



NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Lindenwood University

Program Title: Special Education

Degree/Certificate: Bachelor of Arts

Options: N/A

Delivery Site(s): St. Charles, MO

CIP Classification: 13.1001

*CIP code can be cross-referenced with programs offered in your region on MDHE's program inventory highered.mo.gov/ProgramInventory/search.jsp

Implementation Date: August 2017

Cooperative Partners: N/A

*If this is a collaborative program, form CL must be included with this proposal

AUTHORIZATION:

Marilyn S. Abbott, Provost and VPAA

3/28/2017

Name/Title of Institutional Officer

Signature

Date

Cynthia Bice, Dean, School of Education

636-949-4618

Person to Contact for More Information

Telephone



STUDENT ENROLLMENT PROJECTIONS

Year	1	2	3	4	5
Full Time	4	5	6	7	8
Part Time	2	3	4	5	6
Total	6	8	10	12	14

Please provide a rationale regarding how student enrollment projections were calculated:

At this time, six undergraduate students are working towards Special Education K-12 add-on certification. Projections estimate that with the new Special Education K-12 stand-alone program an increase of one full-time and one part-time student would enter the program each year. Currently students who seek to only obtain a special education certificate needing to add on the additional undergraduate coursework or returning as a graduate student to take special education courses, they would be able to just enroll in the stand alone program.

Provide a rationale for proposing this program, including evidence of market demand and societal need supported by research:

According to the Occupational Outlook Handbook, Special Education Teachers at the Elementary, Middle School, and High School levels will increase at a rate of 0-9%. Source: (<https://www.bls.gov/ooh/occupation-finder.htm?pay=&education=&training=&newjobs=&growth=&submit=GO>) It is expected that from 2014-2024, an additional 70 Special Education positions will become available in Missouri, at a 5% rate increase and more teachers will obtain a Master's degree. Source: Career InfoNet at https://www.careerinfonet.org/occ_rep.asp?next=occ_rep&Level=&optstatus=011111111&jobfam=25&id=1&nodeid=2&soccode=252052&menuMode=&stfips=29&x=40&y=7

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PROGRAM STRUCTURE

A. Total credits required for graduation: 124

B. Residency requirements, if any:

C. General education: Total credits: 42

Courses (specific courses OR distribution area and credits):

Course Number	Credits	Course Title
LUL 10100	1	Freshman Experience
ENG/L 15000	3	Strategies for University Writing
ENGL 17000	3	Research and Argumentation
MTH 14800 OR MTH 15100	4	Mathematical Structures for Teachers I OR College Algebra
MTH 14900	3	Mathematical Structures for Teachers II
HIST 15500 OR PS 15500	3	World History OR American Government: The Nation
BSC 10000	4	Concepts in Biology with Lab
PHL 28404	3	Philosophy of Education
COMM 11000 OR COMM 10500 OR SW 10000	3	Fundamentals of Oral Communications OR Group Dynamics in Public Speaking OR SW 10000 Intercultural Communications
ENGL 2010 OR ENGL 23500	3	World Literature I OR American Literature I
ECON 23010	3	Survey of Economics
Social Science	3	Any course with GE designation
Fine Arts	3	History or appreciation with GE designation
Human Diversity	3	Any course with GE designation

D. Major requirements: Total credits: 82

Course Number	Credits	Course Title
EDU 10000	3	Orientation to Educational Experiences
EDU 11100	1	School Observation
EDU 20200	3	Psychology of Teaching & Learning
EDU 34100	3	Education of the Exceptional Child
EDU 21501	1	Teacher Education Seminar I
EDS 33000	4	Intro & Methods of Teaching Children with Disabilities in Cross-Categorical Settings
EDU 32200	3	Elementary Classroom Teaching/Technology
EDU 34400	3	Elementary School Differentiation and Classroom Management
EDU 38000	1	Pre-Student Teaching Practicum

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EDU 24600	3	Children's Literature
EDU 30500	3	Elementary Reading Methods
EDU 30600	3	Elementary School Language Arts Methods
EDU 30900	3	Analysis and Correction of Reading Disabilities
EDU 30999	3	Practicum: Analysis and Correction of Reading Difficulties
EDU 31200	3	Elementary School Mathematics Methods
EDU 31900	3	Elementary School Science Methods
EDU 31300	3	Elementary School Social Studies Methods
EDS 30200	3	Behavior Management
EDU 32400	3	Assessment of Intellectual Skills
EDS 33300	3	Speech and Language Development for the Exceptional Learner
EDS 33700	3	Special Education Counseling
EDS 34000	3	Career Development
EDS 35700	3	Remediation in Elementary Math
ESOL 44000	3	TESOL Methods
EDU 40400	3	Advanced Measurement and Evaluation to Enhance Learning
EDU 41000	12	Student Teaching

E. Free elective credits:

0

(Sum of C, D, and E should equal A.)

F. Requirements for thesis, internship or other capstone experience:

Students with complete Practicum hours as well as Student Teaching.

G. Any unique features such as interdepartmental cooperation:

N/A



PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name Lindenwood University
Program Name Bachelor of Arts in Special Education with K-12 Certification
Date March 17, 2017

(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.

Students can declare this degree as a major but will need to qualify to be admitted into the teacher education program after 12 hours of Education coursework. Students must have a cumulative GPA of 2.75 and pass the DESE required MoGEA test.

- Characteristics of a specific population to be served, if applicable.
Students seeking Special Education K-12 certification at the undergraduate level.

2. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.
Faculty teaching special education content will need to have a degree, certification, or equivalent experience in special education.

- 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.
Approximately 50% of the coursework will be assigned to full-time faculty.

- Expectations for professional activities, special student contact, teaching/learning innovation.
Additional practicum hours are embedded in the coursework and required for completion.

3. Enrollment Projections

- Student FTE majoring in program by the end of five years.
The expectation is for 95% of the students will be full-time in the bachelor's program.

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- Percent of full time and part time enrollment by the end of five years.
It is anticipated that 95% will be full-time and 5% of the enrolled students will be part-time

4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.
Expected number of graduates after three years is 12; after 5 years the number of graduates is anticipated to be 14.
- Special skills specific to the program.
There are no special skills specific to this program.
- Proportion of students who will achieve licensing, certification, or registration.
It is anticipated that 100% of the students will achieve certification in Special Education K-12 with certification.
- 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.
Student success rate will be set at 80% or higher for every exit assessment within this program. We anticipate 90% of the students enrolled in this program will meet or exceed this standard on the first attempt. The students will obtain a pass rate of 90% on the first attempt of the MOGEA and 95% pass rate on the first attempt of the MOCA.
- Placement rates in related fields, in other fields, unemployed.
In 2015 there were 20,923 graduates in this field with 34, 324 position openings based on https://e.economicmodeling.com/analyst/?t=282Jm#h=7Gglq&page=program_report
- Transfer rates, continuous study.
We have over an 80% retention rate in our undergraduate programs. We predict this program's retention rate will meet or exceed our current rate.

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 a rationale.**
Lindenwood University School of Education initial teacher education programs are accredited by the Council of Accreditation for Educator Preparation (CAEP) this program will be reviewed during our next review cycle along with other programs. The program has also been approved by Higher Learning Commission.

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6. Alumni and Employer Survey

- Expected satisfaction rates for alumni, *including timing and method of surveys*. Satisfaction rates for alumni are expected to be 95% when surveys are given at the end of each course (course evaluations) and upon exiting the program (program evaluation, Qualtrix Survey)
- Expected satisfaction rates for employers, including timing and method of surveys. 100% satisfaction rate is anticipated for employers after the first year of employment. First Year Teacher Data generated by DESE surveys are made available to EPP. These data will be used to improve our programming in this area. Informal survey's will be conducted through our Educational Advisory Panel meetings. These are discussion sessions primarily and in a question and answer format.

7. Institutional Characteristics

- Characteristics demonstrating why your institution is particularly well-equipped to support the program.
Lindenwood University has strong ties to the PK-12 community in our area and employees highly qualified faculty members to provide instruction. Faculty members are certified and experienced and teach in their area of expertise. In addition our partnerships with PK-12 provides our students and graduates with authentic experiences under the supervision of the Lindenwood faculty and practicing teachers. Each of our programs have full time faculty members who collaborate with the adjunct faculty teaching in our programs. Full time faculty members develop courses and syllabi which allows our programs to be taught consistently across by all instructors of the same course.