

OFF-SITE DELIVERY OF AN EXISTING PROGRAM FORM

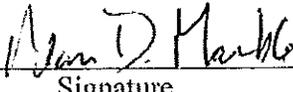
Sponsoring Institution (s): Missouri Southern State University
 Name of Institution (Campus or off-campus residential center in the case of multi-campus institutions).

Program Title: Teacher Education
Degree/Certificate: B.S. E. Elementary Education
Institution Granting Degree: Missouri Southern State University
Delivery Site(s): Pineville, Missouri
Mode of Program Delivery: Face to Face, Hybrid, Distance Delivery

Geographic Location of Student Access: 21196 US Highway 71, Pineville, MO 64856

CIP Classification: 13.1202 (Please provide CIP code)
Implementation Date: Fall 2014
 Semester and Year
Cooperative Partners: None

AUTHORIZATION

Dr. Alan Marble/Interim President		11-19-13
_____ Name/Title of Institutional Officer	Signature	Date
Dr. Crystal Lemmons, Assistant VPAA		417.625.9592
_____ Person to Contact for More Information	Telephone	



STUDENT ENROLLMENT PROJECTIONS

Year	1	2	3	4	5
Full Time	10	15	20	25	30
Part Time	2	4	6	8	10
Total	12	19	26	33	40

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

As of 2012, there are approximately 5,500 students enrolled at Crowder College, which is approximately 28 miles from the proposed instructional site. Studies completed by Crowder College indicate approximately 500 identified education majors. Many of these students are looking to complete their four-year degree. Due to work, family, and finances many are unable to relocate to complete a four-year degree program. In addition, there are approximately 8,300 students at nearby Northwest Arkansas Community College (approximately 30 miles from the proposed instructional site). Again, there will be many students from that institution looking to complete their four-year degree. This is a unique location which provides a good opportunity to serve students collaboratively with the nearby community colleges. Enrollment numbers were calculated based on high number of students within the surrounding area who are interested in pursuing a four-year program, with evidence of a high demand of teacher education programs for the surrounding areas.

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

Rationale

Current projections from the Bureau of Labor Statistics indicate that Missouri will need 6.6 percent more elementary education teachers with a 9.1 percent increase in special education elementary education teachers. In addition, the county which contains the proposed instructional site (McDonald County), has a lower education attainment rate of postsecondary education than that of the average of the State of Missouri. According to the 2010 Census data, five percent of the population in McDonald County has obtained a bachelor's degree, compared to the state average of 14 percent. Only 6.8 percent of the population of McDonald County has ever enrolled

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in college undergraduate courses, compared to the state average of 17.5 percent. This area is underserved regarding access to four-year undergraduate educational opportunities. Missouri Southern can provide a way for these students to obtain a higher level of education without having to leave the area, as well as serve the student population of the community colleges.

Societal Need

Located in Jasper County, Missouri Southern's service area includes feeder counties such as McDonald, Barry, and Lawrence. In particular, the counties of McDonald and Barry face a number of socioeconomic challenges. One identified need for this area is the demand for highly qualified teachers. The No Child Left Behind Act focuses on high-need school districts. The federal definition of high-need addresses issues of poverty and of teacher quality because these issues have been most closely linked to low student performance. In Missouri, high-need eligibility adopts federal standards for poverty level and district-level data on percent of courses taught by highly qualified teachers. Many of the children served by rural school districts are from families with incomes below the poverty line; and have a higher than statewide average number of courses taught by teachers with emergency, provisional, or temporary certification or licensing, as reported to DESE. 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. It is the intent of Missouri Southern State University Teacher Education Department to help school districts by offering quality programs. School districts have undergone a major organizational change and improvement with the implementation of MSIP 5. This new development has created a great need for highly trained professionals.

Market Demand

As described earlier, current projections from the Bureau of Labor Statistics indicated that there will be an increased need for elementary teachers. 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 the accurate degree. As the veteran teachers, who have delayed their retirements due to a lagging economy, prepare to exit the profession, new teachers with degrees will be the first hired. In Missouri, approximately 50 percent of new hires are first-year teachers with one-quarter of teachers having over 21 years of experience. We can anticipate a need for teachers in the imminent future. Missouri Southern's Teacher Education program has an excellent reputation. One hundred percent (100%) of all Missouri Southern teacher candidates pass the Praxis at the state cut score which surpasses the overall pass rate for all institutions in the state of Missouri. Missouri Southern's Teacher Education program closely supports the overall strategic goals and objectives of the Missouri Department of Elementary and Secondary Education (DESE):

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1. All Missouri students will graduate college and career ready.
2. All Missouri children will enter kindergarten prepared to be successful in school.
3. Missouri will prepare, develop, and support effective educators.
 - Objective 1: By 2020, all candidates completing preparation programs will be highly effective as defined by a uniform set of performance data points.
 - Objective 2: By 2020, all educators will meet the definition of "highly effective".
4. The Missouri Department of Elementary and Secondary Education will improve departmental efficiency and operational effectiveness.

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PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name Missouri Southern State University
Program Name Elementary Education
Date 11/11/2013

(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.

In addition to meeting all regular requirements for admission to Missouri Southern, all teacher education program applicants must meet the following:

1. Successful completion of 55 semester credit hours of prescribed course work.
2. Submit three professional letters of reference; one from current supervisor and two from colleagues.
3. Successful completion of all sections of the state required entrance exam, MoGEA, (formerly C-Base Test). This is exempt for those students with a B.S. or B.A. degree.
4. A cumulative GPA of 2.75 in all course work.
5. A composite ACT enhanced score of 20.
6. Successful completion of a required criminal background screening.

- Characteristics of a specific population to be served, if applicable.
Traditional and non-traditional students

2. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.

Full and part-time faculty and clinical faculty possess the expertise, academic credentials, and professional experience necessary for their positions. A majority of full and part-time faculty hold terminal degrees. Faculty members model professional knowledge, skills, and dispositions through the design, implementation, and assessment of instruction. They incorporate a variety of instructional strategies and methodologies such as: lesson planning; presentations utilizing instructional design; strategy-based teaching and learning; cooperative learning/collaborative learning; classroom observations; computer lab demonstrations; read aloud; computer lab tutorials; learning logs; lecture with

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technology support and extensions; and reading for mastery. Strategies and techniques to meet the needs of diverse learners and ensure that all students can learn are also emphasized in all Teacher Education methodology courses. Some courses incorporate a field experience component as well. Teacher Education faculty incorporate a variety of assessment approaches into course syllabi. These approaches include formal and informal assessments including projects with accompanying scoring rubrics, student presentations with scoring rubrics, checklists, exams and the construction of exams, item analysis, pre-test/post-test, field experiences, reflections, PowerPoint presentations with scoring rubric guides, and cooperative or collaborative group activities.

- 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 faculty will be teaching approximately 25 percent of the program courses.

- Expectations for professional activities, special student contact, teaching/learning innovation.

Academic teaching assignments by professional education faculty reflect the Unit's conceptual framework, current research, advanced theories, and current methodological developments in their respective fields of instruction. Teacher Education syllabi have a section, Conceptual Framework: Teacher as a Reflective Decision Maker, defining how the course is tied to the MSSU conceptual framework. The section shows how components of a course support the development of Teacher as a Practitioner, Teacher as a Lifelong Learner, Teacher as a Researcher, Teacher as a Provider of Service, Teacher as a Change Agent. The conceptual framework serves as a visible connection between purposes and learning experiences. It also reflects vision and shows a connection to the philosophy and motivation to improve teaching, learning, and scholarship in the classroom. It is built around a commitment to candidates. The conceptual framework continues to guide opportunities for ongoing professional development and program improvement. Faculty consult current research and developments in theory and practice (Glasser, Hunter, Jones, Kounin, Marzano, Wong, and Gardner) as well as respected pioneers in the field (Dewey, Maslow, Erikson, Piaget, and Vygotsky) as they review program offerings and revise course learning experiences. Current research and effective learning theory provide the foundation for the three courses in the Junior Block that all teacher education candidates are required to complete. In addition to institutional policy, faculty members in the department of Teacher Education complete self-evaluations using the Faculty Inventory of Best Practices. Teacher Education faculty members utilize the results of this self-evaluation to write professional goals for the next academic year. In addition to annual goals, Teacher Education members are required by state statute to have

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on file a Five-Year Plan of Frequent and Periodic Involvement with Public Schools. Five-Year Plans for each faculty member are on file in the Department Chair's office. At the time of evaluation, each faculty member completes a self-assessment of their Five-Year Plan which is submitted to the Department Head for review. Although student course evaluations are only required to be collected for evaluation purposes in the fall semester, these data are collected for Teacher Education faculty members each semester for the purpose of self-evaluation and improvement.

3. Enrollment Projections

- Student FTE majoring in program by the end of five years.
The estimated enrollment for Year 1 would be 10 full-time students and two part-time students, gradually increasing enrollment until the projected enrollment at the end of a five-year term would be 30 full-time and 10 part-time students.
- Percent of full time and part time enrollment by the end of five years.
75 percent full time, 25 percent part time

4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.
There is a projected ten graduates at the three years and 20 graduates at the end five years after implementation.
- Special skills specific to the program.
Not applicable
- Proportion of students who will achieve licensing, certification, or registration.
One hundred percent (100%) of the students will be seeking state certification from DESE as B.S.Ed. Elementary Education majors.
- 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.
Student performance and outcomes at the Pineville site would be expected to be similar to those at the Joplin site. As a graduation requirement, students will be required to pass the Praxis (or the content area assessment that will replace the Praxis), thus the overall percentage of students who pass the Praxis should be 100 percent. One hundred per cent (100%) of all MSSU teacher candidates passed at the state cut score which surpasses the overall pass rate for all

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institutions in the state. From 2004-2005 to 2010-2011 38.6 percent scored above the 50th percentile and 22.2 percent scored above the 80th percentile. The first-time pass rate demonstrates that teacher candidates are well prepared within their specific content area. From 2004-2005 to 2010-2011, the first time pass rate was 87.5 percent. Students are also required to complete the Missouri Educator Profile which assesses or demonstrates dispositions. Students must also pass the Standards-Based Performance Assessment which assesses candidates ability to design, implement, deliver, and assess instruction. All of the aforementioned assessments are subject to change based on recommendations from the Department of Elementary and Secondary Education (DESE). In addition, students will complete the National Survey of Student Engagement (NSSE) and an ETS Profile Proficiency (an assessment of general education). In the NSSE survey administered in 2011, senior Teacher Education student indicated that there were several areas in which the department scored higher than Missouri Southern as an institution and NSSE data:

Dept.	Dept.	MSSU	NSSE
Active and collaborative learning	62.5%	50.8%	51.3%
Student-Faculty Interaction	42.5%	40.6%	42.0%
Enriching Educational Experiences	43.7%	35.4%	40.4%
Supportive Campus Environment	59.5%	56.9%	59.1%

Using data from the 2010-2012 College Outcomes Survey, senior Teacher Education students reported higher scores when compared to Missouri Southern as an institution and also when compared to other public four-year institutions on many sections of the survey. For example, senior Teacher Education students rated their college's contribution to their growth and preparation for a career higher than the University and other comparable 4-year institutions.

Field	Department	MSSU	Other Public 4-year
Intellectual Growth	4.23	4.15	4.12
Aquiring knowledge & skills	4.39	4.19	4.10
Becoming competent in my major	4.44	4.21	4.04
Personal Growth	4.02	3.93	3.83
Social Growth	4.04	3.89	3.82
Preparation for Further Study	4.21	4.02	3.95
Preparation for Career	4.32	4.13	3.96

In 2013, Teacher Education students ranked higher on the ETS-Proficiency Profile when compared to the institution and national scores in every category: Critical Thinking, Reading, Writing, Math, Humanities, Social Science, and Natural Science.

- 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.
Currently, we have about 10 percent of our total student population that are transfer students with Arkansas being the third largest state of origin for transfer states. In addition, approximately 50 percent of all transfer students coming from another Missouri

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institutions came from Crowder College. With the additional site in Pineville, we expect that most of those students will be transfer students, either from the nearby Crowder College campus or the Northwest Arkansas Community College campus. The average percentage (five years) of transfer students coming into the Teacher Education program is approximately 11 percent. Offering the program at the Pineville site could roughly add another 5 percent of transfer students, thus increasing our transfer rate to 16 percent.

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.**

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). The next accreditation visit is scheduled for fall 2015.

6. Alumni and Employer Survey

- Expected satisfaction rates for alumni, *including timing and method of surveys*. Candidates will complete an exit survey upon completion of program. Survey results have been consistently above 4.4 on a 5.0 scale (target is 4.0.) and the expectation will be the same for the Pineville site. In addition, a first year teacher survey (DESE survey) is completed each spring by our first year graduates. Currently our ratings are above the state mean and the department's established target and the same expectation exists for the Pineville site. Within the last year and of the 552 students earning a Teacher Education degree, 505 (91%) have teaching positions, 19 (5%) are continuing their education, and 12 (2%) are not teaching.
- Expected satisfaction rates for employers, including timing and method of surveys. A first year teacher survey (DESE survey) is completed each spring by employers of first year graduates. Currently our ratings are above the state mean and the department's established target and the same expectation exists for the Pineville site.

7. Institutional Characteristics

- Characteristics demonstrating why your institution is particularly well-equipped to support the program.

Missouri Southern State University is located just 41 miles from Pineville and the outstanding quality of our teacher education program is well-known to the area. Evidence of the quality of our program is presented within high pass rates of various assessments when compared to other state institutions. In southwest Missouri specifically, there is a decline in the number of elementary education teachers when compared to other parts of the state. This trend is also seen in parts of northwest Arkansas. Students who obtain a B.S.E. in elementary education in Missouri can also teach in Arkansas (reciprocity) by making application to

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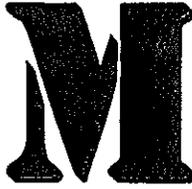
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Office of Educator Licensure and completion of the Institution Verification of Approved Preparation Program form. Both Crowder College and Northwest Arkansas Community College offer associate degree programs in teacher education that should provide a strong foundation for students to transfer to a four-year institution to obtain a baccalaureate degree in teacher education. In addition, Crowder College has recently begun offering general education courses in Pineville, which should work very well to serve the students in this region, thus providing both general education courses from Crowder College as well as the teacher education program from Missouri Southern. This will be a day/night program with a twelve credit hour block of education courses. Missouri Southern has identified a location within Pineville that is completely suitable for classroom and instructional needs at minimal cost. In addition, we have identified an appropriate instructional staff for teacher education courses which will help to keep the cost of instruction low. The faculty and staff of the Department of Teacher Education are dedicated to achieving the departmental mission which is to develop reflective educators for a global society. This mission will be achieved by 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. We realize we live and interact in a diverse and dynamic world. We believe that overall growth and learning is accomplished experientially, through problem solving, evaluation, and reflection. We believe that the school is a diverse, democratic community, a microcosm of the larger society, so that the process of collaboration, problem solving, and reflection, characterize best practice in education. A new teacher must possess the knowledge, skills, and dispositions to assess problems, devise solutions, test those solutions, and make appropriate education decisions to create a cyclical process that continually improves the learning environment of every student. Successful achievement of the program mission is linked to the teacher's ability to think critically and to formulate decisions related to the multiple roles of teaching. Knowledge, skills, and dispositions that have been gathered from research and reported effective practices from learned societies in areas such as human growth and development; cultural diversity and special needs; specialty field content, skills, technology, and methods; global issues and current events; Missouri state policies; historical, psychological, social, and philosophical foundations; learning theory; school effectiveness research; principles of effective instruction; assessment and evaluation; and clinical field experiences are the foundation of the conceptual framework that distinguishes the MSSU Teacher Education Program.

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Form PG – Program Characteristics and Performance Goals



Dr. Mark Stanton
 Superintendent of Schools
 Mary Littlefield
 Assistant Superintendent



CDONALD COUNTY R-1 SCHOOL DISTRICT

10 Stampede Drive, Anderson, Missouri 64831 Phone (417) 845.3321 Facsimile (417) 845.6972

10/28/2013

Coordinating Board for Higher Education
 3515 Amazonas Drive
 Jefferson City, MO 65109

Ladies and Gentlemen:

I am writing to express our district support for Missouri Southern State University in its application to offer an Elementary Education Degree in Jane, Missouri, located in McDonald County. The Department of Teacher Education has worked with the area K-12 community to develop its program and ensure students have the opportunity to learn skills which will be beneficial to their professional growth, as well as to prospective employers.

Teachers today are expected to perform more than traditional roles in the classroom. It is presumed that they will enter their classrooms equipped and skilled in promoting 21st Century Learning. They are expected to provide relevant information necessary to facilitate student learning and to use the latest strategies to guide their instruction. The foundation of this program will follow the MSSU Teacher Education Department's current mission and conceptual framework. This foundation includes coursework in assessments, curriculum, instruction, professional development, and learning environments designed to develop a beginning teacher.

The faculty and staff of Missouri Southern State University work diligently to ensure their students are ready for the workplace. Their efforts to collaborate with our district show their leadership and genuine interest in providing the best education experience for their students and their desire to meet the needs of their communities.

Sincerely,

Dr. Mark Stanton
 Superintendent
 McDonald County R-1 School District