



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  
**Degree/Certificate:** Education Specialist  
**Institution Granting Degree:** Missouri State University  
**Delivery Site(s):** Faught Administration Center  
**Mode of Program Delivery:** Program delivery is blended using evening face-to-face and online courses.

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

**CIP Classification:** 13.1299 (Please provide CIP code)  
**Implementation Date:** January 2016  
Semester and Year  
**Cooperative Partners:** [Click here to enter text.](#)

AUTHORIZATION

Frank Einhellig, Provost  
Name/Title of Institutional Officer      *Frank Einhellig*      10/1/16  
Signature      Date

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



**PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS**

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Institution Name Missouri State University  
Program Name Specialist in Education, Teacher Leadership  
Date 9/24/15

(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 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 of the Ph.D. or Ed.D. 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. Facilitator instructors will 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.
- Expectations for professional activities, special student contact, teaching/learning innovation.  
Graduate students for the specialist degree will have the opportunity and expectation to assume project management leadership roles within their school districts as part of the specialist degree program. They will present their final research projects to MSU faculty members and the school

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district leadership team. Students will be encouraged to present 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.  
At the end of five years we will have approximately 19 Full-time Equivalent Students (FTE) in the program.
- 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 10 graduates three years post-implementation and 20 graduates five years post-implementation.
- Special skills specific to the program.  
Students will gain advanced skills related to teaching and learning through both the 18 hour core courses and 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 Specialist in Education-Teacher Leadership degree.
- Placement rates in related fields, in other fields, unemployed.  
Not applicable. Students will be employed, and the program will enhance their role in the classroom.
- 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.**

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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 (DESE), 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 teacher, school, and community outcomes.



**STUDENT ENROLLMENT PROJECTIONS**

Year -EdS	1	2	3	4	5
Full Time	0	0	0	0	0
Part Time	7	14	21	14	21
Total	7	14	21	14	21

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

The enrollment projections are based on a site-based cohort model with a specialist cohort forming with a minimum enrollment of seven students. This projected enrollment is conservative and based on starting one cohort each spring semester. Site-based graduate programs of this nature have been put into place across the country and are driven by market demand. Generally, colleagues within a school district help create the demand for a cohort in their school or community.

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

Rationale:

(SETL) Teachers should have leading roles in making decisions in their schools and school districts and we believe they need to be adequately prepared to be excellent teachers, committed professionals, and supportive colleagues. With continuing demand for teacher quality and reforms in K-12 education, school districts are motivated to find leadership roles for their most talented, gifted, and dedicated teachers without removing them from classrooms. This Teacher Leadership specialist degree is designed to prepare teachers for expanded leadership opportunities. This degree will encourage and reward top teachers for staying in the classroom.

Market Demand:

Missouri State University's post-master's degree in teacher leadership, a Specialist in Education degree, is designed for teachers who want to remain teachers. Although this degree is offered by many universities, it is a relatively new concept in Missouri creating untapped potential for a new market.

Educational reform, starting with NCLB legislation in 2001 has increasingly called for "teacher leaders" to

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enact improvements in student learning. And no university, to our knowledge, offers a site-based cohort model where teacher colleagues can study and learn together in ways that will improve their teaching and the school communities in which they teach.

**Societal Need:**

Although the program is not directly related to new employment opportunities, educational innovation and improvement increasingly call for informed teaching practice. Acquiring initial certification is an entry level requirement for teaching but continuous study on effective practice is the expectation over a teacher's career. Teachers who want to become administrators, counselors, librarians, or literacy coaches have options for acquiring the knowledge and certification they need. Teachers who want to stay in the classroom and acquire advanced skills have limited opportunities for participation in school-based collaborative models. This degree meets the needs of the latter group as well as the greater societal need to improve teaching and learning in classrooms.

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