer of Credit from Another Institution**
- K. Transfer of Credit from the Undergraduate Division at the University of Delaware**

Appendices

- A. Professional Standards**
- B. Recommended Specialty Courses**
- C. MPCP Course Sequence**
- D. 4+1 Course Sequence**

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Part I. Program History

A. Purpose Statement

The Master of Education (M.Ed.) in Exceptional Children and Youth degree program is designed to develop professional educators committed to careers working with individuals with disabilities. Graduates are prepared to work as special education teachers, education consultants, and educational 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. 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 in Special Education Technology.**

Tracks	Advanced degree only	Masters Plus Certification Program	4+1 Programs
<i>Concentrations</i>	<i>(M.Ed. for already certified teachers)</i>	<i>(M.Ed. and initial teaching certification)</i>	<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

The Exceptional Children and Youth program and candidate professional performance requirements have been aligned with the Content Standards of the Council for Exceptional Children, the Delaware Teaching Standards, and the Teacher Education Conceptual Framework Outcomes of the University of Delaware. (See Standards in Appendix A.)

This program supports the University of Delaware's Conceptual Framework goals to prepare teacher candidates "with the knowledge, skills, and dispositions that are required to fulfill the responsibilities

of an uncompromised commitment to serving the needs and interests of students, families, and communities.”

Additional information about the U of D Education Conceptual Framework, teacher candidate qualities, and associated outcomes can be viewed at <http://www.ucte.udel.edu/wp-content/uploads/2011/12/Conceptual-framework122011.pdf>

B. Origin of the Program

The University's School of Education (SOE, previously the College of Education) has offered the M.Ed. in Exceptional Children and Youth degree program for over 30 years to serve the state's need for highly skilled special educators. In 1991, the procurement of a personnel preparation grant from the U.S Office of Special Education Programs permitted the addition of the focus area in Special Education Technology. In 2002, in response to requirements for accreditation by the National Council for the Accreditation of Teacher Education (NCATE) programs, the M.Ed. in Exceptional Children and Youth program embedded language development competencies in its Core courses. In 2003, in response to growing needs in the state, the program sought and received “approved program” status from the State of Delaware for its **certification in Autism/Severe Disabilities**. In 2005, the State provided funding to support the clinical supervision of candidates in an MPCP track, which facilitated the enrollment of student cohorts and partnership with schools for a year-long paid teacher internship. In 2011 a 4+1 (dual certification) track was added to help meet the need for highly qualified secondary special educators. In 2013 the 4+1 option was expanded to include certification options in autism/severe disabilities and elementary special education.

C. Administration and Faculty

The Committee on Graduate Studies in Education is the SOE-level committee that administers all the graduate programs, including the M. Ed. in Exceptional Children and Youth Program. The committee is composed of five faculty members from the SOE, a graduate student member selected by the Education Graduate Association, and the Director of the SOE or his/her designee.

The SOE is committed to the recruitment, support, and retention of full-time, tenure-line faculty members in the area of special education. Faculty members who teach graduate courses and advise graduate students in the SOE must have a doctorate or equivalent. In some instances, persons with a master’s degree and special expertise in a relevant area of Education as a result of concentrated study, employment experience, or service may be recommended for graduate teaching. In such cases, the faculty member must have a record of successful teaching in the relevant area of Education, proven scholarly ability, and the endorsement of the Special Education faculty and the SOE Director.

Special Education faculty members review candidates for admission to the M.Ed. in Exceptional Children and Youth Program, serve as academic advisers to candidates admitted to the program, teach courses in the program, and evaluate candidates’ exhibits and other performance products.

D. Degree Offered

The degree awarded to candidates who complete this program is an M.Ed. in Exceptional Children and Youth. Most graduates who earn this degree seek to apply their newly acquired knowledge and skills in their current teaching roles in public or private schools in Delaware and the surrounding region.

Part II. Admission

A. University Policy on Admission

Admission to the graduate program is competitive. Those who meet stated minimum requirements are not guaranteed admission, nor are those who fail to meet all of those requirements necessarily precluded from admission if they offer other appropriate strengths.

B. University Admission Procedures

Applicants must submit all of the following items to the Office of Graduate Studies before admission is considered. Application due dates vary by the desired program track.

- 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 programs December 15 of junior year for admission in the subsequent Fall semester.

Incomplete applications will not be considered, and applications will not be considered at other times. Admission application forms are available online from the Office of Graduate Studies (<http://www.udel.edu/gradoffice/apply/>).

A nonrefundable application fee must be submitted with the application. Checks must be made payable to the University of Delaware. Applications received without the application fee will not be processed. Foreign students may use either a check or an International Postal Money Order to remit payment in U.S. currency.

An official transcript of all previous college records must be sent directly from the institution to the Office of Graduate Studies. Students who have attended the University of Delaware need not supply a transcript from Delaware. Transcripts issued in a language other than English must be accompanied by an official translation into English. If the rank of the student is not displayed on the transcript or diploma, an official letter of explanation and ranking from the institution where the degree was earned is required.

Applicants must submit at least three letters of recommendation. The Special Education faculty recommend that these letters be written by teaching supervisors and professors who know the applicant well.

If English is not their first language, international student applicants must demonstrate a satisfactory level of proficiency in the English language on the Test of English as a Foreign Language (TOEFL). The TOEFL is offered by the Educational Testing Service in test centers throughout the world. TOEFL scores that are more than two years old are not acceptable. In order for a student visa to be issued, international students first must be offered admission to the University and provide evidence of adequate financial resources. The University has been authorized under federal law to enroll non-immigrant alien students. International students are required to purchase the University-sponsored insurance plan or its equivalent.

It is a Delaware State Board of Health Regulation and a University of Delaware mandate that all entering graduate students born after January 1, 1957 give proof of proper immunization for measles, mumps, and

rubella. If immunization requirements are not met, the student will not be eligible to register. Specific information may be obtained from the Student Health Service at 302-831-2226.

C. Specific Requirements for Admission into the M.Ed. in Exceptional Children and Youth

Admission decisions are made by the full-time faculty in Special Education. Students will be admitted to the program based upon enrollment availability and evidence that they are prepared to begin a graduate course of study. **Applications are evaluated on a combination of academic achievement, recommendations, and professional objectives as evidenced by the following factors.** Those who meet stated minimum requirements are not guaranteed admission, nor are those who fail to meet all of those requirements necessarily precluded from admission if they offer other appropriate strengths.

- a baccalaureate degree from an accredited college or university, or for 4+1 applicants, current enrollment in a University of Delaware education major.
 - Note: Applicants to the '4+1' track in secondary special education must successfully complete EDUC 415 (1 credit) Special Education Practicum prior to their senior year.
- an undergraduate cumulative grade index of 3.0.
- a graduate cumulative grade index of 3.5 if graduate courses were taken.
- for students whose native language is not English, an officially reported TOEFL test score of at least 600 (paper-based), 250 (computer-based), or 100 (internet-based).
- MPCP applicants with no prior teaching certification must submit an official copy of passing Praxis I scores as part of their application. 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.
- three letters of recommendation from professors or supervisors.
- a personal statement of career objectives and interests. If the applicant plans to pursue *initial* teacher certification through the MPCP or additional certification through the 4+1 in addition to the degree, this must be stated.
- a writing sample on an important topic in the field of special education:

The applicant should address one of the following questions in a brief essay of 500 words or less:

1. Select an important problem facing individuals with disabilities or the schools, teachers, parents, or other people who work with them and propose a solution to this problem.
2. Describe an experience in your own life that influenced your decision to work with individuals with disabilities.

Part III. Degree Requirements for the M.Ed. in Exceptional Children and Youth

A. Degree Requirements

The M.Ed. in Exceptional Children and Youth requires a minimum of 33 credits of graduate-level coursework, including 6 Core courses (18 credits) and 5 **concentration** area courses (15 credits). Degree candidates enter into one of the following three tracks:

1. M.Ed. Only for candidates entering with teacher certification;
2. Masters Plus Certification Program (MPCP) for candidates seeking initial certification;
 Note: Candidates in the MPCP track must complete an additional 6 credits of preliminary coursework and 6 credits of teaching internship.
3. 4+1 programs for University of Delaware students who will earn an initial teaching certificate as an undergraduate and are seeking an advanced degree and additional certification.

1. M.Ed. Only

Required Core coursework	18 credits
EDUC 623, Applied Human Development in the Schools	
<i>Select one methods course:</i>	
EDUC 679, Instructional Methods in Special Education (elementary) or EDUC 674, Instructional Methods Secondary Special Education or EDUC 625, Methods and Curriculum for Individuals with Autism and Severe Disabilities	
EDUC 680, Educational Diagnosis	
EDUC 681, Techniques for Behavior Change	
EDUC 682, Special Issues in Special Education	
EDUC 745, Collaborative Teaming in Special Education	
Concentration Coursework	15 credits
Students choose a concentration area from among the following: elementary, secondary, or autism/severe disabilities. Students in the M.Ed. only track may choose a focus area, either special education technology or another focus with advisor approval. Students take 15 credits in their area of concentration or focus. Recommended specialty courses are listed in Appendix B.	
With approval of the faculty, students in the M.Ed. Only track may choose to complete a Master's Thesis for 6 credits and 9 credits of coursework to satisfy the focus area requirement.	
TOTAL CREDITS FOR DEGREE	33 credits
Non-Registered Degree Requirements for the EEC Concentrations:	
All students will complete either a thesis (see option above) or a case study final paper as an exit requirement for this degree. <i>Candidates Seeking an additional certificate:</i> With the approval of a special education faculty adviser, students with initial certification in <i>general education</i> may take EDUC 697 Education of Exceptional Children as an elective course if they have not taken an introductory special education course in the past five years. Students with initial certification in <i>special education</i> who desire a second certificate in autism/severe disabilities, may qualify through completion of the master's core and autism/severe disabilities concentration requirements. Consult with a faculty adviser to confirm course requirements. Some states require candidates seeking an additional certificate to also complete an additional teaching internship. In consultation with a faculty adviser, students may register for 6 credits of EDUC 750 Teaching Internship in lieu of 6 focus area credits. States may require candidates for an additional certificate to take a Praxis II test. Check the state's Dept. of Education website for specific exam requirements.	

2. MPCP:

Candidates entering the M.Ed. who are seeking initial certification (MPCP track) must select one of the three **concentration areas that fit the** state-approved certification specialties: (a) elementary special education; (b) secondary special education; or (c) autism/severe disabilities. Courses must be taken in prescribed sequence (see Appendix C).

2 (a) MPCP Elementary Special Education (initial certification)

Preliminary Coursework	6 credits
EDUC 753, Special Education Instruction and Curriculum I	
EDUC 697, Education of the Exceptional Child	
Required Core coursework	18 credits
EDUC 623, Applied Human Development in the Schools	
EDUC 679, Instructional Methods in Special Education	
EDUC 680, Educational Diagnosis	
EDUC 681, Techniques for Behavior Change	
EDUC 682, Special Issues in Special Education	
EDUC 745, Collaborative Teaming in Special Education	
Focus Area Coursework	15 credits
EDUC 754 Special Education Instruction & Curriculum II	
EDUC 757 Teaching Reading: Adol. Spec. Ed.	
EDUC 653, Computer-Assisted Instruction in Remedial/Special Education	
EDUC 658, Discipline and Classroom Management	
EDUC 673 Transitions from Secondary Spec. Ed.	
TOTAL CREDITS FOR DEGREE	33 credits
Non-Registered Degree Requirements for this Concentration:	
All students will complete a final paper related to their EDUC 750 internship activities as an exit requirement for this degree.	
All students in this track who are seeking initial certification are required to show evidence of having taken a state-designated content area knowledge test, such as Praxis II. This test will be considered an exit requirement, and students must take the test no later than the point at which they have earned 27 graduate credits in the program.	
All students must complete a supervised student teaching experience in order to be eligible for certification. Students complete this requirement by registering for an additional 6 credits of EDUC 750 Teaching Internship: Special Education. These credits do not count towards M.Ed. degree requirements.	

2 (b). MPCP Secondary special education (initial certification)

Preliminary Coursework	6 credits
EDUC 753 Special Education Instruction and Curriculum I	
EDUC 697, Education of the Exceptional Child	
Required Core coursework	18 credits
EDUC 623, Applied Human Development in the Schools	
EDUC 679, Instructional Methods in Special Education	
EDUC 680, Educational Diagnosis	

EDUC 681, Techniques for Behavior Change	
EDUC 682, Special Issues in Special Education	
EDUC 745, Collaborative Teaming in Special Education	
Focus Area Coursework	15 credits
EDUC 673, Transitions from Secondary Special Education	
EDUC 674, Instructional Methods in Secondary Special Education	
EDUC 653, Computer-Assisted Instruction in Remedial/Special Education	
EDUC 658, Discipline and Classroom Management	
EDUC 757 Teaching Reading to Adolescents with Special Education Needs	
TOTAL CREDITS FOR DEGREE	33 credits
Non-Registered Degree Requirements for this Concentration:	
All students will complete a final paper related to their EDUC 750 internship activities as an exit requirement for this degree.	
All students in this track who are seeking initial certification are required to show evidence of having taken a state-designated content area knowledge test, such as Praxis II. This test will be considered an exit requirement, and students must take the test no later than the point at which they have earned 27 graduate credits in the program.	
All students must complete a supervised student teaching experience in order to be eligible for certification. Students complete this requirement by registering for an additional 6 credits of EDUC 750 Teaching Internship: Special Education. These credits do not count towards M.Ed. degree requirements.	

2 (c) MPCP Autism/Severe Disabilities (initial certification)

Preliminary Coursework	6 credits
EDUC 753 Special Education Instruction and Curriculum I	
EDUC 697, Education of the Exceptional Child	
Required Core coursework	18 credits
EDUC 623, Applied Human Development in the Schools	
EDUC 625, Methods and Curriculum for Individuals with Autism and Severe Disabilities	
EDUC 680, Educational Diagnosis	
EDUC 681, Techniques for Behavior Change	
EDUC 682, Special Issues in Special Education	
EDUC 745, Collaborative Teaming in Special Education	
Focus Area Coursework	15 credits
EDUC 624 Introduction to Severe Disabilities/Autism	
EDUC 669, Engaging the General Curriculum	
EDUC 626 Functional Communication	
EDUC 655, Assistive Technology	
EDUC 673, Transitions from Secondary Special Education	
TOTAL CREDITS FOR DEGREE	33 credits
Non-Registered Degree Requirements for this Concentration:	
All students will complete a final paper related to their EDUC 750 internship activities as an exit requirement for this degree.	

All students in this track who are seeking initial certification are required to show evidence of having taken a state-designated content area knowledge test, such as Praxis II. This test will be considered an exit requirement, and students must take the test no later than the point at which they have earned 27 graduate credits in the program.

All students must complete a supervised student teaching experience in order to be eligible for certification. Students complete this requirement by registering for an additional 6 credits of EDUC 750 Teaching Internship: Special Education. These credits do not count towards M.Ed. degree requirements.

3. 4+1 programs

(a) elementary special education is an option for UD students with an undergraduate major in Elementary Teacher Education and a Middle School or Urban Education concentration; (b) secondary special education is an option for UD students with an undergraduate major in a Secondary Education content area; (c) autism/severe disabilities is an option for UD students with an undergraduate major in Elementary Teacher Education/Special Education or Early Childhood Education/Special Education. Courses must be taken in prescribed sequence, unless an alternate sequence is approved by a master’s program faculty adviser on an individual basis (see Appendix D).

4(a) 4+1 Elementary Special Education

Required Core coursework	18 credits
EDUC 754 Special Education Instruction & Curriculum II	
EDUC 680, Educational Diagnosis	
EDUC 679 Instructional Methods Special Education	
EDUC 681 Techniques for Behavior Change	
EDUC 682, Special Issues in Special Education	
EDUC 745, Collaborative Teaming in Special Education	
Focus Area Coursework	15 credits
EDUC 757 Teaching Reading to Adolescents with Special Education Needs	
EDUC 653, Computer-Assisted Instruction in Remedial/Special Education	
EDUC 673, Transitions from Secondary Special Education	
EDUC 750 Teaching Internship: Special Education (6 credits)	
TOTAL CREDITS FOR DEGREE	33 credits
Non-Registered Degree Requirements for this Concentration:	
All students will complete a final paper related to their EDUC 750 internship activities as an exit requirement for this degree.	
All students in this track are required to show evidence of having taken a state-designated special education knowledge test, such as Praxis II. This test will be considered an exit requirement.	

4(b) 4+1 Secondary Special Education

Required Core coursework	18 credits
EDUC 674, Instructional Methods Secondary Special Education	
EDUC 680, Educational Diagnosis	
EDUC 681 Techniques for Behavior Change	
EDUC 757 Teaching Reading to Adolescents with Special Education Needs	
EDUC 682, Special Issues in Special Education	
EDUC 745, Collaborative Teaming in Special Education	
Focus Area Coursework	15 credits
EDUC 673, Transitions from Secondary Special Education	
EDUC 653, Computer-Assisted Instruction in Remedial/Special Education	
EDUC 658 Discipline and Classroom Management	
EDUC 750 Teaching Internship: Special Education (6 credits)	
TOTAL CREDITS FOR DEGREE	33 credits
Non-Registered Degree Requirements for this Concentration:	
All students will complete a final paper related to their EDUC 750 internship activities as an exit requirement for this degree.	
All students in this track are required to show evidence of having taken a state-designated special education knowledge test, such as Praxis II. This test will be considered an exit requirement.	

4(c) 4+1 Autism/Severe Disabilities

Required Core coursework	18 credits
EDUC 624, Introduction to Autism/Severe Disabilities	
EDUC 625, Methods and Curriculum for Individuals with Autism and Severe Disabilities	
EDUC 681 Techniques for Behavior Change	
EDUC 626 Functional Communication	
EDUC 682, Special Issues in Special Education	
EDUC 745, Collaborative Teaming in Special Education	
Focus Area Coursework	15 credits
EDUC 669 Engaging the General Curriculum	
EDUC 655 Assistive Technology	
EDUC 673, Transitions from Secondary Special Education	
EDUC 750 Teaching Internship: Special Education (6 credits)	
TOTAL CREDITS FOR DEGREE	33 credits
Non-Registered Degree Requirements for this Concentration:	
All students will complete a final paper related to their EDUC 750 internship activities as an exit requirement for this degree.	
All students in this track are required to show evidence of having taken a state-designated special education knowledge test, such as Praxis II. This test will be considered an exit requirement.	

B. Non-Registered Degree Requirements

Students will pursue one of two options as a final demonstration of learning: (1) Final Paper or (2) Thesis

(1) Final Paper

Students will write a paper that demonstrates their ability to apply the knowledge gained in the program to educational practice. This final paper will require integration of scholarly knowledge with practical expertise and problem solving. For candidates pursuing the M.Ed. degree only, the topic of the final paper will be a case study and related questions selected by the special education faculty (see a: Case Study below). For students pursuing the M.Ed. degree and initial certification (MPCP) **or a 4+1 option**, the final paper requirement will be met through project-related papers completed during the teaching internship (see b: Internship Papers below).

(a) Case Study. Candidates must notify their faculty adviser and the M.Ed. program coordinator of their intention to complete the final paper case study *within the first two weeks* of the Spring or Fall semester in which they plan to complete the final paper. The paper should be completed in the semester in which the student plans to graduate. If the student anticipates a summer graduation, then the paper should be completed in the Spring before graduation with no more than one course to be taken in the summer of graduation.

Candidates will be given a one- to two-page case narrative related to their focus area. The case will be chosen by the special education faculty and will include approximately five questions relevant to the Council for Exceptional Children Content Standards and appropriate Knowledge and Skills Standards. The candidate will be required to write essay responses (a maximum of 15 pages total) that incorporate information from scholarly literature.

The candidate will receive the case and questions from the M.Ed. program coordinator by March 1 in the Spring semester *or* October 1 in the Fall semester. The candidate's final paper response is due to the M.Ed. program coordinator on April 1 in the Spring semester *or* November 1 in the Fall semester.

Within one month of receipt, the final paper will be evaluated by the candidate's faculty adviser and one other special education faculty member selected by the M.Ed. coordinator. Each evaluator will determine whether the paper is exemplary, acceptable, or unacceptable. Candidates receiving two ratings of acceptable or higher will be notified by the M.Ed. Coordinator that they have met the final paper requirement. If one evaluator deems the paper unacceptable, the M.Ed. coordinator will assign a third faculty member to evaluate the paper. If two faculty members deem the paper unacceptable, then the candidate must revise the paper. To guide revisions, candidates will receive comments from the M.Ed. coordinator based on a synthesis of comments from the evaluators. Revisions must be received and deemed acceptable by the M.Ed. coordinator and the student's faculty advisor before May 10 in the Spring semester *or* December 10 in the Fall semester to meet deadlines for graduation in the same semester. Students whose revisions are deemed unacceptable, may make a second and final attempt to pass the final paper requirement in a subsequent semester. Students will be given an alternate case narrative and questions, but the same procedures will be used to judge the quality of the final paper.

(b) Internship Projects. MPCP and 4+1 students will complete classroom-based projects as part of EDUC 750 Internship. Specific project guidelines and supervision will be provided by the Clinical Supervisor (EDUC 750 instructor). Candidates must demonstrate satisfactory progress in completing the projects as indicated in the EDUC 750 syllabus to receive a passing grade in each semester of the internship.

The final paper requirement for MPCP and 4+1 candidates consists of a paper describing the internship projects. The paper is due in late November. The candidate submits the paper to the Clinical Supervisor who will deliver the paper to the the special education faculty for evaluation. Within two weeks of receipt, the final paper will be evaluated by the candidate's faculty adviser and one other special education faculty member. Each evaluator will determine whether the paper is exemplary, acceptable, or unacceptable. Candidates receiving two ratings of acceptable or higher will be notified by the M.Ed. Coordinator that they have met the paper requirement. If one evaluator deems the paper unacceptable, the M.Ed. Coordinator will assign a third faculty member to evaluate the paper. If two faculty members deem the paper unacceptable, then the candidate must revise the paper, or in some cases repeat the project during the spring semester. To guide revisions, candidates will receive comments from the M.Ed. Coordinator based on a synthesis of comments from the evaluators. Acceptable revisions (paper only) must be received by the M.Ed. Coordinator no later than February 1. Revised papers based on repeated projects must be received no later than April 15 to meet deadlines for graduation in the spring semester. Candidates who fail to produce acceptable revisions on a repeated project in the spring semester will not receive an institutional recommendation for certification.

B. Master's Thesis

A student may desire to complete a research-based master's thesis in place of the final paper and two of the required courses. The student must follow the approved *Policy and Guidelines for the Completion of a Master's Thesis in the School of Education*. Students will register for six credits of EDUC 869: Master's Thesis.

To be eligible to conduct thesis research, a student must have:

1. completed all core graduate courses (except those for which the thesis will be substituted) and at least two of the courses that are required in his/her Focus area,
2. achieved a cumulative graduate grade point average of 3.3 or higher,
3. identified a faculty member in the School of Education who has agreed to supervise his/ her thesis research, and
4. received written approval from his/her faculty adviser and the faculty coordinator of the Exceptional Children Program for the degree requirements that will be waived for the master's thesis.

Part V. General Information

A. Financial Assistance

Financial assistance for full-time students in the M.Ed. program is obtained from a variety of external sources and will therefore vary in form and availability. Assistance will be awarded on a competitive basis to applicants best fitting the needs of the granting agencies and sponsoring faculty. Students receiving full stipends will be expected to work up to 20 hours per week on faculty projects and students are expected to maintain full-time status.

B. Advisement

Upon admission to the M.Ed. program, candidates will be assigned an academic adviser from among the Special Education faculty. Candidates should meet with their faculty adviser prior to enrolling in courses to develop a Program of Study that meets all program requirements.

Candidates should consult with their faculty adviser to discuss any proposed changes to the planned program of study. Faculty advisers must approve or disapprove requests for course transfers, leaves of absence, graduation, and other requests related to a candidate's academic program.

C. Application for Advanced Degree.

To initiate the process for degree conferral, candidates must submit an "Application for Advanced Degree" to the Office of Graduate Studies. The application deadlines are February 15 for Spring candidates, May 15 for Summer candidates, and September 15 for Winter candidates. The application must be signed by the candidate's adviser and by the Director of the School of Education or his/her designee. An application fee must be paid when the application is submitted. The application form and fee information may be found at <http://www.udel.edu/gradoffice/polproc/#steps> .

Students must be registered in a course or for sustaining status in the semester of degree conferral.

D. Graduate Grade Point Average.

Students must have a minimum overall cumulative grade point average of 3.0 to be eligible for the degree. In addition, the grades in courses applied toward the degree program must equal at least 3.0. All graduate-numbered courses taken with graduate student classification at the University of Delaware are applied to the cumulative index. Credit hours and courses for which the grade is below "C-" do not count toward the degree even though the grade is applied to the overall index. Candidates should see that their instructors have submitted all final grades.

E. Continuous Registration and Leaves of Absence

Once admitted to the M.Ed., students are expected to enroll in at least one course each Fall and Spring semester in accordance with the University's policy on Continuous Registration. MPCP and 4+1 students must enroll in the prescribed courses each semester.

Students may request a leave of absence during a Fall or Spring semester for personal, medical or professional reasons by sending a written letter or an e-mail to their faculty adviser. The adviser will make a recommendation to the M.Ed. program coordinator and the Office of Graduate Studies. For additional information, see <http://www.udel.edu/gradoffice/polproc/index.html>

F. Sustaining Status

Students who have completed all coursework, but require additional time to complete the final paper (or Thesis) requirement must register in the Fall or Spring semesters as UNIV 895 Master's Sustaining: Non-Thesis (or UNIV 899 -Thesis). Summer registration for Sustaining status is required only if a student plans to graduate in the summer, and is not taking a summer course.

G. Time Limits for the Completion of Degree Requirements.

Time limits for the completion of degree requirements begin with the date of matriculation and are specifically expressed in the student's letter of admission. The University policy for students entering a master's degree program is ten consecutive semesters to complete the degree requirements. Students who change their degree plan and have transferred from one degree program to another degree program are given ten consecutive semesters from the beginning of the first year in the latest program.

H. Extension of the Time Limit.

An extension of time limit may be granted for circumstances beyond the student's control. Requests for time extensions must be made in writing and approved by the student's faculty adviser and the Director of the School of Education or his/her designee. The Director or his/her designee will forward the request to the Office of Graduate Studies. The Office of Graduate Studies will determine the student's eligibility for a time extension and will notify the student in writing of its decision to grant an extension of time.

I. Transfer of Credit Earned as a Continuing Education Student at the University of Delaware.

Students who complete graduate credits with the classification of CEND (Continuing Education Nondegree) at the University of Delaware may use a maximum of 9 graduate credits earned with this classification toward their graduate degree. The CEND credits, grades, and quality points become a part of the student's academic record and grade point average. CEND credit can be transferred provided that: (a) the course was at the 600 - 800 level, (b) the course was taken within the time limit appropriate for the degree, (c) the course was approved by the student's faculty adviser and the Director of the School of Education or his/her designee, and (d) the course was in accord with the requirements for the degree.

J. Transfer of Credit from Another Institution.

Graduate credit earned at another institution will be evaluated at the written request of the student. Such a request should be submitted first to his or her faculty adviser using a Request for Transfer of Graduate Credit form. A maximum of 9 credits required for the degree will be accepted provided that such credits: (a) were earned with a grade of no less than B-, (b) are approved by the student's faculty adviser and the Director of the School of Education or his/her designee, (c) are in accord with the requirements of the degree, (d) are not older than five years, and (e) were completed at an accredited college or university. The credits, but not the grades or quality points, are transferable to University of Delaware graduate

records. Graduate courses counted toward a degree received elsewhere may not be used. Credits earned at another institution while the student was classified as a continuing education student at that institution are not eligible to be transferred to one's graduate degree at the University of Delaware. Credits from institutions outside of the United States are generally not transferable to the University of Delaware.

K. Transfer of Credit from the Undergraduate Division at the University of Delaware.

Students (except those in the 4+1 track) who wish to transfer credits from their undergraduate record to their graduate record may transfer a limited number by arranging with the department to have these courses approved by their instructors before the courses are taken. These courses must be at the 600-level or higher, and the student must perform at the graduate level. They must be in excess of the total required for the baccalaureate degree, must have grades of no less than B-, and must not be older than five years. The credits, grades, and quality points will transfer.

Appendix A
Council for Exceptional Children (CEC) Professional Standards

CEC Initial Preparation Standard 1: Learner Development and Individual Learning Differences

1.0	Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
Key Elements	
1.1	Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.
1.2	Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

CEC Initial Preparation Standard 2: Learning Environments

2.0	Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
Key Elements	
2.1	Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
2.2	Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
2.3	Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

CEC Initial Preparation Standard 3: Curricular Content Knowledge

3.0	Beginning special education professionals use knowledge of general ² and specialized curricula ³ to individualize learning for individuals with exceptionalities.
Key Elements	
3.1	Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.
3.2	Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
3.2	Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

² As used “general curricula,” means the academic content of the general curricula including math, reading, English/language arts, science, social studies, and the arts.

³ As used, “specialized curricula” means the content of specialized interventions or sets of interventions including, but not limited to academic, strategic, communicative, social, emotional, and independence curricula.

CEC Initial Preparation Standard 4: Assessment

4.0	Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.
Key Elements	
4.1	Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.
4.2	Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
4.3	Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.
4.4	Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

CEC Initial Preparation Standard 5: Instructional Planning and Strategies

5.0	Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies ⁵ to advance learning of individuals with exceptionalities.
Key Elements	
5.1	Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.
5.2	Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
5.3	Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.
5.4	Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.
5.5	Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
5.6	Beginning special education professionals teach to mastery and promote generalization of learning.

⁵ Instructional strategies, as used throughout this document include intervention used in academic and specialized curricula.

CEC Initial Preparation Standard 6: Professional Learning and Ethical Practice

6.0	Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
Key Elements	
6.1	Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.
6.2	Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
6.3	Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
6.4	Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.
6.5	Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.
6.6	Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

CEC Initial Preparation Standard 7: Collaboration

7.0	Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.
Key Elements	
7.1	Beginning special education professionals use the theory and elements of effective collaboration.
7.2	Beginning special education professionals serve as a collaborative resource to colleagues.
7.3	Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

Appendix B
Recommended Courses for Focus Areas

Candidates who are not certified in special education must follow the specialty requirements in their Program of Study. Other candidates should make choices based on discussions with their faculty advisers and their subsequent approval. Please check the course descriptions in the University catalog for information about course prerequisites. Course Descriptions may be found online at <http://primus.nss.udel.edu/CoursesSearch/>

Elementary

EDUC 601	Language Development in the Classroom
EDUC 757	Teaching Reading: Adol. Spec. Ed.
EDUC 675	Language Acquisition
EDUC 658	Discipline and Classroom Management
EDUC 685	Multimedia Literacy
EDUC 652	Introduction to Technology in Special Education and Rehabilitation
EDUC 653	Computer-Assisted Instruction in Remedial/Special Education
EDUC 655	Assistive Technology

Secondary (**required for all secondary focus area candidates*)

EDUC 601	Language Development in the classroom
EDUC 673*	Transitions from Secondary Special Education
EDUC 674*	Instructional Methods in Secondary Special Education
EDUC 628	Strategy Instruction in Reading and Writing for Students with Learning Problems
EDUC 658	Discipline and Classroom Management
HDFS 638	Adolescence and Youth: Theories
EDUC 652	Introduction to Technology in Special Education and Rehabilitation
EDUC 653	Computer-Assisted Instruction in Remedial/Special Education
EDUC 646	Assistive Technology for Secondary Schools and Work

EDUC 684 Vocational Training and Assessment of Students with Severe Disabilities

Special Education Technology

EDUC 652 Introduction to Technology in Special Education and Rehabilitation

EDUC 653 Computer-Assisted Instruction in Remedial/Special Education

EDUC 654 Augmentative and Alternative Communication

EDUC 655 Assistive Technology

EDUC 646 Assistive Technology for Secondary Schools and Work

EDUC 685 Multimedia Literacy

Autism/Severe Disabilities

EDUC 624 Introduction to Autism and Severe Disabilities

EDUC 625 Methods and Curriculum for Individuals with Autism and Severe Disabilities

EDUC 626 Functional Communication for Individuals with Autism

EDUC 669 Engaging the General Curriculum

EDUC 652 Introduction to Technology in Special Education and Rehabilitation

EDUC 654 Augmentative and Alternative Communication

EDUC 655 Assistive Technology

EDUC 646 Assistive Technology for Secondary Schools and Work

EDUC 684 Vocational Training and Assessment of Students with Severe Disabilities

EDUC 729 Behaviorally-Based Teaching Practicum

Appendix C

MPCP Courses of Study

MPCP Elementary/Secondary: One-Year Program

(requires full-time study and demonstration of highly qualified status)

SummerA (12 cr)	Fall (12 cr)	Winter (6 cr)	Spring (12 cr)	SummerB (3 cr)
*EDUC 753 Spec Ed Inst and Curriculum 1 (3) *EDUC 697 Intro Exc.Children (3) ----- **EDUC 680 Ed Diagnosis (3) **EDUC 658: Discipline & Class. Mgmt (3)	EDUC 750: Graduate Teaching Internship (3) EDUC 754: Spec Ed Inst 2 <u>Elem</u> (3) <u>or</u> EDUC 674: Inst. Meth. <u>Sec.</u> Spec Ed. (3) EDUC 757: Teach Reading for Adol. w/ SE Needs (3) EDUC 681 Tech. Beh. Change (3)	[continue 10 hrs/wk in teaching internship] EDUC 673 Transition Issues (3) EDUC 623 App. Hum. Dev. (3)	EDUC 750 Graduate Teaching Internship (3) EDUC 679: Inst. Meth. Advanced Spec Ed (3) EDUC 682 Special Issues Spec Ed (3) EDUC 745: Collaborative Teaming in Spec Ed. (3) <i>Instructional Performance Asst. Paper</i>	*EDUC 653 Comp. Asst. Inst. (3)
45 credits total				
Students will graduate with M.Ed. and institutional recommendation for special education (K12) certification				

*Offered first summer session (early Jun to early July)

**Offered second summer session (mid-Jul to mid-Aug)

MPCP Elementary/Secondary: Two Year Program

YEAR ONE

Summer (9 cr)	Fall (6 cr)	Winter (3 cr)	Spring (6 cr)
*EDUC 753 Spec Ed Inst and Curriculum 1 (3) *EDUC 697 Intro Exc.Children (3) ----- **EDUC 680 Ed Diagnosis (3)	EDUC 754: Spec Ed Inst 2 <u>Elem</u> (3) <u>or</u> EDUC 674: Inst. Meth. <u>Sec.</u> Spec Ed. (3) EDUC 681 Tech. Beh. Change (3)	EDUC 673 Transition Issues (3)	EDUC 679: Inst. Meth. Advanced Spec Ed (3) EDUC 745: Collaborative Teaming in Spec Ed. (3)

*Offered first summer session (early Jun to early July)

**Offered second summer session (mid-Jul to mid-Aug)

YEAR TWO

SummerA (6 cr)	Fall (6 cr)	Winter (3 cr)	Spring (6 cr)
*EDUC 653 Comp. Asst. Inst. (3) ----- **EDUC 658: Discipline & Class. Mgmt (3)	EDUC 750: Graduate Teaching Internship (3) EDUC 757: Teach Reading for Adol. w/ SE Needs (3)	[continue 10 hrs/wk in teaching internship] EDUC 623 App. Hum. Dev. (3)	EDUC 750 Graduate Teaching Internship (3) EDUC 682 Special Issues Spec Ed (3) <i>Instructional Performance Asst. Paper</i>
45 credits total Students will graduate with M.Ed. and institutional recommendation for special education (K12) certification			

*Offered first summer session (early Jun to early July)

**Offered second summer session (mid-Jul to mid-Aug)

MPCP Autism/Severe Disabilities: One Year Program
(requires full-time study and demonstration of highly qualified status)

SummerA (12 cr)	Fall (12 cr)	Winter (6 cr)	Spring (12 cr)	SummerB (3 cr)
*EDUC 753 Spec Ed Inst and Curriculum 1 (3) *EDUC 697 Intro Exc.Children (3) ----- **EDUC 624: Intro Sev/Autism (3) **EDUC 669 Engaging. Gen Curr. (3)	EDUC 750: Graduate Teaching Internship (3) EDUC 625 Methods Aut/SevDis (3) EDUC 681 Tech. Beh. Change (3) EDUC 680 Ed Diagnosis (3)	[continue 10 hrs/wk in teaching internship] EDUC 673 Transition Issues (3) EDUC 623 App. Hum. Dev. (3)	EDUC 750 Graduate Teaching Internship (3) EDUC 745: Collaborative Teaming in Spec Ed. (3) EDUC 655 Assistive Tech. (3) EDUC 682 Special Issues Spec Ed (3) <i>Instructional Performance Asst. Paper</i>	*EDUC 626 Functional Comm. (3)
45 credits total Students will graduate with M.Ed. and institutional recommendation for special education (severe/autism) certification				

*Offered first summer session (early Jun to early July)

**Offered second summer session (mid-Jul to mid-Aug)

MPCP Autism/Severe Disabilities: Two Year Program

YEAR ONE

Summer (9 cr)	Fall (6 cr)	Winter (3 cr)	Spring (6 cr)
*EDUC 753 Spec Ed Inst and Curriculum 1 (3) *EDUC 697 Intro Exc.Children (3) ----- **EDUC 624: Intro Sev/Autism (3)	EDUC 625 Methods Aut/SevDis (3) EDUC 681 Tech. Beh. Change (3)	EDUC 673 Transition Issues (3)	EDUC 745: Collaborative Teaming in Spec Ed. (3) EDUC 655 Assistive Tech (3)

*Offered first summer session (early Jun to early July)

**Offered second summer session (mid-Jul to mid-Aug)

YEAR TWO

SummerA (6 cr)	Fall (6 cr)	Winter (3 cr)	Spring (6 cr)
*EDUC 626 Functional Comm. (3) ----- **EDUC 669 Engaging. Gen Curr. (3)	EDUC 750: Graduate Teaching Internship (3) EDUC 680 Ed Diagnosis (3)	[continue 10 hrs/wk in teaching internship] EDUC 623 App. Hum. Dev. (3)	EDUC 750 Graduate Teaching Internship (3) EDUC 682 Special Issues Spec Ed (3) <i>Instructional Performance Asst. Paper</i>
45 credits total Students will graduate with M.Ed. and institutional recommendation for special education (severe/autism) certification			

*Offered first summer session (early Jun to early July)

**Offered second summer session (mid-Jul to mid-Aug)

APPENDIX D

Course Sequence and Credit Distribution for 4+1 tracks within the M.Ed.

4+1 Elementary Special Education

	Summer	Fall	Winter	Spring
Soph/ Jr		Undergraduate major requirements		
Senior		Undergraduate courses EDUC 680 Ed Diagnosis (3) EDUC 757: Teach Reading for Adol. w/ SE Needs (3) or EDUC 754	EDUC 673 Transition Issues (3)	Undergraduate student Teaching & seminar in content area (12 cr)
		Students graduate with bachelor degree with institutional recommendation for elementary education teaching certification (and middle endorsement for ETE/Middle)		
Grad (+1)	*EDUC 653 Comp. Asst. Inst. (3)	EDUC 750: Graduate Teaching Internship (3) EDUC 754 Spec Ed Inst and Curriculum II (3) or EDUC 757 EDUC 681 Techniques for Beh. Change (3)	[continue 10 hrs/wk in teaching internship]	EDUC 750 Graduate Teaching Internship (3) EDUC 679: Inst. Meth. Advanced Spec Ed II (3) EDUC 745: Collaborative Teaming in Spec Ed. (3) EDUC 682 Special Issues Spec Ed (3) <i>Non-course degree requirement: M.Ed. Final Paper</i>
		Students will graduate with M.Ed. (33 credits) and institutional recommendation for special education certification		

*Offered first summer session (early Jun to early July)

4+1 Secondary Special Education

	Summer	Fall	Winter	Spring
Soph/ Jr		Undergraduate secondary education major requirements EDUC 415: Practicum in secondary special education (1)		
Senior		Undergraduate methods course in content area (3) EDUC 680 Ed Diagnosis (3) EDUC 757: Teach Reading for Adol. w/ SE Needs (3) or EDUC 674	EDUC 673 Transition Issues (3)	Undergraduate student Teaching & seminar in content area (12 cr)
		Students graduate with B.A. or B.S. with institutional recommendation for a content-area secondary education teaching certification		
Grad (+1)	*EDUC 653 Comp. Asst. Instruction **EDUC 658: Discipline & Class. Mgmt (3)	EDUC 750: Graduate Teaching Internship (3) EDUC 674: Methods in Sec Spec Ed (3) or EDUC 757 EDUC 681 Techniques for Beh. Change	[continue 15 hrs/wk in teaching internship]	EDUC 750 Graduate Teaching Internship (3) EDUC 682 Special Issues Spec Ed (3) EDUC 745 Collaborative Teaming in Spec Ed. <i>Non-course degree requirement: M.Ed. Final Paper</i>
		Students will graduate with M.Ed. and institutional recommendation for special education certification		

*Offered during first summer session**Offered during second summer session

4+1 Autism/Severe Disabilities

	Summer	Fall	Winter	Spring
Jr		Elementary or Early Childhood undergraduate coursework		
Senior		Student Teach	EDUC 673 Transition Issues (3)	Remaining Undergrad Electives EDUC 682 Special Issues Spec Ed (3) EDUC 745: Collaborative Teaming in Spec Ed. (3)
		Students graduate with bachelor degree with institutional recommendation for elementary or early childhood and special education teaching certifications		
Grad (+1)	** EDUC 624: Intro Sev/Autism (3) ** EDUC 669: Engaging Gen. Curric. (3)	EDUC 750: Graduate Teaching Internship (3) EDUC 625 Methods Aut/SevDis (3) EDUC 681 Techniques for Beh. Change (3)	[continue 10 hrs/wk in teaching internship]	EDUC 750 Graduate Teaching Internship (3) EDUC 626 Functional Comm. (3) EDUC 655 Assistive Tech (3) <i>Non-course degree requirement: M.Ed. Final Paper</i>
		Students will graduate with M.Ed. (33 credits) and institutional recommendation for severe/autism certification		

**Offered second summer session (mid-Jul to mid-Aug)

NOTES:

1. Undergrads who considering this option are advised early in their program to declare the DIST minor and use the senior year graduate courses as their DIST Minor electives.