

**Bachelor of Science
Elementary Education Major
Completion Program
MSU-Crowder College**

**Request for off-Site of an Existing Program
Submitted to
The Missouri Coordinating Board for Higher Education**

**Missouri State University
Department of Childhood Education and Family Studies
College of Education
October 26, 2011**

MDHE - Form OS

Off-Site Delivery of an Existing Program Form

Sponsoring Institution(s): Missouri State University (MSU) – Springfield

Name of Institution: Crowder College – Neosho

Program Title: Bachelor of Science in Elementary Education

Degree/ Certificate: Bachelor of Science in Elementary Education- Certification: Elementary grades 1-6 and Middle School grades 5-9.

Institution Granting Degree: Missouri State University (MSU)

Receiving Institution: Crowder College

Mode of Program Delivery: Face to Face; Online; ITV

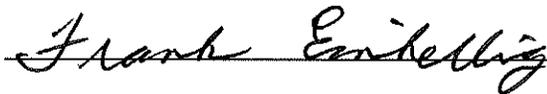
Geographic Location of Student Access: Crowder College Outreach Program, Crowder College, 601 Laclede Ave.; Neosho, Missouri 64850

CIP Classification: 131202: ELE Major

Implementation Date: January, 2012

Cooperative Partners: Crowder College

AUTHORIZATION

 10/26/11

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Bachelor of Science Degree with a Major in Elementary Education Completion Program for AA/AAT Graduates from the MSU – Crowder College Campus

Executive Summary

Missouri State University (MSU) is proposing to deliver to Crowder College a “completion program” leading to the Bachelor of Science in Elementary Education degree. In addition to being certified in the Elementary Education grades 1-6, students will also be eligible for certification at the Middle School level. If approved, the proposed program will allow students living in the Crowder College service area to pursue a highly desirable and marketable four-year degree without having to relocate or commute a great distance.

Although MSU already offers the BSED in Elementary Education (ELE) to students at the main campus in Springfield, it was determined that CBHE approval should be sought for the proposed completion program. Missouri State has offered elementary education courses through ITV and has gradually added a few on-site classes. However, as these course offerings have evolved to meet student needs, it became evident that a degree completion program is warranted. In order to best serve the largely non-traditional students, courses will be offered in a block scheduling format which is designed to allow students to work part time and care for their families while only attending class two days per week. Additionally, courses will be scheduled in a cohort format over five semesters, ensuring that students receive strong peer support and are not overwhelmed by the academic workload in any given semester.

Studies completed by Crowder personnel indicate that at the present time there are 513 identified education majors- about 450 indicate an interest in elementary. These figures do not reflect the freshmen that have not declared a major. Moreover, it is estimated that more than 650 students on the Crowder campuses are interested in seeking a degree in education. Many of the students, though, have spouses or children or work, or all three. These considerations prevent from relocation to a city that has an institution of higher education, which offers a four-year degree program. Therefore, many students become discouraged and do not continue their education beyond an AA or AAT.

**College of Education
Missouri State University**

**Bachelor of Science Degree with a major in Elementary Education Completion
Program for the AA General Studies Graduates from the MSU- Crowder College
Campus**

Overview

Missouri State University (MSU) is proposing to deliver to Crowder College service area a “completion program” leading to the Bachelor of Science in Elementary Education degree. In addition to being certified in the Elementary Education grades 1-6, students will also be eligible for certification at the Middle School level. If approved the proposed program will allow students living in the Crowder College area to pursue a highly desirable and marketable four-year degree without having to relocate or commute a great distance. MSU already offers the BSED-ELE to students at the main campus in Springfield.

1. NEED

A. Student Demand

Studies completed by Crowder personnel indicate that at the present time there are 513 identified education majors- about 450 indicate an interest in elementary. These figures do not reflect the freshmen that have not declared a major. Moreover, it is estimated that more than 650 students on the Crowder campuses are interested in seeking a degree in education. Many of the students, though, have spouses or children or work, or all three. These considerations prevent relocation to a city that has an institution of higher education, which offers a four-year degree program. Therefore, many students become discouraged and do not continue their education beyond an AA or AAT.

Given present degree/certification requirements and course offerings at the proposed MSU – Crowder campus, it would be necessary to deliver a total of (8-ELE, 4-RDG, 2-MTH, 2-MID, 1-ECE, 1-SPE, 1-EDC) 19 courses for each cohort during the five semester rotation. Full-time and part-time MSU Springfield faculty members will teach some of the interactive TV/online courses involved with this program as well as provide face to face on-site. As the program matures, revenues from tuition and fees should exceed recurring expenses (primarily salaries).

Form SE: Student Enrollment Projections

YEAR	FY2012	FY2013	FY2014	FY2015	FY2016
FULL TIME	60	66	75	81	90
PART TIME	3	3	4	4	4
TOTAL	63	69	79	85	94

Enrollment caps are not anticipated. The only possible reason for capping enrollments would be physical facility restraints such as classroom size or the availability of technology. If these constraints were encountered, they could be addressed through multiple sections of each class.

B. Market Demand

National, State, Local/Regional Demand

In Crowder's service area, a lack of higher educational opportunities was thus creating a teacher shortage in area schools, further compounding the challenges faced by the region. In Missouri in 2010, over 50% of new hires were first year teachers and 20.7% of the teaching force has 21 to 30+ years of experience. This suggests an increased demand in the next few years.

C. Societal Need

Crowder College's main campus is located in Neosho, Newton County, Missouri. Its service area is a strip two counties wide from the Arkansas border north to Nevada in Vernon County, including the counties of McDonald, Newton, Jasper, Barton, Vernon, Cedar, Dade, Lawrence, and Barry. This area is primarily rural and historically has been underdeveloped economically. It faces socio-economic challenges including a low percentage of the population completing higher education; a high percentage of low-income families; growing racial and ethnic diversity, including Native Americans, Hispanics, Asians, and Pacific Islanders; and the methamphetamine epidemic.

Once economically dependent on agriculture, the community has sought and is seeking more light industry, service-related businesses/organizations, and retail entities. The changing job market has given impetus to a number of individuals to seek higher education degrees while maintaining local residence.

As the region diversifies economically, increasing numbers of residents seek to escape the cycle of poverty through furthering their education. However, they face geographic challenges in pursuing higher education, as many residents live in isolated farming communities and in areas with rugged terrain and poor infrastructure. Additionally, many adult students have family ties and limited resources which render relocation or commuting in order to pursue educational opportunities impracticable. Even a relatively short commute is an undue burden for many potential students.

In assessing its students' needs, Crowder College determined that many of its students would be unable to complete a four-year degree unless the necessary courses were offered at a location that would enable them to continue living in their communities while completing a degree. Crowder then approached Missouri State about assisting in meeting the needs of these students.

One specific educational need identified was the training of elementary and middle school educators. The low proportion of area residents completing a bachelor's degree has created a demand within area schools for qualified teachers. According to the Missouri Teacher Supply and Demand Survey, the most important factor influencing a prospective teacher's decision to make application to a district is geographic location and family ties. Most teachers return to the area in which they live to teach. The executive summary of the Survey suggests that institutions of higher education expand programs in high need area of certification and to recruit from those geographic regions where teacher shortages are great. In Crowder's service area, a lack of higher educational

opportunities was thus creating a teacher shortage in area schools, further compounding the challenges faced by the region.

The proposed program also addressed the Five Themes of the University:

Public Affairs - The program increases opportunity for student in the Neosho area to complete the BS in Elementary Education. At the same time it has a positive impact upon area schools and community agencies. It also provides opportunities for students to become certified in specialized areas necessary for the geographic area.

Professional Education - The program is directly related to this theme.

Business and Economic Development - The program will increase the opportunities for teacher employment in the geographic area and will strengthen the quality of education in the region as graduates work in local school districts. The program will allow students to acquire degrees, additional certification and new employment opportunities.

Performing Arts - Units on incorporating the arts across the elementary curriculum is covered in the ELE 500 course.

D. Methodology Used in "B" and "C" Above

The information present in sections "B" and "C" above was gathered by a variety of means and from a number of sources. These include a poll of the MSU- Crowder students, conversations with students, faculty and administration of the MSU- Crowder campus and information provided on the Missouri Department of Elementary and Secondary Education web site.

- 2. Duplication and Collaboration (see MDHE Form CL in Appendix B)**
- 3. Financial Projections (see MDHE Form FP in Appendix B)**
- 4. Program Characteristics and Performance Goals**

A major goal of all degree programs in the MSU College of Education is maintaining NCATE and DESE accreditation and approval. Since NCATE and DESE will not allow any of MSU's programs at any location to be exempt from evaluation, the same quality will be maintained in the Crowder College completion program as is maintained in the degree program offered exclusively on the Springfield campus.

Student Preparation

Student qualifications will be identical to those on the Springfield campus. As a result, no special preparation will be required.

Faculty Characteristics

Faculty members teaching courses on the Crowder College campus will be academically and/or professionally qualified according to the NCATE and DESE standards. They will all be required to apply for PEU (Professional Education Unit) membership just as do all faculty who teach professional

education courses and or advise education majors on the Springfield campus. Springfield MSU lead faculty are in charge of the curriculum and lead the governance process on all courses in the program through ongoing collaboration and coordination with instructors on the Crowder College campus.

Enrollment Projection

As shown in the Student Demand section of this proposal, the enrollment in the MSU’s elementary teacher preparation completion program on the Crowder College campus is projected to steadily increase over the next five years.

Form SE: Student Enrollment Projections

YEAR	FY2012	FY2013	FY2014	FY2015	FY2016
FULL TIME	60	66	75	81	90
PART TIME	3	3	4	4	4
TOTAL	63	69	79	85	94

Using these projections, enrollment is projected to be 90 FTE students by the end of five years, with 100% being full-time in the program.

Student and Program Outcomes

1. Students graduating from this program should gain the content knowledge and demonstrated the teaching competencies necessary to obtain a teaching position at the elementary, middle school and/or an area of special education.
2. Required C-BASE test scores (minimum 265) and PRAXIS exam scores (minimum 164) will be equivalent to students completing the program at MSU Springfield. We desire for at least 70% of the Crowder completion program graduates to perform at or above the 50th percentile on the PRAXIS exam.
3. We anticipate the placement rate for graduates of the program to be extremely high. Having dual certification in at least one area of “high demand” should make them highly marketable.
4. Since we expect that students in this program will be more “location Bound” than traditional full-time residential student, we anticipate a transfer rate that is extremely lower than that experienced by students on the MSU-Springfield campus.

Student and Program Assessment

The assessment plan for the Crowder College/Neosho Elementary Teacher Education completion program is identical to the assessment plan for the Springfield campus. The plan consists of 8 Key Assessments embedded in the program including:

- C-BASE scores
- Integrated Unit Plan scoring rubric aligned to ACEI (Association for Childhood Education International) and MoSTEP standards
- Score on a lesson plan for each content area: Reading, Writing, Mathematics and Science
- Final Student teaching evaluation completed by University supervisor aligned to ACEI and MoSTEP standards

- Teacher Work Sample scoring rubric aligned to ACEI and MoSTEP standards
- Art, Music, Health and PE Project aligned to ACEI and MoSTEP standards
- Professionalism Project aligned to ACEI and MoSTEP standards
- Graduate and Employer Follow-Up surveys/focus groups

The program assessment plan also includes collection and analysis of:

- GPA and ACT scores
- Grades in core courses such as introduction to teaching, introductory special education course, and an oral communication course
- enrollment data
- student diversity data
- graduation rate data
- Clinical placement /field experience data
- Grades in all professional education courses

Finally, an Advisory Board for the NEO completion program will be formed to provide analysis and feedback on program development. The Board will meet twice a year and be comprised of area teachers, administrators, faculty, students and recent graduates. This board will mirror the Program Advisory Board for MSU's Elementary Teacher Preparation Program Advisory Board on which the Springfield campus as well as remote sites are represented.

Program Accreditation

The University will ensure that the undergraduate program in Elementary Education continues to be approved by DESE and that all of our programs be accredited by NCATE. We will ensure that the Crowder College program meets the accreditation requirements of both DESE and NCATE.

Alumni and Employer Survey

In order to meet mandates of NCATE, a comprehensive student follow-up program has been developed by MSU's College of Education with input from the CEFS faculty. Presently graduates from the elementary education program are given opportunity to evaluate their professional preparation in relation to their current teaching/employment experiences. Additionally, MSU's College of Education is initiating an employer survey to determine school district satisfaction with the performance of its graduates. Students graduating from the Crowder College program will be monitored in a similar fashion.

5. Quality Assurance for Off-Site Programs

General Oversight

Since the proposed program involves an existing MSU degree, oversight will be the responsibility of the CEFS department in the College of Education. As the program grows, the department will hire a full-time coordinator, tasks related to logistical concerns, advisement, marketing the program, and course scheduling will fall within this individual's responsibility.

To ensure communication between the Crowder College and the Springfield campus, including the Professional Education Unit, the CEFS department will ask a representative for Crowder to serve on Professional Education Committee and make reports at the monthly CEFS ELE Program and, as needed, at the CEFS Department Meetings. The tenured and tenure-track ELE faculty must approve any curricular or programmatic changes, which will also follow the MSU governance process and procedures.

Finally, an Advisory Board for the NEO completion program will be formed to provide analysis and feedback on program development. The Board will meet twice a year and be comprised of area teachers, administrators, faculty, students and recent graduates. This board will mirror the Program Advisory Board for MSU's Elementary Teacher Preparation Program Advisory Board on which the Springfield campus as well as remote sites are represented.

Faculty Qualifications

Faculty members teaching courses on the Crowder College campus will be academically and/or professionally qualified according to the NCATE and DESE standards. They will all be required to apply for PEU (Professional Education Unit) membership just as do all faculty, who teach professional education courses and or advise education majors on the Springfield campus. Springfield MSU lead faculty are in charge of the curriculum and lead the governance process on all courses in the program through ongoing collaboration and coordination with instructors on the Crowder College campus.

Support Services

Administrative support for this off-campus program will be provided in a number of ways. Examples are listed below:

1. As noted earlier, Crowder College has established space and MSU will employ a Coordinator in Crowder College
2. The MSU Outreach and Extended Campus currently provide support for all off-campus programs as well as for individual off-campus courses. MSU and the CEFS Department are willing to respond to the unforeseen needs of this off-site program by utilizing existing or working with other offices in developing additional support if necessary.

Technical support for the proposed program in Crowder College will also be provided in a number of different ways. Below are a few examples:

1. Because MSU- Crowder College has been established previously on *BearNet*, Missouri State's interactive TV network, technical support to help insure signal reliability is already in place. On-site personnel will coordinate and take responsibility for the use and maintenance of interactive video equipment as was as other equipment in the remote classrooms.
2. The MSU-Springfield and Crowder College libraries will provide library services. Many student needs will be handled with the electronic capabilities of these facilities. In all instances, existing copyright laws will be strictly followed. The electronic capabilities of the MSU-Springfield library are available.
3. Crowder College will provide computer resources for students and visiting MSU faculty.

6. Other Relevant Information

Attached is the tentative schedule of course offering for delivery at Crowder College (Appendix A). It represents a composite of courses that, with successful completion, will allow students to be awarded a BS degree in Elementary Education with additional certification in Middle School from the MSU-Springfield campus. The programs are designed so that it is possible for full-time students to graduate in two and a half calendar years.

Appendix A

BS in Education with Elementary and Middle School Certification Completion Programs for Students with an Associate of Arts in Teaching Degree or equivalent coursework at Crowder College.

B.S.Ed. With Middle School Area of Emphasis

Term	Cohort One (Begins Fall 12)	Cohort Two (Begins Fall 13)	Cohort Three (Begins Fall 14)
Fall 12	MTH 320, SPE 310, RDG 318, MID 400		
Spring 13	RDG 420, RDG 21, EDC345, ELE 410, MTH 360		
Summer 13	GEOL 210 (Crowder College course)		
Fall 13	ELE 429, ELE 434, ELE 438, MID 439	MTH 320, SPE 310, RDG 318, MID 400	
Spring 14	ELE 500, ELE 510, ECE 501, RDG474	RDG 420, RDG 21, EDC345, ELE 410, MTH 360	
Summer 14		GEOL 210 (Crowder College course)	
Fall 14	ELE 495, ELE 496	ELE 429, ELE 434, ELE 438, MID 439	MTH 320, SPE 310, RDG 318, MID 400
Spring 15		ELE 500, ELE 510, ECE 501, RDG474	RDG 420, RDG 421, EDC345, ELE 410, MTH 360
Summer 15		ELE 495, ELE 496	GEOL 210 (Crowder College course)
Fall 15			ELE 429, ELE 434, ELE 438, MID 439
Spring 16			ELE 500, ELE 510, ECE 501, RDG474

Classes followed by an asterisk () may be taught by MSU-Springfield faculty members via BearNet interactive television system.

Appendix B – MDHE Related Forms

MDHE Form SE: STUDENT ENROLLMENT PROJECTIONS

YEAR	FY2012	FY2013	FY2014	FY2015	FY2016
FULL TIME	60	66	75	81	90
PART TIME	3	3	4	4	4
TOTAL	63	69	79	85	94

MDHE Form CL

COLLABORATIVE PROGRAMS

Sponsoring Institutions: Missouri State University and Crowder College

Degree program: Elementary Education (BSED)

Length of agreement: Open-ended

1. Which institution(s) will have degree-granting authority?

Missouri State University will have degree granting authority for the bachelor's degree. Crowder College will supply lower-division courses and grant students the AAT or other associate of arts degree prior to their transfer and admission to Missouri State.

2. Which institution(s) will have the authority for faculty hiring, course assignment, evaluation, and reappointment decisions?

Missouri State University only with regard to the upper-division courses offered leading to the bachelor's degree. Crowder College retains full control over lower-division courses leading to the AAT degree.

3. What agreements exist to ensure that faculty from all participating institutions will be involved in decisions about the curriculum, admissions standards, exit requirements?

The institutions will manage their own curricula, e.g., Crowder College will be responsible for maintaining standards regarding the AAT degree and Missouri State University will retain full responsibility for upper-division courses and the bachelor's degree. However, faculty and administration from both schools have agreed to work to ensure full course transferability and articulation so that students may seamlessly transfer from Crowder to Missouri State to complete the four-year degree program.

4. Which institution(s) will be responsible for academic and student-support services, e.g., registration, advising, library, academic assistance, financial aid, etc.?

Crowder College will provide these services to its students while they are enrolled in the AAT program and Missouri State will assume responsibility for student services after students complete the two-year degree and transfer into the bachelor's degree program.

5. What agreements exist to ensure that the academic calendars of the participating institutions have been aligned as needed?

Courses offered by Crowder College will follow Crowder's academic calendar while courses offered by Missouri State will follow the University's academic calendar. Since students should complete all or most of their lower-division coursework prior to transferring to Missouri State, no significant scheduling conflicts are anticipated.

6. In addition to the information provided by each participating institution regarding Financial Projections (Form FP), please address the following items:

- A. How will tuition rates be determined if they differ among the institutions?

Students will pay Crowder College tuition rates while taking courses offered by that institution and Missouri State tuition rates while taking upper-division courses from that institution.

- B. Has a formal agreement been developed regarding cost-sharing policies? If yes, please include it as part of the proposal. If no, please summarize the current understanding between all parties and the plans for developing a formal agreement.

No formal agreement has been prepared and the need for one is not anticipated. Crowder will continue to operate the two-year degree program and will absorb all costs associated with it. Missouri State will operate the bachelor's completion program (upper-division class offerings) and will absorb all costs associated with those offerings. While the institutions will work together to ensure students are being served and may flow seamlessly between the two programs, the two-year and four-year programs will remain separate and will be separately administered by their respective institutions.

- C. What arrangements, if any, have been made for exchange of money between participating institutions?

No arrangements have been made and no such transfers are anticipated.

7. What commitments have been made by all participants to evaluate the program systematically?

Crowder will continue to evaluate its two-year program in the same manner as it has previously done, while Missouri State will continuously evaluate and improve its completion program. Both institutions are committed to regular and thorough consultations to ensure that students are being adequately served in their overall academic experience at both institutions. State and national accreditation requirements must be met for this program as well as HLC accreditation requirements. Annual and continuous evaluation of the program is required by HLC, national, and state accrediting agencies.

8. If one institution wishes to discontinue the program, what agreements exist for terminating the offering?

Provisions allowing one of the institutions to discontinue their cooperation on this program following prior notice to the other are addressed in an MOU signed by the presidents of both institutions.

MDHE Form PG

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name Missouri State University

Program Name Elementary Education, BSED

Date (MDHE use) _____

(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.

No special preparation will be required for this location.

- Characteristics of a specific population to be served, if applicable.

Not applicable

Faculty Characteristics

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

Faculty members teaching courses on the Crowder College campus will be academically and/or professionally qualified according to the NCATE and DESE standards. They will be required to obtain PEU (Professional Education Unit) membership.

- 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.

Initially, it is expected that roughly 80% of credit hours will be taught by per-course faculty in close consultation with full-time faculty who are lead instructors, with 20% of credit hours being taught by full-time faculty. It is anticipated that the proportion of hours taught by full-time faculty will increase as funding allows the hiring of additional full-time faculty.

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

Full-time faculty will be expected to maintain current knowledge of their fields through normal professional development activities. Per-course faculty will be expected to work closely with lead instructors on the main campus and to uphold the same course objectives to those being taught on the main campus. Additionally, per-course faculty are expected to have knowledge and insight into local educational institutions and practices which they can share with students who intend to become professional educators in the local area.

Enrollment Projections

- Student FTE majoring in program by the end of five years.

At the end of year 5 there will be 90 FTE students.

- Percent of full time and part time enrollment by the end of five years.

There will be near 100% full-time students because this is a cohort program and few part-time students are expected to enroll.

Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.

Approximate number of graduates per year in three years: 20

Approximate number of graduates per year in five years: 29

- Special skills specific to the program.

Students graduating from this program should gain the content knowledge and demonstrated the teaching competencies necessary to obtain a teaching position at the elementary, middle school and/or an area of special education.

- Proportion of students who will achieve licensing, certification, or registration.

Of those who become fully admitted to the teacher education program, it is estimated that over 90% will achieve licensure as professional educators.

- 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.

Required C-BASE test scores (265) and PRAXIS exam scores will be equivalent to students completing the program at MSU Springfield. We desire for at least 70% of the graduation to perform at or above the 50th percentile on the PRAXIS exam.

- Placement rates in related fields, in other fields, unemployed.

We anticipate the placement rate for graduates of the program to be extremely high. Having dual certification in at least one area of "high demand" should make them highly marketable. Additionally, using per-course instructors with ties to local school districts and placing students in local districts for practicum experiences will allow them to network and identify prospective employers. Producing graduates native to and familiar with the local area will also make them attractive to local employers, considering that many other candidates might not find rural schools in this relatively isolated area attractive. Graduates typically will probably be hired due to the fact they have been working in the districts for the extensive clinical placements in the program and also most work part time in the school districts.

- Transfer rates, continuous study.

Because students in this program will be more “location bound” than traditional full-time residential students, we anticipate a transfer rate that is significantly lower than that experienced by students on the MSU-Springfield campus. In fact, the ability for students to earn this degree on a Crowder campus is a unique feature that will attract and retain students.

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.

The University will ensure that the undergraduate program in Elementary Education continues to be accredited by DESE and that all of our programs be accredited by NCATE. We will ensure that the Crowder College program meets the accreditation requirements of both DESE and NCATE.

Alumni and Employer Survey

- Expected satisfaction rates for alumni, including timing and method of surveys

In order to meet mandates of NCATE, a comprehensive student follow-up program has been developed by the department. Presently students graduate from the program are given opportunity to evaluate the program in relation to their specific teaching experiences.

Because Missouri State is committed to providing students in this program the same high-quality experience students would experience on the main campus, and because this program would represent for many students their sole opportunity to complete a four-year degree and achieve their goals, we anticipate high satisfaction rates exceeding 85%.

- Expected satisfaction rates for employers, including timing and method of surveys

We are initiating an employer survey to determine school district satisfaction with the performance of our graduates. Students graduating from the Crowder College program will be monitored in a similar fashion.

We expect employers to have high satisfaction rates in excess of 85%. The majority of our students will be native to the local area and will be strongly committed to their community and are expected to remain in the local area. They will be familiar with the local educational culture and many employers will likely be familiar with graduates and their abilities before they are hired, due to their practicum experiences in local schools.