



NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Northwest Missouri State University

Program Title: Curriculum and Instruction

Degree/Certificate: Master of Science in Education

Options: Click here to enter text.

Delivery Site(s): Maryville, Missouri

CIP Classification: 13.0301

*CIP code can be cross-referenced with programs offered in your region on MDHE's program inventory highered.mo.gov/ProgramInventory/search.jsp

Implementation Date: Fall 2017

Cooperative Partners: None

*If this is a collaborative program, form CL must be included with this proposal

AUTHORIZATION:

Jamie Hooyman, Vice Provost

Name/Title of Institutional Officer

Jamie Hooyman
Signature

4-20-17
Date

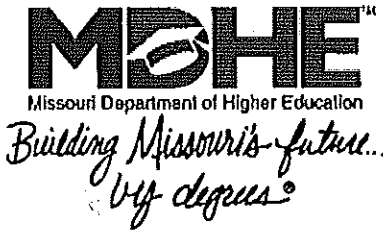
Jamie Hooyman

Person to Contact for More Information

660-562-1277

Telephone





PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name Northwest Missouri State University
Program Name MS.Ed. in Curriculum and Instruction: Engagemen, Learning and Achievement
Date April 25th, 2017 (to begin August, 2017)

(Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.)

1. Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.
No special or extraordinary preparation is required.
- Characteristics of a specific population to be served, if applicable.
N/A.

2. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.
Faculty teaching in this program must possess the terminal degree in Education and/or receive Northwest Graduate Dean permission based on extraordinary experience in-field and in Missouri public schools in order to meet state, regional, and national accreditation agencies.
- 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.
50% full time; 50% adjunct faculty.
- Expectations for professional activities, special student contact, teaching/learning innovation.
Using online threaded discussions, group presentations and collaborative/cooperative learning and engagement strategies, Northwest faculty will model what they are teaching in this degree, which emphasizes learning and engagement strategies. Students will complete a rigorous and meaningful culminating assignment as a Capstone, synthesizing real-world, practical research to create and present learning on how their students in real

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schools are demonstrating learning, and what can be done to continuously improve that learning using data and evidence-based practices.

3. Enrollment Projections

- Student FTE majoring in program by the end of five years.
150 FTE by the end of 5 years.
- Percent of full time and part time enrollment by the end of five years.
Our current projections are for all part-time enrollment, as the intended program completers will be full-time, practicing teachers in public school settings.

4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.
25 graduates within three years, and 75 within with five years (if they are indeed all part-time, as our estimates suggest).
- Special skills specific to the program.
Graduates will be skilled in qualitative and quantitative data analysis, use of evidence for improvement of student learning, able to provide feedback and set goals, strengthened use of digital pedagogy, able to manage change, set and provide district-level and building-level vision, skill with working with those from multicultural backgrounds, and developing and implementing curriculum which meaningfully engages learners in deep content knowledge.
- Proportion of students who will achieve licensing, certification, or registration.
This program does not currently lead to a credential, but if an endorsement in teacher leadership were to be approved in Missouri, this program may be able to lead to that specialization.
- 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.
This program allows entrance from practicing teachers who score at the 3.5 level or above on the Writing Component of the GRE and/or National Board Certification and/or successful completion of nationally-normed educational performance assessment. However, this program does not utilize a standardized examination as a program

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completion or exit requirement, as one does not currently exist for Curriculum and Instruction.

- Placement rates in related fields, in other fields, unemployed.
Since all program completers will be currently working in school settings, we anticipate this to be nearly 100%.
- Transfer rates, continuous study.
Up to 9 hours of applicable graduate credit from accredited institutions may be accepted into this program, as per Northwest Graduate Program policy.

5. Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. **If there are no plans to seek specialized accreditation, please provide a rationale.**
The institution is accredited by DESE, and NCATE/CAEP (since 1954) and by HLC. CAEP will be conducting a site visit in 2021 and HLC in 2018. We anticipate continually pursuing national accreditation for this and all education programs and as an institution.

6. Alumni and Employer Survey

- Expected satisfaction rates for alumni, *including timing and method of surveys*.
Annual surveys of program completers and their employers will take place through DESE's annual survey process, completed each Spring. Current rates indicate more than 95% of employers are satisfied with completer performance for existing education programs.
- Expected satisfaction rates for employers, including timing and method of surveys.
Annual surveys of program completers and their employers will take place through DESE's annual survey process, completed each Spring. Current rates indicate more than 95% of employers are satisfied with completer performance for existing education programs

7. Institutional Characteristics

- Characteristics demonstrating why your institution is particularly well-equipped to support the program.
Our institution possesses strong faculty with credentials and experience in curriculum development, assessment literacy, engaging teaching strategies, experience with techniques that respect and value multicultural perspectives, implementation of change management strategies, visionary leadership concepts and techniques, data literacy and leadership. Additionally, this program was designed from the ground-up to fill an extant gap in necessary programming for school teachers who want to lead as teacher-leaders, not administrators, using state-of-the-art digital pedagogy and engagement strategies to prepare

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curricular leaders, department chairpersons, and other in-school professionals to improve PK-12 student learning.

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Form PG – Program Characteristics and Performance Goals



PROGRAM STRUCTURE

A. Total credits required for graduation: 30

B. Residency requirements, if any: N/A

C. General education: Total credits: N/A

Courses (specific courses OR distribution area and credits):

Course Number	Credits	Course Title
EDUC 61606	3	Culture and Student Engagement
EDUC 61623	3	Feedback and Goal Setting
EDUC 61624	3	Digital Pedagogy and the Connected Educator
EDUC 61626	3	Change Management in Education
EDUC 61653	3	Trends and Issues in Curriculum and Instruction
EDUC 61668	3	Academic Inquiry
EDUC 61669	3	Capstone Seminar
EDUC 61622	3	Visionary Leadership
EDUC 61641	3	Data Literacy and Assessment for Schools
EDUC 61642	3	Multicultural Education for Diversity, Equity and Inclusion

D. Major requirements: Total credits: 30

Course Number	Credits	Course Title
EDUC 61606	3	Culture and Student Engagement
EDUC 61623	3	Feedback and Goal Setting
EDUC 61624	3	Digital Pedagogy and the Connected Educator
EDUC 61626	3	Change Management in Education
EDUC 61653	3	Trends and Issues in Curriculum and Instruction
EDUC 61668	3	Academic Inquiry
EDUC 61669	3	Capstone Seminar
EDUC 61622	3	Visionary Leadership
EDUC 61641	3	Data Literacy and Assessment for Schools
EDUC 61642	3	Multicultural Education for Diversity, Equity and Inclusion

E. Free elective credits: 0
(Sum of C, D, and E should equal A.)

F. Requirements for thesis, internship or other capstone experience:
Requirements for Thesis/Capstone:

Written assessment of competency mastery: To meet comprehensive requirements, students are required to complete the Written Assessment of Competency Mastery. The assessment will include reference to artifact/course content, and reflection on personal growth as a curriculum leader. The assessment will be administered during EDUC 61669: Capstone Seminar.

Capstone: The Capstone component comprises rigorous qualitative and quantitative analysis of real-world data designed to improve PK-12 student learning. Designed in collaboration with current Missouri public school teachers and leaders, this capstone is a rich synthesis of graduate coursework and real-world experience using data, which is needed in the profession. This program has three components for the capstone. First, the student analyzes all of the data collected during Action Research. The student uses coding to find themes during the analysis and displays the data visually. The student then writes and revises the data analysis of the action research project. Secondly, the student uses all of the data resources, coding, and artifacts to write the findings for the action research. The student develops next steps for continuing the action research post-graduation and then writes and revises the findings and next steps. Finally, the student creates a presentation and makes a formal presentation of the research findings to colleagues in the school or district setting.

G. Any unique features such as interdepartmental cooperation:
This program was designed with faculty members from two university departments: the School of Professional Education and the School of Health and Wellness. Additionally, several full-time Missouri public school teachers and administrators co-developed the curriculum.



STUDENT ENROLLMENT PROJECTIONS

Year	1	2	3	4	5
Full Time	0	0	0	0	0
Part Time	20	30	70	100	150
Total	20	30	70	100	150

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

Northwest administrators consulted with a promotion and marketing company to provide and evaluate historical program growth metrics for similar programs entering the online education degree landscape.

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

Northwest Missouri State University has recently into an agreement with Academic Partnerships, a marketing and promotion company specializing in working with Universities to reach students in communities throughout the nation, to take Northwest Missouri State Graduate courses and help deliver them online. In a nationwide survey conducted by Academic Partnerships, a Master's in Curriculum and Instruction was ranked as the second most desired Master's degree, ranking only behind the Master's in K-12 Educational Leadership. On the state level, NWMSU's School of Education recently conducted a survey, advanced through the Missouri State Teacher's Association newsletter to determine graduate programming most desired. Of the 120 respondents, 51% ranked a Master's in Curriculum and Instruction as among their top three choices for graduate programs. The survey also showed that 52% of the respondents chose fully on-line delivery as their preferred method, with 75% choosing fully on-line delivery as among their top three choices. Using this data along with the information provided by Academic

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Partnerships, the School of Achievement believes that offering an M.S.Ed. in Curriculum and Instruction: Engagement, Learning, and Achievement will assist in the accomplishment of the NWMSU Strategic Objective One: Innovative Enrollment Growth. The M.S.Ed. in Curriculum and Instruction: Engagement, Learning and Achievement will require 9 hours of core classes, shared with the M.S.Ed. in Ed Leadership, 6 hours of which are also shared with the M.S.Ed in Special Education. This program does not lead to teacher certification but enhances the ability of curriculum-focused teacher leaders to serve school districts as building-level coaches, department chairpersons, team leaders, and experts in engagement and assessment, two vital components of excellence in Missouri's public schools.

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Form SE - Student Enrollment Projections