

**Proposal for New Program: Master of Education in Teaching
Emporia State University**

Basic Program Information

1. Proposing institution: Emporia State University
2. Title of proposed program: Teaching
3. Degree to be offered: Master of Education
4. Anticipated date of implementation: August 2009
5. Responsible department: School Leadership/Middle and Secondary Teacher Education
6. Center for Education Statistics (CIP) code associated with program: 13.1299

Program Need and Student Characteristics

1. Is the program central to the mission of the institution?

Emporia State University's (ESU) mission is "fostering student success through engagement in academic excellence, community and global involvement, and the pursuit of personal and professional fulfillment." The Teachers College mission is "to develop skilled practitioners who are prepared with essential knowledge and applications in their fields of specialty." Initially, Kansas State Normal, then Kansas State Teachers College, and now Emporia State University for over 145 years has been developing skilled practitioners who pursue professional fulfillment through educating the preschool, elementary, and secondary students of Kansas. Several Kansas State Department of Education (KSDE) reports indicate that the state is currently experiencing a shortage of teachers with projections of an ongoing shortage as more experienced teachers retire than there are preservice candidates being prepared.

In response to the state's need for teachers and school counselors, Emporia State University developed during the 2007-2008 academic year the Alternate Route to Licensure program (<http://www.emporia.edu/teach/altroute.htm>), which was approved by KSDE based on teacher need in Kansas. The program has generated much interest among those who want to make a career change and fill teacher shortages.

The Alternate Route program is designed for individuals with a Bachelor's degree in an area outside of education, and who now decided to pursue teaching as a career path. As such, these individuals have a bachelor of science or bachelor of art degree in a content area and must complete a slate of graduate professional education courses to obtain an initial teaching license through KSDE. An additional crucial piece is that KSDE will issue a restricted license while the student is completing the course work. Thus, the student can immediately obtain a job teaching as the teacher of record in a school.

This proposed Master of Education in Teaching (MEd) degree includes the graduate courses for the initial licensure plus additional graduate coursework designed to make the student a critical thinker, creative planner, and effective practitioner. Critical thinker, creative planner, and effective practitioner are the core of the conceptual framework for ESU's education personnel preparation programs. The proposed degree is most certainly central to the university's mission.

2. What is the student demand for the program?

The demand for the Alternate Route program (the program's coursework forms the core of the proposed degree) has been very high. With no marketing, the program had 12 students in its initial cohort last summer. In 2008-2009, over 220 students have submitted their academic transcripts for entry into the program, and 34 have been accepted for the second cohort beginning in June, 2009. This is almost a 300% increase in students entering the Alternate Route program in one year. By including the graduate courses that are part of the Alternate Route program, the Master of Education in Teaching degree is the only degree available at ESU for students who come to teaching via the Alternate Route program. Thus, ESU expects that all students except those who already have master's degrees will apply for the MEd.

After completing the Alternate Route Program, students will have 21 of the 36 graduate credits required for the MEd. In order to complete the MEd, they will need to complete 15 additional credits. There is incentive to do so as most school districts have the master's degree as a lateral step on their district's salary schedule.

3. What is the demand for the participants of this program?

Last spring, the Kansas House of Representatives passed House Concurrent Resolution No. 5039 by a vote of 120-0. This legislation began with the following statistic: "Whereas, There was a shortage of 477 teachers in Kansas school districts at the beginning of the school year 2007-2008." Later in this resolution, the House of Representatives resolved to direct the State Board of Regents "to encourage institutions of higher education to develop alternate methods for providing teacher preparation which are more flexible than current methods including, but not limited to, internet-based programs, off-campus programs and weekend programs." Although this resolution did not come up for a vote in the Kansas Senate, it clearly documented both the demand and the urgency for methods for preparing teachers in addition to the tradition, campus-based model.

In addition, Dr. Alexa Posny, Kansas Commissioner of Education, in an August 14, 2008 presentation to the 2010 Commission and the Legislative Education Planning Committee cited the following: 36% of Kansas teachers can retire within the next five years, 12% fewer students have gone into teaching over the past six years, and in August, 2008, there were 375 teacher vacancies. Dr. Posny's data update and amplify the need expressed in the House Concurrent Resolution No. 5039.

For the 2008-2009 academic year, 90% of the students from the alternate route program were placed as teachers and counselors in schools around the state last August, and given the projected teacher shortage in Kansas, that percentage should stay high. Science and mathematics teachers are in high demand, and for the 2009 cohort, there are 13 students accepted into the program who can teach math and science this coming fall. Overall, 34 students have been accepted into the program. This means that 34 individuals are ready to become Kansas teachers in the fall of 2009.

4. What are the locational and comparative advantages of this program?

According to KSDE (<http://www.ksde.org/Default.aspx?tabid=320#altcontacts>), among Regents universities, Fort Hays State, Pittsburg State, and Wichita State Universities offer Alternate Route programs. Fort Hays offers a Master of Science in Education for students completing its Transition 2 Teaching program. Similarly, the proposed Emporia State University program is for students completing its Alternate Route program. However, the Master of Education in Teaching degree proposed here would be the only one of its kind in the Regents system.

Friends University with its 30 hour Master of Arts in Teaching, Baker University with its 36 hour Master of Arts in Teaching, and University of St. Mary with its 31 hour Master of Arts in Education degrees are similar to the MEd degree proposed by ESU in curriculum and program

length. However, these three institutions are private, and their courses are not as accessible as the courses in the ESU's proposed degree, which can be taken by students regardless of where they are teaching in the state. In addition, these universities, located in Wichita, Baldwin, and Leavenworth, are not located in Emporia's region.

Locationally, the 36 credit hours of course work are completed either online or onsite (i.e., the internships). This means that students can live anywhere in Kansas yet still have accessibility to the online courses in the degree program, fulfilling the university's mission of bringing quality teacher preparation to the citizens of Kansas. The internship courses as well as the supervision by university faculty occur at the student's school.

The MEd program is built around the university's Alternate Route Program, which is a priority for the university. The program has its own director and graduate assistant with funding from the President's Office. Because Emporia State's mission is teacher training, the institution acknowledges its leadership role to provide the MEd program for promoting the production of teachers.

5. What are the characteristics of the students who will participate in this proposed program?

The Master of Education in Teaching is based upon ESU's Alternate Route program, which is designed for individuals who do not have a Bachelor of Science in Education but have decided that they want to teach in a Kansas school. Instead, these individuals have a bachelor of science or bachelor of art degree in a content area. They apply to ESU's Alternate Route program and if accepted by the university and approved by KSDE, they are granted a restricted license which enables them to teach immediately as the teacher of record in a Kansas school. They then must complete a slate of graduate professional education courses (the Alternate Route Program) to obtain the initial license through KSDE.

Although the Alternate Route program is intended for those who are interested in changing their careers in order to enter the teaching profession, the requirements allow individuals to apply two years after getting their bachelor's degree. In addition, individuals who are retired are welcome to apply. Thus, students coming into the MEd program will be baccalaureate graduates from any accredited institution encompassing an age range across the professional spectrum.

Admission requirements to the MEd degree include a bachelor's degree from an accredited institution, a minimum undergraduate GPA of 2.50 overall and 2.75 in their content area, acceptance into the Alternate Route program, and three letters of recommendation.

As the non-internship coursework is online, the interaction among students will be almost daily as faculty require students to use discussion boards available through the Blackboard program. The Teachers College is an acknowledged leader in the Regents system in the delivery on online instruction in its graduate programs. Its faculty have substantial experience in creating virtual learning communities. All of the faculty in the MEd program are experienced online instructors.

In addition, students return to campus for a required major seminar each February.

Curriculum of the Proposed Program

1) What is the curriculum of the proposed program?

The 36 hour program includes coursework in exceptionalities, classroom management, classroom climate, instructional design, cultural awareness, learning, assessment, and advanced instructional methods. These courses will be delivered online. In addition, there are 12 hours of internship which will be supervised by a mentor at the student's school and a faculty supervisor.

The internship is a substantial piece of the curriculum. It is a full school year with a mentor on site, and a university supervisor and an academic supervisor who all make required visits to evaluate and give the intern feedback. In addition students take an online internship course and participate in seminars. The course includes weekly journal writing, attending seminars at ESU on instructional methods, legal issues and ethics in teaching, plus videos, powerpoint presentations and discussions on the following topics:

1. State Standards
2. History and philosophy of education
3. Professional Portfolio
4. School/classroom logistics/conflict resolution
5. Common Sense school law
6. Professional ethics
7. Curriculum & state standards
8. Classroom to maximize learning
9. Instructional methods & planning
10. Development & Implementation of lesson plans
11. Integration of technology into instruction
12. Integration within and across subject areas
13. Classroom assessment
14. Peer coaching & demonstration lessons
15. Developing productive relationships with parents - productive teacher-parent conferences
16. Multiple intelligence & learning styles
17. Classroom discussions & questioning techniques
18. Test readiness - preparing students for the format(s) and content in mandated tests

The coursework required for initial licensure constitutes 21 of the 36 hours of the degree and is completed while the student is participating in the Alternate Route program. The courses meet the standards for the Kansas State Department of Education for the initial license.

In addition to the 21 hours, there are 12 additional hours of required coursework intended to advance understanding of student learning, assessment, and instructional methods and 3 hours of elective.

Program Faculty

1) What is the quality of the faculty?

The quality of the school leadership faculty and the faculty in supporting departments supports this master's degree very well. All school leadership faculty members and one of the three faculty contributing courses from supporting departments have doctoral degrees. All faculty are successful classroom teachers at the university.

Some of the school leadership faculty members have been school administrators. All of the courses are currently being taught. The faculty and their course responsibilities are as follows:

Marla Darby	SD 550 Survey of Exceptional Child
Dr. Kristen Limpert	ED 879 Classroom Management
Alice Frost	SC 719 Creating Classroom Climate
Dr. Kristen Limpert	ED 886 Designing Instructional Programs
Dr. Kirsten Limpert	ED 743 Restricted License Internship I
Dr. Kirsten Limpert	ED 743 Restricted License Internship II
Dr. Cynthia Sequin	ED 535 Cultural Awareness for Educators
Dr. Cooper Holmes	PY 722 Theories of Learning OR
Dr. Mike Shimeall	EA 773 Advanced Educational Psychology for Teachers and Administrators
Dr. Stuart Ervay	ED 887 Developing Authentic Assessments
Faculty in the discipline	Advanced Content Methods Course
OR	
Dr. Nancy Albrecht	ED 833 Beliefs, Values and Issues in Educational Practices

Dr. Stuart Ervay has his doctorate in both Educational Administration and Curriculum and Instruction. Dr. Kirsten Limpert, who also directs the Alternate Route program, has her doctorate in Educational Administration. Dr. Mike Shimeall has his doctorate in both Educational Administration and Curriculum and Instruction. Dr. Nancy Albrecht has her doctorate in Educational Administration. Dr. Cynthia Sequin has her doctorate in Curriculum and Instruction. Faculty teaching courses from other departments include Marla Darby, an ESU instructor who has an MS in Special Education and years of public school and university teaching experience; Alice Frost who has an MS in School Counseling and working on her doctorate with years of experience as a School Counselor; and Dr. Cooper Holmes, whose doctorate is in Counseling Psychology.

No new faculty are needed.

2) How many graduate assistants will serve the program?

The MEd program will not require any graduate assistants.

Academic Support

1) What are the academic support services for this program?

Students will be advised by the director of the Alternate Route program. They will have started with her for the first 21 hours and will continue with her. As the college and university have a number of graduate online programs, there is ample access via the Internet to library resources as well as assistance for questions about computing and Blackboard. Thus, the program will be supported effectively, and no additional resources are necessary to establish the proposed Master of Education in Teaching degree at ESU.

2) What new library materials and other forms of academic support are required beyond normal additions?

The holdings in the library are sufficient to support the MEd program.

3) What new supporting staff will be required beyond normal additions?

A .5 administrative assistant will be required for the MEd; the funding will come from current resource allocation.

Facilities and Equipment

1) What are the anticipated facilities requirements (existing, renovated, or new)?

All of the facilities for the current School Leadership online graduate programs will accommodate the proposed Master of Education in Teaching degree. Thus there is no need for additional facilities.

2) What new equipment will be required beyond normal additions?

All of the equipment for the current School Leadership online graduate programs will accommodate the proposed Master of Education in Teaching degree. Thus there is no need for additional facilities.

Program Review, Assessment, and Accreditation

1) What program review process or evaluation methods will be used to review the program?

Program review will be conducted via multiple methods. Faculty will be involved in regular outcome-based assessment using evaluation of student evidence as the basis for decision making about all facets of the program including curriculum, internships, course experiences, and faculty. Second, student evaluations from university supervisors and mentors will continue to be gathered along with feedback regarding the general program issues and preparation. Third, data on admissions and graduation rates will be gathered and analyzed. Fourth, student evaluations of the faculty and the curriculum will continue to be collected and used to maintain and improve program quality. All of these sources of data should serve as valid outcomes and indicators of

the proposed Master of Education in Teaching program. Fifth, KSDE and NCATE program review and unit accreditation will provide external evaluation of the program.

2) What student learning outcomes measures will be used to assess the program's effectiveness?

Praxis II content exam, Praxis II Professional Learning and Teaching exam, teacher work sample, internship evaluation, grades in required courses. These will measure the conceptual framework outcomes and KSDE standards, which are performance outcomes that are based on national content and pedagogical standards.

Student learning outcomes with their respective assessments include:

- The student will use effective classroom management strategies. This outcome will be measured by evaluations from classroom observations by university supervisors, the intern's mentor, and the principal.
- The student will employ developmentally appropriate instructional strategies. The outcome will be measured by classroom observations and evaluations of course and lesson plans; the Teacher Work Sample will also measure this outcome.
- The student will assess the learning of her/his students. Multiple types of assessments created by the student will be evaluated for alignment with their course outcomes.
- The student will discuss and model the role of the classroom teacher in a school and community context. This outcome will be measured by through selected course grades and evaluations from mentors and principals of their ability to model appropriate teacher behaviors.
- The student will demonstrate sensitivity to student diversity. This outcome will be measured by assignments completed in courses on diversity and exceptional children; observations of the teacher by the mentor, principal and university supervisors; critiques of lesson plans designed to meet the needs of a diverse student population along with the Teacher Work sample evaluation.

3) What are the institution's plans regarding program accreditation?

The Alternate Route Program, which forms the 21 hour core of the MEd program, has been approved by KSDE. The program will be part of ESU's accreditation review by the National Council for the Accreditation of Teacher Education (NCATE) and KSDE. Once approved, the program will be periodically reviewed by the Kansas State Board of Regents and the Higher Learning Commission.

New Degree Request – Emporia State University

Criteria	Program Summary
1. Program Identification CIP	Master of Education in Teaching – CIP 13.1299
2. Academic Unit	The Teachers College
3. Program Description	The Master of Education in Teaching will prepare graduates to be outstanding teachers in the school. The first part of the program will encompass completing the Alternate Route program, which will allow the student to teach under the restricted license from the Kansas State Department of Education and culminate in the student obtaining the initial license. The remainder of the program will focus on learning, assessment, cultural awareness and advanced instructional methods.
4. Demand/Need for the Program	The graduates of this program will fill the classrooms of Kansas as teachers. Both the Kansas Legislature and the Kansas State Department of Education have expressed concern about the shortage of teachers in Kansas schools. The most recent figure cited by the Kansas Commissioner of Education was 375 vacancies in schools as of August 2008. The Kansas House of Representatives has charged the Regents institutions to develop alternate route programs. In ESU's program, 200 have applied during the 2008-2009 academic year for the Alternate Route program.
5. Comparative/Locational Advantage	Although Fort Hays, Pittsburg State, and Wichita State Universities offer Alternate Route Programs, and Fort Hays has a Master of Science in Education through the Transition 2 Teacher program, ESU's Master of Education in Teaching will be the only MEd degree of its kind in the Regents system. The 36 credits hours of coursework are completed either online or onsite, which means that students living anywhere in Kansas can be a student in the degree program and have easy accessibility to the courses.
6. Curriculum	Students will complete a 36 hour program including courses in exceptionalities, classroom management, classroom climate, instructional design, cultural awareness, learning, assessment, and instructional strategies. These courses will be delivered online. In addition, there are 12 hours of internship which will be supervised by a mentor at the student's school and a faculty supervisor. The 21 hour portion of the coursework that students complete as part of the Alternate Route Program is designed to meet the standards of the Kansas State Department of Education for initial licensure.

7. Faculty Profile	The core of five school leadership faculty all have full-time responsibilities in the department and have doctoral degrees. Three faculty from departments contributing courses have full-time responsibilities in their respective departments and also have doctoral degrees.
8. Student Profile	Students in the program will have bachelors' degrees in a content area who now want to be a teacher. To apply for the program, the student must have been graduated at least two years. Students will include those seeking to change careers as well as retirees who want to enter the teaching profession.
9. Academic Support	The academic support resources (e.g., helpdesk for computer/Blackboard assistance, electronic access to library resources) and physical facilities are already in place for a number of graduate online programs both in the department and throughout the college; thus, no additional resources are necessary to establish the proposed Master of Education in Teaching degree at ESU.
10. Facilities & Equipment	No additional facilities and equipment are needed.
11. Program Review, Assessment, Accreditation	Internal review will be conducted annually. External review will occur through Regents' Program Review, the Higher Learning Commission, and, for the Alternate Route portion of the degree, the National Council for the Accreditation of Teacher Education and Kansas State Department of Education.
12. Costs, Financing	The program will not need new funding. Courses in the program are currently being taught. No additional faculty are needed. Existing resources will be sufficient to support students and program faculty.

CURRICULUM OUTLINE
NEW DEGREE PROPOSALS
Kansas Board of Regents

I. Identify the new degree: Master of Education in Teaching

II. Provide courses required for each student in the major:

	Course Name & Number	Credit Hours
Core Courses	SD 550 Survey of Exceptional Child	3
	ED 879 Classroom Management	2
	SC 719 Creating Classroom Climate	1
	ED 886 Designing Instructional Programs	3
	ED 535 Cultural Awareness for Educators	3
	PY 722 Theories of Learning	3
	OR	
	EA 773 Advanced Educational Psychology for Teachers & Administrators	3
	ED 887 Developing Authentic Assessments	3
	Advanced Content Methods Course	3
	OR	
	ED 833 Beliefs, Values and Issues in Educational Practices	3
Electives	One elective course	3
Practica	ED 743 Restricted License Internship I	6
	ED 743 Restricted License Internship II	6
	TOTAL	36

IMPLEMENTATION YEAR FY 2010

Fiscal Summary for Proposed Academic Programs

Institution: Emporia State University

Proposed Program: Master of Education in Teaching

Part I. Anticipated Enrollment	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:		6		12		18
B. Total SCH taken by all students in program	72		174		276	
Part II. Program Cost Projection						
A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Implementation Year	Year 2		Year 3		
<u>Base Budget</u>						
Salaries	92,406.00	93,782.80		95,187.14		
OOE	15,376.00	22,726.00		39,876.00		
Total	84,216.00	92,942.80		111,490.00		

Indicate source and amount of funds if other than internal reallocation: Funds will be provided internally.

Approved: _____