



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>8</u>	<u>10</u>	<u>10</u>	<u>15</u>	<u>15</u>
<i>Total</i>	<u>8</u>	<u>10</u>	<u>10</u>	<u>15</u>	<u>15</u>

ii. Will enrollment be capped in the future?

No plans for capping enrollment.

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

Existing program, including the online collaborative program with Missouri Southern State University, shows enrollment that will support these numbers. Online courses merge students in all modes of delivery together and courses offered on site via face-to-face and ITV will distinguish the program in the Kansas City and St. Joseph regions.

A. Market Demand:

i. National, state, regional, or local assessment of labor need for citizens with these skills  
With the current emphasis on early childhood through the 'MO preschool project'; The 'Now for later' campaign; and Missouri's 'top 10 by 20' initiative as well as the recent announcement made by Gov. Nixon to invest in Early Childhood Education in Missouri, in the next 5 years there will be greater need for qualified early childhood professionals in teaching as well as leadership positions. Currently it is projected that early childhood manager (leadership) jobs will grow by 5% in 2016 in MO; Nationally these positions will grow by 11.8% over the next 8 years. Greater awareness of the benefits of investing in Early Childhood for the economy, quality future workforce, lowered crime rates, and an overall stronger society is becoming the driving force for labor needs for citizens with skills in early childhood education. Many states using the quality rating systems tie in their rating system to accreditation and / or their state's tiered reimbursement program, indicating the need for trained and skilled labor in the field of Early Childhood.

B. Societal Need:

1. Need (Form SE - Student Enrollment Projections)

i. General needs which are not directly related to employment

The content of this program is directly applicable to common roles of individuals in society such as parenthood and other relationships concerning interactions with young children. The awareness of the importance of the early years can only enrich society as a whole.

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

Information regarding the current trends and statistics in the field were compiled from several websites including Missouri's 'now for later'; 'Missouri preschool program'; 'top 10 by 20' Careeroverview.com; and NAEYC.org. Additionally, current students enrolled in the program reinforce and support the validity of these trends.

## 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?

In the Kansas City region, Webster University and the University of Missouri-Kansas City offer Master of Arts in Early Childhood education. There are no offerings in the St. Joseph region

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

No (If yes, please complete Form CL.)

3. Financial Projections (Form FP - Financial Projections)

**FINANCIAL PROJECTIONS**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>1. Expenditures</b>					
<b>A. One-time:</b>					
New/renovated space	_____	_____	_____	_____	_____
Equipment	_____	_____	_____	_____	_____
Library	_____	_____	_____	_____	_____
Consultants	_____	_____	_____	_____	_____
Other	_____	_____	_____	_____	_____
Total for One-time Expenditures	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<b>B. Recurring:</b>					
Faculty	<u>\$8,833</u>	<u>\$8,833</u>	<u>\$8,833</u>	<u>\$8,833</u>	<u>\$8,833</u>
Staff	_____	_____	_____	_____	_____
Benefits	<u>\$2,650</u>	<u>\$2,650</u>	<u>\$2,650</u>	<u>\$2,650</u>	<u>\$2,650</u>
Equipment	_____	_____	_____	_____	_____
Library	_____	_____	_____	_____	_____
Other	<u>\$10,800</u>	<u>\$10,800</u>	<u>\$10,800</u>	<u>\$10,800</u>	<u>10,800.00</u>
Total for Recurring Expenditures	<u>\$22,283</u>	<u>\$22,283</u>	<u>\$22,283</u>	<u>\$22,283</u>	<u>\$22,283</u>
<b>TOTAL (A + B)</b>	<u>\$22,283</u>	<u>\$22,283</u>	<u>\$22,283</u>	<u>\$22,283</u>	<u>\$22,283</u>
<b>2. Revenues</b>					
*State Aid - CBHE	_____	_____	_____	_____	_____
*State Aid - DESE	_____	_____	_____	_____	_____
Tuition/Fees	<u>\$37,051</u>	<u>\$46,314</u>	<u>\$46,314</u>	<u>\$69,471</u>	<u>69,471</u>
Institutional/Resources	_____	_____	_____	_____	_____
Other	_____	_____	_____	_____	_____
<b>TOTAL REVENUES</b>	<u>\$37,051</u>	<u>\$46,314</u>	<u>\$46,314</u>	<u>\$69,471</u>	<u>\$69,471</u>

\* Please provide a brief description of the nature of the state aid. Is "new" money requested or is "old" money going to be used? What is the nature of the "old" money?

N/A

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

**PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS**

Institution Name: Northwest Missouri State University

Program Name: M.S.Ed. in Teaching: Early Childhood Education

Date: January 2013

(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.

Program Admission Requirements

1. 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 minimum combined score of 280 (700 old score) on the verbal and quantitative sections of the Graduate Record Examination. The student must retake the test if the score falls below the 280 minimum. Official scores must be filed with the Graduate Office at the time of admission or no later than the end of the first trimester of enrollment or the student may not re-enroll the following term.

3. Score of 3.5 or above on the writing component of the GRE, or successful completion of a supervised writing assessment conducted by the department during the first trimester of enrollment.

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

This program is designed for students who wish to gain advanced training in the specialized field of early childhood education for children birth to age eight. The M.S.Ed. in Teaching Early Childhood does not lead to certification in Early Childhood Education. Individuals interested in obtaining initial certification should see their advisor for additional course requirements.

**Faculty Characteristics**

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

Doctoral degree in Early Childhood or related field.

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

- 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.

Typically ECE core and subject-specific courses are taught in the summer by full time faculty. In the summer, 50% to 75% of the credit hours will be assigned to full time faculty.

\*\*\* Does this section also need to include Faculty who teach other courses (core requirements for this program - the combined courses for all M.S. Ed degrees - e.g. Issues in Education etc?)

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

Faculty members will stay current with the field specific content through conferences, publications and/or other professional development opportunities. All course sites for on-line / blended / face-to-face classes will meet the 'quality matters' standards..

#### **Enrollment Projections**

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

15 students at five years.

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

Students are typically part-time in the fall and spring, and full-time (nine credits) in the summer. 100% part-time at five years.

#### **Student and Program Outcomes**

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

5-6 graduates per year at three years, 7-8 at five years.

- Special skills specific to the program.

Action research skills in the classroom

Administration and assessment skills in Early childhood settings (Program as well as individual children)

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

This degree does not certify teachers.

- 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.

Students complete a comprehensive exam at the end of their coursework. The exam includes three essays that pertain to philosophy and theory, the application of theory to classroom practice, and advocacy for early childhood education issues. All candidates have demonstrated competency.

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

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

Most of our current clientele is already employed and seeking a degree to fulfill requirements of the employment and / or participation in the state tiered reimbursement program.

- Transfer rates, continuous study.

Data not documented.

#### 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?

This program will be managed by the Masters in Education Program Coordinator and the Chair of the Department of Professional Education. Additionally, a faculty oversight committee develops, evaluates, and monitors program course delivery and instruction. Student evaluations and feedback will be used to evaluate program faculty and methodology.

- 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 majority of classes in this program will be taught by the Northwest faculty from the main campus. However, some of the online courses may have instruction from our collaborative partners at Missouri Southern State University.

All faculty members must have terminal degrees and must be approved by the Northwest Graduate Council as graduate faculty members. Faculty members are expected to be current in their field and contribute to the profession through activity participation in professional conferences and/or publications.

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.

Students at this site will have all the rights and privileges of students on the Maryville campus in terms of access to academic and service support. Advising will be provided by a full time faculty member via the web, phone, and/or on-site. In addition, the Outreach staff will provide support for students. The Northwest Owens Library offers off-campus access for all databases and they are able to provide student support through electronic technology as well as face-to-face tutorials. Financial assistance is available to those students who qualify. The Northwest Graduate School Office assists students in applying for program admission and graduation by notifying students in regards to their status and directing questions to appropriate personnel. The Northwest Center for Instructional Technology in Education (CITE) will provide technical support for faculty and students.

#### 6. Program Accreditation

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

Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide reasons.

All Educational Leadership and Curriculum Instruction programs within the Professional Education Department leading to certification will go through both NCATE and DESE review in 2013.

**Any Other Relevant Information:**

The 19-county Northwest service area includes more than 50 public school districts and numerous private schools.