



OFF-SITE DELIVERY OF AN EXISTING PROGRAM FORM

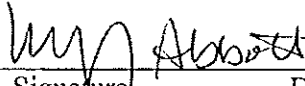
Sponsoring Institution (s): Lindenwood University
Name of Institution (Campus or off-campus residential center in the case of multi-campus institutions).

Program Title: Master of Arts in Education; Master of Arts in Counseling- School Counseling Certification
Degree/Certificate: Master of Arts Degree
Institution Granting Degree: Lindenwood University
Delivery Site(s): Monett School District, Scott Technical Center, 2 David Sippy Drive Monett, MO 65708
Mode of Program Delivery: Seated classes

Geographic Location of Student Access: Lawrence County

CIP Classification: 13.0101, 13.1101 (Please provide CIP code)
Implementation Date: Spring, 2016
Semester and Year
Cooperative Partners: NA

AUTHORIZATION

Marilyn S. Abbott, Provost and VPAA		1/20/2017
Name/Title of Institutional Officer	Signature	Date
Cynthia Bice, Dean, School of Education		636-949-4618
Person to Contact for More Information	Telephone	



Lindenwood University Monett, Mo Site
 Master of Arts in School Counseling; Master of Arts in Education

STUDENT ENROLLMENT PROJECTIONS

Year	1	2	3	4	5
Full Time					
Part Time	7	7	10	10	15
Total					

Please provide a rationale regarding how student enrollment projections were calculated

Rationale based on student needs assessments

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

Discussions with areas school administrators on their projected staffing needs. Lack of other programs in the area that are accessible for students.



PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name Lindenwood University
Program Name Master of Arts in Education, Master of Arts in School Counseling
Date Spring, 2016

(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
- Characteristics of a specific population to be served, if applicable.
Educators

2. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.
Minimum requirement Educational Specialist degree; EdD Preferred
- 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.
No full-time faculty at this site
- 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.

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.

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Three years – 10; Five Years - 20

4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.
Three years – 7; Five years - 10
- Special skills specific to the program.
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. All students must maintain a 3.0 GPA. Throughout the program.
- Proportion of students who will achieve licensing, certification, or registration.
100% of student enrolled 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 currently employed with local school districts.
- Transfer rates, continuous study.
Students will be able to transfer up to 9 hours into a advanced degree.

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.**
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

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- 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. [Click here to enter text.](#)

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 degrees in other regions across the state where university access is limited and professional development needs are high. Communication potential students and district administrators has indicated the need for a Lindenwood site in Lawrence county.