PARK UNIVERSITY

School for Education
Developing Leaders in Education

TO: DR. CRYSTAL KRONER, MDHE
FROM: DR. MICHELLE E. MYERS, DEAN SCHOOL FOR EDUCATION MEMyers
SUBJECT: OFF-SITE DELIVERY OF AN EXISTING PROGRAM FORM
DATE: SEPTEMBER 27, 2013

Attached are the required documents to be filed with the Missouri Department of Higher Education for a request for Off-Site Delivery of existing programs. I have included the full address of the sites below since the form did not allow for such details.

Please contact me if additional information is required either by phone at (816-584-6727) or email at michelle.myers@park.edu.

Thank you for your time and assistance with this process.

Site Addresses:

Southwest Early College Campus
6512 Wornall Road
Kansas City, MO 64113

Oak Park High School
825 N.E. 79th Terrace
Kansas City, MO 64118

Missouri Department of Higher Education

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OFF-SITE DELIVERY OF AN EXISTING PROGRAM FORM

Sponsoring Institution (s): Park University
Name of Institution (Campus or off-campus residential center in the case of multi-campus institutions).

Program Title: Educational Leadership
Degree/Certificate: Master's of Education
Institution Granting Degree: Park University
Delivery Site(s): Southwest Early College Campus and Oak Park High School
Mode of Program Delivery: Face-to-Face

Geographic Location of Student Access: **Greater Kansas City**

CIP Classification: 13.0401 (Please provide CIP code)
Implementation Date: Spring, 2014
Semester and Year
Cooperative Partners: None

AUTHORIZATION

Jerry Jorgensen, Provost & Senior Vice President	Jerry Jorgensen	9-29-13
Name/Title of Institutional Officer	Signature	Date
Michelle E. Myers	816-584-6335	
Person to Contact for More Information	Telephone	

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OFF-SITE DELIVERY OF AN EXISTING PROGRAM FORM

Sponsoring Institution (s): Park University
Name of Institution (Campus or off-campus residential center in the case of multi-campus institutions).

Program Title: Teacher Leadership and Language & Literacy
Degree/Certificate: Master's of Education
Institution Granting Degree: Park University
Delivery Site(s): Southwest Early College Campus and Oak Park High School
Mode of Program Delivery: Face-to-Face

Geographic Location of Student Access: **Greater Kansas City**

CIP Classification: 13.1299 (Please provide CIP code)
Implementation Date: Spring, 2014
Semester and Year
Cooperative Partners: None

AUTHORIZATION

Jerry Jorgensen, Provost & Senior Vice President	Jerry Jorgensen	9-29-13
Name/Title of Institutional Officer	Signature	Date
Michelle E. Myers	816-584-6335	
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STUDENT ENROLLMENT PROJECTIONS

Year	1	2	3	4	5
Full Time	**40**	**60**	**80**	**80**	**80**
Part Time	**0**	**0**	**0**	**0**	**0**
Total	**40**	**60**	**80**	**80**	**80**

Please provide a rationale regarding how student enrollment projections were calculated:

An informal survey of district superintendents/assistant superintendents and area principals indicated that while a number of active teachers already possess a Master's Degree, collectively a greater number of teachers are looking for their second or first masters. Area school districts desire the ability to support existing teachers in pursuit of a degree leading to an additional certification, advance study of strategies (i.e., teacher leadership program) and/or as a building principal. Additionally, recent Park University graduates have expressed an interest is continuing their studies to include pursuit of a graduate degree. Relative to program duplication, while other Universities in the region offer the master of education degree, the interest in this program is the delivery onsite with the same privileges as any enrolled student.

Provide a **rationale** for proposing this program, including **evidence of market demand and societal need supported by research**:

The ever increasing need to address diverse populations and the demands on teachers and school leaders as a result of federal mandates (e.g., No Child Left Behind), accountability systems, standardized testing and the like are all cited as contributing to the need for effective teachers and other school personnel. While researchers continue to explore and define what makes an effective teacher, the national accreditation process and state policies support the advance training of teachers in strategies that lead to student success. Recent DESE revisions on how teachers are evaluated on a continuum of development provide evidence of support for continued professional development and advanced study by teachers. Similarly, school building leaders must be well versed in state and federal policy and laws designed to support the success of

students. Relative to market demands, the service region for the two off-site locations includes a district that is currently unaccredited. One of the district goals is to recruit and retain highly effective teachers, leaders and staff. The masters programs will serve to help the district attain one of their goals. A preliminary review also suggests the focus on assessment and instructional strategies within the teacher leadership program is highly desired by both current principals and teachers.

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PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name Park University
Program Name Master of Education
Date September 27, 2013

(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.)

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.
  To be fully admitted to these graduate programs, applicants must hold a valid state teaching certificate, possess a minimum GPA of 3.0 on a 4.0 scale at the undergraduate level in a regionally accredited program, pass the MO State Highway Patrol felony background check and FBI fingerprint check and have a clean child abuse or neglect screening.

- Characteristics of a specific population to be served, if applicable.
  Teachers seeking advanced study to enhance student learning or for additional certification/endorsements and/or principalship certification.

2. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.
  Full-time faculty will hold a terminal degree and have expertise in the area. Adjunct faculty will hold a least one degree level higher than a masters degree. All faculty must be well versed in educational technologies to enhance instruction and have a record of ongoing engagement in the PK-12 sector either through employment, professional development, and/or scholarship.

- 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.
  It is estimated that 60% of the credit hours will be taught by full-time faculty.

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

By contract, full-time faculty are expected to engage in scholarship and service including professional presentations, publications, and workshops for current teachers. Additionally faculty are expected to be current in their field, engage in personal professional development and seek to innovate course instruction, strategies and delivery.

3. Enrollment Projections

- Student FTE majoring in program by the end of five years.
  As there are three programs, the approximate student FTE is 27 per program.

- Percent of full time and part time enrollment by the end of five years.
  Approximately 90% will be full-time as the program is designed to be completed while students are working as teachers. The part-time enrollment percent will be due to those who need to stop-out temporarily.

4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.
  Approximately 40 students at year three and 60 at year five.

- Special skills specific to the program.
  While each degree program will have specific content related knowledge and skills, the following core learning outcomes are expected of all program students: 1) Analyze current trends related to political, social, cultural and economic systems and the effect on student learning. 2) Analyze processes necessary for accessing community resources and incorporating them into school programs. 3) Demonstrate an understanding of procedures to ensure that schools, families, businesses, community and governmental bodies work together to create a productive school setting. 4) Develop, synthesize and evaluate processes necessary for a systematic success of students within the school. 5) Demonstrate and practice the ability to communicate effectively with all stakeholders. 6) Demonstrate knowledge and application of DESE principles and policies for teachers and in the educational leadership program, principles.

- Proportion of students who will achieve licensing, certification, or registration.
  80% since one of the programs does not lead to an additional license or 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.

Current undergraduate candidates pass all required Praxis II examinations with approximately 94% passing on their first attempt. All previous graduate students have passed all required exit examinations.

- Placement rates in related fields, in other fields, unemployed.
  Approximately 95% of graduates (undergraduate and graduate) are in a PK-12 setting with a placement rate of 96% within two years of graduation.

- Transfer rates, continuous study.
  Approximately 5% of starters do not complete the program within three years.

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.**

All programs are currently registered and recognized in Missouri with plans for NCATE Accreditation scheduled for an onsite visit in November of 2014. This will be an NCATE Legacy Site Visit.

6. Alumni and Employer Survey

- Expected satisfaction rates for alumni, *including timing and method of surveys.*
  It is expected that 92 % of graduates will be highly satisfied with their program of study as evidenced by follow-up surveys administered following the second and fifth year of completion. Current methods employ a letter sent regular mail with a stamped, addressed return envelope. Future methods will include contact via electronic means with directions to a link for an electronic survey.

- Expected satisfaction rates for employers, including timing and method of surveys.
  It is expected that 95 % of employers will be highly satisfied with our program graduates knowledge and performance as evidenced by follow-up surveys administered following the second and fifth year of completion. Current methods employ a letter sent regular mail with a stamped, addressed return envelope. Future methods will include contact via electronic means with directions to a link for an electronic survey.

7. Institutional Characteristics

- Characteristics demonstrating why your institution is particularly well-equipped to support the program.

Students at an off-site location have the same rights and privileges of students on the home campus in Parkville including access to support services either electronically or through appointments including evenings. Advising will be provided by full-time faculty. Students have access to electronic databases for research purposes as well as onsite privileges should they so choose.