### PROPOSAL – 1

### NEW DEGREE PROGRAM

1. **PROPOSED PROGRAM TITLE:** Master of Education (M.Ed.) in Community College Leadership

2. **CIP CODE REQUESTED*:*** Community College Education. (13.0407)

Link for CIP Codes:  <http://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55>.

3. **PROPOSED STARTING DATE:** Fall 2019

4. **CONTACT PERSON**

Name (Provost/Academic Affairs Officer): Dr. Terry Martin

Title: Senior Vice Provost for Academic Affairs

Name of Institution: University of Arkansas

E-mail Address: tmartin@uark.edu

Phone Number: 479-575-2151

Name (Program Contact Person): Dr. Michael Hevel

Title: Department Head & Associate Professor of Higher Education

E-mail Address: hevel@uark.edu

Phone Number: 475-575-4924

5. **PROGRAM SUMMARY**

Provide a general description of the proposed program. Include overview of any curriculum additions or modifications; program costs; faculty resources, library resources, facilities and equipment; purpose of the program; and any information that will serve as introduction to the program.

The Master of Education in Community College Leadership will be an online 33-hour graduate program targeting individuals who work in community colleges and seek to build their content expertise and improve their career mobility. The overall goal of this program is to improve the preparation of community college employees that will correspondingly improve these institutions. The program is designed for individuals with a bachelor’s degree and at least some experience working at a community college. Additionally, most students will bring a deep belief in the potential of community colleges to educate individuals and improve their local communities.

List degree programs or emphasis areas currently offered at the institution that support the proposed program.

The proposed program is supported by existing faculty expertise in the Higher Education and Adult and Lifelong Learning Programs within the Department of Rehabilitation, Human Resources, and Communication Disorders. These faculty members will use their expertise to adapt existing courses for the community college environment.

6. **NEED FOR THE PROGRAM**

(Submit Employer Needs Survey Forms)

Provide survey data. Submit numbers that show job availability, corporate demands and employment/wage projections, not student interest and anticipated enrollment. Focus mostly on state needs and less on regional and national needs, unless applicable to the program.

Survey data can be obtained by telephone, letters of interest, student inquiry, etc. Focus mostly on state needs for undergraduate programs; for graduate programs, focus on state, regional and national needs.

Provide names and types of organizations/businesses surveyed.

We sent a link to an electronic needs assessment to leaders at all 22 Arkansas Community Colleges (see attached needs assessment). The assessment closely follows the employer needs survey #3. Slight modifications were made to account for the graduate-level program and that many positions would prefer but not require the degree. We received responses from 13 institutions, representing a 60% response rate. The institutions that responded were:

* Arkansas State University-Mid-South
* Arkansas State University-Newport
* Cossatot Community College
* National Park College
* Northwest Arkansas Community College
* North Arkansas College
* Phillips Community College of the University of Arkansas
* South Arkansas Community College
* Southeast Arkansas College
* University of Arkansas Community College at Hope
* University of Arkansas Community College at Morrilton
* University of Arkansas-Pulaski Technical College
* University of Arkansas-Rich Mountain

Together, these institutions estimated a minimum of 101 job openings in the next 2-5 years that would require or prefer this degree. In addition, they indicated that, at a minimum, 145 current employees would benefit from enrolling in this degree. In addition to Arkansas community colleges, we anticipate recruiting students from northeast Oklahoma, southwest Missouri, and southern Kansas, suggesting an even larger market for this degree. These institutions estimated the annual salaries of positions that would require or prefer this degree ranged from $35,000-185,000. An approximate average salary for positions that require or prefer this degree was $60,000.

Letters of support should address the following when relevant: the number of current/anticipated job vacancies, whether the degree is desired or required for advancement, the increase in wages projected based on additional education, etc.

Indicate if employer tuition assistance is provided or if there are other enrollment incentives.

Three of the institutions indicated they would provide tuition assistance for employees in the program; two of the institutions indicated they may provide tuition assistance for employees in the program. All of the responding institutions said that they would (57%) or they would consider (43%) providing employees release time or flexible schedules to enroll in the proposed degree program.

Describe what need the proposed program will address and how the institution became aware of this need.

The proposed program would be the only master’s program in the state explicitly focused on preparing community college leaders. There are multiple higher education programs in the state, but these only tangentially consider the community college. Indeed, the closest programs that specifically focus on community colleges appear to be at the Mississippi State University, Iowa State University, University of North Texas, University of Nebraska at Lincoln, and the University of Alabama. The Higher Education faculty realized the potential of this program from a combination of trends in the field (e.g., increased emphasis on educational attainment) and an awareness of the absence of graduate preparation programs focused on community colleges.

Indicate which employers contacted the institution about offering the proposed program.

Not applicable.

Indicate the composition of the program advisory committee, including the number of members, professional background of members, topics to be considered by the members, meeting schedule (annually, bi-annually, quarterly), institutional representative, etc.

We asked individuals completing our needs assessment if they would be interested in serving on a program advisory board. All but one of these respondents were definitely (7 respondents) or possibly (5 respondents) interested in serving on a program advisory board. The final composition of the advisory board will be determined at a future date.

Indicate the projected number of program enrollments for Years 1 - 3.

* Year 1 (2019-2020): Total enrollment of approximately 15-20 students
* Year 2 (2020-2021): Total enrollment of approximately 35-40 students
* Year 3 (2021-2022): Total enrollment of approximately 35-45 students

Indicate the projected number of program graduates in 3-5 years.

We hope to graduate 20-40 students per year within 3-5 years.

7. **CURRICULUM**

# Provide curriculum outline by semester (include course number and title).

# (For bachelor’s degree program, submit the 8-semester degree plan.)

The Masters of Education in Community College Leadership is an online 33-hour graduate program. For more detail, see the course listing below.

Give total number of semester credit hours required for the program, including prerequisite courses. 33 graduate credit hours

Identify new courses *(in italics)* and provide course descriptions.

Identify required general education courses, core courses and major courses.

For each program major/specialty area course, list the faculty member assigned to teach the course.

Identify courses currently offered by distance technology (with an asterisk\*) and endnote at the end of the document.

There will be 11 new courses in this degree program. Many of these courses are adapted from existing Higher Education and Adult and Lifelong Learning with an explicit focus on community colleges. All of these courses will be required courses. However, students who have suitable graduate-level coursework at another institution will work with their academic advisor to substitute up to six credit hours (two courses). All of these courses will be offered online. The courses are:

* *CCLE 5003 History of the Community College*
  + Description: Examines the history and development of community colleges in the United States.
  + Instructor: Dr. Michael Hevel
* *CCLE 5013 Legal Issues in Community Colleges*
  + Description: Examines the legal issues facing community colleges in the United States, including: the rights and responsibilities of educators and students, fair employment; due process; torts liability and contracts; and federal and state legislation.
  + Instructor: Dr. John Murry
* *CCLE 5023 Organization and Leadership in Community Colleges*
  + Description: Applies the scholarship of organizations and leadership to community colleges in the United States, covering issues related to governance and policymaking, management, problem solving, and personnel.
  + Instructor: Dr. Michael Miller
* *CCLE 5033 Diversity and Inclusion in Community Colleges*
  + Description: Focuses on the responsibilities of community college leaders to be multiculturally competent professionals who foster inclusive practices for diverse student populations.
  + Instructor: Dr. Elsa Camargo
* *CCLE 5043 Finance and Fiscal Management in Community Colleges*
  + Description: Provides an understanding of community college finance and budgeting practices.
  + Instructor: Dr. Michael Miller
* *CCLE 5053 Students in Community Colleges*
  + Description: Provides an understanding of student populations in community colleges.
  + Instructor: Dr. Leslie Jo Shelton
* *CCLE 5063 Teaching and Learning in Community Colleges*
  + Description: Examines instructional strategies and considers the diverse types of learning environments at community colleges.
  + Instructor: Dr. Leslie Jo Shelton
* *CCLE 5073 Workforce and Economic Development in Community Colleges*
  + Description: Provides an overview of the role community colleges play in workforce, economic, and community development, including community-based partnerships, best practices in program development, and collaboration with both for-profit and nonprofit organizations.
  + Instructor: Dr. Kenda Grover
* *CCLE 5083 Research and Assessment of Community Colleges*
  + Description: Provides an overview of research and assessment applicable to community colleges to inform strategic planning and data-driven decision-making.
  + Instructor: Dr. Elsa Camargo
* *CCLE 5093 Program Planning*
  + Description: Introduces the process of program planning in community colleges, including various planning models used in academic settings and fundamental steps in the planning process.
  + Instructor: Dr. Kenda Grover
* *CCLE 5103 Critical Issues in Community Colleges*
  + Description: Considers the pressing problems facing community colleges and strategies to maximize the potential of these institutions.
  + Instructor: Dr. Michael Hevel

Indicate the number of contact hours for internship/clinical courses.

Not applicable

State the program admission requirements.

Applicants must meet all requirements for admission to the University of Arkansas Graduate School, except the standardized test score requirement. In addition, applicants must have significant experiences with and preferably current employment at a community college. Applicants will be required to complete a Community College Leadership Program application form and submit two professional references, a résumé, and a statement of interest.

Describe specified learning outcomes and course examination procedures.

The program goals of the CCLE M.Ed. are:

* Establish a high-quality online program focused on the education of entry-level professionals at community colleges.
* Improve the educational attainment of employees at community colleges.
* Help maximize the potential impact of community colleges through well-educated and entrepreneurial employees.
* Recruit 20+ master’s students per year and maintain a high-level of retention.

The learning outcomes for graduates of the CCLE M.Ed. Program are:

* Understand the historical development, contemporary challenges, and different functions of community colleges.
* Exhibit high quality communication, including academic/professional writing and presentation skills.
* Demonstrate knowledge of theory and practice related to community colleges and apply this knowledge to solving problems and making decisions as early-career professionals.
* Interpret research and assessment results to make data-based decisions
* Appreciate the importance of interpersonal skills to their professional positions in community colleges.
* Conduct themselves in a professional, thoughtful, and ethical manner that represents best practices in community college leadership.

All students in the Master of Education in Community College Leadership program are required to complete a written comprehensive examination. The examination will be embedded within CCLE 5103 Critical Issues in Community Colleges.

Additional information about specific coursework and examination procedures is included in the syllabi for courses for this program.

Include a copy of the course evaluation to be completed by the student.

Our courses will be evaluated in accordance with the University of Arkansas Academic Policy 1405.15: <https://provost.uark.edu/policies/140515.php>. Students will complete the course evaluation required in all web-based courses offered through the Global Campus or as required by the University of Arkansas Graduate School.

Include information received from potential employers about course content.

Our needs assessment highlighted the importance of issues facing community colleges beyond offering college-level courses, including industrial partnerships, dual enrollments with area high schools, economic development, and developmental education. These issues will be embedded throughout the curriculum (e.g., CCLE 5053 Students in Community Colleges, CCLE 5063 Teaching and Learning in Community Colleges), but they will be explicitly addressed in CCLE 5073 Workforce and Economic Development in Community Colleges.

Provide institutional curriculum committee review/approval date for proposed program.

December 5, 2018

8. **FACULTY**

List the names and credentials of all faculty teaching courses for the proposed program. Include college/university awarding degree; degree level; degree field; subject area of courses faculty currently teaching and/or will teach. (For associate degrees and above: A minimum of one full-time faculty member with appropriate academic credentials is required.)

Existing Higher Education and Adult and Lifelong Learning faculty will teach in this program. The anticipated faculty member to teach the specific courses was listed above. The faculty members who will teach in this program are:

* Dr. Elsa Camargo, Ph.D., Virginia Tech University, Higher Education
* Dr. Kenda Grover, Ed.D., University of Arkansas, Adult Education
* Dr. Michael Hevel, Ph.D., University of Iowa, Educational Leadership and Policy Studies
* Dr. Michael Miller, Ed.D., University of Nebraska, Continuing and Higher Education
* Dr. John Murry, Ed.D., University of Arkansas, Higher Education
* Dr. Leslie Jo Shelton, Ph.D., Michigan State University, Higher and Adult Education

Indicate lead faculty member or program coordinator for the proposed program.

Name (Program Contact Person): Dr. Michael Hevel

Title: Department Head & Associate Professor of Higher Education

E-mail Address: hevel@uark.edu

Phone Number: 475-575-4924

Total number of faculty required for program implementation, including the number of existing faculty and number of new faculty. **For new faculty, provide the expected credentials/experience and expected hire date.**

No new faculty are required for program implementation. Courses in the program will be taught by existing faculty members in the Adult and Lifelong Learning and Higher Education programs. There are two tenure-track faculty members in the higher education program who started in Fall 2018 with a reduced teaching load. Their loads would increase next year to a typical 2-2 load, which would allow the program to offer additional 4 courses a year. One faculty member who is currently serving as a full-time administrator will be returning to a faculty role next year and will be teaching 4 courses as a regular teaching assignment. In total, this increases the teaching capacity of the Higher Education faculty by 8 courses per year (4 per semester), not including the additional capacity for summer teaching. This Master of Education in Community College Leadership program will not only add to the number of professional master’s students at the University of Arkansas and be of service to important educational institutions in our state and region, but it will also help ensure that Higher Education program faculty have full teaching assignments in the future.  If the program grows beyond the anticipated enrollment projections, adjunct faculty will be hired to teach courses as needed.

For proposed graduate programs: Provide the curriculum vita for faculty teaching in the program, and the expected credentials for new faculty and expected hire date. Also, provide the projected startup costs for faculty research laboratories, and the projected number of and costs for graduate teaching and research assistants.

We do not anticipate startup costs for this program. All of the courses will be developed and offered first by existing faculty members. Depending on enrollment in relevant programs (Adult and Lifelong Learning, Community College Leadership, and Higher Education), subsequent offerings may be covered by well-qualified adjuncts.

9. **DESCRIPTION OF RESOURCES**

Current library resources in the field

There are no additional University of Arkansas library resources needed. The resources that students will need are already included in the collections and subscriptions related to the Higher Education and Adult and Lifelong Programs. Since the program is a web-based program and students are not on campus they will access resources through electronic means. Throughout the degree program, students will be able to access already existing resources, including the University of Arkansas Library’s vast education holdings.

Current instructional facilities including classrooms, instructional equipment and technology, laboratories (if applicable):

Not applicable.

New instructional resources required, including costs and acquisition plan:

Not applicable.

10. **NEW PROGRAM COSTS – Expenditures for the first 3 years**

New administrative costs (number and position titles of new administrators)

Number of new faculty (full-time and part-time) and costs

New library resources and costs

New/renovated facilities and costs

New instructional equipment and costs

Distance delivery costs (if applicable)

Other new costs (graduate assistants, secretarial support, supplies, faculty development, faculty/students research, program accreditation, etc.)

We do not anticipate any new major costs to implement and sustain the proposed program.

* No new faculty are required; existing Higher Education and Adult and Lifelong Learning faculty will serve as faculty for the program.
* No new library resources and costs are required; students will access existing resources via the Libraries’ website.
* No new or renovated facilities are required because the program will be delivered online
* No new instructional equipment is required for this online program.
* The program will use the existing distance delivery infrastructure. Global Campus may provide course development monies to individual faculty members.
* No additional cost are anticipated.

**If no new costs required for program implementation, provide explanation.**

Because this degree program is largely an extension of the existing Higher Education and Adult and Lifelong Learning Programs to an explicit community college environment, there are no additional costs to adding this program. Existing faculty will develop and teach the courses, and existing library resources will meet the needs of the students in the program.

11. **SOURCE OF PROGRAM FUNDING – Income for the first 3 years of program operation**

If there will be a reallocation of funds, indicate from which department, program, etc.

There will not be any reallocation of funds for this program.

Provide the projected annual student enrollment, the amount of student tuition per credit hour, and the total cost of the program that includes tuition and fees.

We hope to attract at least 20 master’s students a year. Since it will take two years to complete this program, we hope to be at around 40 master’s students within 2-3 years. Tuition per credit hour is $420.19. The total cost of the program, including tuition and fees, is between $15,000 and $16,000.

Indicate the projected annual state general revenues for the proposed program (Provide the amount of state general revenue per student).

There will not be any additional state general revenues for this proposed program. The faculty in the program are already partially funded by state general revenues.

Other (grants [list grant source & amount of grant], employers, special tuition rates,  
 mandatory technology fees, program specific fees, etc.).

Not applicable.

12. **ORGANIZATIONAL CHART REFLECTING NEW PROGRAM**

Proposed program will be housed in (department/college)

13. **SPECIALIZED REQUIREMENTS**

If specialized accreditation is required for program, list the name of accrediting agency.

Not applicable.

Indicate the licensure/certification requirements for student entry into the field.

Not applicable.

# Provide documentation of Agency/Board review/approvals (education, nursing--initial approval required, health-professions, counseling, etc.)

Not applicable.

14. **BOARD OF TRUSTEES APPROVAL**

Provide the date that the Board approved (or will consider) the proposed program.

March 28, 2019

Provide a copy of the Board meeting agenda that lists the proposed program, and written documentation of program/unit approval by the Board of Trustees prior to the Coordinating Board meeting that the proposal will be considered.

15. **SIMILAR PROGRAMS**

# List institutions offering program:

## Proposed undergraduate program – list institutions in Arkansas

Not applicable

Proposed master’s program – list institutions in Arkansas and region

There are no institutions in Arkansas that offer a master’s degree targeted specifically at community college administrators. University of Arkansas-Little Rock offers a master’s degree in higher education with an emphasis in two year college teaching. Our program is not designed for teaching faculty but rather administrators at community colleges institutions.

Proposed doctoral program – list institutions in Arkansas, region, and nation

State why proposed program needed if offered at other institutions in Arkansas or   
 region.

Not applicable

List institution(s) offering a similar program that the institution used as a model to   
 develop the proposed program.

We examined program websites from the University of Nebraska, Mississippi State University, University of North Texas, and North Carolina State University, in conjunction with the needs assessment results, in developing our curriculum.

Provide a copy of the e-mail notification to other institutions in the state notifying them of the proposed program. Please inform institutions not to send the response to **“Reply All”**. If you receive an objection/concern(s) from an institution, reply to the institution and copy ADHE on the email. That institution should respond and copy ADHE. If the objection/concern(s) cannot be resolved, ADHE may intervene.

**Note: A written institutional objection/concern(s) to the proposed program/unit may delay Arkansas Higher Education Coordinating Board (AHECB) consideration of the proposal until the next quarterly AHECB meeting.**

16. **DESEGREGATION**

State the total number of students, number of black students, and number of other minority students enrolled in related degree programs, if applicable.

1. **INSTITUTIONAL AGREEMENTS/MEMORANDUM OF UNDERSTANDING (MOU)**

If the courses or academic support services will be provided by other institutions or organizations, include a copy of the signed MOU that outlines the responsibilities of each party and the effective dates of the agreement.

Not applicable.

1. **ACADEMIC PROGRAM REVIEW**

Provide scheduled program review date (within 10 years of program implementation date).

2025-2026

1. **PROVIDE ADDITIONAL INFORMATION IF REQUESTED BY ADHE** **STAFF**
2. **INSTRUCTION BY DISTANCE TECHNOLOGY**

If the proposed program will be offered by distance technology, provide the following information:

Summarize institutional policies on the establishment, organization, funding and management of distance courses/degrees.

Describe the internal organizational structure that coordinates (development, technical support, oversight) distances courses/degrees.

Summarize the policies and procedures to keep the technology infrastructure current.

Summarize the procedures that assure the security of personal information.

Provide a list of services that will be outsourced to other organizations (course materials, course management and delivery, technical services, online payment, student privacy, etc.).

Policies for development of distance courses and degrees require approval at various levels of academic and administrative authority, including requirements from the Higher Learning Commission and Arkansas Department of Higher Education. Internally, the Global Campus and programs collaborate to build course development shells and Quality Matters checklist to ensure areas of instruction are mapped to approved program outcomes and learning objectives. Technology infrastructure is updated through a coordinated and collaborative committee with academic, administrative and learning management system experts. Marketing, analysis, learning management system help desk, online payments, and privacy are evaluated by respective vice chancellors to ensure each area is in compliance and maintained to the highest standard. Information Technology security departments ensure personal information is updated and monitor any potential breaches of systems.