



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): Bentley Administrative Center -- Part of Springfield Public School District
Mode of Program Delivery: blended, evening face-to-face and online.

Geographic Location of Student Access: Bentley Administrative Center, 1610 E Sunshine St
Springfield, MO 65804

CIP Classification: 13.1299 (Please provide CIP code)
Implementation Date: Fall 2016
Semester and Year
Cooperative Partners: Click here to enter text.

AUTHORIZATION

Frank Einhellig, Provost
Name/Title of Institutional Officer Signature Date 8/30/16

Cathy Pearman (417) 836-6769
Person to Contact for More Information Telephone



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## PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

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Institution Name      Missouri State University  
Program Name          Specialist in Education, Teacher Leadership  
Date      8/23/16

(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.  
Not applicable

### 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. The MSU faculty member will be the teacher of record. In addition, a K-12 faculty member or school administrator will be chosen as a co-instructor for each cohort. This instructor will be hired as adjunct faculty (2 credit hours of the 5 hour classes typical of this degree) to facilitate instruction on-site. Facilitators will possess, at minimum, a MA or MS plus additional graduate hours. Facilitators will likely possess either a Specialist in Education, 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 (two thirds) of courses in the 18 credit hour Professional Learning Community core. Full-time MSU faculty will also teach a majority of other classes in the Elective/Emphasis area sections of the degree.

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- 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 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. Currently there are 3 SETL students enrolled in this cohort. The SETL courses are taught jointly with the MATL program, in which there are an additional 11 students enrolled. This is not a perpetual degree program, but is based on needs within the district. 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 among the 3 students enrolled in this cohort. Presumably at 3 years, 2-3 of them will graduate.
- 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.

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- 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
- 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.

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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.

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Form PG – Program Characteristics and Performance Goals



Missouri Department of Higher Education

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**STUDENT ENROLLMENT PROJECTIONS**

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

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

This is a site based, cohort program. For this particular cohort, there are currently 17 MATL students and 4 SETL 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 Springfield Public School District's administration, indicating they had the need and desire for this program on-site.

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