



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: Doctorate in Education Administration/Instructional Leadership: Poplar Bluff School District, Poplar Bluff Missouri
Degree/Certificate: Doctorate Degree, Superintendent Certification; Doctorate Degree Instructional Leadership
Institution Granting Degree: Lindenwood University
Delivery Site(s): Poplar Bluff District Administrative Offices, 1110 N. Westwood Blvd. poplar Bluff, MO 63901-3336 (Butler County, MO)
Mode of Program Delivery: Seated classes

Geographic Location of Student Access: Southwest Missouri

CIP Classification: 13.0411, 13.0401 (Please provide CIP code)...
Implementation Date: Fall Semester, 2016
 Semester and Year
Cooperative Partners: NA

AUTHORIZATION

Marilyn S. Abbott, Provost and VPAA	<i>M. S. Abbott</i>	6/23/2016
_____ 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

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

Please provide a rationale regarding how student enrollment projections were calculate

The program is a cohort; therefore, we do not expect enrollment to increase. Our goal is to begin a new cohort year 4.

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.



PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name Lindenwood University
Program Name Doctorate Degree in Education Administration/Instructional Leadership ,
Poplar Bluff, Missouri
Date June 22, 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.
Resume, Personal Interview, 4 Letters of Recommendation, Cumulative GPA 3.4, writing sample
- 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 Ed.D
- 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.
N/A All faculty are adjuncts
- Expectations for professional activities, special student contact, teaching/learning innovation.
Faculty serve as advisors/mentors to students to ensure consistency with main campus policies and procedures.

3. Enrollment Projections

- Student FTE majoring in program by the end of five years.
10 part-time students

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- Percent of full time and part time enrollment by the end of five years.
100% . Evening program – part-time

4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.
3 Years: 10; 5 Years: 10
- Special skills specific to the program.
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 certification program.
- Proportion of students who will achieve licensing, certification, or registration.
We expect 100% of our students to achieve certification.
- 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.
100% of students are placed in positions
- Transfer rates, continuous study.
N/A

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.

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6. Alumni and Employer Survey

- Expected satisfaction rates for alumni, *including timing and method of surveys*. 100% satisfaction rate. Faculty are evaluated each semester by students.
- Expected satisfaction rates for employers, including timing and method of surveys. We strive for all employers to be 100% satisfied.

7. Institutional Characteristics

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

Lindenwood University has successfully sponsored many other extended sites in the state of Missouri. Based on Missouri Department of Elementary and Secondary informal information, Lindenwood reportedly has the largest administrator certification program in the state of Missouri and the highest administrator placement rate in the state of Missouri.