



Existing Program Report

Date Submitted:
07/31/2019

Institution
Missouri State University

Institution Program Title
AO2090003442017090001 - BSED - Elementary Education - 131202

Implementation Date:

New Site Information

Added Site(s):

Selected Site(s):

Ozarks Technical Community College-Waynesville Center, 600 GW Lane,
Waynesville, MO, 65583

Options

Current Options:

Options Added:

Mode of Delivery

Classroom

Hybrid

Online

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

First and Last Name:

Email:

Phone:



OFF-SITE DELIVERY OF AN EXISTING PROGRAM FORM

Sponsoring Institution (s): Missouri State University
Name of Institution (Campus or off-campus residential center in the case of multi-campus institutions).

Program Title: BS Ed – Elementary Education
Degree/Certificate: BS Ed
Institution Granting Degree: MSU
Delivery Site(s): MSU - Waynesville
Mode of Program Delivery: Primarily classroom-to-classroom distance technology with some online coursework.

Geographic Location of Student Access: Missouri State University – Waynesville
600 Gw Ln, Waynesville, MO 65583

CIP Classification: 13.1202 (Please provide CIP code)

Implementation Date: Summer 2020

Semester and Year

Cooperative Partners: Click here to enter text.

AUTHORIZATION

Frank Einhellig, Provost

Name/Title of Institutional Officer

Frank Einhellig

Signature

2/30/19

Date

Denise Cunningham

Person to Contact for More Information

(417) 836-4492

Telephone



STUDENT ENROLLMENT PROJECTIONS

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

Please provide a rationale regarding how student enrollment projections were calculated:

Projected enrollment based on assessment of student interest in visiting with students and OTC-Waynesville faculty and staff.

Provide a **rationale** for proposing this program, including **evidence of market demand and societal need supported by research**:

This program will be an extension of an existing program currently serving OTC-Lebanon graduates. Through the use of distance technology, we can provide the program to additional locations with minimal expense. The OTC Waynesville campus has a good number of students currently pursuing their Associate of Arts in Teaching degree. OTC administration and many of the OTC students indicated that there would be interest in the opportunity for Waynesville students to be able to continue their education to the bachelor's level. There is not currently another institution offering elementary education degree completion in the OTC-Waynesville building.



PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name Missouri State University
Program Name BS Ed Elementary Education
Date 7/24/19

(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.

Student qualifications will be identical to those on the Springfield campus. As a result, no special preparation will be required. To begin the program, students must be admitted to MSU and have a GPA of at least 2.5. During the first summer semester, students must complete all requirements to be admitted to Teacher Education in order to proceed to the second semester of coursework. A 2.75 overall GPA is required each semester for continuance in the program. Student teaching requirements include: a 3.0 GPA in professional education coursework, a 3.0 content GPA, and a 2.75 overall GPA, and students must attempt the Missouri Content Assessment (MoCA).

- Characteristics of a specific population to be served, if applicable.
Because we are offering degree completion, most students will come to the program with an Associate of Arts in Teaching degree. Students may join the program with any Associate of Arts degree if all the appropriate pre-requisites are obtained.

2. Faculty Characteristics

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

Faculty members teaching courses on the MSU Waynesville campus, or delivering courses there through distance education modalities, will be academically and/or professionally qualified according to the Council for the Accreditation of Educator Preparation (CAEP) and Department of Elementary and Secondary Education (DESE) standards. They will all be required to apply for Educator Preparation Program (EPP) membership just as do all faculty who teach professional education courses and or advise education majors on the Springfield campus. All faculty will hold a Master's degree or higher, and many also have years of public school teaching experience.

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- 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. Initially, it is expected that roughly 75% of credit hours will be taught by per-course faculty in close consultation with full-time faculty who are lead instructors, with 25% of credit hours being taught by full-time faculty.
- Expectations for professional activities, special student contact, teaching/learning innovation. Full-time faculty will be expected to maintain current knowledge of their fields through normal professional development activities. Per-course faculty will be expected to work closely with lead instructors on the main campus and to uphold the same course objectives to those being taught on the main campus. Additionally, per-course faculty are expected to have knowledge and insight into local educational institutions and practices which they can share with students who intend to become professional educators in the local area.

3. Enrollment Projections

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

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

- Percent of full time and part time enrollment by the end of five years. 95% full time, 5% part time. Part time enrollment in this program is very rare as it operates in a cohort model. Part time enrollment typically occurs only when a student already has a bachelor's degree and is pursuing post-baccalaureate alternative certification.

4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation. Probably 5-10 graduates per annum at both 3 and 5 year mark.
- Special skills specific to the program. Students graduating from this program should obtain the same knowledge and teaching competencies as all other MSU students in comparable elementary education programs.
- Proportion of students who will achieve licensing, certification, or registration. Of those who become fully admitted to the teacher education program, it is estimated that over 90% will achieve licensure as professional educators.

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- 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.

Required MoGEA scores and MOCA exam scores will be equivalent to students completing the program at MSU Springfield. We desire for at least 70% of our graduates to perform at or above the 50th percentile on the MOCA exam.

- Placement rates in related fields, in other fields, unemployed.
We anticipate the placement rate for graduates of the program to be extremely high. According to the U.S. Department of Education, Pulaski County has a shortage of elementary school teachers. Furthermore, through extensive practicums and internships, our students will have opportunities to build professional relationships within the local school districts.
- Transfer rates, continuous study.
Since we feel that students in this program will be more "location bound" than traditional full-time residential student, we anticipate a lower transfer rate than traditional Springfield MSU students. However, there are accelerated master's course options that do encourage many of our graduates to continue their education.

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 a rationale.**

The University will ensure that the undergraduate program in Elementary Education continues to be accredited by DESE and that all of our programs be accredited by CAEP. The Elementary Education Program is also accredited through Association of Childhood Education International (ACEI).

6. Alumni and Employer Survey

- Expected satisfaction rates for alumni, *including timing and method of surveys*.
In order to meet mandates of CAEP, a comprehensive student follow-up program has been developed by the department. Presently students graduate from the program are given opportunity to evaluate the program in relation to their specific teaching experiences. Because Missouri State is committed to providing students in this program the same high-quality experience students would experience on the main campus, and because this program would represent for many students their sole opportunity to complete a four-year degree and achieve their goals, we anticipate high satisfaction rates exceeding 85%. Presently, students who graduate from the program are given opportunity to evaluate the program in relation to their specific teaching experiences.

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- Expected satisfaction rates for employers, including timing and method of surveys. There are employer surveys to determine school district satisfaction with the performance of our graduates. We expect employers to have high satisfaction rates in excess of 85%. The majority of our students will be native to the local area and will be strongly committed to their community and are expected to remain in the local area. They will be familiar with the local educational culture and many employers will likely be familiar with graduates and their abilities before they are hired, due to their practicum experiences in local schools.

7. Institutional Characteristics

- Characteristics demonstrating why your institution is particularly well-equipped to support the program.

Missouri State University has a well-established and successful Outreach program. We are currently offering degree completion at nine different campuses. The Waynesville program will initially be an extension of our existing Lebanon elementary education program. The campuses will share content through distance education technology. This will allow for Waynesville to benefit from the experience the Lebanon educators have gained in offering this degree completion opportunity.