



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:** Master of Arts in Teaching and Learning  
**Degree/Certificate:** Master of Arts  
**Institution Granting Degree:** MSU  
**Delivery Site(s):** Faught Administration Center  
**Mode of Program Delivery:** Blended program delivery including evening face-to-face and online.

**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		10/1/15
_____ Name/Title of Institutional Officer	_____ 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 Master of Arts in Teaching and Learning  
Date 9/24/2015

(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 potential 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.
- 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. 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 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 will teach a significant majority (two thirds) of courses in the 21 credit hour Professional Learning Community core. Full-time MSU faculty will also teach a majority of classes in the Elective/Emphasis area sections of the degree. Part-time faculty will meet the same standards as faculty teaching on the Springfield campus.
- Expectations for professional activities, special student contact, teaching/learning innovation.  
This delivery model is based on innovative practice allowing classroom teachers to examine and collaborate on research and application of theory to improve practice. Students will present their final research projects to MSU faculty members and school district personnel. In addition, there is the expectation that they will present at regional or national education

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conferences, such as the annual Critical Questions in Education conference or MSU's annual graduate research forum.

### 3. Enrollment Projections

- Student FTE majoring in program by the end of five years.  
At the end of five years, it's anticipated that there will be 30 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 15 graduates at three years post implementation and 45 graduates at five years post implementation.
- Special skills specific to the program.  
Students will have advance skills related to teaching and learning through both the 18 hour core courses and through study in one Emphasis/Elective area including secondary disciplinary studies, educational technology, literacy, elementary education, early childhood and family education, educational leadership, special education, counseling, middle school education, or educational research .
- Proportion of students who will achieve licensing, certification, or registration.  
Not applicable. These degrees do not lead to advanced licensing, certification, or registration. to enter text.
- 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.  
As a culminating activity in the program, a written Comprehensive Examination will be given to all students in the M.A. in Teaching & Learning degree.
- Placement rates in related fields, in other fields, unemployed.  
Not applicable. Students will be employed in school districts and the degree is aimed at enhancing their role as classroom teachers.
- Transfer rates, continuous study.  
Not applicable.

### 5. Program Accreditation

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- 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.*  
A survey graduates of the degrees will be conducted in the fall following student program matriculation. Maintenance of contact with graduates can be accomplished through listings of public school teachers kept by DESE. As this program is based on the expressed needs of area schools, we anticipate 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 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. 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 for the delivery of a 21 credit hour core curriculum with an additional 12 credit hours in an area of emphasis comprised of existing online courses that offer the expertise of faculty in a variety of programs, the degree focuses the interest and energy of this institution in ways that will provide useful skills for teachers, improved student learning, and stronger schools and communities.



## STUDENT ENROLLMENT PROJECTIONS

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Year	1	2	3	4	5
Full Time	0	0	0	0	0
Part Time	10	20	30	30	30
Total	10	20	30	30	30

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

The need for site-based Master's programs for practicing teachers is confirmed in a variety of different ways. Site-based Master's programs have been put into place across the country. This switch has been driven by market demands. Given the choice between campus-based graduate programs, on-line programs, or site-based programs, teachers overwhelmingly prefer site-based programs. We confirmed this demand with our own survey of area teachers in spring, 2011. A further survey of needs was conducted in summer and fall 2012 in discussion with area school superintendents and principals. We presented the degree ideas to area administrators and asked if they would want to host a cohort. Every school administrator indicated a desire to have these degrees available to their teachers; all wanted to talk to MSU about possibly having the cohort hosted on their school site and one school superintendent indicated that if he couldn't have such degrees from MSU, he would seek them from another university. A more comprehensive needs survey has confirmed the need for these degree programs.

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

Missouri State University is located in the heart of hundreds of square miles of rural and suburban southwest Missouri. Some of the pre-K-12 schools in this part of Missouri are well over a hundred miles away from any university offering graduate programs for teachers. Increasingly, few teachers travel to the campus of Missouri State University or other college campuses for graduate education. On-line programs serve some of these teachers but most on-line programs specialize in degrees preparing teachers to become administrators and they are not aimed at giving teachers additional knowledge and skill to perfect their craft in the classroom. Educational administration degrees are not what is needed according to teachers and their administrators. Smaller colleges in the area are not well positioned to offer site-based cohorts in the areas served by Missouri State University.

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