

NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Northwest Missouri State University

Program Title: Alternative Certification

Degree/Certificate: Certificate

Options: Concentration in Secondary Alternative Certification

Concentration in Middle School Alternative Certification

Concentration in Special Education (Multi) Cross-Categorical K-12

Delivery Site(s): Northwest Missouri State University

Northwest Kansas City Center (Blue Jay Tower)

Northwest St. Joseph Center

CIP Classification: 13.9990 (Please provide a CIP code)

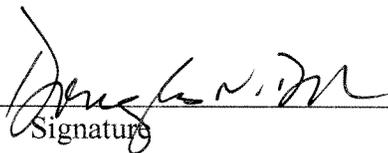
Implementation Date: Spring 2013

Cooperative Partners: N/A

Expected Date of First Graduation: Fall 2013

AUTHORIZATION

Douglas Dunham, Provost
Name/Title of Institutional Officer


Signature

9/27/12
Date

Gregory Haddock, Vice Provost
Person to Contact for More Information

(660) 562-1145
Telephone

0. Form NP – New Program Proposal Form

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Name/Title of Institutional Officer	Signature	Date
<u>Gregory Haddock, Vice Provost</u>	_____	<u>(660) 562-1145</u>
Person to Contact for More Information		Telephone

OFF-SITE DELIVERY OF AN EXISTING PROGRAM FORM

Sponsoring Institution (s): Northwest Missouri State University

Program Title: Alternative Certification

Degree/Certificate: Certificate

Institution Granting Degree: Northwest Missouri State University

Delivery Site(s): Northwest Kansas City Center (Blue Jay Tower)
Northwest St. Joseph Center

Mode of Program Delivery: face to face

Geographic Location of Student Access:

Northwest Kansas City Center, Blue Jay Tower Plaza, 8 Victory Lane, Liberty, MO 64068

Northwest St. Joseph Center, Suite 100 South, 3500 N. Village Dr., St. Joseph, MO 64506

CIP Classification: 13990 (Please provide a CIP code)

Implementation Date: Spring 2013
(Semester and Year)

Cooperative Partners: N/A

AUTHORIZATION

Douglas Dunham, Provost
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>35</u>	<u>35</u>	<u>35</u>	<u>35</u>	<u>35</u>
<i>Total</i>	<u>35</u>	<u>35</u>	<u>35</u>	<u>35</u>	<u>35</u>

ii. Will enrollment be capped in the future?

No

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

Current interest in the program and need from surrounding school districts wishing to fill areas that they have had difficulty hiring.

A. Market Demand:

. National, state, regional, or local assessment of labor need for citizens with these skills

The Northwest Alternative Certification Program is a two-year, graduate-level, certification-only program for candidates with content-related undergraduate degrees who are seeking Missouri teacher certification. The purpose is to provide an alternate route to Missouri teacher certification for quality candidates who have been employed as teachers of record.

Annual reports of 'high needs' teaching areas (provided by DESE, Missouri State, U.S. Department of Education, & others) note the areas of 'highest' need by teaching area. In addition, networking with northwest area principals and superintendents (attendance at the NWMASA, NWASSP, NWAESP monthly meetings, email, contact while making school visits, etc.) are very good about informing us of current and future needs. Contacts with the DESE NW Area Supervisor and other DESE officials help inform NW of current needs.

B. Societal Need:

i. General needs which are not directly related to employment

1. Need (Form SE - Student Enrollment Projections)

Alternative Certification provides an intensive teacher preparation program designed to provide these teachers with the knowledge and skills needed to perform effectively in the classroom.

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

DESE's Missouri Teacher Workforce: Teacher Shortage Areas Report
Teacher Shortage Areas: Nationwide Listing April 2012 U.S. Department of
Education / Office of Postsecondary Education
Log information from Northwest Area Principals / Superintendents

2. Duplication and Collaboration: (Form CL – Collaborative Programs)

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?

We are serving the students and school districts within our current statutory regional area.

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

No (If yes, please complete Form CL.)

3. Program Structure: (Form PS - Program Structure)

PROGRAM STRUCTURE

A. Total credits required for graduation: 20-33, depending on concentration

B. Residency requirements, if any: N/A

C. General education: Total credits: AC Candidates must have completed a B.S /B.A. to qualify for the program.

Courses (specific courses OR distribution area and credits):

Core: (9 cr.)

Ed 61-614 Introduction to Teaching (3 cr.)

Ed 61-615 Organizing for Learning (3 cr.)

Ed 61-617 Organizing for Learning II (3 cr.)

D. Major requirements: Total credits: in addition to core

Concentration in Secondary Alternative Certification Program (11 cr.)

Ed 61-616 Teaching Strategies (5 cr.)

Ed 61-649 Issues in Education (3 cr.)

Ed 61-684 Secondary Curriculum (3 cr.)

** Plus any additional content hours determined by transcript/experience audit

Concentration in Middle School Alternative Certification Program (14 cr.)

Ed 61-616 Teaching Strategies (5 cr.)

Ed 61-649 Issues in Education (3 cr.)

Ed 61-570 The Middle School (3 cr.)

EdCI 62-511 Middle School Curriculum, Methods & Practicum (3 cr.)

** Plus any additional content hours determined by transcript/experience audit

Concentration in Special Education (Multi) Cross-Categorical K-12 (24 cr.)

EdCI 62-540 Behavior Management Techniques (3 cr.)

EdCI 62-655 Reading in the Elementary School (3 cr.)

EdCI 62-654 Analysis and Correction of Reading Disabilities (3 cr.)

EdCI 62-642 Introduction to Teaching Students with Mild to Moderate Disabilities (3 cr.)

EdCI 62-643 Teaching Students with Mild to Moderate Disabilities (3 cr.)

EdCI 62-652 Psycho-Education Measurement (3 cr.)

Take two of the following courses:

EdCI 62-504 Creating Inclusive Classrooms (3 cr.)

3. Program Structure: (Form PS - Program Structure)

EdCI 62-508 Transition/Career Education for Students w/Disabilities (3 cr.)

EdCI 62-635 Techniques for Conferencing and Collaboration (3 cr.)

** Plus any additional content hours determined by transcript/experience audit

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

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

The student will complete a portfolio based on the Teacher Work Sample (TWS) model and MoSTEP standards.

G. Any unique features such as interdepartmental cooperation:

N/A

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

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name: Northwest Missouri State University

Program Name: Alternative Certification

Date: September 24, 2012

(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.

Before admission, alternative certification candidates must submit transcripts, resumé and proof of employment as teacher of record in a Missouri K-12 school district. Candidates must meet all requirements for provisional certification including minimum GPA, successful background check, continuing employment, beginning teacher requirements, etc. In addition to completing the program of study, the student will meet classroom observation component, complete two-year teaching requirement, and submit all required certification paperwork with the university and with the state.

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

Candidates must qualify for provisional certification and be maintained as the teacher of record in a Missouri school district to continue in the program.

Faculty Characteristics

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

Faculty/Adjuncts for the required AC classes must meet the same requirements as on-campus faculty for graduate classes. Adjuncts must be approved by the Department and Graduate Office. Instructors must hold the degree higher than the level of students they are teaching, so for the A.C 9-12, K-12, Middle School, and Special Education courses an instructor would hold, at minimum, an Ed.S. In addition, instructors for this program will have experience in K-12 teaching and supervising teachers.

- 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.

25% - 75% of full time faculty load will be dedicated to the AC program for 1-5 faculty members. Some will teach one to four classes, typically one per semester, for the

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

program. Some full time faculty will provide candidate supervision. The Alternative Certification Director is on faculty, with 50-75% of time devoted to the AC program.

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

AC candidates enjoy the benefit of small classes and individual contact with all instructors. University faculty and/adjunct university supervisors will make a minimum of two school visits per semester for Year 1 AC candidates and one school visit per semester to Year 2 AC candidates. When possible, AC candidates also receive a visit from a content area instructor. NW also works with the area RPDC to provide up-to-date training on current Best Practice.

Enrollment Projections

- Student FTE majoring in program by the end of five years.
40 part-time students (20 FTE) by the end of five years)
- Percent of full time and part time enrollment by the end of five years.
100% of the students are part-time students

Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.
15 per year at both the 3-year and 5-year time
- Special skills specific to the program.
In addition to certification, students will receive an intensive teacher preparation experience that will make them employable to a full-time teaching career.
- Proportion of students who will achieve licensing, certification, or registration.
100% of graduates will receive state certification
- 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.
Upon completion of the program, AC candidates must pass the PRAXIS, based on Missouri Teacher Certification requirements, to receive initial certification. Candidates must also complete and pass the Northwest Teacher Work Sample (TWS). Candidates must score either a 1 or 2 on each section of the TWS to pass and are required to complete any sections scoring below a 2 again.
- Placement rates in related fields, in other fields, unemployed.
100%, the students are not entered into the program unless they are employed
- Transfer rates, continuous study.

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

N/A

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?

A Department appointed Alternative Certification Director will oversee all functions of the program and report to the Professional Education Department Chair and Dean of the College of Education.

- 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 off-site program utilizes the same faculty as on campus for the 9-12, middle school and special education programs. When adjuncts are hired, they go through an approval process which includes both department and Graduate Office approval. Instructors in this program must hold, at minimum, an Ed.S degree but most hold an Ed.D. or Ph.D. in Education. University supervisors, who visit AC candidates to observe, provide feedback, and mentor, include faculty and education professionals who have at minimum an M.S. degree with experience supervising / mentoring K-12 educators in the field. All supervisors submit resumes/transcripts and are approved by department or appointees.

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.

All off-site AC candidates have access to academic support, library, computing, and financial aid, etc., both by phone and email. Library staff provide training on how to utilize the B.D. Owens Library resources while off-site. Northwest also provides opportunities for AC candidates to attend advisement sessions at least once per semester. Representatives from the Graduate Office and Financial Aid, as well as the Alternative Certification Director, are available during these advisement sessions for AC candidates who want to visit face-to-face.

6. Program Accreditation

- 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.

Alumni and Employer Survey

- Expected satisfaction rates for alumni, including timing and method of surveys

Instructor evaluation surveys are administered at the end of each class. Advisory sessions yearly provide the opportunity for input from both student and school official

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

representatives. Follow-up surveys (end of Year 1 and end of Year 2) will be implemented.

- Expected satisfaction rates for employers, including timing and method of surveys
NW university supervisors visit with building principals/supervisors and/or teacher mentors when they are in the buildings doing AC candidate observations. They ask for input about the AC candidate and ask that the supervisor / mentor contact the university supervisor or AC Director immediately if problems arise. Handouts with expectations and contact information are provided during the initial visit. Follow-up surveys (end of Year 1 and end of Year 2) will be implemented

7. Institutional Characteristics: Please describe succinctly why your institution is particularly well equipped or well suited to support the proposed program.

• 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 conducting scheduled advisements either on-site, via the web, and/or by phone. In addition, the University 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.

• Quality instruction, technology and faculty

o Nationally accredited program

o State recognized as one of the outstanding graduate programs accredited by DESE.

o Practical experiences

o Meet regularly with class

o Personal feedback from instruction

o 9 out of 10 faculty hold doctorate

o Same quality on and off campus

• NW tradition of excellence, quality, and rigor

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

- Proven record of graduate success
- Enjoys a reputation for quality throughout the region
- NW administrator and alumni networking
- Sense of pride
- Degree you can be proud of
- Over a century of experience and tradition

• Affordability

- Great value for your money and time
- Close to you
- Great return for your investment
- Flexible class scheduling and course delivery tailored for the working professional
- Innovative use of technology and course delivery

8. Any Other Relevant Information:

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