



- PUBLIC
- INDEPENDENT

**NEW PROGRAM PROPOSAL FOR ROUTINE REVIEW**

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*When finished, please save and email to: [he.academicprogramactions@dhe.mo.gov](mailto:he.academicprogramactions@dhe.mo.gov)*

**Sponsoring Institution:**

**Program Title:** Early Childhood Special Education

**Degree/Certificate:**

**If other, please list:**

**Options:**

**Delivery Site:**

**CIP Classification:** 13.1015

**Implementation Date:** 8/23/2021

**Is this a new off-site location?**  Yes  No

**If yes, is the new location within your institution's current CBHE-approved service region?**

*\*If no, public institutions should consult the comprehensive review process*

**Is this a collaborative program?**  Yes  No

*\*If yes, please complete the collaborative programs form on last page.*

**Please list similar or comparable programs at Missouri public institutions of higher education.**

*\*For public institutions only*

**CERTIFICATIONS:**

- The program is within the institution's CBHE approved mission. *(public only)*
- The program will be offered within the institution's CBHE approved service region. *(public only)*
- The program builds upon existing programs and faculty expertise
- The program does not unnecessarily duplicate an existing program in the geographically-applicable area.
- The program can be launched with minimal expense and falls within the institution's current operating budget. *(public only)*

**AUTHORIZATION**

Katie Piacentini, Registrar	Katie Piacentini	1/5/2021
Name/Title of Institutional Officer	Signature	Date

## PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

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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.  
None

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

[Click here to enter text](#)

### 2. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate. Fontbonne is accredited by the Higher Learning Commission (HLC) and complies with HLC minimum faculty qualifications. In particular, faculty generally must have a degree in the discipline that is one level higher than offered. In doctoral programs, faculty must have a terminal degree and demonstrate research and accomplishments commensurate with a doctoral program. In some cases, we will also hire faculty that do not meet these criteria but do meet the “tested experience” criteria that we developed to comply with the HLC criteria.
- 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.  
While this may vary depending on the year and the exact courses chosen by students (including general education courses), we estimate at least 60% of courses will be taught by full-time faculty.
- Expectations for professional activities, special student contact, teaching/learning innovation.  
All Fontbonne faculty are expected to be up-to-date on their discipline. Full-time faculty, as part of the annual review process, are expected to document professional activities and innovation in the classroom that improves student learning. Fontbonne maintains a low student to faculty ratio, and all faculty have extensive student contact

### 3. Enrollment Projections

- Student FTE majoring in program by the end of five years.  
15
- Percent of full time and part time enrollment by the end of five years.

### STUDENT ENROLLMENT PROJECTIONS

YEAR	1	2	3	4	5
Full Time	3	5	10	12	15
Part Time	0	0	0	0	0
Total	3	5	10	12	15

### 4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.  
Year 3 – 3; Year 5 - 8
- Special skills specific to the program.  
[Click here to enter text](#)
- Proportion of students who will achieve licensing, certification, or registration.  
90% of the students
- 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.  
90% of students will achieve minimal scores and 90% of students will pass their exit assessments (Missouri Content Assessment).
- Placement rates in related fields, in other fields, unemployed.  
[Click here to enter text](#)
- Transfer rates, continuous study.  
[Click here to enter text](#)

## 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 rationale.

Like our other education programs that lead to Missouri certification, this program has DESE accreditation.

## 6. Program Structure

- A. Total credits required for graduation: 120
- B. Residency requirements, if any:  
No additional residency requirements
- C. General education: Total credits:  
44

*Courses (specific courses OR distribution area and credits)*

Course Number	Credits	Course Title
	3	Mission Core
	3	Diversity & Justice
	6	Written Communication
	3	Oral Communication
	3	Mathematics
	4	Management Information
	1	State and National Government
	18	Pillars of Knowledge (Social Sciences, Physical Sciences, Life Sciences, Philosophy, Literature, Fine Arts, or History)
	3	Religion

D. Major requirements: Total credits: 89 with certification; 68 without certification

<b>Required Courses in the Major</b>		
<b>Course Number</b>	<b>Credits</b>	<b>Course Title</b>
ECE 131	3	Introduction to Early Childhood Programs (3 credits)
EDU 230	3	Infant/Toddler Development with field experience (3 credits)
ECE 232	3	The Young Child with field experience (3 credits)
EDU 268	3	Introduction to Learner Development (3 credits)
ECE 300	3	Early Intervention to Early Childhood (3 credits)
ECE 431	3	Administration of Early Childhood Programs (3 credits)
ECE 433	4	Applications of Early Childhood Integrated Curriculum (4 credits)
ECE 434	3	Early Childhood Management and Professionalism (3 credits)
EDU 271	3	Introduction to Content, Planning, Delivery, and Assessment (3 credits)
EDU 307	3	Methods of Teaching Early Childhood Special Education (3 credits)
ECE 375	3	Practicum of Early Childhood Special Education (3 credits)
<b>Courses Required for Early Childhood with Certification</b>		
<b>Course Number</b>	<b>Credits</b>	<b>Course Title</b>
EDU 269	3	EDU 269 Critical Skills in Teaching Profession with Field Experience (3 credits)
EDU 263	6	EDU 263 Methods of Teaching Reading and Language Arts (6 credits)
EDU 306	3	EDU 306 Analysis and Correction of Reading Difficulties (3 credits)
EDU 310	3	EDU 310 Reading Methods Practicum—Elementary (3 credits)
EDU 333	3	EDU 333 Multi-Sensory Methods of Instruction (3 credits)
EDU 338	3	EDU 338 Emergent Literacy (3 credits)
EDU 325	3	EDU 325 Assessment of Early Childhood (3 credits)
EDU 373	3	EDU 373 Teaching through a Global Perspective (3 credits)
EDU 394	3	EDU 394 Counseling Techniques (3 credits)
EDU 410	3	EDU 410 Planning for Instruction and Assessment (3 credits)
EDU 452	10	EDU 452 Student Teaching at Early Childhood Level (Special Education) 10 hours
<b>PreK-K Level Courses Required in Other Disciplines</b>		
<b>Course Number</b>	<b>Credits</b>	<b>Course Title</b>
CDS 105	3	CDS 105 Speech and Language Development of the Normal and Exceptional Child (3 credits)
	3	Health and Fitness
MTH 350	3	MTH 350 Methods of Teaching Mathematics in Elementary/Early Childhood (3 credits)
BIO 370	3	BIO 370 Methods of Teaching Science in Elementary/Early Childhood (3 credits)
<b>Courses Required for Early Childhood without Certification</b>		

Course Number	Credits	Course Title
EDU 140	3	EDU 140 Critical Literacy (3 credits)
ECE 235	3	ECE 235 Play, Happiness, and Well-Being (3 credits)
EDU 333	3	EDU 333 Multi-Sensory Methods of Instruction (3 credits)
EDU 338	3	EDU 338 Emergent Literacy (3 credits)
EDU 394	3	EDU 394 Counseling Techniques (3 credits)
ECE 460	7	ECE 460 Internship (7 credits)
		<b>Courses Required in Other Disciplines</b>
Course Number	Credits	Course Title
		CDS 105 Speech and Language Development of the Normal and Exceptional Child (3 credits)
		HEP 214 or 119 Essential Concepts for Health and Fitness

E. Free elective credits:

*(sum of C, D, and E should equal A)*

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

Students complete a student teaching experience.

G. Any unique features such as interdepartmental cooperation:

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## 7. Need/Demand

Student demand

Market demand

Societal demand

I hereby certify that the institution has conducted research on the feasibility of the proposal and it is likely the program will be successful.

***On July 1, 2011, the Coordinating Board for Higher Education began provisionally approving all new programs with a subsequent review and consideration for full approval after five years.***

## COLLABORATIVE PROGRAMS

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- **Sponsoring Institution One:**
- **Sponsoring Institution Two:**
- **Other Collaborative Institutions:**
- **Length of Agreement:**
- **Which institution(s) will have degree-granting authority?**
- **Which institution(s) will have the authority for faculty hiring, course assignment, evaluation and reappointment decisions?**
- **What agreements exist to ensure that faculty from all participating institutions will be involved in decisions about the curriculum, admissions standards, exit requirements?**
- **Which institution(s) will be responsible for academic and student-support services, e.g., registration, advising, library, academic assistance, financial aid, etc.?**
- **What agreements exist to ensure that the academic calendars of the participating institutions have been aligned as needed?**

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