



**NEW PROGRAM PROPOSAL FORM**

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**Sponsoring Institution(s):** UMKC College of Arts and Sciences-Psychology Department

**Program Title:** Propel Undergraduate Certificate C0

**Degree/Certificate:** Leadership, Employment, and Community Engagement

**Options:** [Click here to enter text.](#)

**Delivery Site(s):** University of Missouri-Kansas City on campus

**CIP Classification:** (30.9999) Multi-/Interdisciplinary Studies, Other.

\*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:** Fall 2016

**Cooperative Partners:** UMKC Institute for Human Development

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

**AUTHORIZATION:**

Denis M. Medeiros, Vice Provost  
Name/Title of Institutional Officer

  
Signature

1/26/16  
Date

Alexis Petri  
Person to Contact for More Information

(816) 235-5872  
Telephone



## PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

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Institution Name      University of Missouri- Kansas City  
Program Name        Propel Undergraduate Certificate  
Date    1/19/2016

(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.

Complete and current documentation of disability demonstrating student meets the definition of a "student with an intellectual disability," as defined in 34 CFR 668.231, and that student was eligible to receive special education and related services under the Individual with Disabilities Education Act (IDEA), 3 letters of recommendation describing motivation for postsecondary education and ability to participate in Propel, and interview with Propel staff.

- Characteristics of a specific population to be served, if applicable.  
Aged 18-25 (will make exceptions for non-residential students) and have a developmental or intellectual disability.

### 2. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.  
[Click here to enter text.](#)
- 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.  
75% of credit hours will be assigned to full time faculty with non-tenure track academic appointments.
- Expectations for professional activities, special student contact, teaching/learning innovation.  
Faculty will participate in universal design for learning professional development and will attend Association for Higher Education and Disability conferences.

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### 3. Enrollment Projections

- Student FTE majoring in program by the end of five years.  
30 students (15 per year for a 2-year certificate)
- Percent of full time and part time enrollment by the end of five years.  
30 students (15 per year for a 2-year certificate)

### 4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.  
There will be 30 graduates at the three year mark, and 60 graduates at the 5 year mark.
- Special skills specific to the program.  
Students will be able to advocate for their disability needs effectively. Students will be able to apply academic knowledge and social proficiencies in a work-based setting. Students will be able to create networks with peers and others. Students will be able to identify possible careers that would match personality type, strengths, interest, skills, and/or values.
- Proportion of students who will achieve licensing, certification, or registration.  
[Click here to enter text.](#)
- 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.  
[Click here to enter text.](#)
- Placement rates in related fields, in other fields, unemployed.  
75% of certificate graduates will be employed (competitive employment). 25% will be unemployed and will volunteer at a nonprofit, school, or local government.
- Transfer rates, continuous study.  
25% of students will transfer to community college for vocational degree or certification.

### 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.**  
Currently, there is no accreditation for comprehensive transition postsecondary programs. The national coordinat center, Think College, funded by the Office of Postsecondary Education, US Department of Education, are currently drafting accreditation for this type

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of program, however a timeline has not been established. When accreditation is available, Propel will pursue it.

## 6. Alumni and Employer Survey

- Expected satisfaction rates for alumni, *including timing and method of surveys*. Alumni will complete online surveys one-year, three years, and five years after program completion, with an 85% satisfaction rate.
- Expected satisfaction rates for employers, including timing and method of surveys. Employers partnering with Propel will participate in an annual online survey with an 85% satisfaction rate.

## 7. Institutional Characteristics

- Characteristics demonstrating why your institution is particularly well-equipped to support the program.

The College of Arts and Sciences, Department of Psychology, and the UMKC Institute for Human Development were recently awarded a five-year grant from the Office of Postsecondary Education, US Department of Education to build a model comprehensive transition and post-secondary program at UMKC. The grant provides funding to build the program, as well as information resources and support from similar programs in other states. The Department of Psychology has UMKC Institute for Human Development (IHD), one of the collaborative partners, is the University Center for Excellence in Developmental Disability for Missouri. Propel builds upon strong existing relationships that IHD has forged with university, business, school district, government, and community partners. UMKC will leverage these partnerships and facilitate new ones as necessary to create and sustain local capacity to offer a high-quality post-secondary education program for individuals with IDD. For instance, through Propel, we will strengthen links between EITAS (the Jackson County DD agency), Vocational Rehabilitation, participating LEAs, and university departments, resulting a deeper network of support for people with IDD for going to college. By connecting with local employers and providing training and support for them to host internships, this project will also increase capacity of the Kansas City community to employ people with IDD in meaningful jobs that benefit workers and businesses. The Propel Program will advance the UMKC Strategic Plan by contributing to the following goals: Goal 1 Place Student Success at the Center. All UMKC students will benefit from having a campus community that includes students with intellectual developmental disabilities. Students entering health sciences fields, education, and social sciences will have the opportunity to learn with and from people who may be their parents, students, and clients in the future. Undergraduate students will benefit from new coursework available pertaining to disabilities. Goal 3 Advance Urban Engagement. Propel will include young adults from Kansas City's urban areas, meeting a need for post-secondary education that includes those with intellectual disabilities and workforce development support. Goal 5 Embrace Diversity.

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Disability is a form of diversity; by offering Propel, UMKC will be embracing diversity. Additionally, Propel students will be racially and ethnically diverse. Goal 6 Promote Research and Economic Development. One of the main goals of Propel is for graduates to be competitively employed. The work-based learning, service-learning, and internship aspects of the program will develop new relationships with employers, and deepen existing ones. Students earning this certificate will be prepared to be economically independent. In addition to the collaboration of the Department of Psychology and IHD, and due to the uniqueness of Propel, two significant additional partnerships with Division of Student Affairs and Enrollment Management and the Office of Disability Services will provide expertise and support for Propel. The mission of the Division of Student Affairs and Enrollment Management is "To provide leadership in attracting and developing a diverse student population through a vibrant and engaging collegiate experience that supports students in defining and achieving their personal and educational goals." The division consists of 13 departments, each of which provides a variety of student support, service, and educational programs. Student Affairs and Enrollment Management is committed to ensure that Propel students have equal access and are treated fairly. Disability Services will provide access to accommodations and other supports for students. Through partnership within the university and with Kansas City communities, UMKC is well-equipped to support the program.



E. Free elective credits:

24

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

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

Yes

G. Any unique features such as interdepartmental cooperation:

Propel Undergraduate Certificate is housed in the UMKC College of Arts and Sciences, Department of Psychology, and has as its collaborative partner UMKC Institute for Human Development (IHD). This interdepartmental cooperation is between an academic department and the University Center for Excellence in Developmental Disability for the state of Missouri, housed at UMKC IHD. Propel is supported through a grant from the Office of Postsecondary Education, US Department of Education to build a model comprehensive transition program for college students with intellectual developmental disabilities.



**STUDENT ENROLLMENT PROJECTIONS**

Year	1	2	3	4	5
Full Time	15	30	30	30	30
Part Time					
Total	15	30	30	30	30

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

Starting in the fall of 2016, Propel will be accepting 15 full-time students per year. The certificate will take 48 credit hours to complete. Each student should take 2 years to complete the certificate.

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

Nationwide, colleges and universities are including students with intellectual developmental disabilities in their campus communities by offering comprehensive transition and postsecondary programs. The Higher Education Opportunity Act of 2008 defines comprehensive transition and postsecondary programs for students with intellectual disabilities as a “degree, certificate, or non-degree program that is: offered by an institution of higher education; designed to support students with [intellectual disabilities] who are seeking to continue academic, career and technical, and independent living instruction at an IHD in order to prepare for gainful employment; includes an advising and curriculum structure; and requires students with intellectual disabilities to participate on not less than a half-time basis, ... with such participation focusing on academic components” (Title VII, Part D, Section 760). Students with disabilities are increasingly participating in post-secondary education (PSE), but are still much less likely to enroll than their peers without disabilities: 46 percent compared to 63 percent (Newton, Wagner, Cameto, Knokey, & Shaver, 2010). There are 4,111 students in the Missouri public school systems with an intellectual disability in 2015 between the ages of 14 and 21. In the state of Missouri, the number of people with disabilities transitioning to PSE is below these national

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averages. Of 7,648 high school students with an IEP in the state of Missouri for whom the Department of Elementary and Secondary Education provided follow-up data in 2014, only 28.7 percent enrolled in PSE after graduation compared to 64.7 percent of the general student population. This enrollment is even less likely for people with IDD. Nationally only 11 percent of high school students with IDD go on to attend either a two-year or four-year college (Griegal et al., 2011). In 2014, only 9 percent of Missouri students with IDD attended college after graduation. Changes in employment policy are making it possible for people with intellectual and developmental disabilities to be competitively employed in jobs of their choosing, instead of at a sheltered workshop. The Workforce Innovation and Opportunity Act defines competitive integrated employment as “competitive integrated employment meaning full or part-time work at minimum wage or higher, with wages and benefits similar to those without disabilities performing the same work, and fully integrated with coworkers without disabilities. According to the American Community Survey, people with disabilities unemployment rate is over 18 percent and 60 percent are not even in the labor force. The unemployment rate jumps to over 27 percent for individuals with cognitive difficulty, and over 68% of that population is not participating in the labor force. In addition to low PSE enrollment, Missouri also has low competitive employment outcomes for people with IDD. In Missouri, according to 2014 data in a State Employment Leadership Network (SELN) report, 9 percent of individuals with IDD were employed in integrated settings, compared with 15 percent nationally. To best serve Missouri residents with IDD, there is a need to offer a comprehensive transition and postsecondary program at a university so that students can participate in academic courses and also residential life and other components of a university campus community. The College of Arts and Sciences, Department of Psychology, and the UMKC Institute for Human Development were recently awarded a five-year grant from the Office of Postsecondary Education, U.S. Department of Education to build a model comprehensive transition and post-secondary program at UMKC. The stand-alone certificate program will be housed in the Psychology Department and the academic courses offered will be Psychology courses. The creation of a credentialed program housed in the UMKC Psychology Department significantly expands local services for individuals with IDD, resulting in not only greater access to college, but a host of related positive outcomes that directly impact the inclusion, economics, and quality of life needs of young adults with IDD. UMKC policy restricts stand-alone undergraduate certificate programs due to gainful employment regulations. The proposed certificate program, as part of a comprehensive transition and postsecondary program, is exempt from the gainful employment regulations. The Propel certificate program will work on both competitive employment outcomes as well as providing real college experiences and credit for those students who enroll.

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Form SE - Student Enrollment Projections