



**NEW PROGRAM PROPOSAL FORM**

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**Sponsoring Institution(s):** Lindenwood University

**Program Title:** Biological Sciences

**Degree/Certificate:** Bachelor of Arts (BA) in Biological Sciences- Secondary Education Certification

**Options:** Click here to enter text.

**Delivery Site(s):** St. Charles Campus, St. Charles MO

**CIP Classification:** 260101

\*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:** CL 2015 to enter text.

**Cooperative Partners:** Click here to enter text.

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

**AUTHORIZATION:**

Dr. James Evans, President

Name/Title of Institutional Officer

Signature

Date

12-18-14

Dr. Greg Anderson

Person to Contact for More Information

636-949-4122

Telephone

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**STUDENT ENROLLMENT PROJECTIONS**

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Year	1	2	3	4	5
Full Time	5	4	3	3	3
Part Time	0	0	0	0	0
Total	5	4	3	3	3

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

Projections are based on recent faculty cuts (a 15% reduction in staff) in the Department of Biological Sciences which will reduce the ability to sustain prior growth seen in the program. As a result of these cuts we expect the program enrollment numbers to level off or decline in the near future and return to the previous levels seen prior to 2011. Due to recent large reductions in the number of Education majors combined with staff reductions, the projected number of a Bachelor of Arts with the Secondary Education Certification is likely to be dramatically reduced. Prior to the recent decline of education majors (starting in the Fall 2014), this program had seen consistent growth, up 114% from 2011 to 2013.

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

This minor change in the program essentially increases the required curriculum by only one course in the major and reduces the number of required electives by one course. It provides a more in depth education in the General Biology course sequence which enhances student understanding of upper level courses required for the Bachelor of Arts degree in Biological Sciences Secondary Education Certification. This modification will not require any substantial changes in the Department but will, at the same time, provide a better foundation which will improve the success and educational goals and ambitions of the student. This enhanced curriculum should be attractive to a larger number of potential undergraduates and increase student success in Education Board Examinations.

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CHM 23200	3	General Chemistry 3 (3)
CHM 24100	1	General Chemistry 2 Laboratory (1)
CHM 24200	1	General Chemistry 3 Laboratory (1)
MTH 15100	3	College Algebra
MTH 152	3	Pre-Calculus: Elementary Functions
MTH 24100	3	Statistics for Natural Science (3)
PHY 25100	4	Introductory Physics I
PHI 26500	3	Philosophy of Science
EDU 10000	3	Orientation to Educational Experiences
EDU 20200	3	Psychology of Teaching and Learning
EDU 21501	1	Teaching Education Seminar
EDU 30700	3	Teaching Reading in the content Areas
EDU 32100	3	Middle/High School Classroom Teaching and Technology
EDU 33000	3	Secondary Methods of Teaching Science
EDU 34100	3	Education of the Exceptional Child
EDU 38000	3	Pre-Student Teaching Practicum
EDU 40400	3	Advanced Measurement and Evaluation to Enhance Learning
EDU 41000	3	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:

none

G. Any unique features such as interdepartmental cooperation:

none

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Form PS - Program Structure



## PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

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Institution Name      Lindenwood University  
Program Name         BA in Biological Sciences Secondary Education Certification  
Date    16 December, 2014

(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.  
No special requirements above those required for admission to the University.
- Characteristics of a specific population to be served, if applicable.  
Education majors that pursue this degree are primarily interested in teaching Biology.

### 2. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.  
All fulltime faculty in the Department of Biological Sciences must have a terminal degree (Ph.D) in their field.
- 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.  
One hundred percent of the Biological Science (BSC) required courses in the major and those numbered above 200 will be assigned to full time faculty.
- Expectations for professional activities, special student contact, teaching/learning innovation.  
Faculty are expected to maintain currency in their field, and update coursework and labs as needed. Small class sizes and labs taught by the lecture instructor ensures close contact with students to maximize their educational experience.

### 3. Enrollment Projections

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

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Student enrollment in this program have historically been increasing, but have begun to drop with a reduction in the number of students pursuing education degrees . Enrollments increased from a low of 7 students in 2011 to a high of 15 students in 2013 (a 55% increase) but dropped to a recent low of 5 students in 2014 (a 66% decline). Education majors saw a major decrease during this time. Unfortunately, a recent 15% reduction in faculty staffing levels in the Department of Biological Sciences will likely result in an even further reduction from current enrollment levels back to lower levels last seen in 2011.

- Percent of full time and part time enrollment by the end of five years.  
One hundred percent of our students are full time, we currently have no part time students enrolled and have not had any for at least the last 5 years.

#### 4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.  
Over the last 5 years, the number of graduates has ranged from a low of 7, to a high of 15. Based on projected reduced enrollment of Education majors combined with lower staffing levels, we expect graduate numbers to revert back to previous lower numbers of graduates in three years, and stabilize at those lower levels at the five year mark.
- Special skills specific to the program.  
N/A
- Proportion of students who will achieve licensing, certification, or registration.  
N/A
- 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.  
Data not tracked by institution.
- Placement rates in related fields, in other fields, unemployed.  
Data not tracked by institution.
- Transfer rates, continuous study.  
Data not tracked by institution.

#### 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.**

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There is no accreditation agency for Biology Programs. The University is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools

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

- Expected satisfaction rates for alumni, *including timing and method of surveys*.  
Data not tracked by institution.
- Expected satisfaction rates for employers, including timing and method of surveys.  
Data not tracked by institution.

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

- Characteristics demonstrating why your institution is particularly well-equipped to support the program.  
This is only a minor modification to a successful program and Department that has been well established for many decades and has an outstanding track record at Lindenwood University.