



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: Educational Specialist Degree, Education Administration, Superintendent Certification, EdS, Instructional Leadership
Degree/Certificate: Educational Specialist Degree, Superintendent Certification
Institution Granting Degree: Lindenwood University
Delivery Site(s): Washington School District Administrative Offices
Mode of Program Delivery: Seated and Hybrid

Geographic Location of Student Access: Franklin County

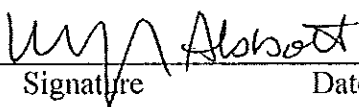
CIP Classification: 13.0411, 13.0401 (Please provide CIP code)

Implementation Date: August, 2015

Semester and Year

Cooperative Partners: N/A

AUTHORIZATION

Dr. Marilyn Abbott, Provost and VPAA		6/30/2016
_____ Name/Title of Institutional Officer	_____ Signature	_____ Date

Cynthia Bice, Dean	636-949-4618
_____ Person to Contact for More Information	_____ Telephone



STUDENT ENROLLMENT PROJECTIONS

Year	1	2	3	4	5
Full Time					
Part Time	8	8	12	12	15
Total					

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

Rationale based on student needs assessments and continuing education requests from former students

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

Discussions with school administrators on their projected staffing needs



PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name Lindenwood University
Program Name Educational Specialist Degree, Education Administration/Instructional
Leadership, Washington School District Administrative Offices
Date August 2015

(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, Letter of Recommendation, Cumulative GPA 3.0 for Certification programs

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

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.
8 part-time students

- Percent of full time and part time enrollment by the end of five years.

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100% . Evening program – part-time

4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.
3 Years: 12; 5 Years: 15
- Special skills specific to the program.
Teaching certification, Initial Principal Certificaton for the Education Admin. degree
- Proportion of students who will achieve licensing, certification, or registration.
80% of students will complete requirements for Superintendent certification; 20% are seeking a non-certification degree
- 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. N/A
- Placement rates in related fields, in other fields, unemployed.
100%
- 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.

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.

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- 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 a Master of Arts in School Administration, initial certification in the Washington School District. This degree program is an extension of the MA program for students seeking a higher degree and superintendent certification.