



**Form NP
NEW PROGRAM PROPOSAL FORM**

Sponsoring Institution(s): Harris-Stowe State University

Program Title: Educational Studies Degree Program

Degree/Certificate: Bachelor of Science

Options: Emphasis in: N/A

Delivery Site(s): Harris-Stowe State University

CIP Classification: 13.9999 (Please provide a CIP code)

Implementation Date: Spring 2013

Cooperative Partners: None

Expected Date of First Graduation: Spring 2013

AUTHORIZATION

Dr. Albert Walker. Signature _____ Date _____
President Phone:314-340-3080

Name/Title of Institutional Officer

Dr. Dwyane Smith _____ Signature _____ Date _____
Vice President of Academic Affairs Phone:314-340-3612

Person to Contact for More Information

Form SE

STUDENT ENROLLMENT PROJECTIONS

A. The estimated enrollment for the first five years is as follows:

| Year | 1 | 2 | 3 | 4 | 5 |
|-----------|----|----|----|----|-----|
| Full Time | 15 | 20 | 30 | 40 | 50+ |
| Part Time | 5 | 5 | 5 | 5 | 5+ |
| Total | 20 | 25 | 35 | 45 | 55+ |

There will be no enrollment caps anticipated for the future of this program.

B.

The College of Education (COE) at Harris-Stowe State University anticipates strong student demand for the Bachelor of Science Degree Program in Educational Studies. Harris-Stowe remains the institution of choice for people who desire to pursue a career in the field of education. Many education majors receive their advance credentials through one of the University's certification program; yet, many are opting to immediately pursue graduate school in others areas, and/or have chosen not to teach. Harris-Stowe students have requested a non-certified educational studies program in which they can explore the field of education from a historical and philosophical foundation. In addition, they want to understand educational policies and processes, and how schools function. However, they do not have the desire to teach in school settings.

The Bachelor of Science Degree in Education studies will fill this need as well as attract students who desire to study education but do not necessarily wish to teach. The historic foundation of Harris-Stowe State University was built upon the field of education, it is fitting that the College of Education continues to provide access to a quality program that can train professionals to work in educational, civic, non-for-profit and for-profit sectors.

Currently, there are over 400 students identified as College of Education majors. The Bachelor of Science in Educational Studies will provide these students with an additional option in completing their degree which will enhance retention and student success at Harris-Stowe.

Market Demand

Despite the economic trends in unemployment, the U.S. Bureau of Labor Statistics reports that on average employees with a college degree fair well in the job market. On average, a college graduate earns more money, experience, and has greater access to career opportunities. In addition, the bachelor's degree serves as entry to a variety of fields and career paths. According to the U.S. Bureau of Labor and Statistics, employment opportunities for people with a Bachelor of Science in Educational Studies degree is expected to grow by 25% between the years 2012-2020. This growth is due to continued demand for properly trained employees needed in social services and educational agencies.

Individuals with a degree in educational studies can enjoy fulfilling careers in non-profit agencies, the private sector, and other administrative positions. Individuals with the skill sets obtained through the preparation of an educational studies degree can serve as liaisons between schools and the private sector, consultants for educational agencies and school districts, work with publishing organizations, textbook companies, supplemental

educational providers, educational supply companies, and serve as trainers for various aspects of P-12 and higher educational enterprises.

Societal Needs

The ability to offer the Bachelor of Science degree in educational studies will enable Harris-Stowe State University to continue its mission of providing access to higher education for underserved and under-represented populations. In addition, the execution of this degree program will enable the University to meet certain goals of the Missouri's Imperatives for Change such as:

Objective 1A: Increase the percentage of Missouri residents who possess a post secondary credential.

Objective 1E: Increase college attendance rates of non-traditional students.

Over 80% of students who attend Harris-Stowe are first generation students. Of the current total population of students, 32.8% of these students are non-traditional students (students who are above the age of 24 years old). The ability to offer this new degree will increase the University's ability to attract and retain students who are interested in this particular field. Furthermore, this degree program will produce a more educated workforce, more academically responsible citizens, and improvements in all areas with an education focus.

There are constant concerns with the academic preparation of our nation. Data is available to show how students in the United States lag behind their peers in several areas related to academic performance. Becoming a more academically advanced nation is becoming a societal effort. Many businesses, corporations, agencies, politicians, grassroots organizations and individuals are joining forces to advocate for schools, school systems and communities. Often, the research and advance made in our school systems are being driven by research and entities outside the school systems that are supporting the school systems' efforts to make the needed change. There will continue to be a need to have professionals trained that will engage these systems, not as classroom teachers, but as other educational professionals who are dedicated to the renewal of schools and academia as a whole. Individuals with a degree in educational studies will be trained to fill these positions in the related fields that support our P-12 Schools and Institutions of higher education. As previously stated, this includes fields such as:

- Social Services
- Non-profit Organizations
- Law
- Educational Services
- Workforce Development and Training
- Advocacy/Mediation

These individuals become politicians, lawyers, and leaders of grassroots, consulting, and other public and private educational agencies.

Furthermore, this new degree program aligns with the White House higher education initiative which is to increase the number of Americans who hold a bachelor's degree by 2020. Harris-Stowe State University serves a major role in this initiative. As one of two historically black institutions in the state, this institution has the ability to reach those underserved and under-represented populations. If the United States is going to restore it

lead in college production, then colleges and universities must reach the masses that have been ignored and overlooked.

D. There were many sources used to determine the stance on the need for a more qualified work force. These include the presentations, statistics, and information received by organizations such as:

- The Missouri Department of Higher Education (MDHE)
- State of the Union Address
- Bureau of Labor and Statistics
- White House Initiatives Program

Additional information regarding the need for this program was obtained through consultation with University officials. Furthermore, increased student inquiries on the possibility to offer a non-certification education degree program has substantiated the need for such a program.

E. From review of the Missouri Department of Higher Education website, there are six institutions that currently offer the bachelor degree in educational studies. These institutions are:

Park University
St. Louis University
University of Missouri-Columbia
University of Missouri-St. Louis
Washington University
William Woods University

Vying for such a program at Harris-Stowe would not create an issue of duplicity. The University of Missouri—St. Louis is the only local public University and it serves a different population than Harris-Stowe. As an open-enrollment institution that enrolls an underserved population, Harris-Stowe's does not compete for the same student.

Another factor is that of cost. More than 90% of Harris-Stowe students are Pell-eligible which means the cost of attending these institutions will make them out of reach or financially burdensome to the typical student at Harris-Stowe.

Form PS Program Structure

BS- Educational Studies Target Audience:

The Educational Studies Degree Program is designed for individuals interested in careers in the field of education, including civic, non-profit, political, and graduate studies, but not necessarily intent on pursuing a classroom teaching career. The program at Harris-Stowe State University is designed to address the needs of several populations to include:

- 1) Individuals interested in serving in educationally related career fields and graduate study,
- 2) Individuals who have begun an education certification program; however, have decided not to enter a classroom teaching position.
- 3) Individuals who have completed the necessary requirements of an education programs, but do not wish certification.
- 4) Career changers.

Program timeline: 4-year, Baccalaureate Degree Program (may be completed sooner dependent upon prior/transfer credit hours).

A. Total credits required for graduation: 120 minimum credit hours

B. Residency requirements, if any: The last 30 hours of course work must be completed at Harris-Stowe State University.

C. General Education: Total credits: Minimum 42 Core/Emphasis Area Credits

Candidates in the Educational Studies Degree Program must meet the following requirements:

1. Students must have high school ACT or SAT scores on file with the University,
2. Students must maintain a minimum grade point average of 2.0,
3. Student must be formally admitted to the College of Education, which will include a Professional Level Interview and Professional Writing Sample,
4. Students must not be on disciplinary probation,
5. Students must complete all general education and professional education courses and electives, as required, for degree conferral. To include the following:

Educational Studies Program Requirements

General Education Requirements

General Education Core Requirements 42

Program Requirements

| | | | |
|------|------|----------------------------------|---|
| PED | 0266 | Health and Wellness | 3 |
| RM | 0300 | Research Writing | 3 |
| RM | 0432 | Grant Writing and Administration | 3 |
| URST | 0480 | Urban Studies Internship | 3 |

Educational Studies Core Requirements

Educational Core Requirements Grade of C or higher required in each course.

| | | |
|---|--|------------|
| EDUC 0201 | Foundations of Education | 3 |
| EDUC0212 | Introduction to Multicultural Education | 3 |
| EDUC 0214 | Principles of Economics | 3 |
| EDUC0222 | Exploring the Inner City | 3 |
| EDUC 0223 | Computers & Instructional Technology | 3 |
| EDUC0301 | Counseling for Exceptional Child & Family | 3 |
| EDUC0305 | Utilizing Family & Community Resources | 3 |
| EDUC0318 | Human Relations & Cultural Diversity | 3 |
| EDUC0491 | Topics in Education | 3 |
| PSY 0302 | Abnormal Psychology | 3 |
| PSY 0305 | Educational Psychology | 3 |
| PSY 0307 | Humanistic Psychology | 3 |
| PSY 0310 | Child Psychology | 3 |
| PSY 0311 | Adolescent Psychology | 3 |
| PSY 0312 | Psychology/Education of the Exceptional Child | 3 |
| PSY 0319 | Behavior Management | 3 |
| PSY 0320 | Psychology of Personality | 3 |
| EDUC or PSY 02XX or 03XX or 04XX (not previously used towards program concentration) | | 13 |
| Total Educational Studies Core Requirements | | 64 |
| Total Educational Studies Requirements | | 120 |

Candidates who completed the necessary requirements of an education program, or are at least 90-credit hours into their education degree program, or within 30 credit hours of their certification program, but lack degree completion due to change in major, or no longer desire to effect change in education through becoming a classroom teacher, may meet the requirements of an Educational Studies Degree by meeting the following requirements:

1. Students must have high school ACT or SAT scores on file with the University,
2. Students must maintain a minimum grade point average of 2.0,
3. Student must be formally admitted to the College of Education, which will include a Professional Level Interview and Professional Writing Sample,
4. Students must not be on disciplinary probation,
5. Students must submit to certain criminal background checks which may include being fingerprinted for FBI and Highway Patrol background checks. These criminal background checks would be performed in order to comply with State and local school district rules as applicable. Students should be aware that adverse findings may affect their ability to successfully complete the Educational Studies Degree Program.
6. Students must pass a tuberculosis screening test in order to comply with some State and local school district rules. Students should be aware that adverse results may affect their ability to successfully complete the Educational Studies Degree Program.
7. Must have completed an approved Internship **or** the following 12-credit hours as required for the Educational Studies Degree Program:
 - EDUC0318-Human Relations and Cultural Diversity (3 Credits)
 - EDUC0212-Introduction to Multicultural Education (3 Credits)

EDUC0222-Exploring the Inner City (3 Credits)

EDUC0491-Topics in Education (3 Credits)

*Students may receive credit for these courses if previously taken as a part of their initial degree/certification program.

Form PG

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name Harris-Stowe State University

Program Name Educational Studies Degree Program

Date January 11, 2013

(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.)

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.

Once candidates meet the qualification for Admission to the Institution, there will be no special procedures or student qualifications required, outside of those general requirements cited on Form PS.

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

Harris-Stowe State University does not discriminate on the basis of ethnicity, color, race, creed, nationality or exceptionalities. This program will further attract underrepresented minorities, first generation, and low-income. The Program is designed to meet the needs of the urban metropolitan area and surrounding communities.

Faculty Characteristics

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

All newly hired faculty must have a terminal degree. At a minimum faculty must possess a Master's Degree.

- 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.

Full-time Faculty will teach no more than 12 program credit hours. The average load will be four 3-hr credit courses. Adjunct faculty on average will teach two 3-hr credit courses.

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

It is expected that all full-time faculty will serve as mentors for up to 20-25 candidates. These candidates are expected to meet with their faculty, at least once, prior to each new semester of courses.

Enrollment Projections

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

As it is anticipated that the Educational Studies degree will become one of the fastest growing degree programs in the College of Education, with its continuous enrollments from years one to four, coupled with the enrollment of those entering the program in year five, by the end of the fifth year, it is estimated more than 105 candidates will be enrolled in the Educational Studies degree program. The program expects to exceed the state expectation of 10 graduating annually in this program.

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

By the end of the fifth year, it is estimated more that 90% of candidates will be enrolled in the program full-time, and only 10% will be part-time.

Student and Program Outcomes

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

By the end of the third year, it is estimated more than 35 candidates will be graduates per year in the education program, as it is anticipated those candidates that will enroll in the program in year one and two will comprise the cohort of graduates by year three of the program. The program will continue to see similar growth, thus by year five, an annual graduation of 70 plus candidates is expected.

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

This program does not result in additional certification. The certification program will still remain in tact at the Institution. Recruitment and Retention area in these certificated/licensure programs will continue.

- 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.

Of the approximate 40 students enrolled each year (full-time and part-time enrollment considered, it is estimated at least 88% (35 candidates) of all candidates will successfully complete the requirements of the Educational Studies Program each year.

- Placement rates in related fields and in other fields.

It is estimated at least 80% of the graduates will secure, maintain, or be promoted/advanced within teaching/education-based organizations within the first year of degree completion. It is estimated 80% of the program's graduates will be enrolled in a graduate program or the workforce immediately within three years of program completion.

- Transfer rates, continuous study.

It is estimated 100% of the undergraduates will enroll in a graduate program or enter the workforce immediately upon graduations.

Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide reasons.

The program will continue to seek NCATE and MoSTEP re-accreditation. The Institution's Programs have been accredited since 1951.

Alumni and Employer Survey

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

Each year (Spring) an alumni survey will be submitted. It will be mailed twice to ensure a 60% return rate. Data will be compiled the semester after the survey is administered.

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

Each year (Spring) an employee survey will be submitted. It will be mailed twice to ensure a 60% return rate. Data will be compiled during the semester after the survey is administered.

Institutional Characteristics

Harris-Stowe State University, located in midtown St. Louis, is a four-year institution that offers 14 degree programs in the areas of Accounting, Business Administration, Biology, Criminal Justice, Early Childhood Education, Elementary Education, Health Care Management, Hospitality and Tourism Management, Information Sciences and Computer Technology, Mathematics, Middle School Education, Professional Interdisciplinary Studies, Secondary Education and Urban Affairs. Ranked by *U.S. News* as one of America's Best Colleges in the Midwest, the university, which has been in existence for more than 150 years, offers the most affordable bachelor's degree in the metropolitan area.

Appendix A: Course Descriptions

A complete list of course descriptions may be found alphabetically below:

EDUC 0201 FOUNDATIONS OF EDUCATION

3

Program admission not required.

This course explores the historical, philosophical, ethical and legal dimensions of American education in order to gain insight into the nature, purposes and results of public and private schooling. Consideration is also given to significant current issues such as equality of opportunity, cultural diversity and global education and the quest for educational excellence and reform. In addition, students will become cognizant of the resources of various social service agencies that are available and how to refer their students and their families to use those social service agencies.

New teachers are more likely to teach economics successfully if they are exposed to a strong component of economic education. First, economic education can improve teachers' understanding of concepts in history, geography, and political science. Issues and ideas featured in these social science subjects often come into focus when viewed in light of principles of economics. Second, economic education can improve the teachers' instructional skills. Economic instruction lends itself well to classroom inquiry that is focused on problems and shaped by various forms of active teaching. Third, economic education can enhance teachers' understanding of current issues in educational policies and practices. Issues related to curriculum development, implementation, and instructional practices as highlighted in current debates about academic standards, assessment, and accountability for educational outcomes. The issues become real to educators who study and apply recently developed curriculum materials and instructional practices in economic education

EDUC 0212 INTRODUCTION TO MULTICULTURAL EDUCATION

3

Program admission not required.

In this course students become aware of the meaning and purpose of multicultural education and of the basic materials and instructional techniques designed to accomplish this purpose. Particular attention is given to the inter-disciplinary nature of multicultural education.

EDUC 0222 EXPLORING THE INNER CITY

3

This course provides students with field experiences in the inner city. Emphasis is placed on helping students become aware of and develop an understanding of the complex social, cultural and economic factors that operate within the inner city and significantly affect the lives of the people who live there.

EDUC0214 Principles of Economics

3

This course introduces students to the basic principles of microeconomics and macroeconomics. Students will master the principles essential for understanding economics, specific economic issues, and policy alternatives as it relates to education. Further, students will identify and apply economic perspectives and reason accurately and objectively about economic matters.

EDUC 0223 COMPUTERS & INSTRUCTIONAL TECHNOLOGY (Formerly EDUC 0221)

3

Program admission not required.

This course is designed to introduce microcomputer applications in the classroom. Students plan and design

activities to help children with diverse learning styles, intelligence and developmental levels to reach their fullest potential through provision to multiple learning methods. Students learn to select and produce instructional materials, operate audiovisual equipment and use microcomputers and media application in a school setting. The course meets the computer literacy requirement for Missouri Certification.

**CULTURAL DIVERSITY
IN TEACHING AND
LEARNING**

3

This course focuses on the understanding of our diverse society and the implications of this diversity for children, classrooms, schools and one's teaching. Emphasis is placed on self knowledge, communication skills use of varying techniques dealing with intra and interpersonal awareness and cultural diversity when planning instruction.

**EDUC 0301 COUNSELING FOR THE
EXCEPTIONAL
CHILD AND FAMILY 3**

This course will focus on the importance of promoting effective professional and interpersonal relationships with special needs students receiving services in an array of educational settings, their parents and other support personnel. The knowledge obtained in taking this course will assist students in eliciting participation in assessment procedures, developing appropriate educational programs, collaborating with other service providers and establishing relationships with other students. It should assist students in developing empathy for families of students who have a disability, enhance their communication skill with families, students and professionals and enable them to become informed of school and community resources available to students and their families.

EDUC0491 TOPICS IN EDUCATION

The purpose of this course is to provide students with information and skills necessary for success and growth in the field of education. Students may work in partnerships with faculty, school, family and community to gain increased insight into the perspectives and the experiences of educators by examining factors shaping individual classrooms, schools and districts. Topics covered will include, but not be limited to: parental involvement, differentiated instruction, multiple intelligences, diversity, community involvement, assessment, cultural sensitivity, advocacy, legal rights, special education, literacy, mathematics content, social studies/social science content, science content, interdisciplinary teaching and learning, and knowledge of available resources.

**EDUC 0305 UTILIZING FAMILY
AND COMMUNITY
RESOURCES 3**

This course focuses on recognition that children are best understood in the context of family, culture and society. Students will experience and develop materials, techniques and resources as they integrate community health/social service agencies, classroom teachers and parents to enhance the learning of children with and without disabilities from diverse cultural, ethnic and socioeconomic backgrounds.

A secondary goal of this course is to utilize educational research. Research in education is an important tools for the development, evaluation, intervention and improvement of education. Quality research will improve the professional knowledge in the field and provide continued learning long after students have completed their degrees.

**PHYSICAL EDUCATION
(PED)**

PED 0266 HEALTH AND WELLNESS 3

**EDUC 0318 HUMAN RELATIONS
AND**

This course is designed to acquaint students with the principles and concepts of health

and wellness. In addition, students will learn health and wellness strategies regarding their own personal lives.

| |
|-----------------------------|
| PSYCHOLOGY (PSY) |
|-----------------------------|

PSY 0302 ABNORMAL PSYCHOLOGY 3

This course is an examination of forms of personality maladjustment, the factors which contribute to the development of abnormal behavior, its diagnosis and treatment and prevention of neurotic, psychotic and sociopathic behavior. The role of maladaptive reaction and overall mental health is studied in lieu of DSM-IV classifications.

PSY 0305 EDUCATIONAL PSYCHOLOGY 3

Program admission not required.

This course is a study of human learning and development as applied to the school environment. Emphasis will be placed on interpretation of educational tests and measurements based on cognitive and behavioral processes of learning. Classroom application of developmentally appropriate assessment and evaluation will be covered.

PSY 0307 HUMANISTIC PSYCHOLOGY 3

The focus of this course is a study of human relations skills and the use of varying techniques dealing with intra and interpersonal awareness. Emphasis is placed on self-knowledge, communication skills, nonverbal behavior, group dynamics, transactional analysis and includes a study of leaders in the contemporary humanistic psychology movement.

PSY 0310 CHILD PSYCHOLOGY 3

Program admission not required.

This course is an in-depth investigation of the major theories of human development (cognitive, psychological, social, emotional)

and the inter-relationship across developmental areas (conception to death) with an opportunity for first-hand observation and application of behavioral techniques with children.

PSY 0311 ADOLESCENT PSYCHOLOGY 3

Program admission not required.

This course is a study of the psychological, biological and social bases of adolescence as a transition state of development. Included will be an examination of the emotional, mental, physical, and personal-social factors influencing adolescent personality and behavior. Substance abuse, sexuality and peer pressure concerns will also be addressed.

PSY 0312 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD 3

Program admission not required.

A study of and the remediation/treatment of the nature, characteristics, and the categories of the exceptional child, including understanding of the conditions and risk factors that affect children's development and learning. Consideration will be given to the psychological problems of the gifted, intellectually deficient, hearing impaired, visually impaired, orthopedically disabled, learning impaired, socially/emotionally and or behaviorally maladjusted.

PSY 0319 BEHAVIOR MANAGEMENT 3

This course is an investigation of major theories and principles of behavior management and self-control techniques. Included are operant conditioning, socialization, reality therapy and crisis intervention along with the development of behavioral prescriptions. Current research is examined.

PSY 0320 PSYCHOLOGY OF PERSONALITY 3

Program admission not required.

This course is a study of the nature, theories, types and improvements of personality. Both traditional and current research are examined and evaluated. Consideration is given to the usage of variables that influence development, function and assessment of personality.

RESEARCH METHODOLOGY (RM)

RM 0300 RESEARCH WRITING 3

The main objectives of this course are to inform the students of the common steps and formats in writing a university-level research paper, such as writing and submitting proposals, literature reviews, following general research paper formats using an annotated bibliography and to introduce students to various research skills. A more specific goal of this course is to require students to discover the various acceptable research writing guidelines of their own departments or professors.

RM 0432 GRANT WRITING AND ADMINISTRATION 3

RM 0432 examines the problem of identifying funding sources, the grant writing process and the management of grant funding.

URBAN STUDIES (URST)

URST 0480 URBAN STUDIES INTERNSHIP 3

The Urban Studies Internship is designed to assist the student in understanding the praxis of Urban Studies. The Internship requires a completion of 140 hours of field work in the assigned internship site. Students are required to complete a minimum of 10 hours per week toward the 140 hours requirement. Internship sites will include government agencies and social service agencies/organizations. The faculty of the Social and Behavioral Sciences department must approve the internship site.