



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 School Administration
Degree/Certificate: MA Degree/Initial Principal Certification
Institution Granting Degree: Lindenwood University
Delivery Site(s): Carrollton School District Administrative Offices, 103 E. 9th Street, Carrollton, MO 64633
Mode of Program Delivery: Seated classes

Geographic Location of Student Access: Southwest Missouri

CIP Classification: 13.0408 and 13.0409 (Please provide CIP code)
Implementation Date: Fall 2015
Semester and Year
Cooperative Partners: NA

AUTHORIZATION

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



**STUDENT ENROLLMENT PROJECTIONS**

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Year	1	2	3	4	5
Full Time					
Part Time	<b>6</b>	<b>10</b>	<b>15</b>	<b>20</b>	<b>25</b>
Total					

Please provide a rationale regarding how student enrollment projections were calculate

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.



## PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

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Institution Name      Lindenwood University  
Program Name          Master of Arts Degree – Education and School Administration, Carrolton, Missouri  
Date      June 16, 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 Statement, Letters of Recommendation, Cumulative GPA 3.0 for Certification programs
- Characteristics of a specific population to be served, if applicable.  
Educators seeking higher degree and/or initial principal certification

### 2. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.  
Faculty must possess an EdS degree or higher to teach in the program.
- 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 FTE. All faculty are adjuncts
- Expectations for professional activities, special student contact, teaching/learning innovation.  
Faculty serve as advisors/mentors to prepare students for the MoSLPA and Pearson Content Assessment

### 3. Enrollment Projections

- Student FTE majoring in program by the end of five years.  
15 - 20

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

#### 4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.  
10 at three years, 15 – 20 at five years
- Special skills specific to the program.  
Teacher certification for both programs; Two years successful teaching experience for administration certification.
- Proportion of students who will achieve licensing, certification, or registration.  
It is our goal is to have 100% of students will 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%
- 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.*

Adjunct faculty evaluation surveys are completed by students at the end of every term. We expect 100% satisfaction rate.

- Expected satisfaction rates for employers, including timing and method of surveys.  
N/A

## **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.