



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: Specialist in Education, Educational Administration
Degree/Certificate: Specialist
Institution Granting Degree: MSU
Delivery Site(s): Faught Administration Center
Mode of Program Delivery: Blended program delivery including evening face-to-face and web conference courses.

Geographic Location of Student Access: Faught Administration Center, 301 S Main Street, Nixa, MO 65714

CIP Classification: 13.0401 (Please provide CIP code)
Implementation Date: Fall 2018
Semester and Year
Cooperative Partners: Nixa Public Schools (not sure about this, are we granting credit hours for coursework administered by Nixa)

AUTHORIZATION

Frank Einhellig, Provost		10/29/18
_____ Name/Title of Institutional Officer	_____ Signature	_____ Date
James Satterfield	(417) 836-5177	
_____ Person to Contact for More Information	_____ Telephone	



STUDENT ENROLLMENT PROJECTIONS

Year	1	2	3	4	5
Full Time					
Part Time	8	13	8	13	13
Total	8	13	8	13	13

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

1st cohort is beginning with around 8 students. There will be a second year cohort in the second year. It is then anticipated that the program will not launch a new cohort in year 3, as to not saturate the market. Some of the students from year 1 will graduate. Provided there is sufficient demand, a third cohort is expected in year 4.

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

Nixa Public School District was looking for a higher education partner to help them implement an internal leadership growth program. Nixa was looking to identify future leaders among their faculty and improve their credentials. They also saw offering an in-district degree program as a way to train and retain highly qualified leaders within their district.



PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name Missouri State University
Program Name The Master of Science in Education, Educational Administration
Date 9/20/18

(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.

Students must possess a bachelor's degree, teacher certification (or eligibility for certification) and must meet the requirements for admission to graduate school as stated under the Admission to Graduate Study section of the Graduate Catalog, as well as the Educational Administration Department's admission requirements.

- Characteristics of a specific population to be served, if applicable.
Practicing elementary and secondary teachers.

2. Faculty Characteristics

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

MSU faculty will have a terminal degree—a Ph.D. or Ed.D.

- 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.

The Educational Administration courses are taught almost exclusively by full-time MSU faculty. Approximately 90% of the program could be expected to be taught by full-time faculty members. Any part-time faculty utilized will meet the same standards as faculty teaching on the main campus.

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

Students present their final research projects to MSU faculty members. In addition, there is the expectation that they will present at regional or national education conferences, such as the MPEA or MSU's annual graduate research forum. Faculty serve and are directly involved with DESE on matters of assessment, certification, and internship experience. All Education Administration full-time faculty are members, and even former presidents, of the Missouri Professors of Educational Administration. The Education Administration Department has

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adopted web conference technology into their teaching methods. This allows them to broaden their geographic reach and provides time and financial savings for students, by not requiring a commute to campus. All courses are administered with a web conference component, using the Zoom platform. Nixa cohort students also have dedicated classroom space to attend class in person within their district.

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.
100% of the students are part-time, as they are almost exclusively practicing K-12 teachers.

4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.
For the Master's program, we expect approximately 10 graduates per annum in 3 years and 7 graduates at five years.
- Special skills specific to the program.
Students will have advanced skills related to leadership, human relations, collaborative processes, administration of instructional program, curriculum, legal and ethical contexts of schooling, supervision and performance enhancement, organizational management, and research.
- Proportion of students who will achieve licensing, certification, or registration.
From 2013-2017, 62% of our graduates went on to receive their DESE Principal or Building Level 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.
Only 5% of our completers were unable to pass the principal certification, whereas the state average was 7%
- Placement rates in related fields, in other fields, unemployed.
Not applicable. Students are employed in school districts and the degree is aimed at enhancing their skills and qualifications. Many do go on to become school administrators.
- Transfer rates, continuous study.
Not applicable.

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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 faculty in the Department of Counseling, Leadership and Special Education will conduct all necessary self-studies or other reports required by MSU, the Department of Elementary and Secondary Education, and NCATE/CAEP. Drafts of such reports will be provided when necessary and will be subject to internal and external review. These degrees will be reviewed during site visits by DESE as planned.

6. Alumni and Employer Survey

- Expected satisfaction rates for alumni, *including timing and method of surveys.*
The Department of Counseling, Leadership and Special Education will conduct an alumni survey following graduation, using Qualtrics. As this program is a site based cohort, working in collaboration with the Nixa School District's leadership program, we anticipate very high satisfaction rates, at 90% or above.
- Expected satisfaction rates for employers, including timing and method of surveys.
Many of our graduates will continue working within the Nixa School District, as this program was initiated as a "grow your own" leadership development program. A survey will be conducted of employers 2 years post graduation. We anticipate very high satisfaction rates, at 90% or above.

7. Institutional Characteristics

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

Missouri State University is a public, comprehensive metropolitan university with a statewide mission in public affairs, whose purpose is to develop educated persons. The University's identity is distinguished by its public affairs mission, which entails a campus-wide commitment to foster expertise and responsibility in ethical leadership, cultural competence, and community engagement. The College of Education contributes to this public affairs mission at both the undergraduate and graduate levels. A central mission of Missouri State University has been the preparation of quality teachers since the institution began as Missouri Normal School #4 over a hundred years ago. This degree program helps teachers further their careers and provides the skills and knowledge necessary for competent school leadership in the K-12 setting. The Educational Administration Department has a long history of working with site based cohorts and delivery of coursework in an innovative way through technology such, as web conferencing.