



NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Lindenwood University

Program Title: Special Reading K-12

Degree/Certificate: Master of Arts

Options: N/A

Delivery Site(s): Lindenwood University, St. Charles, MO

CIP Classification: 13.1315

\*CIP code can be cross-referenced with programs offered in your region on MDHE's program inventory [highered.mo.gov/ProgramInventory/search.jsp](http://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
Name/Title of Institutional Officer Signature Date 3/28/2007

Cynthia Bice, Dean, School of Education 636-949-4618
Person to Contact for More Information Telephone



**STUDENT ENROLLMENT PROJECTIONS**

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Year	1	2	3	4	5
Full Time	4	4	4	5	5
Part Time	56	56	60	65	70
Total	60	60	64	70	75

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

The conservative enrollment projections were derived by reviewing the existing data on student enrollment in the MA in Education with Emphasis in Special Reading for the past 4 years. The Lindenwood University School of Education has had between 31 and 77 students enrolled in our Master of Arts with emphasis in Special Reading K-12 add-on during this timeline. While not all students are completers, a conservative estimate for the transition to the Master of Arts in Special Reading K-12 based on the mean from the past 4 years (anticipating flat enrollment in the near term) is 60 for this program. With flat enrollment expectations no growth is anticipated in the projections until the 3rd year. This is not typically a program that full-time students access because full initial teacher education certification and 2 full years of teaching are required for certification. There will be the expected natural attrition in the school district position openings therefore keeping the need for teachers who have this certificate stable.

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

Students had often sought the special reading certification through the add-on program at Lindenwood University, which did not require a master's level degree completion. The Department of Elementary and Secondary Education (DESE) has recently restructured the certification process for the special reading certificate requiring recommendation from the university. This proposal addresses DESE's requirements, assuring us of student graduate degree completion requirements being met. In addition to this, data for the job market suggested a target of 44,714 jobs available in this field with 6,634 completers regionally using EmsiQ1 2017 Data Set from [www.economicmodeling.com](http://www.economicmodeling.com).

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PROGRAM STRUCTURE

A. Total credits required for graduation: 33

B. Residency requirements, if any: N/A

C. General education: Total credits: 0

Courses (specific courses OR distribution area and credits):

Course Number	Credits	Course Title

D. Major requirements: Total credits: 27

Course Number	Credits	Course Title
EDU52400	3	Assessment of Intellectual Skills
EDU 50200	3	Behavior Management
EDU 53700	3	Special Education Counseling
EDS 53300 or EDU51600	3	Speech and Language of the Exceptional Child or Language Acquisition and Development for Young Children
EDU 50900	3	Analysis and Correction of Reading Difficulties
EDU 52300 PIF	3	Practicum: Analysis and Correction of Reading Difficulties (Elementary)
EDU 52600 PIF	3	Practicum; Analysis and Correction of Reading Difficulties (Secondary)
EDU 50710	3	Content Literacy for Diverse Learners
EDU 58700	3	Reading and Writing Across the Curriculum
EDU 50110	0	Special Reading Program Seminar
	27	

E. Free elective credits:

6 free elective credits

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

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

90 Hours Practicum Experience

G. Any unique features such as interdepartmental cooperation:

This program has several 3 credit hour elective courses available that are cross listed with our EdS in Instructional Leadership with emphasis in Literacy degree program.

EDARL 67100	Pedagogy for Effective Literacy Practices	3
EDARL 60000	Instructional Program Leadership and Assessment	3
EDARL 67500	Cognitive Coaching and Literacy for Teaching Diverse Populations and Adult Learners	3



## PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

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Institution Name Lindenwood Univesrity  
Program Name MA Special Reading K-12  
Date January 26, 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.

All potential students must already have an intitial teacher education certification from an accredited state agency such as the Missouri Department of Elementary and Secondary Education. No other special admission procedures or qualifications required for admissions beyond regular university graduate admission procedures.

- Characteristics of a specific population to be served, if applicable.  
Certified teachers

### 2. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.  
Master Degree (and/or higher) Special Reading Certificate for specialized courses in this degree.
- 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.  
The estimated percentage of full-time faculty to this program is 50%.
- 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.

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The expectation is < 5% of the students will be full time in this MA program.

- Percent of full time and part time enrollment by the end of five years.  
It is anticipated that 5% will be full-time and 95% 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 60; after 5 years the number of graduates is anticipated to be 75.
- 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 98% of the students will achieve certification in Special Reading K-12 as it is based on the student's action to request recommendation for 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 85% or higher for every exit assessment within this program. We anticipate 95% of the students enrolled in this program will meet or exceed this standard on the first attempt. There are no local or State assessments for this program at this time.
- Placement rates in related fields, in other fields, unemployed.  
1,575,868 jobs were reported in 2015 with a projected growth of .5%. as of 2015  
Between 2015 and 2016 available jobs rose an additional 8,143 as reported by  
<http://www.economicmodeling.com/tag/emsi-job-forecast/>
- Transfer rates, continuous study.  
Not applicable

#### 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 for Accreditation of Educator Preparation (CAEP). Since the CAEP standards for advanced teacher education are just recently being proposed, we are

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waiting for the final standards to be approved. We plan to submit this program for CAEP accreditation as soon as possible. Additionally, we have annual internal reviews which invites experts in the field outside of our university to evaluate our program. The University is also reviewed by HLC.

#### **6. Alumni and Employer Survey**

- Expected satisfaction rates for alumni, *including timing and method of surveys*. Satisfaction rates for alumni are expect 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. When Graduates self-report name of employer, a survey will be sent at the end of the first year when contracted in a position as a result of the MA Reading K-12 (Qualtrix Employer Survey). Survey information will be shared each year through our Reading Advisory Panel who consist of experts in the field. Panel members input will be requested.

#### **7. Institutional Characteristics**

- Characteristics demonstrating why your institution is particularly well-equipped to support the program.  
Lindenwood University School of Education has offered the Master of Arts in Education with an emphasis in Special Reading for over a decade. Lindenwood University has strong ties to the PK-12 community in our area and employees highly qualified faculty members. Faculty members are certified and experienced and teach in their area of expertise. We have had demonstrated success offering much of our programming through an extremely successful formal summer reading camp for children. Each year there is a wait list of applicants to that program due to the success and subsequent reputation of the program. It is our students who participate in the program who contribute to the success of the elementary school children to attend the camp. In addition our partnerships with PK-12 schools provides our students and graduates with authentic experiences under the supervision of the Lindenwood faculty and practicing teachers. Each of our programs has 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.