

0. Form OS - Off-Site Delivery of an Existing Program

OFF-SITE DELIVERY OF AN EXISTING PROGRAM FORM

Sponsoring Institution (s): Northwest Missouri State University

Program Title: Teaching: Mathematics

Degree/Certificate: Master of Science in Education

Institution Granting Degree: Northwest Missouri State University

Delivery Site(s): Northwest St. Joseph Center, Northwest Kansas City Center

Mode of Program Delivery: ITV and/or face to face

Geographic Location of Student Access: Two locations:

Northwest St. Joseph Center,

706 Felix Street , St. Joseph, MO 64501

and

Northwest Kansas City Center

Blue Jay Tower Plaza, 8 Victory Lane, Liberty, MO 64068

CIP Classification: 13.1311 (Please provide a CIP code)

Implementation Date: Summer 2011
(Semester and Year)

Cooperative Partners: N/A

AUTHORIZATION

<u>Douglas Dunham, Provost</u>	_____	_____
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	

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

ii. Will enrollment be capped in the future?

No. Need for another cohort will be determined in the future.

A. Market Demand:

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

There are no graduate degree programs offered in teaching mathematics in the northwest part of Missouri or in the metropolitan area of Kansas City. High school mathematics teachers who desire graduate study must enroll in a degree program outside their area of interest. School districts are placing greater and greater emphasis on math education and enhancing the educational opportunities for high school math teachers is a priority for many districts.

For example, the St. Joseph School District specifically approached Northwest and requested that we hold courses for the M.S.Ed. in Teaching Mathematics at our extended sites so that their teachers could take advantage of this educational opportunity. The District is also providing financial assistance to their secondary math teachers who enroll in this master's program.

Finally, a review of MAP scores from this geographic area indicates that the majority of students are scoring at the "Basic" or "Below Basic" levels in the mathematics portion of this assessment. Presumably, increasing teacher education in the area of teaching math would improve their instruction and thereby improve student scores.

B. Societal Need:

i. General needs which are not directly related to employment

1. Need (Form SE – Student Enrollment Projections)

As Americans prepare themselves for successful careers in the 21st century, their need for advanced computational skills is increasing.

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

Discussion with the St. Joseph School District Human Resources Director and the Chair of the Central High School Math Department and a review of math MAP scores located on the DESE website for 2009 and 2010 for schools in this area.

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?

No similar programs in these market regions were found to exist within this region.

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

No (If yes, please complete Form CL.)

Form CL – Collaborative Programs (not needed)

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 Mathematics

Date: March 31, 2011

(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.

No

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

N/A

Faculty Characteristics

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

Faculty involved will have public school teaching experience and/or expertise in pedagogy.

- 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.

100% will be taught by full-time campus faculty.

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

Many faculty will be involved in teacher education activities on campus (Council on Teacher Education, Professional Education Unit). Several faculty will have been involved in grant or research activities related to teaching and learning mathematics.

Enrollment Projections

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

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

Possibly 10 with a renewal of another cohort in three years. As a cohort group it is anticipated that the students in this program will complete their degrees within 2-3 years.

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

We anticipate 100% of the students to be part-time.

Student and Program Outcomes

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

15 at three years, 5-10 in five years.

- Special skills specific to the program.

State certification in teaching mathematics at the secondary level.

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

N/A - students will already be licensed.

- 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.

N/A - students would have already sought certificate and taken PRAXIS, etc.

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

100% due to current employment of students in local school district.

- Transfer rates, continuous study.

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?

The program will be offered at our standard off-campus site at the St. Joseph Center. This program will be managed by the same department and structure as our on-campus program including annual review and reporting for the five year review of the department. The program is administered from the departments of Ed Leadership and Mathematics/Statistics and reports to the Graduate School overseen by the Graduate Council committee.

- 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 program will be instructed by faculty from the main campus. They are qualified graduate faculty with terminal (PhD) degrees.

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

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.

The St. Joseph Center had a site inspection by the Higher Learning Commission in May 2010. The result of this study was that students at the off-campus sites had access to services comparable to what on-campus students have.

6. Any Other Relevant Information: