



- PUBLIC
- INDEPENDENT

NEW PROGRAM PROPOSAL FOR ROUTINE REVIEW

When finished, please save and email to: he.academicprogramactions@dhe.mo.gov

Sponsoring Institution:

Program Title: Deaf Education

Degree/Certificate:

If other, please list:

Options:

Delivery Site: Synchronous Online

CIP Classification: 13.1003

Implementation Date: 8/15/2017

Is this a new off-site location? Yes No

If yes, is the new location within your institution's current CBHE-approved service region?

**If no, public institutions should consult the comprehensive review process*

Is this a collaborative program? Yes No

**If yes, please complete the collaborative programs form on last page.*

Please list similar or comparable programs at Missouri public institutions of higher education.

**For public institutions only*

CERTIFICATIONS:

- The program is within the institution's CBHE approved mission. *(public only)*
- The program will be offered within the institution's CBHE approved service region. *(public only)*
- The program builds upon existing programs and faculty expertise
- The program does not unnecessarily duplicate an existing program in the geographically-applicable area.
- The program can be launched with minimal expense and falls within the institution's current operating budget. *(public only)*

AUTHORIZATION

Katie Piacentini, Registrar	Katie Piacentini	1/5/2021
Name/Title of Institutional Officer	Signature	Date

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below.

Quantification of performance goals should be included wherever possible.

1. Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.
Applicants must have a bachelor's degree from an accredited, degree-granting institution of higher education. (Students who have not yet earned a bachelor's degree may apply after they have completed 108 undergraduate hours.) It is preferred that students have an undergraduate degree in deaf education, speech-language pathology, early childhood education, special education, or elementary education. Applicants must have an undergraduate cumulative GPA of 3.0 or better on a 4.0 scale. The applicant must submit the following items by February 1st of the year of planned enrollment: A completed online application for graduate study at Fontbonne University. Three letters of recommendation, at least one of which is from a faculty member in the department in which the student majored as an undergraduate. Official transcripts from all previously attended accredited, degree-granting colleges or universities; for applicants currently enrolled in an undergraduate program, transcripts must include the fall semester grades. A self-statement.

- Characteristics of a specific population to be served, if applicable.
[Click here to enter text](#)

2. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate. Fontbonne is accredited by the Higher Learning Commission (HLC) and complies with HLC minimum faculty qualifications. In particular, faculty generally must have a degree in the discipline that is one level higher than offered. In doctoral programs, faculty must have a terminal degree and demonstrate research and accomplishments commensurate with a doctoral program. In some cases, we will also hire faculty that do not meet these criteria but do meet the "tested experience" criteria that we developed to comply with the HLC criteria.

- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.
We expect that 90% of courses will be taught by full-time faculty.

- Expectations for professional activities, special student contact, teaching/learning innovation.
All Fontbonne faculty are expected to be up-to-date on their discipline. Full-time faculty, as part of the annual review process, are expected to document professional activities and innovation in the classroom that improves student learning. Fontbonne maintains a low student to faculty ratio, and all faculty have extensive student contact

3. Enrollment Projections

- Student FTE majoring in program by the end of five years.
10

- Percent of full time and part time enrollment by the end of five years.

STUDENT ENROLLMENT PROJECTIONS

YEAR	1	2	3	4	5
Full Time	3	5	10	10	10
Part Time	0	0	0	0	0
Total	3	5	10	10	10

4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.
Year 3 – 0; Year 5 - 10
- Special skills specific to the program.
[Click here to enter text](#)
- Proportion of students who will achieve licensing, certification, or registration.
[Click here to enter text](#)
- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.
[Click here to enter text](#)
- Placement rates in related fields, in other fields, unemployed.
[Click here to enter text](#)
- Transfer rates, continuous study.
[Click here to enter text](#)

5. Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide rationale.

Our education programs, including the MA in Deaf Education, are accredited by Council on Education of the Deaf (CED). The MA in Deaf Education results in educator certification in Massachusetts and graduates are able to apply for certification in other states, following graduation, as well. . Fontbonne University is a member in good standing of the Association for Advancing Quality in Educator Preparation (AAQEP) while preparing for the AAQEP Quality Assurance Review in spring 2023. AAQEP is recognized by the Missouri Department of Elementary and Secondary Education (MoDESE) by agreement and in support of quality assurance, continuous improvement, and innovation in educator preparation.

6. Program Structure

- A. Total credits required for graduation: 39
- B. Residency requirements, if any:
- C. General education: Total credits: 0

Courses (specific courses OR distribution area and credits)

D. Major requirements: Total credits: 39

Course Number	Credits	Course Title
CDS 500	3	Introduction to Research Methods
CDS 508	3	Foundations in Listening and Spoken Language
CDS 511	3	Family Centered Intervention
CDS 517	3	Developing Language Skills for D/HH Deaf Education in Inclusive Settings
CDS 518	3	Students who are deaf/hard of hearing in inclusive settings
CDS 523	3	Intervention with Children who are Deaf or Hard of Hearing
CDS 531	3	Communication Development for Children who are Deaf or Hard of Hearing
	1	Early Field Experience
	3	Mid-Level Field Experience
CDS 550	2	Teaching Reading in Deaf Education
CDS 555	3	Pediatric Audiology and Habilitation
CDS 558	2	Audiology, Acoustics and the role of the Teacher
CDS 559	4	Culmination Clinical Experience and Seminar
CDS 589	3	Capstone Project

E. Free elective credits: 0
(sum of C, D, and E should equal A)

F. Requirements for thesis, internship or other capstone experience:
 Students complete a capstone project.

G. Any unique features such as interdepartmental cooperation:

7. Need/Demand

Student demand

Market demand

Societal demand

I hereby certify that the institution has conducted research on the feasibility of the proposal and it is likely the program will be successful.

On July 1, 2011, the Coordinating Board for Higher Education began provisionally approving all new programs with a subsequent review and consideration for full approval after five years.

COLLABORATIVE PROGRAMS

- **Sponsoring Institution One:**
- **Sponsoring Institution Two:**
- **Other Collaborative Institutions:**
- **Length of Agreement:**
- **Which institution(s) will have degree-granting authority?**
- **Which institution(s) will have the authority for faculty hiring, course assignment, evaluation and reappointment decisions?**
- **What agreements exist to ensure that faculty from all participating institutions will be involved in decisions about the curriculum, admissions standards, exit requirements?**
- **Which institution(s) will be responsible for academic and student-support services, e.g., registration, advising, library, academic assistance, financial aid, etc.?**
- **What agreements exist to ensure that the academic calendars of the participating institutions have been aligned as needed?**

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