



NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Lindenwood University

Program Title: Educational Technology

Degree/Certificate: Master of Arts

Options: N/A

Delivery Site(s): Online

CIP Classification: 13.0501

*CIP code can be cross-referenced with programs offered in your region on MDHE's program inventory highered.mo.gov/ProgramInventory/search.jsp

Implementation Date: Fall 2017

Cooperative Partners: N/A

*If this is a collaborative program, form CL must be included with this proposal

AUTHORIZATION:

Marilyn S. Abbott, Provost and VPAA
Name/Title of Institutional Officer Signature Date 3/29/2017

Cynthia Bice, Dean, School of Education (636)949-4618
Person to Contact for More Information Telephone



STUDENT ENROLLMENT PROJECTIONS

Year	1	2	3	4	5
Full Time	64	70	78	85	94
Part Time	16	18	19	21	24
Total	80	88	97	106	118

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

Enrollment estimates were extrapolated from current trends in the Master of Arts in Education with an emphasis in Educational Technology program. Estimates were based on a conservative 10% growth per annum in the program and 20% of the students matriculating on a part time basis.

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

The consistent growth of the Master of Arts in Education with an emphasis in Educational Technology program over the past six years bodes well to the growth of this program. Educational technology is an area that continues to grow nationwide as schools continue to invest in technology to support and enhance instruction.

E. Free elective credits:

0

(Sum of C, D, and E should equal A.)

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

Successful completion of projects in EDT 50070

G. Any unique features such as interdepartmental cooperation:



PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name Lindenwood University
Program Name Master of Arts in Educational Technology
Date August 2017

(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.
No special preparation will be required outside of the standard graduate admissions qualifications.
- Characteristics of a specific population to be served, if applicable.
Classroom teachers or others involved in training groups of individuals.

2. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.
Terminal degree in Education or a master's with qualifying experience, demonstrated skills in utilizing technology to enhance learning, demonstrated skills in online teaching.
- 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.
45%
- Expectations for professional activities, special student contact, teaching/learning innovation.
All courses will be delivered online, so faculty will be expected to utilize technology in innovative ways in order to connect with students and build community remotely.

3. Enrollment Projections

- Student FTE majoring in program by the end of five years.
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- Percent of full time and part time enrollment by the end of five years.
Full time: 80%, Part time: 20%

4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.
Three years: 25 per annum; Five years: 40 per annum
- Special skills specific to the program.
N/A
- Proportion of students who will achieve licensing, certification, or registration.
Not applicable. There is no Missouri Department of Elementary and Secondary certificate in Educational Technology
- 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.
There is no state or national assessment for this discipline.
- Placement rates in related fields, in other fields, unemployed.
There were 139,899 jobs in 2015 with 2,517 job openings for this specific field in 2015. The growth in this field for instructional coordinator positions was up by .70%. However, there are many related job positions such as instructional coordinators, multimedia specialists, and educational support positions who work in the public school system, etc., who would be seeking this type of degree. Even with the low position opportunities as compared to graduates, our current MA in Education with an emphasis in Educational Technology continues to thrive. We foresee many current students transferring into this specific degree in 2017. The economic outlook information is from https://e.economicmodeling.com/analyst/?t=280rW#h=7G6jD&page=occupation_report
- Transfer rates, continuous study.
We do not anticipate students transferring from this program.

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.**
We will seek advanced accreditation through the Council of Accreditation for Education Preparation (CAEP) for this program will be reviewed during our next review cycle. The program has been approved for offering by the Higher Learning Commission.

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6. Alumni and Employer Survey

- Expected satisfaction rates for alumni, *including timing and method of surveys*.
100% of alumni will report satisfaction or high satisfaction with the program in annual electronic surveys.
- Expected satisfaction rates for employers, including timing and method of surveys.
100% of employers will report satisfaction or high satisfaction with program alumni in annual electronic surveys.

7. Institutional Characteristics

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

With the completion of the new Library and Academic Resource Center (LARC) expected in Fall of 2017, and the launching of the included Innovation Design Education Area (IDEA) classroom that same term, the Master of Arts in Educational Technology program will enjoy a high degree of focus and a plethora of opportunities to spotlight innovative features and accomplishments.