

NEW PROGRAM PROPOSAL

Missouri Southern State University
Joplin, Missouri

New Program Proposal Form (Form NP)..... 2

Rationale for the Program..... 3-4

Student Enrollment Projections (Form SE)..... 5

Evidence of Market Demand..... 5

Address Program Duplication & Opportunities for Collaboration..... 6-8

Details on Program Structure (Form PS)..... 9

Financial Projections (Form FP) 10-11

Program Characteristics and Performance Goals (Form PG)..... 12-13

Plans for Accreditation..... 14

Institutional Characteristics Demonstrating Support..... 15

Appendix A – MSSU Teacher Education Graduate Survey for Administration..... 16-17

Appendix B – MSSU School of Education Survey of Student Teachers..... 18

Appendix C – MSSU Teacher Education Graduate Survey..... 19-20

Sponsoring Institution(s): Missouri Southern State University

Program Title: Curriculum & Instruction

Degree/Certificate: Master of Science in Education, Curriculum & Instruction

Options: na

Delivery Site(s): MSSU & Joplin service area

CIP Classification: tba (Please provide a CIP code)

Implementation Date: Spring 2015

Cooperative Partners: None

AUTHORIZATION:

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Name/Title of Institutional Officer	Signature	Date
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Mission

The mission of the Teacher Education Department is to develop reflective educators for a global society

Vision

The MSSU Teacher Education faculty and staff are dedicated to developing competent teachers who will incorporate into their classrooms a strong foundation of knowledge and pedagogy; a lifelong love of teaching and learning; and motivation to improve practice through reflection, self-study, and professional development. It is our goal to assure that all candidates become ethical classroom practitioners, cognizant of the need to help all students meet their full learning potential.

All Teacher Education programs have been approved by the Missouri Department of Elementary and Secondary Education (DESE) and accredited by the National Council for the Accreditation of Teacher Education (NCATE).

The Teacher Education Program is based on a conceptual framework that defines the role of the teacher as a reflective decision maker. In this role, the teacher must make decisions about pedagogical design and lesson design. Our conceptual framework creates teachers who can think critically, formulate decisions related to the multiple roles of teaching for its successful achievement, and develops reflective educators for a global society. An extension of the role of the teacher as a reflective decision maker includes the teacher as a practitioner, lifelong learner, researcher, provider of service, and change agent.

Central to the preparation for teaching is the conceptual framework, composed of professional knowledge, skills, and dispositions that have been gathered from research, reported effective practices, from learned societies in such areas as human growth and development, learning theory, assessment, cultural diversity and special needs, curriculum content, psychological, sociological, historical, and philosophical foundations, principles of effective instruction, and school effectiveness.

Rationale for the Program

The Department of Teacher Education presently offers only a baccalaureate degree programs in elementary, middle school, secondary, and K-12 education. With approximately 800 majors and 125 graduates annually, the Teacher Education Department has one of the largest degree programs

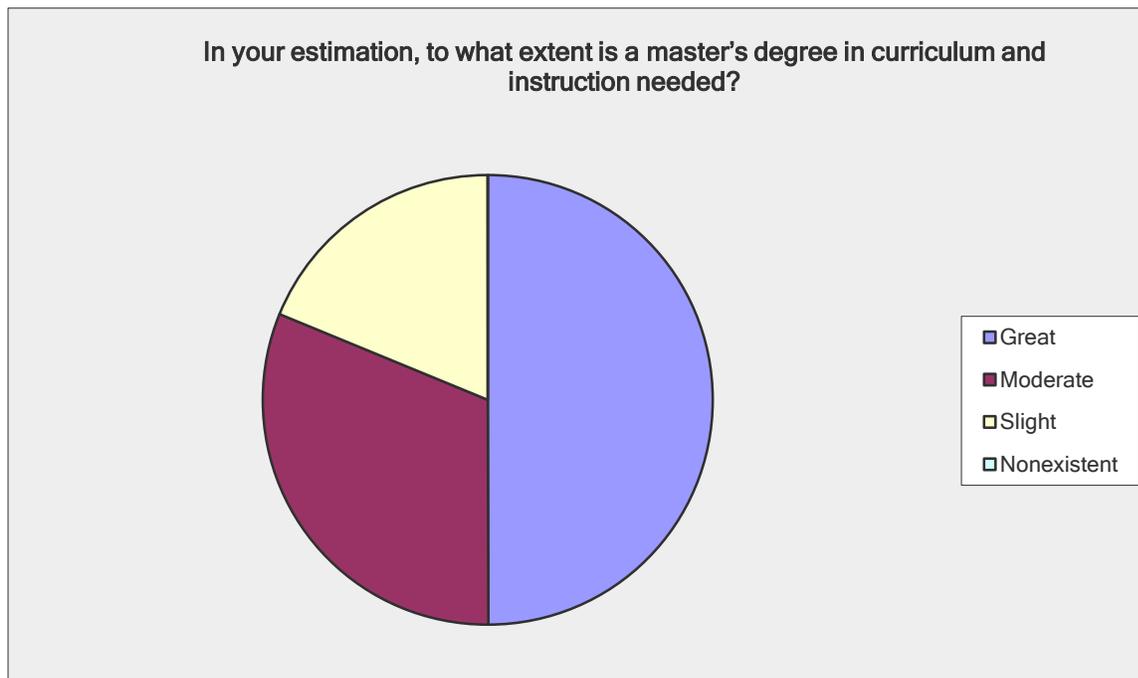
at MSSU. With a 100% graduate pass rate on the PRAXIS exam, more than 90% of our graduates are employed or continuing their education.

The long term success of our undergraduate program has created a dedicated pool of alumni seeking to continue their education. Two essential outcomes of our Conceptual Framework is to

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promote teachers as researchers and lifelong learners. Therefore a high number of our graduates go on to pursue their graduate degree. Given the interest represented in alumni and assistant superintendent surveys; there is a need for a master's degree program in education. Survey question one by assistant superintendents in our service area showed 81% responded with a moderate to great need for a Master's program in curriculum and instruction here at MSSU.



MSSU School of Business recently received approval to offer an independent Master's of Accountancy graduate program. We see a definite need for another independent graduate program- this one in education- to serve our area. Currently we offer three collaborative Teacher Education programs with two Missouri institutions. Over the years, we have gained some valuable insights that will direct us in developing a strong self-sustaining Master's program in education. Furthermore having an independent Master's program we believe will have a positive influence on our undergraduate program. Highly motivated students that qualify will be able to take both undergraduate and graduate courses concurrently with the possibility of completing both programs in 5-5 1/2 years.

Our request to offer this to our region has grown from comments and suggestions from currently enrolled students, K-12 administrators, alumni, and current teachers for a graduate program in teaching taught by MSSU professors via a delivery method of online and face-to-face interaction. The MSSU Teacher Education faculty has taken this request seriously and has prepared this application.

It is important to note that within our service region the nearest institution in Missouri offering Masters Degrees is an hour to hour and a half away (75-100 hundred miles). There is a great need for MSSU to provide this educational service for our region of SW Missouri. This region, mostly rural, consists of a fourteen county area from the Arkansas, Oklahoma, and Kansas borders. The constraints on both the teachers' time and money could be alleviated by providing this degree and classes close to home. Data from recent graduates (FY13) indicated that if a graduate program was offered 90% reported being somewhat likely, very likely, of enrollment. Given the high cost of travel and time away from families due to travel, this identified need has merit.

In Missouri an estimated 4,455 students graduate from teaching schools every year. There are 57 teaching schools in Missouri if you are interested in pursuing credentials in the field of teaching. Tuition at Missouri's teaching schools is approximately \$11,261 per year for a degree in teaching. For many of our graduates the distance, tuition, and flexibility of scheduling are factors which often prevent them from pursuing a master's degree. Tuition at MSSU has always been the lowest tier for public 4 year institutions. Our ability to deliver a high quality program at a modest cost is an important variable to our population of students.

There are 26 private colleges and universities with teaching programs in Missouri. And, there are 26 public colleges and universities with programs. Joplin (MSSU) ranks in the top ten for producing teaching graduates. The following chart illustrates the program offerings at each level. In Missouri twenty-two institutions offer programs at the Master's level.

Teaching Program Offerings in Missouri by Degree Level	
Degree Level	Programs Count
Teaching Certificate in Missouri	0
Teaching Associates Degree in Missouri	18
Teaching Bachelors Degree in Missouri	37
Teaching Masters Degree in Missouri	22
Teaching Doctoral Degree in Missouri	5

As previously mentioned the cost of tuition, time, and travel are key variables our students consider when planning to continue with their education.

Finally, having an independent graduate program will enhance our ability to attract high qualified faculty to teach in both undergraduate and graduate programs.

STUDENT ENROLLMENT PROJECTIONS

Year	one	two	three	four	five
Full Time	7	8	9	10	12
Part Time	3	4	5	6	6
Total	10	12	14	16	18

- a. Enrollment will not be capped in the future.
- b. These projections were derived in part from survey data provided by graduates (practicing teachers) and assistant superintendents within our service region.
- c. Through recruitment it is our goal to enroll a greater number than the totals from above.
- d. Enrollment projections are conservatively being based on approximately twenty-five percent of our current undergraduate program completers per semester.

B. Market Demand

Since some high-shortage areas have been forced to hire teachers without certifications or to instruct in areas outside of their certifications, preference is given to teachers with a Master of Arts in Teaching, a Master of Education or a similar graduate degree. Securing a master's degree can also equate to higher salaries and more leadership opportunities. With the federal push for highly qualified teachers, a master's degree certainly gives candidates better opportunities. As the veteran teachers, who have delayed their retirements due to a lagging economy, prepare to exit the profession, new teachers with advanced degrees will be the first hired.

Missouri has a two-tiered certification plan: an initial four-year certificate and a second-level Career Continuous Professional Certificate. The initial is a license given to new graduates and teachers. In order to maintain an initial certificate **all new teachers** must complete 30 contact hours of professional development, which **may include coursework in Master's Degree program**. Our plan is to coordinate with our local professional development center to provide courses including graduate credit for these new licensed graduates.

In June 2010, Senate Bill 291 was passed, directing public school districts in Missouri to adopt teaching standards. While the districts are responsible for actually adopting standards, the Department of Elementary and Secondary Education was given the task of offering model standards for districts to use.



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The standards are based on theories of teaching and leading and indicate that effective educators are caring, reflective practitioners and **lifelong learners**. These educators continuously acquire new knowledge and skills and are constantly seeking to improve their practice to provide high academic achievement for all students.

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In particular Standard #8, QI 1, 2, and 3 of Professional Practice states:

The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students. [SB 291 Section 161.380.2 (2) Various forms of assessment are used to monitor and manage student learning; (5) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance; (6) The teacher acts as a responsible professional in the overall mission of the school.]

Quality Indicator 1: Self-assessment and improvement

Quality Indicator 2: Professional learning

Quality Indicator 3: Professional rights, responsibilities and ethical practice

The professional continuum for both teachers and leaders describes the progression of skills and knowledge from a candidate preparing to teach to a new teacher and further on to the developing, proficient and distinguished levels.

<p>Candidate: This level describes the performance expected of a potential teacher preparing to enter the profession and who is enrolled in an approved educator preparation program at a college, university or state-approved alternate pathway. Content knowledge and teaching skills are developed through a progression of planned classroom and supervised clinical experiences.</p>	<p>New Teacher: This level describes the performance expected of new teachers as they enter the profession in a new assignment. The base knowledge and skills are applied as they begin to teach and advance student growth and achievement in classrooms of their own.</p>	<p>Developing Teacher: This level describes the performance expected of teachers early in their assignment as the teaching, content, knowledge and skills that they possess continue to develop as they encounter new experiences and expectations in the classroom, school, district and community while advancing student growth and achievement.</p>	<p>Proficient Teacher: This level describes the performance expected of career, professional teachers who <u>continue to advance their knowledge and skills</u> while consistently advancing student growth and achievement.</p>	<p>Distinguished Teacher: This level describes the career, professional teacher whose performance exceeds proficiency and who contributes to the profession and larger community while consistently advancing student growth and achievement. The distinguished teacher serves as a leader in the school, district and the profession.</p>
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Missouri Model Teacher and Leader Standards. Adopted and approved by the Missouri State Board of Education: June 2011

In our service area, smaller, rural school districts teachers can be at a disadvantage when it comes to the logistics of working on advanced degrees. Teachers are typically required to serve as a coach and/or sponsor several extracurricular activities, both because the school district has to provide the activities and because the teachers use these additional assignments to supplement salaries that are typically lower than salaries in the larger, suburban districts. The constraints on both the teachers' time and money could be a least somewhat alleviated by providing the classes 'close to home'. School district salary schedules typically provide for additional salary for those teachers who move over on the schedule by completing a graduate degree.

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C. Societal Need

Numerous publications have pointed to the growing public school enrollment and the need to maintain or improve service to students has increased the demand for highly trained teachers, perhaps more rapidly than existing sources can accommodate. The No Child Left Behind Act (NCLB) mandates that a highly qualified teacher be assigned to each class. This proposal takes that lofty goal a step further by helping put a master teacher in each class in the area served by Missouri Southern State University. In Missouri, the State Board of Education has made a strong commitment to close the achievement gap that exists among groups of school-age children. Research indicates that the most significant school-related factor in the academic success of children is the competency of their teachers. Missouri teachers have been provided incentives in the newly legislated certification system to complete two of three options: (1) acquire 10 years teaching experience, (2) attain National Board for Professional Teaching Standards certification, and (3) complete a master's degree. It is the intent of Missouri Southern State University to help teachers with their professional development by offering graduate programs. School districts have undergone a major organizational change and improvement with the implementation of the Professional Learning Committee. This new development has created a great need for highly trained professionals.

D. Methodology

Projections were made based on an analysis of survey data, prior experience in offering new programs, and changes in demographic structure of the area in the past decade.

During the month of December, 2012, an e-mail survey of the 40 area assistant superintendents who are members of the Southwest Center for Educational Excellence was conducted. There were 16 responses that were usable. Assistant Superintendents identified a need for a Master's program in education, with 81.3% responding a moderate to a great need. Of this group, 93.8% reported they definitely would be very likely to recommend their district's teachers pursue a master's degree at MSSU. Results are reported in Appendix A (pp. 14-16).

Potential students for graduate programs were also surveyed. Two surveys were conducted. The spring 2013 cohort of MSSU student teachers was surveyed during the week of March 11 through 15, 2013. Fifty-eight surveys (82%) were completed. Forty-nine (89%) stated they were somewhat likely to very likely would pursue a master's degree at MSSU. Furthermore 98% stated they would recommend MSSU to a friend. Results are reported in Appendix B (p. 17).

Graduates of the Missouri Southern State University teacher education program were also surveyed electronically the month of December, 2012, with tabulations occurring through January, 2013. Of the 900 surveys mailed, 312 were returned by respondents. Over 62% said they would be somewhat likely to very likely pursue a master's degree at MSSU. It should be noted that 136 (43%) responded as not being currently enrolled or not yet completed a master's degree. Sixty-seven percent indicated interest in a Master's degree in C & I or administration.



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Results are reported in Appendix C (p. 18). Of the 312 respondents 88% (275) would recommend our program to their colleagues.

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PROGRAM STRUCTURE

- A. Total credits required for graduation:..... **36 credit hours**

- B. Residency requirements, if any:..... None

- C. General Education; Total Credits:..... **15 credit hours**
Courses (specific courses OR distribution area and credits):
 - Current Issues..... 3 cr.
 - Improvement of Instruction..... 3 cr.
 - School Law..... 3 cr.
 - Action Research..... 3 cr.
 - Research Design..... 3 cr.

- D. Major requirements; Total Credits:..... **21 credit hours**
 - Advanced Learning Theories..... 3 cr.
 - Literacy Instruction..... 3 cr.
 - Curriculum Construction..... 3 cr.
 - Mgt. Classroom Environments... 3 cr.
 - Educational Technology 3 cr.
 - Assessment of Student Learning 3 cr.
 - Multiculturalism in Education... 3 cr.

- E. Free elective Credits..... None

- F. Requirements for thesis, internship or other capstone experience:.... Portfolio (MoSPE Standards)

- G. Any unique features such as interdepartmental cooperation:..... None

By statute, Missouri Southern State University is prohibited from using current fiscal resources and will not receive new resources to fund this program. This program will be self-supporting from tuition revenues. Recurring faculty expenses are for part-time faculty to replace full-time faculty so they may be reassigned to teach in this program. Each semester, Missouri Southern State University will reassign one full-time faculty member to teach one three credit hour course. Tuition from these courses will support this program. Part-time salary is as follows:

Fall Semester: Three credits @ \$700 per credit hour = \$2100.

Spring Semester: Three credits @ \$700 per credit hour = \$2100

Summer Term: Three credits @ \$700 per credit hour = \$2100.

Revenues will be earned from tuition as follows: Cohort of at least 10 students per class per semester @ \$200 per hour = \$6,000.00. These are minimum projections.

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name Missouri Southern State University
Program Name Master's of Science in Education – Curriculum & Instruction
Date 3/18/13

(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.)

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.
 1. A minimum overall grade point average of 3.00 on the undergraduate transcript.
 2. A minimum score of 700 on the combined verbal and quantitative sections of the Graduate Record Examination prior to admission, but no later than the end of the first trimester of enrollment.
 3. Completion of a supervised writing assessment conducted by the Department of Teacher Education during the first semester of enrollment.
- Characteristics of a specific population to be served, if applicable.
Those needing expertise in curriculum & instruction.

Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.
Graduate faculty status is reserved for full-time faculty members who have earned the terminal degree in the appropriate discipline. Associate graduate faculty status may be given to full-time or part-time academic appointment faculty members who have 60 or more graduate hours of work, suitable experience, and specific qualifications for teaching primarily 500 level courses.
- 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.
It is envisioned that virtually 100 percent of graduate courses will be taught by a combination of full-time faculty (25%) and part-time faculty (75%).
- Expectations for professional activities, special student contact, teaching/learning innovation.
Faculty will be expected to meet and maintain Missouri Southern State University standards to remain in good standing as graduate faculty members.

Enrollment Projections

- Student FTE majoring in program by the end of five years.
Projected FTE at Missouri Southern State University is 18
- Percent of full time and part time enrollment by the end of five years.
This program is designed for full-time practitioners. It is expected that the majority of candidates enrolled will be full-time. Candidates enrolled in six credit hours per semester are considered full-time. By the end of five years we expect that 66.6% full-time and 33.3% part-time enrollment.

Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.
Based on needs assessment data: At three years: 14. At five years: 18.
- Special skills specific to the program.
Curriculum & Instruction component
- Proportion of students who will achieve licensing, certification, or registration.
This is not a certification program.
- 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.
No national or state assessment is required as this is not a certification program; however, DESE competencies have been used to design this program. A comprehensive exam will be administered to assess program effectiveness.
- Placement rates in related fields, in other fields, unemployed.
At least 80% of graduates will be employed in PK-12 schools or a related field.
- Transfer rates, continuous study.
Candidates will progress through the program in cohorts.

Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide reasons. *This program is included in the Missouri Southern State University teacher education unit that is fully accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the Department of Elementary & Secondary Education (DESE).*

Alumni and Employer Survey

- Expected satisfaction rates for alumni, including timing and method of surveys. *Alumni will be surveyed by mail or e-mail for the first three years following graduation. Satisfaction rates similar to the high rates given to the undergraduate programs in teacher education are expected.*
- Expected satisfaction rates for employers, including timing and method of surveys. *Employers will be surveyed by mail or e-mail for the first three years after graduation. Satisfaction rates similar to the high rates given to the undergraduate programs in teacher education are expected.*

Mission

Missouri Southern State University is a state-supported, comprehensive university offering programs leading to undergraduate and graduate degrees. Central to our mission is a strong commitment to international education, liberal arts, professional and pre-professional programs, and the complementary relationship that must exist among them to prepare individuals for success in careers and lifelong learning.

Vision

Missouri Southern State University will be recognized as a leader in offering undergraduate and graduate degree programs that foster the total education of each student. In order to remain loyal to the trust given to the University by the people of the State of Missouri, Missouri Southern State University will:

- fulfill its mission and objectives in an honorable and ethical manner;
- periodically review its mission in light of contemporary changes in society and in the needs of the people of Missouri and our communities;
- continually assess the effectiveness of its programs in order to ensure their quality and integrity.

Graduate Program

The arrival of cooperative graduate programs prompted the creation of the Graduate Program Advisory Committee. The committee has representation from administration and faculty from departments with existing graduate programs as well as those developing programs, and a variety of support areas. The committee developed a Graduate Program Philosophy Statement that reinforces the University Mission and provides additional definition regarding graduate programs, which has subsequently been approved through the institutional governance process.

Graduate Program Philosophy Statement

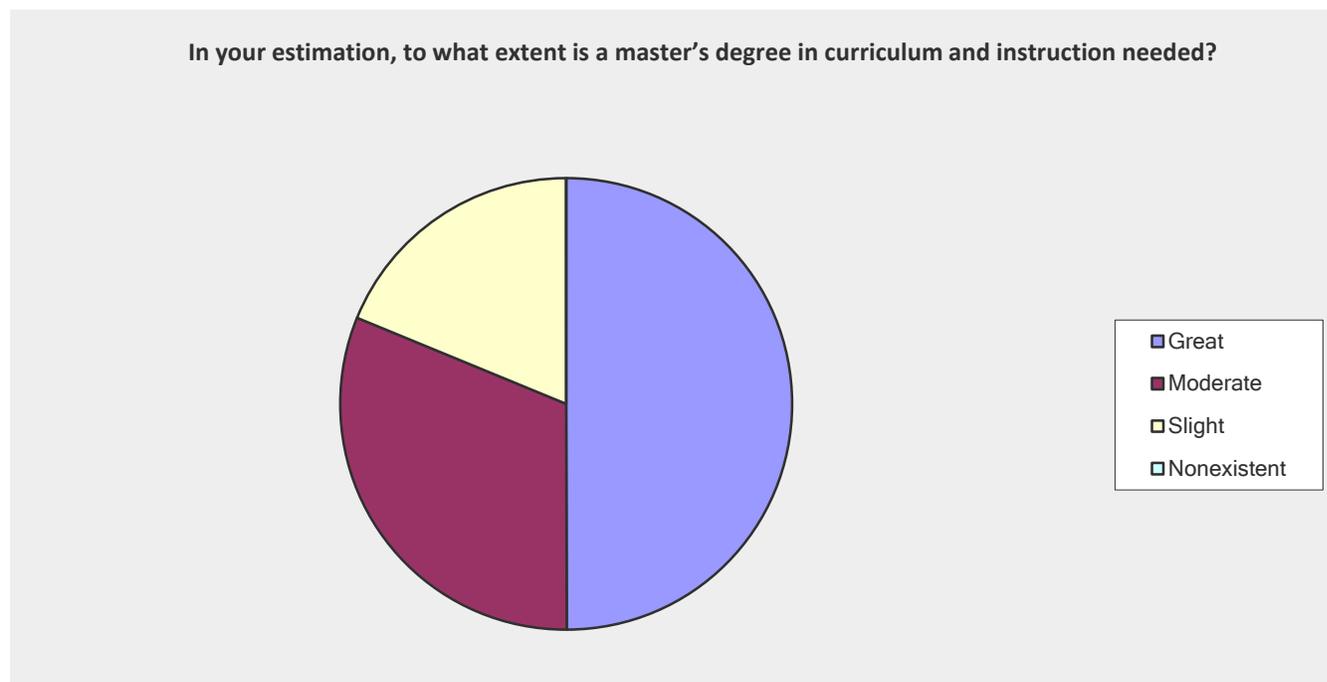
Missouri Southern State University's Graduate Program is founded upon the belief that all graduate students should be challenged to examine their practice from an analytical and reflective viewpoint. We believe that overall growth and learning is accomplished through problem solving, evaluation and reflection.

Missouri Southern is committed to responding to the educational needs of our constituents and community. The Graduate Program is dedicated to offering quality teaching and learning that emphasizes critical and creative thinking, professional growth research, ethical practice and leadership development. Congruent with the University's mission, Missouri Southern may collaborate with selected university in order to offer distinctive graduate programs that offer the ideal of preparing students to complete in a diverse and dynamic world.

Appendix A

MSSU Teacher Education Graduate Survey for Administrators

In your estimation, to what extent is a master's degree in curriculum and instruction needed?		
Answer Options	Response Percent	Response Count
Great	50.0%	8
Moderate	31.3%	5
Slight	18.8%	3
Nonexistent	0.0%	0
<i>Answered Question</i>		16
<i>Skipped Question</i>		0



MSSU Teacher Education Graduate Survey for Administrators

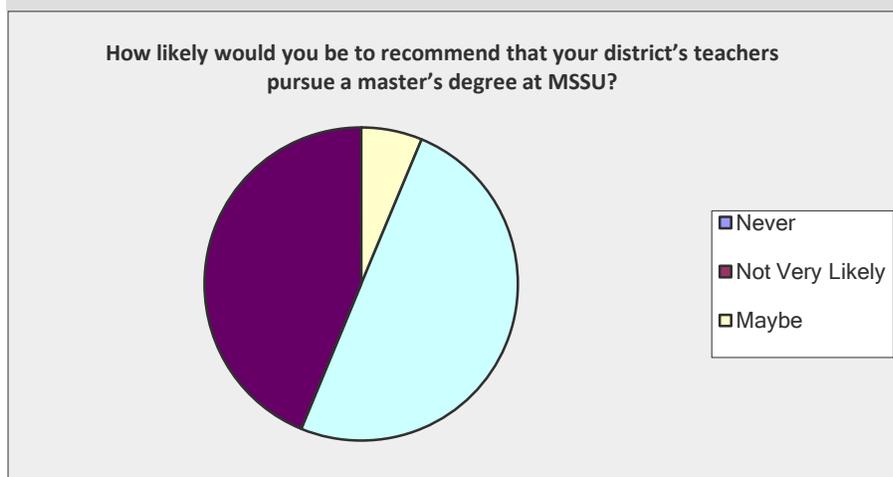
How likely would you be to recommend that your district's teachers pursue a master's degree at MSSU?

Answer Options	Response Percent	Response Count
Never	0.0%	0
Not Very Likely	0.0%	0
Maybe	6.3%	1
Very Likely	50.0%	8
Definitely Would	43.8%	7
<i>Answered Question</i>		16
<i>Skipped Question</i>		0

MSSU Teacher Education Graduate Survey for Administrators

How likely would you be to recommend that your district's teachers pursue a master's degree at MSSU?

Answer Options	Response Percent	Response Count
Never	0.0%	0
Not Very Likely	0.0%	0
Maybe	6.3%	1
Very Likely	50.0%	8
Definitely Would	43.8%	7
<i>Answered Question</i>		16
<i>Skipped Question</i>		0



Appendix B

Missouri Southern State University School of Education Survey of Student Teachers			
Spring 2013			
1 Would you be interested in a master's degree program in (can check more than one):	Yes	No	Percentage
a Early Childhood Education	11	45	19%
b Instructional Technology	20	35	36%
c Curriculum & Instruction	27	27	50%
d Administration	30	26	53%
e Special Education	13	41	24%
f Other: Please specify: Library Science x 3; Sign Language; Psych testing; Bi-Lingual curriculum and instruction; Physical Education; Vocal Music Instruction; Sports Management; Teaching Theatre-Speech-Debate; Counseling x5; TESOL x2		18	
2 How likely would you be to pursue a master's degree at MSSU?			
a	Very likely	29	
b	Somewhat likely	20	
c	Not likely	6	
		89%	
3 What is your preferred mode of delivery?			
a	Interactive television	1	
b	Internet	27	
c	Both a & b in combination	17	
d	Either	9	
e	Other: Please specify: Classroom-face to face plus internet combination with traditional class style	1	
4 Would you recommend MSSU to a friend?		Yes 58	No 1
		Percent 98%	
5 Please include any comments you would like to make about master's degree			
Have a tuition discount for MSSU graduates.			
Make the programs affordable.			
Offer night and internet classes.			
Virtual classroom.			
Consider teachers' hours; offer programs in the summer months.			
We need more students to choose MSSU in the first place.			
Face to face classes.			
Many of the courses I would take are not offered at MSSU.			
WONDERFUL that is being offered close to home!			
Financial Aid?			
If the undergrad programs are unstable and vapid, why would a devotion to masters programs be better?			
It would be convenient and affordable.			
[I] Plan on getting master's degree in the very near future.			
I am attending graduate school this next semester at another school. [university]			
Library Science is only offered at MSU and MU (in MO) - high out of state tuition			
Please make it affordable with night and internet classes.			
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Appendix C

MSSU Teacher Education Graduate Program

How likely would you be to pursue a master's degree at MSSU?		
Answer Options	Response Percent	Response Count
Very likely	26.9%	84
Likely	26.0%	81
Somewhat likely	2.9%	9
Maybe	5.4%	17
Other	39.4%	123
Other (please specify)		105
Answered Question		312
Skipped Question		0

MSSU Teacher Education Graduate Program

How likely would you be to pursue a master's degree at MSSU?					
Answer Options	Would you be interested in a master's degree program in:			Response Percent	Response Count
	A) Curriculum & Instruction	Yes	No		
Very likely	9	42	21	26.6%	65
Likely	16	29	31	25.8%	63
Somewhat Likely	0	4	5	3.7%	9
Maybe	2	2	10	4.9%	12
Other	2	9	88	39.8%	97
Other (please specify)					85
Answered Question					244
Skipped Question					0

MSSU Teacher Education Graduate Program

Have you completed a master's degree program or are you currently enrolled in a master's degree program?		
Answer Options	Response Percent	Response Count
Yes	57.1%	178
No	43.6%	136
Answered Question		312
Skipped Question		0

MSSU Teacher Education Graduate Program

Would you recommend MSSU to a friend?		
Answer Options	Response Percent	Response Count
Yes	88.1%	275
No	12.5%	39
Other (please specify)		28
<i>Answered Question</i>		312
<i>Skipped Question</i>		0

