

New Program Code Replace Program Code Date: _____

REQUESTOR CONTACT INFORMATION

Name _____ Campus _____
 Title _____ Email _____
 Office/Dept _____ Phone _____

NEW PROGRAM CODE TO CREATE

Institution _____ Campus _____
 Level _____ Effective Term _____

	Code (Max. Characters)	Description	Check if requesting new code:
College	(2) _____	_____	<input type="checkbox"/> See Banner form STV_COLL
Department	(4) _____	_____	<input type="checkbox"/> See Banner form STV_DEPT
Degree/Certificate	(6) _____	_____	<input type="checkbox"/> See Banner form STV_DEGC
Major	(4) _____	_____	<input type="checkbox"/> See Banner form STV_MAJR
Concentration	(4) _____	_____	<input type="checkbox"/> See Banner form STV_MAJR
Minor	(4) _____	_____	<input type="checkbox"/> See Banner form STV_MAJR

If a similar major/concentration code exists in Banner, please list the code: _____

Justification to warrant a new major/concentration code similar to an existing major/concentration code:

Is this major/concentration code being used the same way at the other UH campuses? Yes No

Should this program be available for applicants to select as their planned course of study on the online application? *If yes, student may select the code as their only program of study.* Yes No

RULES PERTAINING TO FINANCIAL AID AND 150% DIRECT SUBSIDIZED LOAN LIMIT LEGISLATION

Is 50% or greater of the classes in this program offered at a location other than the Home Campus? Yes No

Is this program/major/certificate financial aid eligible? Yes No

Does this certificate qualify as a Gainful Employment Program (Title IV-eligible certificate program)? Yes No

See <http://www.ifap.ed.gov/GainfulEmploymentInfo/index.html>

Program Length

In academic years; decimals are acceptable. The length of the program should match what is published by the campus in any online and/or written publication.

Special Program Designations A B N P T U

See *Special Program Designations Code Definitions on IRAO Program Code Request webpage*

Required Terms of Enrollment: Fall Spring Summer Extended

EXISTING PROGRAM CODE TO REPLACE, IF APPLICABLE

Program Code _____	Program Description _____
Institution _____	Campus _____
College _____	Department _____
Level _____	

Are current students "grandfathered" under the program code? Yes No

Should the old program code be available for use in Banner? Yes No

Effective **, old program code will no longer be available to admit or recruit students.**
Term (ie. Fall 2020)

This will turn off the online application, recruitment (effects Banner forms SRASUMI and SRAQUIK) and admissions (effects Banner forms SAADCRV, SAAADMS, SAASUMI, SAAQUIK, and SAAQUAN) Banner modules.

Effective **, old program code will no longer be available to award degree to students.**
Term (ie. Fall 2020)

This will turn off the general student (effects Banner form SGASTDN) and academic history (effects Banner form SHADEGR) Banner modules.

ATTACHMENTS

BOR Approved: Sole-credential Certificate, Associate, Bachelor and Graduate Degrees, and sole credential certificates

- BOR Meeting Minutes & Supporting Documents Curriculum

Chancellor Approved: Concentrations, Certificates and Associate in Technical Studies (ATS) Degree

- Memo from Chancellor to notify Vice President for Academic Planning and Policy regarding program action.
 Curriculum

<p>CERTIFICATES ONLY: Please check one (1) statement. This certificate is a...</p> <p><input type="checkbox"/> BOR approved certificate. BOR Meeting/Approval Date: _____</p> <p><input type="checkbox"/> Chancellor approved within an authorized BOR program. BOR Program: _____</p> <p><input type="checkbox"/> Chancellor approved CO in accordance with UHCCP 5.203, Section IV.B.10.</p>

VERIFICATIONS

By signing below, I verify that I have reviewed and confirm the above information that is pertinent to my position.

<p>Registrar (Print Name)</p> <p>_____</p>	<p>Financial Aid Officer (Print Name)</p> <p>_____</p>	<p>For Community Colleges, verification of consultation with OVPCC Academic Affairs: Tammi Oyadomari-Chun</p> <p>_____</p>
Signature	Date	Signature
Signature	Date	Signature
Signature	Date	Signature

ADDITIONAL COMMENTS



UNIVERSITY
of HAWAI'I
MĀNOA

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December 15, 2020 **Revision: Clarifications for Graduate Division May 7, 2022**
Revisions May 16, 2022 Final: August 25, 2022

MEMORANDUM

TO: Laura Lyons
Interim Vice Provost for Academic Excellence

VIA: Krystyna Aune *Krystyna J. Aune*
Dean, Graduate Division

VIA: Nathan Murata *Nathan Murata*
Dean, College of Education

FROM: Jenny C. Wells *Jenny C. Wells*
Graduate Chair and Chair, Department of Special Education

SUBJECT: Program Modifications to the MEd in Special Education

SPECIFIC ACTION REQUESTED:

It is requested that the Interim Vice Provost for Academic Excellence approve adding a *Leadership and Research* concentration to the on-line MEd in Special Education.

RECOMMENDED EFFECTIVE DATE: Incoming students in Summer 2023

ADDITIONAL COST (student and program impacts):

The MEd in Special Education, *Leadership and Research* concentration is an additional concentration within the MEd in Special Education. The *Leadership and Research* concentration maintains the same four common content courses as the other concentrations along with a prescribed sequence of additional courses that facilitates efficient scheduling and course enrollment. No additional costs will be incurred as current faculty have the expertise to teach the course sequence.

PURPOSES:

The MEd in Special Education is an on-line 31-credit degree with three current concentrations: Interdisciplinary, Literacy Specialist, and Applied Behavior Analysis. The intent of the MEd in Special Education is to provide a scholarly master's degree for special educators and other service providers in the field of disabilities. The proposed concentration is designed to cultivate specific leadership and research skills through a sequential and thoughtfully organized sequence of courses that addresses key Advanced Personnel Preparation Standards of the Council for Exceptional Children. The *Leadership and Research* concentration will provide high quality professional development for the special education/disability field and thereby contribute to retention of the workforce.

BACKGROUND:

Unlike other programs in the Department of Special Education, the MEd in Special Education does not lead to teacher licensure. Most MEd students are either licensed special education teachers or work in related fields that serve individuals with disabilities. The existing MEd concentrations are:

MEd in Special Education	Interdisciplinary	Literacy Specialist	Applied Behavior Analysis
Core Courses	SPED 642: Seminar on Applied Research/Special Education (3) SPED 602: Special Education Law and Compliance (3) SPED 641B: Seminar in Issues in Special Education: current issues and trends (3) SPED 695: Plan B Master's Project-(1)		
Required Research Course	SPED 688: Research Practicum in Special Education (3)	SPED 688: Research Practicum in Special Education (3)	SPED 641H: Seminar on Issues in Special Education: Single-Case Research (3)
Required Specialization Courses	<i>Coursework in this concentration varies dependent on extramural funding for specialized areas of training to address workforce development needs of the Hawaii Department of Education (i.e., Reading Interventionist)</i>	SPED 637: Topics and Issues in Reading Difficulties (3) SPED 638: Fundamentals of Language and Literacy (3) SPED 639: Advanced Fundamentals of Language and Literacy (3) EDCS 605: Literacy Coaching and Leadership (3) EDCS 607: New Literacies Leadership (3) EDCS 647: Classroom and School Literacy Assessment (3)	SPED 603: Principles of Behavior (3) SPED 614: Assessment & Instruction-Severe Disabilities & Autism (3) SPED 630: Positive Behavior Supports-Severe Disabilities & Autism (3) SPED 632: Language/-Communication Intervention-Communication Disorders/-Autism SPED 671: Advanced Principles of Applied Behavior Analysis (ABA) (3) SPED 673: Ethics & Professional Conduct (3)
Electives	<i>18 credits</i>	<i>(none)</i>	<i>(none)</i>
Total Credits	31	31	31

Research indicates that special education teacher leaders with expertise in special education policy and practice are essential to supporting school level administrators in providing high quality programming to students with disabilities (e.g., DeMatthews, et al., 2020; Sun & Zin, 2020). A primary purpose of the Leadership and Research concentration is to **retain and further prepare special education teacher leaders** with advanced knowledge and skills (beyond what is gained from initial licensure) to serve in both formal (e.g., department chair, district level specialist) and informal (i.e., classroom teachers who support others to improve teaching and learning) leadership roles.

Whereas the purpose of initial preparation programs is to develop special education teachers with knowledge and skills necessary to effectively provide high quality special education instruction to students with disabilities, the Leadership and Research concentration requires scholars to examine policy and research in order to (a) help guide administrative decisions in inclusive reform efforts and/or (b) support other special education teachers in providing high quality instruction. Courses in this concentration (see Table below) allow students to examine: historical and current issues in special education; research related to providing high quality instruction to culturally diverse learners with disabilities; research related to the identification and dissemination of evidence-based practices; research and literature on developing special education leadership skills (e.g., collaborating with a variety of stakeholders). Two electives are included to allow candidates to broaden their knowledge base through advanced study in

specialty areas tailored to their individual career goals. As a culminating project, scholars will develop and deliver a professional development for educational stakeholders and collect necessary data to examine the impact. Scholars will also have an opportunity to work with their advisor to present their research locally. The schedule of delivery of the program of study of the proposed Leadership and Research concentration follows.

Proposed Schedule of Courses for the Leadership and Research Concentration		
Semester	Courses	Core MEd Skills and CEC Advanced Standards Addressed
Summer 1	SPED 641B: Seminar in Issues in Special Education (Current Issues and Trends)	641B: <ul style="list-style-type: none"> Scholarly Writing skills (e.g., APA; intro to summarizing and synthesizing) <i>Program, services, and outcomes</i> <i>Leadership and Policy</i>
Fall 1	SPED 602: Special Education Law and Compliance SPED 641D: Seminar in Issues in Special Education (Foundations)	602: <ul style="list-style-type: none"> Presentation skills <i>Professional and Ethical Practice</i> 641D: <ul style="list-style-type: none"> Library Search Skills Summarize information and cite using APA <i>Content Knowledge</i>
Spring 1	SPED 641F: Seminar in Issues in Special Education (Cultural & Linguistic Diversity) SPED 642: Seminar on Applied Research /Special Education	641F: <ul style="list-style-type: none"> <i>Programs, services and outcomes</i> 642: <ul style="list-style-type: none"> Critiquing and understanding research articles <i>Research and Inquiry</i>
Summer 1	SPED 641G: Seminar in Issues in Special Education (Evidence-based Practices) Elective	641G: <ul style="list-style-type: none"> Develop and practice core skills from above courses. <i>Content Knowledge</i> <i>Program, services and outcomes</i>
Fall 2	SPED 688: Research Practicum in Special Education SPED 647: Seminar in Special Education Leadership	688: <ul style="list-style-type: none"> Apply skills from prior courses to proposal development <i>Research and Inquiry</i> 647: <ul style="list-style-type: none"> Professional Dispositions as a researcher and leader <i>Leadership and Policy</i> <i>Collaboration</i>
Spring 2:	SPED 695(1 credit)	695:

	Elective	<ul style="list-style-type: none"> • <i>Research and Inquiry</i>
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The Council for Exceptional Children’s (CEC; 2015) Advanced Preparation Standards guided the development of the Leadership and Research concentration. CEC (2015) Advanced Preparation Standards are intended for special education teachers who are interested in further developing their skills and/or pursuing new roles in special education.

A full description of these standards can be reviewed at <https://exceptionalchildren.org/standards/advanced-special-education-preparation-standards>):

- Assessment
- Content knowledge
- Program, services, and outcomes,
- Research and Inquiry
- Leadership and Policy
- Professional and ethical practice
- Collaboration

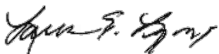
The proposed coursework and schedule of delivery for the Leadership and Research concentration is as follows:

MEd in Special Education	Leadership and Research Concentration
Core Courses	SPED 602: <i>Special Education Law and Compliance (3)</i> SPED 641B: <i>Seminar in Issues in Special Education: current issues and trends (3)</i> SPED 642: <i>Seminar on Applied Research/Special Education (3)</i> SPED 695: <i>Plan B Master’s Project-(1)</i>
Required Research Course	SPED 688: <i>Research Practicum in Special Education (3)</i>
Required Specialization Courses	SPED 647: <i>Seminar in Special Education Leadership (3)</i> SPED 641D: <i>Seminar in Issues in Special Education (Foundations) (3)</i> SPED 641G : <i>Seminar in Issues in Special Education (Evidence-based Practices) (3)</i> SPED 641F: <i>Seminar in Issues in Special Education (Cultural & Linguistic Diversity) (3)</i>
Electives	<i>6 credits</i>
Total Credits –	31

ACTION RECOMMENDED:

It is requested that the Interim Vice Provost for Academic Excellence approve the MEd in Special Education Leadership and Research track to begin with Fall 2022 admissions.

Approved Disapproved:



 Laura Lyons
 Interim Vice Provost for Academic Excellence

 September 8, 2022
 Date