

Form OS

OFF-SITE DELIVERY OF AN EXISTING PROGRAM FORM

Sponsoring Institution (s): Fontbonne University

Name of Institution (Campus or off-campus residential center in the case of multi-campus institutions).

Program Title: Special Education/Certification for Paraprofessionals

Degree/Certificate: Bachelor of Science/MAT Special Education/Certification for Paraprofessionals

Institution Granting Degree: Fontbonne University

Delivery Site(s): Francis Howell School District, 4555 Central School Rd, St.Charles, Mo 63304

Mode of Program Delivery: \_\_\_\_\_

Face to face

Geographic Location of Student Access: \_\_\_\_\_

St. Louis Metropolitan area

CIP Classification: 13.1001(B.S. Education), 13.0101 (MAT) (Please provide CIP code)

Implementation Date: Spring 2010  
Semester and Year

Cooperative Partners: \_\_\_\_\_

AUTHORIZATION

Name/Title of Institutional Officer    Signature    Date  
Joyce Starr Johnson, Ph.D. Interim Vice President for Academic Affairs    11/23/2009

Person to Contact for More Information    Telephone

Matt Feldmann, Ph.D. 314-719-3661

# BS(E)/MAT Special Education/Certification for Paraprofessionals

- 1. Need:
  - a. Student Demand:
    - i. Estimated enrollment each year for the first five years for full-time and part-time students

## Form SE

### STUDENT ENROLLMENT PROJECTIONS

Year	1	2	3	4	5
Full Time	0	0	0	0	0
Part Time	14	28	28	28	28
Total	14	28	28	28	28

- ii. Will enrollment be capped in the future?

No

- b. Market Demand:
  - i. National, state, regional, or local assessment of labor need for citizens with these skills

Special education has been listed on the Missouri Teacher Shortage Areas Nationwide listing since 1990. [see: U.S. Department of Education (April 2009). *Teacher Shortage Areas Nationwide Listing, 1990-91 thru 2009-10 March – 2009*, URL: <http://www.ed.gov/about/offices/list/ope/pol/tsa.html>]

Special education is included as one of the “High Need Fields” by the Teach Grant Program, a program to provide student education grants to teacher candidates. [see U.S. Department of Education (May, 2009). *Teach Grant Program*, URL: <http://studentaid.ed.gov/PORTALSWebApp/students/english/TEACH.jsp>]

- c. Societal Need:
  - i. General needs that are not directly related to employment

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- d. Methodology used to determine "B" and "C" above.

Citations appear in the responses.

2. Duplication and Collaboration:

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

**There are no similar programs offered that provide special education training specifically focused on education para-professionals.**

Does delivery of the program involve a collaborative effort with any external institution or organization?

**No**

3. Program Characteristics and Performance Goals: See the recommended format and issues to be addressed (Form PG). Please submit the Program Characteristics and Performance Goals for the program at this site as well as for those of the equivalent on-campus program. For collaborative programs, responsibility for program evaluation and assessment rests with the institution(s) granting the degree(s).

**See Form PG Fontbonne University Francis Howell.docx**

4. Quality Assurance for Off-Site Programs:

- a. General Oversight: Describe the manner in which this program will be managed. How does the management of this program fit within the institution's academic administrative structure?

**There is a director and an assistant director assigned to monitor the Francis Howell site. Their management includes advisement and regular liaison visits to the site.**

- b. Faculty Qualifications: How do the qualifications of faculty at this site compare with those of faculty for this program at the main campus? Please also note the comparable data regarding the proportion of course-section coverage by full-time faculty at each site.

**The faculty qualifications are consistent with the faculty qualifications for those faculty to teach at the Clayton campus (main campus) site.**

- c. Support Services: Describe how the institution will ensure that students at this site will be able to access services such as academic support, library, computing, and financial aid, as well as other administrative functions, at a level of quality comparable to that of on-campus programs.

**The institution will ensure that students at this site will be able to access services such as academic support, library, computing, and financial aid, as well as other administrative functions, at a level of quality comparable to that of on-campus programs.**

5. Any Other Relevant Information

## Form PG

### PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name\_\_**Fontbonne University**

Program Name\_\_**BS(E)/MAT Special Education/ Certification for Paraprofessionals**

Date \_\_**11/23/2009**

(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.

#### No

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

**The population to be served is those individuals employed in schools as para-professionals.**

#### Faculty Characteristics

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

**Faculty will have at the minimum of a master's degree and certification/experience in P-12 classrooms.**

- 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.

**10-20 of courses will be taught by full time faculty.**

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

**Faculty will be present before, during and after class at the Francis Howell site. Communication by phone, e-mail and web-based structures will also be used.**

#### Enrollment Projections

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

**14 FTE**

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

#### **0% Full time, 100% Part time**

#### Student and Program Outcomes

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

#### **It is estimated that between 14 and 28 students will graduate from the program annually**

- Special skills specific to the program.

#### **Graduates will offer academic support to students with educational and physical disabilities.**

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

#### **100% of successful teacher candidates will receive state certification**

- 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.

#### **Approximately 83% of current teacher candidates pass the Praxis II the first time.**

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

#### **100% of special education graduates from this program are employed or are not seeking employment based on our most recent (Fall 2008) University graduate employment survey.**

- Transfer rates, continuous study.

#### 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.

**All academic programs offered by the Education/Special Education are accredited by the Missouri Department of Elementary and Secondary Education and the National Council for Accreditation of Teacher Education (NCATE).**

#### Alumni and Employer Survey

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

**According to the DESE survey of first year teachers, 94.6% indicated that they were well prepared or very well prepared for their teaching duties. (2007-2008 survey)**

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

**At a level of 93.5, employers of Fontbonne special education graduates indicated that teachers are competent or excellent in performing their duties. (2008-2009 survey)**