



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 Administration or Instructional Leadership
Degree/Certificate: Doctor of Education
Institution Granting Degree: Lindenwood University
Delivery Site(s): Webb City School District Administrative Offices, 411 N. Madison, Webb City, MO 64870-1238
Mode of Program Delivery: Seated and Hybrid

Geographic Location of Student Access: Southwest Missouri

CIP Classification: 13.0409 or 13.0404 (Please provide CIP code)
Implementation Date: Fall 2017
Semester and Year
Cooperative Partners: N/A

AUTHORIZATION

Marilyn Abbott/Provost and VPAA	<i>Marilyn Abbott</i>	7/6/2017
_____ Name/Title of Institutional Officer	_____ Signature	_____ Date
Joyce Piveral, Interim Dean of Education		636-949-4611
_____ Person to Contact for More Information	_____ Telephone	



STUDENT ENROLLMENT PROJECTIONS

Year	1	2	3	4	5
Full Time					
Part Time	15	15	15	25	25
Total	15	15	15	25	25

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

Since this instruction using the cohort model, the numbers will be the same throughout the program. A new cohort will start during the fourth year as the first cohort completes all coursework and dissertation requirements.

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

Pittsburg State University in Pittsburg, KS does not offer a doctoral program. They contacted Lindenwood University concerning offering a doctoral program nearby so their Educational Specialist graduates would be able to complete a terminal degree. The nearest university offering a doctoral program is located 2 1/2 hours away. Attendance at informational meetings was very good, and interest in the program was high. In addition, many school administrators in the immediate area are seeking an institution from which they can complete their terminal degree.



PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name Lindenwood University
Program Name Doctor of Education
Date June 12, 2017

(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.
Students will be required to complete the standard university admission procedures. This includes a resume, personal interview, four letters of recommendation, a writing sample and a cumulative 3.4 grade point average.
- Characteristics of a specific population to be served, if applicable.
This program is aimed toward educators in the area who are interested in a doctoral program. Many applicants have already received their Educational Specialist degree, and they would like to complete the requirements for the terminal degree.

2. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.
All faculty in the program are required to have a terminal degree
- 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.
Approximately 30% of credit hours taught at the Webb City location will be taught by full-time faculty. The remainder of the credit hours will be taught by qualified adjunct instructors.
- 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.

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3. Enrollment Projections

- Student FTE majoring in program by the end of five years.
We anticipate approximately 25 students in the program by the end of five years, however, because all work full time as educators, we anticipate all students being part time.
- Percent of full time and part time enrollment by the end of five years.
We anticipate 100% part time enrollment throughout the program.

4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.
Due to the cohort format of the program, we anticipate the number of graduating students to remain at 15 per year at three years. We do not anticipate any graduating students at five years because the next cohort will be completing coursework.
- Special skills specific to the program.
The Doctor of Education in Educational Administration program leads to certification for students who would like to seek advanced certification for the position of superintendent. The Doctor of Education in Instructional Leadership does not lead to certification, but students can choose an emphasis area of andragogy, curriculum and instruction, or higher education.
- Proportion of students who will achieve licensing, certification, or registration.
Of the students who choose the Doctor of Education in Educational Administration, 100% will be eligible for advanced superintendent 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.
Not applicable

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.**

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*. Alumni rates are high, and we anticipate them to remain high because of assessments done throughout the program. Students rate their faculty at the end of each term, and faculty supervisors complete site visits and faculty evaluations for renewal
- Expected satisfaction rates for employers, including timing and method of surveys. Lindenwood has a high satisfaction rate among employers, which is why we are asked to work with school districts on advanced degrees.

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.