

FORM 3

**COVER SHEET
EXTENSION OF AN EXISTING PROGRAM NOTIFICATION OF INTENT
(LOCATION NOI)**

Program Information

Program Name: Master of Education (M.Ed) School Administration
Institution Name: Central Washington University
Degree Granting Unit: College of Education and Professional Studies
Degree: M.Ed. School Admin. Level: Masters Type: Education
Major: School Administration CIP Code: 13.0401

Proposed Start Date: Spring 2012

Projected Enrollment (FTE) in Year One: 10 At Full Enrollment by Year Two: 15

Proposed New Funding: None

Funding Source: State FTE

Mode of Delivery / Locations

Single Campus Delivery On and Off-Campus
(enter locations)

Distance Learning - Online

Scheduling

 Day Classes Evening Classes Weekend Classes
Other - Online

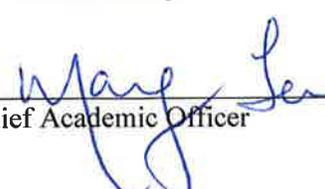
Attendance Options

Full-Time Part-Time

Substantive Statement of Need (Attach Sheet)

Academic Department Representative

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Chief Academic Officer Date 7/14/11


Dean of College Date 7/11/11

I. Program Need

a) Relationship to Institutional Role and Mission

Central Washington University Mission Statement states: *“The university community values teaching as the vehicle to inspire intellectual depth and breadth, to encourage lifelong learning, and to enhance the opportunities of its students. The faculty develop and strengthen bachelor's and master's degree programs in the arts, sciences, and humanities; in teacher education; in business; in the social services; and in technological specializations.”* Further, the mission is to *“prepare students for responsible citizenship, responsible stewardship of the earth, and enlightened and productive lives. Faculty, staff, students, and alumni serve as an intellectual resource to assist central Washington, the state, and the region in solving human and environmental problems.”*

The proposed online Master of Education in School Administration degree program supports this mission through its focus on producing school leaders who are ready to assume the leadership roles needed to: provide services and develop effective programs that positively impact their school district and community, and create progressive and successful stewards who will provide a conducive working environment for their employees.

Central Washington University proposes to extend the current school administration masters' degree that is offered at its Ellensburg and Des Moines campuses online. The online degree program is designed for candidates with an interest in school administration and instructional leadership. Program coursework provides students with a strong grounding in School Personnel, Educational Administration, Public School Finance, School and Community, School Supervision, Principalship, Diversity Leadership, and School Law. The curriculum for this online program is 45-credit coursework leading to a final thesis/examination or capstone project.

II. Documentation of Need for Program

A quality education program is always expected to produce competent and knowledgeable graduates to meet the demand of the employer market. Present findings indicate that with better education, critical thinking, and strong leadership, the employment prospects of these graduates will be excellent. The efforts established by higher education to train such graduates are a vital link to the quality of these innovative education programs.

Individuals who want to obtain an education administration degree generally have to simultaneously work to support themselves and/or their families and find a local college or university to complete their degree. Degree completion usually means evening and or weekend class schedules, time spent away from families, and required travelling from home to another location to get the degree. It might also have meant deferring one's dream to improve oneself and future.

One of the reasons for the increase in demand for online degrees and distance learning is that a busy adult can fit learning into their schedules by having 24 hour access to coursework seven days a week. Everyone is looking for convenience in their own busy lives. Pursuing a degree in higher education no longer means sitting in a classroom listening to a lecture. Online degrees are learner-paced and the technology exists at Central Washington University for students to attend

lectures, interact with classmates, and meet with learning advisors right from an individual's home computer.

According to the U.S. Department of Education, the most common reasons colleges cite for offering online courses are to meet student demand, provide access to those who can't get to campus, make more courses available and increase enrollment. Officials at area colleges said most faculty have embraced online learning. Many teach hybrid or blended courses, in which students spend some time in the classroom and the rest online. Some teach only online. "Students need the flexibility," said Kolleen Barnes, an assistant professor who teaches a fully online court reporting and captioning degree program at Cuyahoga Community College. "Many are working and have families."

Laura Walter, information specialist at the Distance Education and Training Council, says that on-line degrees are as marketable as traditional degrees as long as "the degree comes from an institution accredited by a recognized agency, meaning the accrediting agency is recognized by the US Department of Education, the Council for Higher Education Accreditation, or both¹."

Peter Dirr, consultant, Western Governors University, agrees. "Online degrees from regionally accredited institutions are just as marketable as other degrees from those same institutions²." Dirr says that what is important is "which institution offered the degree," and not whether or not it is obtained via distance learning. This is particularly meaningful as the Education Administration degree has been offered at CWU since 1950. The program has a stellar reputation and has graduated hundreds of future administrators since that time.

The National Center for Education Statistics report, Distance Education at Degree-Granting Postsecondary Institutions 2000-2001,³ shows online education as the fastest growing sector of the educational marketplace. The NCES predicts a rise in online learners from 3 million in 2001 to more than 6 million by 2006. In addition, a Sloan Consortium survey, Sizing the Opportunity: the Quality and Extent of Online Education in the United States 2002 and 2003⁴, found that more than 1.6 million students took at least one online course during the Fall of 2002, with over one-third of these students completing all of their courses online. (The Sloan Consortium is a Needham, Massachusetts based consortium of institutions and organizations involved in online education.)

Four-year Growth in Students Taking at Least One Online Course –⁵
Fall Term (Elaine Allen and Jeff Seaman, Babson Survey Research Group)

	Online Enrollment Fall 2002	Online Enrollment Fall 2006	Online Enrollment Fall 2002 to Fall 2006	Compound Annual growth Rate
Doctoral	258, 489	566, 725	308,236	21.7%
Masters	335,703	686,337	350,634	19.6%
Baccalaureate	130,677	170,754	40,077	6.9%
Associate's	806, 391	1,904,296	1,097,905	24.0%
Specialized	71,710	160,268	88,558	22.3%

¹ <http://www.landman.org/WCM/Documents/Online%20Education%20Gets%20Accolades.pdf>

² <http://www.landman.org/WCM/Documents/Online%20Education%20Gets%20Accolades.pdf>

³ <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2003017>

⁴ http://sloanconsortium.org/publications/survey/sizing_the_opportunity2003

⁵ http://sloanconsortium.org/sites/default/files/online_nation.pdf

Employer Demand

Despite concerns, acceptance of online degree programs is on the rise. Many corporations are hiring applicants with online degrees, or providing tuition reimbursement. As more traditional and quality institutions begin to offer these programs, they will become more common and widely accepted. According to a report from Market Data Retrieval, colleges providing online degrees doubled in just one year. The survey of 4,000 institutions showed promising figures: in 1999-2000, 34 percent of colleges offered degrees on the Internet, up from 15 percent just the year before.

Recognized institutions with online degree programs carry more weight with employers than degrees awarded by lesser-known schools. A Vault.com study reports that 77 percent of hiring managers say that an online degree received through an established university such as Duke or Stanford is more acceptable than a degree earned through an Internet only university like Capella or Jones International⁶.

According to Nance (2007), *Eduventures 2005 Continuing and Professional Education*⁷ report indicates that of 505 employers surveyed, 62 percent of employers feel that online instruction is the same or better than classroom learning. The researcher also states that online degrees are increasingly gaining acceptance among employers.

In 2007, the Sloan Consortium issued a report on the extent and nature of online learning in K-12 schools. Titled, *K-12 Online Learning: A Survey of U.S. School District Administrators*, this report was welcomed by professional organizations and the popular media interested in the use of online technology for instruction in the public schools. It was based on a national survey of school district administrators during the 2005-2006 academic year. According to the researchers, and I quote "Perhaps the voices heard most clearly in this survey were those of respondents representing small rural school districts. For them, the availability of online learning is a lifeline and enables them to provide students with course choices and in some cases, the basic courses that should be part of every curriculum⁸."

Despite the economic downturn there is still a large demand / increase for secondary principals in Washington state. The need in Washington for secondary principals in full time positions has increased by 80 FTE since the 2002-2003 academic school year. Other principal / vice principal need has only slightly decreased in the last eight years with a net decrease in positions ranging from zero, other school administrators, to twenty for elementary vice principals⁹. When reviewing current school administrative positions available on the Association of Washington School Principal's website 42% of the positions (13 out of 31)¹⁰ being advertised are in rural locations where place bound residents would not have access to a School Administration program without online courses or great hardship in traveling. This program would provide an opportunity for those who wish to be Principal / Administrator candidates but live in a rural area the chance to earn their principal or administrator certificate while staying in their community and position.

⁶ <http://www.back2college.com/onlinedegrees.htm>

⁷ <http://diverseeducation.com/article/7181/>

⁸ http://sloanconsortium.org/publications/survey/K-12_06

⁹ <http://data.pesb.wa.gov/employment/duty/school-admin>

¹⁰ http://www.awsp.org/Source/Members/jjSearchResults.cfm?section=search_for_a_job&position=Principal&s=1

Student Demand

This program addresses Key Priority # 3 in the Washington Higher Education Coordinating Board 2008 Strategic Master Plan for Higher Education¹¹, “Expand on Demand by targeting growth and tailoring institutional plans to respond to known demographic, regional and workforce needs” as demonstrated by requests for an online program. Since the 08-09 academic school year, the Department of Advanced Programs has received over 35 inquiries on the availability of an online only program. In February of this year, a survey was distributed to approximately 200 teachers in the state of Washington; 98 were returned. Sixty one of respondents indicated they would be interested in enrolling in an online master in school administration program if CWU was to offer one, and 37 were undecided. There is sufficient interest to ensure enrollment and graduation targets are met (10 FTE in year one, 5 additional FTE each successive year until a maximum of 15 FTE).

The following table reflects the growth in online enrollment for all degree programs and campuses the past two years. Demand for online instruction is pronounced. Indeed, almost 800 more students were enrolled at CWU in online classes in the 2010-2011 academic year than the previous year. This reflected a total net gain of 389 FTE.

CWU Online Enrollment by Campus

Campus	2009-2010		2010-2011	
	Head Count	FTE	Head Count	FTE
Ellensburg	2028	674	2455	798
Des Moines	675	271	762	331
Everett	175	100	259	170
Kent	17	1	36	10
Lynnwood	618	279	703	333
Moses Lake	75	48	82	49
Pierce	154	56	240	113
Wenatchee	100	52	133	79
Yakima	184	83	153	70
Totals	4026	1564	4823	1953

Summary –

Overall, expanded access of the education administration degree provides the educational background and flexibility necessary for those students that are place bound or time restricted. The employer/community need combined with the demand by students of greater flexibility and access support Washington Higher Education Coordinating Board’s strategic plan goals and CWU’s request for a location addition from the Higher Education Coordinating Board.

¹¹ <http://www.hecb.wa.gov/research/masterplans/documents/2008MasterPlan-fromPRT.pdf>

Form 5

Online Enrollment and Graduating Targets

Year	1	2	3	4	5
Headcount	10	15	15	15	15
FTE	10	15	15	15	15
Program Graduates		10	10	10	10