

1. Need:

a. Student Demand:

i. Form SE - Student Enrollment Projections

Year	2012	2013	2014	2015	2016
Full Time	2	3	3	2	2
Part Time	6	7	10	14	17
Total	8	10	13	16	19

ii. Will enrollment be capped in the future?

No

b. Market Demand:

i. Lincoln University serves a diverse student population, a significant portion of which are non-traditional students. Lincoln University draws students from a 60 mile radius, which includes 56 school districts and 210 school buildings. This represents more than 6500 certificated staff members. Many of these schools are part of smaller school districts in the counties of: Cole, Moniteau, Morgan, Camden, Pulaski, Miller, Manes, Osage, Dent, Crawford, Gasconade, Callaway, Laclede, and Phelps. Two important tendencies consistently impact these areas. The first is that significant numbers of teachers (over 40%) in these districts are eligible for retirement under the Missouri Public School Retirement System in the next 5 years. Second many of these schools serve as schools of initial employment. Teachers often work for a few years before moving to schools that are often larger and compensate teachers at a higher level. Because of geographic issues these counties are not easily accessible to other institutions that offer teacher preparation programs, particularly for individuals that are currently employed in their local communities.

The Jefferson City portion of our service area and the immediate surrounding communities has relied heavily on state employment. The large reductions in the number of state workers and the prospect of that trend continuing into the future have led many individuals to search for other employment possibilities. These individuals typically have completed a college degree. They are searching for professional employment that allows them to use the skills that they acquired in college and during their employment. PK-12 employment is seen as a good, stable alternative, with prospective employment opportunities in the small rural schools and larger districts a continuing opportunity even in these tough economic times.

It is hard to quantify in our situation the exact demand. Anecdotal data collection points to the frequent phone calls fielded by staff members, multiple times each week, from individuals interested in pursuing a path to certification in their subject area. The middle school program seemed to offer the ideal avenue to meet their need and expectations of a quality program that met the time constraints imposed by family and employment obligations, but provided for a mix of face-to-face, hybrid and online instructional opportunities.

Many publications have articles in recent years highlighting the growing public school enrollment, and the need for teachers to step into the classroom to meet the needs of an increasingly diverse student population with a broad range of educational issues. Other publications discuss the climate of accountability, the focus on student achievement, and the need for high quality teachers in all areas of the educational program. We have seen this trend in the No Child Left Behind (NCLB) initiative and the current Race to the Top.

Since the 1980's the National Center for Education Statistics (NCES) conducted a number of separate surveys concerning schools and school personnel one of which was the SASS survey system to emphasize teacher demand and shortage, In a report *Teacher Attrition and Mobility: Results From the 2008–09 Teacher Follow-up Survey* (<http://nces.ed.gov/pubs2010/2010353.pdf>.) The survey found that teachers teaching “during the 2007-08 school year, 84.5 percent remained at the same school (“stayers”), 7.6 percent moved to a different school (“movers”), and 8.0 percent left the profession (“leavers”) during the following year.” Among new teachers (those with less than 3 years experience) 77.3 percent stayed in their base-year school, 13.7 percent moved to another school, and 9.1 percent left teaching in 2008–09. While data specific to the districts in the Lincoln University service area is not available, anecdotal observation would indicate that the percentage of “movers” and “leavers” is higher than from the national survey.

According to the National Center for Education Statistics (NCES) (<http://nces.ed.gov/programs/projections/projections2017/sec5a.asp>), projects an increase in the next ten years of the number of teachers needed for America’s middle schools (as well as elementary and secondary schools.) NCES forecasts record levels of school enrollment at least through 2017, reflecting a forecasted increase in the school-age population (<http://nces.ed.gov/programs/digest/d07/>).

c. Societal Need:

- i. Every day close to 8,000 middle school students attend one of the schools in the service area of Lincoln University. They are forming important attitudes and values which will shape the rest of their lives. They are making decisions about what they like and don’t like, what they are good at and what they are not as skilled at. They are making important choices for their future educational pursuits in high school, college, and ultimately their life. For middle school students to make informed choices they need to be taught by professionals that utilize the school organization, curriculum, pedagogy and programs to work

with the individual students mental readiness, interests and needs. Helping them find their strengths and strengthen their weaknesses. Helping them choose appropriate goals as lifelong learners, ethical and democratic citizens and competent confident young adults who are looking forward to a positive future.

2. Duplication and Collaboration:

- a. Students in the graduate programs at Lincoln University generally come from an area surround Jefferson City, including the counties of: Cole, Moniteau, Morgan, Camden, Pulaski, Miller, Manes, Osage, Dent, Crawford, Gasconade, Callaway, Laclede, and Phelps. These could be generally described as rural. Because of geographic issues, such as rivers and terrain as well as the lack of multi-lane roads these counties are not easily accessible to other institutions that offer teacher preparation programs. It is particularly difficult for individuals that are currently employed in their local communities.

3. **Form PS- Program Structure:**

A. Total credits required for graduation: 36

B. Residency requirements, if any: 2 consecutive semesters or 4 summer sessions

C. General education:

- a. Students must have completed an undergraduate program in one of the certification areas offered at Lincoln University (business, English, math, science, or social sciences). The undergraduate classes in the subject area major that have been completed by the student must be equivalent to the classes required by the Department of Elementary and Secondary Education for certification

D. Major requirements: Total credits: 36

Classroom Management	EDU 538	3
Psychology of Exceptional Child	SE 560	3
Advanced Educational Psychology	EDU 505	3
Teaching Techniques	EDU 510	3
or		
Techniques of Teaching Reading In The Content Field	EDU 520	3
Rdg Writing in Middle School	EDU 516	3
Middle School Foundations	EDU 560	4
(Philosophy, Organization, Curriculum, Law)		
Middle School Curriculum	EDU 561	3
Measurement and Evaluation	EDU 570/512	3
Methods Materials and Observations (Subject Area)	EDU 518	3
(A,B,E,M,P,Q,T)		
Internship	EDU 557	8

E. Free elective credits: 0 (Sum of C, D, and E should equal A.)

F. Requirements for thesis, internship or other capstone experience:

8 hour Internship which includes a portfolio

G. Any unique features such as interdepartmental cooperation: No

5. Form PG- Program Characteristics and Performance Goals:

Student Preparation

Applicants for admission to School Teaching Middle School– with Certification must:

- Meet admission requirements of Lincoln University’s Graduate Studies Program.
- Submit a score on the Miller Analogies Test (MAT) or a Graduate Record Examination (GRE) Verbal score that satisfies the following formula:
- Applicants for admission to M.Ed. programs must:
 $50 \times \text{undergraduate GPA} + \text{MAT} = 500$
or
 $200 \times \text{undergraduate GPA} + \text{GRE Verbal} = 900$
- If all other admission criteria are met, applicants may achieve unconditional admission even though their formula total is below the minimum of 500 or 900 by:
Retaking the MAT or GRE to earn a score that meets the formula standard.
or
Retaking the MAT or GRE **and** completing nine semester hours in the M.Ed. The GPA earned in those 9 hours when combined with the highest MAT/GRE must meet the formula standard.
- In addition, all M.Ed. candidates must submit an official Missouri Highway Patrol background check.
- Applicants who are conditionally admitted must consult with their program advisor prior to enrolling in courses.

- must also complete a disposition assessment after the first nine hours of approved graduate course work

Characteristics of successful candidates:

1. Demonstrate knowledge, skills and dispositions in accord with the National Board of Professional Teaching Standards (NBPTS), and master's degree program competencies inherent in course work and program assessment.
2. Demonstrate above average teaching skills.
3. Demonstrate competent use of educational technology for pedagogical, academic, and professional purposes.
4. Show evidence of success in their work as professionals in each area of assessment.

Faculty Characteristics

1. Faculty must have an earned doctorate and valid teaching certification in the United States.
2. 90% to 100% of the credit hours included in this program will be taught by full time faculty
3. Faculty must be prepared to teach classes in a variety of instructional medium, face-to-face, hybrid and online. Faculty should be comfortable including substantial electronic instruction.

Enrollment Projections

1. Nineteen (19) students FTE majoring in School Teaching Middle School by the end of five years.
2. It is estimated that student population in the School Teaching Middle School will be 15% fulltime and 85% part-time at the end of five years.

Student and Program Outcomes

1. After three years it is expected there would be three (3) graduates and after five years it is anticipated seven (7) graduates per year.
2. Students will gain certification to teach at the middle school level.
3. 80% of the students who complete the program will earn certification.
4. 80% of the students who complete the program will score above the 50th percentile on the Praxis Exam.
5. 70% of the students who complete the program will gain employment in a K-12 setting within 5 years of completion of the program.

Alumni and Employer Survey

- Expected satisfaction rates for alumni, including timing and method of surveys Satisfaction rates are expected to be equivalent to the satisfaction rates of other programs. The surveys will be conducted along with the alumni surveys of other programs, on a yearly basis of graduates through their fifth year.

- Expected satisfaction rates for employers, including timing and method of surveys
Satisfaction rates are expected to be equivalent to the satisfaction rates of other programs. The surveys will be conducted along with the employer surveys of other programs, on a yearly basis of the 1st and 3rd year graduates.

6. Accreditation:

- Lincoln University is accredited by the *Higher Learning Commission of the North Central Association*. The teacher education programs are accredited by the National Council for Accreditation of Teacher Education. All teacher education programs are approved by the Missouri Department of Elementary and Secondary Education.

7. Institutional Characteristics:

- Lincoln University, Jefferson City, Missouri was founded in 1866 by the enlisted men and officers of the Civil War's 62nd and 65th Colored Infantries with a purpose to educate freed slaves, Lincoln has led the way in providing quality education to all. While remaining committed to our historic roots, the university has expanded its mission to embrace the needs of a broader population reflecting varied social, economic, education and cultural backgrounds. Lincoln enthusiastically accepts students wishing to pursue a higher education. The university provides student-centered learning in a nurturing environment, integrating teaching, research and service. We offer relevant, high quality graduate programs that prepare students for careers and lifelong learning

8. Any Other Relevant Information: