

NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s):

Program Title: M.Ed. - Educational Leadership: K-12

Degree/Certificate: Master of Education in Educational Leadership

Options: _____

Delivery Site(s): Northwest Missouri State University Campus

Kansas City Center, Blue Jay Tower, Liberty, MO

St. Joseph Center, St. Joseph MO

Albany off-site: Albany R-III High School, Albany, MO

CIP Classification: 13.0401 (Please provide a CIP code)

Implementation Date: Summer, 2011

Cooperative Partners: N/A

Expected Date of First Graduation: December, 2012

AUTHORIZATION

Douglas Dunham, Provost

Name/Title of Institutional Officer

Signature

Date

Gregory Haddock, Vice Provost

Person to Contact for More Information

(660) 562-1145

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>3</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>
<i>Part-time</i>	<u>97</u>	<u>97</u>	<u>97</u>	<u>97</u>	<u>97</u>
<i>Total</i>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>50</u>

ii. Will enrollment be capped in the future?

No

A. Market Demand:

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

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.

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

1. Need (Form SE - Student Enrollment Projections)

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.

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 2010 School District Report Cards located on the DESE website

District	Average Teacher Salary	Average Principal Salary	Difference
Maryville R-II	\$ 39,141	\$ 71,655	\$ 32,514
Independence SD	\$ 48,430	\$ 95,394	\$ 46,964
Liberty SD	\$ 46,926	\$ 86,652	\$ 39,726
North Kansas City SD	\$ 50,866	\$ 89,395	\$ 38,529
Park Hill School District	\$ 57,504	\$ 102,887	\$ 45,383
Savannah R-III	\$ 38,521	\$ 75,528	\$ 37,007
St. Joseph School District	\$ 41,160	\$ 78,126	\$ 36,966
Albany R-III	\$ 35,111	\$ 70,040	\$ 34,929
King City R-I	\$ 37,866	\$ 70,268	\$ 32,402
North Harrison R-III	\$ 34,290	\$ 66,623	\$ 32,333
Pattonsburg R-II	\$ 31,509	\$ 58,313	\$ 26,804
Ridgeway R-IV	\$ 31,942	\$ 59,000	\$ 21,956
South Harrison Co. R-II	\$ 33,640	\$ 63,921	\$ 30,281
Worth County R-III	\$ 33,682	\$ 68,670	\$ 34,988
Missouri	\$ 45,148	\$ 83,293	\$ 38,145

Approximate Cost of the Northwest M.S. Administration program (calculated on 2010-11 figures)

Tuition: \$ 296 per credit hour X 32 hours = \$9,472

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.

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

1. Need (Form SE - Student Enrollment Projections)

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.

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?

This program will not be a duplication of the current program, but rather the program is being adapted to meet current district needs. All new students enrolling in the M.S.Ed in Educational Leadership will be enrolled in the K-12 program. The M.S.Ed. in Educational Leadership: Elementary and Secondary programs will be continued to help meet the needs of candidates who already have obtained certification in either elementary administration or secondary administration but who want to add the additional certification. We are not aware of other programs, other than the University of Missouri – Columbia, who are currently offering the M.S. Educational Leadership: K-12 option. Location of our customer base makes offering the program in our locations reasonable and allows for accessibility for our student populations. Missouri Western State University resides in near proximity but 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?

No (If yes, please complete Form CL.)

3. Program Structure: (Form PS - Program Structure)

PROGRAM STRUCTURE

A. Total credits required for graduation: 32

B. Residency requirements, if any: Only 9 credit hours can be transferred in from another accredited university if a NW advisor finds that the class meets the class requirements of a required program course.

C. General education: Total credits: 0

Courses (specific courses OR distribution area and credits):

61-630 Foundations of Educational Administration	(3 hrs)
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61-631 School Supervision	(3 hrs)
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61-633 The Principalship	(3 hrs)
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61-633 Curriculum Design	(3 hrs)
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61-649 Issues in Education	(3 hrs)
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Or

61-695 Philosophy of Education	(3 hrs)
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61-682 Improvement of Instruction through Action Research	(2 hrs)
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61-683 Action Research Paper	(1 hr)
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61-665 School Law	(3 hrs)
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61-693 Practicum in Secondary School Administration and Supervision	(2 hrs)
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61-694 Practicum in Elementary School Administration and Supervision	(2 hrs)
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61-610 Special Topics: School Finance for Principals	(1 hr)
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61-610 Special Topics: Technology for School Administrators	(1 hr)
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D. Major requirements: Total credits: 27

see courses above

E. Free elective credits: 5 (Sum of C, D, and E should equal A.)

F. Requirements for thesis, internship or other capstone experience:

Students must complete 61-682: Improvement of Instruction Through Action Research and 61-683: Action Research Paper which requires that students complete action research and the accompanying thesis paper. Each class has a 15 hour practicum hour requirement. In addition, each student takes a 3 hour practicum class that requires 120 hours of practicum work in the field. For each of these practicum experiences the student will work closely with a building level administrator in their building or district. The student uses some of their best artifacts developed and utilized during these practicum experiences in their masters level portfolio. This portfolio

3. Program Structure: (Form PS - Program Structure)

will be defended to an Educational Leadership department committee as a culminating experience of the program

G. Any unique features such as interdepartmental cooperation:

none

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

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name: Northwest Missouri State University

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

Date: Summer 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.

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.

5. 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.

100

- 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.

25 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.

5. 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.

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 programs will go through both NCATE and DESE review in 2013.

Alumni and Employer Survey

- Expected satisfaction rates for alumni, including timing and method of surveys
We need to implement the alumni survey. We are fortunate to have a large number of students who move into our Ed.S. program after completing their M.S.Ed. program. We are also fortunate to have contact with many of our alumni through our work in the schools (student teaching supervision, practicum/internship supervision, etc. We also invite program alumni to serve on advisories to provide input for program improvement.
- Expected satisfaction rates for employers, including timing and method of surveys
We need to implement the employer survey. We receive feedback from superintendents at superintendent advisory council. All of our students do complete practicums or internships in school settings. The administrators 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.

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

oAdvising 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.

oThe 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.

oFinancial assistance is available to those students who qualify.

oThe 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
- Flexible class scheduling and course delivery tailored for the working professional

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

- Innovative use of technology and course delivery

8. Any Other Relevant Information:

N/A