Form OS

OFF-SITE DELIVERY OF AN EXISTING PROGRAM FORM

Sponsoring Institution (s): Lindenwood University

Program Title: Graduate School Administration

Degree/Certificate: Master of Arts in School Administration

Institution Granting Degree: Lindenwood University

Delivery Site(s): Clever High School, Clever, Missouri

Mode of Program Delivery: Face to Face

Geographic Location of Student Access: Clever High School

6800 W Hwy 14

Clever, MO 63631-9103

CIP Classification: _____ (Please provide CIP code)

Implementation Date: Fall 2011
Semester and Year

Cooperative Partners: N/A

AUTHORIZATION

Name/Title of Institutional Officer	Signature	Date
Jann Weitzel, Provost		

Person to Contact for More Information	Telephone
John Feely, Associate Dean for Graduate Education Initiatives	(636) 949-4481

2. Need (Form SE – Student Enrollment Projections

Student Demand:

i. Estimated enrollment each year for the first five years for full-time and part-time students (Please complete Form SE)

Year	2011-12	2012-13	2013-14	2014-15	2015-16
Full Time					
Part Time	5	5	5	5	5
Total	5	5	5	5	5

ii. Will enrollment be capped in the future?

No. Enrollment will be determined as needs demand in the future.

A. Market Demand:

National, state, regional, or local assessment of labor need for citizens with these skills:

No graduate degree programs are offered in this area of the state. School districts are working to enhance the educational opportunities for their teachers professional development.

B. Societal Need:

General needs which are not directly related to employment-

As citizens prepare themselves to be more competitive, the need for more marketable skills is ever increasing.

C. Methodology used to determine “B” and “C” above.

Discussions with local school administration officials, in which we are invited to offer our programs to staff and/or faculty from that area.

3. Duplication and Collaboration

If similar programs currently exist in Missouri, what makes the proposed program necessary and/or distinct from the others at public institutions, area vocational technical schools, and private career schools?

No other programs were found to exist in this market or region.

Does delivery of the program involve a collaborative effort with any external institution or organization?

No (If yes, please complete Form CL)

Form CL – Collaborative Programs (not needed)

4. Program Characteristics and performance Goals (Form PG):

Program Characteristics and Performance Goals

Institution name: Lindenwood University

Program name: MA in School Administration

Date: September 21, 2011

(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.)

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.

  No.

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

  N/A

Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.

  Faculty will have the practical experience as school or instructional leaders, as well as the expertise and required degree to provide the tools necessary for educators in the field.

- 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.

  Up to 10% of the coursework at Lindenwood off site locations are taught by full time faculty.

- Expectations for professional activities, special student contact, teaching/learning innovation.

  Many faculty are involved with outside agencies, which are educationally relevant to teacher education and/or educational leadership activities. Many faculty also conduct research related to teaching and learning.

Enrollment Projections

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

  We do not anticipate any FTE majoring in the program by the end of five years.

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

  We anticipate that 100% of the students be part-time.

Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.

  25 at three years and 35-40 in five years.

- Special skills specific to the program.

  Skills required as a school or instructional leader.

- Proportion of students who will achieve licensing, certification, or registration.

  N/A

- 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.

  N/A – students would have already sought certificates and taken the PRAXIS.

- Placement rates in related fields, in other fields, unemployed.

  100% of the students are currently employed by local school districts.

- Transfer rates, continuous study.

  N/A

5. **Quality Assurance for Off-Site Programs**:

   A. General Oversight: Describe the manner in which this program will be managed.
   B. How does the management of this program fit with the institution's academic administrative structure?

   In all cases, off-site locations are viewed as extensions of the main campus. The Associate Dean for Graduate Education Initiatives is officed on the main campus, and he works with site directors, the Dean of the School of Education, and the Vice President for Human Resources to manage the sites. The Associate Dean and the Dean of Education travel to the sites on a regular basis and stay in contact with the site directors through

email and telephone calls to ensure that all sites function as extensions of the main campus, adhere to all campus policies, and offer students opportunities to complete their educational programs in a timely fashion.

C. Faculty Qualifications: How do the qualifications of faculty at this site compare with those faculty for this program at the main campus? Please also note the comparable data regarding the proportion of course-section coverage by full-time faculty at each site.

The program will be instructed by either full-time or adjunct faculty qualified to teach in a graduate education program. Many have terminal degrees.

D. Support Services: Describe how the institution will ensure that students at this site will be able to access services such as academic support, library, computing, and financial aid, as well as other administrative functions, at a level of quality comparable to that of on-campus programs.

The Higher Learning Commission visited multiple sites of Lindenwood University's off-site programs in April of 2009. It was determined that students at the off campus sites had access to services comparable to what on-campus students have.

6. **Any Other Relevant Information:**