

New Graduate Program (Majors, Sequences, Certificates) Proposal Illinois State University - Graduate Curriculum Committee

Program Department Special Education

Submission Date Friday, June 22, 2018

Initiator Maribeth Lartz

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Version 1 **ID** 67

Title of New Program Special Education sequence

Proposed Starting Catalog Year 2019-2020

1.

Proposed Action

New Major

✓

New Sequence

New Certificate

More than 50% of courses in this program are Distance Education

Sequence Major

Master of Science in Special Education

2.

Provide *Graduate Catalog* copy for new program.

Special Education Sequence

- 24 hours: EAF 410 or 415; SED 409, 410, 422 or 472, 440, 445 or 470, 448, and 454. Students successfully completing the core are considered to have Advanced Graduate status.
- 6 hours: An area of concentration or approved sequence of electives to be determined with the graduate advisor, including a minimum of 6 hours of graduate work.
- 9 hours: A pre-approved capstone research or application project including SED 482 and a minimum of 6 additional hours from SED 498 or SED 499. Students must have attained Advanced Graduate status to begin the capstone experience.

Candidates will prepare an individual student portfolio documenting that all requirements established in the Department of Special Education Performance-Based Assessment System have been successfully met. This documentation includes multiple measures of knowledge, performance, and disposition standards.

3.

Provide a description for the proposed program.

Special Education Sequence

- 24 hours: EAF 410 or 415; SED 409, 410, 422 or 472, 440, 445 or 470, 448, and 454. Students successfully completing the core are considered to have Advanced Graduate status.
- 6 hours: An area of concentration or approved sequence of electives to be determined with the graduate advisor, including a minimum of 6 hours of graduate work.
- 9 hours: A pre-approved capstone research or application project including SED 482 and a minimum of 6 additional hours from SED 498 or SED 499. Students must have attained Advanced Graduate status to begin the capstone experience.

Candidates will prepare an individual student portfolio documenting that all requirements established in the Department of Special Education Performance-Based Assessment System have been successfully met. This documentation includes multiple measures of knowledge, performance, and disposition standards.

**4.
Provide a rationale of proposed program.**

We want to offer students two options for sequences leading to the M.S. in Special Education. Currently, in the graduate catalog, there are no sequences offered. Therefore, this proposal takes the current M.S. program as is and makes it into a sequence. Another proposed sequence entitled Interdisciplinary Early Intervention Sensory Disabilities will provide students with another sequence of study to get the M.S. degree (please see other new sequence proposal submitted).

**5.
Describe the expected effects of the proposed program on existing campus programs (if applicable).**

None expected as the program already exists as described in this application. The proposal creates a sequence from the existing Master of Science in Special Education curriculum.

**6.
Describe the expected curricular changes required, including new courses. If proposals for new courses that will be or have been submitted, please reference those related proposals here:**

None.

**7.
Anticipated funding needs and source of funds.**

None.

**8.
Yes
Does this program count for teacher education?**

Successful completion of the program will contribute to the development of those professional standards required for graduates to provide the excellence in teaching necessary for Realizing the Democratic Ideal. In particular the program will develop pedagogy and knowledge, performance, and disposition standards that contribute to the enhancement of the quality of life for all children, with emphasis upon those with disabilities. All courses offered in the program incorporate the ethical and intellectual commitments. For example, sensitivity toward diversity and respect for all learners is taught throughout the curriculum and demonstrated through extensive clinical experiences.

**9.
The following questions must be answered.**

Yes

Have you confirmed that Milner Library has sufficient resources for the proposed program?

N.A.

Have letter(s) of concurrence from affected departments/schools been obtained?
A departments/school is affected if it has a program with significant overlap or if it teaches a required or elective course in the program.

Upload Provost Approval Memo. Must be in Adobe PDF format. PDF cannot exceed 4MB in size.

10.

Routing and action summary for New Graduate Program:

[Proposal Routing](#)

1. Special Education Department Curriculum Committee Chair

Tara Kaczorowski (website)

Tara Kaczorowski

6/22/2018 3:55:33 PM

Signature

Print

Date

2. Special Education Department Chair/School Director

Stacey Bock (website)

Stacey Bock

6/22/2018 4:15:08 PM

Signature

Print

Date

3. College of Education College Curriculum Committee Chair

Beth Hatt-Echeverria (website)

Beth Hatt-Echeverria

9/13/2018 2:17:27 PM

Signature

Print

Date

4. College of Education College Dean

Kevin Laudner (website)

Kevin Laudner

9/13/2018 3:51:51 PM

Signature

Print

Date

5. Council for Teacher Education Chair

Kevin Laudner (website)

Kevin Laudner

11/7/2018 11:21:40 AM

Signature

Print

Date

6. Graduate Curriculum Committee Chair

Robert Quinlan (website)

Robert Quinlan

12/10/2018 10:48:00 AM

Signature
Print
Date

7. Director of Graduate School

Amy Hurd (website)

Amy Hurd

12/11/2018 10:35:49 AM

Signature
Print
Date