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. Detailed instructions for the proposal should be followed. A checklist is available to assist in the preparation of a proposal. For more information, call the Faculty Senate Office at 831-2921.

Submitted by: _Susan J. Hall_____ phone number__x8372_____

Department: College of Health Sciences, College of Education and Human Development
email address_sjhall@udel.edu_

Date: ____9/27/16_____

Action: __add master's degree_____
   (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___17F_____
   (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: ___Leadership in Disability Services_____
   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:_____
   (**Must attach** your Graduate Program Policy Statement)

    Graduate Program of Study: ____MA Leadership in Disability Services_____
   (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, either describing the new program or highlighting the changes made to the original policy document.

Program Policy Statement attached.

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")

BHAN645 Health, Physical Activity, and Disability is a new course currently being proposed. If approved, it will serve as one of many elective courses for the program.

Supply support letter from the Library, Dean, and/or Department Chair if needed
(all new majors/minors will need a support letter from the appropriate administrator.)

Support letters attached from the deans of the colleges of Health Sciences and Education and Human Development, the Director of the School of Education, and the Chairs of Behavioral Health and Nutrition and Human Development and Family Studies.

Supply a resolution for all new majors/programs; name changes of colleges, departments, degrees; transfer of departments from one college to another; creation of new departments; requests for permanent status. See example of resolutions.

      WHEREAS, US Census data document that nearly one in five Americans is living with some form of a disability, with aging demographics portending an increase in the prevalence of disabilities, and

      WHEREAS, there is a significant need for leaders in organizations providing disability services who have the appropriate knowledge base, organizational and administrative skills, and overall understanding of and respect for individuals with disabilities and their families, and

      WHEREAS, expertise for this program is shared among faculty in the Department of Human Development and Family Studies, the Department of Behavioral Health and Nutrition, and the School of Education, and

      WHEREAS, there are a large number of existing graduate courses in these academic units that provide appropriate knowledge and skills for training leaders for organizations providing disability services, and

      WHEREAS, the proposed program will contribute to the University's strategic goal to become a premier graduate university; be it therefore

      RESOLVED, that the Faculty Senate recommends provisional approval of the establishment of a new interdisciplinary M.A. in Leadership for Disability Services.

Explain, when appropriate, how this new/revised curriculum supports the 5 goals of undergraduate education: http://www2.udel.edu/gened/

N/A

Identify other units affected by the proposed changes:
(This would include other departments/units whose courses are a required part of the proposed curriculum. Attach permission from the affected units. If no other unit is affected, enter "None")

Support letters attached from the chairs of the departments of Human Development and Family Studies and Behavioral Health and Nutrition and the director of the School of Education.

Describe the rationale for the proposed program change(s):
(Explain your reasons for creating, revising, or deleting the curriculum or program.)

According to US Census data nearly one in five Americans is living with some form of a disability and over 20 million American families have at least one member with a disability. With healthcare improvements and demographic changes leading to larger numbers of Americans living to an advanced age, there will be a concomitant increase in the prevalence of disabilities over the next several decades.

A variety of nonprofit, for profit, and government agencies and organizations provide a range of services for individuals with disabilities. However, the quality of these services varies. There is a significant need for leaders in these agencies and organizations who have the appropriate knowledge base, values, organizational and administrative skills, and overall understanding of and respect for individuals with disabilities and their families. This is the impetus for the creation of the M.A. in Leadership for Disability Services.

Realizing that the expertise for this program is shared among faculty in the Department of Human Development and Family Studies, the Department of Behavioral Health and Nutrition, and the School of Education, the decision was made to design an interdisciplinary program that primarily draws from existing graduate courses in these academic units. The deans of the colleges of health Sciences and Education and Human Development will provide oversight of the program. The plan for administration of the program is further detailed in the Program policy Statement.

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.) **See example of side by side.**

<center>M.A. in Leadership for Disability Services</center>

Description: This interdisciplinary degree is designed to provide diverse, talented graduate students with knowledge, skills, and understanding essential for leadership roles in agencies and organizations that provide individualized, person directed services to people with disabilities and their families. The program philosophy is to make quality lives and meaningful community inclusion a reality for people including the full range of developmental and acquired disabilities across the lifespan. The program is jointly administered by the Colleges of Education and Human Development and Health Sciences. This program does not qualify students for any form of certification.

Required courses	15 Credits
Introductory Course	3
HDFS642 Leadership in Human Services	
Research Course (choose one)	3
HDFS615 Research Methods	
EDUC691 Applied Statistics and Research Methods	
HLPR632 Health Science Data Analysis	
Collaboration Course (choose one)	3
HDFS693 Group Dynamics	

EDUC745 Collaborative Teaming

Disability across the Lifespan (choose one)	3

      EDUC673 Transitions to Adult Life & Disability
      EDUC697 Introduction to Exceptionalities
      HDFS603 Adult Disability Issues
      HDFS880 Families, Disabilities, and Institutions

Capstone Course	3

      EDUC/HDFS/HLPR666 Special Problem
      (Under the supervision of a faculty sponsor, each student will plan and implement a project related to leadership in an organization that provides services to individuals with disabilities. The project culminates in a descriptive written paper and oral presentation.)

Elective courses	15 credits

A 3-credit internship is a required elective for students who have not worked in disability services at a professional level, as determined by the faculty advisor (choose one)   3
      HDFS669 Supervised Field Experience and Study

In consultation with a faculty advisor, students may select elective courses from one or more of the following suggested specialization areas:
- Health, Family, and Disability
- Leadership and Management
- Program Planning and Evaluation
- Autism and Significant Disability

TOTAL CREDITS FOR DEGREE   **30**

SUGGESTED SPECIALIZATION AREAS
Students required to do a 3-credit internship will select 12 credits and students not required to do the internship will select 15 credits of elective coursework. Elective credits may come from one specialization area or from several.

Health, Family, and Disability

HLPR605 Concepts of Chronic Disease Management	3
*HLPR807 Topics and Issues in Health Promotion	3
HLPR815 Health and Older Adults	3
HDFS605 Impact of Aging on the Family	3
HDFS670 Family Risk and Resiliency	3
BHAN645 Health, Physical Activity, and Disability (NEW)	3

*May only be selected when the course covers topics related to disability.

Leadership and Management

*HDFS624 Introduction to Leadership & Disabilities	3
HDFS640 Early Childhood Administration, Leadership and Advocacy	3
EDUC890 Leadership: Theory and Research	3

*Workshop-style course that requires a week on campus.

Program Planning and Evaluation

HDFS614 Evaluation Practices	3
HDFS637 Program Planning, Assessment and Evaluation	3
HDFS/EDUC756 Advanced Seminar in Evaluation	3
EDUC827 Analysis of Secondary Data for Decision Making	3
EDUC846 Collection and Analysis of Data for Decision Making	3

Autism and Significant Disability

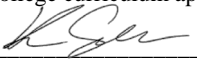|	
EDUC624 Introduction to Autism and Severe Disabilities	3
EDUC625 Special Education Instruction/Curriculum: Autism/Severe	3
EDUC626 Functional Communication for Individuals with Autism and Severe Disabilities	3
EDUC652 Introduction to Technology in Special Education and Rehabilitation	3
EDUC654 Augmentative and Alternative Communication	3
EDUC655 Assistive Technology: Autism/Severe Disabilities	3
EDUC681 Techniques for Behavior Change & Behavior Support	3

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

Department Chairperson _M. Peters_ Date_____10/31/2016_

Dean of College_____Susan J. Hall_____Date__11/11/16_____
(By signing above, the Dean confirms that their college policies and bylaws have been followed correctly during consideration of the request described in this form.
The approval actions that were taken at the college level were (check all that apply) :
_____college faculty vote; _____X_____college curriculum approval _____college senate approval

Chairperson, College Curriculum Committee_____Date_11-7-16_____

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_____

Board of Trustee Notification _____Date_____

Revised 9/22/2015/khs

UNIVERSITY OF DELAWARE.

College of Education
& Human Development

OFFICE OF THE DEAN

Alison Hall West
Newark, Delaware 19716-7301
Ph: 302/831-2394
Fax: 302/831-4605

MEMORANDUM

To: Whom It May Concern

From: Carol Vukelich

Subject: M.A. in Leadership in Disability Services

Date: October 25, 2016

On behalf of the College of Education and Human Development, I write to offer our strong support for the Master of Arts in Leadership in Disability Services. This interdisciplinary program will be a joint offering of the department of Behavioral Health and Nutrition (College of Health Sciences), and the department of Human Development and Family Studies, the School of Education, and the Center for Disability Studies (College of Education and Human Development). We are confident that the program's students will be well prepared to provide strong leadership in organizations and agencies serving the needs of disabled citizens of Delaware and the nation.

Sincerely,

Carol Vukelich

Carol Vukelich
Dean, College of Education and Human Development
Hammonds Professor in Teacher Education

UNIVERSITY OF DELAWARE.® | College of Health Sciences

OFFICE OF THE DEAN

345 McDowell Hall
Newark, DE 19716-3710
Phone: 302-831-2381
Fax: 302-831-3490

October 21, 2016

Dear curriculum approvers:

This is an enthusiastic letter of support for the proposed M.A. in Leadership in Disability Services. The College of Health Sciences is pleased to co-sponsor this new program with the College of Education and Human Development. The curriculum represents the combined efforts of a working group of faculty from the departments of Behavioral Health and Nutrition and Human Development and Family Studies, as well as the School of Education. We are confident that students completing this new degree will be well-qualified to provide leadership in organizations and agencies that provide services to disabled individuals in Delaware and other states.

Sincerely,

Susan J. Hall
Deputy Dean, College of Health Sciences

University of Delaware

College of Health Sciences
DEPARTMENT OF
BEHAVIORAL HEALTH & NUTRITION

Carpenter Sports Building
Newark, DE   19716-3750
Phone: 302-831-2079
Fax: 302-831-4261

To: Susan J Hall.   Deputy Dean, College of Health Sciences

From: Michael Peterson, Chair, Department of Behavioral Health and Nutrition

Date: October 20, 2016

Re: Support for M.A. in Leadership in Disability Services

This serves to confirm our departmental commitment to provide the following courses for inclusion in the proposed M.A. in Leadership in Disability Services:

HLPR 632   Health Science Data Analysis

HLPR 605   Concepts in Chronic Disease Management

HLPR 807   Topics and Issues in Health Promotion

HLPR 815   Health and Older Adults

BHAN 645   Health, Physical Activity, and Disability

We are excited to be able to contribute to this innovative interdisciplinary graduate program.

Dear Susan,

We are delighted to collaborate with the College of Health Sciences on the proposed M.A. in Leadership in Disability Services.

HDFS is pleased to include the following courses in the proposed M.A. These are courses that we currently offer in our graduate program and we are happy that we will be able to increase their enrollments.

HDFS 642 Leadership in Human Services

HDFS 615 Research Methods

HDFS 693 Group Dynamics

HDFS 603 Adult Disability Issues

HDFS 880 Families, Disabilities and Institutions

HDFS 666 Special Problems.

We look forward to working with you, your staff and students on this collaborative initiative.

best

Bahira

Bahira Trask, Ph.D.
Professor & Chair
Human Development &
Family Studies
111 Alison Hall
University of Delaware
Newark, DE 19716

Tel. (302) 831-1030
bstrask@udel.edu

UNIVERSITY OF DELAWARE. | **University of Delaware Library**
VICE PROVOST FOR LIBRARIES AND MUSEUMS
AND MAY MORRIS UNIVERSITY LIBRARIAN

181 South College Avenue
Newark, DE 19717-5267
Phone: 302-831-2231
Fax: 302-831-1046

October 21, 2016

Memorandum

To: Susan J. Hall
        Professor and Deputy Dean
        College of Health Sciences

From: Trevor A. Dawes
        Vice Provost for Libraries and Museums
        and May Morris University Librarian

I am responding to your request to supply information about the capability of the University of Delaware Library to support the proposed MA in Leadership in Disability Services, an interdisciplinary program jointly sponsored by the Department of Behavioral Health and Nutrition, the School of Education, and the Department of Human Development and Family Studies.

The University of Delaware Library with its strong science, social sciences, interdisciplinary and electronic collections is well able to support this program. Enclosed is a description of collections, resources and services available for this purpose.

I would be pleased to respond to any questions.

/nb
Enclosure

c: University of Delaware Library
        Reference and Instructional Services Department
            Margaret G. Grotti, Associate Librarian, and Assistant Head of Instructional Services
            Pauly C. Iheanacho, Librarian
            Sarah E. Katz, Senior Assistant Librarian
            Rebecca C. Knight, Associate Librarian
            Dianna L. McKellar, Librarian and UDLib/SEARCH Training Coordinator
            Thomas C. Melvin, Librarian
            Nancy R. Nelson, Head, Access Services Department, and Interim Head
            William S. Simpson, Associate Librarian and Institutional Repository Librarian
            Linda L. Stein, Librarian
        Erin Daix, Librarian, Collection Management and Licensed Electronic Content Department,
            and UDLib/SEARCH Training Coordinator
        Susan A. Davi, Associate Librarian and Head,
            Collection Management and Licensed Electronic Content Department
        M. Dina Giambi, Associate University Librarian for Technical Services and Resource Management
        Shelly L. McCoy, Head, Multimedia Collections and Services Department
        Sandra K. Millard, Associate University Librarian for Services, Outreach and Assessment
        Catherine W. Wojewodzki, Librarian and Scholarly Communication Officer

October 21, 2016

<u>Report on Library Services and Collections in Support of the</u>
<u>Proposed Graduate Program in Leadership in Disability Services</u>

<u>General Description</u>

The University of Delaware Library includes the Hugh M. Morris Library, where the main collection is housed; two branch libraries located on the Newark campus, the Chemistry Library and the Physics Library; and a third branch library, the Marine Studies Library, located in Lewes, Delaware. The Library collections parallel the University's academic interests and support all disciplines. The proposed graduate program is directly supported by the Library's strong collections in the health sciences, education, human development, and other related social sciences.

Books, full-text electronic journals and electronic books, databases, periodicals, microforms, government publications, maps, manuscripts and media provide a major academic resource for the University of Delaware, the surrounding community, the state of Delaware and the nation. Library staff members provide a wide range of services.

The University of Delaware Library is a U.S. depository library and a U.S. patent depository library and contains the complete file of every patent issued by the U.S. Office of Patents and Trademarks.

The online catalog, DELCAT Discovery, provides access to millions of items by author, title, subject and keyword.

Library collections number over 2,790,000 and are broadly based and comprehensive. In 2015/2016, the Library Web <library.udel.edu/> received over 4,600,000 page views.

<u>Specific Support for Leadership in Disability Studies</u>

The Library's collections are strong and are well able to support the proposed graduate program. For many years, the Library has supported related graduate and undergraduate programs in behavioral health, family studies, human resources, sociology, public health, public policy, education, leadership, management, and other related areas. The collections in these areas are excellent and continue to grow. Funds are designated at the beginning of each fiscal year for the support and strengthening of the collections.

An experienced librarian, Sarah Katz, Senior Assistant Librarian, Reference and Instructional Services Department, serves as the Library liaison to the faculty in the College of Health Sciences. As Library liaison, Ms. Katz works with all programs in the College of Health Sciences to:

- Further develop Library collections, both print and electronic to support the teaching, learning and research needs of the department and its programs
- Provide research support for faculty and students in a consultation setting
- Provide instruction in a classroom setting
- Serve as a resource for the information needs of the College of Health Sciences as they relate to the Library, Scholarly Communication, Open Access and other topics

Two other librarians can provide active support and services for this program. Margaret (Meg) Grotti, Associate Librarian and Assistant Head of Instructional Services, Reference and Instructional Services Department, serves as Library liaison to the faculty in the School of Education; and Rebecca Knight, Associate Librarian, Reference and Instructional Services Department, serves as the Library liaison to the faculty in the Department of Human Development and Family Studies. Both have the same responsibilities as described above.

Another librarian, Erin Daix, Librarian, Collection Management and Licensed Electronic Content Department, has considerable expertise in related subject areas and can provide additional specialized services, as needed.

More than 250 research guides <guides.lib.udel.edu/> in all subject areas have been developed and are maintained by Library liaisons. These research guides describe Library resources and assist students in the research process. In this context, Ms. Katz maintains research guides for all areas within the College of Health Sciences, including behavioral health and nutrition. Ms. Grotti maintains similar guides for education and disability studies. Ms. Knight maintains similar guides for human development and family studies. These guides introduce students to a wide array of useful resources including databases, eJournals, eBooks, reference materials, visual material and more. Ms. Katz, Ms. Grotti and Ms. Knight are also available to work with faculty to develop research guides for specific courses within this program.

In addition to its extensive print-based collections, the Library provides access to more than 83,000 electronic journals <library.udel.edu/ejournals/> and more than 450,000 electronic books <library.udel.edu/ebooks/>. Within the Library's eJournal collection, the sciences and social sciences are very strong, including almost all the journals published by Elsevier, Springer, Wiley, Taylor & Francis, and Sage, as well as smaller publishers such as Cambridge University Press and Oxford University Press, and selected journals from Emerald. Many full-text journals are included in the *CINAHL Plus* and *Education Source* databases. Information from current newspapers is available from *LexisNexis Academic* and *ProQuest Newsstand*. Access to *The New York Times* is available from NYTimes.com. Within the eBook collection, online access to most books published by Springer

from 2010-present is of particular importance. Other related eBooks are available from ebrary, EBSCOhost eBooks, the NCBI Bookshelf, and National Academies Press.

The Library subscribes to more than 400 online databases <library.udel.edu/databases/> which support research in all areas. Among the most important databases for the study and research of disability services are: *CINAHL Plus, Health and Wellness Resource Center, Health Reference Center Academic, PubMed, Education Source, Family and Society Studies Worldwide, Social Services Abstracts, PsycINFO, Physical Education Index, Sociological Abstracts, Web of Science,* and *CQ Researcher.*

The Library also subscribes to *RefWorks,* a web-based citation management tool that can be used with most databases.

The Library has strong collections of film and video <library.udel.edu/filmandvideo/> which support study and teaching in all subject areas.

The Library has a nationally recognized Student Multimedia Design Center <library.udel.edu/multimedia/> which provides access to equipment, software, and training related to the creation of multimedia projects. The Student Multimedia Design Center includes over 80 workstations, six studios, and two classrooms focused on multimedia creation. University of Delaware users also may borrow a wide variety of multimedia equipment. Through its Multimedia Literacy program, the Student Multimedia Design Center provides instructional support for faculty seeking to incorporate multimedia into their assignments.

The Library also maintains an Institutional Repository <udspace.udel.edu/>, which archives research reports, documents, and other resources produced by University of Delaware faculty and students.

Trevor A. Dawes
Vice Provost for Libraries and Museums
    and May Morris University Librarian

College of Education
& Human Development

SCHOOL OF EDUCATION

Willard Hall
Newark, DE 19716-2922
Phone: 302-831-8695
Fax: 302-831-4110

October 25, 2016

TO: Susan Hall
              Deputy Dean, College of Health Sciences

FROM: Ralph P. Ferretti
              Director, School of Education

RE: *Interdisciplinary M.A. Degree in Disabilities Services*

I am writing to express my enthusiastic support for the creation of an Interdisciplinary M.A. Program in Disability Services. As you noted in the supporting documentation, there is a well-established need to train leaders in disability services. The proposed program represents an interdisciplinary effort on the College of Health Sciences, Human Development and Family Studies, and the School of Education to respond to this pressing need. Representatives from each academic unit were actively involved in creating a degree program that brings our collective expertise to bear on training leaders in this field.

I also support the inclusion of the following courses in the proposed program:

EDUC691 Applied Statistics and Research Methods
EDUC745 Collaborative Teaming
EDUC673 Transitions to Adult Life & Disability
EDUC697 Introduction to Exceptionalities
EDUC/HDFS/HLPR666 Special Problem
EDUC890 Leadership: Theory and Research
EDUC827 Analysis of Secondary Data for Decision Making
EDUC846 Collection and Analysis of Data for Decision Making
EDUC624 Introduction to Autism and Severe Disabilities
EDUC625 Special Education Instruction/Curriculum: Autism/Severe
EDUC626 Functional Communication for Individuals with Autism and Severe Disabilities
EDUC652 Introduction to Technology in Special Education and Rehabilitation
EDUC654 Augmentative and Alternative Communication
EDUC655 Assistive Technology: Autism/Severe Disabilities
EDUC681 Techniques for Behavior Change & Behavior Support

Please write or call if I can do anything to ensure the success of the proposed Interdisciplinary M.A. program in Disabilities Services.

M.A. in Leadership in Disability Services
Program Policy Statement

Part I. Program History

A. Purpose

According to US Census data nearly one in five Americans is living with some form of a disability and over 20 million American families have at least one member with a disability. The Americans with Disabilities Act of 1990 defines a person with a disability as a person who has a physical or mental impairment that substantially limits one or more major life activity. [1] People can be born with disabilities, they can be identified during childhood, or disabilities can be acquired through trauma, disease, or as a result of the normal aging process. People with disabilities include those with physical, sensory, psychiatric, or cognitive/intellectual disabilities. With healthcare improvements and demographic changes leading to larger numbers of Americans living to an advanced age, there will be a concomitant increase in the prevalence of disabilities over the next several decades. The World Health Organization notes that disability "is a complex phenomenon, reflecting the interaction between features of a person's body and features of the society in which he or she lives. Overcoming the difficulties faced by people with disabilities requires interventions to remove environmental and social barriers." [2]

The proposed Master of Arts in Leadership for Disability Services will embody the values expressed in the Americans with Disabilities Act (ADA) which states that "The nation's proper goals regarding individuals with disabilities are to assure equality of opportunity, full participation, independent living, and economic self-sufficiency for [persons with disabilities].[3] All course offerings will uphold the values expressed in the ADA and in the preface of the Developmental Disabilities Assistance and Bill of Rights Act of 2000 (the DD Act) which states that "disability is a natural part of the human experience that does not diminish the right of individuals with developmental disabilities to live independently, to exert control and choice over their own lives, and to fully participate in and contribute to their communities through full integration and inclusion in the economic, political, social, cultural, and educational mainstream of United States society."[4] The values conveyed through course offerings support the goals of the DD Act, applied to all people experiencing disability, which are "to assure that individuals with developmental disabilities and their families participate in the design of, and have access to, needed community services, individualized supports, and other forms of assistance that promote self-determination, independence, productivity, and integration and inclusion in all facets of community life, through culturally competent programs authorized under the law."[5]

A variety of nonprofit, for profit and government agencies and organizations provide a range of services for individuals with disabilities. However, the quality of these services varies. There is a significant need for leaders in these agencies and organizations who have the appropriate knowledge base, values, organizational and administrative skills, and overall understanding of and respect for individuals with disabilities and their families. This is the impetus for the creation of the M.A. in Leadership for Disability Services.

Realizing that the expertise for this program is shared among faculty in the Department of Human Development and Family Studies, the Department of Behavioral Health and Nutrition, and the School of Education, the decision was made to design an interdisciplinary program. A group of ten faculty and administrators from these units formed a working group to develop the proposed program. The process included a number of meetings, review of similar programs at other institutions, and several iterations of related documents.

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[1] Americans With Disabilities Act of 1990, Pub. L. No. 101-336, 104 Stat. 328 (1990)

[2] http://www.who.int/topics/disabilities/en/

[3] Americans With Disabilities Act of 1990, Pub. L. No. 101-336, 104 Stat. 328 (1990)

[4] *Developmental Disabilities Assistance and Bill of Rights Act of 2000*

[5] Ibid

Being an interdisciplinary program, this degree is jointly offered by the Colleges of Education and Human Development and Health Sciences. As such, there is no one "home department" for the program. The organization and administration of the program is described in Part VI.

B. Current Status
The M.A. in Leadership for Disability Services will enroll students beginning in fall 2017 and will be reviewed for permanent status in 2022.

C. Degree Offered
The degree awarded to those who complete this program will be a Master of Arts in Leadership for Disability Services.

Part II. Admission

A. Admission Requirements
Applicants must submit all materials directly to the University Office of Graduate and Professional Education using the online admission process before admission can be considered. Admission applications are available at: https://grad-admissions.udel.edu/apply/

The program admission process is completed as follows: Completed applications consisting of the online application, undergraduate/graduate transcripts, three letters of recommendation, and the written statement of goals and values, are reviewed by the Program Committee. A GPA of at least 2.75 is preferred. Applications are evaluated based on a combination of record of academic achievement, recommendations, and the applicant's statement of professional goals and values. The Program Committee will make admission decisions and assign accepted students to faculty advisors.

International applicants must submit official proof of English proficiency such as TOEFL or IELTS scores. The recommended minimum TOEFL score is 100 and/or IELTS of 6.5.

B. Prior Degree Requirements
A baccalaureate degree from an accredited college or university is required.

C. Application Deadlines
For priority consideration, students should apply for admission to the program for fall enrollment no later than April 1st. All students begin the program in the fall semester.

D. Special Competencies Needed
This is an introductory master's degree and no special competencies are required.

E. Admission Categories
Students admitted into the Program may be admitted into one of three categories.

1) **Regular**: Regular status is offered to students who meet all of the established entrance requirements.

2) **Conditional Admission**: Successful applicants are typically admitted conditionally because stated information is self-reported and uploaded documents are unofficial. Fulfilling the conditions stated on an offer of conditional admission by the first date of graduate coursework is critical, so the instructions stated on the letter must be followed carefully. Failure to clear all stated

conditions by the start of graduate coursework may result in revocation of
admission to the graduate program.

F. Other Documents Required

Three letters of recommendation from individuals who have direct knowledge of the candidate's
academic and/or professional capabilities are required. Candidates must also submit a personal
statement describing how their academic, professional, and personal background has prepared them to
be successful in the degree program and explaining how completion of the program will contribute to
their professional goals.

G. University Statement

Admission to the graduate program is competitive. Those who meet stated requirements
are not guaranteed admission, nor are those who fail to meet all of those requirements
necessarily precluded from admission if they offer other appropriate strengths.

Part III. Academic Degree: Master of Arts (MA)

A. Degree Requirements for the Master of Arts (MA)

1) Required Courses and Program of Study

All accepted students are expected to submit a program of study developed with their
advisors by the end of their first semester.

Required courses	15 Credits
Introductory Course	3
HDFS642 Leadership in Human Services	
Research Course (choose one)	3
HDFS615 Research Methods	
EDUC691 Applied Statistics and Research Methods	
HLPR632 Health Science Data Analysis	
Collaboration Course (choose one)	3
HDFS693 Group Dynamics	
EDUC745 Collaborative Teaming	
Disability across the Lifespan (choose one)	3
EDUC673 Transitions to Adult Life & Disability	
EDUC697 Introduction to Exceptionalities	
HDFS603 Adult Disability Issues	
HDFS880 Families, Disabilities, and Institutions	
Capstone Course	3

    EDUC/HDFS/HLPR666 Special Problem
    (Under the supervision of a faculty sponsor, each student will plan and implement a
    project related to leadership in an organization that provides services to individuals with
    disabilities. The project culminates in a descriptive written paper and oral presentation.)

Elective courses	15 credits

A 3-credit internship is a required elective for students who have not worked in disability services at a
professional level, as determined by the faculty advisor (choose one)   3
    HDFS669 Supervised Field Experience and Study

In consultation with a faculty advisor, students may select elective courses from one or more of the
following suggested specialization areas:
- Health, Family, and Disability

- Leadership and Management
- Program Planning and Evaluation
- Autism and Significant Disability

TOTAL CREDITS FOR DEGREE   30

SUGGESTED SPECIALIZATION AREAS
Students required to do a 3-credit internship will select 12 credits and students not required to do the internship will select 15 credits of elective coursework. Elective credits may come from one specialization area or from several.

Health, Family, and Disability
HLPR605 Concepts of Chronic Disease Management   3
*HLPR807 Topics and Issues in Health Promotion   3
HLPR815 Health and Older Adults   3
HDFS605 Impact of Aging on the Family   3
HDFS670 Family Risk and Resiliency   3
BHAN645 Health, Physical Activity, and Disability (NEW)   3
*May only be selected when the course covers topics related to disability.

Leadership and Management
*HDFS624 Introduction to Leadership & Disabilities   3
HDFS640 Early Childhood Administration, Leadership and Advocacy   3
EDUC890 Leadership: Theory and Research   3
*Workshop-style course that requires a week on campus.

Program Planning and Evaluation
HDFS614 Evaluation Practices   3
HDFS637 Program Planning, Assessment and Evaluation   3
HDFS/EDUC756 Advanced Seminar in Evaluation   3
EDUC827 Analysis of Secondary Data for Decision Making   3
EDUC846 Collection and Analysis of Data for Decision Making   3

Autism and Significant Disability
EDUC624 Introduction to Autism and Severe Disabilities   3
EDUC625 Special Education Instruction/Curriculum: Autism/Severe   3
EDUC626 Functional Communication for Individuals with Autism and Severe Disabilities   3
EDUC652 Introduction to Technology in Special Education and Rehabilitation   3
EDUC654 Augmentative and Alternative Communication   3
EDUC655 Assistive Technology: Autism/Severe Disabilities   3
EDUC681 Techniques for Behavior Change & Behavior Support   3

2) Internships
As indicated above in *Required Courses and Program of Study*, students with no previous employment history involving disability services must complete a 3-credit internship, counted as an elective, as part of the requirements for the degree. The faculty advisor will evaluate any previous employment history to determine whether an internship will be required. If required, the internship will normally be undertaken after most of the courses for the degree have been completed as agreed upon by the student and faculty advisor.

3) Changes to the Program of Study
Students may need to alter approved programs of study due to scheduling conflicts or the creation of new courses directly related to the student's goals. Students who wish to make minor changes to their program of study must obtain permission from their advisor. Major changes to the program of study, such as the substitution of one or more core courses, must be approved by the Program Committee. All changes in a previously approved program of study

must be approved by the Program Director.

4) GPA Requirements

A grade below a B- will not be counted toward the course requirements for a degree but is calculated in the student's cumulative grade point average. To be considered in good academic standing, a student must maintain a minimum cumulative graduate grade point average (GPA) of 3.00 on a 4.00 scale each semester. To be eligible for an advanced degree, a student's cumulative grade point average shall be at least a 3.00 and the student's grades in courses counted toward the degree requirements of the program shall equal at least a 3.00.

5) Independent Study and Transfer Credits

Independent study credits will be allowed only under special circumstances and require the approval of the Program Committee. With the approval of the Program Committee, a maximum of 9 graduate credits may be transferred from another institution to the degree as electives.

B. Non-Thesis Degree and Advisement

The program does not require a thesis and there are no provisions for students to undertake a thesis. Instead, a leadership project is required in the capstone experience— HDFS/EDUC/HLPR666 Special Problem. This 3-credit capstone experience is to be a project related to leadership in an organization that provides services to individuals with disabilities. The project is developed under the supervision of a faculty sponsor, who may or may not be the student's faculty advisor. It is each student's responsibility to obtain a faculty advisor for the Special Problem prior to signing up for the capstone experience. The project culminates in both a descriptive written paper and an oral presentation.

C. Timetable and Satisfactory Progress towards Degree

1) Academic Load and Satisfactory Progress

The program will follow the University of Delaware, Office of Graduate and Professional Education recommended policy for determining students' failure to make Satisfactory Progress towards degree requirements and time limits for completion. Students may be enrolled on a full-time (9 credits per term) or part-time (fewer than 9 credits per term) basis.

2) Grade Requirements

Students must have a minimum overall cumulative grade point average of 3.0 to be eligible for the degree and the grades in all courses applied toward the degree program must be at least 3.0. All graduate-numbered courses taken with graduate student classification at the University of Delaware are applied to the cumulative index. Credit hours and courses for which the grade is below "B-" do not count toward the degree even though the grade is applied to the overall index.

3) Grievance Procedures

Students concerned that they have received an unfair evaluation or have been graded inappropriately may file grievances in accordance with student guide to University of Delaware policies. Students are encouraged to contact the Program Director prior to filing a formal grievance in an effort to resolve the situation informally.

Part IV. Assessment Plan

The program will follow the Academic Program Review (APR) schedule, policies and procedures, established by the Provosts office and faculty senate. Data will be provided by the Office of Institutional Research and Effectiveness, in conjunction with faculty/student interviews, measures of scholarly productivity, and alumni. Annual meetings will be held to discuss curricular changes, review analyzed data, identify action items, and establish timelines and assignments for responsibilities. The program will continue consultation with the Center for Teaching and Assessment of Learning to periodically reexamine appropriate learning

outcomes, assessment criteria, and benchmarks for success.

Part V. Financial Aid

This is a professional master's program and students are expected to pay graduate tuition.

Part VI. Program Organization and Administration

A. Affiliated Program Faculty
The inaugural group of affiliated program faculty who have been involved in program planning and development include:
Al Cavalier
Steve Eidelman
Laura Eisenman
Rena Hallam
Beth Mineo
Iva Obrusnikova
Nancy Weiss

Administrators also involved or consulted include:
Ralph Ferretti
Susan Hall
Kathy Matt
Mike Peterson
Bahira Trask
Carol Vukelich

Additional faculty with interest in the program may become affiliated by submitting a CV to the Program Director and receiving the positive majority vote of program faculty.

The affiliated program faculty agree to fulfill the following responsibilities:
1) Accepting a reasonable number of student advisees.
2) Participating in program faculty meetings.
3) Overseeing a reasonable number of student capstone leadership projects.

B. Program Director
The Program Director shall be a faculty member affiliated with the program who is appointed by mutual agreement of the Deans of the Colleges overseeing the program (currently the Colleges of Education and Human Development and Health Sciences) for a term of two years. The Program Director serves at the pleasure of the overseeing deans.

The responsibilities of the Program Director include:
1) Providing leadership and oversight for the program.
2) Organizing and leading meetings of affiliated faculty and the Program Committee.
3) Communicating as necessary with the University Graduate Office.
4) Serving as the first point of contact for issues arising with program students and faculty.
5) Approving all changes to programs of study.
6) Approving all changes in faculty advisors.

C. Program Committee
The Program Committee shall consist of two members of the affiliated faculty elected by the faculty from each unit not represented by the Program Director, one faculty member or professional from the Center for Disabilities Studies, and the Program Director. The two-year

terms of these Program Committee members shall be staggered, such that each year at least one member is replaced. A Program Committee member may serve two consecutive terms with an affirmative vote of the affiliated faculty.

The responsibilities of the Program Committee include:
1) Making annual admission decisions on student applicants.
2) Matching students to faculty advisors.
3) Approving all new programs of study and major changes to existing programs of study, including any transfer credits or independent study credits.

D. *Program Resources*
The following terms are agreed upon for managing resources related to this interdisciplinary professional master's program:
1) Tuition income for students in this program will flow to the college of the instructor of record for each course.
2) Since this is a professional master's program, the participating units are not expected to provide graduate assistantships for the enrolled students.
3) With the approval of the Program Committee, the administrator overseeing the department/school home of the Program Director will determine the appropriate workload allocated to the responsibilities of the program, with the general expectation that this will be .25FTE of the Program Director's workload.
4) The home department/school/college of the Program Director is expected to make appropriate secretarial or other staff assistance available to the Program Director for conducting necessary program business.