



- 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: Special Education

Degree/Certificate:

If other, please list:

Options:

Delivery Site: Main Campus

CIP Classification: 131001

Implementation Date: 8/1/2019

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.*

**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**

Doug Davenport, Interim Provost and VP Academic Affairs		1/31/2019
Name/Title of Institutional Officer	Signature	Date

## PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

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.

Admission criteria for this program will be the same as the other undergraduate teacher education programs at Missouri Western. These requirements include passing MoGEA scores, ACT/SAT completion, cumulative GPA of 2.75, departmental GPA of 3.00, passing EDU 202 and 203, and enrollment in TK20, the department's assessment system data warehouse.

- Characteristics of a specific population to be served, if applicable.  
Not applicable.

### **2. Faculty Characteristics**

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

Faculty members teaching in this program will be fulltime faculty members with doctorates and extensive experience in special education.

- 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, regular faculty members at Missouri Western will teach 100% of the courses in this program. If an adjunct faculty member is used, that individual will also be doctorally prepared, and have extensive experience in special education.

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

Teaching is the top priority for faculty members at Missouri Western. In addition, all faculty serve as academic advisors for students in their major. With this focus on teaching, innovation and advancements in teaching and learning are highly valued. Faculty members are also expected to supervise student field experiences, provide service for on and off campus, and continue their own scholarly activities. As with all teacher education programs, the expectation will be for extensive field experiences. This program, as designed, requires 13 hours of field experience coursework. In addition to courses that are specifically practicum-based, other courses will require direct access to special education students as part of course assignments and projects.

### **3. Enrollment Projections**

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

This program will replace the current concentration in special education. Typically, between 10 and 15 students are enrolled in the courses to complete the special education concentration each year. The proposed program will prepare students for licensure to teach special education without first completing the curriculum for licensure to teach elementary education. A number of students indicate an interest in special education, but are discouraged by the number of credit hours that are required to complete the elementary education major and the special education concentration. The proposed program will require the student to complete fewer credit hours. By reducing the number of credit hours, we anticipate growth to about 20 students in five years.

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

Most students in our programs are fulltime students. The current breakdown within education programs is around 90% full time. This trend is expected to continue.

### STUDENT ENROLLMENT PROJECTIONS

YEAR	1	2	3	4	5
Full Time	10	12	14	17	20
Part Time	2	2	3	3	4
Total	12	14	17	20	24

#### 4. Student and Program Outcomes

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

Based on current enrollment and conservatively estimated program growth, we expect to have 15 program graduates after three years and 18 after 5 years.

- Special skills specific to the program.

Students will develop the knowledge and skills to be effective teachers with students who have special needs.

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

All students who complete the program will meet the requirements for state licensure in mild-moderate special education. 100% of program completers will receive teacher 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.

The charts below show MWSU results on the required Missouri Content Assessments, the final test taken before students are granted state teaching certification. These results show MWSU students performing capably on these assessments, consistent with state averages.

Test	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean - MWSU	Mean - State
<b>2016-2017</b>							
ELA	23	20	3	87%	13%	232.4	235.0
Math	21	19	2	90%	10%	239.1	244.4
Sci	19	15	4	79%	21%	236.7	236.6
SS	17	12	5	71%	29%	228.2	233.4

Subject	Competency	MWSU	Mean	MO	Mean
<b>2016-2017</b>					
ELA	Foundations of Language and Literacy Development	23	2.5	960	2.4
	Text Comprehension and Vocabulary Development	23	2.6	960	2.9
	Reading Literature and Informational Texts	23	2.7	960	2.9
	Processes, Modes, Conventions of Written/Oral Comm.	23	3.4	960	3.2
Math	Numbers and Operations	21	3.2	894	3.2
	Algebraic Relationships	21	2.9	894	3.1
	Measurement, Geometry, and Data	21	2.8	894	3.0
Sci	Sci. and Engin. Practices and Crosscutting Concepts	19	3.2	945	3.1
	Biology	19	2.8	945	2.9
	Physical Science and Earth Science	19	2.9	945	2.9
SS	History	17	2.6	966	2.6
	Geography	17	3.1	966	3.1
	Government and Economics	17	2.8	966	3.1

In addition to these testing results, specific results in the field of special education are very positive. In academic year 2015-2016, 7 students took the Early Childhood Special Education MOCA; with a passing percentage of 86%. Also during that school year, 17 students took the special education MoCA; 16 passed for a passing percentage of 94%. In 2016-2017, 6 students took the Early Childhood Special Education MoCA; all 6 passed for a 100% passing rate. Also that year, 7 took the Special Education MoCA; and again all passed. These very high passing rates have been repeated in recent years, indicating that the special education courses at Missouri Western are effective in preparing much-needed special education teachers for required assessments.

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

Last year, over 85% of graduates self-reported working as classroom teachers. The actual placement rate is likely to be higher since not all students reported back to the university about their employment status. Since the demand for teachers in special education is in such high demand, it is expected that all program completers will find work in education.

- Transfer rates, continuous study.

Last year, approximately 25% of students in the MWSU teacher education programs were transfer students.

## 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.

Missouri Western's teacher education programs in elementary, early childhood, and secondary education are accredited by NCATE and the Missouri Department of Elementary and Secondary Education. The proposed program will be similarly accredited.

## 6. Program Structure

A. Total credits required for graduation: 122

B. Residency requirements, if any:

There are no specific residency requirements for this program. The residency requirement for the university requires students to complete 30 of the last 45 credit hours at Missouri Western.

C. General education: Total credits: 42

D. Major requirements: Total credits: 80

Course Number	Credits	Course Title
EDU 202	3	Introduction to Education
EDU 203	1	Participation in Teaching I
EDU 225	3	Educational Psychology
EDU 308	3	Multicultural Education
EDU 315	3	Psychology and Education of the Exceptional Child
EDU 325	5	Introduction to Reading and Language Arts Methods
EDU 330	3	Science Methods in Elementary School
EDU 340	3	Social Studies Methods for Elementary
EDU 342	2	Evaluation of Abilities and Achievement
EDU 348	3	Language Development for Educators
EDU 351	3	Mathematics Methods
EDU 352	3	Introduction to Cross-Categorical Disabilities
EDU 355	3	Teaching Students with Deficits in Mathematics
EDU 360	3	Assessing and Individualizing Reading
EDU 370	2	Behavior Management
EDU 375	3	Teaching Reading in Elementary School
EDU 403	3	Seminar in Elementary Education and Human Relations
EDU 411	3	Methods of Teaching Cross Categorical Disabilities
EDU 420	2	Counseling Techniques and Working with Parents
EDU 426	3	Experience Teaching Cross Categorical Disabilities
EDU 427	9	Cross Categorical Disabilities Student Teaching
EDU 430	3	Teaching Students with Reading Deficits
EDU 473	2	Preparing Students and Families for Transition and Careers
ENG 403	3	Literature for Children
PHS 230	3	Physical Science for Elementary Teachers
PSY 140	3	Psychological Development of Children and Adolescents for Educators
<b>TOTAL</b>	<b>80</b>	

E. Free elective credits: 0  
(sum of C, D, and E should equal A)

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

The capstone of all teacher education programs is the required student teaching experience where students have full time responsibility for a classroom and work with the regular classroom teacher and the university supervisor for a full semester.

G. Any unique features such as interdepartmental cooperation:  
None

## 7. Need/Demand

Student demand

Every year, a significant number of students indicate their plans to prepare for a career in special education. Even with the requirement to complete all of courses for the elementary education major, plus all of the courses for a concentration in special education, approximately 15 students do this every year. We expect enrollment to increase with this proposed program since it will require fewer credit hours.

Market demand

The Teacher Shortage Areas Nationwide Listing Report for 1990-2018 from the U.S. Department of Education Office of Postsecondary Education, Academic Year 2017-2018 lists Special Education as an area of high need. This report identified that 43% of Missouri public schools had openings that year in special education. Additionally, schools reported that 14% of their teachers in this area were not fully trained in special education.

Societal demand

In May of 2018, the St. Joseph School District (SJSD), the largest employer of MWSU teacher education candidates, had 16 special education openings for the upcoming school year. Unable to fill them through usual means, SJSD resorted to seeking bids from third-party vendors to supply the needed teachers. Clearly, the surrounding community needs MWSU to do all that it can to meet this tremendous need.

Please see the attached letter from the St. Joseph School District.

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.***



## St. Joseph School District

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816-671-4000 | [www.sjsd.k12.mo.us](http://www.sjsd.k12.mo.us)

Dr. Michele Thomason, Director of Special Programs

January 28, 2019

To: Dr. Rusty Monhollon  
Assistant Commissioner for Academic Affairs  
Missouri Department of Higher Education.

Dear Dr. Monhollon,

I am writing this letter in support of the application for a stand-alone special education undergraduate degree program at Missouri Western State University. In the past several years the St. Joseph School District has experienced a critical shortage in the number of teacher applicants fully licensed in special education. This year we were unable to fill three special education teacher openings, even after hiring a national employment agency to assist in the search for applicants. In addition, the lack of qualified teaching applicants resulted in almost all of our special education openings being filled by teachers with a certification other than special education. Our students with disabilities deserve to have fully licensed special education teachers meeting their individual educational needs.

Annually, the St. Joseph School District hires several Missouri Western State University graduates to fill various teaching positions across our district. Teachers who receive their training at Missouri Western are well prepared upon entering the education field and many have gone on to become teacher leaders and administrators in our school district. A stand-alone special education graduate degree program at Missouri Western State University will assist by providing an increase in fully licensed special education applicants, which in turn will help provide the highest qualified educators to students with disabilities in the St. Joseph School District.

Sincerely,

A handwritten signature in cursive script that reads "Michele Thomason".

Michele Thomason, Ed.D.

## Board of Education

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