

University of Delaware

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

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Effective: Fall 2007

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. Areas of specialization are: (1) Elementary Special Education, (2) Secondary and Transition Special Education, (3) Special Education Technology, and (4) Severe Disabilities. The program is appropriate for teachers with certification in special and general education who wish to develop professionally. Additionally, a Masters Plus Certification Program (MPCP) track is available for candidates pursuing an initial teaching certification and the advanced degree.

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.*)

The conceptual framework for teacher education programs at the University of Delaware establishes the goal of developing “reflective practitioners who serve diverse communities of learners as scholars, problem solvers, and partners.” This goal is particularly appropriate for the development of special educators.

Reflective Practitioners. Although content knowledge and instructional skills are essential, teaching cannot be reduced to simple formulas or recipes for success. Rather, the competent educator is characterized by habits of mind that emphasize critical thinking, experimentation, and openness to change. In special education, teachers work with individuals with unique needs and problems that demand thoughtful analysis and flexible application of professional skills and knowledge.

Serving Diverse Communities of Learners. An essential disposition of an effective special education teacher is the belief that all individuals can learn. Special educators value diversity and individual differences in intellect, physical abilities, sensory capacities, and cultural background. Our program is committed to the inclusion of persons with disabilities into all aspects of contemporary society and to empowering teachers to advocate for and facilitate this inclusion.

Scholars. Effective educational practice is grounded in theory and research about human development and learning, instructional methods, curriculum, and educational policy. The knowledge base in special education is large and growing. We believe that an essential disposition of an effective special education teacher is to value this knowledge base and to critically apply this knowledge to inform professional decision making and practice.

Problem solvers. Teachers encounter professional challenges every day. Effective teachers construct practical, effective approaches to these challenges using a sound base of theory and research. Special educators dedicate themselves to meeting the needs of diverse students. Thus, special educators must commit themselves to a systematic problem solving process focused on assessing the needs of individual students and planning effective instructional programs that meet those needs.

Partners. Because of the complexity of their students' problems, special educators, even more than other educators, are skilled in collaborating with families and with other professionals and community agencies to coordinate education services for individuals with disabilities. Our program instills in our candidates both the orientation and the requisite skills for productive partnerships.

B. Origin of the Program

The University's School of Education (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 Specialization 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 specialization area in 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.

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 Assistant Director of the SOE, who also serves as the SOE Graduate Coordinator.

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 advisers to candidates admitted to the program, teach courses in the program, and evaluate candidates' exhibits and other performance products.

D. Degrees 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 Delaware public or private schools.

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.

Completed applications are due by November 1 for admission in the subsequent Spring semester and by April 1 for admission in the subsequent Fall semester. For MPCP candidates, completed applications are due by February 15. 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/applicants/>).

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 utilize 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 meet or exceed the following minimum recommended entrance requirements:

- a baccalaureate degree from an accredited college or university.
- 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 score of 600 for the paper-based test or 250 for the computer-based test.
- applicants with no prior teaching certification must submit an official copy of Praxis I scores as part of their application.
- 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 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 Specialization courses (15 credits). Degree candidates enter into one of the following two tracks:

1. Candidates entering the M.Ed. with Teacher Certification:

Required Core Coursework (3 cr each)	18 credits
EDUC 623, Applied Human Development in the Schools	
EDUC 679, Methods of Instructing Learners with Mild Disabilities	
EDUC 680, Educational Diagnosis	
EDUC 681, Techniques for Behavior Change	
EDUC 682, Research in Special Education	
EDUC 745, Collaborative Teaming in Special Education	
Specialization Area Coursework	15 credits
Students choose a specialization in one of the following areas: elementary, secondary, severe disabilities, and special education technology. Students take 15 credits in their area of specialization including one course in assistive or educational technology. Recommended specialty courses are listed in Appendix B.	
Students may choose to complete a Master's Thesis for 6 credits and 9 credits of coursework to satisfy this requirement.	
TOTAL CREDITS FOR DEGREE	33 credits
Non-Registered Degree Requirements for this Concentration:	
All students will complete either a thesis (see option above) or a case study final paper as an exit requirement for this degree.	
<p><i>Candidates Seeking a Second Certificate in DE:</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 a Specialty course if they have not taken an introductory special education course in the past five years. The State of DE may require candidates for a second certificate to take a Praxis II test. Check the DE Dept. of Education website for specific exam requirements.</p> <p>Students with initial certification in <i>special education</i> who desire a second certificate in severe disabilities/autism, may qualify through completion of the master's core and severe disabilities specialty requirements. Consult with a faculty adviser to confirm course requirements.</p>	

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

2 (a) Elementary Special Education (initial certification)

Required Core Coursework (3 cr each)	18 credits
EDUC 623, Applied Human Development in the Schools	
EDUC 679, Methods of Instructing Learners with Mild Disabilities	
EDUC 680, Educational Diagnosis	
EDUC 681, Techniques for Behavior Change	
EDUC 682, Research in Special Education	
EDUC 745, Collaborative Teaming in Special Education	

Specialization Area Coursework	15 credits
EDUC 608, Foundations of Reading	
EDUC 609, Assessment & Instruction of Reading	
EDUC 652, Intro. to Technology in Special Education and Rehabilitation OR EDUC 653, Computer-Assisted Instruction in Remedial/Special Education OR EDUC 655, Assistive Technology	
EDUC 658, Discipline and Classroom Management	
adviserEDUC 750 Teaching Internship: Special Education	
TOTAL CREDITS FOR DEGREE	33 credits
Non-Registered Degree Requirements for this Concentration:	
All students will complete a final paper 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 3 credits of EDUC 750 Teaching Internship: Special Education. These credits do not count towards M.Ed. degree requirements.	
Students in this track who are seeking initial certification as an elementary special education teacher may need to complete the additional coursework below as pre-requisite courses, depending upon their previous educational background and coursework.	
EDUC 697, Education of the Exceptional Child	
EDUC 620, Foundations of Reading Instruction	
EDUC 731, Foundations of Math Instruction K-12	

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

Required Core coursework (3 cr each)	18 credits
EDUC 623, Applied Human Development in the Schools	
EDUC 679, Methods of Instructing Learners with Mild Disabilities	
EDUC 680, Educational Diagnosis	
EDUC 681, Techniques for Behavior Change	
EDUC 682, Research in Special Education	
EDUC 745, Collaborative Teaming in Special Education	
Specialization Area Coursework	15 credits
EDUC 673, Transitions from Secondary Special Education	
EDUC 674, Instructional Methods in Secondary Special Education	
EDUC 652, Intro. to Technology in Special Education and Rehabilitation OR EDUC 653, Computer-Assisted Instruction in Remedial/Special Education OR EDUC 655, Assistive Technology	
EDUC 658, Discipline and Classroom Management	
EDUC 750 Teaching Internship: Special Education	

TOTAL CREDITS FOR DEGREE	33 credits
Non-Registered Degree Requirements for this Concentration:	
All students will complete a final paper 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 3 credits of EDUC 750 Teaching Internship: Special Education. These credits do not count towards M.Ed. degree requirements.	
Students in this track who are seeking initial certification as a secondary special education teacher may need to complete the additional coursework below as pre-requisite courses, depending upon their previous educational background and coursework.	
EDUC 697, Education of the Exceptional Child	
EDUC 620, Foundations of Reading Instruction	
EDUC 731, Foundations of Math Instruction K-12	

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

Required Core coursework (3 cr each)	18 credits
EDUC 623, Applied Human Development in the Schools	
EDUC 679, Methods of Instructing Learners with Mild Disabilities	
EDUC 680, Educational Diagnosis	
EDUC 681, Techniques for Behavior Change	
EDUC 682, Research in Special Education	
EDUC 745, Collaborative Teaming in Special Education	
Specialization Area Coursework	15 credits
EDUC 624 Introduction to Severe Disabilities/Autism	
EDUC 625, Methods of Instruction: Severe Disabilities	
EDUC 626 Functional Communication	
EDUC 652, Intro. to Technology in Special Education and Rehabilitation OR	
EDUC 653, Computer-Assisted Instruction in Remedial/Special Education OR	
EDUC 655, Assistive Technology	
EDUC 750 Teaching Internship: Special Education	
TOTAL CREDITS FOR DEGREE	33 credits
Non-Registered Degree Requirements for this Concentration:	
All students will complete a final paper 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 3 credits of EDUC 750 Teaching Internship: Special Education. These credits do not count towards M.Ed. degree requirements.

Students in this track who are seeking initial certification as a severe disabilities/autism special education teacher may need to complete the additional coursework below as pre-requisite courses, depending upon their previous educational background and coursework.

EDUC 697, Education of the Exceptional Child

EDUC 620, Foundations of Reading Instruction

EDUC 731, Foundations of Math Instruction K-12

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. 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. and initial certification (MPCP), the final paper requirement will be met through two project-related papers completed during the teaching internship (see b: MPCP Internship Papers below).

(a) Case Study. Candidates must notify their academic 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 graduate.

Candidates will be given a one- to two-page case narrative related to their specialization. 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 *or* November 1.

Within one month of receipt, the final paper will be evaluated by the candidate's academic 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. Acceptable revisions must be received by the M.Ed. coordinator before May 10 or December 10 to meet deadlines for graduation in the same semester.

(b) MPCP Internship Projects. During the fall and spring semesters of the second year of study, MPCP students will complete two projects as part of EDUC 750 Internship. An “Academic & Behavior Intervention” (ABI) project will be completed in the fall semester and a “Teacher Work Sample” (TWS) will be completed in the spring semester. Specific project guidelines and supervision will be provided by the MPCP Clinical Supervisor. 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 candidates consists of two papers based on the internship projects. The ABI paper is due November 15 and the TWS paper is due April 15. The candidate must submit each paper to the MPCP Clinical Supervisor who will deliver the paper to the MPCP Faculty Coordinator and the special education faculty for evaluation. Within two weeks of receipt, the final paper will be evaluated by the candidate’s academic adviser and one other special education faculty member selected by the MPCP Faculty 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 MPCP Faculty Coordinator that they have met that semester’s paper requirement. If one evaluator deems the paper unacceptable, the MPCP Faculty 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 MPCP Faculty Coordinator based on a synthesis of comments from the evaluators. Acceptable revisions must be received by the MPCP Faculty Coordinator by December 10 (first paper) to ensure timely progress toward graduation. Acceptable revisions to the second paper must be received by May 10 to meet deadlines for graduation in the spring semester.

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 Specialization 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 adviser prior to enrolling in courses to develop a Program of Study that meets all program requirements.

Candidates should consult with their adviser to discuss any proposed changes to the planned program of study. 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 or the Assistant Director of the School of Education. 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/gradindex.html#f> . Select "[Form-Application for Advanced Degree](#)".

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 students must enroll in the prescribed courses each semester to remain in the MPCP track.

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 academic adviser. The academic 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/current/policyabsence.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 adviser and the Director or Assistant Director of the School of Education. The Director/Assistant Director 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 or 800 level, (b) the course was taken within the time limit appropriate for the degree, (c) the course was approved by the student's adviser and the Director/Assistant Director of the School of Education, 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 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 adviser and the Director/Assistant Director of the School of Education, (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 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, 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
Professional Standards
Alignment of Institutional, State, and Professional Standards for Special Educators

University of Delaware (UD) Conceptual Framework Outcomes	Delaware Teaching Standards	Council for Exceptional Children (CEC) Competencies
<p>4. Possess the content knowledge (including pedagogical content knowledge) essential for teaching the major concepts and intellectual processes of the disciplines in their field</p>	<p><u>#1 Content</u></p> <p>The teacher understands the core concepts and structure(s) of the discipline(s) and creates learning experiences that make the content meaningful to students.</p>	<p><u>Standard 1: Foundations</u></p> <p>Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.</p>
<p>3. Incorporate the knowledge of human development into their practice to ensure developmentally appropriate learning experiences for learners of all ages and abilities.</p>	<p><u>#2 Human Development and Learning</u></p> <p>The teacher understands how children develop and learn and provides learning opportunities that support the intellectual, social, emotional and physical development of the students.</p>	<p><u>Standard 2: Development and Characteristics of Learners</u></p> <p>Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN). Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual's with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.</p>

<p>9. Demonstrate respect for cultural diversity and individual differences by planning learning activities that are sensitive to issues of class, gender, race, ethnicity, family composition, sexual orientation, age and special needs.</p>	<p><u>#3 Diverse Learners</u></p> <p>The teacher understands how students differ and adapts instruction for diverse learners.</p>	<p><u>Standard 3: Individual Learning Differences</u></p> <p>Special educators understand the effects that an exceptional condition can have on an individual’s learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual’s exceptional condition to impact the individual’s academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.</p>
<p>2. Demonstrate their commitment to the belief that learners of all ages and abilities can be educated, and toward the goal of developing citizens competent to live and work in a democratic society.</p>	<p><u>#5 Learning Environment</u></p> <p>The teacher understands individual and group behavior and creates a learning environment that fosters active engagement, self-motivation, and positive social interaction.</p>	<p><u>Standard 5: Learning Environments and Social Interactions</u></p> <p>Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.</p>

<p>6. Design learning experiences and teach in ways that promote content knowledge, skill development, critical reflections, and problem solving according to the methods of inquiry and standards of evidence used in their disciplines.</p>	<p><u>#6 Planning for Instruction</u>The teacher understands instructional planning and designs instruction based upon knowledge of the disciplines, students, the community, and Delaware’s student standards.</p> <p><u>#7 Instructional Strategies</u> The teacher understands a variety of instructional approaches & uses them to promote student thinking, understanding and application of knowledge.</p>	<p><u>Standard 4: Instructional Strategies</u> Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote challenging learning results in general and special curricula and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.</p> <p><u>Standard 6: Language</u> [Note: There is no separate UD or DE standard for Language] Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual’s experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual’s language proficiency and cultural and linguistic differences. Special educators provide effective language models, and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.</p> <p><u>Standard 7: Instructional Planning</u> Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual’s exceptional condition, guides the special educator’s selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual’s learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.</p>
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<p>8. Plan and use a variety of approaches to assessment that are authentic, developmentally appropriate, and sensitive to the needs of different learners.</p>	<p><u>#8 Assessment</u></p> <p>The teacher understands multiple assessment strategies and uses them for the continuous development of students.</p>	<p><u>Standard 8: Assessment</u></p> <p>Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.</p>
<p>1. Demonstrate their commitment to education as a scholarly profession that requires ethical standards, a continuing process of learning, and the reflective reexamination of knowledge to improve practice.</p> <p>5. Demonstrate reflective thought, critical thinking, and the speaking, writing, technical and problem-solving skills appropriate for the profession.</p>	<p><u>#9 Professional Growth</u></p> <p>The teacher understands the importance of continuous learning and pursues opportunities to improve teaching.</p> <p><u>#12 Professional Conduct</u></p> <p>The teacher understands and maintains standards of professional conduct guided by legal and ethical principles.</p> <p><u>#4 Communication</u></p> <p>The teacher understands and uses effective communication.</p>	<p><u>Standard 9: Professional and Ethical Practice</u></p> <p>Special educators are guided by the profession’s ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.</p>

<p>10. Demonstrate a disposition to work as partners with students, families, other professionals and the wider community to provide a supportive, safe, caring learning environment to optimize every learners educational attainment.</p>	<p><u>#10 Professional Relationships</u></p> <p>The teacher understands the role of the school in the community and collaborates with colleagues, parents/guardians, and other members of the community to support students learning and well being.</p>	<p><u>Standard 10: Collaboration</u></p> <p>Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.</p>
<p>7. Use educational technology effectively throughout the teaching and learning process.</p>	<p><u>#11 Educational Technology</u></p> <p>The teacher understands the role of educational technology in learning and uses educational technology as an instructional and management tool.</p>	<p><i>*No separate CEC standard. Knowledge and use of technology is embedded in the following CEC standards:</i></p> <p><u>*Standard 6: Language</u></p> <p>Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs.</p> <p><u>*Standard 7: Instructional Planning</u></p> <p>Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.</p> <p><u>*Standard 8 Assessment</u></p> <p>Special educators use appropriate technologies to support their assessments.</p>

Appendix B
Recommended Courses for Specialization 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 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://chico.nss.udel.edu/CourseDesc/>

Elementary Teaching Specialty

EDUC 601	Language Development in the classroom
EDUC 608	Foundations of Reading
EDUC 609	Assess. and Instr. for Reading
EDUC 628	Strategy Instruction in Reading and Writing for Students with Learning Problems
EDUC 675	Language Acquisition
EDUC 658	Discipline and Classroom Management
EDUC 685	Multimedia Literacy
EDUC 692	Social Skills Training for Children
EDUC 652	Introduction to Technology in Special Education and Rehabilitation
EDUC 653	Computer-Assisted Instruction in Remedial/Special Education
EDUC 655	Assistive Technology

Secondary Teaching Specialty (**required for all secondary specialization 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
EDUC 692	Social Skills Training for Children

IFST 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
EDCE 651	Career Development Theory and Practice

Special Education Technology Specialty

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

Severe Disabilities/Autism Specialty

EDUC 624	Introduction to Autism and Severe Disabilities
EDUC 625	Methods for Autism and Severe Disabilities
EDUC 626	Functional Communication for Individuals with Autism
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

Appendix C

MPCP Courses of Study

Elementary/Secondary

Cohort Entering in "Odd" Years: Two-Year Sequence of Courses

Note: (S)=Secondary Candidates Only; (E)=Elementary Candidates Only

First Year (e.g. 2007-08)			
<i>Summer</i>	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
(1) EDUC 697 Education of Exceptional Children	(1) EDUC 680 Educational Diagnosis	(1) EDUC 623 Applied Human Development	(1) EDUC 679 Methods of Instruction/ Mild Disabilities
(2) EDUC 620 Foundations of Reading Instruction	(2) EDUC 673 Transitions from Secondary Spec. Education (S) --OR--		(2) EDUC 674 Instructional Methods in Secondary Spec. Ed (S) --OR--
(3) EDUC 731 Foundations of Math Instruction K-12	EDUC 745 Collaborative Teaming in Spec. Education (E)		EDUC 682 Research in Special Education (E)
Second Year (e.g. 2008-09)			
<i>Summer</i>	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
(1) EDUC 658 Discipline and Classroom Management	(1) EDUC 745 Collaborative Teaming in Spec. Education (S) --OR--		(1) EDUC 682 Research in Special Education (S) --OR--
(2) EDUC 681 Techniques for Behavior Change	EDUC 608 Teaching Reading (E)		EDUC 609 Assessment and Instruction for Reading: (E)
(3) EDUC 652or653 (Assistive Technology course)	(2) EDUC 750 Teaching Internship		(2) EDUC 750 Teaching Internship

Elementary/Secondary

Cohort Entering in "Even" Years: Two-Year Sequence of Courses

Note: (S)=Secondary Candidates Only; (E)=Elementary Candidates Only

First Year (e.g. 2008-09)			
Summer	Fall	Winter	Spring
(1) EDUC 697 Education of Exceptional Children	(1) EDUC 680 Educational Diagnosis	(1) EDUC 623 Applied Human Development	(1) EDUC 679 Methods of Instruction/ Mild Disabilities
(2) EDUC 620 Foundations of Reading Instruction	(2) EDUC 673 Transitions from Secondary Spec. Education (S) --OR--		(2) EDUC 674 Instructional Methods in Secondary Spec. Ed (S) --OR--
(3) EDUC 731 Foundations of Math Instruction K-12	EDUC 608 Teaching Reading in Elem/Mid. Sch. (E)		EDUC 609 Assessment and Instruction for Reading: (E)

Second Year (e.g. 2009-10)			
Summer	Fall	Winter	Spring
(1) EDUC 658 Discipline and Classroom Management	(1) EDUC 745 Collaborative Teaming in Spec. Education		(1) EDUC 682 Research in Special Education
(2) EDUC 681 Techniques for Behavior Change	(2) EDUC 750 Teaching Internship		(2) EDUC 750 Teaching Internship
(3) EDUC 652or653 (Assistive Technology course)			

Severe Disabilities: Two-Year Sequence of Courses

First Year (e.g. 2008-09)			
<i>Summer</i>	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
(1) EDUC 697 Education of Exceptional Children (2) EDUC 620 Foundations of Reading Instruction (3) EDUC 731 Foundations of Math Instruction K-12	(1) EDUC 680 Educational Diagnosis (2) EDUC 624 Intro to Severe Dis (3) EDUC 681 Techniques for Beh Change	(1) EDUC 623 Applied Human Development	(1) EDUC 679 Methods of Instruction/ Mild Disabilities (2) EDUC 625 Methods of Instr. Severe. Dis.

Severe Disabilities: Two-Year Sequence of Courses

Second Year (e.g. 2009-10)			
<i>Summer</i>	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
(1) EDUC 626 Functional Communication (2) EDUC 652or 653 (Assistive Technology course)	(1) EDUC 745 Collaborative Teaming in Spec. Education (2) EDUC 750 Teaching Internship		(1) EDUC 682 Research in Special Education (2) EDUC 750 Teaching Internship