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: M.S..Ed. - Educational Leadership: K-12

Degree/Certificate: Master of Science in Education in Educational Leadership

Institution Granting Degree: Northwest Missouri State University

Delivery Site(s): Classroom space on the campus of North Central Missouri College

Mode of Program Delivery: Face-to-face at facility, some online, some ITV

Geographic Location of Student Access: 1301 Main St. Trenton MO 64683

CIP Classification: 13.0404 (Please provide a CIP code)

Implementation Date: Fall 2013 / Spring 2014
(Semester and Year)

Cooperative Partners: NA

AUTHORIZATION

Douglas Dunham, Provost — Douglas N. Dunham — 7/1/13
Name/Title of Institutional Officer — Signature — Date

Gregory Haddock, Vice Provost — (660) 562-1145
Person to Contact for More Information — Telephone

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: M.S..Ed. - Educational Leadership: K-12

Degree/Certificate: Master of Science in Education in Educational Leadership

Institution Granting Degree: Northwest Missouri State University

Delivery Site(s): Classroom space on the campus of North Central Missouri College

Mode of Program Delivery: Face-to-face at facility, some online, some ITV

Geographic Location of Student Access: 1301 Main St. Trenton MO 64683

CIP Classification: 13.0404 (Please provide a CIP code)

Implementation Date: Fall 2013 / Spring 2014
(Semester and Year)

Cooperative Partners: NA

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.)

Year	***1***	***2***	***3***	***4***	***5***
Full-time	0	0	0	0	0
Part-time	15	15	15	15	15
Total	15	15	15	15	15

ii. Will enrollment be capped in the future?

No - but mode of delivery will be by face-to-face cohort so entry to the program will be controlled

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

Projected student enrollments were based on comparisons of similar previously-approved programs in Albany, Missouri, and St. Joseph, Missouri as well as applications to those wishing to pursue degrees at N. Mercer School District and Chillicothe, MO.

A. Market Demand:

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

We have already received applications for offering this program at N. Mercer School District and Chillicothe School District locations. Based on demand, it will be necessary to blend these cohorts together at a more central location. Messaging this to the students has been received very positively.

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.

The need for universities to continue preparing quality school level administrators continues. A review of information in the DESE school directory indicates that at least 39 school districts in northwest Missouri and the Kansas City area have building level principals who have been in the district for three years or less. This is a trend that continues as principals in small schools move to larger schools and principals move into a growing number of district level vacancies.

The economy has seriously impacted public education and forced PK-12 schools to make cost-cutting changes. For the 2010-11 school year at least five schools moved from having an elementary and a secondary level principal to having a K-12 administrator. Polls at area principals' meetings indicate that others are considering the move to a K-12 administrator. This presents a huge challenge for administrators going into these roles so providing a quality K-12 preparation program is critical. A bit more surprisingly, conversations with three larger Kansas City area school districts indicated support of this K-12 administrator prep program. As districts have to adapt to current financial trends, the K-12 option will allow them to move quality administrators from elementary to secondary and vice versa, utilize assistants as part-time in two different schools at two different levels, etc. Having administrators who are certified K-12 provides flexibility for districts to use their administrative pool to best meet student needs even during challenging financial times.

B. Societal Need:

i. General needs which are not directly related to employment

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).

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

Analysis of current applications to forming cohorts in N. Mercer and Chillicothe locations.

Information is gathered from the DESE website – School District Report Cards (http://www.dese.mo.gov/schooldata/school_data.html) and School Directory (http://www.dese.mo.gov/directory/index.html), tuition information from Northwest website (http://www.nwmissouri.edu/bursar/gradcostworksheet.htm), current enrollments in NW Educational Leadership programs, interviews with area superintendents, polls taken at northwest area superintendents (NWMASA), elementary (NWMAESP) and secondary principals' meetings (NWMASSP), consortium meetings, etc., to provide the information listed above.

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?

The program is being adapted to meet current districts' needs and delivered at a geographic location that well serves students in the proposed area.

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

No (If yes, please complete Form CL.)

[This is offered in Trenton, MO with a classroom use fee and agreement with NCMC. This is not a collaboration between the institutions.]

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

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name: Northwest Missouri State University

Program Name: Master of Science in Education in Educational Leadership: K-12

Date: 6/27/13

(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.

  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.

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

  Many rural school districts are relying on single principals to cover the entire student population making this a necessary degree to acquire.

Faculty Characteristics

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

  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.

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.

  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.

  15

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

  Less than 6% would be full-time, typically 94% are part-time due to career obligations.

Student and Program Outcomes

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

  Fifteen students per year expected at both three and five years. We anticipate that many current secondary and elementary students will switch to this program ensuring a transition that is manageable with predictable graduation numbers.

- Special skills specific to the program.

  • 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

  * Manage resources and facilities to promote student learning.

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

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

  Approximately 80% of students proceed to certification. Some take the program not intending to apply for certification in the foreseeable future. Others complete the program but wait until they are applying or are offered an administrative position before applying.

- 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.

  96% of students complete the exit exam (comprehensive exam and portfolio component pass on their first attempt. 91% of students who completed the SLLA exam during the first administration of the new version passed in 2009. 93% of students taking the exam passed it in 2010.

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

  Approximately 98% of our graduates are in PK-12 education settings.

- Transfer rates, continuous study.

  Approximately 7% of starters do not complete the program within five years.

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 M.S.Ed. Program Coordinator and the Chair of the Department of Professional Education. 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.

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. All faculty members must have terminal degrees and must be approved by the Northwest Graduate Council as graduate faculty members. Fifty percent or more of faculty teaching in this program will be full-time Northwest faculty. 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.

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

o 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.

o 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.

o Financial assistance is available to those students who qualify.

o 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

•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 withing the Professional Education Department leading to certification will go through both NCATE and DESE review in 2014.

Alumni and Employer Survey

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

Expectation of satisfaction is high based on previous measures and number of graduates of the program in the 19-county region.

•Expected satisfaction rates for employers, including timing and method of surveys

Wo receive feedback from superintendents at superintendent advisory council. All of our students do complete practicums or internships in school settings. The adminstrators they work with have to complete evaluations on the candidates. With rare exceptions the results are very positive.

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.

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

- 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
    - 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

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

- 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.

The classroom space is on the campus of North Central Missouri College and wil be rented on a per-night charge. A classroom use agreement from the facilities office at NCMC and the Outreach department of Northwest Missouri State will be forthcoming.