



NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Southeast Missouri State University
Program Title: Masters of Arts in Teaching: Exceptional Child
Degree/Certificate: Masters of Arts in Teaching
Options:
Delivery Site(s): Online
CIP Classification: 13.10
Title: Special Education and Teaching
Implementation Date: Fall 2015

Cooperative Partners:

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

AUTHORIZATION:

Dr. Gerald McDougall, Interim Provost

Name/Title of Institutional Officer

Signature

6/19/15

Date

Dr. Julie A. Ray, Chair, Dept. of Elementary, Early, & Special Educ.

Person to Contact for More Information

573-651-2444

Telephone



NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Southeast Missouri State University

Program Title: Masters of Arts in Teaching: Exceptional Child

Degree/Certificate: Masters of Arts in Teaching

Options:

Delivery Site(s): Online

CIP Classification: 13.10
Title: Special Education and Teaching

Implementation Date: Fall 2015

Cooperative Partners:

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

AUTHORIZATION:

Dr. Gerald McDougall, Interim Provost

Name/Title of Institutional Officer	Signature	Date
Dr. Julie A. Ray, Chair, Dept. of Elementary, Early, & Special Educ.		573-651-2444
Person to Contact for More Information		Telephone



STUDENT ENROLLMENT PROJECTIONS

Year	1	2	3	4	5
Full Time	3	6	8	10	10
Part Time	7	15	18	20	20
Total*	10	21 (Y1 + Y2)	26 (Y2 + Y3)	30 (Y3 + Y4)	30 (Y4 + Y5)

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

The Master of Arts in Teaching program is designed for students who have an undergraduate degree in a non-education major, such as Communication Disorders, Child Development, Psychology, or General Studies. This program offers an initial MO teaching certificate in either Mild/Moderate Cross Categorical (K – 12) or Early Childhood Special Education (Birth – 3rd gr.) at the graduate level. Currently, the only option for students with a non-education degree to earn an initial teaching certificate in special education is to seek a second undergraduate degree (B.S. Exceptional Child) or the Alternative Certification program, offered by the MO Dept. of Elem. and Secondary Education. The Alternative Certification program requires that students are hired by a school district for a special education teaching position, and they complete a limited number of courses while teaching. The College of Education has offered these courses. Faculty working with Alternative Certification students have found their preparation is weaker, and these teachers tend not to stay in the field, due to difficulties with teaching skills. Therefore, the College of Education will no longer be offering the courses for Alternative Certification in Mild/Moderate Cross Categorical after Summer 2015. Instead, students will be encouraged to enroll in the Master of Arts in Teaching program, which will offer stronger course work preparation and supervised field experiences. Three students have already applied to the graduate school, in anticipation of this degree being offered (with no marketing for the degree, as this point.) The Department Chair regularly receives calls from individuals inquiring how they can earn a teaching certificate as a part of a Masters program. The MAT program has been well received when described to prospective students.

The estimated number of students who will be enrolled in this program is lower than the predicted number of students who will be interested in this program, due to the testing certification requirements. Since this program will provide an initial teaching certificate, students must pass a state certification exam for admission into the program, as well as receive a passing score on the designated Missouri Content Exam upon exiting the program. They must also successfully complete a teaching performance assessment during their final practicum. The admissions assessment requirement may limit the number of students enrolled in this degree.

www.dhe.mo.gov • info@dhe.mo.gov

205 Jefferson Street, P. O. Box 1469, Jefferson City, MO 65102 • (573) 751-2361 • (800) 473-6757 • Fax (573) 751-6635

The MAT program is a 44-credit hour program, and students will be able to complete it in 2 – 3 years, depending upon the load taken. It is anticipated there will be a mixture of full time and part-time students in the program. Therefore, the numbers represent the addition of enrolled students to those completing the program in later semesters.

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

Special Education is a high demand field for teachers, with current Exceptional Child Education graduates with an initial certification in Mild/Moderate Cross Categorical, finding jobs easily. The Bureau of Labor Statistics reported that employment opportunities for special education teachers are expected to grow by 6%, and that improved screening and diagnosis of children with special needs will increase the demand for special education services. Additionally, children with disabilities are being identified at an earlier age, with an expected 16% increase in demand for early childhood special education teachers (Bureau of Labor Statistics, Occupational Outlook Handbook 2014-15).

A review of the websites of teacher preparation programs in Missouri found that there are ten Master of Arts in Teaching programs in Missouri. However, only five of these programs offered an initial certification in special education. The rest of the programs were MAT degrees for those interested in becoming certified in secondary education. The MAT programs in special education ranged from 37 – 87 credit hours, with the undergraduate coursework impacting the number of hours needed at the graduate level. The program with the lowest number of hours (Truman State) only offers teacher certification at the graduate level, and students' undergraduate programs are designed to prepare to do their Masters' degree.

Missouri Master of Arts in Teaching Programs Leading to an Initial Teaching Certificate			
University	Credit Hours	Exceptional Child Education?	Delivery Format: Degree Online?
Columbia College	84-87 hours	Yes	No
Fontbonne University	75 hours	Yes	No
Missouri Baptist University	36 hours + additional hours in certification area	Yes	Yes
Truman State University	37 hours	Yes	No
Webster University	51 hours	Yes	No
Drury University	36 hours (Baccalaureate degree must be in content area)	No	
Evangel University	38 – 40 (content area courses from undergraduate degree)	No	
Missouri Southern University	39 hours + content area coursework for subject area	No	
Missouri State University	40 hour core + content area coursework for subject area	No	
Washington University	30 – 42 hours, depending upon undergraduate course work	No	



PROGRAM STRUCTURE

A. Total credits required for graduation: 44

B. Residency requirements, if any: None

C. General education: Total credits: None

Courses (specific courses OR distribution area and credits):

Course Number	Credits	Course Title

D. Major requirements: Total credits: 44

Course Number	Credits	Course Title
Core Courses	35 total	
EX 618	2	Introduction to Children with Exceptionalities
EX 619	1	Introduction to Mild/Moderate Cross-Categorical Internship
EL 606	3	Curriculum Construction in a Multicultural Society
EX 507	3	Families and the Child with Exceptionalities
EX 601	3	Educational Assessment
EX 652	3	Techniques of Teaching Mild/Moderate Cross-Categorical
EX 621	2	Behavior Intervention Strategies
EX 622	1	Behavior Intervention Strategies Internship
EX 602	3	Language Acquisition of the Exceptional Child
EX 693	3	Special Education and the Law
EX 696	8	Exceptional Child Education Advanced Internship
EL 615	3	Research in Action
GR 698	0	Masters' Final Comprehensive Exam
Emphasis Area: Mild/Moderate Cross-Categorical	9 total	
EL 647	3	Reading Assessment
EL 608	3	Diagnosis and Remediation of Difficulties in Learning Mathematics
EX 691	3	Transition Planning for Individuals with Exceptional Learning Needs
Emphasis Area: Early Childhood Special Education	9 total	
CE 530		Foundations of Early Childhood Special Education
CE 605		Issues and Trends in Early Childhood Education
CE 634		Assessing Young Children's Learning and Development

E. Free elective credits: None

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

Students in this program will take a 3-hour course, EL 615 Research in Action. During this course, they will identify a problem in educational practice and some potential interventions. They will implement their interventions in a classroom setting, gather data to measure the impact of their interventions, and analyze their results. Their final product will be an action research study paper. This paper must be approved by two faculty members. Students will then do a presentation of their action research study via Skype or other distance technology to graduate faculty to receive credit for GR 698 Masters Comprehensive Exam.

G. Any unique features such as interdepartmental cooperation:

Because this program is a teacher certification program, it will require initial approval by the Missouri Department of Elementary and Secondary Education (DESE) for graduates' licensure, as well as continuing approval each year. An Annual Performance Report (APR) must be submitted to DESE that includes student data, such as exam pass rates, GPA, and Beginning Teacher and Administrator surveys. Since this program requires field and clinical hours, a Memorandum of Understanding will need to be developed with any P-12 school districts in which students are placed for their internships and practicum. This program will also require close collaboration with the College of Education's Office of Certification and Assessment and the Office of Field and Clinical Experiences to ensure graduate students are meeting the state requirements for teacher certification in Mild/Moderate Cross-Categorical or Early Childhood Special Education. Finally, this program will require close collaboration with the Southeast Online office to make certain graduate students have a smooth admission and orientation to online degree studies.



PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name Southeast Missouri State University
Program Name Master of Arts in Teaching: Exceptional Child
Date April 9, 2015

(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.

Master of Arts in Teaching: Exceptional Child Admission Requirements

Mild/Moderate Cross-Categorical Emphasis Area:

Full Admission:

- 2.75 Cumulative Undergraduate GPA
- Pre-Requisite Courses:
PY/CF 120 The Child or CF 222 Adolescent Development or PY 521 Advanced Child Development (or equivalent course)
EX 390 Psychology of the Exceptional Child or EX 635 Psychology of the Exceptional Child (or equivalent course)
- Passing Score: 007-010 Elementary Education Multi-Content (4 subtests)
- Completion of Missouri Educator Profile (MEP)

Probationary Admission (Must be completed before taking Mid-Level Field Experience):

- 2.75 Cumulative Undergraduate GPA
- Pre-Requisite Courses:
PY/CF 120 The Child or CF 222 Adolescent Development (or equivalent course)
EX 390 Psychology of the Exceptional Child (or equivalent course)
- Passing Score: A minimum of 2 out of 4 subtests on 007-010 Elementary Education Multi-Content (4 subtests) (must pass all subtests to take Mid-Level Field Experience and continue in program)
- Completion of Missouri Educator Profile (MEP)

www.dhe.mo.gov • info@dhe.mo.gov

205 Jefferson Street, P. O. Box 1469, Jefferson City, MO 65102 • (573) 751-2361 • (800) 473-6757 • Fax (573) 751-6635

Early Childhood Special Education Emphasis Area:

- 2.75 Cumulative Undergraduate GPA
- Pre-Requisite Courses:
PY/CF 120 The Child or CF 222 Adolescent Development or PY 521 Advanced Child Development (or equivalent course)
EX 390 Psychology of the Exceptional Child or EX 635 Psychology of the Exceptional Child (or equivalent course)
- Passing Score: 064 Early Childhood Education MO Content Assessment
- Completion of Missouri Educator Profile (MEP)

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

The courses are open to students who have completed a bachelor's degree in any major. However, due to the tests and pre-requisite courses required for admission, it is expected that the students will have a background in working with children in some way, such as a bachelor's degree in Child Development, Health & Recreation, Psychology or Communication Disorders.

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, certification in the course work they are teaching, and at least five years' teaching experience 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 expected that 6 credit hours of this program will be assigned to full time faculty in the fall/spring semesters, and 9 credit hours may be assigned to full time faculty in the summer semester. These courses are already being taught as a part of the normal faculty load, so these are not additional course assignments.

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

Faculty in this 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 estimated that student FTE by the end of five years will be 20 students.

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

It is predicted that 33% of the students will be full time and 67% will be part-time students in this Master's Program by the end of five years.

www.dhe.mo.gov • info@dhe.mo.gov

205 Jefferson Street, P. O. Box 1469, Jefferson City, MO 65102 • (573) 751-2361 • (800) 473-6757 • Fax (573) 751-6635

4. Student and Program Outcomes

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

3 Years: Predicted 15 graduates at three years after implementation

5 years: Predicted 48 graduates at five years after implementation

- **Special skills specific to the program.**

Students in this program will develop instructional, assessment, and classroom/behavior management skills required by special education teachers. Students will also develop collaboration skills required in inclusive school settings, as well as skills in collaborating with families and therapists.

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

Because students in this program are required to complete the state certification exams prior to their practicum and their performance assessment as a part of their final practicum, it is expected that 100% of students who complete this program will achieve state certification in either Mild/Moderate Cross Categorical (K-12) or Early Childhood Special Education (Birth – 3rd gr.)

- **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.**

The new battery of state content assessments required for certification began in Fall 2014, and the preliminary data on the undergraduate pass rates at Southeast MO State University is about 80% for the Mild/Moderate Cross-Categorical Content exam. However, this is only based upon a small number of students and is not necessarily predictive of graduate students in this program. The course work in this degree has been designed to prepare students for this exam, and faculty are currently developing study materials to help students be successful on their first attempt. There have not been any students at Southeast take the Early Childhood Special Education Content exam thus far, so it is difficult to predict performance rates.

Students in this program will also be required to complete a performance assessment during their final practicum: Mo Pre-Service Teaching Assessment (MoPTA). This assessment begins in Fall 2015, and faculty are in the process of embedding the competencies required in this assessment across the program to ensure student success. It is expected that 100% of the students in this program will successfully complete the MoPTA assessment.

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

This chart from the U.S. Bureau of Labor Statistics has the projected placement rates in special education:

Occupational Title	Employment, 2012	Projected Employment, 2022	Change, 2012-22	
			Percent	Numeric
Special education teachers	442,800	469,400	6	26,600
Special education teachers, preschool	22,300	25,900	16	3,600
Special education teachers, kindergarten and elementary school	194,600	206,600	6	12,000
Special education teachers, middle school	94,600	99,500	5	4,900
Special education teachers, secondary school	131,300	137,400	5	

Other related fields for employment include:

- Individual and Family Services
- Educational Support Services
- Residential Intellectual and Developmental Disability, Mental Health, and Substance Abuse Facilities
- Vocational Rehabilitation Services
- Residential Care Facilities

- **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 certification 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 program must be approved by the Missouri Department of Elementary and Secondary Education (DESE). The program will be submitted in June 2015 to DESE for approval to begin operating in Fall 2015.

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. Future plans include seeking Council for Exceptional Children Specialty Program Accreditation for this degree.

6. Alumni and Employer Survey

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

The Missouri Dept. of Elementary and Secondary Education sends an annual survey to beginning teachers to determine their satisfaction with their teacher preparation program, in terms of being well prepared for their first year of teaching. This data will be included on the Annual Performance Review received by DESE and must be at a rate of 80% or higher for a program to be approved.

- **Expected satisfaction rates for employers, including timing and method of surveys.**
The Missouri Dept. of Elementary and Secondary Education also sends an annual survey to administrators of beginning teachers to determine their satisfaction with their new teacher, in terms of how well prepared the teacher is, as a first year teacher. This data will be included on the Annual Performance Review received by DESE and must be at a rate of 80% or higher for a program to be approved.

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 undergraduate Exceptional Child program has had continuous national accreditation by the Council for Exceptional Children and state approval by DESE. The Dept. of Elementary, Early and Special Education has offered a Master of Arts degree in Exceptional Child, with course work in both Mild/Moderate Cross-Categorical and Early Childhood Special Education for several years. This program was moved online in 2012 and faculty are in the process of taking each online course in this program through Quality Matters accreditation, assuring high quality online instruction. The faculty in this graduate program all have terminal degrees, teaching certification and experience in their discipline. Southeast Missouri State University is well-equipped to provide a Master of Arts in Teaching in Exceptional Child as an online graduate program, meeting the need for more special education teachers for students ranging from Birth – age 21.

www.dhe.mo.gov • info@dhe.mo.gov

205 Jefferson Street, P. O. Box 1469, Jefferson City, MO 65102 • (573) 751-2361 • (800) 473-6757 • Fax (573) 751-6635