



NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Southeast Missouri State University

Program Title: Special Reading Licensure Certificate

Degree/Certificate: Special Reading K - 12

Options:

Delivery Site(s): Online

CIP Classification: 13.1315 (Reading Teacher Education)

*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: Spring 2017

Cooperative Partners: None

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

AUTHORIZATION:

Karl R. Kunkel, Provost

Name/Title of Institutional Officer

 7/10/2017

Signature Date

Diana Rogers-Adkinson, Dean

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Person to Contact for More Information

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STUDENT ENROLLMENT PROJECTIONS

Year	17-18	18-19	19-20	20-21	21-22
Full Time	0	0	0	0	0
Part Time	40	45	50	55	60
Total	40	45	50	55	60

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

The courses for the Special Reading K-12 teacher licensure are currently offered as an emphasis in the Master of Arts in Elementary Education degree. Students may also complete the courses as non-degree seeking students. Currently, there are 49 part-time students in Master of Arts in Elementary Education declaring the emphasis in reading. Students matriculate part-time as this license must be added to an existing teaching license. As a result, a majority of the matriculants are current educators working full time in the profession. The Year 1 projection is based upon the current enrollment in the emphasis, with a modest increase expected each year, as the number of retiring teachers will increase the demand for reading specialists in school districts. Since this is an online graduate program, additional marketing of the new program through the Southeast Online office may also increase the enrollment. Currently students submit their transcript to DESE for receipt of their license. Therefore, the number of students obtaining the certificate is unknown.

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

While this proposal is for a new program, the curriculum has been in existence for many years. It is currently offered as a group of graduate courses taken by classroom teachers who want to earn an advanced license as a reading specialist. Currently educators that wish to earn the reading certificate complete the courses required to become licensed and then submit a transcript verifying course completion to the Department of Elementary and Secondary Education (DESE) to receive their certificate. Effective August 1, 2017 DESE has mandated that educators seeking to add on the reading specialist credential attend an approved program for licensure and be recommended for licensure by that university. As a result, we must move this curriculum from

set of courses to a formal certificate. This proposal formalizes the courses as a program, which will provide the ability to document student completion and make a recommendation for licensure on behalf of candidates completing the program.

There is a need for the program to supply reading specialists to school districts in Missouri. The Missouri Dept. of Elementary and Secondary Education (DESE) lists the Special Reading K – 12 teaching certificate as a teacher shortage area for 2016-17

(<https://dese.mo.gov/sites/default/files/Teacher-Shortage-Area-Report-2016-2017.pdf>).

Anecdotally, area school districts send classroom teachers to Southeast to complete the courses required to apply for the reading specialist certificate to fill the needs in their district for reading teachers. For example, the Mehlville School District in St. Louis County sent a cohort of approximately 12 teachers through the reading certificate courses. One of the largest area school districts, Jackson RII, recently identified the need for more trained reading teachers as a part of its strategic plan. While the Bureau of Labor Statistics does not report data specific to a reading specialist, the Occupational Outlook Handbook reports that the need for Instructional Coordinators, like reading teachers, is expected to grow by 7% from 2014 – 2024

(<http://www.bls.gov/ooh/education-training-and-library/instructional-coordinators.htm>). This proposal allows us to convert our existing courses into a formal graduate certificate sequence to meet the new DESE requirements that students complete an official program and be recommended for licensure by the Southeast Missouri State College of Education certification officer.

A review of websites of teacher preparation programs in Missouri found 12 colleges and universities that offer course work leading to the special reading certification, in addition to Southeast Missouri State University:

Columbia College
Drury University
Evangel University
Fontbonne University
Lindenwood University
Missouri State University
Northwest Missouri State University
University of Central Missouri
University of Missouri – Columbia
University of Missouri – Kansas City
University of Missouri – St. Louis
Webster University

These educator preparation programs offered the special reading certification courses in a variety of formats, including face to face, blended, and online. For students in the rural areas of Southeast Missouri and other areas of the state, a completely online program is attractive and accessible. It is unrealistic to expect that teachers in the Bootheel will travel to any other program in the state to earn the special reading

EX 302 OR CE 370 OR EX 602	3	Language Development of Children with Exceptionalities OR Language Acquisition of the Young Child OR Language Development of the Exceptional Child
EX 304 OR EX 621 AND EX 622	3	Classroom and Behavior Management OR Behavior Intervention Strategies AND Behavior Intervention Strategies Internship
EX 507		Families and the Child with Exceptionalities ³
EL 611 OR EL 630 AND EL 631	3	Practicum I: Early Literacy Learners OR Reading Recovery Seminar I AND Reading Recovery Seminar II OR
EL 623	3	Practicum II: Older Literacy Learners

E. Free elective credits: (Sum of C, D, and E should equal A.)

None

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

This program requires 6 hours of practicum (EL 611 Early Literacy Learners Practicum and EL 623 Older Literacy Learner Practicum).

G. Any unique features such as interdepartmental cooperation:

Because this is a K – 12 teaching license, graduate students take courses in both child and adolescent development from the Human Environmental Studies and/or Psychology departments. Students also complete a course on literacy instruction for older students from the Middle and Secondary Education Department. These courses are mandated by DESE and may be a part of an undergraduate or graduate sequence. Typically, matriculants would have one of the two development courses during the undergraduate degree as the course is required for the first teaching license. A majority of the content is at the graduate level as DESE mandates at least two graduate courses in the special reading certificate. DESE requires two years of teaching experience and an undergraduate degree to be eligible to add on the special reading certificate.



PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name: Southeast Missouri State University
Program Name: Special Reading K – 12
Certificate
Date: May 22, 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.

Per DESE rules, admission to a graduate certificate requires a valid teaching certificate. The Southeast Missouri State University Department of Elementary, Early, and Special Education also requires a cumulative GPA of 2.5 for admission, which is the minimum required GPA for licensure of current educators.

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

This program is designed for practicing classroom teachers. It is an advanced teaching license that requires two years teaching experience. This teaching experience may be completed while students are taking their course work.

2. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.

Faculty must be approved as graduate faculty, have a terminal degree in education, and have advanced course work in literacy instruction. The faculty member that supervises the two practicum courses must be certified in Special Reading K – 12 and have at

least five years teaching experience as a reading teacher / literacy specialist in a P – 12 setting.

- 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.

It is estimated that 92% of the credit hours in the program will be assigned to full time faculty.

- Expectations for professional activities, special student contact, teaching/learning innovation.

Faculty in the certificate program are expected to do continued professional development activities relating to their assigned course work. Faculty will also serve as advisors for students in this program, which will require contact each semester. The internships and practicums will require close student contact through Blue Button, Skype, or other virtual supervision platforms.

3. Enrollment Projections

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

It is anticipated that 60 part-time students will be enrolled in the program. The full-time equivalent based on 9 hours of graduate coursework (full time status) is 20 students.

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

It is expected that 100% of students in this program will be part-time students as program matriculants are typically full time classroom teachers that wish to add on the reading specialist to their current licensure.

4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.

Three years: It is predicted that 32 students would complete the program after 3 years based an expectation of 80% of the students from cohort 1 completing within 3 years.

Five years: Predicted that 68 students will complete the teaching license requirements at five years after implementation based on 80% of projected enrollees completing within three years of initiating matriculation.

- Special skills specific to the program.

This program will license teachers to be reading specialists in a school district. Graduates will be able to administer literacy assessments, provide reading interventions for struggling readers, and serve as literacy coaches for their buildings and district.

- Proportion of students who will achieve licensing, certification, or registration.

This teaching license currently does not require any additional tests or course work beyond what is in the program. Therefore, it is predicted that 100% of students in this program will achieve the teaching license, if they complete the 36 credit hours of course work.

- 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.

There are no external national assessments required for this program. Each course has identified key assessments for the course level outcomes that students must complete satisfactorily. Student must maintain a 3.0 GPA to be eligible for licensure in the content area.

- Placement rates in related fields, in other fields, unemployed.

This chart from the U.S. Bureau of Labor Statistics has the projected employment needs for instructional coordinators, such as reading specialists. Instructional coordinator is the term used globally by the U.S. Bureau of Labor and Statistics but school districts utilize terminology specific to the area of licensure as DESE tracks employees by licensure.

Employment projections data for instructional coordinators, 2014-24

Occupational Title	SOC Code	Employment, 2014	Projected Employment, 2024	Change, 2014-24		Employment by Industry
				Percent	Numeric	
Instructional coordinators	25-9031	151,100	161,600	7	10,500	5.7%

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

It is difficult to determine placement rates, given that most of the graduate students in this program are already employed as classroom teachers and are seeking an advanced certificate that will allow them to change positions, often within their own

school district. Therefore, these students may continue to teach in a general classroom while waiting for a reading specialist position to open in their district. Given that there are a limited number of reading specialist positions in each district, combined with some of the graduates' lack of mobility, graduates of this program may not immediately begin employment as reading specialists upon graduation. However, as the data indicates, there is an increased need for instructional coordinators, like reading specialists, and it is highly likely that graduates of this program will be employed as reading specialists in the state.

- Transfer rates, continuous study.

This graduate program allows for up to 9 hours of transfer credit from an accredited institution. The courses must be equivalent and meet the state licensure requirements.

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.**

This licensure sequence has been approved by the Missouri Department of Elementary and Secondary Education (DESE). This program was revised in Spring 2016 to meet new certification requirements, and DESE approval to offer this licensure was received in September 2016. Due to the new requirement by DESE beginning August 1, 2017, that programs must track and authorize the approval of licensure for reading specialists we must now move this set of courses to a graduate certificate. Reading Specialist programs will also have an Annual Performance Report in the future, similar to other educator preparation programs.

This program will also be under the umbrella of the College of Education as it seeks renewal of the national accreditation provided by the Council for the Accreditation of Educator Preparation (CAEP) in Fall 2017. The program faculty also plan to explore the feasibility of seeking International Literacy Association (ILA) Specialty Program Accreditation.

6. Alumni and Employer Survey

- Expected satisfaction rates for alumni, *including timing and method of surveys.* The Missouri Dept. of Elementary and Secondary Education (DESE) sends an annual survey to beginning teachers to determine their satisfaction with their teacher preparation program. This survey does not include teachers with advanced teaching

certificates, such as Special Reading, but a similar survey could be sent annually by Southeast to all students who complete this program. The beginning teachers' satisfaction scores must be at 80% or higher for a satisfactory rating on the Annual Performance Report so a similar expected satisfaction rate could be used for the graduates of the Special Reading advanced license program.

- Expected satisfaction rates for employers, including timing and method of surveys.

The Missouri Dept. of Elementary and Secondary Education (DESE) also sends an annual survey to administrators of beginning teachers to determine their satisfaction with their teacher preparation program. This survey does not include teachers with advanced teaching certificates, such as Special Reading, but a similar survey could be sent annually by Southeast to all administrators to determine their satisfaction with the preparation of their reading specialists. The expected satisfaction rate would also be 80%.

7. Institutional Characteristics

- Characteristics demonstrating why your institution is particularly well-equipped to support the program.
Southeast Missouri State University began as a Normal College in 1873, providing teacher training, and has a history of producing high quality beginning teachers. The Department of Elementary, Early and Special Education has been offering graduate level reading courses for many years, as a part of the Master of Arts in Elementary Education. This degree was moved online in 2012 and faculty have been submitting the online courses in the reading program for approval through the Quality Matters process, assuring high quality online instruction. By Spring 2017, all online courses in the department will be Quality Matters approved. The faculty in this graduate program all have terminal degrees, teaching certification, and experience in their discipline. Three of the graduate faculty have the Missouri Special Reading teaching certification, and two of the graduate faculty have a doctorate in Literacy Education. Southeast Missouri State University is well-equipped to provide a Special Reading K – 12 teaching licensure program, meeting the need for more reading teachers for Missouri schools.

To: Dr. Julie Ray, Chair, Elementary, Early, and Special Education Department

From: Carl Pracht, Professor, College of Education liaison, Kent Library *C.P.*
Barbara Glackin, Dean, Kent Library *B.G.*

Date: November 29, 2016

RE: Library resources evaluation / Special Reading K-12 licensure program

CC: Dr. Karl Kunkel, Provost and Chair, University Academic Council
Dr. Allen Gathman, Dean and Chair, Graduate Council
Dr. Diana Rogers-Adkinson, Dean, College of Education

Conclusion:

Kent Library has a comprehensive collection of online and physical resources on teaching reading, reading literacy, and teaching pedagogy to support the teaching, learning and research needs of the Southeast Missouri State University graduate students and faculty. Kent Library has the resources to support the new Special Reading K-12 teacher licensure program. Kent Library appreciates the opportunity to serve the College of Education and to continue to support Southeast Missouri State University's mission of training teachers.

Background:

The Elementary, Early, and Special Education Department has been offering this curriculum online since 2012. The proposed online Special Reading K-12 teacher licensure program will be a new program at Southeast. Previously students have had the ability to take these courses and to apply for their license directly from the Missouri Department of Elementary and Secondary Education. This proposal formalizes the required special reading courses as a program, and provides the ability to streamline certification and to document students working on their license.

Resource Summary*:

- 1) **Databases:** Through Kent Library, graduate students and faculty have online access to education specific databases such as, Education Database, Teacher Reference Center, Education Full Text, and ERIC (Education Resource Information Center). These discipline-specific databases provide in-depth coverage of education journals, curriculum, and education focused topics like pedagogical research, the teaching of reading, teaching methods, and special education.

Students and faculty also have online access to ProQuest Central (including Research Library), JSTOR, and Academic Search Complete, all comprehensive, interdisciplinary databases. These databases index thousands of journals, books, and other resources, with both current and retrospective content of depth.

- 2) **Journals:** Kent Library has purposefully migrated the journal collection online. Full-text journals available through the databases include: *Journal of Adolescent & Adult Literacy* (1989-); *Journal of Literacy Research* (2011-); *Journal of Reading Education* (2005-); *Journal of Research in Reading* (1997-); *Literacy, Teaching and Learning* (1994-); *Literacy Today*

(1997-); *Reading* (1998-); *Reading and Writing* (1997-); *Reading Horizons* (1996-); *Reading Improvement* (1996-); *Reading Research Quarterly* (1997-); *Reading Teacher* (1988-); *Reading Today* (1994-); and *Reading & Writing* (2010-).

- 3) **Books & eBooks:** Kent Library's print book and eBook titles are discoverable through the online catalog or the Ebsco eBook platform. An eBook search finds: 949 titles on teaching reading; 1,047 titles on "reading and literacy;" 22,454 juvenile literature titles; and 25,203 education titles.

The Library print collection includes thousands of relevant titles. Works published since 2000 by subject area include: teaching reading 465 titles; "reading and literacy" 314 titles; juvenile literature 2,201 titles; and education 9,705 titles. Also worth mentioning is the Instructional Materials Center which contains 3,175 picture books and 10, 145 children and young adult books.

Kent Library is a member of the MOBIUS library consortium, with a union catalog of more than 2.7 million items. A courier service delivers materials to member libraries every week day. The Library also participates in the Illiad Interlibrary Loan program where more than 10,000 libraries internationally share their resources. Both services are free to enrolled students. The Kent Library document delivery service provides electronic copies of journal articles to enrolled students.

- 4) **Streaming Videos:** The Library provides access to educational and documentary films through online platforms. The two largest platforms are Kanopy and Films on Demand. For Kanopy, a Teaching Reading Collection with 19 videos and a subject search finds 435 education. In Films on Demand there are 48 teaching reading, 211 curriculum and instruction, and 677 education titles. The platforms support unlimited, simultaneous access, are device agnostic, and easily allow flipping the classroom, with Southeast Missouri State University students individually viewing videos followed by online group discussion. [Note: Platform licenses do not include viewing within the K-12 school systems.]

Kent Library provides research and reference assistance to students. Graduate students are encouraged to schedule an individual research consultation with a librarian. Consultations can occur via Skype, Facetime, or other interfaces or by telephone. Chat reference assistance is also available 24x7.

If, as the curriculum evolves, the Elementary, Early, and Special Education Department, identifies library resources or collections weaknesses, we respectfully request to be informed so resolutions may be made.

*Full Kent Library resources review is provided.

Kunkel, Karl R

From: Calle, Chelsea
Sent: Friday, June 02, 2017 8:49 AM
To: Kunkel, Karl R
Subject: Reading Specialist

Dr. Kunkel,

It is my understanding that the College of Education is moving to create a Specialist in Reading Certificate Program and that the coursework will be available entirely online. It is also my understanding that this decision was made based on DESE's requirements.

Having talked with the college's Dean, I believe they have the necessary measures in place surrounding licensure and our requirements under the State Authorization Reciprocity Agreement (SARA). Specifically, the college informs students that this program could lead to licensure within the state of Missouri, but that licensure will not necessarily extend outside our state.

Therefore I see no impediments for this being an online program and Southeast Online will support it with the full extent of our resources.

Chelsea Calle
Director, Southeast Online Programs
573-651-2766