



DEPARTMENT OF
HIGHER EDUCATION &
WORKFORCE DEVELOPMENT

New Program Report

Date Submitted:

06/13/2023

Institution

Lindenwood University

Site Information

Implementation Date:

7/1/2023 12:00:00 AM

Added Site(s):

Selected Site(s):

Lindenwood University, 209 South Kingshighway, St. Charles, MO, 63301

CIP Information

CIP Code:

139999

CIP Description:

Any instructional program in education not listed above.

CIP Program Title:

Education, Other

Institution Program Title:

Secondary Education

Degree Level/Type

Degree Level:

Bachelor's Degree

Degree Type:

Bachelor of Arts - Bachelor of Arts

Options Added:

Collaborative Program:

N

Mode of Delivery

Current Mode of Delivery

Classroom

Hybrid

Online

Student Preparation



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Special Admissions Procedure or Student Qualifications required:

Students entering this program follow all Teacher Education admission requirements. The requirements are: Criteria for full admittance into the Teacher Education program includes: Completion of 9 credit hours of education courses with a grade of "C" or better. Completed Application Form. Passing scores on all sections of the MoGEA or a qualifying ACT composite score of 20 and a Reading score of 21 and a Math score of 19. (Students do not have to have both MoGEA and ACT.) Maintain a 3.0 GPA in content courses and a 3.0 in education courses with a grade of "C" or better. Receive a "C" or better in an oral communication course. Receive a "C" or better in ENGL 15000 and ENG 17000. Program Plan from advisor. These requirements are posted and available at: <https://www.lindenwood.edu/education/curriculum-and-instruction-teacher-education/documents-and-handbooks/teacher-education-requirements/>

Specific Population Characteristics to be served:

The BA Secondary Education degree serves teacher candidates wanting to become a secondary teacher.

Faculty Characteristics

Special Requirements for Assignment of Teaching for this Degree/Certificate:

All faculty, both full time faculty and adjunct faculty, hold appropriate degrees and possess appropriate experience in the field. All Education courses are taught by faculty and adjunct faculty who hold an education degree, hold teaching certificates, have previous experience in the field, and hold a terminal degree or appropriate degree in combination with specialized training and experiences. Content area specialization courses completed by teacher candidates also follow appropriate credentials, and/or experience.

Estimate Percentage of Credit Hours that will be assigned to full time faculty:

Full time faculty are assigned a 4.4.2 teaching deployment for 12-month contracts, and a 4.4 teaching deployment for 9-month contracts. Faculty are expected to teach 4 courses in Fall, 4 courses in Spring, and 2 courses in Summer (for 12-month contracts) as well as working on service and research. Full time faculty are expected to spend 80% of faculty time on teaching, and 20 % of time spent on research and service.

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

The faculty members bear the primary responsibility for designing, implementing, and evaluating the administrative activities of the program. This includes developing policies and procedures related to student admissions, conducting student evaluations, and organizing practicum experiences. They also take the lead in creating educational offerings such as coursework, arranging practicum experiences, and providing research training. Faculty members actively participate in both the Program's standing committees and university-wide committees. This involvement allows them to contribute to various aspects of the program, including student welfare, faculty development, assessment activities, and community engagement. By representing the interests of the program in these committee roles, faculty members create multiple platforms to advocate for the program's stakeholders. In addition to their administrative and committee responsibilities, faculty members engage in diverse research and scholarly pursuits. They are actively involved in conducting research within the program itself, as well as collaborating on scholarly endeavors within and outside the university. This scholarly engagement demonstrates their commitment to advancing knowledge and contributing to their respective fields of expertise.

Student Enrollment Projections Year One-Five

Year 1	Full Time: 31	Part Time: 0	
Year 2	Full Time: 31	Part Time: 0	



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Year 3	Full Time: 31	Part Time: 0	Number of Graduates: 0
Year 4	Full Time: 31	Part Time: 0	
Year 5	Full Time: 31	Part Time: 0	Number of Graduates: 31

Percentage Statement:

100.00

Program Accreditation

Institutional Plans for Accreditation:

N/A

Program Structure

Total Credits:

120

Residency Requirements:

n/a

General Education Total Credits:

42

Major Requirements Total Credits:

78

Course(s) Added

COURSE NUMBER	CREDITS	COURSE TITLE
EDU 40400	3	Advanced Measurement and Evaluation to Enhance Learning
EDU 34100	3	Education of the Exceptional Child
EDU 33542	3	Secondary Methods of Teaching and Learning w/ Field
EDU 34310	3	Middle/High School Differentiation and Classroom Management with Field Experiences
EDU 30710	3	Content Literacy for Diverse Learners
EDU 11110	3	Orientation to Educational Experiences with Field Experiences
EDU 21501	1	Teacher Education Seminar I
EDU 32100	3	Middle/High School Classroom Teaching and Technology
EDU 41000	12	Student Teaching



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EDU 20200	3	Psychology of Teaching and Learning
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Free Elective Credits:

0

Internship or other Capstone Experience:

Field Experiences and Student Teaching

Assurances

I certify that the program will not unnecessarily duplicate an existing program of another Missouri institution in accordance with 6 CSR 10-4.010, subsection (9)(C) Submission of Academic Information, Data and New Programs.

I certify that the program will build upon existing programs and faculty expertise.

I certify that the institution has conducted research on the feasibility of the proposal and it is likely the program will be successful. Institutions' decision to implement a program shall be based upon demand and/or need for the program in terms of meeting present and future needs of the locale, state, and nation based upon societal needs, and/or student needs.

Contact Information

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McCall

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LINDENWOOD

FEASIBILITY STUDY FOR NEW ACADEMIC PROGRAMS

Purpose: *The Feasibility Study helps to determine whether a new academic program (i.e. degree or certificate) is suitable for Lindenwood's program portfolio.*

Instructions: *Faculty wishing to propose a new academic program collaborate with campus partners, such as Institutional Research and Enrollment Management to complete this form as succinctly as possible. Once the form is complete, the faculty present the Feasibility Study to their Dean as part of Phase I of Lindenwood's Process for New Academic Program Approval.*

1.0 EXECUTIVE SUMMARY

Proposed program name: Secondary Education

Proposed CIP code/s for program:

Primary contact for proposal: Ronda Cypret-Mahach & Michelle Whitacre

Sponsoring Academic School: College of Education and Human Services

Sponsoring Academic Division/Department: Curriculum and Instruction

Level of degree or certificate: Undergraduate

Delivery mode/s: *On ground, Hybrid, Online*

Embedded Certificate, Minors, or Emphases: *[if yes, insert name]*

English with 9-12 certification

Mathematics with 9-12 certification

Social Studies with 9-12 certification

Biology with 9-12 certification

Chemistry with 9-12 certification

Business with 9-12 certification

Start-up cost of degree or certificate: *The degree will utilize existing coursework. The only expense will be the development of a new Secondary Methods of teaching course.*

Anticipated launch date: Fall 2023

Short description of degree or certificate: *[~75 words]*

This is a secondary education bachelor's degree with six different emphasis areas: English, Mathematics, Social Studies, Biology, Chemistry and Business. Coursework will prepare students to meet all certification requirements determined by the Missouri Department of Elementary and Secondary Education to teach at the secondary level, grades 9-12.

2.0 OVERVIEW AND DESCRIPTION

2.1 What is the rationale for the program (what niche/gap will it fill; how will it appeal to students, employers?)

This degree program requires fewer credit hours than our current model, which requires that students attain a BA in their subject area of certification and a minor in secondary education. Under this model, students often take longer than 4 years to complete their degree and teaching certification. The BA in Secondary Education will result in a faster pathway towards graduation and teaching certification. This will also allow students the opportunity to engage in additional content specific field placement opportunities to cultivate their teaching expertise.

The Missouri Department of Elementary and Secondary Education (DESE) identifies all 6 of these emphasis areas as certification areas of critical need. In their Educator Vacancy Report for 2022, all of these certification areas had over a 100 vacancies within the state of Missouri. According to the Bureau of Labor Statistics, employment of secondary school teachers is expected to grow 8% over the next 8 years.

2.2 How does the program align with strategic plans at the institution-, school-, and unit-levels?

3.0 PROPOSED LEARNING OUTCOMES

This program aligns with each pillar in the university’s strategic plan as well as goals 1, 5 and 6 of the College of Education and Human Service’s strategic plan. This program is streamlining our current option for students to attain secondary teaching certification. Rather than requiring a BA in the content as well as a minor in education, this program give students the option to attain a BA in education and teaching certification with fewer credit hours. The program should appeal to and attract a more diverse group of students and make Lindenwood University more competitive with other institutions in the area. Furthermore, students will have more flexibility in their schedule to participate in engaged learning such as our LindenTeach Internship program, thus giving them additional practical classroom experiences. This program also optimizes our resources by utilizing all existing coursework and does not require additional staffing or resources. The program reaches outcomes as defined by the Nine MOSPE Standards set forth by the Department of Elementary and Secondary Education (DESE).

Provide three to five program learning outcomes and show how they map to the institutional learning outcomes.

1. The teacher understands the central concepts, structures and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students (ILO 1.1).
2. The teacher understands how students learn, develop, and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students (ILO 2.5).
3. The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon standards and student needs (ILO 2.2, 2.5).
4. The teacher uses a variety of instructional strategies to encourage students' development and critical thinking, problem solving, and performance skills including instructional resources (ILO 2.3).
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages students' development and critical thinking, problem solving, and performance skills including instructional resources (ILO 2.3, 4.2).
6. The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration, and supportive interaction in the classroom (ILO 3.1, 3.2, 3.3).
7. The teacher understands and uses formative and summative assessment strategies to assess the learner's progress, uses assessment data to plan ongoing instruction, monitors the performance of each student and devises instruction to enable students to grow and develop (ILO 4.1, 3.4).
8. The teacher is a reflective practitioner who continually assesses the the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students (ILO 2.1, 2.2).
9. The teacher has effective working relationships with students, parents, school colleagues and community members (ILO 4.2).

4.0 NEW COURSE INFORMATION

Complete the following table with as much information as possible about new courses. *Work with the Office of Institutional Research to estimate the contribution margin on new courses. Add an additional page if needed.

Number	Name	Hours	Description	Pre-/Co-Requisites	Modality	Term	Fees	Fees used for	Estimated margin*
AB 22300	Origins of Life	3	Explore multiple perspectives on how life has emerged on planet Earth. Through reading, dialogue, reflection, and writing, students locate their perspectives alongside those of others.	ENG 17000 (Pre-requisite)	Hybrid	16-week	N/A	N/A	High
EDU XXXXX	Secondary Methods of Teaching and Learning	3	This course provides an overview of teaching methodology for effective instruction at the middle and high school level. Teacher candidates plan, design, and implement instruction within their specific certification area. Topics include theory and practices, research-based instructional models, culturally responsive teaching, assessment, and inclusion of students with special needs. Teacher	EDU 34310 EDU 21501 EDU 32100	Online	16-week	N/A	N/A	

	GE - SW 10000 Intercultural Communications		3	EDU 21501 Teacher Education Seminar		1
	EDU 34100 Education of the Exceptional Child		3	EDU 32100 Middle/HS Classroom Teaching and Technology		3
				EDU 38700 Reading/Writing Across the Curriculum		3
Total						

Third Year	Fall Semester	New?	Credits	Spring Semester	New?	Credits
	EDU 34310 Middle/High School Differentiation/Classroom Mgmt w/ Field		3	EDU 30710 Content Literacy for Diverse Learners		3
Total						

Fourth Year	Fall Semester	New?	Credits	Spring Semester	New?	Credits
	EDU 40400 Adv. Measurement/Evaluation to Enhance Learning		3	EDU 41000 Student Teaching		12
	*Elective – EDU 38110 LindenTeach Internship		3			
	EDUXXXX Secondary Methods of Teaching and Learning w/ Field Experience	X	3			
Total						

NOTE: The proposed degree map only includes general education and education courses required for certification. Each emphasis area will have also have required content courses that must align with certification requirements as detailed in DESE’s certification matrices.

6.0 PROPOSED CURRICULUM MAP

In column one of the following table, list the required courses for the program (not including electives or general education courses). Populate the top of the grid with the program learning outcomes listed in Section 3.0. Then, use an 'X' to denote where these program learning outcomes will most likely be assessed. If known at this stage, indicate where the PLOs will be Introduced (I), Reinforced (R), or Mastered (M).

Required courses (names and Course Codes if known)	PLO 1: [insert]	PLO 2: [insert]	PLO 3: [insert]	PLO 4: [insert]	PLO 5: [insert]	PLO 6:	PLO 7:	PLO 8:	PLO 9:
EDU 1110			I		I	I	I	I	I
EDU 20200		I	I		I	I			
EDU 34100		I	I		I	I			
EDU 21501									

EDU 32100	I	R	R	R		R	I	R	
EDU 38700	R	R	R	R			R	R	
EDU 34310	R	R	R	R	R	R	R	R	R
EDU 30710	R	R	R	R		R		R	
EDU 40400		R		R		R	R		
METHODS	R	R	R	R	R	R	R	R	R
EDU 4100	M	M	M	M	M	M	M	M	M

8.0 SUBSTANTIVE CHANGE DETERMINATION

Working with the Office of Institutional Effectiveness, determine whether the proposed program warrants an application to the Higher Learning Commission (HLC) for a substantive change. The HLC considers substantive change as the addition of a program (degree or certificate/credential level) not previously included in the institution’s accreditation, usually judged to be a program that is a significant departure from normal offerings, the addition of a program with 50%+ new coursework required, or the addition or change to an existing program which will be delivered 50%+ through alternative (hybrid, online) delivery. Substantive change may also be defined as a new program which does not meet the above guidelines, but which requires a significant amount of financial investment to be made.

Does the proposed program require HLC approval of a substantive change? Yes

9.0 STUDENT LIFE

Working with the Office of Student Life and Diversity, describe how the proposed program will align with the mission of this office.

This degree program requires fewer credit hours than our current model, which requires that students attain a BA in their content area and a minor in secondary education. This will result in students having a faster pathway to program completion. The proposed model also affords students the opportunity to engage in additional field experiences (i.e. Lindenteach) to enhance and develop their teaching expertise. This “real experience” aligns directly with Lindenwood’s mission.

10.0 NEW RESOURCES REQUIRED

Working with respective campus partners, complete the following table showing new resources that would be needed.

Resource/s	Description/Explanation	Cost Year 1	On-going cost? <small>Yes/No</small>	Cost Year 2	Cost Year 3
Instructional staffing	No additional resources required				
Support staffing					
Program admin staffing					
Technology					
Library and digital resources					
Marketing					
Facilities					
Additional resources					

11.0 PROJECTED ENROLLMENT

Working with the Office of Enrollment Management, complete the following table.

Historical Data

Programs	2017	2018	2019	2020	2021	2022
English with 9-12 Cert	12	10	12	7	5	5
Mathematics with 9-12 Cert	10	12	10	10	11	11
History(Social Studies) with 9-12 Cert	12	6	3	1	3	7
Biology with 9-12 Cert	1	1	1	2	2	1
Chemistry (BA&BS) with 9-12 Cert	1	2	2	1	1	2
Business with 9-12 Cert	1	1	0	1	5	3

Programs	Year 1	Year 2	Year 3	Year 4	Year 5
English with 9-12 Cert	8	8	8	8	8
Mathematics with 9-12 Cert	10	10	10	10	10
History(Social Studies) with 9-12 Cert	6	6	6	6	6
Biology with 9-12 Cert	2	2	2	2	2
Chemistry (BA&BS) with 9-12 Cert	2	2	2	2	2
Business with 9-12 Cert	3	3	3	3	3

12.0 SUMMARY OF STUDENT DEMAND AND EMPLOYMENT DATA

Working with the Office of Institutional Research and the Office of Enrollment Management, complete the following table.

**Include scores from the Gray Associates Program Scorecard and relevant data from EMSI.

Areas	Data**	Notes
Student Demand	Information provided by Department of Elementary and Secondary Education Gray & Associate Data Student Demand Score: 15 Percentile: 93	Information received from DESE indicates that over the past four years, on average, there were 547 secondary initial certifications awarded annually to graduates of Missouri teacher preparation programs.
Competitive Intensity	Information from Department of Elementary and Secondary Education	On average between 465 and 438 of these certifications are awarded each year to students completing a traditional undergraduate BA/BS secondary degree.
Employment	The US Bureau of Labor Statistics Projected job growth of 5% over the next 8 years. Gray & Associate data employment score: 8 Percentile: 97	We are in a National Teacher Shortage. Job employment is high for qualified graduates.
Graduate salary trends and other post-completion trends	US Bureau of Labor Statistics	Median Pay is \$61,820 per year Number of Jobs in 2021- 1,058,300

State Graduate Data from DESE:

Information received from the Department of Elementary and Secondary Education (DESE) indicates over the past four years, on average, there were 547 secondary initial certifications awarded annually to graduates of Missouri teacher preparation programs.

On average between 465 and 438 of these certifications are awarded each year to students completing a traditional undergraduate BA/BS secondary degree.

Approval of the COEHS BA Secondary Education degree proposal would, as one of the best education colleges in the state, give Lindenwood the ability to attract a significant portion of the approximately 450 students who pursue a traditional BA secondary education degree each year.

Grant Funding Access:

An additional advantage to have a secondary ed degree in the College of Education of Human Services is that it allows the college and university to be more competitive in securing federal and state grant funds that target the preparation of secondary education program graduates.

Sampling of Other Institutions with Secondary Education Degrees

- **Missouri State-Springfield**
- **St. Louis University**
- **University of Missouri - Columbia**
- **University of Missouri - St. Louis**
- **Hannibal-LaGrange University**
- **Maryville University**
- **Loras College**
- **Thiel College**
- **North Central College**
- **Wartburg College**
- **Great Basin College**
- **Rockhurst University**
- **Drury University**
- **William Woods University**
- **Washington University in St. Louis- double major**
- **William Jewell College double major**

13.0 RECOMMENDATIONS

DEAN'S STATEMENT OF SUPPORT

There are, on average over 430 students who graduate annually from Missouri universities with a degree in secondary education. Lindenwood is, unfortunately, one of the very few universities in the state that does not offer a BA in Secondary Education and so is not able to recruit from a rich pool of potential students. The Lindenwood College of Education and Human Services is recognized as one of the finest teacher preparation programs in the region. Adding a Secondary Education degree to its roster of programs will no doubt attract new students and, most importantly, produce desperately needed, quality classroom educators now and into the future. The timely creation of a Secondary Education degree in the LU College of Education has my whole-hearted support.

SIGNED Anthony Scheffler DATE 1/6/23

PROVOST'S RECOMMENDATION (TO INCLUDE DETERMINATION OF FEASIBILITY)

SIGNED _____ DATE _____

LINDENWOOD

Catalog Revision: Existing Content

Directions: Complete and submit this form along with all necessary additional materials to the College Committee. Once approved, the College Committee Chair should submit to the appropriate catalog editor. **Note: If revision is part of a larger change (e.g., new course, deleted program, or new program), this form should be submitted only as part of the larger change to show the wholscope of the proposal.**

Catalog Year: Choose an item.

Program Notification:

Chair/Director	Department/College	Program Affected	Date of Notification
Ronda Cypret-Mahach	College of Education and Human Services	BA Secondary Education-Business with 9-12 certification	2/28/2023
			Enter Date
			Enter Date

Approvals:

College Committee	Approval Date
Yes x No <input type="checkbox"/>	Enter Date

Program Name:
Previous program name:
New program name: BA Secondary Education- Business Emphasis
Program credit hours:
Previous program credit hours:
New program credit hours:
Program requirements:
Include revised program planning sheet.

Course Title
Previous course title:
New course title:
Credit hours
Previous credit hours:
New credit hours:
Course description
Previous course description:
New course description:
General Education Course
Previous General Education designation:
New General Education designation:

Catalog program or school introductory language

BA SECONDARY EDUCATION WITH BUSINESS EMPHASIS, 9-12 CERTIFICATION

120 credit hours

REQUIREMENTS

	MTH 05100 OR MTH 11000 WITH A C OR BETTER; OR PASSING THE PLACEMENT TEST	
COMPOSITION 1	ENGL 15000 COMPOSITION 1 (GE-COMMUNICATION)	3
COMPOSITION II	ENGL 17000 COMPOSITION 11 (GE-COMMUNICATION)	3
MATH	MTH 14100 BASIC STATISTICS (GE-MATH)	3
US HISTORY OR GOVERNMENT:	PS 15500 AMERICAN GOVERNMENT: THE NATION (GE-HUMAN CULTURE: US HISTORY/GOVERNMENT)	3
SOCIAL SCIENCE	SOC 21400 THE FAMILY (GE-SOCIAL SCIENCE)	3
NATURAL SCIENCE W/LAB	BSC 10000 CONCEPTS IN BIOLOGY (GE-NATURAL SCIENCE WITH LAB)	4
SOCIAL OR NATURAL SCIENCE ELECTIVE	ECON 23010 SURVEY OF ECONOMICS (GE-SOCIAL SCIENCE)	3
SOCIAL SCIENCE/NAT SCI/MATH ELECTIVE	PSY 10000 PRINCIPLES OF PSYCHOLOGY (GE-SOCIAL SCIENCE)	3
ARTS	ARTH 22200 HISTORY OF WESTERN ART TO 1300 (GE-HUMAN CULTURE: ARTS/HUMAN DIVERSITY)	3
LITERATURE	ENGL 20104 WORLD LITERATURE: REBELS & ROBOTS, TECHNOLOGY & FREEDOM (GE-HUMAN CULTURE: LITERATURE/HUMAN DIVERSITY)	3
HUMAN CULTURE ELECTIVE + HUMAN DIVERSITY	GEO 10100 WORLD REGIONAL GEOGRAPHY (GE-HUMAN CULTURE: FOREIGN CULTURE/HUMAN DIVERSITY)	3
NON-LITERATURE/NON-ARTS ELECTIVE	ECON 23030 PRINCIPLES OF MACROECONOMICS (GE-SOCIAL SCIENCE)	3
GE-ELECTIVE I + HUMAN DIVERSITY	SW 20000 INTERCULTURAL COMMUNICATIONS (GE-COMMUNICATION/HUMAN DIVERSITY)	3
GE-ELECTIVE II + HUMAN DIVERSITY	EDU 27700 KNOW YOURSELF, KNOW YOUR WORLD (GE-HUMAN CULTURE: FOREIGN CULTURE/HUMAN DIVERSITY)	3

Commented [MT1]: This is a GE-Social Science course but is slotted in the GE-HC slot. That is incorrect and needs to be fixed.

SECONDARY EDUCATION (GRADES 9-12) COURSEWORK

<u>EDU 11110</u>	Orientation to Educational Experiences with Field Experiences	3	ing Content
<u>EDU 20200</u>	Psychology of Teaching and Learning	3	
<u>EDU 21501</u>	Teacher Education Seminar I	1	
<u>EDU 30710</u>	Content Literacy for Diverse Learners	3	
<u>EDU 32100</u>	Middle/High School Classroom Teaching and Technology	3	
<u>EDU 34100</u>	Education of the Exceptional Child	3	
<u>EDU 34310</u>	Middle/High School Differentiation and Classroom Management with Field Experiences	3	
<u>EDU 33542</u>	Secondary Methods of Teaching and Learning w/ Field	3	
<u>EDU 40400</u>	Advanced Measurement and Evaluation to Enhance Learning	3	
<u>EDU 41000</u>	Student Teaching	12	

BUSINESS EMPHASIS COURSEWORK

Accounting (6 hours)	ACCT 21010 Principles of Financial Accounting	3
	ACCT 21011 Principles of Managerial Accounting	3
Economics (6 hours)	ECON 23010 Survey of Economics (GE-Social Science) *listed above	3
	ECON 23030 Principles of Macroeconomics (GE-Social Science) *listed above	3
Business/Consumer Related Law (3 hours)	MGMT 26061 Business Law I	3
Business Communications (3 hours)	ENGL 23000 Professional Communications	3
Management (3 hours)	MGMT 26032 Principles of Management	3
Marketing (3 hours)	MRKT 35010 Principles of Marketing	3
Computer/Emerging Technology (6 credit hours)	DCS 20000 Digital Content and Demographics	3
	DCS 36000 Information Literacy	3
Electives (3 credit hours) <i>One of the following:</i>	FIN 32030 Personal Finance	3
	ENTR 37510 Small Business and Entrepreneurship	
Implementing Business Education Programs (3 hours)	EDU 37300 Implementing Vocational Business Education Programs	3
Coordination of Cooperative Education	EDU 36500 Coordination of Cooperative Education	3

(3 hours)

Catalog Revision: Existing Content

Justification