



NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Maryville University of St. Louis

Program Title: Master of Arts in Education: Early Childhood Special Education

Degree/Certificate: Master of Arts in Education with licensure in Early Childhood Special Education

Options: none

Delivery Site(s): Maryville University in St. Louis

CIP Classification: 13.1015

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

Implementation Date: 8/25/14

Cooperative Partners: none

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

AUTHORIZATION:

Dr. Mary Ellen Finch / VP for Academic Affairs

Mary Ellen Finch 5/22/14

Name/Title of Institutional Officer

Signature

Date

Dr. Catherine Bear / Dean, School of Education

314-529-9466

Person to Contact for More Information

Telephone

Missouri Department of Higher Education Proposal for New Program:

Maryville University –

1. New Program Proposal Form: (See Form NP – attached)

Master of Arts in Education in Early Childhood Special Education

2. Rationale for the Program

Rational provided in answer #7 on Form PG attached

3. Student Enrollment Projections for Five Years – Full and Part-time (See Form SE – attached)

Projections provided on Form SE attached

4. Evidence of Market Demand / Societal need supported by research (include how these projections were calculated) (Included on Form SE – attached)

Market Demand is documented on Form SE attached

5. Duplication and Collaboration: If similar programs currently exist in Missouri, what makes the proposed program necessary and/or distinct from the others at public institutions, area vocational technical schools, and private career schools?

Does delivery of the program involve a collaborative effort with any external institution or organization? If yes, please complete Form CL.

This program is not being delivered in collaboration with another program

6. Program Structure: (See Form PS – attached)

- A. Total credits required for graduation
- B. Residency requirements, if any
- C. Courses and credits required for general education
- D. Courses and credits required for the major
- E. Number of free elective credits remaining (Sum of C, D, and E should equal A)
- F. Requirements for thesis, internship, or other capstone experiences
- G. Any unique features, for example, interdepartmental cooperation

Program Structure is documented on Form PS attached

7. Financial Projections (for public institutions only): Please complete Form FP. Additional narrative may be added as needed. If more than one institution is providing support, please complete a separate form for each institution.

Maryville University is a private institution, so Financial Projections are not included

8. Program Characteristics and Performance Goals: See the recommended format and issues to be addressed (Form PG). For collaborative programs, responsibility for program evaluation and assessment rests with the institution(s) granting the degree(s).

Program Characteristics and Performance Goals are documented on Form PG attached

9. Accreditation: If accreditation is not a goal for this program, provide a brief rationale for your decision. If the institution is seeking program accreditation, provide any additional information that supports your program. (Included on Form PG)

Accreditation is documented on Form PG attached

10. Institutional Characteristics: Please describe succinctly why your institution is particularly well equipped or well suited to support the proposed program. (Included on Form PG)

Institutional Characteristics are documented on Form PG attached

11. Any Other Relevant Information:

Early Childhood Special Education is a critical need field identified by the state of Missouri and the U.S. Department of Education. As such, schools are in great need of teachers prepared in early childhood special education. Teachers qualify for federal TEACH grants if they are certified in this area and work in a high needs school.



STUDENT ENROLLMENT PROJECTIONS

Year	1	2	3	4	5
Full Time	0	0	0	0	0
Part Time	12	22	28	34	34
Total	12	22	28	34	34

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

The master's in early childhood special education will supplement enrollments in the current master's in early childhood education and grow over time. Between one-third and one-half of expected enrollments will be generated by bridge students (during their senior year) as part of a 5-year early childhood/elementary/early childhood special education bridge program; additional enrollments will be generated by increased numbers of undergraduates choosing the bridge (21 credits post-bachelors per year) and graduate students coming to Maryville for the master's degree program (15 credits per year). Enrollment projections for the next four years are based on projected growth within both traditional bridge students and teachers coming for the masters and certification.

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

According to the U.S. Bureau of Labor Statistics: Employment of all special education teachers is expected to grow by 17 percent from 2010 to 2020. Growth is expected because of increasing enrollment and continued demand for special education services. Enrollment of special education students in kindergarten, elementary, and middle school grades is expected to grow faster than that in high school grades. As a result, employment of preschool, kindergarten, and elementary school special education teachers is expected to grow 21 percent from 2010 to 2020, faster than the average for all occupations. Along with enrollment growth, continued demand for special

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education services is expected. Children with special needs are being identified earlier, increasing the need for special education teachers for young children. Early identification is important because early intervention is essential in educating children who have special needs. Laws emphasizing training and employment for people with disabilities are expected to lead to some job growth for special education teachers, as are new higher standards for high school graduation. More parents are expected to seek special services for children who have difficulty meeting the higher standards required of students. Students will need the services of special education teachers to adapt lessons to their different learning styles and needs. Furthermore, general education teachers will need the help of special education teachers to learn how to present information to students who have learning disabilities. From 2010 to 2020, a significant number of older special education teachers are expected to reach retirement age. Their retirement will create job openings for new teachers. In addition, many schools, particularly those in urban and rural areas, have difficulties recruiting and keeping special education teachers. As a result, special education teachers should have little difficulty finding employment. Job opportunities may be better in certain specialties, such as early childhood intervention or working with students who have multiple disabilities, severe disabilities, or autism spectrum disorders.

Assessment of Interest and Need: Several groups were surveyed regarding interest and demand for early childhood special education teachers. Feedback from the School of Education National Leadership Council, including principals, assistant superintendents, and superintendents in St. Louis County, pointed to strong need for early childhood special education teachers in the region, especially given the expanding public-school based kindergarten and pre-school classrooms being offered at many county schools. Leaders confirmed the higher incidence of identification of students for special education during the early childhood grades. Discussions with several current education students confirmed they felt being able to add early childhood special education provided a stronger value-added bridge master's program. Current School of Education faculty agree that this should result in a reversal in the declining number of students choosing to continue into the master's bridge program.

E. Free elective credits:

na

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

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

Action Research report and presentation

G. Any unique features such as interdepartmental cooperation:

na



PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name Maryville University of St. Louis
Program Name Master of Arts in Education: Early Childhood Special Education
Date 5/15/14

(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.
Prior certification in Early Childhood Education
- Characteristics of a specific population to be served, if applicable.
Practicing teachers and candidates preparing to be practicing teachers.

2. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.
Doctorate in education or Masters with exceptional expertise; teaching experience in early childhood education and/or early childhood 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 40-50% of courses will be taught by full time faculty.
- Expectations for professional activities, special student contact, teaching/learning innovation.
Faculty teaching in the program are expected to maintain currency with current practices in early childhood classrooms. Partnerships with area schools will include highly-diverse urban schools. An internship in an early childhood special education classroom is required.

3. Enrollment Projections

- Student FTE majoring in program by the end of five years.
Headcount of 34 part-time graduate students taking 6-9 credits per semester.

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- Percent of full time and part time enrollment by the end of five years.
100% part time

4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.
After 3 years, project total of 22 graduates; after 5 year project total of 34 graduates.
- Special skills specific to the program.
Graduates of the Master's in Early Childhood Special Education will be expected to demonstrate knowledge of and competency in the following early childhood special education areas of study as defined by the Missouri Department of Elementary and Secondary Education certification competencies: 1. Foundations of Early Childhood Special Education; 2. Development and Characteristics of Learners; 3. Individual Learning Differences; 4. Instructional Strategies for the Young Child with Disabilities; 5. Learning Environments and Social Interactions; 6. Language and Communication; 7. Instructional Planning; 8. Assessment, Diagnosis, Evaluation, and Programming; 9. Professional and Ethical Practices and Resources; 10. Home-School- Community Collaboration; 11. Central Concepts, Tools of Inquiry, Structures of the Disciplines
- Proportion of students who will achieve licensing, certification, or registration.
90% or more are expected to achieve state licensed in Early Childhood Special Education.
- 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.
90% or more are expected to pass the Missouri Content Assessment in Early Childhood Special Education.
- Placement rates in related fields, in other fields, unemployed.
90% should be placed in early childhood or special education classrooms.
- Transfer rates, continuous study.
90% should continue to complete the 2-year program.

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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The Masters in Early Childhood Special Education will be part of a fall 2015 accreditation review by the National Council for the Accreditation of Teacher Education and the Missouri Department of Elementary and Secondary Education.

6. Alumni and Employer Survey

- Expected satisfaction rates for alumni, *including timing and method of surveys*. Bridge students will be surveyed by the state of Missouri at the end of their first year of teaching in Missouri public schools. Practicing teachers adding the Masters and certification will be surveyed at the end of their program. 80% or more will report they were prepared well or very well at Maryville University.
- Expected satisfaction rates for employers, including timing and method of surveys. The principals of bridge students will be surveyed by the state of Missouri at the end of their first year teaching in Missouri public schools. 80% or more will report candidates were prepared well or very well at Maryville University.

7. Institutional Characteristics

- Characteristics demonstrating why your institution is particularly well-equipped to support the program.
The School of Education at Maryville University is nationally known for the quality of its teacher and leader preparation programs. Superintendents and principals in the St. Louis region have reported the exceptional quality of Maryville graduates both as beginning teachers and as graduates of graduate programs at the Masters and Doctoral levels. The School of Education has prepared early childhood educators for many years. In addition, the School of Education has long-standing and successful partnerships with many local schools and districts. The School of Education currently has two options for undergraduate students wanting to major in early childhood education: a dual certification (with elementary education) 4-year program leading to a B.A. and a bridge program (with elementary education) 5-year program leading to a B.A. and M.A.Ed. Over the last several years, more and more students are choosing the B.A.-only option. This proposal provides more value to the 5-year bridge by focusing it on certification in early childhood special education, as well as providing a stand-alone master's program that provides extra value to practicing early childhood teachers. Several faculty and staff have strong expertise in special education and the School of Education is committed to recruiting additional faculty with special expertise in early childhood special education.

To: Sam Hausfather

Date: May 16, 2014

Type of Program Changes:

- Class Change(s) - Addition and/or Deletion
- New Certification Program
- Drop Certification Program
- New Educator Preparation Program
- Drop Educator Preparation Program

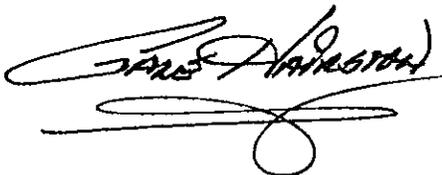
The purpose of memo is to approve the changes, additions, and/or deletions to your educator preparation program at Maryville University of St. Louis. This approval is effective starting May 16, 2014.

Adding: Early Childhood Special Education Endorsement

You will find a DESE-OEQ Certification Requirement Template included with this email and mailing. Please review the template to be sure that the changes made are accurate. If not, please contact us immediately to discuss the difference(s) you have noted.

We will maintain the Certification Requirement Template for use by the Office of Educator Quality and/or as an additional resource for educator preparation programs in determining transferability of courses. Educator preparation programs are evaluated annually. Individual certification programs who do not meet the state benchmarks will enter into program improvement of no more than two years. Individual certification programs who do not improve will lose their approval for that certification program.

Please let us know if you have any questions and/or need any additional information.



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