

Graduate Studies Committee Template

Prior to presenting at the Graduate Studies Committee (GSC) for review, please provide answers to the following questions, as relevant. Please contact Matthew Boots (mboots1@iu.edu) with any questions.

Title: M.S.Ed. in Special Education Course Requirements Change

GSC presenter: Kelly J. Williams

This proposal is for a...

☒ program change ☐ new program ☐ policy change ☐ new policy

Include responses to each question, as relevant:

1. What are you proposing and why? (If proposing a change, then the description and rationale should be relevant to the change(s) only.)

We are proposing to change the inquiry course requirement for the M.S.Ed. in Special Education program. Currently, M.S.Ed. students must take one 3 credit inquiry core course and they can only choose between EDUC-Y 510 Action Research I and Y520 Inquiry in Education. Because the inquiry course prepares students to complete their master's thesis or capstone project, we'd like to change the inquiry course requirement to say, "Select one graduate-level (500-level) Inquiry Methodology (Y) course in consultation with your advisor." This change will allow students to be able to take an inquiry course that is most applicable to their proposed capstone project or thesis. This change was endorsed by Dr. Leslie Rutkowski, associate professor in the Inquiry Methodology program.

2. How will this impact enrollment?

This will not likely impact enrollment.

3. How will this impact students' time to degree?

The inquiry change will impact time to degree by providing additional options for students to fulfil their inquiry core course requirement. This will enable students to matriculate quicker since they will not have to wait for one of the two approved courses to be offered. Furthermore, one of these course is required before students complete their master's thesis or capstone project, and waiting for one of these two courses to be offered could delay students' program completion time.

Although previously approved for fewer non-special education courses, this exception for M.S.Ed. in Special Education was not listed in the general master's degree policies. Students in the M.S.Ed. in Special Education have to take specific requirements if they are obtaining licensure, so they may be required to take more special education courses than a traditional master's student would take.

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4. How will this impact specific student populations and/or DEI issues?

This change will positively affect all student populations because it will allow students to completed the MSED program in a timelier manner. It will also reduce costs for lower-income students by limiting the number of semesters they may have to be enrolled for.

5. How will this impact School of Education resources, including faculty loads?

This is not likely to significantly impact SOE resources or faculty loads. We currently only have a few M.S.Ed. students each semester who require an inquiry course, so we do not anticipate this significantly increasing faculty teaching loads in the inquiry methodology department. Additionally, this will not affect the special education program faculty's courseloads.

6. How will this be effectively sustained over time?

We will post this new requirement to our M.S.Ed. website and bulletin and make sure advisors know which classes to recommend to M.S.Ed. students.

7. What was the departmental vote tally for this proposal? (e.g., “*12 in favor, 2 opposed, 3 abstained*”)

30 yes, 0 no, 1 abstain

Curriculum and Instruction M.S.Ed. in Special Education (Online or Residential)

Degree Requirements (36 cr.)

Major Requirements (20 cr.)

- K535 Assessment and Remediation of the Mildly Handicapped I (3 cr.)
- K536 Assessment and Remediation of the Mildly Handicapped II (3 cr.)
- K548 Families, School and Society (3 cr.)
- K553 Classroom Management and Behavior Support (3 cr.)
- K565 Collaboration and Service Delivery (3 cr.)
- ~~S500 Field-Based Seminar in Teacher Education: Orientation to SPEDFIST~~ K500: Topical Workshop in Special Education (2 cr.)
- Select one graduate-level Inquiry Methodology (Y) course in consultation with your advisor.
- ~~Select one course from the following:~~
 - ~~Y510 Action Research I (3 cr.)~~
 - ~~Y520 Inquiry in Education (3 cr.)~~

Emphasis Area Requirements (12 cr.) Elective Requirements (12 cr.)

~~Students choose four classes from different departments or programs in the School of Education to create an area of emphasis which may include Autism, Behavior Disorders, Early Childhood Education, Instructional Strategies or others as approved by your advisor. One of the 4 chosen courses should be outside the Special Education program.~~

~~In consultation with their advisor, students select~~ Select four elective courses (12 cr.) inside or outside of the School of Education in consultation with your advisor. One course (3 cr.) should be outside of the special education program.

Capstone Project or Thesis Requirements (4 cr.)

- K500 Topical Workshop in Special Education (Culminating Seminar) (1 cr.)
- Select one of the following courses (3 cr.):
 - K590 Independent Study or Research in Special Education (3 cr.)
 - K599 Master's Thesis in Special Education (3 cr.)

Prerequisite (3 cr.)

- K505 Introduction to Special Education for Graduate Students (3 cr.)*

*This course is a required prerequisite for students who have not taken an introductory course in special education. K505 does not count towards the 36 credit hours for the M.S.Ed. in Special Education.