



Existing Program Report

Date Submitted:

01/30/2019

Institution

Missouri State University

Institution Program Title

A72090009992019120001 - MSED - Educational Administration - 130401

Implementation Date:

6/1/2019 12:00:00 AM

New Site Information

Added Site(s):

Republic School District Central Office, 518 North Hampton Road, Republic, MO, 65738

Selected Site(s):

Options

Current Options:

Elementary Principal

Secondary Principal

Options Added:

Mode of Delivery

Hybrid

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: The Master of Science in Education, Educational Administration
Degree/Certificate: Master of Science
Institution Granting Degree: MSU
Delivery Site(s): Republic School District Central Office
Mode of Program Delivery: Blended program delivery including evening face-to-face and web conference courses.

Geographic Location of Student Access: Republic School District Central Office, 518 North Hampton, Republic, MO 65738

CIP Classification: 13.0401 (Please provide CIP code)
Implementation Date: Summer 2019
Semester and Year
Cooperative Partners: Republic School District – MSU is granting credit by assessment in cooperation with the Republic School District.

AUTHORIZATION

| | | |
|---|------------------------|---------------|
| Frank Einhellig, Provost | <i>Frank Einhellig</i> | 1/25/19 |
| _____ Name/Title of Institutional Officer | _____ Signature | _____ Date |
| James Satterfield | (417) 836-5177 | |
| _____ Person to Contact for More Information | _____ Telephone | |



PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name Missouri State University
Program Name The Master of Science in Education, Educational Administration
Date 1/11/19

(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.
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 program is a cooperative agreement with the Republic School District. They offer their faculty professional development coursework, taught by doctoral level instructor, through the district. Up to 12 credit hours are available by assessment through this program. MSU faculty do collaborate and are directly involved in assessment, curriculum, and planning of the Republic District coursework that is awarded by assessment. Therefore, up to 1/3 of the program is taught by Republic District Doctorial personnel, but they teach and assess in direct contact with MSU FT Faculty. Of the remaining coursework fully administered by MSU, 90-100% is taught 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.

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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 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. Republic 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.
This is a cohort based program. We expect approximately 14 master's level students in the first cohort. It will likely be several years before another cohort is launched due to demand within the district. The first cohort will likely take 2-3 years to graduate, then the next cohort may not begin for another few years.
- 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 12-14 to graduate between years 2 and 3. At year five, there may not be another cohort in progress or ready to graduate. It is possible 0-2 could be graduating from the first cohort if they had to take time off from the program for some reason.
- Special skills specific to the program.
Students will have advanced skills related to leadership, human relations, collaborative processes, administration of instructional programs, 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. We believe that percentage will be closer to 100% going forward. Students work on performance tasks, related to instructional improvement and achievement over the course of two different semesters. These programs are directly related and can be used for the performance assessment portion of the DESE certification process. All graduates are highly encouraged to immediately seek certification.

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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.
In the past, 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 go on to become school administrators.
- 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 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 conducts surveys with their alumni shortly following graduation. The survey inquires about the student's satisfaction regarding the program, the student's job placement status, and the student's supervisor's information. As this program is a site-based cohort, working in collaboration with the Republic School District's leadership program, CLSE anticipates very high satisfaction rates, at 90% or above.
- Expected satisfaction rates for employers, including timing and method of surveys.
A survey will be conducted of employers 2 years post-graduation, inquiring about the job performance and satisfaction level with the program's graduates. CLSE anticipates 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

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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.

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Form PG – Program Characteristics and Performance Goals



STUDENT ENROLLMENT PROJECTIONS

| Year | 1 | 2 | 3 | 4 | 5 |
|-----------|----|----|-----|-----|---|
| Full Time | | | | | |
| Part Time | 14 | 14 | 1-2 | 0-2 | ? |
| Total | 14 | 14 | 1-2 | 0-2 | ? |

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

1st cohort is beginning with around 14 students seeking their MEd. Those students should progress through the program and the majority will graduate between years 2-3. After the completion of this cohort, the district will likely wait a few years before beginning their next cohort. Possibly by year 5 a new cohort could begin, but it is dependent upon demand with the Republic Public School District.

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

The Republic Public School District reported a shortage of qualified administrators, both at the district and building level. The District began looking for a higher education partner to help them implement an internal leadership growth program. This enables the District to retain talent by providing upward mobility for identified leadership candidates and allows them to be involved in the education and training of their future administrators based on their district's individual needs.