

UNIVERSITY FACULTY SENATE FORMS

Academic Program Approval

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

Submitted by: Fred T. Hofstetter phone number x8164

Department: School of Education email address fth@udel.edu

Date: October 12, 2009

Action: Revise M.Ed. in Educational Technology (EDTC)

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

Effective term: 10F

(use format 04F, 05W)

Current degree _____

(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed change leads to the degree of: _____

(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed name: _____

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

Revising or Deleting:

Undergraduate major / Concentration: _____

(Example: Applied Music – Instrumental degree BMAS)

Undergraduate minor: _____

(Example: African Studies, Business Administration, English, Leadership, etc.)

Graduate Program Policy statement change: (see attached policy statement)

(Must attach your Graduate Program Policy Statement)

Graduate Program of Study: _____

(Example: Animal Science: MS Animal Science: PHD Economics: MA Economics: PHD)

Graduate minor / concentration: _____

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

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

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

The following six courses are going through the Course Challenge process. Of these, EDUC 611, EDUC 656, and EDUC 692 are new, and the other three are assigning permanent numbers to courses that have been offered several times as Special Topics in Educational Technology (EDUC 639).

- EDUC 611: Introduction to Educational Technology. Comprehensive overview of the field of educational technology. Aligns the principles of how people learn with technological tools proven effective in achieving results across the disciplines. Includes techniques for influencing student interaction, content presentation and visualization, community building, and assessment. Identifies and compares national and international standards frameworks and introduces the knowledge base of educational technology. Surveys the field's instructional design and development tools and gets the student started creating a Web portfolio containing the student's plans for using technology to meet national standards, workplace needs, and/or professional development goals.
- EDUC 621: Internet Technologies. Presents the Internet from a dynamic workplace perspective that considers how the network is evolving and reflects on how emerging technologies will empower society to do more with the Internet. Provides the conceptual background and the online skills needed for students to understand the core Internet technologies, Web page design and authoring, and networking fundamentals. Provides a rich array of labs and optional assignments with which students can tailor this course to meet particular needs and develop technology plans.
- EDUC 638: Learning Technologies Across the Curriculum. Develops a deep understanding of technology integration across the various content areas. Defines the concept of technological pedagogical content knowledge (TPACK) and negotiates the relationships between technology, pedagogy, and content. Builds an understanding of how technology can support active and constructive learning. Provides the opportunity to explore a variety of technological tools and discuss their applications across the disciplines of literacy, mathematics, science, arts, humanities, and social studies. Incorporates current trends toward interdisciplinary instruction and provides readings and examples that cross discipline boundaries. Considers societal issues related to the use of technology in educational settings, such as the digital divide, gender and technology, and other socioeconomic factors. Enables participants to develop technology-enhanced curriculum units for use in the students' classrooms or workplaces.
- EDUC 650: Technology and Cognition. Presents major theories of learning and instruction and discusses their relationship to the use of computers in education. Emphasizes learning sciences theories, such as cognitive and socio-cognitive theories, and considers their role in the design and use of educational technology in real world settings. Introduces computer-based learning environments and instructional interventions developed within a learning sciences framework. Enables participants to apply learning sciences theories in the design of technology enhanced instruction. Readings include theoretical expositions, empirical studies reported in the scholarly literature, and case studies from the complex world of the classroom.
- EDUC 656: eLearning. Surveys the field of eLearning, identifies the leading learning management systems, and reviews the major trends and issues related to using eLearning to improve educational results. Reflects on the role of eLearning in the National Education Technology Plan. Identifies interoperability standards used in K-12, post-secondary, government, and industrial

applications. Provides design and development experience creating online learning modules for a major open source eLearning system.

- EDUC 692: Educational Technology Capstone. A service learning practicum in which participants form teams to design and develop an educational technology solution to an authentic problem in an actual school or workplace. Models metacognitive assessment by having each team member log project contributions in an online reflective blog used for grading purposes. Forms a learning community in online discussion forums and a wiki in which participants create a shared knowledge base of best practices and tools of Web design.

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

Identify other units affected by the proposed changes:

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

None.

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

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

The revision assigns permanent numbers to three courses that have been offered every year as special topics courses (EDUC 621, EDUC 638, and EDUC 650), and the revision creates three new courses (EDUC 611, EDUC 656, and EDUC 692) that are being added to the program's list of restricted electives.

All of these courses are on the Course Challenge list. They help keep the program aligned with national standards that must be met for accreditation purposes.

Program Requirements:

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

Existing catalog copy reads as follows; the **yellow highlights** show what is being revised.

Major in Educational Technology

The Master of Education in Educational Technology is a degree program designed for individuals who seek both a theoretical and a practical grounding in educational technology methods and techniques, emphasizing theories of teaching and learning that support these methods. Based on the assumption that new media and the Internet can have a positive effect on teaching and learning, this program is designed for individuals who want to use technology to make a positive impact on the future of schooling. Those interested in applying to the program must provide the School of Education faculty with evidence of a strong academic background representing both breadth and depth in their content area and experience with technology. Due dates for receipt of completed applications are April 1 for admission for the Fall semester, and November 1 for admission for the Spring semester.

Requirements for Admission to the M.Ed. in Educational Technology

1. A bachelor's degree in a field relevant to the applicant's proposed program.
2. An undergraduate GPA of 3.0 or higher from an accredited college or university.
3. A minimum score of 600 on the TOEFL (paper-based test) or 250 (computer-based test) or 100 (iBT) from applicants whose first language is not English.
4. Three letters of reference from individuals who can assess the applicant's academic ability and potential.
5. A complete program application including a written statement of goals and objectives.

Program Requirements for the M.Ed. in Educational Technology

1. Core courses (6-9 credits) including courses in curriculum theory ([EDUC 640](#)) and research ([EDUC 600](#) or 607).
2. Specialization courses (9 credits) in educational technology: [EDUC 650, Technology and Cognition](#); [EDUC 685](#), Multimedia Literacy; and [EDUC 638, Learning Technology across the Curriculum](#).
3. Restricted electives (12-18 credits) in educational technology. For specific requirements in this area please see <http://www.udel.edu/fth/masters/edtechmed.html>
4. Students complete a Master's Comprehensive Examination or a research paper or a Master's Thesis to graduate from this program. This decision is made in consultation with the student's faculty advisor.

End of quote. In the revision, the two highlighted courses are being renumbered, and the program's HTTP address has been updated. The revised requirements are as follows:

Requirements for Admission to the M.Ed. in Educational Technology

1. A bachelor's degree in a field relevant to the applicant's proposed program.
2. An undergraduate GPA of 3.0 or higher from an accredited college or university.
3. A minimum score of 600 on the TOEFL (paper-based test) or 250 (computer-based test) or 100 (iBT) , or a minimum overall score of 7.0 on the IELTS from applicants whose first language is not English.
4. Three letters of reference from individuals who can assess the applicant's academic ability and potential.
5. A complete program application including a written statement of goals and objectives.

Program Requirements for the M.Ed. in Educational Technology

1. Core courses (6-9 credits) including courses in curriculum theory ([EDUC 640](#)) and research ([EDUC 600](#) or 607).
2. Specialization courses (9 credits) in educational technology: [EDUC 650, Technology and Cognition](#); [EDUC 685](#), Multimedia Literacy; and [EDUC 638, Learning Technologies Across the Curriculum](#).

3. Restricted electives (12-18 credits) in educational technology. For specific requirements in this area please see <http://www.udel.edu/education/edtc/ProgramOfStudy.html>
4. Students complete a Master's Comprehensive Examination or a research paper or a Master's Thesis to graduate from this program. This decision is made in consultation with the student's faculty advisor.

ROUTING AND AUTHORIZATION: (Please do not remove supporting documentation.)

Department Chairperson _____ Date _____

Dean of College _____ Date _____

Chairperson, College Curriculum Committee _____ Date _____

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

Chairperson, Senate Coordinating Com. _____ Date _____

Secretary, Faculty Senate _____ Date _____

Date of Senate Resolution _____ Date to be Effective _____

Registrar _____ Program Code _____ Date _____

Vice Provost for Academic Affairs & International Programs _____ Date _____

Provost _____ Date _____

Board of Trustee Notification _____ Date _____

Required Attachment: Graduate Program Policy Statement

Source: <http://academiccatalog.udel.edu>

MASTER OF EDUCATION DEGREES (M.ED.)

Telephone: (302) 831-1165

The School offers a Master of Education (M.Ed.) degree program with majors in Curriculum and Instruction (curriculum design, mathematics, elementary science, secondary science, and social studies); Educational Technology; Exceptional Children and Youth; Higher Education Administration; Reading; and School Leadership.

Major in Curriculum and Instruction

The Master of Education in Curriculum and Instruction is a program designed for teachers and researchers who want to focus on the intersection of research and instruction in the context of schools.

Requirements for Admission to the M.Ed. Program in Curriculum and Instruction

1. Students are admitted to this major twice a year with an application deadline of November 1 for spring semester admission and April 1 for fall semester admission.
2. A complete program application including a written statement of goals and objectives.
3. A bachelor's degree in a field relevant to the applicant's proposed program from an accredited college or university. The concentration in secondary science education certification requires a bachelor's degree in a natural science. The concentration in mathematics education requires a minimum of 15 credits in mathematics including two college courses in Calculus for students interested in middle school mathematics certification. The concentration in secondary mathematics education requires a minimum of 30 credit hours in mathematics including a college course in Calculus. The concentration in social studies requires a minimum of 18 credit hours in the undergraduate social studies courses.
4. Official report of GRE scores taken within the past three years. Although there is not a minimum GRE requirement, it is expected that applicants will attain a 1050 or above on the combined verbal and quantitative sections of the exam.
5. Applicants to the secondary science concentration who are seeking initial certification to teach must submit scores for the Praxis II Content Area test that is directly applicable to the subject area in which they intend to teach (e.g., Biology, Chemistry, Physics).
6. A minimum score of 600 on the TOEFL (paper-based test) or 250 (computer-based test) or 100 (iBT) , or a minimum overall score of 7.0 on the IELTS from applicants whose first language is not English.
7. Three letters of reference from individuals who are able to assess the applicant's academic ability and potential.
8. A minimum 2.75 cumulative undergraduate GPA from an accredited college or university.

Program Requirements for the M.Ed. in Curriculum and Instruction

1. **Core courses** (6-9 credits) including courses in curriculum theory ([EDUC 640](#)) and research ([EDUC 600](#), 607, or 660).
2. **Coursework consistent with program concentration.** The mathematics education concentration requires [EDUC 730](#) or [MATH 585](#), [EDUC 634](#), [EDUC 635](#) or [MATH 584](#), [EDUC 636](#), and 15 credits in mathematics or mathematics education selected with the approval of their faculty advisor. The secondary mathematics education concentration requires [EDUC 636](#), [MATH 518](#), [MATH 581](#), [MATH 583](#), [MATH 584](#), [EDUC 585](#), [MATH 586](#), and 6 credits in mathematics or mathematics education selected with the approval of their faculty advisor. The social studies concentration requires [EDUC 645](#) and 24 credits in social studies, ethnic studies, or multicultural education selected with the approval of their faculty advisor. The science education concentration requires [EDUC 641](#), [EDUC 642](#) and 9-18 additional credits of physical and/or natural science courses. Additional coursework in addition to the 33 credit hours required for the Med is required for students seeking initial certification in secondary science or middle school mathematics. Additionally, Graduate Teaching Internship ([EDUC 750](#)) is required for students seeking initial certification.
3. **Master's Comprehensive Examination OR Master's Thesis** depending upon the specialization.

Major in Educational Technology

The Master of Education in Educational Technology is a degree program designed for individuals who seek both a theoretical and a practical grounding in educational technology methods and techniques, emphasizing theories of teaching and learning that support these methods. Based on the assumption that new media and the Internet can have a positive effect on teaching and learning, this program is designed for individuals who want to use technology to make a positive impact on the future of schooling. Those interested in applying to the program must provide the School of Education faculty with evidence of a strong academic background representing both breadth and depth in their content area and experience with technology. Due dates for receipt of completed applications are April 1 for admission for the Fall semester, and November 1 for admission for the Spring semester.

Requirements for Admission to the M.Ed. in Educational Technology

1. A bachelor's degree in a field relevant to the applicant's proposed program.
2. An undergraduate GPA of 3.0 or higher from an accredited college or university.
3. A minimum score of 600 on the TOEFL (paper-based test) or 250 (computer-based test) or 100 (iBT) , or a minimum overall score of 7.0 on the IELTS from applicants whose first language is not English.
4. Three letters of reference from individuals who can assess the applicant's academic ability and potential.
5. A complete program application including a written statement of goals and objectives.

Program Requirements for the M.Ed. in Educational Technology

1. Core courses (6-9 credits) including courses in curriculum theory ([EDUC 640](#)) and research ([EDUC 600](#) or 607).
2. Specialization courses (9 credits) in educational technology: [EDUC 650, Technology and Cognition](#); [EDUC 685](#), Multimedia Literacy; and [EDUC 638, Learning Technologies Across the Curriculum](#).
3. Restricted electives (12-18 credits) in educational technology. For specific requirements in this area please see <http://www.udel.edu/education/edtc/ProgramOfStudy.html>
4. Students complete a Master's Comprehensive Examination or a research paper or a Master's Thesis to graduate from this program. This decision is made in consultation with the student's faculty advisor.

Major in Exceptional Children and Youth

This program is a unique noncategorical program that provides advanced training for teachers, education consultants, educational diagnosticians, and technology specialists. Areas of specialization are: (1) Elementary Special Education, (2) Secondary Special Education, (3) Special Education Technology, and (4) Severe Disabilities.

The program is comprised of two tracks: (1) the Masters Program track for teachers with an initial teaching certificate, and (2) the Masters Plus Certification Program (MPCP) track for those seeking an initial certificate in addition to the degree.

Due dates for receipt of completed applications for the Master's Program track are April 1 for admission in the subsequent Fall semester, and November 1 for admission in the subsequent Spring semester. Completed applications for the MPCP are due by February 15 for admission the following summer.

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

1. A minimum undergraduate cumulative index of 3.0 from an accredited college or university.
2. A minimum graduate cumulative index of 3.5 (if applicable) from an accredited college or university.
3. A minimum score of 600 on the TOEFL (paper-based test) or 250 (computer-based test) or 100 (iBT) , or a minimum overall score of 7.0 on the IELTS from applicants whose first language is not English.
4. Uncertified applicants must submit passing scores on the Praxis I exam consistent with the Delaware Department Of Education requirements.
5. Three letters of reference from professors or supervisors who can attest to the applicants academic ability and potential.
6. A completed program application including a statement of professional objectives.
7. A 500 word essay on a special education topic. For more information on this admission requirement please see <http://www.udel.edu/educ/graduate/masters/exceptional/index.html>

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

Program Requirements for persons who enter the program with teaching certification in special education include:

1. **Required Core Courses** (18 credit hours): [EDUC 623](#); [EDUC 679](#) or 625 or 674; [EDUC 680](#); [EDUC 681](#); [EDUC 682](#); and [EDUC 745](#).
2. **Specialization Area Coursework** (15 credit hours): Students will complete 15 credit hours of specialization coursework in one of the following areas: Elementary, Secondary, Special Education Technology, or Severe Disabilities. Specialization courses are selected jointly by the student and her/his advisor.
3. **Final Paper or Thesis:** In addition to coursework, students will pursue either a Final Paper or a Master's Thesis as a final demonstration of learning.

Persons who enter the program **without** teaching certification in special education must meet four additional program requirements in order to be eligible for certification:

1. Complete background courses in addition to the 33 graduate credits. Depending upon the student's prior academic program, these courses generally include courses in literacy/reading, mathematics, and education of the exceptional child;
2. Choose to specialize in either Elementary Special Education or Secondary Education and complete their 15 credits of specialization courses in one of these two areas;
3. Students seeking initial certification must show evidence of having taken a state-designated content area knowledge test (e.g., Praxis II) no later than when they have completed 27 credit hours in the program; and
4. Complete the Graduate Teaching Internship ([EDUC 750](#)).

For more information about specific course requirements as well as information about the Final Paper and Masters Thesis, please consult the Program Guidelines on the web at <http://www.udel.edu/educ/graduate/masters/exceptional/index.html> or by calling (302) 831-1165.

Major in Higher Education Administration

The Master of Education in Higher Education Administration is a 33 credit hour program for individuals seeking professional advancement and leadership development in a higher education environment. Although most students enroll in this program on a part-time basis, it is also possible to complete the program as a full-time student. The curriculum draws upon candidates' work experience to integrate theory and practice as it prepares them for positions of leadership in traditional colleges and universities, non-traditional post-secondary institutions, and adult and continuing education programs within corporate or higher education settings. Within this degree program, a specialization in sports administration and management is available for individuals seeking professional positions in athletic administration or coaching at the university or secondary level.

Requirements for Admission to the M.Ed. Program in Higher Education Administration

Students are admitted to this major twice a year with an application deadline of November 1 for spring

semester admission and April 1 for fall semester admission.

1. A complete program application including a written statement of goals and objectives.
2. An minimum undergraduate cumulative index of 2.75 or higher from an accredited college or university.
3. A minimum graduate cumulative index of 3.0 or higher (if applicable) from an accredited college or university.
3. A minimum score of 600 on the TOEFL (paper-based test) or 250 (computer-based test) or 100 (iBT), or a minimum overall score of 7.0 on the IELTS from applicants whose first language is not English.
4. Three letters of reference from individuals who can assess the applicant's academic ability and potential as well as their leadership qualities.

Program Requirements for the M.Ed. In Higher Education Administration

The M.Ed. in Higher Education Administration requires 33 credits of coursework, including:

1. General Core Courses (24 credits): [EDUC 607](#), [EDUC 670](#), [EDUC 699](#), [EDUC 818](#), [EDUC 849](#), [EDUC 883](#), HDFS 688, and HDFS 689.
2. Elective Requirements (6 credits): Six credits of electives chosen with the approval of the student's advisor. Recommended electives include the following courses for students interested in sports administration and management: [HESC 616](#), [HESC 620](#), [HESC 634](#), [HESC 635](#), [HESC 647](#). Additional electives may include: HDFS 683, HDFS 692, and [EDUC 847](#).
3. Higher Education Internship (3 credits). All students are required to complete the graduate course, [EDUC 743](#) Internship in Higher Education Administration. A portfolio is required for this internship.

Major in Reading

The Master of Education in Reading leads to state certification as a Reading Specialist. It is designed for teachers with initial licensure and at least 3 years teaching experience by the time they graduate. Candidates completing this program will be granted certification by the State of Delaware Department of Education and 30+ other states with which the state holds reciprocity agreements. The program was developed in accordance with the International Reading Association Standards for Literacy Professionals and the State Standards of Delaware and is nationally accredited through NCATE. It focuses on classroom teaching, intervention with students who struggle with reading, and the management and assessment of reading programs. The program includes three supervised practica in assessment and instruction of students with difficulties with literacy.

Requirements for Admission to the M.Ed. Program in Reading

Applicants are admitted to this program once a year, with completed applications due by April for admission in the following fall semester.

1. A bachelor's degree from an accredited college or university.

2. An undergraduate GPA of 3.0 or higher.
3. A minimum score of 600 on the TOEFL (paper-based test) or 250 (computer-based test) or 100 (iBT) , or a minimum overall score of 7.0 on the IELTS from applicants whose first language is not English.
4. Three letters of reference from individuals who are able to assess the applicant's academic ability and potential.
5. A complete program application including a written statement that clearly identifies the applicant's goals within the program.
6. Demonstrated knowledge of the teaching of oral language, reading, and writing through previous coursework and teaching.

Program Requirements for the M.Ed. in Reading

1. Coursework: The M.Ed. in Reading requires 33 credits of graduate-level coursework. The required coursework includes: [EDUC 601](#), either [EDUC 602](#) or [EDUC 603](#), [EDUC 604](#), [EDUC 608](#), [EDUC 609](#), [EDUC 622](#), [EDUC 630](#), [EDUC 631](#) and either [EDUC 649](#) or [EDUC 617](#). There are no elective courses in this program.
2. Candidates must complete the following courses, and the course-embedded projects, in the prescribed order: [EDUC 608](#), [EDUC 609](#), [EDUC 630](#). Other required courses and embedded projects may be completed in any order, with the exception that [EDUC 617](#) or 649 must be taken within the last six credits hours of the program.
3. Examinations: Prior to exit from the program, all candidates are required to provide evidence of their competence through the completion of a comprehensive examination.
4. Projects and portfolio: At two designated points in the program, candidates must submit course projects and portfolio requirements in accordance with program guidelines. Detailed information on this requirement will be given to all candidates at the time of admission to the program.

Major in School Leadership

This program is for individuals seeking Delaware certification as a principal or assistant principal. This part-time, evening/weekend degree program is designed for people who are employed full-time in PK-12 settings. The curriculum draws upon candidates' work experience to integrate theory and practice as it prepares them for positions of school leadership in educational settings. Coursework in this program aligns with the Interstate School Leadership Licensure Consortium (ISLCC) standards. Therefore, students who complete the program will qualify for School Leader I certification.

Requirements for Admission to the M.Ed. Program in School Leadership

Applicants are admitted to this cohort-based program once a year, with completed applications due by April 1 for the following fall semester.

1. Baccalaureate degree from an accredited college or university.
2. Transcripts showing an undergraduate GPA of 2.75 or higher. Applicants with lower than expected performance are not automatically disqualified, but should provide an explanation for

their prior performance and describe the experiences, skills, and dispositions they believe indicate the ability to succeed at the graduate level.

3. Transcripts showing a minimum GPA of 3.0 for all graduate courses completed (if applicable). This GPA applies to graduate level courses taken through continuing education or graduate programs at the University of Delaware and other institutions.
4. Three letters of recommendation. One letter must come from an immediate supervisor (e.g., principal), and the other two may come from a faculty member or another individual who is familiar with the quality of the applicant's academic ability and potential for school leadership. Letters from friends and family are strongly discouraged
5. For students whose native language is not English, an officially reported minimum TOEFL score of 600 (paper-based test) or 250 (computer-based test) **or 100 (iBT) , or a minimum overall score of 7.0 on the IELTS.**
6. A written statement of goals and objectives. This three-question essay response is part of the standard Graduate Studies application and should explain why the applicant wishes to pursue a MED in School Leadership.

Program Requirements for the M.Ed. in School Leadership

1. **Coursework:** The MEd in School Leadership requires 33 credits of graduate-level coursework. The required coursework includes: [EDUC 661](#), [EDUC 664](#), [EDUC 693](#), [EDUC 733](#), [EDUC 734](#), [EDUC 735](#), [EDUC 736](#), [EDUC 737](#), and [EDUC 738](#).
2. **Internship:** Students complete a 6-credit Internship ([EDUC 739](#)). The Internship requires students to engage in authentic, leadership-related field experiences in approved school settings. A portfolio is required as part of this internship.
3. **Non-registered degree requirements:** Before enrolling in the internship ([EDUC 739](#)), students must submit School Leadership Licensure Assessment (SLLA) scores to the Graduate Programs Director of the School of Education. Students will not be allowed to graduate from this degree program unless they have submitted their scores for this test.