APPROVAL FORM FOR

DEGREE PROGRAMS

MISSISSIPPI STATE UNIVERSITY

NOTE: This form is a cover sheet that must accompany the degree program change proposal. The actual proposal should be prepared in accordance with format requirements provided in the *Guide and Format for Curriculum Proposals* published by the UCCC. Both cover sheet and proposal should be submitted to UCCC Mail Stop 9702 (281 Garner Hall), Phone: 325-9410.

College: Education **Department:** Division of Education

Contact Person: Jeffrey Leffler **Mail Stop:** 9300 **E-mail:** jl221@msstate.edu

Nature of Change: Addition **Date Initiated:** 10/30/2023

Current Degree Program Name: N/A

Current Major: N/A

Current Concentration(s): N/A

Current Campus(es): Starkville

New Degree Program Name: Elementary Level Alternate Route **Effective Date:** 06/03/24

Semester	Year
Summer	2024

Proposed Major: Master of Arts in Teaching

Proposed Concentration(s): None **Proposed Campus(es):** Meridian

Summary of Proposed Changes:

This proposal requests approval for a new Master of Arts in Teaching Elementary Level Alternate Route program. This program will be offered at Mississippi State University-Meridian (Campus 2) and Online (Campus 5). The MAT-ELAR is an alternate route licensure program of study that consists of 36 semester hours of graduate-level coursework. It is designed for those who wish to prepare for a career as an elementary teacher in grades K-6.

Approved: **Date:**

Kimberly R. Hall — Digitally signed by Kimberly R. Hall Date: 2023.11.08 15:28:38 -06'00'

Department Head

Dana Pongthul Jr — 11/10/23

Director of Academic Quality

D K Molina — 12.01.2023

Chair, College or School Curriculum Committee

Kimberly R. Hall — Digitally signed by Kimberly R. Hall Date: 2023.12.01 16:24:04 -06'00'

Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

NEW GRADUATE DEGREE OUTLINE FORM

Use the chart below to indicate your new degree outline. Please list required College and Major Required Courses and if appropriate Concentration Courses. Graduate programs that wish to specialize beyond the Major must have at least two concentrations. Add additional rows as needed for programs with more than two concentrations. Expand rows as needed

PROPOSED New Degree	
Degree: Elementary Level Alternate Route Major: Master of Arts in Teaching Concentration 1: N/A Concentration 2: N/A	
The Master of Arts in Teaching Elementary Level Alternate Route (MAT-ELAR) is an alternate route licensure program of study that consists of 36 semester hours of graduate-level coursework. It is designed for those who wish to prepare for a career as an elementary teacher in grades K-6. In addition to the criteria for admission to a Master of Science degree program (with the exception of a teaching license), MAT-ELAR candidates must pass the Praxis CORE, possess a minimum 21 composite ACT score, OR have a minimum GPA of 3.0 on the last 60 hours of coursework and pass a certified background check. Students in the MAT-ELAR will complete the comprehensive examination in the final semester of enrollment.	
N/A – no concentration	
Proposed Curriculum Outline	Required Hours
College Required Courses: N/A	
Major Required Courses:	
EDE 6623 Elementary & Middle Level STEM Pedagogy	3
EDE 8113 Planning & Managing of Learning for Elementary & Special Education	3
EDE 8133 Elementary & Special Education Residency I	3
EDE 8143 Elementary & Special Education Residency II	3
EDF 8553 Research in the Classroom	3
EDX 8173 Special Education in the Regular Classroom	3
EPY 8473 Elementary Assessment & Evaluation	3
RDG 6123 Elementary Literacy Instruction I	3
RDG 6133 Integrated Reading and Writing in the Curriculum	3
RDG 6143 Elementary Literacy Instruction II	3
RDG 6223 Assessing Reading Difficulties	3

Select a graduate-level education elective (must have COE, EDE, EDS, EDX, EPY, RDG, or TECH prefix)	3
Concentration 1. Courses: N/A	
Total Hours	36
N/A	
Proposed Curriculum Outline	Required Hours
Concentration 2. Courses: N/A	
Total Hours	

MISSISSIPPI STATE UNIVERSITY

COLLEGE OF EDUCATION
Department of Teacher Education and Leadership
P.O. Box 9705
175 President Circle
Allen Hall, Room 310
Mississippi State, MS 39762
P. 662.325.3747
F. 662.325.7857

November 16, 2023

To Whom It May Concern:

The Mississippi Department of Education recently created an alternative pathway for elementary licensure (K-6). Specifically, the State Board of Education voted to modify the existing Master of Arts in Teaching Elementary Education (4-6) to include an Elementary Education (K-6) option. The Department of Teacher Education and Leadership Curriculum Committee has reviewed and approved the submission of a new Master of Arts in Teacher Elementary Alternate Route (MAT-ELAR) program to create an opportunity for the new licensure pathway.

Sincerely,

Nicole Miller Digitally signed by Nicole Miller Date: 2023.11.16 12:28:23 -06'00'

Dr. Nicole Miller, Chair

KENNETH V ANTHONY Digitally signed by KENNETH V ANTHONY Date: 2023.11.16 09:51:02 -06'00'

Dr. Kenneth V. Anthony, Member

Dr. Jeffrey Leffler, Member

Kathleen M Alley Digitally signed by Kathleen M Alley Date: 2023.11.16 13:15:24 -06'00'

Dr. Kathleen Alley, Member

Kristin Javorsky Digitally signed by Kristin Javorsky Date: 2023.11.16 12:04:40 -06'00'

Dr. Kristin Javorsky, Member

Stephanie Lemley Digitally signed by Stephanie Lemley Date: 2023.11.16 10:21:14 -06'00'

Dr. Stephanie Lemley, Member

MISSISSIPPI STATE UNIVERSITY

MSU - MERIDIAN
Division of Education
College Park Campus
1000 Hwy 19 North
Meridian, MS 39307
P. 601.484.0170
F. 601.484.0280
meridian.msstate.edu

November 10, 2023

To Whom It May Concern:

The Mississippi Department of Education recently created an alternative pathway for elementary licensure (K-6). Specifically, the State Board of Education voted to modify the existing Master of Arts in Teaching Elementary Education (4-6) to include an Elementary Education (K-6) option. The faculty in the Meridian Division of Education have reviewed and approves the submission of a new Master of Arts in Teacher Elementary Alternate Route (MAT-ELAR) program to create an opportunity for the new licensure pathway.

Sincerely,

Mark Fincher
Mark Fincher (Nov 14, 2023 16:49 CST)
Dr. Mark Fincher

Carlen Henington
Carlen Henington (Nov 10, 2023 13:11 CST)
Dr. Carlen Henington

Tania Hanna (Nov 10, 2023 14:41 CST)
Dr. Tania Hanna

LaMareshia Johnson (Nov 14, 2023 15:37 CST)
LaMareshia Johnson

Jeff Leffler (Nov 10, 2023 13:13 CST)
Dr. Jeffrey Leffler

Alisha Milam (Nov 10, 2023 20:02 CST)
Dr. Alisha Milam

Myrick Nicks (Nov 10, 2023 13:10 CST)
Dr. Myrick Nicks

Rosanne Nunnery (Nov 10, 2023 15:43 CST)
Dr. Rosanne Nunnery

Tawny McCleon (Nov 11, 2023 12:21 CST)
Dr. Tawny McCleon

Chase McCullum (Nov 10, 2023 13:58 CST)
Dr. Chase McCullum

Michelle Stubbs (Nov 11, 2023 10:41 CST)
Michelle Stubbs

Brandi Sumrall (Nov 10, 2023 13:17 CST)
Brandi Sumrall

Ksenia Zhbanova (Nov 13, 2023 08:13 CST)

Dr. Ksenia Zhbanova

Darren Wozny

Darren Wozny (Nov 17, 2023 10:33 CST)

Dr. Darren Wozny

Jewel Lynne Shirley

Jewel Lynne Shirley (Nov 10, 2023 14:44 CST)

Julyn Shirley

Melissa Windham (Nov 14, 2023 06:22 CST)

Dr. Melissa Windham

MATE DOE Letter 111023

Final Audit Report 2023-11-17

Created:	2023-11-10
By:	Joni Branning (jjb295@msstate.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAA2F0Dzal5Ih4MtG-UL2wA9mJ8rcENEzlL

"MATE DOE Letter 111023" History

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2023-11-17 - 4:33:22 PM GMT

Document e-signed by Darren Wozny (dw225@msstate.edu)
Signature Date: 2023-11-17 - 4:33:41 PM GMT - Time Source: server

Agreement completed.
2023-11-17 - 4:33:41 PM GMT

MISSISSIPPI STATE UNIVERSITY

MSU - MERIDIAN
Division of Education
College Park Campus
1000 Hwy 19 North
Meridian, MS 39307
P. 601.484.0170
F. 601.484.0280
meridian.msstate.edu

TO: Box Council and UCCC Committee Members

FROM: Head, Meridian Division of Education

RE: New Program Proposal for Master of Arts in Teaching Elementary Alternate Route

DATE: November 10, 2023

Dear Box Council and UCCC Committee Members:

This letter of support is offered by the Head of the Meridian Division of Education for the proposed Master of Arts in Teaching Elementary Alternate Route (MAT-ELAR) program on the Meridian campus. As indicated by the signature below, I support the proposal as written for submission to the Box Council and the UCCC.

Sincerely,

Kim Hall

Kim Hall (Nov 10, 2023 14:01 CST)
Kimberly R. Hall, Ph.D.
Head
Meridian Division of Education

NEW ACADEMIC DEGREE PROGRAM PROPOSAL
Institutional Request Form – Appendix 8
(Submit in PDF format with signatures.)

NEW ACADEMIC DEGREE PROGRAM PROPOSAL

Institution:	Mississippi State University
Date of anticipated implementation:	May 2024
Program title as it will appear on Academic Program Inventory, Diploma, and Transcript:	Elementary Level Alternate Route
Name of degree(s) to be awarded:	Master of Arts in Teaching
Six-digit CIP code:	13.1202
Total credit-hour requirement to earn the degree:	36
Responsible academic unit:	Meridian Division of Education
Institutional contact:	Jeffrey Leffler
Phone:	601-484-0187
Email:	jl221@msstate.edu
SACSCOC Substantive Change:	☒ Program proposed **IS NOT** a substantive change. ☐ Program proposed **IS** a substantive change.
Incremental, five-year cost of implementation:	$1,890,000
Incremental, five-year per student cost of implementation:	$9,450
Potential five-year, new revenue:	$4,918,800
Potential new, five-year revenue per student:	$12,297
Will it attract new students to the university?	☒ Yes ☐ No
List any institutions within the State offering similar programs:	Delta State University, Jackson State University, University of Southern Mississippi

Number of students expected to enroll in first 5 years:		Number of students expected to graduate in first 5 years:	
Year 1	40	Year 1	0
Year 2	40	Year 2	40
Year 3	40	Year 3	40
Year 4	40	Year 4	40
Year 5	40	Year 5	40
Total	200	Total	160

Program summary (include second majors completed, if applicable):

The Master of Arts in Teaching Elementary Level Alternate Route (MAT-ELAR) will be an alternate route licensure program at the graduate-level that is designed for those who wish to prepare for a career as an elementary teacher in grades K-6. The primary goal of the MAT-ELAR program is to meet the demand for highly competent elementary teachers who can eliminate opportunity gaps for students in partner school districts by providing an intensive residency experience with rigorous graduate-level teacher preparation closely tied to clinical practice to produce day-one highly effective elementary teachers. Students in the MAT-ELAR will complete initial licensure coursework focused on planning and managing learning, assessment, and serving children with special needs. The course work continues with a year-long residency experience in an elementary classroom with additional coursework in early literacy, assessing and diagnosing reading difficulties, integrated literacy instruction, research in the classroom, and STEM pedagogy culminating with a regular, renewable Mississippi teacher's license for grades K-6. The curriculum is designed with academic and experiential components to ensure alignment with the requirements for initial licensure programs as

part of the Council for the Accreditation of Educator Preparation (CAEP) standards.

The MAT-ELAR requires 36 credit hours across a minimum of one year of full-time graduate study (or the equivalent thereof) and completion of an internship (residency) prior to awarding the master's degree. This internship, completed under the supervision of an accomplished elementary teacher, will allow students to further develop their knowledge and skills in effective instruction and to address the needs of diverse students.

Mississippi State University respectfully requests approval of the MAT-ELAR.

The audit of recently approved academic programs ensures that the program outcomes are congruent with the Board-approved proposal.

Please respond to the questions on the following pages to aid the institution and IHL staff in making recommendations to the IHL Board of Trustees.

_____ _____
Chief Academic Officer Signature – Date Institutional Executive Officer Signature – Date

NEW ACADEMIC DEGREE PROGRAM PROPOSAL

Institutional Request Form – Appendix 8
(Submit in PDF format with signatures.)

New Academic Degree Program Questions:

1 Describe how the degree program will be administered including the name and title of person(s) who will be responsible for curriculum development and ongoing program review.

The Master of Arts in Teacher Elementary Alternate Route (MAT-ELAR) will be administered through a Program Coordinator and faculty members on the Meridian Campus under the direction of the Head of the Division of Education and the Dean of the College of Education. Specific responsibility for the design and review of the curriculum will be the purview of the Program Coordinator, Dr. Jeff Leffler, and faculty in elementary education. However, degree and course additions, modifications, and deletions are subject to approval by the larger faculty of the university (University Course and Curriculum Committee). Dr. Leffler has over 20 years of experience in higher education and has provided oversight of graduate programs at MSU for the past 7 years. Dr. Leffler has led MSU's teacher residency efforts for the past four years and has been trained in the Council for the Accreditation of Educator Preparation (CAEP) standards. Dr. Leffler will be responsible for ensuring that the curriculum meets CAEP standards and the requirements for Mississippi teacher licensure as well as coordinating ongoing efforts for program evaluation and improvement.

2 Describe the educational objectives of the degree program including the specific objectives of any concentrations, emphases, options, specializations, tracks, etc.

MTR is a rigorous graduate-level program, which upon completion residents receive a master's degree in elementary education with the opportunity to add an endorsement in special education. This Master of Arts in teaching elementary degree ensures residents have the skills, knowledge, and dispositions for effectiveness as licensed educators under endorsements 120 and 221. Residents will spend one year in a participating district while receiving mentorship from a high-quality teacher in collaboration with community partners and other educators. The core practices to which residents will be expected to aspire and that they will be consistently evaluated on include:

- Establish a Community of Learners
- Teach Towards Instructional Goals
- Position Students as Competent Sense Makers
- Teach with Each Student in Mind
- Orient Students to the Content
- Assess Student Understanding to Guide Instruction
- Invest in the School Community to Support Student Learning
- Reflect on Teaching Practice

Additionally, students will be prepared to demonstrate competencies measured by the required licensure exams required by the MDE, currently including the appropriate Praxis II Content exams for elementary and special education by Educational Testing Services, as well as the Foundations of Reading examination by Pearson.

3 Describe any special admission requirements for the degree program including any articulation agreements that have been negotiated or planned.

In addition to the criteria for admission to a Master of Science degree program (apart from a teaching license), MAT-ELAR candidates must pass the Praxis CORE, possess a minimum 21 composite ACT score, OR have a minimum GPA of 3.0 on the last 60 hours of baccalaureate coursework and pass a certified background check.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL

Institutional Request Form – Appendix 8
(Submit in PDF format with signatures.)

4	Describe the professional accreditation that will be sought for this degree program. If a SACSCOC visit for substantive change will be necessary, please note.

As an initial licensure program for teacher education, the program will be included in the university's review for the Council for the Accreditation of Educator Preparation (CAEP).

5	Describe the curriculum for this degree program including the recommended course of study (appending course descriptions for all courses) and any special requirements such as clinical, field experience, community service, internships, practicum, a thesis, etc.

The Master of Arts in Teaching Elementary Alternate Route will consist of 36 credit hours. The curriculum is outlined below.

Major Required Courses:

EDE 6623 – Elementary & Middle Level STEM Pedagogy (3 credit hours)
EDE 8113 – Planning & Managing of Learning for Elementary & Special Education (3 credit hours)
EDE 8133 – Elementary & Special Education Residency I (3 credit hours)
EDE 8143 – Elementary & Special Education Residency II (3 credit hours)
EDF 8553 – Research in the Classroom (3 credit hours)
EDX 8173 – Special Education in the Regular Classroom (3 credit hours)
EPY 8473 – Elementary Assessment & Evaluation (3 credit hours)
RDG 6123 – Elementary Literacy Instruction I (3 credit hours)
RDG 6133 – Integrated Reading and Writing in the Curriculum (3 credit hours)
RDG 6143 – Elementary Literacy Instruction II (3 credit hours)
RDG 6223 – Assessing Reading Difficulties (3 credit hours)
Selected graduate-level education elective (3 credit hours)

Total Credit Hours - 36

6	Describe the faculty who will deliver this degree program including the members' names, ranks, disciplines, current workloads, and specific courses they will teach within the program. If it will be necessary to add faculty in order to begin the program, give the desired qualifications of the persons to be added.

Dr. Tania Hanna, Assistant Teaching Professor, Elementary Education, 4/4, RDG 6123-Elementary Literacy Instruction I, RDG 6133-Integrated Reading and Writing in the Curriculum, RDG 6143-Elementary Literacy Instruction II, RDG 6223-Assessing Reading Difficulties

Dr. Carlen Henington, Professor, Educational Psychology, 3/2, EPY8473-Elementary Assessment & Evaluation

Lamareshia Johnson, Instructor, Elementary Education, 4/4, RDG 6123-Elementary Literacy Instruction I, RDG 6143-Elementary Literacy Instruction II

Dr. Jeffrey Leffler, Associate Professor, Elementary Education, 3/2, Program Coordinator, EDF 8553-Research in the Classroom, RDG Integrated Reading and Writing in the Curriculum

Michelle Stubbs, Instructor, Elementary Education, 4/4, EDE 6623-Elementary & Middle Level STEM Pedagogy, EDE 8113-Planning & Managing of Learning for Elementary & Special Education, EDE 8133-Elementary & Special Education Residency I, EDE 8143-Elementary & Special Education Residency II

Brandi Sumrall, Instructor II, Special Education, 4/4, EDX 8173-Special Education in the Regular Classroom

Dr. Ksenia Zhbanova, Associate Professor, Elementary Education, 3/2, EDE 8113-Planning & Managing of Learning for Elementary & Special Education

7 Describe the library holdings relevant to the proposed program, noting strengths and weaknesses. If there are guidelines for the discipline, do current holdings meet or exceed standards?

The libraries at MSU contain appropriate volumes, manuscripts, maps, pamphlets, videos, periodicals and newspapers. All journals necessary for building knowledge of current and historical trends in elementary education are included in the periodical collection or are available through interlibrary loan. Faculty and students have access to various online databases including: Ebscohost, Academic Premier, PSYCinfo, ERIC, and MEDLINE online. Furthermore, the various professional fields in education have similar requirements for library resources (e.g., professional journals, monographs, texts).

In previous accreditation reviews of existing graduate programs at MSU, the library holdings in teacher preparation have been found to be adequate and those guidelines of library resources have not changed in recent years.

MSU-Meridian provides two on-site libraries. These materials are typically available to students to checkout and librarians can assist students in accessing materials from the main library in Starkville via courier service. Considering the current MSU – Meridian Hardin Libraries on the College Park and Riley Campuses, the MSU Starkville campus holdings, online resources and availability of inter-library loan services, the MSU library is currently adequate to support this degree program with the exception of the assessment and intervention materials referenced above.

8 Describe the procedures for evaluation of the program and its effectiveness in the first five years of the program, including admission and retention rates, program outcome assessments, placement of graduates, changes in job market need/demand, ex-student/graduate surveys, or other procedures.

The proposed MAT-ELAR will utilize assessment techniques required by the Council for the Accreditation of Educator Preparation (CAEP). This involves an annual review by the Mississippi Department of Education and a more extensive self-study and site visit every seven to ten years. The program will be evaluated using the CAEP initial level standards and indicators:

Standard 1: Content and Pedagogical Knowledge - The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

To evaluate students' knowledge and competencies, several tools will be utilized: (a) Course grades including examination for fundamental knowledge; (b) field experience site supervisor evaluations of students placed at their site; (c) internship site mentor Teacher Intern Assessment Instrument (TIAI) evaluations; the Impact on Student Learning Project intended to evaluate students' ability to design, conduct, and evaluate appropriate evidenced-based instruction and assessment. These tools will each have a Minimum Level of Achievement (MLA) expected of each individual student prior to graduation. This proximal data will be aggregated across students and cohorts to determine that requisite knowledge and competencies are being achieved within the program. The program will also collect distal data in the form of student surveys to determine the degree to which the program provided the student across the required competencies.

Standard 2: Clinical Partnerships and Practice - The provider ensures effective partnerships and high-quality clinical practice are central to candidate preparation. These experiences should be designed to develop candidate's knowledge, skills, and professional dispositions to demonstrate positive impact on diverse students' learning and development. High quality clinical practice offers candidates experiences in different settings and modalities, as well as with diverse P-12 students, schools, families, and communities. Partners share responsibility to identify and address real problems of practice candidates experience in their engagement with P-12 students.

To evaluate clinical partnerships and practice, the program will convene an annual Teacher Education Council to receive feedback from school district partners. The program will additionally conduct surveys of interns at the completion of the internship experience and mentors who work for school districts.

Standard 3: Candidate Recruitment, Progression, and Support - The provider demonstrates the quality of candidates is a continuous and purposeful focus from recruitment through completion. The provider demonstrates that development of candidate quality is the goal of educator preparation and that the EPP provides supports services (such as advising, remediation, and mentoring) in all phases of the program so candidates will be successful.

Additional proximal data that will be collected from current students regarding the policies, procedures, and course work in the program through formal surveys conducted annually.

Standard 4: Program Impact - The provider demonstrates the effectiveness of its completers' instruction on P-12 student learning and development, and completer and employer satisfaction with the relevance and effectiveness of preparation.

Additional proximal data that will be collected from graduates of the program and their employers will include licensure rates, employment status, and engagement in professional activities.

Standard 5: Quality Assurance System and Continuous Improvement - The provider maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained and evidence-based. The system is developed and maintained with input from internal and external stakeholders. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements, and highlight innovations.

The core faculty and district partners will review the proximal and distal data to determine the effectiveness of the program in meeting the goals, aims, and objectives of the program, as well as the standards set forth by the MDE program review and accrediting body.

9 What is the specific basis for determining the number of graduates expected in the first five years?

The number of graduates expected for the first five years of the proposed program is based upon averages of students enrolled in the Master of Arts in Teaching Middle Level courses at MSU and similar Master of Arts in Teaching Secondary program based upon a review of their required posted acceptance/application data and the curriculum plan developed for implementation of the proposed MAT-ELAR program across 3 years.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL

Institutional Request Form – Appendix 8
(Submit in PDF format with signatures.)

10 Using expected enrollment, provide the total anticipated budget for the program including implementation and 4 subsequent years (total of 5 years) of operation; any anticipated direct, indirect, and incremental costs necessary to start the program; anticipated, incremental annual revenue based on student enrollment; and other sources of funding.

Please explain what has been included in the costs and revenues.

Start-Up Costs: one-time costs associated with offering this program

Direct, Incremental Costs: additional annual costs to the university as a result of offering this program

Incremental Revenue: additional annual revenue assuming that this program will bring in new students paying full tuition

Non-Tuition Revenue: external funds, grants, contracts or other revenues attributable to the addition of this program

Differential: all revenues minus all costs

Year	Incoming Students	Total Enrollment	Start-Up Costs	A Additional Annual Costs	B Additional Annual Revenue	C Non-Tuition Revenue	(B+C)-A Differential
2023-24	40	40	$5,000.00	$140,000	$546,000	$4,000	$410,000
2024-25	40	40	$5,000.00	$280,000	$1,093,200	$8,000	$821,200
2025-26	40	40	$5,000.00	$490,000	$1,093,200	$8,000	$611,200
2026-27	40	40	$5,000.00	$490,000	$1,093,200	$8,000	$611,200
2027-28	40	40	$5,000.00	$490,000	$1,093,200	$8,000	$611,200
TOTAL	40	40	$25,000.00	$1,890,000	$4,918,800	$36,000	$3,064,800

11 Program Demand: Select one or both of the following to address student demand:

☐ Survey of Student Interest

Number of surveys administered: Click or tap here to enter text.
Number of completed surveys returned: Click or tap here to enter text.
Percentage of students interested in program: Click or tap here to enter text.

Include a brief statement that provides additional information to explain the survey.
Click or tap here to enter text.

☒ Market Analysis or Evidence of Labor Market Need

Over a quarter century ago, many states began investing in comprehensive strategies to address forecasted teacher shortages based on recommendations from the What Matters Most report by the National Commission on Teaching and America's Future. Unfortunately, many of those efforts ceased due to a variety of political reasons and economic challenges resulting in another acute teacher shortage that can only be met by intentional preparation and support to supply new recruits (Berry & Shields, 2017). However, in addition to the need for quantity of teachers is the need for quality teachers. Schools in rural areas face challenges in recruiting and retaining quality teachers. Currently, 103 school districts in Mississippi are identified as geographical critical shortage areas (MDE, n.d.). Furthermore, the Mississippi Equitable Access Plan (MDE, n.d.) identified cultural competency as a key strategy in preparing teachers so they value diversity and effectively respond to cultural differences. To meet the shortage of today, Berry and Shields (2017) recommend a new strategy that ensures strong preparation and mentoring for recruits, which will both increase their effectiveness and reduce attrition. Between 30-50% of teachers leave the profession in the first five years because of low wages, poor working conditions, and insufficient preparation and support (Brookings, 2021, Darling-Hammond & Sykes,

2003, US Department of Education, n.d.). Mississippi stakeholders have identified a need for ongoing support for future educators from both the community and state levels (MDE, n.d.). The MAT-ELAR is a greatly needed pathway to meet Mississippi's demand for highly competent teachers.

12 Employment Opportunities for Graduates (state, region, nation):

Teachers are in demand now more than ever due to a shortage of teachers. Schools and states across the county are making a large effort to get qualified staff. While the overall employment of elementary school teachers is projects by the Bureau of Labor Statistics (n.d.) to show little of no change from 2022-2032, about 109,000 openings are projected each year, on average, over the decade. The Economic Policy Institute (n.d.) projects a demand of about 300,000 new teachers nationwide and a supply of just over 100,000 trained teachers by 2024. The critical shortage in Mississippi exacerbates this demand. The Brookings Institute (2023) has identified programs based on a residency model such as the MAT-ELAR program as a promising practice for addressing the demand for highly competent teachers. Upon completion of the master's degree, graduates will earn an AA license with a minimum 9-month salary of $43,000.