



**NEW PROGRAM PROPOSAL FORM**

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

**Program Title:** Education Specialist in Behaviorial Instructional Leadership

**Degree/Certificate:** EdS

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

**Delivery Site(s):** St. Charles

**CIP Classification:** 13.0409

\*CIP code can be cross-referenced with programs offered in your region on MDHE's program inventory [higher.ed.mo.gov/ProgramInventory/search.jsp](http://higher.ed.mo.gov/ProgramInventory/search.jsp)

**Implementation Date:** August 2014

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

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

**AUTHORIZATION:**

Jann Weitzel, Provost		6/30/2014
_____ Name/Title of Institutional Officer	_____ Signature	_____ Date
Jann Weitzel	636-949-4846	
_____ Person to Contact for More Information	_____ Telephone	



**STUDENT ENROLLMENT PROJECTIONS**

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Year	1	2	3	4	5
Full Time	1	2	2	3	4
Part Time	10	12	14	16	20
Total	11	14	16	19	24

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

Based on current enrollment in MA Early Intervention and MA in Autism Spectrum degrees, we believe the enrollments projections are on target.

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

Rationale in support of the program:

Evidence of Need: Children with autism have only been included in our public schools since 1990, when IDEA added autism to their list of disabilities protected under the law. (Public Law 101-476) In addition, the number of students diagnosed with autism has increased to epidemic proportions in the United States within the past fifteen years. "Autism statistics from the U.S. Centers for Disease Control and Prevention (CDC) identify around 1 in 88 American children on the autism spectrum, an estimated 1 out of 54 boys and 1 in 252 girls, making it more common than childhood cancer, juvenile diabetes, and pediatric AIDS combined." (Autism Speaks, 2013). Early diagnosis and therapy is critical for children with autism. Once diagnosed, children need to begin intense comprehensive therapy as soon as possible. This therapy can take place in the child's home, a therapy center, school, or hospital. The need for individuals trained in applied behavioral therapy (the primary therapy used for children with autism) continues to grow to meet the needs of this growing population of children. This therapy can be very costly for

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parents, costing tens of thousands of dollars. On Jan 1, 2011 a bill signed by Gov. Jay Nixon went into effect that requires health insurance companies to provide coverage for evidence-based applied Behavioral Analysis (ABA) a vital tool for children with autism or related disorders in the state of Missouri. Under this law health insurance companies must do the following up to \$40,000 per year (Missouri Department of Insurance, 2010):

- Must cover the diagnosis and treatment of Autism Spectrum Disorders;

- Must specifically cover Applied Behavioral Analysis;

- May not limit the number of visits by a child for ABA therapy; and

- May not refuse to renew or otherwise restrict coverage for a policyholder simply because a dependent is diagnosed with Autism Spectrum Disorders.

Behavior Analyst Certification Board®, Inc. (BACB®) BCBA is the approved program of DESE (Division of Elementary and Secondary Education) in Missouri. By offering courses that will lead to BCBA certification Lindenwood University will be providing students with the qualifications necessary for them to best service children from birth to age 21 and beyond with autism and related disorders.

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Form SE - Student Enrollment Projections

## PROGRAM STRUCTURE

A. Total credits required for graduation: 30

B. Residency requirements, if any: 0

C. General education: Total credits: 0

Courses (specific courses OR distribution area and credits):

Course Number	Credits	Course Title
<b>PREREQUISITES</b>		
EDU 34100 or 54100	3	Exceptional Child
EDU 52000	3	Curriculum Analysis & Design
EDU 57000	3	Educational Research
<b>CORE REQUIREMENTS</b>		
EDS 600 00	3	Ethical and Professional Issues in Behavioral Analysis
EDS 610 00	3	Concepts and Principles of Behavior Analysis
EDS 620 00	3	Research Methods in Behavior Analysis
EDS 630 00	3	Elements of Behavior Change and Specific Behavior Change Procedures for Applied Behavioral Analysis
EDS 640 00	3	Observation, Assessment, and Identification Methods of Applied Behavioral Analysis
EDS 650 00	3	Behavioral Interventions and Program Management of Applied Behavioral Analysis
EDS 650 00	3	Behavioral Interventions and Program Management of Applied Behavioral Analysis
<b>OPTION 1</b>		
EDS 671 00	3	Behavioral Analysis Practicum I
EDS 672 00	3	Behavioral Analysis Practicum II
EDS 673 00	3	Behavioral Analysis Practicum III
<b>OPTION 2</b>		
EDS 681 00	3	Behavioral Analysis Fieldwork I
EDS 682 00	3	Behavioral Analysis Fieldwork II
EDS 683 00	3	Behavioral Analysis Fieldwork III

E. Free elective credits:

0

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

F. Requirements for thesis, internship or other capstone experience: 9 hours of internship (see options above) totaling 1000 clock hours

G. Any unique features such as interdepartmental cooperation:



**PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS**

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Institution Name      Lindenwood University  
Program Name          Educational Specialist in Behavioral Instructional Leadership  
Date      6/30/2014

(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.  
Students must have an earned master's degree from an accredited institution and must have completed that degree with a 3.0 cumulative GPA or higher.
- Characteristics of a specific population to be served, if applicable.  
Special Education educators, parents, teachers, directors of programs

**2. Faculty Characteristics**

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.  
MA in 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.  
9 credit will be assigned to full time faculty members
- Expectations for professional activities, special student contact, teaching/learning innovation.  
Faculty members will be expected to participate in professional development and to co-write/present with students

**3. Enrollment Projections**

- Student FTE majoring in program by the end of five years.  
24
- Percent of full time and part time enrollment by the end of five years.

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Full time: 4%; Part time: 96%

#### 4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.  
5/8
- Special skills specific to the program.  
Behaviorial Analyst Certificate
- Proportion of students who will achieve licensing, certification, or registration.  
100%
- 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.  
100%
- Placement rates in related fields, in other fields, unemployed.  
100%
- Transfer rates, continuous study.  
.02%

#### 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.**  
CAEP- National and DESE-State

#### 6. Alumni and Employer Survey

- Expected satisfaction rates for alumni, *including timing and method of surveys*.  
Exit surveys, 1 years alumni and 5 year alumni surveys, 95%
- Expected satisfaction rates for employers, including timing and method of surveys.  
1 year and 5 year, 95%

#### 7. Institutional Characteristics

- Characteristics demonstrating why your institution is particularly well-equipped to support the program.  
Expert instructors who are well-trained in the field and a great amount of community and educational collaboration

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Form PG – Program Characteristics and Performance Goals