



**INDIANA UNIVERSITY  
KOKOMO**

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**DIVISION OF EDUCATION**

**New Degree Program**

**M.S. in Education**

***2007***



INDIANA COMMISSION  
for  
HIGHER EDUCATION

March 19, 2007

Dr. Charles Bantz  
Chancellor  
IUPUI  
Admin. Bldg. 104  
355 N. Lansing St.  
Indianapolis, IN 46202-2896

Dear Charles:

In reference to your letter of December 5, 2006, the Commission for Higher Education has approved, as a routine staff action, Indiana University Kokomo's request to merge the M.S. in Elementary Education and the M.S. in Secondary Education degree programs into one program titled "*Master of Science in Education.*" This degree program is to be reported under CIP Code: Federal – 130101, and State – 130101.

If you have any questions or comment regarding this action, please contact my office.

Sincerely,

Stan Jones  
Commissioner

cc: J.T. Forbes  
Stuart Green  
JoAnne Bowen  
Ken Sauer

**Indiana University  
New Degree Proposal**

**Title:** Master of Science in Education

**Campus:** Kokomo

**Academic Unit:** Education

**Department:** Education

**I. Academic Features**

**Goals/ Objectives:** This redesigned Master of Science in Education degree will replace—that is, consolidate into a single, general degree—the M.S. in Elementary Education and the M.S. in Secondary Education programs presently offered through IU Kokomo. This new program seeks to: a) provide advanced professional development to P-12 teachers within a rigorous but flexible program design; b) prepare students to serve as effective teachers and members of the P-12 education profession; c) provide educational experiences consistent with Indiana Division of Professional Standards (DPS) and National Board for Professional Teacher Standards (NBPTS); and d) provide professional mentoring for students, particularly those in the 11-county north central Indiana region served by the IU Kokomo campus.

**Principal Components:** The 36-hour curriculum for this M.S. in Education degree includes four sections: *Foundations*, which principally addresses the areas of development, assessment, diversity, and community relations/leadership; *Technology*, which includes training in multimedia and electronic portfolio development; *Inquiry*, which requires a culminating action research project conducted within students' real worlds of schools and classrooms; and an *Area Concentration*, in which students complete curriculum and instruction-related courses and content courses on the basis of individual licensure focus (i.e., early childhood, elementary, or secondary). Fieldwork also is an important element of this curriculum, and will be integrated throughout the program within the context of specific courses.

**Relation to Existing Programs:** Relationships between this revised M.S. program and all other Division of Education, IU Kokomo and IU School of Education programs do not change. The basic requirements for this degree program are consistent with those of this campus' two existing master's in education programs, and also with other M.S. in Education programs throughout the IU School of Education as well as other institutions in the state. The conceptual framework which underpins existing M.S. in Education programs on this campus will also drive this new program design. With necessary changes and updates, the unit assessment system presently in place to inform M.S. student and program evaluation will be adapted for use with the new M.S. program.

**Coherence with Campus Mission:** The mission of IU Kokomo is to meet the educational needs of north central Indiana through a broad spectrum of undergraduate and graduate programs. The mission of the IU Kokomo Division of Education is to prepare students to serve as effective teachers and members of the Education profession, to assist students in meeting Indiana teacher certification requirements, and to assist program completers in securing satisfying professional positions. This proposed new M.S. in Education program responds directly to those missions, in the same manner as the two existing graduate education programs on this campus have since the early 1980s.

### **Benefits of the Program for Students, IU, State:**

In the north central Indiana region master's-level teacher education programs are offered through IU Kokomo and Indiana Wesleyan University. To the north of the IU Kokomo service area are numerous M.S. in Education programs offered through Purdue North Central, IU Northwest, IU South Bend, and Indiana-Purdue Fort Wayne. To the south are an assortment of master's in education programs at IUPUI and a few at Butler University. Ball State University to the east and Purdue University to the west also offer numerous education master's degree programs, however, reaching any of these eight institutions/campuses requires a lengthy commute for a majority of students in the IU Kokomo service area.

No additional IU resources will be required at this time to support this proposed M.S. in Education program. The Division of Education presently offers two M.S. programs. Both programs will be terminated as of August 31, 2007, and all university resources presently directed to those programs will be redirected to this new M.S. program. All full-time faculty within the Division currently teach courses in both M.S. programs, and will continue to do so in the revamped master's program. A year-round master's program leadership position supported with FTE reassignment (Director of M.S. in Education Program) will remain in place.

The close association of the proposed curriculum with National Board Core Propositions and standards enhances student opportunity to pursue NBPTS certification, either during or following program completion. Indeed, program portfolio structure, artifacts, scoring, etc. will parallel as closely as possible those used in the board certification process. This may encourage students to apply for certification, thus increasing the number of board certified teachers in the north central Indiana area.

**Opportunities for Degree Recipients:** The U.S. Department of Labor's Bureau of Labor Statistics reports that, in general, job opportunities for teachers over the next 10 years will vary from good to excellent, with most openings the result of a large number of retirements expected during the period 2004 – 2014, and also the high attrition rate among beginning teachers, particularly those working in urban settings. Overall P-12 student enrollments—the driving force in teacher demand—are expected to rise slowly during this period, although enrollments in the Midwest are expected to hold steady or decline. The Bureau also predicts that job prospects for teachers should be better in urban and rural areas. Additionally, states with initiatives and programs to improve early childhood education—Indiana among them— will create new jobs for preschool teachers in the near term (*Occupational Outlook Handbook, 2006*).

Although there is no way to predict how many new teachers will eventually enroll in a master's program, a key target population for this degree will be teachers who are early in their careers. To the extent that central Indiana school corporations employ new teachers, demand for this program should remain steady and/or improve. There are no licensing implications associated with this new program (beyond renewal), thus degree completion will not necessarily allow graduates to expand into new teaching areas or levels. Nevertheless, the skills, reputation and marketability of program graduates should be significantly enhanced, due to the close alignment of this program with nationally recognized standards for advanced teacher education.

## **II. Implementation**

### **Steady State Enrollment/Degree Completions Projections (year 5):**

Headcount <u>36</u>	( <u>0</u> new-to-campus)
FTE <u>18</u>	( <u>0</u> new-to-campus)
Degree Recipients <u>12</u>	

### **Steady State Expenses and Revenue Sources (year 5):**

#### ***Expenses***

Faculty	0.00
Support Staff	0.00
Supplies and Expenses	0.00
Reallocation	161,400.00

#### ***Revenue Sources***

New-to-Campus Student Fees	0.00
Enrollment Change Funding	0.00
Reallocation	161,400.00

<b><i>One-time Costs</i></b>	0.00
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**COVER PAGE**

INSTITUTION: Indiana University Kokomo  
COLLEGE: Division of Education  
DEPARTMENT: \_\_\_\_\_  
DEGREE PROGRAM TITLE: Master of Science in Education  
FORM OF RECOGNITION TO BE AWARDED/ DEGREE CODE: Master of Science in Education  
SUGGESTED CIP CODE: 130101  
LOCATION OF PROGRAM/ CAMPUS CODE: Indiana University Kokomo  
PROJECTED DATE OF IMPLEMENTATION: July 1, 2007  
DATE PROPOSAL WAS APPROVED BY INSTITUTIONAL BOARD OF TRUSTEES: \_\_\_\_\_

\_\_\_\_\_  
SIGNATURE OF AUTHORIZING INSTITUTIONAL OFFICER

\_\_\_\_\_  
DATE

\_\_\_\_\_  
DATE RECEIVED BY COMMISSION FOR HIGHER EDUCATION

\_\_\_\_\_  
COMMISSION ACTION (DATE)

## ABSTRACT

Master of Science in Education  
to be offered by Indiana University Kokomo

### **Objectives:**

This redesigned Master of Science in Education degree will replace—that is, consolidate into a single, general degree—the M.S. in Elementary Education and the M.S. in Secondary Education programs presently offered through IU Kokomo. This new program seeks to: a) provide advanced professional development to P-12 teachers within a rigorous but flexible program design; b) prepare students to serve as effective teachers and members of the P-12 education profession; c) provide educational experiences consistent with Indiana Division of Professional Standards (DPS) and National Board for Professional Teacher Standards (NBPTS); and d) provide professional mentoring for students, particularly those in the 11-county north central Indiana region served by the IU Kokomo campus.

### **Clientele to be Served:**

Indiana University Kokomo serves a geographic region which includes the cities of Kokomo, Anderson, Logansport, Marion, Noblesville, Rochester, Tipton and Wabash. This area of the state has become increasingly diverse, in terms of ethnicity, economics and educational needs. The principal clientele for the redesigned M.S. in Education program proposed here are the professional educators teaching in the 40 school corporations encompassed in the IU Kokomo service area.

### **Curriculum:**

This Master of Science in Education program is intended as a general degree, applicable to teachers across the P-12 spectrum. Program admission requires completion of an initial teacher education program, two years of teaching experience, and employment as a classroom teacher while enrolled in the program. The 36-hour curriculum for this master's degree includes four sections: **Foundations**, which principally addresses the areas of child development, assessment, diversity, and community relations/leadership; **Technology**, which includes training in multimedia and electronic portfolio development; **Inquiry**, which requires a culminating action research project conducted within students' real worlds of schools and classrooms; and an **Area Concentration**, in which students complete curriculum and instruction-related courses and content courses on the basis of individual licensure focus (i.e., early childhood, elementary, or secondary education). Fieldwork is an important element of this curriculum, and will be integrated throughout the program within the context of specific courses. This redesigned master's program will utilize a cohort approach, will follow a moderately intensive 24-month completion timeline, and will include a variety of course delivery vehicles, such as on-and off-campus meetings, online courses, hybrid courses, two-and three-week summer intensive courses, Saturday courses, etc.

### **Employment Possibilities:**

There are no licensing implications associated with this new program (beyond renewal), thus degree completion will not necessarily allow graduates to expand into new teaching areas or levels. Nevertheless, the skills, reputation and marketability of program graduates should be significantly enhanced, due to the close alignment of this program with nationally recognized standards for advanced teacher education.

## **B. Program Description**

### **1. Describe the proposed program and state its objectives.**

The proposed program is a Master of Science in Education. This program will replace, that is, consolidate into a single, general master's degree the two M.S. programs presently offered through the Indiana University Kokomo Division of Education—an M.S. in Elementary Education and an M.S. in Secondary Education, initially approved for this campus in 1983 and 1990, respectively. The redesigned program proposed here will allow students with interests across the P-12 spectrum to complete a common set of graduate professional education courses, while also tailoring aspects of their program to meet individual needs and levels/areas of interest.

The 36-hour curriculum for this M.S. in Education degree includes four sections: **Foundations**, which principally addresses the areas of development, assessment, diversity, and community relations/leadership; **Technology**, which includes training in multimedia and electronic portfolio development; **Inquiry**, which requires a culminating action research project conducted within students' real worlds of schools and classrooms; and an **Area Concentration**, in which students complete curriculum and instruction-related courses and content courses on the basis of individual licensure focus (i.e., early childhood, elementary, or secondary). Fieldwork also is an important element of this curriculum, and will be integrated throughout the program within the context of specific courses.

The major objectives of this redesigned M.S. in Education program are to: a) provide advanced professional development to P-12 teachers within a rigorous but flexible program design; b) prepare students to serve as effective teachers and members of the P-12 education profession; c) provide educational experiences consistent with Indiana Division of Professional Standards (DPS) and National Board for Professional Teacher Standards (NBPTS); and d) provide professional mentoring for students, particularly those in the 11-county north central Indiana region served by the IU Kokomo campus.

### **2. Describe admission requirements, anticipated student clientele, and student financial support.**

The M.S. in Education degree is an advanced teacher education program, closely aligned with the NBPTS' Core Propositions, and intended for both novice and veteran classroom teachers who seek to become more accomplished practitioners. Accordingly, admission requirements are:

- Completion of an initial teacher training program.
- Minimum of two years of successful P-12 classroom teaching.
- Full- or part-time employment as a classroom teacher while enrolled in the program.
- Minimum undergraduate/initial teacher education program GPA of 2.75.
- Minimum GRE scores of 900 combined verbal/quantitative and 3.5 analytical writing.
- Submission of an application/portfolio which includes statement of professional goals, and at least two relevant professional letters of reference.

This master's degree program is designed to meet the needs of a specific student clientele—practicing teachers who have built a base of professional success and desire to expand their repertoires to include the knowledge, skills and dispositions associated with the highest professional standards. Aspects of this program design—in particular, that students must be



teaching while enrolled—require program delivery approaches suited to the needs and logistical considerations of classroom teachers. The program therefore will utilize a cohort approach, with groups of 15 – 20 students moving through the program in a moderately intensive 24-month timeframe (i.e., two academic years and two summers).

Master’s-level students at IU Kokomo are eligible for financial assistance through Indiana University, in accordance with the same criteria applicable to all full- and part-time students at this institution. M.S. in Education students also are eligible for Division of Education scholarships. Some classroom teachers also may receive financial support from school corporations, in the form of tuition reimbursement, paid absences, etc.

### **3. Describe the proposed curriculum.**

The 36-hour curriculum for this M.S. in Education degree includes four sections: **Foundations**, which principally addresses the areas of development, assessment, diversity, and community relations/leadership; **Technology**, which includes training in multimedia and electronic portfolio development; **Inquiry**, which requires a culminating action research project, conducted within students’ real worlds of schools and classrooms; and an **Area Concentration**, in which students complete curriculum and instruction-related courses and content courses on the basis of individual licensure focus (i.e., early childhood, elementary, or secondary). Fieldwork also is an important element of this curriculum, and will be integrated throughout the program within the context of specific courses (additionally, students will be practicing classroom teachers).

A complete listing of program requirements follows:

#### **Foundations (12 hours)**

P515 Child Development <i>or</i>	
P516 Adolescent Development	(3 hours)
K505 Intro to Special Education for Graduate Students	(3 hours)
P507 Testing in the Classroom	(3 hours)
H520 Education and Social Issues	(3 hours)

#### **Technology (6 hours)**

W505 Professional Development Workshop: Multimedia in the Classroom	(3 hours)
W505 Professional Development Workshop: Electronic Portfolios	(3 hours)

#### **Inquiry (6 hours)**

P503 Introduction to Research	(3 hours)
E590 Individual Research or Study in Education	(3 hours)

#### **Area Concentration (12 hours)**

E525 Advanced Curriculum Study in Early Childhood Education <i>or</i>	
E535 Elementary School Curriculum <i>or</i>	
S503 Secondary School Curriculum	(3 hours)

Advanced Teaching Methods (e.g., E531 Teaching and Learning in Early Childhood Education, E545 Advanced Teaching of Reading in the Elementary School, N518 Advanced Methods of Teaching 5-12 Mathematics, etc.) (3 hours)

Content Study (500-level Content Pedagogy Course(s) and/or 400- or 500-level Content Course(s)) (6 hours)

This redesigned master's program will utilize a cohort approach, with coursework to be completed in a prescribed sequence and pace across a moderately intensive 24-month timeframe (i.e., two academic years and two summers). A variety of course delivery vehicles will be utilized to accommodate the needs of this program design and also the logistical needs of full-time classroom teachers, such as on-and off-campus meetings, online courses, hybrid courses, two-and three-week summer intensive courses and workshops, Saturday courses, etc.

A model program sequence is detailed below. Note that, while space for content coursework has been built into the sequence, students will enroll in content courses when convenient and/or when courses are available. In addition, the electronic portfolio course is divided into three one-hour sections. W505 is a variable topic, variable credit course which allows this method of delivery.

**Fall Semester — Year 1**

W505 Professional Development Workshop: Electronic Portfolio Part 1 (1 hour)

W505 Professional Development Workshop: Multimedia in the Classroom (3 hours)

**Spring Semester — Year 1**

P503 Introduction to Research (3 hours)

K505 Intro to Special Education for Graduate Students (3 hours)

**Summer Semester — Year 1**

Content course (400- or 500-level) or content pedagogy course (500-level) (3 hours)

W505 Professional Development Workshop: Electronic Portfolio Part 2 (1 hour)

P515 Child Development *or*  
P516 Adolescent Development (3 hours)

**Fall Semester — Year 2**

E525 Advanced Curriculum Study in Early Childhood Education *or*  
E535 Elementary School Curriculum *or*  
S503 Secondary School Curriculum (3 hours)

H520 Education and Social Issues (3 hours)

**Spring Semester — Year 2**

E590 Individual Research or Study in Education (3 hours)

Advanced Teaching Methods (e.g., E524 Workshop in Early Childhood Education, E545 Advanced Teaching of Reading in the Elementary School, N518 Advanced Methods of Teaching 5-12 Mathematics, etc.) (3 hours)

## **Summer Semester — Year 2**

Content course (400- or 500-level) or content pedagogy course (500-level)	(3 hours)
W505 Professional Development Workshop: Electronic Portfolio Part 3	(1 hour)
P507 Testing in the Classroom	(3 hours)

All professional education courses included in this curriculum are approved for the Kokomo campus, although W505 Professional Development Workshop: Electronic Portfolio is a new course. Additionally, while the Kokomo campus is approved to offer four graduate-level early childhood education courses (E506 Curriculum in Early Childhood, E508 Seminar in Early Childhood, E524 Workshop in Early Childhood Education, and E525 Advanced Curriculum Study in Early Childhood Education), other early childhood courses such as E505 Organization and Administration of Early Childhood Education Programs, E531 Teaching and Learning in Early Childhood Education, and E509 Internship in Early Childhood Education may need to be added to the Kokomo master course inventory in the future. This should not be problematic, as the Division presently has among its faculty an assistant professor who holds a doctorate in early childhood education, and a full-time lecturer who soon will complete a doctorate in literacy education and early childhood studies.

All other Education courses listed above have been offered through the IU Kokomo Division of Education at least once in the past three years. This proposed M.S. degree program will be delivered by the Division of Education, however on rare occasions there may be a special course or workshop that originates on another IU campus and offered to Kokomo students through distance education. Additionally, and in accordance with university policy, graduate professional education courses may be transferred/applied to program requirements from one IU campus to another, so some students may complete some requirements on other campuses. A maximum of six hours also may be transferred from non-IU institutions and applied to program requirements. At least 24 of the 36 required program hours, however, must be completed through the IU Kokomo Division of Education.

### **4. Describe the form of recognition.**

Students who complete this advanced teacher education program will receive an Indiana University Kokomo Master of Science in Education degree through the Division of Education. The institution's suggested CIP code for the program is 130101.

### **5. List program faculty and administrators.**

At present there are eight full-time faculty positions within the IU Kokomo Division of Education. All eight faculty members teach graduate level courses and are involved to varying degrees with the current master's degree programs. Two additional positions—in early childhood education and secondary education—have been approved and may be filled by the time of program implementation by Fall 2007. All tenure-track Education faculty on this campus hold doctorates; the Division's sole full-time Lecturer in Education soon will hold a doctorate, as well. Four of the current faculty are tenured. Senior faculty all have excellent teaching, research and service records, and junior faculty are compiling equally commendable records of accomplishment. When needed, the Division also has access to a deep pool of adjunct instructors drawn from the ranks of area principals, superintendents and teacher in-service specialists.

Indiana University Kokomo Administration

Ruth Jansen Person, Chancellor

Stuart Green, Vice Chancellor for Academic Affairs

Jack Tharp, Vice Chancellor for Student Affairs

William Yost, Vice Chancellor for Administration and Finance and Information Technology

Indiana University Kokomo Division of Education Faculty (Full-time):

D. Antonio Cantu, Ph.D.

Southern Illinois University, 1997

Professor and Dean of Education

Specializations: Curriculum and Instruction, Educational Research (Naturalistic), Educational Technology, Social Studies Education

Margo Sorgman, Ed.D.

Boston University, 1972

Professor of Education

Specializations: Curriculum and Instruction, K-6 Social Studies Education Methods, Economics Education

Michael Tulley, Ed.D.

Indiana University, 1983

Professor of Education

Specializations: K-12 Literacy Education Methods, Educational Research, Textbook Selection Policies and Processes

Ellen Sigler, Ed.D.

Texas Tech University, 1997

Associate Professor of Education

Specializations: Educational Psychology, Early- Adolescent Development, Educational Assessment and Evaluation

Julie Saam, Ph.D.

Indiana University, 1999

Assistant Professor of Education

Specializations: Curriculum and Instruction, K-12 Science Education, Middle School Education

Shirley Aamidor, Ph.D.

Indiana University, 2002

Assistant Professor of Education

Major Area: Early Childhood Education

Specializations: Curriculum and Instruction, P-6 Teaching Methods, Early Development

Masato Ogawa, Ed.D.

The University of Georgia, 2001

Assistant Professor of Education

Specializations: Secondary Curriculum and Instruction, 5-12 Social Studies Education, Building Multiple Historical Perspectives, Middle School Education

Amber Reed, M.S.  
Indiana University Kokomo, 2000  
Lecturer in Education  
Specializations: Curriculum and Instruction, Elementary Education, P-6 Language/ Literacy Education, Childhood Studies, Action Research

**6. Describe needed learning resources.**

Students at IU Kokomo have access to Indiana University's considerable library resources, which on this campus includes an information commons with space dedicated to student access to information via electronic resources. Additionally, undergraduate and graduate Education students have access to the Division's Curriculum Laboratory, which houses over 5,000 educational resources, including a collection of public school texts, instructional videos, methods course resources, and children's literature.

No additional fiscal resources will be required at this time to support this proposed M.S. in Education program. The IU Kokomo Division of Education presently offers two M.S. in Education programs. Both programs will be terminated as of August 31, 2007, and all university resources presently directed to those programs will be redirected to this new M.S. program. All full-time faculty within the Division currently teach courses in both M.S. programs, and will continue to do so in the revamped master's program. A year-round master's program leadership position supported with FTE reassignment (Director of M.S. in Education Program) will remain in place. The Division also has a full-time licensing advisor among its professional support staff.

**7. Describe other program strengths.**

A principal strength of this proposed M.S. program is that it will be implemented within an established graduate professional teacher education unit. Since their inceptions in 1983 and 1990, the two master's programs presently offered through the IU Kokomo Division of Education have been relatively small in terms of student headcount, but over the years these programs have become fully integrated into the Division of Education's academic culture, short- and long-term plans, faculty teaching, research and service activities, budgets, etc., all of which will be inherited by this new master's program.

Another program strength—and also one of its distinguishing characteristics—is the requirement that students are practicing classroom teachers. Indeed, this link between classroom and campus is considered so pivotal to the inquiry- and field-based, reflective-practitioner model which underpins the program, that prospective students must provide written verification from school administrators that they have approval to occasionally access classrooms and students in the corporation, for program-related curriculum development projects, action research, case studies, etc. Closely related to this program element—and another strength—is the focus on inquiry, which will culminate with students completing an independent action research project within their classrooms, schools, and/or corporations.

Students often note that a principal strength of the IU Kokomo campus is the relatively small size of most classes and the increased opportunity this affords for direct, individual interaction with instructors, the majority of whom are full-time resident faculty. Similarly, within the Division of Education graduate-level course enrollments are typically capped at 15-20 students. Additionally, reliance on adjunct faculty has been minimal in recent years, and master's students typically have many opportunities for individual interactions with full-time instructors. Each of these benefits will continue with the implementation of the new M.S. in Education program.

The close association of the proposed curriculum with National Board Core Propositions and standards enhances student opportunity to pursue NBPTS certification, either during or following program completion. Indeed, program portfolio structure, artifacts, scoring, etc. will parallel as closely as possible those used in the board certification process. This may encourage students to apply for certification, thus increasing the number of board certified teachers in the north central Indiana area.

## **C. Program Rationale**

### **1. Institutional Factors**

The mission of IU Kokomo is to meet the educational needs of north central Indiana through a broad spectrum of undergraduate and graduate programs. The mission of the IU Kokomo Division of Education is to prepare students to serve as effective teachers and members of the Education profession, to assist students in meeting Indiana teacher certification requirements, and to assist program completers in securing satisfying professional positions. This proposed new M.S. in Education program responds directly to those missions, in the same manner as the two existing graduate education programs on this campus have since the early 1980s.

The need for a revised M.S. in Education program became apparent following consecutive NCATE/ DPS on-site accreditation reviews, in 2002 and 2005. Following the first review the Division's two master's programs were placed on probation by NCATE, and following the second review accreditation of both programs was revoked. In mid-2005 Education faculty and campus administrators engaged campus and Division stakeholders in on-going formal and informal discussions about possible and appropriate directions, priorities, changes, etc., for graduate Education on this campus. The program design which emerged from that year-long conversation included input from educators representing over two dozen north central Indiana school corporations, and individuals representing a variety of local community agencies and viewpoints.

Relationships between this revised M.S. program and all other Division of Education, IU Kokomo and IU School of Education programs do not change. The basic requirements for this degree program are consistent with those of this campus' two existing master's in education programs, and also with other M.S. in Education programs throughout the IU School of Education as well as other institutions in the state. The conceptual framework which underpins existing M.S. in Education programs on this campus will also drive this new program design. With minor changes, the unit assessment system presently in place to inform M.S. student and program evaluation will be adapted for use with the new M.S. program.

### **2. Student Demand**

Demand for the two existing M.S. in Education programs offered at IU Kokomo has been relatively stable for the past decade or more. Current combined enrollment for the M.S. in Elementary Education and the M.S. in Secondary Education programs is approximately 45 students. During the ten-year period 1997 - 2006 a total of 99 students (66 elementary and 33 secondary) were admitted to these programs. In that same period a total of 59 students completed program requirements and were awarded master's degrees. The majority of students enrolled in graduate education courses at IU Kokomo are non-degree students taking courses for license renewal and/or other professional development purposes and goals; master's students comprise a

small portion of total graduate student headcount and graduate credit hour production. The Division nonetheless anticipates significant enrollment increases, due largely to the use of a 15-20 student cohort approach, and a well-defined 24-month program completion timeline, which should make this new program more attractive to prospective students in this geographic area. Program enrollment goal is a minimum of 15-20 students (i.e., at least one cohort) per year beginning Fall 2007, and an equal number of program completers per year beginning August of 2009.

### **3. Transferability**

It is the policy of Indiana University to allow students to transfer coursework from campus to campus. Accordingly, students who have been enrolled in other master's in Education programs or have completed graduate Education coursework on other IU campuses are eligible for program admission on the Kokomo campus, and some or all of those completed hours may apply to program requirements. A minimum of 24 of the required 36 program hours must be completed on the IU Kokomo campus, however. Generally, the Division of Education also may apply to program requirements a maximum of six hours of transfer credit from non-IU institutions.

### **4. Access to graduate and professional programs.**

Students who complete M.S. in Education programs at IU Kokomo generally do not pursue additional graduate degrees. Nonetheless, this proposed new program should provide a solid foundation of knowledge and relevant preparation for continued study in professional education, for students who desire to pursue either education specialist or doctoral degrees, at Indiana University or other institutions.

### **5. Demand and employment factors.**

The U.S. Department of Labor's Bureau of Labor Statistics reports that, in general, job opportunities for teachers over the next 10 years will vary from good to excellent, with most openings the result of a large number of retirements expected during the period 2004 – 2014, and also the high attrition rate among beginning teachers, particularly those working in urban settings. Overall P-12 student enrollments—the driving force in teacher demand—are expected to rise slowly during this period, although enrollments in the Midwest are expected to hold steady or decline. The Bureau also predicts that job prospects for teachers should be better in urban and rural areas. Additionally, states with initiatives and programs to improve early childhood education—Indiana among them— will create new jobs for preschool teachers in the near term (*Occupational Outlook Handbook, 2006*).

Although there is no way to predict how many new teachers will eventually enroll in a master's program, a key target population for this degree will be teachers who are early in their careers. To the extent that central Indiana school corporations employ new teachers, demand for this program should remain steady and/or improve. There are no licensing implications associated with this new program (beyond license renewal), thus, degree completion will not allow graduates to expand into new certification/teaching areas. Nevertheless, program graduates' skills, reputations and marketability should be enhanced, due to the close alignment of this program with nationally recognized standards for advanced teacher education.

## **6. Regional, state and national factors.**

In the north central Indiana region master's-level teacher education programs are offered through IU Kokomo and Indiana Wesleyan University. To the north of the IU Kokomo service area are numerous M.S. in Education programs offered through Purdue North Central, IU Northwest, IU South Bend, and Indiana-Purdue Fort Wayne. To the south are an assortment of master's in Education programs at IUPUI and a few at Butler University. Ball State University to the east and Purdue University to the west also offer numerous education master's degree programs, however, reaching any of these eight institutions/campuses requires a lengthy commute for a majority of students in the IU Kokomo service area.

The curriculum for this proposed program has been shaped chiefly by the Core Propositions and Standards embraced by NBPTS. Additionally, the design of this program has been influenced to a large degree by input from Division of Education stakeholders. Following the loss of NCATE accreditation for its M.S. in Education programs in Fall 2005, the Division embarked on an intensive 12-month program redesign initiative, which included meetings and discussions with various stakeholders including faculty, students, Arts and Science colleagues, area teachers, principals and superintendents and community agency representatives. The Division also hosted a Spring 2006 master's program planning conference attended by area educators and others.

Academic programs at IU Kokomo are accredited by the North Central Association. The Division of Education's initial teacher training programs are accredited by NCATE. The Division intends to seek NCATE accreditation for this new master's program by 2010.

### **D. Program Implementation and Evaluation**

Admission to the Division of Education's existing M.S. in Elementary Education and M.S. in Secondary Education programs has been discontinued, and these degrees will not be awarded after August 31, 2007. Admission to the redesigned M.S. in Education program will commence in the summer of 2007, with the intent to enroll the first cohort in the fall of that year.

Individual student and overall program evaluation will principally occur within the context of the Division's advanced (master's) program Unit Assessment System (UAS). With some minor modification, the UAS currently in place for the Division's two existing M.S. programs will be retained for use with the new M.S. program. That assessment system includes multiple benchmark decision points, with formative and summative evaluation of student performance based largely on GPA, faculty input and evidence included in student program portfolios. Program evaluation also is aided by the Division's robust stakeholder involvement, which includes an area public school superintendent study council, students, and a newly created Education Advisory Council composed of university, P-12 education and community agency representatives.



TABLE 3:  
NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY  
8/24/2006

I. Prepared by Institution

Institution/Location: Indiana University Kokomo  
 Program: Master of Science in Education  
 Proposed CIP Code: 130101  
 Base Budget Year: 2006-07

	<u>Year 1</u> 2007-08	<u>Year 2</u> 2008-09	<u>Year 3</u> 2009-10	<u>Year 4</u> 2010-11	<u>Year 5</u> 2011-12
Enrollment Projections (Headcount)	12	25	35	45	58
Enrollment Projections (FTE)	8	14	18	18	18
Degree Completion Projection	0	0	9	9	9
New State Funds Requested (Actual)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
New State Funds Requested (Increases)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

II. Prepared by Commission for Higher Education

New State Funds to be Considered for Recommendation (Actual)	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
New State Funds to be Considered for Recommendation (Increases)	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____

CHE Code: \_\_\_\_\_  
 Campus Code: \_\_\_\_\_  
 County Code: \_\_\_\_\_  
 Degree Level: \_\_\_\_\_  
 CIP Code: \_\_\_\_\_

Comment: \_\_\_\_\_

Campus: Indiana University Kokomo  
 Program: Master of Science in Education  
 Date: 8/24/2006

TABLE 1: PROGRAM ENROLLMENTS AND COMPLETIONS  
 Annual Totals by Fiscal Year (Use SIS Definitions)

	<u>Year 1</u> <u>2007-08</u>	<u>Year 2</u> <u>2008-09</u>	<u>Year 3</u> <u>2009-10</u>	<u>Year 4</u> <u>2010-11</u>	<u>Year 5</u> <u>2011-12</u>
A. Program Credit Hours Generated					
1. Existing Courses	0	0	0	0	0
2. New Courses	180	324	432	432	432
Total	180	324	432	432	432
B. Full-time Equivalentents (FTEs)					
1. Generated by Full-time Students	0	0	0	0	0
2. Generated by Part-time Students	8	14	18	18	18
Total	8	14	18	18	18
3. On-Campus Transfers	8	14	18	18	18
4. New-to-Campus	0	0	0	0	0
C. Program Majors (Headcounts)					
1. Full-time Students	0	0	0	0	0
2. Part-time Students	15	27	36	36	36
Total	15	27	36	36	36
3. On-Campus Transfers	15	27	36	36	36
4. New-to-Campus	0	0	0	0	0
5. In-State	0	0	0	0	0
6. Out-of-State	0	0	0	0	0
D. Program Completions	0	0	9	9	9

Campus: Indiana University Kokomo  
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TABLE 2A:  
 TOTAL DIRECT PROGRAM COSTS AND SOURCES OF PROGRAM REVENUE

	Year 1		Year 2		Year 3		Year 4		Year 5	
	FTE	2007-08	FTE	2008-09	FTE	2009-10	FTE	2010-11	FTE	2011-12
<b>A. Total Direct Program Costs</b>										
1. Existing Departmental Faculty Resources	0.6	\$ 42,000	1.0	\$ 70,000	1.4	\$ 98,000	1.4	\$ 98,000	1.4	\$ 98,000
2. Other Existing Resources		8,000		14,000		20,000		20,000		20,000
3. Incremental Resources (Table 2B)		0		0		0		0		0
<b>TOTAL</b>		\$ 50,000		\$ 84,000		\$ 118,000		\$ 118,000		\$ 118,000
<b>B. Sources of Program Revenue</b>										
1. Reallocation		\$ 50,000		\$ 84,000		\$ 118,000		\$ 118,000		\$ 118,000
2. New-to-Campus Student Fees		0		0		0		0		0
3. Other (Non-State)										
4. New State Appropriations										
a. Enrollment Change Funding		0		0		0		0		0
b. Other State Funds		0		0		0		0		0
<b>TOTAL</b>		\$ 50,000		\$ 84,000		\$ 118,000		\$ 118,000		\$ 118,000

Campus: Indiana University Kokomo  
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TABLE 2B:  
 DETAIL ON INCREMENTAL OR  
 OUT-OF-POCKET DIRECT PROGRAM COSTS

	Year 1		Year 2		Year 3		Year 4		Year 5	
	FTE	2007-08	FTE	2008-09	FTE	2009-10	FTE	2010-11	FTE	2011-12
1. Personnel Services										
a. Faculty	0.0	\$ 0	0.0	\$ 0	0.0	\$ 0	0.0	\$ 0	0.0	\$ 0
b. Support Staff	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
c. Graduate Teaching Assistants	0.0		0.0		0.0		0.0		0.0	
Total Personnel Services		\$ 0		\$ 0		\$ 0		\$ 0		\$ 0
2. Supplies and Expense										
a. General Supplies and Expense		\$ 0		\$ 0		\$ 0		\$ 0		\$ 0
b. Recruiting		0		0		0		0		0
c. Travel		0		0		0		0		0
d. Library Acquisitions		0		0		0		0		0
Total Supplies and Expense		\$ 0		\$ 0		\$ 0		\$ 0		\$ 0
3. Equipment										
a. New Equipment Necessary for Program		\$ 0		\$ 0		\$ 0		\$ 0		\$ 0
b. Routine Replacement		0		0		0		0		0
Total Equipment		\$ 0		\$ 0		\$ 0		\$ 0		\$ 0
4. Facilities		\$ 0		\$ 0		\$ 0		\$ 0		\$ 0
5. Student Assistance										
a. Graduate Fee Scholarships		\$		\$		\$		\$		\$
b. Fellowships										
Total Student Assistance		\$ 0		\$ 0		\$ 0		\$ 0		\$ 0
Total Incremental Direct Costs		\$ 0		\$ 0		\$ 0		\$ 0		\$ 0

Title

	Headcount Enrollment					Total Credit Hours/head					New Course Cr Hr/head					Support Course Cr Hr/head				
	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
New HC																				
Res																				
FT	1	0	0	0	0	0	24	24	24	24	24	24	24	24	24	24	24	24	24	24
	2			0	0	0	12	12	12	12	12	12	12	12	12	12	12	12	12	12
	3																			
	4																			
	5																			
PT	1	0	0	0	0	0	12	12	12	12	12	12	12	12	12	12	12	12	12	12
	2		0	0	0	0	12	12	12	12	12	12	12	12	12	12	12	12	12	12
	3			0	0	0	12	12	12	12	12	12	12	12	12	12	12	12	12	12
	4																			
	5																			
Nres																				
FT	1																			
	2																			
	3																			
	4																			
	5																			
PT	1																			
	2																			
	3																			
	4																			
	5																			
Trfr HC																				
Res																				
FT	1	0	0	0	0	0	24	24	24	24	24	24	24	24	24	24	24	24	24	24
	2			0	0	0	12	12	12	12	12	12	12	12	12	12	12	12	12	12
	3																			
	4																			
	5																			
PT	1	15	15	15	15	15	12	12	12	12	12	12	12	12	12	12	12	12	12	12
	2		12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
	3			9	9	9	12	12	12	12	12	12	12	12	12	12	12	12	12	12
	4																			
	5																			
Nres																				
FT	1																			
	2																			
	3																			
	4																			
	5																			
PT	1																			
	2																			
	3																			
	4																			
	5																			
Total		15	27	36	36	36														
Res		15	27	36	36	36														
Nres		0	0	0	0	0														
FT		0	0	0	0	0														
PT		15	27	36	36	36														

Title

	Total Credit Hours					Total New Crs Credit Hours					Total Spprt Crs Credit Hours					FTE				
	Yr1	Yr2	Yr3	Yr4	Yr5	Yr1	Yr2	Yr3	Yr4	Yr5	Yr1	Yr2	Yr3	Yr4	Yr5	Yr1	Yr2	Yr3	Yr4	Yr5
New HC																				
Res																				
FT	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PT	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nres																				
FT	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PT	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tfr HC																				
Res																				
FT	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PT	1	180	180	180	180	180	180	180	180	180	0	0	0	0	0	0	0	0	0	0
2	0	144	144	144	144	0	144	144	144	144	0	0	0	0	0	0	0	0	0	0
3	0	0	108	108	108	0	0	108	108	108	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nres																				
FT	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PT	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	180	324	432	432	432	180	324	432	432	432	0	0	0	0	0	cr hr per FTE: 24				
Res	180	324	432	432	432	180	324	432	432	432	0	0	0	0	0	7.50	13.50	18.00	18.00	18.00
Nres	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00
FT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00
PT	180	324	432	432	432	180	324	432	432	432	0	0	0	0	0	7.50	13.50	18.00	18.00	18.00