



New Program Report

Date Submitted:

03/27/2020

Institution

Northwest Missouri State University

Site Information

Implementation Date:

8/3/2020 12:00:00 AM

Added Site(s):

Selected Site(s):

Northwest Missouri State University, 800 University Drive, Maryville, MO, 64468-6001

CIP Information

CIP Code:

131001

CIP Description:

A general program that focuses on the design and provision of teaching and other educational services to children or adults with special learning needs or disabilities, and that may prepare individuals to function as special education teachers. Includes instruction in diagnosing learning disabilities, developing individual education plans, teaching and supervising special education students, special education counseling, and applicable laws and policies.

CIP Program Title:

Special Education and Teaching, General

Institution Program Title:

Educational Diagnostics

Degree Level/Type

Degree Level:

Master Degree

Degree Type:

Master of Science in Education (MSED)

Options Added:

Collaborative Program:

N

Mode of Delivery

Current Mode of Delivery

Classroom

Online

Student Preparation



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Special Admissions Procedure or Student Qualifications required:

Bachelors degree with GPA of 2.75 from regionally accredited institution, a valid teaching certificate and one of the following:

1. Valid Teaching Certificate in special education
2. Six credits of undergraduate coursework pertaining to students with exceptionalities including at least one 3 credit upper level course pertaining to teaching students with mild to moderate disabilities
3. Three credits of graduate course work pertaining to teaching students with mild to moderate disabilities

Specific Population Characteristics to be served:

It is expected to attract educators who wish to expand their skills set in order to improve the educational outcomes of students who have differing abilities.

Faculty Characteristics

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

Faculty will ideally have terminal qualifications to teach in this program. Special consideration will be given to faculty with masters or specialist qualification and specific coursework within the discipline.

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

Full time faculty will teach approximately 70% of the credit hours.

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

To assess program effectiveness and meet the comprehensive assessment requirement, a Written Assessment of Competency Mastery is required of all students completing the M.S.Ed., Educational Diagnostics. The assessment will include the development of a professional portfolio which include reference to program artifacts, professional standards, and reflection on growth as a professional educator. The assessment will be completed during EDCI 62-697 Capstone Project: Educational Diagnostician.

Student Enrollment Projections Year One-Five

Year 1	Full Time: 15	Part Time: 5	
Year 2	Full Time: 20	Part Time: 5	
Year 3	Full Time: 25	Part Time: 5	Number of Graduates: 20
Year 4	Full Time: 30	Part Time: 5	
Year 5	Full Time: 40	Part Time: 5	Number of Graduates: 50

Percentage Statement:

n/a

Program Accreditation

Institutional Plans for Accreditation:

This program will likely fall under the the suite of nationally accredited programs with AAQEP as part of an educator preparation program. AAQEP is targeted to be completed in 2020, but this program may be considered later as the timeline is currently shifting.

Program Structure

Total Credits:

30



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Residency Requirements:

n/a

General Education Total Credits:

0

Major Requirements Total Credits:

30

Course(s) Added

COURSE NUMBER	CREDITS	COURSE TITLE
see	0	attached

Free Elective Credits:

0

Internship or other Capstone Experience:

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Assurances

I certify that the program is clearly within the institution's CBHE-approved mission. The proposed new program must be consistent with the institutional mission, as well as the principal planning priorities of the public institution, as set forth in the public institution's approved plan or plan update.

I certify that the program will be offered within the proposing institution's main campus, CBHE-approved service region or CBHE-approved off-site location.

I certify that the program will not unnecessarily duplicate an existing program within the geographically applicable area.

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

I certify that the program can be launched with minimal expense and falls within the institution's current operating budget.

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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- 61-641 – Data Literacy and Assessment for Schools – 3 credits
- 61-642 – Multicultural Education for Diversity, Equity, and Inclusion – 3 credits
- 62-638 – Introduction to the Profession: Educational Diagnosticians – 3 credits
- 62-635 – Techniques for Conferencing and Collaboration – 3 credits
- 62-652 – Student Evaluation and Assessment – 3 credits
- 62-658 – Professional, Ethical, and Reflective Practices – 3 credits
- 62-685 – Considerations in Atypical Development – 3 credits
- 62-678 – Challenging Behavior: Prevention, Assessment, and Intervention – 3 credits
- 62-668 – Academic Skills: Assessment for Intervention – 3 credits
- 62-697 – Capstone Project: Educational Diagnostics – 3 credits