



**NEW PROGRAM PROPOSAL FORM**

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**Sponsoring Institution(s):** Lincoln University

**Program Title:** Masters in Higher Education with a concentration in Historical Black Colleges and Universities (HBCUs)

**Degree/Certificate:** MA

**Options:** Click here to enter text.

**Delivery Site(s):** Online and On-campus

**CIP Classification:** 13.0401

\*CIP code can be cross-referenced with programs offered in your region on MDHE's program inventory [highered.mo.gov/ProgramInventory/search.jsp](http://highered.mo.gov/ProgramInventory/search.jsp)

**Implementation Date:** January 2016

**Cooperative Partners:** Click here to enter text.

\*If this is a collaborative program, form CL must be included with this proposal

**AUTHORIZATION:**

Said Sewell, Ph. D., Provost/VPAA

Name/Title of Institutional Officer	Signature	Date
Said Sewell, Ph. D., Provost/VPAA		573-681-5074
Person to Contact for More Information		Telephone



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## PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

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Institution Name      Lincoln University  
Program Name          Masters of Higher Education in Historical Black Colleges and Universities (HBCU)  
Date      September 8, 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.  
Bachelor's degree from a regionally-accredited institution, Completed Graduate Admission Application form, Minimum undergraduate cumulative GPA of 3.000, Three letters of recommendation (former professors and advisors if recent graduate; supervisors and professional colleagues if working professional), Statement of Purpose (essay) – discussed possible additional essay questions, Resume – if currently a working professional, Official transcripts from all college and universities attended submitted directly to the Office of Graduate Studies from the institution attended, If an international student, an acceptable score on a standardized English proficiency examination and an evaluation of foreign academic credentials by a recognized transcript evaluation service, and \$30 application fee.
- Characteristics of a specific population to be served, if applicable.  
[Click here to enter text.](#)

### 2. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.  
Faculty will hold the appropriate terminal degree in their field and/or work experience in higher education.
- 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.  
30% full time faculty
- Expectations for professional activities, special student contact, teaching/learning innovation.

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Faculty will serve as mentors to students during their practicum

### 3. Enrollment Projections

- Student FTE majoring in program by the end of five years.  
30
- Percent of full time and part time enrollment by the end of five years.  
75% (Full-time) and 25% (Part-time)

### 4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.  
We project that we will have five graduates (FTE) in year 3 and twelve graduates (FTE) in year five.
- Special skills specific to the program.  
[Click here to enter text.](#)
- Proportion of students who will achieve licensing, certification, or registration.  
[Click here to enter text.](#)
- 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.  
[Click here to enter text.](#)
- Placement rates in related fields, in other fields, unemployed.  
Placement of our students is critical to our program's success; thus, we anticipate 90% of our students will be working in their field a year after graduation. It needs to be noted that nearly all of our students will be working either full-time (as GRAs, GTAs, and GAs) on the campus of Lincoln University and/or part-time at an institution of higher learning during their matriculation in the program; thus, providing them the needed work experience to facilitate employment or career enhancement upon graduation.
- Transfer rates, continuous study.  
[Click here to enter text.](#)

### 5. Program Accreditation

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- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. **If there are no plans to seek specialized accreditation, please provide a rationale.**

Because Lincoln University is accredited by the Higher Learning Commission, this program is accredited by HLC.

## 6. Alumni and Employer Survey

- Expected satisfaction rates for alumni, *including timing and method of surveys*.  
90% of our alumni are expected to note that they would rate our program as favorable to highly favorable.
- Expected satisfaction rates for employers, including timing and method of surveys.  
90% of our alumni employers would rate our program as favorable to highly favorable.

## 7. Institutional Characteristics

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

Lincoln University (LU), located in Jefferson City, Missouri (population 44,000) was founded in 1866 by the enlisted men and officers of the Civil War's 62nd and 65th Colored Infantries. Its mission of teaching newly freed Black Americans to read and write later grew to providing all students access to a quality education. Under the Morrill Act In 1890, Lincoln University was designated land-grant status. Lincoln, an open-enrollment University serves approximately 3,000 students drawn from a geographically diverse area. Students, who attend LU range from local communities, state wide and out-of-state, with the majority coming from the state of Missouri. The cities of St. Louis and Kansas City provide the highest concentration of urban students and the smaller rural counties make up another large percentage of incoming students. Both urban and rural incoming students share a profile of lacking a strong foundation for the rigors of University completion. The University accredited by the North Central Association which is currently known as the Higher Learning Commission of the North Central Association. Lincoln University, although unique in its founding, is emblematic of most HBCUs, especially in regards to the student body, performance metrics, and budgetary, enrollment, and faculty opportunities. In addition to the aforementioned elements, Lincoln has recently been awarded a 5 year federal capacity-building grant to develop and to implement the Masters in Higher Education with emphasis in Historical Black Colleges and Universities (HBCUs) this program.



E. Free elective credits:

\_\_\_\_\_ (Sum of C, D, and E should equal A.)

F. Requirements for thesis, internship or other capstone experience:

A practicum (applied experience) and capstone project will be required for the degree

G. Any unique features such as interdepartmental cooperation:

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**STUDENT ENROLLMENT PROJECTIONS**

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Year	1	2	3	4	5
Full Time	10	10	10	10	10
Part Time	5	5	3	3	0
Total	15	15	13	13	10

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

Due to the fact that there is no such a program that currently exist and the growing demand for trained administrators, especially on minority campuses, Lincoln, understanding this demand, believes that this program will be very attractive for students from both inside and outside of the state of Missouri. We derived our student enrollment projections primarily based on the number of full-time assistantships that the university has set aside for potential students.

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

The Masters in Higher Education with a concentration in Historical Black Colleges and Universities (HBCUs) offered through our Department of Education was developed in response to a broad market demand: 1) according to a recent discussion on the future of HBCUs during the 2014 White House Initiative on HBCU, it was noted that if HBCUs are to remain viable, then additional skills sets, such as fundraising, budgeting, strategic planning, data analysis, and program evaluations, are going to be critical to the leadership; 2) Department of Education funded has provided over \$400,000 over to the next five years to develop this program; and 3) based on our review of other higher education programs across the nation, no other institution has such a master's degree program with its unique emphasis on HBCUs. It is with the above in mind that we know that this program will be most attractive to budding administrators, either in and out of the state of Missouri, and position Lincoln to be a leading institution nationwide in this field.