Deactivation Proposal

Date Submitted: 11/29/23 9:39 am

Viewing: 10KS0093MS : Special Education, MS

Last approved: 03/15/23 10:14 am
Last edit: 02/20/24 11:36 am
Changes proposed by: Lori Fuller

Proposal Type: Deactivation Proposal

Catalog Pages
Using this Program

In Workflow
1. U Program Review
2. 1570 Committee Chair
3. 1570 Head
4. KN Committee Chair
5. KN Dean
6. University Librarian
7. Grad_College
8. COTE Programs
9. Provost
10. Senate EPC
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. DOE
17. DMI

Approval Path
1. 12/12/23 10:33 am
   Donna Butler (dbutler): Approved for U Program Review
2. 12/12/23 11:16 am
   Kary Zarate (kzarat2): Approved for 1570 Committee Chair
3. 12/13/23 5:40 am
   Matthew Lambert (matt5): Approved for 1570 Head
4. 01/16/24 11:28 am
   Liv Thorstensson
Major (ex. Special Education)

This proposal is

History

1. May 10, 2019 by Kathy Stalter (kstalter)
2. Jun 5, 2020 by Kathy Stalter (kstalter)
3. Sep 29, 2021 by Kathy Stalter (kstalter)
4. Mar 15, 2023 by Lori Fuller (harvey1)
for a: Revision
Phase Down/Elimination

Administration Details

<table>
<thead>
<tr>
<th>Official Program Name</th>
<th>Special Education, MS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma Title</td>
<td>Master of Science in Special Education</td>
</tr>
<tr>
<td>Sponsor College</td>
<td>Education</td>
</tr>
<tr>
<td>Sponsor Department</td>
<td>Special Education</td>
</tr>
<tr>
<td>Sponsor Name</td>
<td>Karla Moller</td>
</tr>
<tr>
<td>Sponsor Email</td>
<td><a href="mailto:kjmoller@illinois.edu">kjmoller@illinois.edu</a></td>
</tr>
<tr>
<td>College Contact</td>
<td>Lori Fuller</td>
</tr>
<tr>
<td>College Contact Email</td>
<td><a href="mailto:harvey1@illinois.edu">harvey1@illinois.edu</a></td>
</tr>
<tr>
<td>College Budget Officer</td>
<td>Amanda Brown, Toshua York</td>
</tr>
<tr>
<td>College Budget Officer Email</td>
<td><a href="mailto:tmyork@illinois.edu">tmyork@illinois.edu</a></td>
</tr>
</tbody>
</table>

List the role for rollbacks (which role will edit the proposal on questions from EPC, e.g., Dept Head or Initiator) and/or any additional stakeholders. Purpose: List here who will do the editing work if proposal needs rolled back. And any other stakeholders.

Does this program have inter-departmental administration?

No

Proposal Title

Effective Catalog Term
Spring 2024

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberals Art and Sciences, include the Graduate College for Grad Programs)

Eliminate the Master of Science in Special Education in the College of Education and the Graduate College
Program Justification

Provide a brief description of what changes are being made to the program.

This proposal seeks to eliminate the Master of Science in Special Education.

Why are these changes necessary?

The Master of Science in Special Education has not had enrollment for several semesters. Graduate students interested in a master's degree enroll in the Master of Education in Special Education.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/revision of this program?

No

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.
All students who complete a master’s degree in the Department of Special Education will:

Students who complete a master’s degree resulting in teacher certification (e.g., LBS I or LBS II) or endorsement/credential (ECSE/EI) will demonstrate the acquisition of the knowledge and skills required to be competent novice special education teachers by meeting the indicators addressed in several sets of standards. These indicators are embedded in coursework, field-based activities, and other related professional experiences.

Graduate students who complete the LBS II Multiple Disabilities or ECSE course sequence will demonstrate expertise and leadership in their respective areas of specialization by engaging in: a) collaborative leadership activities, b) mentoring other educators, c) practicing effective communication skills, d) acting as change agents, and e) advocating for learners with disabilities.

Graduate students will expand and deepen their attitudes, knowledge and skills about evidence-based practices that result in improved learning and successful outcomes for students with disabilities.

Graduate students will acquire the knowledge and skills to understand multiple research methodologies and how research is used to inform instructional practices with persons with disabilities by engaging in a capstone research project.

Graduate students will become reflective practitioners who problem solve and change their practice to improve services provided to individuals with disabilities and their families.

Describe how, when, and where these learning outcomes will be assessed.

Identify faculty expectations for students’ achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Program
Description and
Requirements
Attach Documents

Is the career/profession for graduates of this program regulated by the State of Illinois?

No

Program of Study

Baccalaureate degree requires at least 120 semester credit hours or 180 quarter credit hours and at least 40 semester credit hours (60
quarter credit hours) in upper division courses” (source: https://www.ibhe.org/assets/files/PublicAdminRules2017.pdf). For proposals for new bachelor's degrees, if this minimum is not explicitly met by specifically-required 300- and/or 400-level courses, please provide information on how the upper-division hours requirement will be satisfied.

Catalog Page Text - Overview Tab

Description of program for the catalog page. This is not official content, it is used to help build the new catalog page for the program. Can be edited in the catalog by the college or department.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSY 400</td>
<td>Psychology of Learning in Education</td>
</tr>
<tr>
<td>EPSY 401</td>
<td>Child Language and Education</td>
</tr>
<tr>
<td>EPSY 402</td>
<td>Sociocultural Influence on Learning</td>
</tr>
<tr>
<td>EPSY 404</td>
<td>Adjustment in School Settings</td>
</tr>
<tr>
<td>EPSY 405</td>
<td>Personality and Soc Dev</td>
</tr>
<tr>
<td>EPSY 406</td>
<td>Psychology of Classroom Management</td>
</tr>
<tr>
<td>EPSY 407</td>
<td>Adult Learning and Development</td>
</tr>
<tr>
<td>EPSY 408</td>
<td>Learning and Human Development with Educational Technology</td>
</tr>
<tr>
<td>EPSY 430</td>
<td>Early Adolescent Development</td>
</tr>
<tr>
<td>EPSY 485</td>
<td>Assessing Student Performance</td>
</tr>
<tr>
<td>EPSY 490</td>
<td>Developments in Educational Psychology</td>
</tr>
<tr>
<td>EPSY 553</td>
<td>Global Issues in Learning</td>
</tr>
</tbody>
</table>

Select a minimum of 18 hours from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>SPED 517</td>
<td>Disability Issues in Special Education</td>
</tr>
<tr>
<td>SPED 524</td>
<td>Supervised Practice in Special Education</td>
</tr>
<tr>
<td>SPED 526</td>
<td>Collaborative Leaders in Special Education</td>
</tr>
<tr>
<td>SPED 566</td>
<td>Leadership in Early Childhood Special Education</td>
</tr>
<tr>
<td>SPED 591</td>
<td>Field Study and Thesis Seminar</td>
</tr>
</tbody>
</table>
Program Features

- **Academic Level**: Graduate
- **Does this major have transcripted concentrations?**: Yes
- **Will you admit to the concentration directly?**: No
- **Is a concentration required for graduation?**: No
- **What is the typical time to completion of this program?**: 2 years
- **What are the minimum Total Credit Hours required for this program?**: 32
- **What is the required GPA?**: 3.0
- **CIP Code**: 131001 - Special Education and Teaching, General.
- **Is This a Teacher Certification Program?**: No
- **Will specialized accreditation be sought for this program?**: No

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
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</tbody>
</table>

**Elective Hours:**
- 400/500-Level Hours Required: 4 hours (Independent Study included)
- Research/Project/Independent Study Hours (min/max applied toward degree): 0-8

**SPED 599**  Thesis Research (min/max applied toward degree) 2-8

**Total Hours**: 32
**Delivery Method**

This program is available:
- On Campus - Students are required to be on campus, they may take some online courses.

**Admission Requirements**

<table>
<thead>
<tr>
<th>Desired Effective Admissions Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this revision a change to the admission status of the program?</td>
</tr>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

Provide a brief narrative description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.

**Phase Down/Elimination Enrollment**

Does this program currently have enrollment? No

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

The program does not have current enrollment. The most recent enrollment was in fall 2019, and both graduated with EDM degrees. 1 student enrolled in fall 2018 has not enrolled since then.

<table>
<thead>
<tr>
<th>Number of Students in Program (estimate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One Estimate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Estimated Annual Number of Degrees Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One Estimate</td>
</tr>
</tbody>
</table>

What is the matriculation term for this program? Fall

**Budget**

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?
Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

There will be no impact on financial resources. This course is expected to be offered each spring semester as normal teaching load within the EPOL Department.

Will the unit need to seek campus or other external resources?

No

Attach letters of support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)

Are you seeking a change in the tuition rate or differential for this program?

No

Is this program requesting self-supporting status?

No

Plan to Evaluate and Improve the Program

Plan to Evaluate and Improve the Program

Attachments

Budget Narrative

Fiscal and Personnel Resources

Illinois Administrative Code: 1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained; B) Projections of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

Budget Rationale

Provide financial data that document the university’s capacity to implement and sustain the proposed program and describe the program’s sources of funding.
Is the unit’s (Department, College, School) current budget adequate to support the program when fully implemented? If new resources are to be provided to the unit to support the program, what will be the source(s) of these funds? Is the program requesting new state funds? (During recent years, no new funds have been available from the state (IBHE) to support new degree programs).

Faculty Resources

Will current faculty be adequate to provide instruction for the new program or will additional faculty need to be hired? If additional hires will be made, please elaborate.

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

There will be no impact on faculty resources.

Describe how the unit will support student advising, including job placement and/or admission to advanced studies. Will current staff be adequate to implement and maintain the new program or will additional staff be hired? Will current advising staff be adequate to provide student support and advisement, including job placement and or admission to advanced studies? If additional hires will be made, please elaborate.

Are the unit’s current facilities adequate to support the program when fully implemented? Will there need to be facility renovation or new construction to house the program?

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

Library collections, resources and services will not be needed as this is a phasedown/elimination.

If this is a graduate program, please discuss the intended use of graduate tuition waivers. If the program is dependent on the availability of waivers, how will the unit compensate for lost tuition revenue?

Budget Narrative
Fiscal and Personnel Resources
Attachments

Personnel Budget

Please complete all lines below; all fields are required. For fields where there is no
anticipated cost or need, enter 0 or NA.

<table>
<thead>
<tr>
<th>Category</th>
<th>Year One</th>
<th>Year Five</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty (FTE)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Faculty ($)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advising Staff ($)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Students ($)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Personnel Costs</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Budget Narrative</td>
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<tr>
<td>Attachments</td>
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</tbody>
</table>

Facilities and Equipment

Illinois Administrative Code: 1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support high quality academic work in the unit of instruction, research or public service are available and maintained;

B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service;

C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.

Describe the facilities and equipment that are available, or that will be available, to develop and maintain high quality in this program. Summarize information about buildings, classrooms, office space, laboratories and equipment, and other instructional technologies for the program.

Will the program require new or additional facilities or significant improvements to already existing facilities?

Will the program need additional technology beyond what is currently available for the unit?

Are there other costs associated with implementing the program?

Faculty and Staff

Illinois Administrative Code: 1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met; B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able...
Describe the personnel resources available to develop and maintain a high quality program, including faculty (full- and part-time, current and new), staff (full- and part-time, current and new), and the administrative structure that will be in place to oversee the program. Also include a description of faculty qualifications, the faculty evaluation and reward structure, and student support services that will be provided by faculty and staff.

Summarize the major accomplishments of each key faculty member, including research/scholarship, publications, grant awards, honors and awards, etc. Include an abbreviated curriculum vitae or a short description.

Faculty and Staff
Attachments

EP Documentation
EP Control Number
EP.24.080

Attach Rollback/Approval Notices
This proposal requires HLC inquiry

DMI Documentation
Attach Final Approval Notices
Banner/Codebook Name
MS:Special Education -UIUC
Program Code: 10KS0093MS

Minor Code Minor Code Degree Code MS Major Code
0093

Senate Approval Date
Senate Conference Approval Date
BOT Approval
Liv Thorstensson Davila (livtd) (01/16/24 11:26 am): APC voted to deactivate this program due to low enrollment.