

1. Form OS

OFF-SITE DELIVERY OF AN EXISTING PROGRAM FORM

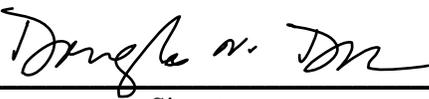
Sponsoring Institution (s): Northwest Missouri State University

Name of Institution (Campus or off-campus residential center in the case of multi-campus institutions).

Program Title: Educational Leadership - AdministrationDegree/Certificate: Master of Education in AdministrationInstitution Granting Degree: Northwest Missouri State UniversityDelivery Site(s): Albany High School, Albany Public Schools in Albany, MO 64402
Classes could also meet in the other participating school districts listed in this proposal, as needed.Mode of Program Delivery: Face to face, web-enhanced and practicumGeographic Location of Student Access: School districts of Albany, South Harrison, North Harrison, King City, Stanberry, Worth County, Ridgeway, Pattonsburg, and other nearby schools districts (i.e., 40 miles of Albany, MO).CIP Classification: 13.0401 (Please provide CIP code)Implementation Date: Fall 2010
Semester and Year

Cooperative Partners: Albany Public Schools and other regional schools.

AUTHORIZATION

<u>Dr. Douglas Dunham</u>		<u>5/19/2010</u>
Name/Title of Institutional Officer	Signature	Date

<u>Dr. Jan Glenn, Chair Depart Ed Leadership</u>	<u>660.562.1231</u>
Person to Contact for More Information	Telephone

2. Form SE

A. Student Demand:

i. STUDENT ENROLLMENT PROJECTIONS (Based on cohort enrollment, one in year 1, two in year 2 and three each year following).

Year	1	2	3	4	5
Full-Time	0	0	0	0	0
Part-Time	8-10	8-10	8-10	8-10	8-10
TOTAL	8-10	8-10	8-10	8-10	8-10

ii. Will enrollment be capped in the future? No.

B. Market Demand:

Numerous publications have pointed to the growing public school enrollment and the steady increase in the diversity of the student populations being served. The need to maintain or improve service to students has increased the demand for highly trained principals and teachers. As schools are dealing with increased numbers and diversity they are also dealing with increased accountability for increasing student achievement through such mandates as No Child Left Behind (NCLB) and Race to the Top. If student achievement goals are to be met, all schools, rural, urban and suburban, must employ high quality building principals who are skilled instructional leaders, managers, communicators, collaborators, strategic planners, etc., etc.

Studies indicate a continuing need for school level administrators, especially in rural and urban areas. In smaller, rural school districts teachers can be at a disadvantage when it comes to the logistics of working on advanced degrees. Teachers are typically required to serve as a coach and/or sponsor of several extracurricular activities, both because the school district has to provide the activities and because the teachers use these additional assignments to supplement salaries that are typically lower than salaries in the larger, suburban districts. The constraints on both the teachers' time and money could be at least somewhat alleviated by providing the classes 'closer to home'.

Unfortunately, school principals in rural districts often have more responsibilities and lower salaries than their counterparts in larger districts. The result too often is that administrators come to the districts to gain experience but leave after a few years to go to higher paying jobs in larger districts or to move into a higher paid superintendent job in one of the smaller districts. This appears to be the case in the Albany area as a check of

the Missouri School District Directory indicates that each of the area districts have at least one administrator who has been in the district three years or less. Making the program more accessible will help provide a larger pool of quality certified principal candidates to fill these positions,

School district administrator salaries are typically significantly higher than teacher salaries. Pursuing certification in school administration offers teachers an opportunity to make a leap financially as well as professionally. A recent salary study of fourteen northwest Missouri districts revealed these findings:

Information taken from 2009 School District Report Cards located on the DESE website

District	Average Teacher Salary	Average Principal Salary	Difference
Maryville R-II	\$ 38,849	\$ 71,521	\$ 32,672
Independence SD	\$ 48,764	\$ 96,792	\$ 48,028
Liberty SD	\$ 46,887	\$ 87,254	\$ 40,367
North Kansas City SD	\$ 49,747	\$ 86,270	\$ 36,521
Park Hill School District	\$ 53,782	\$ 102,410	\$ 48,628
Savannah R-III	\$ 38,405	\$ 75,321	\$ 36,916
St. Joseph School District	\$ 42,037	\$ 79,187	\$ 37,150
Albany R-III	\$ 34,162	\$ 68,000	\$ 33,838
King City R-I	\$ 37,610	\$ 68,500	\$ 30,890
North Harrison R-III	\$ 37,763	\$ 64,489	\$ 26,726
Pattonsburg R-II	\$ 30,157	\$ 58,970	\$ 28,813
Ridgeway R-IV	\$ 32,294	\$ 54,250	\$ 21,956
South Harrison Co. R-II	\$ 33,852	\$ 61,533	\$ 27,681
Worth County R-III	\$ 33,558	\$ 72,398	\$ 38,840
Missouri	\$ 44,249	\$ 82,274	\$ 37,825

Cost of the Northwest M.S. Administration program

Tuition: \$ 286 per credit hour X 32 hours = \$9,152

These figures indicate that students who complete the degree and take building principal positions can easily recoup the cost of completing their Northwest program of study in one year. Even if the student never takes an administrator position, simply moving over to the M.S. step on the salary schedule, he/she will typically recoup her/his investment in three to four years.

Our request to offer this program in high schools in our region has also grown from comments and suggestions from currently enrolled students for more face-to-face instruction by Northwest professors on-site in their school buildings. Given the high cost of travel and time away from families and school responsibilities due to travel, this identified need has merit. The Northwest Missouri State University Department of Educational Leadership (EL) faculty have taken this plea seriously and have prepared this application.

Face-to-face instruction is preferred by many degree candidates, and the proposed expansion will improve our ability to provide this type of instruction while saving travel time and expense on the part of our students.

We have also heard from our rural students that, when their schools have ITV capabilities, the students would like to take advantage of being able to take part in ITV sessions when face-to-face cannot be offered close to home. Among other situations, the weather in northwest Missouri can, at times, make it unsafe for students to travel to class. Northwest has been offering courses through ITV for many years and can easily accommodate the ITV possibility. Currently, about 40 percent all Department courses are delivered by or supplemented through ITV.

A major change has occurred since 2005 in that rural and suburban schools alike have acquired ITV technology and the districts are demanding that their teachers have access to university programs and courses via this new technology using their ITV technology. Offering our existing program via this medium would benefit participating teachers greatly through less travel time and travel expense without major loss of classroom fidelity. Overall about 19% of all Missouri public school buildings have ITV capability. (See Appendix for more information about ITV capacity in the State of Missouri.)

In the Northwest service area, on an average, less than 40% of teachers and professional staff have earned a master's degree. This finding illustrates the need for more graduate degree trained teachers, when compared to an average of almost 70% for suburban school districts personnel with master's degrees. It is our intent to better serve the greater Northwest service area and the regional higher education community through our proposed expansion. (See Service Area Map detailing percent of master's degree holders in the Northwest Service Region.)

We propose to deliver this program on-site within the Northwest catchment area school buildings. The possibility exists to transmit to other school districts beyond a 30 mile driving limit if the need arises. This approach to program delivery will greatly expand our capacity to serve the citizens of our region and provide quality and rigorous learning programs.

C. Societal Need:

Rural school districts require teachers to fulfill many obligations outside the classroom. Most rural teachers are either sponsors or coaches of student activities and often help with supervision and other responsibilities. This makes it difficult for teachers to get to graduate classes and drive time can add to the difficulty. Providing the classes 'close to home' will make it much easier for teachers to take graduate classes.

Additionally the federal interest in improving education for all students, manifesting itself in President Obama's Race to the Top initiative, outlines four areas of focus for improving education. These surround standards and assessment, development and use of great data systems, developing the acumen necessary to turn around low-achieving schools, and finally, great teachers and leaders. The confluence of all of these goals would seem to be at the principal/school leader's door. This is confirmed by the latest research and really the balance of studies in these areas since the early 1980s and the education initiatives flowing from the *A Nation at Risk* report. The Northwest M.S. in

Administration program has a reputation for preparing future leaders to meet these challenges. Northwest has led in all four areas listed in RT3 request for proposals. Over the last decade the institution has led in:

- Higher education teacher assessment (a primary basis for selection nationally for the Christa McAuliffe award)
- Urban teacher preparation (cited by Teacher's College – Columbia University as the leaders in urban teacher preparation for Kansas City Schools through the pilot residential internship program)
- Led the state in creating a highly successfully Alternative Certification Program which addresses both urban and rural needs through cohort programs and was initially funded by a five-year federal Transition to Teaching grant
- Taking initial steps and providing leadership to create the cooperative doctorate program in Educational Leadership and Policy Analysis in cooperation with the University of Missouri – Columbia
- Piloting and implementation of highly successful programs for new teacher induction in cooperation with the Northwest Regional Professional Development Center (RPDC) and the Satellite Leadership Academy (and a number of other similar innovative programs)

Why Northwest? The NW Administration programs have added value in the following ways.

- ❖ Quality instruction, technology and faculty
 - Nationally accredited program
 - State recognized as one of the outstanding graduate programs accredited by DESE.
 - Practical experiences
 - Meet regularly with class
 - Personal feedback from instruction
 - 9 out of 10 faculty hold doctorate
 - Same quality on and off campus
- ❖ NW tradition of excellence, quality, and rigor
 - 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

D. Methodology used to determine “B” and “C” above:

Northwest used DESE ITV and teacher degree aggregated state-wide data; and letters of support to document the need for expansion for face to face instruction within area public school buildings. Additionally, the university has relied on student comments and requests. Cost figures were based on current salary costs. Information on average teacher and administrator salaries was taken from the 2009 School District Report Cards found on the DESE website www.dese.mo.gov

3. Duplication and Collaboration:

We do not believe the expansion of our approved Administration program is a duplication of our existing programming but rather we are just offering the same opportunity closer to our students. The following rationale is offered for consideration. Northwest has been offering these programs to students in these districts for many years. Most, if not all of the districts in the Albany area have current administrators who received their administrative degrees from Northwest. Northwest would simply be making the program more accessible. Missouri Western State University’s main campus is also located in northwest Missouri but MWSU does not offer a master’s degree program in school administration.

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

This program is designed to be collaborative in nature and collaborative relationships with regional school districts are an integral part of the program design. This application focuses on Albany R-III and those school districts within 30 miles of Albany, but the university desires to meet requests from regional school districts equally. See letter of support.

4. Financial Projections FORM FP (deleted).

5. Form PG

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name: Northwest Missouri State University
 Program Name: Master of Education in Administration
 Date: Fall 2010 (Already Approved for On-Campus Delivery and at four off-campus sites)

(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.)

The program of study will be designed to be completed within two years using innovative cohort enrollment, blended instructional methods, and themed coursework delivery models. Thirty-two (32) semester hours of graduate-level work beyond the bachelor's degree will be required. Each student will complete an approved field-based professional portfolio. Previous graduate-level coursework may be evaluated by the department chair and accepted as course substitutions when appropriate. Upon completion of the program, students will receive a Master's in Education in Administration and students will qualify to apply for building level administrator certification (Missouri).

Brief Description of Program

The MEd in Administration degree is designed for experienced teachers who hold a current teaching certificate, wish to earn a Master's degree, and who desire to become building level administrators. It consists of 32 hours of graduate credit with a focus on the foundations of school administration and developing future leaders who are prepared to be instructional leaders, effective communicators/collaborators at the school and community levels, good managers of school resources and leaders in school improvement through effective use of data-driven decision-making and quality professional development.

The coursework for this degree is as follows:

61-630 Foundations of Educational Administration	(3 hrs)
61-631 School Supervision	(3 hrs)
61-632 Elementary School Administration (3 hrs)	
Or	(3 hrs)
61- 685 Secondary School Administration (3 hrs)	
61-634 Elementary School Curriculum (3 hrs)	
Or	(3 hrs)
61-684 Secondary School Curriculum (3 hrs)	
61-649 Issues in Education (3 hrs)	
Or	(3 hrs)
61-695 Philosophy of Education (3 hrs)	
61-682 Improvement of Instruction through Action Research (2 hrs)	(2 hrs)
61-683 Action Research Paper (1 hr)	(1 hr)
61-665 School Law (3 hrs)	(3 hrs)
61-693 Practicum in Secondary School Administration and Supervision	
Or	(3 hrs)
61-694 Practicum in Elementary School Administration and Supervision	
61-610 Special Topics: School Finance for Principals	(1 hr)

61-610 Special Topics: Technology for School Administrators	(1 hr)
Electives	(6 hrs)
Total Program	32 hrs

All courses will be offered using the blended model in a cohort fashion. During the fall and spring semesters the student will enroll in two courses that meet on the same night of the week. Each class will meet for 4 clock hours on five days throughout the semester, for a total of 20 clock hours of direct instruction. These hours will be supplemented by 15 clock hours of field based experiences, and 20 clock hours of on line instruction. Dates for face to face meetings will be established in advance and listed on Catpaws.

Exit requirements include submitting a portfolio and successfully completing a comprehensive examination at the end of the coursework. Upon completion of this program of study candidates will be eligible to apply for administrator certification in the state of Missouri. Each candidate will have to successfully complete the School Leader Licensure Exam (SLLA).

Admission Requirements: To be fully admitted to the program, a student must complete an application for graduate study, submit all transcripts in order to demonstrate a minimum undergraduate GPA of 2.75, provide three letters of reference, and obtain a minimum combined score of 700 on the verbal and quantitative sections of the GRE. Applicants who have taught for at least two years in an accredited school can take the departmental admission exam (DAE) in lieu of the GRE. The DAE is administered locally at no cost to the student. Following the submission of the above materials, the student and a faculty member from the Department of Educational Leadership will write an Approved Program Form, which outlines the courses to be taken in an appropriate timeframe.

The department has created a “Master’s Degree: Administration Interest Survey” to determine interest and demand for the program. This survey will be given when a request is made by a school district.

Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate
 - 1) Full-time faculty teaching in the program will hold a terminal degree and have expertise in the area 2) Adjuncts teaching in the course will hold a degree at least one level higher than an M.S. (90%+ Educational Leadership adjuncts either hold a terminal degree or are ABD while working toward completion of the terminal degree) 3) all faculty must be conversant with the use of electronic curriculum and media course delivery systems; 4) any adjunct teaching a class for this program will be chosen because of the knowledge and practical experience in the area(s) the class will cover 5) the lead faculty must have a demonstrated record of publication and/or presentation.
- Estimated percentage of credit hours that will be assigned to full-time faculty.
 - 50% or more of faculty teaching in this program will be full-time Northwest faculty.
Note: Each adjunct teaching a program course will work closely with a lead professor

from Northwest. The adjunct will be in close contact with the faculty lead professor and will be provided with the lead professor's syllabus, eCompanion site, text, and other materials needed to ensure that each class addresses all course standards and that students master these standards.

- Expectations for professional activities, special student contact, teaching/learning innovation
 - We expect faculty to be current in their field and contribute to the profession through active participation in professional conferences and/or publications.
 - Faculty will hold regular office hours for student conferencing and conversation either face to face or through electronic media.
 - Faculty are expected to utilize electronic learning media throughout the course of the program.

Enrollment Projections

- Student FTE majoring in program by the end of five years
 - At end the of Cohort 1 the department will assess whether there is continued demand for an additional cohort at this site
- Percent of full-time and part-time enrollment by the end of five years
 - Nearly all students will be enrolled on a part-time basis. Please refer to bullet above about future cohorts.

Year	1	2	3	4	5
Full-Time	0	0	0	0	0
Part-Time	8-10	8-10	8-10	8-10	8-10
TOTAL	8-10	8-10	8-10	8-10	8-10

Note 1: The program is designed to be completed in 2 years.

Note 2: This enrollment projection is based on the Albany area site only.

Note 3: This enrollment is based on starting a new cohort every two years.

Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation
 - This program will graduate approximately 8-10 graduates every two years. We do not believe that this area can support starting a new cohort every year. Northwest will also consider bringing the Specialist program in Superintendency to the Albany area later if interest is expressed.
- Special skills specific to the program

What do Effective School Leaders Do?

- Lead in the creation and reevaluation of school vision, mission, goals, and development of a support structure to implement and sustain the plan

- Involve all stakeholders
- Promote collaborative problem solving, open communication and effective networking
- Use data to identify needs and improve instruction
- Administer and monitor the school improvement plan (SIP)
- Focus future school leaders on the need for continuous improvement

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

- It is anticipated that 95 – 100% of those who choose to pursue certification will receive 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.
- It is anticipated that 95-100% of those who take the SLLA exam will pass the exam on the first attempt
- Placement rates in related fields, in other fields, unemployed
- Most students will be employed full or part time when enrolled in this program

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.
 - The Northwest M.S. in Administration program is accredited through NCATE/DESE as part of the College of Education and Human Services accreditation program.

Alumni and Employer Survey

- Expected satisfaction rates for alumni, including timing and method of surveys
- Expected satisfaction rates for employers, including timing and method of surveys
 - We expect satisfaction rates to be equivalent to rates achieved for on-campus students.

6. Quality Assurance for Off-Site Programs:

A. General Oversight:

This program will be managed by the Chair of the Department of Educational Leadership and the Program Director. Additionally, a faculty oversight committee will develop, evaluate, and monitor program course delivery and instruction. Student evaluations and feedback will be used to evaluate program faculty and methodology. Rate of retention, GPA, and pass rate on the SLLA will also be monitored. These data will also be reviewed by a sub-team of our Council on Teacher Ed (COTE), the TAG team (Teacher Education Student Services Advisory Group) in terms of success, trends, and need for policy adjustment.

B. Faculty Qualifications:

The majority of classes in this program will be taught by fulltime Northwest faculty. All faculty must have a terminal degree and must be approved by the Northwest Graduate

Council as a graduate faculty member.. All adjuncts must be approved both by the Educational Leadership Department and the Northwest Graduate Council. Each adjunct teaching a program course will work closely with a lead professor from Northwest. The adjunct will be provided with the lead professor's syllabus, eCompanion site, text, and other materials needed to ensure that each class addresses all course standards and that students master these standards. Adjuncts will be chosen based on their background, education, professional experience, knowledge of current best practice and ability to convert knowledge to quality practical application. Faculty members are expected to be current in their field and contribute to the profession through active participation in professional conferences and/or publications. All faculty team members are required to have higher education leadership experience.

C. Support Services:

- 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.

7. Any Other Relevant Information

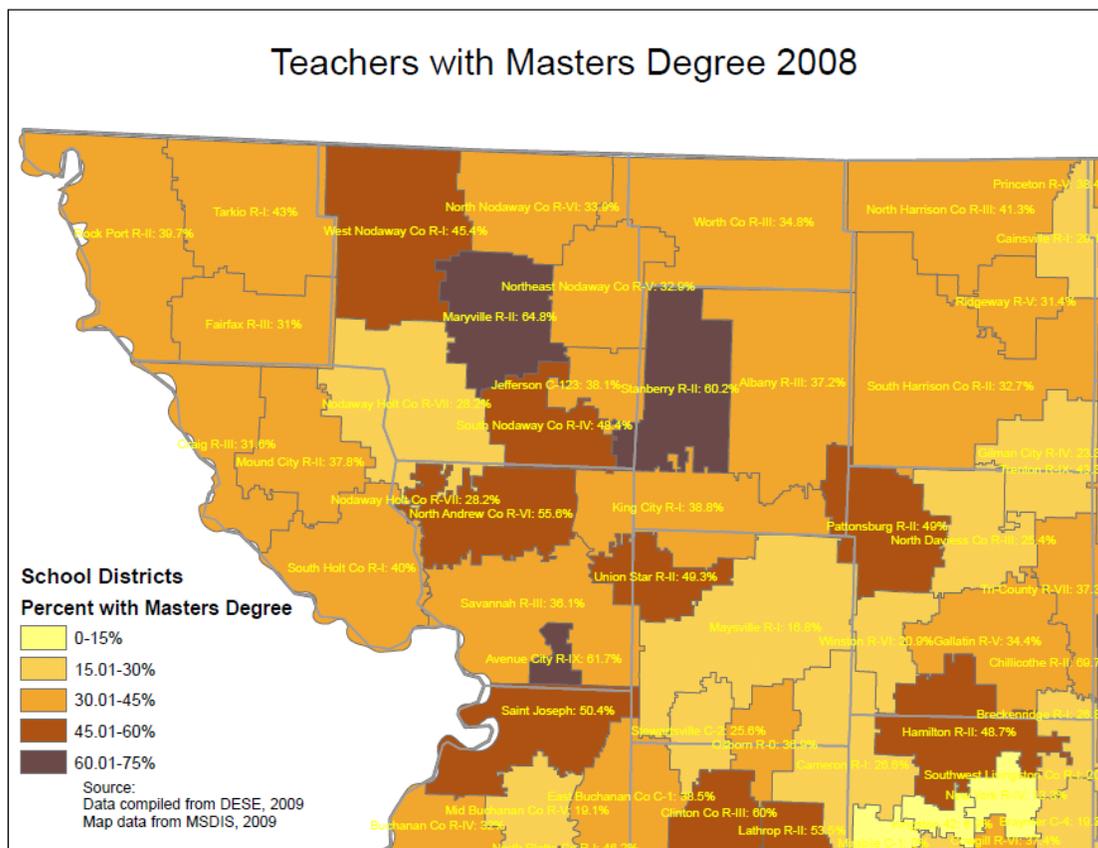
This program is not currently offered by any other public institutions of higher education in north Missouri.

Link to Doctoral Program:

The proposed program is also designed to be a feeder into the Statewide Cooperative Doctoral Program with the University of Missouri-Columbia. Historically, 60% of program enrollees for the Cooperative program have come with public school leadership backgrounds.

Competing Degree Programs

None known at this time.



Master's Degree School Administration Interest Survey

Northwest Missouri State University's School Administration Programs are master's degree level programs of study designed to be completed within two years. This program targets education professionals planning to become building level principals; who view themselves as school leaders; and have a desire to develop their administrative skills. Program graduates will be expected to become building leaders.

This program will use NW's blended instruction and coupled-course delivery model. Students will enroll for six hours of graduate credit each semester, but the blended model allows students to devote only one night a week to on-site instruction. For each class, time will be divided into 20 hours of face to face instruction for five nights, 20 hours of on-line internet oriented discussion and dialog, and 15 hours of related field/practicum projects for each class. Coursework can be offered on-site in a district building.

Thirty-two (32) semester hours of graduate-level work beyond the bachelor's degree is required. Upon completion of the program, students will receive a Master's in Education (MS. Ed.). Students who complete the program will be eligible to receive building level administrator certification.

To determine teacher interest in bringing the NW Administrator Program to your district, you are requested to complete the following survey.

Q1. The Educational Leadership – Administration Program would meet my professional degree and development needs.

Yes ____ No ____ No Opinion ____

Q2. I would be interested in learning more about the Educational Leadership – Administration Program .

Yes ____ No ____ No Opinion ____

Q3. If the Educational Leadership – Administration Program were offered in my school district I would be interested in participating in the degree program.

Yes ____ No ____ No Opinion ____

Q4. If the Educational Leadership – Administration Program were offered in my school district or a neighboring school district I would be likely to participate than if I had to drive to the Northwest campus or satellite campus.

Yes ____ No ____ No Opinion ____

Q5. I would like more information about the NW masters program for teacher leaders or the superintendency.

Teacher Leader ____ Superintendency ____

Contact Information: Yes I would like more information; please contact at...

Name _____ School District _____

Email address _____ School Address _____

City, State _____

Please return your completed survey to:

Dr. Jan Glenn
Brown Hall 211
Department of Educational Leadership
Northwest Missouri State University
Maryville, MO 64468

SOUTH HARRISON R-II SCHOOL DISTRICT

May 14, 2010

Dear Dr. Doug Dunham,

The South Harrison R-II School District supports Northwest's intent to provide its M.S. Educational Leadership - Administration to the Albany area. Bethany is 15 miles east of Albany and the location of their facilities would provide not only a convenient location, but the high quality of education we have come to expect from Northwest Missouri State University.

Of our six building administrators within the district, all six have undergrad or graduate degrees from Northwest Missouri State University. We believe in the quality of the principal preparation program and believe this program would be outstanding for our teachers.

We have 85 certified teachers within the district and I would highly recommend this program for our teachers.

Thank you for any consideration.

Sincerely,

Larry Linthacum
Superintendent of Schools



North Harrison R-III

12023 Fir Street; Eagleville, Missouri 64442

Nancy Parman
Superintendent
660-867-5222

FAX: 660-867-5263

Darrell Dodge
MS/HS Principal
660-867-5221

FAX: 660-867-5263

Sherry Henson
EC Center/Elementary Principal
660-867-5214

FAX: 660-867-3397

SHAMROCK PRIDE!

May 11, 2010

Dr. Doug Dunham, Provost
Northwest Missouri State University
Maryville, MO 64468

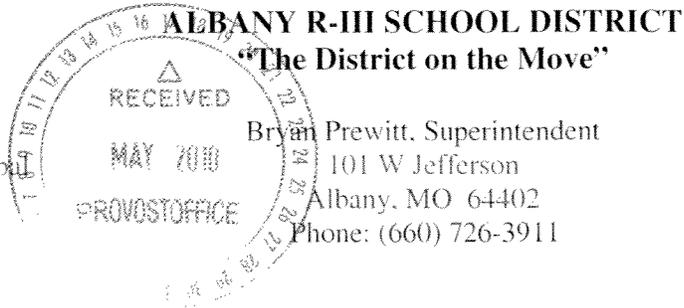
Dear Dr. Dunham:

The North Harrison R-III School District supports Northwest's intent to provide its M.S. Educational Leadership for Administration in the Albany area. This would provide our teachers the opportunity to take classes with less travel – therefore, less expense and less time commitment. It would make it possible for teachers to still participate in extra-curricular sponsorships.

Northwest has always provided a quality administrative program (far preferable to others offered in our local area). This would provide an opportunity for some of our quality folks to participate in a quality principal preparation program. I hope you are successful in establishing this program in the Albany or Bethany area.

Respectfully,

Nancy J. Parman
Superintendent



Sandra Seipel
Elementary Principal

Bryan Prewitt, Superintendent
101 W Jefferson
Albany, MO 64402
Phone: (660) 726-3911

James D. Boothe,
MS/HS Principal

May 14, 2010

Dear Friends in Education,

We would like to offer our support to Northwest's efforts to offer graduate programs in our geographic area. Although Northwest has a Center in St. Joseph, this is an hour away from our school district and commuting poses a hardship for our certified staff.

In addition, about 46% of our certified staff has not completed a graduate degree and we believe that the convenience of having programs in our area would enable staff to pursue this goal. We would like to welcome NWMSU to our area, and will support their efforts by assisting them with classroom space.

Several teachers in our area have expressed interest in the Master's degree program leading to administrative certification. If there is any other means by which I may provide additional support to this endeavor, feel free to contact me and let me know.

Sincerely,

A handwritten signature in black ink, appearing to read "Bryan Prewitt".

**Bryan Prewitt, Superintendent
Albany R-III Schools**



Albany R-III School District



Sandra Seipel
Elementary Principal
202 S. East Street
Albany, MO 64402
Phone (660) 726-5621 (Ext. 151)
Fax: (660) 726-4170

Bryan Prewitt
Superintendent
101 W. Jefferson
Albany, MO 64402
Phone: (660) 726-3911 (Ext. 102)
Fax: (660) 726-5841

James Boothe
HS/MS Principal
101 W. Jefferson
Albany, MO 64402
Phone: (660) 726-3911 (Ext. 104)
Fax: (660) 726-5841

May 14, 2010

Dr. Doug Dunham, Provost,

The Albany R-III School District supports Northwest's intent to provide its M.S. Educational Leadership - Administration to the Albany area. By offering this program in the Albany area, Northwest is providing the educational opportunities to busy educators that would otherwise not be in a position to take the classes. With school responsibilities, travel time away from their families, and tough economic times, providing this opportunity is a way to get more educators involved.

Northwest has excellent teacher and administrator preparation programs and providing this opportunity gives more educators access to the programs that Northwest offers. Providing the M.S. Educational Leadership-Administration program to outlying areas makes it more accessible for educators. It offers the excellent Northwest training to educators that in all likelihood will stay in the area and continue to build stronger schools.

Sincerely,

Sandy Seipel

Sandy Seipel
Elementary Principal
Albany R-III School District