



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 School Administration; Educational Specialist in School Administration; Educational Specialist in Instructional Leadership (PK-12); Educational Specialist in Education Administration, Superintendent Certification; Doctorate in Education Administration; Doctorate in Instructional Leadership (PK-12)

Degree/Certificate: Master of Arts, Educational Specialist, Doctorate

Institution Granting Degree: Lindenwood University

Delivery Site(s): Ozark Technical Community College, Richwood Valley

Mode of Program Delivery: Seated and Hybrid

Geographic Location of Student Access: Southwest Missouri

CIP Classification: 13.1299, 13.0408 and 13.0409, 13.0411, 13.0401 (Please provide CIP code)

Implementation Date: Fall, 2015
Semester and Year

Cooperative Partners: n/a

AUTHORIZATION

Dr. Marilyn Abbott, Provost

Name/Title of Institutional Officer

Handwritten signature of Marilyn Abbott and date 4/30/2016

Signature

Date

Dr. Cynthia Bice, Dean, School of Education

636-949-4618

Person to Contact for More Information

Telephone



**STUDENT ENROLLMENT PROJECTIONS**

**Ozark Technical Community College, Richwood Valley**

Year	1	2	3	4	5
Full Time					
Part Time	<b>140</b>	<b>150</b>	<b>160</b>	<b>170</b>	<b>180</b>
Total					

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

Projections based on the number of students enrolled in the programs and the percentage of increase during the past year.

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, student referrals, and student requests for programs.



## PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

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Institution Name Lindenwood University  
Program Name Master of Arts in Education, Master of Arts in School Administration, initial certification; Educational Specialist in Instructional Leadership, Educational Specialist in School Administration, initial certification, Educational Specialist in Education Administration, superintendent certification, Doctorate in Education Administration, Doctorate in Instructional Leadership. Ozark Technical Community College, Richwood Valley, MO  
Date June 30, 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; Educational Specialist Degree: Resume, Letter of Recommendation, Cumulative GPA 3.0 for Certification programs; Doctorate Degree: Resume, Personal Interview, 4 Letters of Recommendation, Cumulative GPA 3.4, writing sample
- 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.  
Minimum requirement EdD.
- 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 is 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.

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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.  
N/A
- Percent of full time and part time enrollment by the end of five years.  
Three years – 15; Five Years - 180

### 4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.  
140 and 150 respectively.
- 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. Students must maintain a 3.0 gpa. Non-Certification MA and EdS students must maintain a 3.0 gpa.
- Proportion of students who will achieve licensing, certification, or registration.  
100%
- 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%

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- Transfer rates, continuous study.  
NA

### 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%. 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.  
100% satisfaction based in interviews and communication with school district administrators where students are employed, as well as number of students who are promoted to an administrative position.

### 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.