

0. Form OS - Off-Site Delivery of an Existing Program

OFF-SITE DELIVERY OF AN EXISTING PROGRAM FORM

Sponsoring Institution (s): Northwest Missouri State University

Program Title: Reading

Degree/Certificate: Master of Science in Education

Institution Granting Degree: Northwest Missouri State University

Delivery Site(s): Independence School District

Mode of Program Delivery: Face-to-face, interactiveTV, Web enhanced, and online

Geographic Location of Student Access:

Independence School District Admin Center, 201 N Forest Ave, Independence, MO 64050

Truman High School, 3301 S. Noland Road, Independence, MO 64055

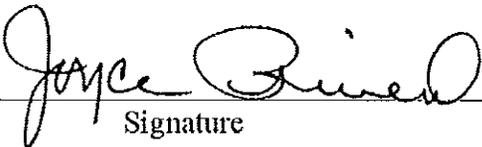
William Chrisman High School, 1223 N. Noland Road, Independence, MO 64050

CIP Classification: 131315 (Please provide a CIP code)

Implementation Date: January 12, 2015
(Semester and Year)

Cooperative Partners: N/A

AUTHORIZATION

Joyce Piveral, Interim Provost  June 26, 2014
Name/Title of Institutional Officer Signature Date

Gregory Haddock, Vice Provost (660) 562-1145
Person to Contact for More Information Telephone

1. Need (Form SE - Student Enrollment Projections)

Student Demand:

i. Estimated enrollment each year for the first five years for full-time and part-time students (Please complete Form SE.)

<i>Year</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>Full-time</i>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<i>Part-time</i>	<u>26</u>	<u>26</u>	<u>26</u>	<u>26</u>	<u>26</u>
<i>Total</i>	<u>26</u>	<u>26</u>	<u>26</u>	<u>26</u>	<u>26</u>

ii. Will enrollment be capped in the future?

No, there is no intention of capping enrollment.

What method(s) or data were used to project student enrollment for this proposed program?

Projected student enrollments were based on direct survey of 214 faculty and administrators in the district (Appendix B). 51.39% answered "very interested" to the question: "If graduate degrees were offered on site within the Independence School District, rate your interest level in enrolling in a graduate degree program." 52 prospective students expressed an interest in an MEd in Reading program so the student enrollment was based on half of these respondents.

There were about 30 individuals enrolled in the MEd in Reading at our Kansas City Center. (Total enrollment in the institution for this program is 46 students currently.)

A. Market Demand:

National, state, regional, or local assessment of labor need for citizens with these skills
National, state, regional, or local assessment of labor shows a need for citizens with these skills. Qualified teachers with advanced education are scarce and necessary if the state of Missouri is to reach the goal of "No Child Left Behind."

Northwest, in their attempt to aid in the shortage of highly qualified educators, applied for and has been awarded an alternative certification grant sponsored by the U.S. Department of Education. Through this proposal it was noted that the United States needs an estimated 2.2 million educators during the next decade in order to replace those who will be leaving education for retirement and other reasons and to keep pace with population growth. The assumption is that

1. Need (Form SE - Student Enrollment Projections)

Missouri is a microcosm of the nation and north Missouri is a microcosm of the state of Missouri.

Obtaining advanced degrees is the path to advanced certification and the method of increasing the annual salary of the teaching staff. Given the attrition trend of the educational staff due to retirement, etc., the offerings in the greater Kansas City area are both a needed and sustainable endeavor.

B. Societal Need:

i. General needs which are not directly related to employment

This program supports enhancement of teacher skills in Missouri by increasing their effectiveness in teaching reading to all children. Enhanced teacher skills will result in more effective teaching for the students in Missouri classrooms, thus enabling Missouri to reach the goals of "No Child Left Behind." All Missouri students deserve highly qualified teachers. Reading is a key component.

C. Methodology used to determine "B" and "C" above.

Survey method was direct survey with cooperation from the school district.

The above information was garnered through surveys, evaluations of legislation, meetings with school administrators and teachers, and meetings with Advisory Groups. Regular meetings of the Advisory Team for the Department of Professional Education at Northwest Missouri State University include members of the professional community of educators in the Northwest area. Teachers, superintendents, and principals meet to discuss areas of strength and ideas for improvement of the reading program at Northwest. The Advisory Team suggests that off-site programs, such as this proposed program, are very much needed. Further, surveys of employers of our newly graduated teachers reveal a desire for additional learning opportunities for their employees.

2. Duplication and Collaboration

If similar programs currently exist in Missouri, what makes the proposed program necessary and/or distinct from the others at public institutions, area vocational technical schools, and private career schools?

Northwest offers a Masters in Science with emphasis in Reading to those holding a Baccalaureate degree and a teaching certificate. Some private institutions offer programs on an "as needed" basis but have not made a commitment to be a sustained site of delivery. The cost of the private institutions is also prohibitive to the local constituents. Northwest offers an NCATE/DESE accredited program.

No collaborative programming with other institutions is planned at this time.

Does delivery of the program involve a collaborative effort with any external institution or organization?

No (If yes, please complete Form CL.)

4. Program Characteristics and Performance Goals: (Form PG).

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name: Northwest Missouri State University

Program Name: MS in Education, Reading

Date: January 12, 2015

(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.

Prerequisites for K-12 Certification in Reading are:

1. A course in child psychology and a course in adolescent psychology or a combined course in child and adolescent psychology (at least 3 semester hours).

2. A course in the introduction to special education or education of the exceptional child of at least 2 semester hours.

3. A course in behavior management techniques. (This requirement may be met by completing EdCI 62-540 or 62-320.)

4. A course in counseling techniques. (This requirement may be met by completing EdCI 62-301 or 62-635.)

5. A course in language acquisition and development or language development for the exceptional child. (This requirement may be met by completing Com 29-351 or 553.)

Program Admission Requirements:

A minimum overall grade point average of 2.75 on the undergraduate transcript or an undergraduate overall GPA of 2.50 to 2.74 and a 3.25 GPA on eight hours of required graduate coursework at Northwest in the major program where admission is requested.

2. A valid teaching certificate.

3. Successful completion of the Analytical Writing Assessment* (read, summarize and critique a pre-selected scholarly journal article that is evaluated using a writing scoring guide based on the Modified CUNY Scales) conducted by the department during the first trimester of enrollment. If the student has taken the GRE, a score of 3.5 or higher on the Writing section may be substituted for the Analytical Writing Assessment requirement.

4. Program Characteristics and Performance Goals: (Form PG).

- Characteristics of a specific population to be served, if applicable.
 - Students will graduate with enhanced skills for teaching reading in the P-12 schools.
 - Such skills will be demonstrated through the creation and defense of a graduate portfolio containing key artifacts from each course in the program.

Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.
 - Regular full-time faculty must meet the requirements for graduate faculty status at Northwest.
 - Approximately 65% of courses will be taught by regular full-time faculty and 35% by qualified adjunct faculty.
 - Adjunct faculty must participate in professional development workshops to assure consistency of course content and student expectations across the program.
 - Adjunct faculty must also meet the requirements for graduate faculty status at Northwest. This includes a minimum of 60 graduate credit hours and demonstrated expertise in the field of reading/language arts. All adjunct faculty must be approved by the Graduate Council.
- 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.
 - Approximately 70% of the instruction is with NW full time faculty.
- Expectations for professional activities, special student contact, teaching/learning innovation.
 - None expected outside of regular coursework and program requirements.

Enrollment Projections

- Student FTE majoring in program by the end of five years.
 - 26
- Percent of full time and part time enrollment by the end of five years.
 - 100% part-time (six credits per trimester typically)

Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.
 - 20 per year at both three and five years
- Special skills specific to the program.

4. Program Characteristics and Performance Goals: (Form PG).

Prerequisites for this program are:

1. A valid teaching certificate.
2. Two or more years of classroom teaching experience.

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

100% due to certificate requirements of entry

- 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.

NA

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

Students are typically employed as teachers in Reading.

- Transfer rates, continuous study.

None.

5. Quality Assurance for Off-Site Programs:

- General Oversight: Describe the manner in which this program will be managed. How does the management of this program fit within the institution's academic administrative structure?

All programs in education at Northwest are NCATE/DESE accredited.

- A. Faculty Qualifications: How do the qualifications of faculty at this site compare with those of faculty for this program at the main campus? Please also note the comparable data regarding the proportion of course-section coverage by full-time faculty at each site.

The goal of the College of Education and Human Services is to continue expanding services to meet the needs of graduate students in the service area while maintaining high standards of quality. Each department full-time faculty is qualified as graduate faculty at Northwest and is committed to supporting extended campus programming and developing procedures for identifying and developing a high-quality pool of part-time graduate instructors. An educational structure has been put into practice where the part-time instructors are on campus for an annual institute. They are then included in a small learning community led by campus faculty and made up of others instructing the specific course through the use of eCompanion. This process is on-going. The University has also committed to increasing full-time faculty who may be located closer to the extended site as program growth occurs. A coordinator is located at the extended site to better meet the needs of the local students, district, and community.

Adjuncts are included in on-campus professional development in addition to the specific provisions provided for them in the annual institutes and small learning communities.

It is Northwest's desire to integrate part-time faculty into the culture of graduate education, its resources, standards, and level of teaching expertise expected by the

4. Program Characteristics and Performance Goals: (Form PG).

University of its graduate faculty. Regular department faculty will be significantly involved with the professional development provided for the adjuncts. This involvement may occur face-to-face, via ITV, by mentoring visits, on-line threaded discussion, etc. The attention to the detail of who actually delivers the course work is greatly appreciated by students. By offering extended campus programs in graduate education, Northwest will meet both the demands for access and the demand for quality.

Support Services: Describe how the institution will ensure that students at this site will be able to access services such as academic support, library, computing, and financial aid, as well as other administrative functions, at a level of quality comparable to that of on-campus programs.

Student support services, such as:

Advisement – Advising will be provided at the site by the respective site coordinator, a full faculty advisor on-site, a full faculty advisor via telephone/email, and through interaction with Outreach Education staff.

Procuring Books – A procedure has been put into place for ordering books through the Campus Bookstore. Students may also order books through other means, such as internet sources.

Library Access – Students have access to the Northwest Library which is supported by a high level of technology. Instruction will be given by library staff to students, adjuncts and faculty on how to use the library to the maximum benefit. Other specialized reference resources will be provided to the extended site of delivery. Students and Education Practitioner Faculty members also have access to Mobius – the combined collections of Missouri libraries in one on-line catalog. Other library resources include: research strategies, research guides, databases, on-line resources, lists of useful websites, article searches, webliographies, plagiarism detection assistance, and much more.

Technology – The CITE Office will supply technical support for eCompanion as an assist to all courses to aide in the delivery and ongoing contact with students in the field. Each ITV site is also staffed with a technical assistant who is available for ITV classes.

Financial aid staff are eager to assist graduate students in any way possible.

The Graduate Office staff are also available to assist students with concerns.

6. Any Other Relevant Information:

Although the school district is the location of the program as well as the employer of the prospective students, it is a program offered and controlled by Northwest Missouri State University. Form CL has been attached, as well as a building use agreement and the survey used to determine need for programming.

Appendix A, form CL / Appendix B - survey data

COLLABORATIVE PROGRAMS

Sponsoring Institutions: Northwest Missouri State University offering programs at Independence School District

Degree program: MS.Ed. Educational Leadership (Elementary)

MS.Ed. Educational Leadership (Secondary)

MS.Ed. Educational Leadership (K-12)

Length of agreement: open-ended
(open-ended or limited)

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

Northwest Missouri State University

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

Northwest Missouri State University

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

Building Use Agreement, attached

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

Northwest Missouri State University

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

N/A, only calendar of Northwest Missouri State University is used for courses

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?

N/A, only Northwest Missouri State University tuition

Appendix A. Collaborative Program Form: (Form CL).

- 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.

None, Building use agreement is a non-fee agreement

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

None, this is a non-fee agreement

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

Only Northwest Missouri State University will review its programs.

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

Cancelation policy will cover 120 days so that sufficient time to change instructional space can be used.

Detailed quantitative analysis report

My role in the Independence School District:

Mean: 1.15

Response	Value	Frequency	Percent	Graph
Teacher	1.00	194	89.81	
Administrator	2.00	8	3.70	
Other	3.00	12	5.56	
Total Valid		214	99.07	
Missing		2	0.93	
Total		216	100.00	

My highest degree completed or current working toward:

Mean: 1.85

Response	Value	Frequency	Percent	Graph
Bachelors Degree	1.00	55	25.46	
Masters Degree	2.00	143	66.20	
Educational Specialist Degree	3.00	13	6.02	
Doctoral Degree	4.00	5	2.31	
Total Valid		216	100.00	

Appendix B. Survey data

If graduate degrees were offered on site within the Independence School District, rate your interest level in enrolling in a graduate degree program: Mean: 1.64

Response	Value	Frequency	Percent	Graph
Very Interested	1.00	111	51.39	
Somewhat Interested	2.00	70	32.41	
Not Interested	3.00	34	15.74	
Total Valid		215	99.54	
Missing		1	0.46	
Total		216	100.00	

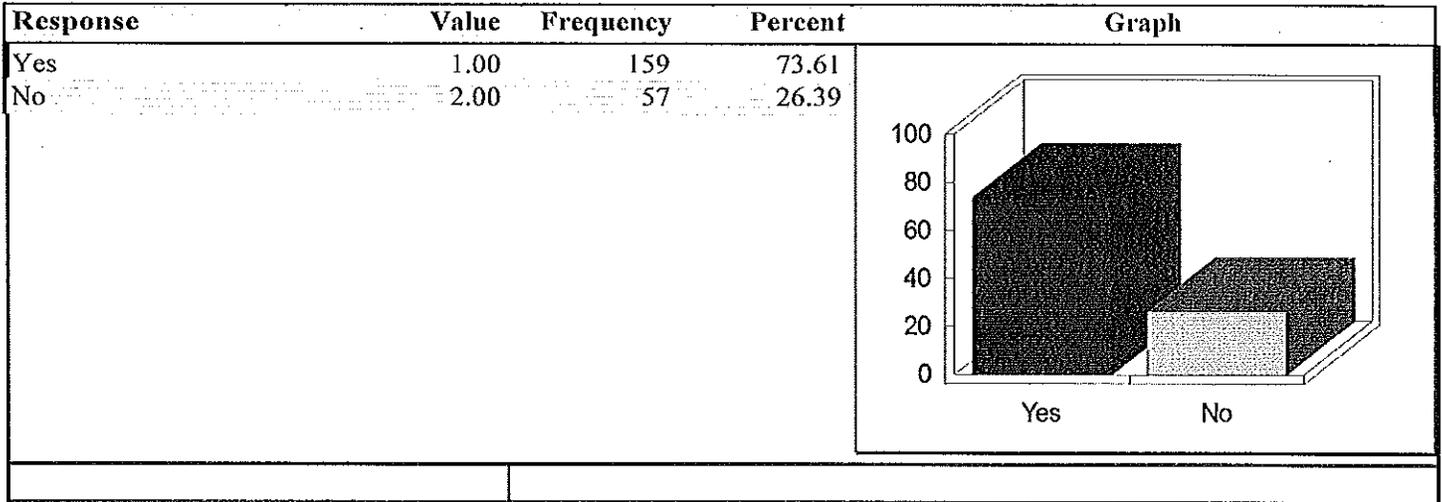
What are your areas of interest for graduate degrees? (Check all that apply) Mean: -

Response	Value	Frequency	Percent	Graph
Educational Leadership	1.00	92	42.59	
Teacher Leadership-National Teacher Board Certification Preparation	2.00	67	31.02	
Reading	3.00	52	24.07	
Special Education	4.00	24	11.11	
Instructional Technology	5.00	52	24.07	
English Language Learner	6.00	16	7.41	
Early Childhood	7.00	13	6.02	
Mathematics	8.00	21	9.72	
English	9.00	19	8.80	
Total Valid		180	83.33	
Missing		36	16.67	
Total		216	100.00	

Appendix B. Survey data

I would like to receive future updates on new programs in the Independence School District:

Mean: 1.26



Appendix C. Building Use Agreement

forthcoming