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NEW PROGRAM PROPOSAL FOR ROUTINE REVIEW

Sponsoring Institution: University of Central Missouri
Accelerated Program, M.A. in Science Education and B.S. in Chemistry

Program Title: _____

Degree/Certificate: MA-Master of Arts BS-Chemistry
If other, please list: _____

Options: _____

Delivery Site(s): University of Central Missouri at Warrensburg
131316

CIP Classification: _____
**CIP Code can be cross-referenced with programs offered in your region on MDHE's program inventory.
[Click here for link to NCES CIP site.](#)*

Implementation Date 08/2018 *please use MM/YY date format.*

Is this a new off-site location? No Yes

If yes, is the new off-site location within your institution's current CBHE-approved service region? Yes

**If no, public institutions should consult the comprehensive review process.*

Is this a collaborative program? Yes No *If yes, please complete the collaborative programs form on page 6.*

CERTIFICATIONS:

- The program is within the institution's CBHE approved mission. *(public institutions only)*
- The program will be offered within the institution's CBHE approved service region. *(public institutions only)*
- The program builds upon existing programs and faculty expertise.
- The program does not unnecessarily duplicate an existing program in the geographically applicable area.
- The program can be launched with minimal expense and falls within the institution's current operating budget. *(public institutions only)*

AUTHORIZATION: Doug Koch/Vice Provost

Name/Title of Institutional Officer Signature Date 3-23-18

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Although 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. Qualifications of performance goals should be included wherever possible.

If you need more than one line of text to answer questions 1–5, please attach a Word .doc.

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.

Students having completed at least 9 hours of chemistry courses with the GPA of at least 3.00.

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

Students who have a science background and would like to become a science teacher.

2. Faculty Characteristics

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

PhD in related fields, or a master degree in related fields with extended related experiences.

- 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.

All courses will be taught by full-time faculty.

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

professionally active, as evidenced by peer reviewed publications. Attend and/or present at professional meetings.

3. Enrollment Projections

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

15

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

100% full time

STUDENT ENROLLMENT PROJECTIONS

| YEAR | 1 | 2 | 3 | 4 | 5 |
|------------------|----------|----------|----------|----------|----------|
| FULL TIME | 2* | 5* | 10* | 15* | 15* |
| PART TIME | | | | | |
| TOTAL | 2 | 5 | | | |

4. Student and Program Outcomes

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

At three years: 10, at five years:15

- Special skills specific to the program.

understand the knowledge of chemistry, Perform simple chemistry investigation, teach chemistry

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

%100

- 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.

usually out students score above the 50 percentile in MOCA exam (required for teaching certificate).

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

Similar to our current BSE graduates, nearly 100% of our completers will secure a science teaching position.

- Transfer rates, continuous study.

Currently about 50% of our students in science programs are transfer students.

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

similar to our BSE in science ed, this new program will have NSTA National recognition.

* Projection for MA in Science education which is fed from both BS in Biology and Chemistry

6. Program Structure

140-151 for both Bachelor and Master level

A. Total credits required for graduation: _____

N/A

B. Residency requirements, if any: _____

32-33, for the BS portion

C. General education: Total credits: _____

Courses (specific courses OR distribution area and credits)

| Course Number | Credits | Course Title |
|---------------|---------|--------------|
| is attached | | |
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75-85 for the BS level, 33 for the MA level

D. Major requirements: Total credits: _____

| Course Number | Credits | Course Title |
|---------------|---------|--------------|
| is attached | | |
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- E. Free elective credits: 0
(sum of C, D, and E should equal A)
- F. Requirements for thesis, internship or other capstone experience: _____
- G. Any unique features such as interdepartmental cooperation: _____

7. Need/Demand

Student demand

Market demand

Societal need

I hereby certify that the institution has conducted research on the feasibility of the proposal and it is likely the program will be successful.

On July 1, 2011, the Coordinating Board for Higher Education began provisionally approving all new programs with a subsequent review and consideration for full approval after five years.

COLLABORATIVE PROGRAMS

Sponsoring Institution One: _____

Sponsoring Institution Two: _____

Other Collaborative Institutions: _____

Length of Agreement: _____

Please note: If you need more than two lines of text to answer questions 1–5, please attach a word .doc.

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

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

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

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

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