



OFF-SITE DELIVERY OF AN EXISTING PROGRAM FORM

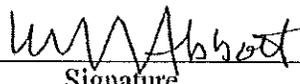
Sponsoring Institution (s): Lindenwood University
Name of Institution (Campus or off-campus residential center in the case of multi-campus institutions).

Program Title: Master of Arts Degree; Educational Specialist Degree
Degree/Certificate: MA, School Administration, initial principal cert.; EdS, School Administration, initial principal cert; EdS, Education Administration, advanced/superintendent certification
Institution Granting Degree: Lindenwood University
Delivery Site(s): Rolla Middle School 1111 Soest Road Rolla, MO 65401
Mode of Program Delivery: Seated and hybrid

Geographic Location of Student Access: Mid-Missouri

CIP Classification: 13.0408, 13.0409, 13.0401, 13.0301 (Please provide CIP code)
Implementation Date: Spring, 2017
Semester and Year
Cooperative Partners: NA

AUTHORIZATION

| | | |
|---|--|---------------|
| Marilyn S. Abbott, Provost and VPAA |  | 10/10/2016 |
| _____ Name/Title of Institutional Officer | _____ Signature | _____ Date |
| Cynthia Bice, Dean, School of Education | | 636-949-4618 |
| _____ Person to Contact for More Information | _____ Telephone | |



STUDENT ENROLLMENT PROJECTIONS

Rolla Middle School

| Year | 1 | 2 | 3 | 4 | 5 |
|-----------|-----------|-----------|-----------|-----------|-----------|
| Full Time | | | | | |
| Part Time | 20 | 20 | 20 | 30 | 30 |
| Total | | | | | |

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

The projection is based on two cohorts – Master of Arts in Education, MA/EdS degree, initial certifications and EdS degree, advanced certification programs. In year three we plan to begin planning a new cohort, which would start in year four.

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

Rationale is based conversations with Rolla district superintendents and the professional development needs for their staff. Additionally, conversations with Fort Leonard Wood's Education Services officer has indicated the need for an and MA leadership program for their staff, specifically in educational technology. Lindenwood School of Education offers a Master of Arts in Education with emphasis areas.



PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name Lindenwood University
Program Name Master of Arts in Education, Master of Arts in School Administration, initial certification; Educational Specialist in School Administration, initial certification, Educational Specialist in Education Administration, superintendent certification, Educational Specialist, Instructional Leadership (non-certification), Rolla Middle School site, Rolla, MO
Date January, 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.
Masters Degree: Resume, Personal Statement, Cumulative GPA 3.0 for Certification programs; Educational Specialist Degree: Resume, Letter of Recommendation, Cumulative GPA 3.0 for Certification programs.
- Characteristics of a specific population to be served, if applicable.
Educators, School Administrators

2. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.
Preferably EdD, minimum requirement EdS.
- 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.
There will be one full-time faculty member at this site. Estimated percentage of total credit hours she will be assigned is 10%.
- Expectations for professional activities, special student contact, teaching/learning innovation.
Faculty serve as advisors/mentors to students to ensure consistency with main campus curriculum, academic standards, policies and procedures.

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3. Enrollment Projections

- Student FTE majoring in program by the end of five years.
N/A
- Percent of full time and part time enrollment by the end of five years.
Three years – 20; Five years – 30 part-time students

4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.
Three years – 20; Five years – 20.
- Special skills specific to the program.
Doctorate Degree: Maintain 3.5 GPA while in program; students are seeking higher degree to become a superintendent or instructional leader/curriculum facilitator. Students must successfully complete a degree program and pass certification assessments to be recommended for certification per MODESE requirements. Two years successful teaching experience for all certification programs. Master of Arts and Educational Specialist degree programs: Students seeking higher degree to become school principal or superintendent must successfully complete a degree program and pass certification assessments to be recommended for certification per MODESE requirements. All students must maintain a 3.0 GPA.
- Proportion of students who will achieve licensing, certification, or registration.
100% of students in certification programs
- 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.
Our goal is aligned with MODESE APR requirements: Eighty percent of students will pass the certification exam by the second attempt.
- Placement rates in related fields, in other fields, unemployed.
Students are already employed as teachers, teacher leaders, or administrators in their district or field.
- Transfer rates, continuous study.
NA

5. Program Accreditation

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- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. **If there are no plans to seek specialized accreditation, please provide a rationale.**

Lindenwood University is accredited through the Higher Learning Commission. The Lindenwood University School of Education programs are accredited through the Missouri Department of Elementary and Secondary Education. The initial teacher certification program is accredited through the national Council for the Accreditation of Educator Preparation (CAEP) through the national Teacher Education Accreditation Council (TEAC) legacy pathway. Currently CAEP is finalizing national advanced education standards and Lindenwood University School of Education will pursue this certification when it is available.

6. Alumni and Employer Survey

- Expected satisfaction rates for alumni, *including timing and method of surveys*. 100%. Student evaluate faculty at the end of each term. Faculty supervisors also do site visits and evaluate faculty for renewal.
- Expected satisfaction rates for employers, including timing and method of surveys. All principal programs (MA or EdS in School Administration) have electronic employer surveys administered by the state annually in the spring. We use the benchmark that 66% or more of employers will agree or strongly agree that the principal was prepared in the state standards.

7. Institutional Characteristics

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

Lindenwood University has successfully sponsored a Master of Arts in and Educational Specialist in School Administration, initial certification and EdS and EdD degree programs, advanced certification in the Pulaski county at the Waynesville site . Some of the students attending the Waynesville program are from the Rolla area. Communication from students, potential students and district administrators has indicated the need for a Lindenwood site in Rolla (Phelps county). The Rolla School District has offered a facility where classes can be held. Several area administrators have expressed interest in teaching in the graduate programs. All instructors will have successful administrative experience that is relevant to the courses they will teach.