



DEPARTMENT OF
HIGHER EDUCATION &
WORKFORCE DEVELOPMENT

Existing Program Report

Date Submitted:

03/04/2020

Institution

Missouri State University

Institution Program Title

A72090720901001010005 - EDSP - Teacher Leadership (SETL) - 131299

Implementation Date:

08/01/2020

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

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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, Teacher Leadership (SETL) degree
Degree/Certificate: Education Specialist
Institution Granting Degree: MSU
Delivery Site(s): MSU - Waynesville
Mode of Program Delivery: Blended program delivery including evening face-to-face and online.

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

CIP Classification: 13.1299 (Please provide CIP code)
Implementation Date: Fall 2020
Semester and Year
Cooperative Partners: [Click here to enter text.](#)

AUTHORIZATION

Frank Einhellig, Provost		3/3/20
Name/Title of Institutional Officer	Signature	Date
Stephanie Huffman	(417) 836-6769	
Person to Contact for More Information	Telephone	



PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name Missouri State University
Program Name Specialist in Education, Teacher Leadership
Date 1/30/20

(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 master's degree in an education related field, a teacher's certification, and must meet the requirements for admission to graduate school as stated under the Admission to Graduate Study section of the Graduate Catalog.
- Characteristics of a specific population to be served, if applicable.
Practicing elementary and secondary teachers who are already master's educated.

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.
Full time MSU faculty are expected to teach a significant majority or all of courses in the 18 credit hour Professional Learning Community core. Faculty teaching the Elective/Emphasis sections of the degree will also be full-time MSU faculty or qualified full-time administrators from the local rural school districts, approved by MSU and meeting the same standards as faculty teaching on the Springfield campus.
- Expectations for professional activities, special student contact, teaching/learning innovation.
Students will be expected to engage in other professional activities appropriate to the profession. They will present their final research projects to MSU faculty members and

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school district personnel-in addition, perhaps, at a regional or national education conference, such as the annual Critical Questions in Education conference.

3. Enrollment Projections

- Student FTE majoring in program by the end of five years.
This is a site based, cohort graduate program. We are anticipating 12-14 MATL students and 5-7 SETL students. This is not a perpetual program, but is based on needs within the region and area public school districts. Unknown at this time when another cohort will begin at this particular location.
- Percent of full time and part time enrollment by the end of five years.
100% of the students in this program will be part-time.

4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.
We expect high graduation rates, 90%.
- Special skills specific to the program.
Students will gain advance skills related to teaching and learning through both the 18 hour core courses and (with the exception of the certificate program) through study in the Emphasis/Elective area.
- Proportion of students who will achieve licensing, certification, or registration.
Not applicable. These degrees do not lead to advanced licensing, certification, or registration.
- 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.
A written Comprehensive Examination will be given to all students in the M.A. in Teaching & Learning and Specialist in Education-Teacher Leadership degrees. It is expected that 100% of students will pass.
- Placement rates in related fields, in other fields, unemployed.
Not applicable. Students will be employed, and these degrees and this certificate program do not lead to jobs in other fields.

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- Transfer rates, continuous study.
Not applicable.

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 Reading, Foundations, and Technology 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 two programs will survey graduates of the degrees at their last known address each fall, beginning with the fall after the first students matriculate. Maintenance of contact with graduates can be accomplished through listings of public school teachers kept by DESE. We expect very high satisfaction rates, at or above 90%.
- Expected satisfaction rates for employers, including timing and method of surveys.
A survey for completion by employers will be sent at the end of one and two years post degree completion. We expect very high satisfaction rates, at or above 90%.

7. Institutional Characteristics

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

Missouri State University is a public, comprehensive metropolitan system 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. The proposed degree is the next step in living the legacy of this university, bringing its background, expertise, and resources to bear on a central public affair-the improvement of education for our children. Drawing on a new site-based approach and on existing courses in many different academic areas-and offering the expertise of faculty in a variety of programs- this degree focuses the interest and energy of this institution in ways that will build stronger teachers, stronger schools, better student learning, and better communities. This model and degree program has already been successful within a number of other public school districts.

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STUDENT ENROLLMENT PROJECTIONS

Year -EdS	1	2	3	4	5
Full Time	0	0	0	0	0
Part Time	5	5	5	0	0
Total	5	5	5	0	0

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

This is a site based, cohort program. For this particular cohort, we are projecting 5-7 SETL students to join the 12-14 MATL students, for a total cohort of 17-21 students. The courses are taught jointly.

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

(SETL) Teachers ought to have leading roles in making decisions in their schools and school districts- and we believe they need to deserve these leading roles by proving themselves to be excellent teachers, committed professionals, and supportive colleagues. Urged on by continuing demands for teacher quality and reforms happening in K-12 education, school districts are trying to find leadership positions for their most talented, gifted, and dedicated teachers- without them having to become a school administrator. This Teacher Leadership degree, offered at the Specialist in Education level, is designed to prepare teachers for these leadership positions. New to this part of Missouri, this degree will encourage and reward these top teachers for staying in the classroom.

For this cohort in particular, discussions were had with the Frisco League of school districts, in which administration, indicating they had the need and desire for this program in the region.

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