



DEPARTMENT OF  
HIGHER EDUCATION &  
WORKFORCE DEVELOPMENT

**New Program Report**

**Date Submitted:**

07/20/2022

**Institution**

Central Methodist University

**Site Information**

**Implementation Date:**

8/22/2022 12:00:00 AM

**Added Site(s):**

**Selected Site(s):**

Central Methodist University, 411 Central Methodist Sq., Fayette, MO, 65248

**CIP Information**

**CIP Code:**

130499

**CIP Description:**

Any instructional program in education administration and supervision not listed above.

**CIP Program Title:**

Educational Administration and Supervision, Other

**Institution Program Title:**

Master of Education Administration

**Degree Level/Type**

**Degree Level:**

Master Degree

**Degree Type:**

Master of Educational Administration

**Options Added:**

**Collaborative Program:**

N

**Mode of Delivery**

**Current Mode of Delivery**

Online

**Student Preparation**

**Special Admissions Procedure or Student Qualifications required:**

Two letters of recommendation from school administrators, professional colleagues or college professors addressing the applicant's suitability for graduate work.

**Specific Population Characteristics to be served:**

n/a

**Faculty Characteristics**



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Special Requirements for Assignment of Teaching for this Degree/Certificate:  
None noted.

Estimate Percentage of Credit Hours that will be assigned to full time faculty:  
12% of credit hours will be assigned to full time faculty.

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

**Student Enrollment Projections Year One-Five**

<b>Year 1</b>	<b>Full Time: 10</b>	<b>Part Time: 0</b>	
<b>Year 2</b>	<b>Full Time: 30</b>	<b>Part Time: 0</b>	
<b>Year 3</b>	<b>Full Time: 60</b>	<b>Part Time: 0</b>	<b>Number of Graduates: 30</b>
<b>Year 4</b>	<b>Full Time: 60</b>	<b>Part Time: 0</b>	
<b>Year 5</b>	<b>Full Time: 60</b>	<b>Part Time: 0</b>	<b>Number of Graduates: 50</b>

**Percentage Statement:**  
n/a

**Program Accreditation**

Institutional Plans for Accreditation:  
HLC Approval obtained June 2022. Specialized accreditation is not applicable.

**Program Structure**

**Total Credits:**  
33

**Residency Requirements:**  
n/a

**General Education Total Credits:**  
0

**Major Requirements Total Credits:**  
33

**Course(s) Added**

<b>COURSE NUMBER</b>	<b>CREDITS</b>	<b>COURSE TITLE</b>
ED539	3	Issues & Trends in Curriculum
ED541	3	Engaged Learning
ED5XX	3	Directed Clinical Experience I
ED504	3	Current Issues & Trends in Education
ED507	3	Foundations of Educational Administration
ED561	3	Instructional Strategies



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ED5XX	3	Leadership and School Culture
ED5XX	3	Directed Clinical Experience II
ED523	3	Educational Leadership
P5501	3	American Public-School Law
ED5XX	3	School Organization & Management

**Free Elective Credits:**

0

**Internship or other Capstone Experience:**

Directed Clinical Experience I & Directed Clinical Experience II are directed clinical experiences that are required. Passing two assessments within two attempts are required for Missouri K-12 certification. Each EP.P is responsible for giving these assessments to completers who seek certification - Objective Assessment (Missouri Content Assessment-MO CA) and Performance Based Assessment. Assessment measure: Students will pass the two required assessments with a first time pass rate of 80% or higher.

**Assurances**

I certify that the program will not unnecessarily duplicate an existing program of another Missouri institution in accordance with 6 CSR 10-4.010, subsection (9)(C) Submission of Academic Information, Data and New Programs.

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

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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Dixon

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Phone: 660-264-0025

**Central Methodist University**  
**CURRICULUM CHANGE PROPOSAL**

TO: Graduate Committee  
FROM: John J. Carter  
RE: Proposed Curriculum Changes  
DATE:

I request that the following item(s) be considered by the Committee:

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> <b>Proposed New Course(s)</b>                   | <input type="checkbox"/> Inactivation of Course        |
| • Course Number/Title Change  | <input type="checkbox"/> Reactivation of Course        |
| • Changes in Credit Hours   | <input type="checkbox"/> Changes in Grading System     |
| • Cross Listing of Course   | <input type="checkbox"/> Changes in Admission to Major |
| • Non-substantive Revisions in Curriculum<br>Of Existing Major, Minor, and Programs |  |
| <input checked="" type="checkbox"/> <b>New Major</b>                                | <input type="checkbox"/> Other _____                   |
| • New Minor   |  |

The proposed change(s) will be effective beginning: \_\_\_\_\_ semester \_\_\_\_\_ year

Description of Proposal (provide attachment as appropriate)

**Master of Science in Educational Administration**

The Master of Science in Educational Administration program is designed for professional educators who want to develop their professional expertise and advance their careers as administrative leaders. Utilizing the field's most current research and accepted educational theories, this program prepares students for leadership roles as principals, building administrators capable of making lasting impacts both in their schools and in the wider field of education.

Candidates for the M.S. in Educational Administration must satisfactorily complete the 33 hours of coursework described below and fulfill the standards and competencies of Missouri's Professional Standards for Educational Leaders as prescribed by the state's Department of Elementary and Secondary Education.

I certify that I have consulted with each department/division, which may be affected by proposed new course(s).

\_\_\_\_\_  
Faculty Member Submitting Request

John J. Carter  
Graduate Dean Signature

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Dean's Signature

## **CURRICULUM PROPOSAL**

### **Abstract**

### **Master of Science in Educational Administration**

The Master of Science in Educational Administration program is designed for professional educators who want to develop their professional expertise and advance their careers as administrative leaders. Utilizing the field's most current research and accepted educational theories, this program prepares students for leadership roles as principals, building administrators capable of making lasting impacts both in their schools and in the wider field of education.

Candidates for the Master of Science in Educational Administration must satisfactorily complete the 33 hours of coursework described below and fulfill the standards and competencies of Missouri's Professional Standards for Educational Leaders as prescribed by the state's Department of Elementary and Secondary Education. This program is designed to lead to certification by the state of Missouri's Department of Elementary and Secondary Education as School Leader K-12.

### **iii. Assessment/Evaluation Procedures**

New assessment (Sept 2020) for certification is based on the Aspiring Level of the Missouri leadership Development System (MLDS) and based on Professional Standards for Educational Leaders (PSEL) (formerly ISLLC Standards). Five Domains of Leadership and the supporting competencies make up the foundation of the new certification requirements.

New Educator Preparation Programs (EPP) must be approved using a new curriculum matrix built around the five domains/competencies. Each E.P.P (Educator Preparation Program) must assure assessment reliability and validity by having certified graders of the performance-based assessment. Missouri Professors of Education Administration (MPEA) provides the training, and we anticipate that re-certification will be required on a periodic basis to maintain reliability and validity. The new curriculum matrix is organized around leadership actions as opposed to leadership topics.

For students, passing two assessments within two attempts are required for Missouri K-12 certification. Each E.P.P is responsible for giving these assessments to completers who seek certification - Objective Assessment (Missouri Content Assessment-MO CA) and Performance Based Assessment. Assessment measure: Students will pass the two required assessments with a first time pass rate of 80% or higher.

### **2. Programs affected**

There will be some impact on the M.Ed. curriculum as a few M.Ed. courses will have their descriptions and learning objectives modified to fulfill requirements of the competencies of the five domains of leadership as required for the MS in Education Administration. These modifications will allow for dual utilization of those courses for both degrees. (See ED 523, 541 and PS501)

## **Master of Science in Educational Administration**

The Master of Science in Educational Administration program is designed for professional educators who want to develop their professional expertise and advance their careers as administrative leaders. Utilizing the field's most current research and accepted educational theories, this program prepares students for leadership roles as principals, building administrators or special education directors capable of making lasting impacts both in their schools and in the wider field of education.

Candidates for the M.S. in Educational Administration must satisfactorily complete the 33 hours of coursework described below and fulfill the standards and competencies of Missouri's Professional Standards for Educational Leaders as prescribed by the state's Department of Elementary and Secondary Education. This program is designed to lead to certification by the state of Missouri's Department of Elementary and Secondary Education as School Leader K-12.

## **MSEA – Master of Science in Educational Administration** **Courses**

### **ED507 3hrs. Foundations of Educational Administration.**

This course serves as part of the foundation for students choosing to pursue careers in school administration, including athletic administration. Course content is based upon the unique challenges and demands faced by contemporary school leaders and is both interactive and reflective. In addition to direct instruction the class will feature learning through case studies, class discussions, and personal reflection. Students will be challenged to assess their individual skills, talents, and potential as leaders, and then develop a professional growth plan that moves them toward their goal of becoming school administrators. Topics include organizational theory and behavior, administrative theory and practice, decision-making, organizational communications, historical perspectives, and current issues and trends.

### **ED504 3hrs. Current Issues & Trends in Education.**

This course focuses on the review and appraisal of contemporary trends and practices in education. Emphasis is placed on the ways in which demographics is used to determine the overall diversity of a school and its impact on teaching and learning processes and the ways in which knowledge and understanding are used as catalysts for change.

### **ED539 3hrs. Issues & Trends in Curriculum.**

This course is designed to provide students with information concerning issues and trends in curriculum. Topics will include the history and evolution of curriculum use, curriculum development, connecting curriculum and assessments, and the practical use of curriculum. Students will demonstrate an understanding of curricular standards as they apply to horizontal and vertical alignments of local curricula.

### **ED561 3hrs. Instructional Strategies.**

This course is designed to assist the student in recognizing instructional strategies and selecting strategies appropriate to the student population. The student will display an understanding of a variety of research based instructional practices and how to appropriately match learning content. The student will come to know, understand and be able to use multiple strategies for applying data to inform the instructional process.

**PS501 3hrs. American Public-School Law.**

A study of the American legal system and the court decisions impacting education. Emphasis will be placed on the legal rights and responsibilities of students, teachers, administrators, and others involved in the public education process.

**ED523 3hrs. Educational Leadership.**

Issues of school improvement and reform will be discussed and evaluated. Theories of leadership will be explored. Students will demonstrate knowledge, skills and best practices that support continuous professional growth as well as an understanding of how new knowledge is used as a catalyst for change.

**ED541 3hrs. Engaged Learning.**

This course will lead students to research, discuss, and apply the power of engaged learning on effective teaching and learning processes. Students will come to understand a variety of research based instructional practices and how to appropriately match those with learning content.

**ED5XXa 3hrs. School Organization and Management.**

A study of theory and practice of school and building management including understanding laws, state and local policies, procedures and protocols needed to provide a results driven school environment. Study includes human resources, facilities management, budgeting, and professional ethics for the public-school organization.

**ED5XXb 3hrs. Leadership and School Culture.**

An examination of the policy issues and research concerning best practices in the for promoting positive school culture and mental health practices in the public-school environment. Students will demonstrate an understanding of the impact of issues such as physical and emotional safety of students and staff and respect in school and out of school and strategies and resources available to support the welfare of each public-school student as well as the criticality of building positive relationships in support of student and staff wellbeing.

**ED5XXc 1-3hrs. Directed Clinical Experience I.**

The student must complete 100 hours of directed clinical experience at the introductory level. During the course, the students will participate in field experience to explore various school leadership domains and study the ramification of effective and ineffective school leadership. This is a clinical experience in either an elementary or secondary school placement for a minimum of 50 clock hours divided into the required number of hours per leadership domain and 50 clock hours completed at the discretion of the program and candidate divided among the leadership domains. A Professional Portfolio component will be the vehicle for the documentation of the student's achievement of competency.

**ED5XXd 1-3hrs. Directed Clinical Experience**

The student must complete 200 hours of directed clinical experience at the advanced level. This course is the terminal course of the student's program. This is a major clinical experience in either an elementary or secondary school placement for a minimum of two hundred (200) clock hours divided into the required number of hours per leadership domain. During the course, the students will participate in a clinical experience to explore various domains of school leadership and study the implications of effective school leadership. The Professional Portfolio component is the vehicle for the documentation of the student's achievement of competency in the Missouri Standards for Educational Leaders.