

UNIVERSITY COURSE AND PROGRAMS COMMITTEE

AGENDA

May 27, 2005

Upchurch Conference Room

1. Approval of minutes for April 22, 2005 (Enclosed)
2. Proposed program changes for the Walton College of Business, Department of Marketing and Logistics: Proposal to change courses in collateral areas for the B.A. degree in Transportation and Logistics ([Attachment 1](#)).
3. Proposed program changes for the College of Education and Health Professions, Department of Educational Leadership, Counseling and Foundations: Proposal to change the delivery of the Ed.D. degree in Educational Administration from on-campus only to technology-assisted distance education at several sites, with the assistance of Henderson State University and the University of Central Arkansas ([Attachment 2](#), [Attachment 3](#), [Attachment 4](#)).
4. Other

ATTACHMENT 1

ADD, CHANGE OR DELETE PROGRAM OR UNIT

Complete this form consistent with the instructions in Academic Policy 1622.20. Use the form to add, change, or delete a program or unit. Proposed additions and changes must be consistent with Academic Policies 1100.40 and 1621.10 and any other policies which apply.

SECTION I: Approvals

Department / Program Chair	Date Submitted	Faculty Senate Chair	Date
College Dean	Date	Provost	Date
Undergraduate Program Committee Chair	Date	Board of Trustees Approval Date	
Graduate Council Chair	Date	Arkansas Higher Education Coordinating Board Approval Date	

SECTION II: Profile Data - Required Information and Name Change Information

Academic Unit: Major/Field of Study Minor Other Unit
Level: Undergraduate Graduate Law Effective Catalog Year

Current Name

College, School, Division

Department Code **MKTL**

Current Code (6 digit Alpha)

TRNSBS Proposed Code (6 digit Alpha)
Prior approval from the Office of the Registrar is required.

Interdisciplinary Program

CIP Code
Prior assignment from Office of Institutional Research is required.

Proposed Name

When a program name is changed, enrollment of current students reflects the new name.

SECTION III: Add a New Program/Unit

For new program proposals, complete Sections II and VII and use as a cover sheet for a full program proposal as described in 'Criteria and Procedures for Preparing Proposals for New Programs in Arkansas.' ADHE
<<http://www.adhe.arknet.edu.aadept.html>>.

SECTION IV: Eliminate an Existing Program/Unit

Code/Name ___ Effective Catalog Year

No new students admitted to program after Term: Year: ___

Allow students in program to complete under this program until Term: _ Year:

SECTION V: Proposed Changes to an Existing Program

Insert here a statement of the exact changes to be made: **Change in courses in collateral area:**

Information Systems Collateral

Add ISYS 2263 Introduction to Information System Development

Delete 3333 Information Systems Management

International Collateral
Drop ECON 3833 International Trade
Add ECON 4643 International Macroeconomics and Finance
Add ECON 4653 Global Competition and Strategy

Check all the boxes that apply and complete the required sections of the form:

- Change of Name and Code (Complete only sections I, II, V and VII.)
 Change Course Requirements: (Complete all sections of the form except "Proposed Name" in II, section III, and section IV.)
 Change Delivery Site/Method (Complete all sections of the form except "Proposed Name" in II, section III, and section IV.)
 Change Total Hours (Complete all sections of the form except "Proposed Name" in II, section III, and section IV.)

SECTION VI: Justification

Justify this change and state its likely effect on any other degree program (including those outside the school or college). Identify any program or program components (other than courses) to be eliminated if this program is implemented. (Program and course change forms must also be submitted for such related changes.)

Addition of collateral courses brought about by changes in B.S.B.A. degree and changes in other department's course offerings.

SECTION VII: Catalog Text and Format

Insert the current catalog text and the proposed catalog text. Be sure that the proposed text includes all the elements listed below in order. Do not include university requirements or college requirements. Do not substitute a sample schedule for an explicit statement of requirements. Use standard terms and vocabulary (see Academic Policy 1621.10).

Include the following elements, in order, in the catalog text for proposed undergraduate program(s) or program changes:

- State complete major/program name
- Briefly define or describe the major/program or discipline.
- Identify typical career goals or paths for graduates. (Optional)
- State admission requirements (if any) for entry or entry into upper/advanced level of major/program.
- Identify location in catalog of university, college/school, and department/program requirements which the student must meet in addition to hours in the major, but do not restate these requirements.
- State course requirements in the major and any allied areas, giving number of hours and specific courses; specify electives or elective areas and give numbers of hours and courses in elective pools or categories; identify any other course requirements.
- State any other requirements (required GPA, internship, exit exam, project, thesis, etc.).
- Identify name and requirements for each concentration (if any).
- Specify whether a minor or other program component is allowed or required and provide details.

For minors, state requirements in terms of hours, required courses, electives, etc.

For graduate program/units, include elements (as needed) parallel to those listed for undergraduate programs above.

For Law School program/units, prepare text consistent with current catalog style.

For centers, prepare text consistent with current catalog style.

Current Catalog:

Complete the requirements for a B.S.B.A. degree as listed on page 157.

Total General Education 60

Walton College Core Requirements (See page 157) 33

Course Requirements in the Major 24

TLOG 3443, Prin of Transportation 3

TLOG 3613, Business Logistics 3

<u>TLOG 3623, Purchasing and Inventory Systems</u>	<u>3</u>
<u>TLOG 4633, Transportation Carrier Management</u>	<u>3</u>
<u>TLOG 4643, International Transportation and Logistics</u>	<u>3</u>
<u>TLOG 4653, Transportation and Logistics Strategy</u>	<u>3</u>

6 hours Collateral Courses 6

Information Systems Collateral

- ISYS 3253 IT Infrastructure
- ISYS 3333 Information Systems Management
- ISYS 3373 End User Computing
- ISYS 3603 Production & Operations Management

Marketing Collateral

- MKTG 4033 Selling & Sales Management
- MKTG 4133 Marketing Research
- MKTG 4833 International Marketing
- MKTG 4933 Retail Marketing Strategy

International Collateral

- ECON 3833 International Trade
- ECON 4633 International Trade Policy
- FINN 3073 International Finance
- MGMT 4853 International Management
- MKTG 4833 International Marketing

Junior-senior level electives within Walton College 15
(Only six hours permitted within major field)

Total Walton College Requirements 60

Total Degree Requirements 126

New Catalog:

HOURS

Complete the requirements for a B.S.B.A. degree
as listed on page 157.

Total General Education 60

Walton College Core Requirements (See page 157) 33

Course Requirements in the Major 24

<u>TLOG 3443, Prin of Transportation</u>	<u>3</u>
<u>TLOG 3613, Business Logistics</u>	<u>3</u>
<u>TLOG 3623, Purchasing and Inventory Systems</u>	<u>3</u>
<u>TLOG 4633, Transportation Carrier Management</u>	<u>3</u>
<u>TLOG 4643, International Transportation and Logistics</u>	<u>3</u>
<u>TLOG 4653, Transportation and Logistics Strategy</u>	<u>3</u>

6 hours Collateral Courses, in one collateral area 6

Information Systems Collateral

- ISYS 2263 Introduction to Information Systems Development
- ISYS 3253 IT Infrastructure
- ISYS 3373 End User Computing
- ISYS 3603 Production & Operations Management

Marketing Collateral

- MKTG 4033 Selling & Sales Management
- MKTG 4133 Marketing Research
- MKTG 4833 International Marketing
- MKTG 4933 Retail Marketing Strategy

International Collateral
ECON 4633 International Trade Policy
ECON 4643 International Macroeconomics and Finance
ECON 4653 Global Competition and Strategy
FINN 3073 International Finance
MGMT 4853 International Management
MKTG 4833 International Marketing

<u>Junior-senior level electives within Walton College</u>	<u>15</u>
<u>(Only six hours permitted within the major field)</u>	
<u>Total Walton College Requirements</u>	<u>60</u>
<u>Total Degree Requirements</u>	<u>126</u>

SECTION VIII: Action Recorded by Registrar's Office

PROGRAM INVENTORY/DARS

PGRM ___	SUBJ ___	CIP ___	CRTS
DGRE ___	PGCT ___	OFFC&CRTY VALID	

REPORTING CODES

PROG. DEF. ___	REQ. DEF.	Initials ___	Date
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Distribution

Notification to:

(1) College	(2) Department	(3) Admissions	(4) Institutional Research	(5) Continuing Education	(6) Graduate School
(7) Treasurer	(8) Undergraduate Program Committee			Initials ___	Date

ATTACHMENT 2

ADD, CHANGE OR DELETE PROGRAM OR UNIT

Complete this form consistent with the instructions in Academic Policy 1622.20. Use the form to add, change, or delete a program or unit. Proposed additions and changes must be consistent with Academic Policies 1100.40 and 1621.10 and any other policies which apply.

SECTION I: Approvals

Department / Program Chair	Date Submitted	Faculty Senate Chair	Date
College Dean	Date	Provost	Date
Undergraduate Program Committee Chair	Date	Board of Trustees Approval Date	
Graduate Council Chair	Date	Arkansas Higher Education Coordinating Board Approval Date	

SECTION II: Profile Data - Required Information and Name Change Information

Academic Unit: Major/Field of Study Minor Other Unit Program Delivery Method/Site

Level: Undergraduate Graduate Law Effective Catalog Year 2005

Current Name Educational Administration Ed.D. Degree Program

College, School, Division Department Code ELCF

Current Code (6 digit Alpha) EDADED Proposed Code (6 digit Alpha)
Prior approval from the Office of the Registrar is required.

Interdisciplinary Program CIP Code
Prior assignment from Office of Institutional Research is required.

Proposed Name
When a program name is changed, enrollment of current students reflects the new name.

SECTION III: Add a New Program/Unit

For new program proposals, complete Sections II and VII and use as a cover sheet for a full program proposal as described in 'Criteria and Procedures for Preparing Proposals for New Programs in Arkansas.' ADHE
<<http://www.adhe.arknet.edu.aadept.html>>.

SECTION IV: Eliminate an Existing Program/Unit

Code/Name ___ Effective Catalog Year

No new students admitted to program after Term: Year: ___
Allow students in program to complete under this program until Term: _ Year:

SECTION V: Proposed Changes to an Existing Program

Insert here a statement of the exact changes to be made: Change from on-campus delivery method only to off campus delivery by technology-assisted distance education.

Check all the boxes that apply and complete the required sections of the form:

Change of Name and Code (Complete only sections I, II, V and VII.)

- Change Course Requirements: (Complete all sections of the form except "Proposed Name" in II, section III, and section IV.)
- Change Delivery Site/Method (Complete all sections of the form except "Proposed Name" in II, section III, and section IV.)
- Change Total Hours (Complete all sections of the form except "Proposed Name" in II, section III, and section IV.)

SECTION VI: Justification

Justify this change and state its likely effect on any other degree program (including those outside the school or college). Identify any program or program components (other than courses) to be eliminated if this program is implemented. (Program and course change forms must also be submitted for such related changes.)

Consistent with EDAD's strategic goal to increase enrollment, we are proposing to increase the access to our Ed.D degree program through the utilization of technology- assisted distance education. UCA and HSU have agreed to serve as "feeder" programs provided access can be provided in Central Arkansas. In the June 10, 2000 report entitled, "Graduate Education in Arkansas Doctoral and Specialist Degrees" prepared for the Arkansas Higher Education Coordinating Board, the ADHE projected that there would be 802 future vacancies from among the state's existing ranks of superintendents, principals, assistant principals, and central office (district) administrators. Providing qualified individuals for these positions will be a major challenge for Arkansas' system of higher education" (p. 9). The report further indicates that the "Ed.S. and Ed.D. Programs, which fall into practitioner/professional degree category, are important in that they make administrators more effective, both as managers of organizations and as leaders in promoting more effective change" (p. 9). In addition to the ADHE report EDAD faculty members have heard from stakeholders from a number of state, regional, and national areas at educational administration conferences and meetings that have expressed these shortage concerns. Since this proposed program is only related to a change in delivery site/method, it will have no effect on existing degree programs. No programs or program components will be eliminated.

SECTION VII: Catalog Text and Format

Insert the current catalog text and the proposed catalog text. Be sure that the proposed text includes all the elements listed below in order. Do not include university requirements or college requirements. Do not substitute a sample schedule for an explicit statement of requirements. Use standard terms and vocabulary (see Academic Policy 1621.10).

Include the following elements, in order, in the catalog text for proposed undergraduate program(s) or program changes:

- State complete major/program name
- Briefly define or describe the major/program or discipline.
- Identify typical career goals or paths for graduates. (Optional)
- State admission requirements (if any) for entry or entry into upper/advanced level of major/program.
- Identify location in catalog of university, college/school, and department/program requirements which the student must meet in addition to hours in the major, but do not restate these requirements.
- State course requirements in the major and any allied areas, giving number of hours and specific courses; specify electives or elective areas and give numbers of hours and courses in elective pools or categories; identify any other course requirements.
- State any other requirements (required GPA, internship, exit exam, project, thesis, etc.).
- Identify name and requirements for each concentration (if any).
- Specify whether a minor or other program component is allowed or required and provide details.

For minors, state requirements in terms of hours, required courses, electives, etc.

For graduate program/units, include elements (as needed) parallel to those listed for undergraduate programs above.

For Law School program/units, prepare text consistent with current catalog style.

For centers, prepare text consistent with current catalog style.

No catalog change is required since the program is an existing degree program with the only change being a change in the delivery method and site.

SECTION VIII: Action Recorded by Registrar's Office

PROGRAM INVENTORY/DARS

PGRM ___ SUBJ ___ CIP ___ CRTS
DGRE ___ PGCT ___ OFFC&CRTY VALID

REPORTING CODES

PROG. DEF. ___ REQ. DEF. Initials ___ Date

Distribution

Notification to:

- | | | | | | |
|---------------|-------------------------------------|----------------|----------------------------|--------------------------|---------------------|
| (1) College | (2) Department | (3) Admissions | (4) Institutional Research | (5) Continuing Education | (6) Graduate School |
| (7) Treasurer | (8) Undergraduate Program Committee | | | Initials | |

Date

ATTACHMENT 3

Arkansas Department of Education Form P-4 Critical Elements of Proposal to Offer an Existing Degree Program at an Off-Campus Site

Proposed Program Title:

Educational Administration Doctoral (Ed.D.) Degree Program by Technology-Assisted Distance Learning Instruction

CIP Code Requested:

13.0401

Contact Persons:

Dr. Roy Farley, Department Head
Educational Leadership, Counseling
and Foundations
University of Arkansas
College of Education and Health Professions
Room 234 Graduate Education Building
Fayetteville, Arkansas 72701
Phone: 479-575-7725
Email: rfarley@uark.edu

Dr. Carleton Holt, Program Coordinator
Educational Administration Program
University of Arkansas
College of Education and Health Professions
Room 250 Graduate Education Building
Fayetteville, Arkansas 72701
Phone: 479-575-5112
Email: cholt@uark.edu

Proposed Starting Date:

Fall Semester following approval (Projected Fall 2006)

Proposed Locations:

Off-campus educational administration doctoral classes provided through technology-assisted distance learning instruction involve a change in the delivery method of an existing program at the University of Arkansas, Fayetteville. The proposed initial sites for classroom instruction using distance education compressed video methodologies include Arkadelphia and Conway. Sites that were previously approved for the Educational Specialist program at Helena, Hope, and Pine Bluff will be used as need dictates. Web-based instruction will be integrated into the program as courses are developed and the need arises. These will eliminate site specific locations.

Program Summary:

The proposed program will be a cohort program and is based on the assumption that there is a group of employed professionals who would enroll in educational administration doctoral classes if provided through technology-assisted distance learning instruction. The program is predicated on carefully selected students being admitted as a cohort. The initial cohorts will come from students completing the Educational Specialist degree at Henderson State University and the University of Central Arkansas and others in Arkansas. Students will move through the two year course program as a group taking six credit hours per semester beginning with the fall semester and ending with the summer term in year two prior to dissertation hours. All residency requirements, course work, and the dissertation can be completed through this continuing education program. However, all enrolled students will be required to attend on-campus seminars during the summer terms.

The University of Arkansas Educational Administration Distance Learning Educational Doctoral Cohort Program will be delivered by technology-assisted distance learning instruction. Compressed video will be utilized for the initial sites at Arkadelphia and Conway. Additional sites that have agreed to be partners in this program are the Great Rivers Educational Cooperative in Helena, the University of Arkansas Community College at Hope, and the University of Arkansas at Pine Bluff. Web-based instruction will be integrated into the program as courses are developed and the need arises. These will not involve site specific locations.

Admission requirements call for either specific test scores, as cited in the statement on admission policies and procedures in the packet of material provided prospective students, or “satisfactory” scores and a cumulative grade-point average of at least 3.50 on all graduate work attempted. Admission requirements include a telephone interview with University of Arkansas faculty members.

All credit hours in this cohort doctoral program must be taken from the University of Arkansas, Fayetteville unless the course is not offered and it is approved by the educational administration program. Participants must complete University of Arkansas residency requirements of the Graduate School and the Division of Continuing Education.

The distance learning doctoral degree in educational administration requires a prerequisite core of fourteen master’s and specialist’s level courses in school administration. These (or equivalent courses from other universities) are: School Organization and Administration, the School Principalship, School Law, School Personnel Administration and Supervision, Building Level Internship, Analytical Decision-Making in Curriculum Leadership, Building Level Finance, Effective Leadership in a School Setting, Facilities, School-Community Relations, School Governance, School District Finance, School Business Management, and District Level Internship. If a person is accepted into the doctorate program with a master’s degree or specialist’s degree in an area other than educational administration, these fourteen courses can be completed at another accredited university during the school year or during the summer. They are offered during the school year and during on-campus summer sessions at the University of Arkansas. It is expected that students will have completed these required prerequisite courses prior to enrolling in the Educational Administration Doctoral (Ed.D.) Degree Program by Technology-Assisted Distance Learning Instruction.

COURSE DESCRIPTIONS FOR THE PROGRAM

Fall Semester Year 1

EDAD 6343 Advanced Fiscal & Legal Issues

Advanced legal aspects of public and private schooling: federal and state legislative statutes and judicial decisions, with emphasis upon Arkansas public education leadership. In addition, advanced principles, issues and problems of school funding formulae and fiscal allocations to school districts.

EDAD 6533 Educational Policy & Change

Examination of the research and theory related to the evolution of local, state, and federal governance and educational policy. Emphasis given to the consideration of procedures involving policy formulation, implementation, and analysis. Also, an overview and analysis of the change process in education.

Spring Semester Year 1

EDAD 6513V Research in Educational Leadership

An educational leadership orientation course which considers the nature of research problems in educational leadership and the techniques used by investigators in solving those problems. Prerequisite: graduate standing.

EDFD 6403 Educational Statistics

Theory and application of frequency distributions, graphical methods, central tendency, variability, simple regression and correlation indexes, chi-square, sampling, and parameter estimation, and hypothesis testing. Use of the computer for the organization, reduction, and analysis of data (required of doctoral candidates). Prerequisite: EDFD 5013 or equivalent.

Summer Semester Year 1

EDAD 6523 Advanced Educational Leadership, Theory and Ethics

A review of seminal and current works on leadership as applied to the educational setting. Provides knowledge of classic and contemporary strategies for leadership.

Required On-Campus Seminar

The University of Arkansas Educational Administration Off-Campus Educational Doctorate Cohort Program will be delivered through distance learning by technology-assisted delivery including web-based instruction with required on-campus seminars during the summer terms. This one week seminar will be held on the Fayetteville campus covering library research, leadership scenarios, and face-to-face discussions.

Fall Semester Year 2

EDAD 6563 Organizational & Human Behavior

Examination of research and theory related to the utilization of human resources with educational organizations.

EDAD 699V Seminar: Leadership, Parent Involvement, Ethics & Technology

A performance based review seminar course of effective leadership, parent involvement, ethics, and technology as applied to leadership in the educational setting. The course provides knowledge of strategies for leadership with portfolio assessment.

Spring Semester Year 2

EDFD 6413 Experimental Design,

Principles of experimental design as applied to educational situations. Special emphasis on analysis of variance techniques used in educational research. Prerequisite: EDFD 6403 or equivalent. ***Or***

EDFD 6533 Qualitative Research,

Introduction of non-quantitative methods, including data collection through interviews, field observation, records research, internal and external validity problems in qualitative research. Prerequisite: EDFD 6403.

EDAD 700 Dissertation (3 hours arranged – fulfills residency requirement)

Prerequisite: candidacy.

Summer Semester Year 2

EDFD 6623 Techniques of Research in Education

Use of scientific method in attacking educational problems. Emphasis placed on the planning and design of research studies, collection of reliable and valid data, sampling methods, and analysis and interpretation of data. Required Prerequisite: EDFD 6403.

Required On-Campus Seminar, and Written Comps before starting the remaining dissertation hours.

The University of Arkansas Educational Administration Off-Campus Doctoral Cohort Program will be delivered through technology-assisted distance learning instruction with required on-campus seminars during the summer terms. This one week seminar will be held on the Fayetteville campus covering library research, leadership scenarios, and face-to-face discussions

Need for the Program

The Educational Administration Program has offered the M.Ed., Ed.S., and Ed.D. Degrees for over forty years. During that time, many professionals have completed their Ed.D. degree and gone on to distinguish themselves in administrative positions in school districts, state agencies, and faculty positions across the state of Arkansas as well as the nation. The Educational Administration Program Area at the University of Arkansas is attempting to make the Ed.D. Degree more assessable to all present and future education leaders.

In the June 10, 2000 report entitled, “*Graduate Education in Arkansas Doctoral and Specialist Degrees*” prepared for the Arkansas Higher Education Coordinating Board, the ADHE projected that there would be 802 future vacancies from among the state’s existing ranks of superintendents, principals, assistant principals, and central office (district) administrators. Providing qualified individuals for these positions will be a major challenge for Arkansas’ system of higher education” (p. 9). The report further indicates that the “Ed.S. and Ed.D. Programs, which fall into practitioner/professional degree category, are important in that they make administrators more effective, both as managers of organizations and as leaders in promoting more effective change” (p. 9). In addition to the ADHE report EDAD faculty members have heard these same shortage concerns expressed from a number of stakeholders at various state, regional, and national educational administration meetings and conferences.

Faculty

Dr. Matthew Capps, Assistant Professor, Educational Administration. Dr. Matthew Capps brings a wide range of experiences at all levels in the field on public education to the University of Arkansas. Having worked in Texas, he has taught at the junior high and high school level. He has also served as a school administrator, both as an assistant principal at an elementary language magnet school and principal of an intermediate school. Dr. Capps received his Bachelor of Science degree in Biology and Master of Education in Education Administration from Midwestern State University. He also earned his Doctor of Philosophy in Education Administration and Texas Superintendent’s certificate at Texas A&M University. Dr. Capps’ doctoral dissertation was entitled “Characteristics of a Sense of Belonging and its Relationship to Academic Achievement of Students in Selected Middle Schools in Texas.” Dr. Capps’ research interests include continued investigation of students’ sense of belonging, effective school leadership, academic achievement of minority students and policy analysis. Dr. Capps is a member of the Texas Elementary Principal and Supervisor’s Association, Phi Delta Kappa, Kappa Delta Pi, Alpha Chi Honor Society and Beta Beta Beta Biological Honor Society.

Dr. Beverly Elliott, Associate Professor, Educational Administration. Beverly Elliott is an associate professor of educational leadership and the director of the Arkansas Leadership academy and has been with the University of Arkansas Educational Administration program since 1990. She was a secondary

mathematics teacher, counselor, and assistant superintendent, superintendent, and assistant to the director of education for the state of Arkansas before coming to the University. The Arkansas Leadership Academy is a statewide collaborative organization with 44 partners including 12 universities, 15 educational cooperatives, 9 professional organizations, 5 governmental agencies, 1 private foundation and Tyson Foods, Inc. and Wal-Mart Stores, Inc. The Leadership Academy is designed to support reform in the Arkansas educational system. Dr. Elliott is a member of numerous professional organizations and past president of Arkansas Association of Supervision and Curriculum Development (AASCD), Northwest Arkansas Counselor's Association, and the Siloam Springs Chamber of Commerce.

Dr. Benny L. Gooden, Adjunct Assistant Professor, Educational Administration. Dr. Benny Gooden obtained his Doctor of Education at the University of Missouri-Columbia in 1976. He has been the superintendent of the Fort Smith School District since 1986. Previously, he was the superintendent at the Booneville School District and the Crawford County School District in Missouri. Dr. Gooden is a member of the following professional organizations: American Association of School Administrators and is on the Federal Relations and Legislative Committee; Arkansas Association of School Administrators (past president); West Central Missouri Association of School Administrators; and the Arkansas Association of Educational Administrators. He is also presently on the Board of Directors; Phi Delta Kappa; Education Law Association; and Urban Superintendents Association of America. Throughout his career, Dr. Gooden has received several awards, including the Executive Educator "100." Outstanding School Administrators in North American, 1993; Arkansas Superintendent of the Year, American Association of School Administrators, 1992-93; Superintendent of the Year, Arkansas Council on Economic Education, 1996; and Outstanding Alumnus Award, Clinton High School, 1991. Dr. Gooden has published 12 articles in various educational journals. He has also taught the Educational Administration and Human Behavior and School Finance courses for our program and has been a guest speaker in several of our classes.

Dr. Carleton R. Holt, Assistant Professor, Educational Administration. Dr. Carleton Holt brings an extensive background of leadership in the field of education to the University of Arkansas. He has served as a band director, coach, and school administrator in the public schools in Iowa and South Dakota over the past thirty years. Dr. Holt received his Bachelor of Fine Arts degree in Music Education, and his Master's degree in Secondary Administration from the University of South Dakota. Iowa State University awarded Dr. Holt the Certificate of Advanced Study for the Superintendency, and he received his Doctorate in Adult and Higher Education from the University of South Dakota. Dr. Holt's doctoral dissertation was entitled Factors Affecting the Outcomes of School Bond Elections in South Dakota. Dr. Holt has had articles on this subject published by the Educational Research Quarterly and School Business Affairs. In addition, he is the author of a textbook for educational leaders entitled School Bond Success: A Strategy for Building America's Schools, 2nd edition available from the Scarecrow Publishing Company. In 1999, Dr. Holt received the first annual Alumni Leadership Award from the School of Education at the University of South Dakota in recognition of outstanding leadership in his profession and his contribution to higher education.

Dr. Kellar Noggle, Assistant Professor, Educational Administration. Dr. Kellar Noggle has been a faculty member of the University of Arkansas since 1978. He has served in the public schools as a mathematics teacher, coach, principal and superintendent. Prior to joining the faculty at the University of Arkansas, he was an assistant professor of educational administration at the University of Central Arkansas. Since 1976, Dr. Noggle has served as the Executive Director of the Arkansas Association of Educational Administrators—a professional organization that represents the state's 3,000 school superintendents, principals, and other educational leaders. He holds undergraduate and graduate degrees from the University of Central Arkansas in Conway and received a doctorate in educational

administration from the University of Arkansas at Fayetteville in 1972. Dr. Noggle regularly teaches courses in School Governance, School Finance, School Law, and School-Community Relations.

Dr. Les Carnine is the Executive in Residence for the College of Education and Health Professions at the University of Arkansas. In addition, he is the editor of the Research and Advocacy Network: A Consortium of School Districts in Arkansas. Dr. Carnine served for 39 years as a teacher, counselor, high school principal, assistant superintendent, and a superintendent of schools in Texarkana, Arkansas; Wichita Falls, Texas; and Little Rock, Arkansas. He received his BA from Buena Vista University in 1959, his MS from Central Missouri State University in 1965, and his Ed.D. from the University of Arkansas. He is a member of AAEA and AASA, and served as President of the Urban Superintendents of America in 1999 and 2000.

Open Position – The Educational Administration Program Area is presently developing the national search format for a new Associate Professor of Educational Administration.

Description of Resources:

All of the resources and reference materials required for the Ed.D in Educational Administration are currently in place through the UA College of Education and Health Professions, Graduate School, Continuing Education, and the Mullins Library. Students will also have access to libraries and resource and reference material at their home sites and, as appropriate, their employing campuses, through inter-library loan, the internet, and through professional associations.

The doctoral degree in Educational Administration at the University of Arkansas, Fayetteville has been in existence for over a quarter of a century. We are a scholar/practitioner-oriented program. We maintain a very consistent enrollment of 10 to 30 educational doctoral students split about equally between men and women. Their professional experience ranges from three to twenty-plus years. We pride ourselves in an outstanding library, very motivated students, excellent teaching and advising, and outstanding teacher-student rapport. Our nationally recognized administrative licensure programs (M.Ed. and Ed.S.) are performance-based, and include an intensive internship and culmination portfolio, and are fully congruent with both the National ELCC and Arkansas Standards for Administrative Licensure.

Program Costs:

Line fees are the major cost to be considered for the distance learning doctoral program when done by compressed video. The Educational Administration Program will teach its standard night and Saturday doctoral core but in the distance education classrooms instead of the regular Educational Administration classrooms. Other forms of distance learning by technology-assisted delivery including web-based instruction do not carry line fee costs.

Sources of Funding

The College of Education and Health Professions has already made substantial investments in support of distance learning by technology-assisted delivery instruction. We have state of the art classrooms and offices to support all instructional methodology for the Educational

Administration Doctoral Program. Technical support will be provided jointly by the College of Education and Health Professions and the Division of Continuing Education.

Reallocation From: Since substantial investments have already been made by Continuing Education and the College of Education and Health Professions to serve distance education, no additional hardware, software, connectivity or support personnel will be required. Cohort class sizes will be maintained by the Dean of Continuing Education to assure that instructors have reasonable and compensated workload responsibilities.

Tuition and Fees: Tuition and fees will be the Board of Trustees' approved rate plus any special charges appropriate for the degree program. These funds will be sufficient to the cost associated with the program.

Board of Trustees Approval

Similar Programs in Arkansas and in Adjoining States

At the 58th Annual Summer Conference of the National Council of Professors of Educational Administration (NCPEA) General Session III, a poll was taken by President Arnold asking for EDAD Programs that offer all or part of their doctorate degree by distance education including compressed video. Texas A&M responded that they offer part of their doctorate degree program by compressed video. All approved programs in Arkansas as well as regional programs were in attendance but did not respond to this poll.

Desegregation

Racial, cultural, and ethnic diversity are a key focus for the University of Arkansas, Fayetteville, and this commitment will be mirrored in the EDAD program's recruitment activities. Students of multi-ethnicities will be actively recruited, and all efforts will be made to help these students be successful. Special attention will be directed at recruiting entry-level professionals working in educational institutions in the Central Arkansas and the Arkansas Delta areas. This will be accomplished by meeting with institutional leaders and actively recruiting students of color by meeting with them individually or in groups at various institutions around the State.

Our diversity efforts proved effective in the past when we offered compressed video in the Specialist Program to reach an under served part of the state. Our past experience with the Specialist program was very successful in bringing in people who plan to stay in these underprivileged areas of the state. We project African American students will comprise 40% of this program's population.

Institutional/Corporate Agreements

See attached letters of agreement

**MEMORANDUM OF AGREEMENT
BETWEEN THE
UNIVERSITY OF CENTRAL ARKANSAS
AND THE
UNIVERSITY OF ARKANSAS**

This memorandum of agreement pertains only to the Doctor of Education degree in Educational Administration.

I. ADMISSION

- A. Application and admission to the University of Arkansas (U of A) Graduate School including two official transcripts from all accredited institutions are required.
- B. Applicants must complete an application packet and send it to the Educational Leadership, Counseling and Foundations (ELCF) Graduate Coordinator. The materials are as follows: program application, autobiographical sketch, sample of writing, three recommendation forms, proof of valid teaching certificate, and test scores (Graduate Record Examination or Miller's Analogy Test).
- C. A cumulative grade-point-average on all graduate work attempted of at least 3.5 and an acceptable score on the Graduate Records Examination or an acceptable score on the Miller's Analogy Test.
- D. Admission into the Doctor of Education program in Educational Administration will be made after the U of A and University of Central Arkansas (UCA) faculty have reviewed all materials and conducted an interview with each applicant. The ELCF Graduate Coordinator at the University of Arkansas will make admissions material submitted by candidates available to the UCA faculty members.

II. ADVISING

Once admitted into the Doctor of Education program in Educational Administration, the sequencing of the courses that the student will take is the responsibility of the student's Advisory Committee. This committee will include at least two graduate faculty from the U of A and up to two graduate faculty members from UCA who are eligible for U of A Group I or Group II graduate faculty status (for a minimum of four committee members) and are participating in the U of A Doctor of Education in Educational Administration degree program. (The Chair of the committee must hold Group I graduate faculty status.) Graduate faculty status I is not typically given to off-campus faculty. Any exemptions for off-campus faculty (graduate faculty I status) will be considered only on a case-by-case, student specific

basis. This committee will operate with policies that are consistent with the U of A Graduate School. If a faculty member at UCA wishes to chair an Advisory or Dissertation Committee, he/she may be granted temporary Group I graduate faculty status at the discretion of the U of A Graduate School Dean.

III. ACADEMIC PROGRAM

The Doctor of Education in Educational Administration curriculum is determined by the doctoral program and with the collaboration of the doctoral student.

Students accepted into the Doctor of Education degree program in Educational Administration will enroll in a minimum of 18 hours of the following classes currently offered at the U of A:

EDAD 6343 Advanced Fiscal & Legal Issues
EDAD 6513 Research in Educational leadership
EDAD 6523 Advanced Application of Educational Leadership, Theory, and Ethics
EDAD 6533 Educational Policy
EDAD 6563 Educational Administration and Human Behavior
EDAD 699 V Seminar (3 credit hours)

Plus EDAD 700 Dissertation (18 hours)

Plus A minimum of nine (9) credit hours in Research and Statistics. Please note: these courses may need to be taken during a summer session.

The decision about which courses count toward meeting the 18-hour Educational Administration requirements is a responsibility of the student's Advisory Committee.

IV. RESIDENCY

The residency requirements (students will enroll only at the U of A campus) for the Doctor of Education degree may be fulfilled by selecting any one of four plans. This selection must be made in consultation with the adviser, soon after the Declaration of Intent is filed. The plan will specify a number of hours of enrollment and a number of consecutive semesters or terms in which the enrollment must be completed.

Students who also hold University appointments, other than those of Graduate Assistant, for half time or more, should see the residence requirement under the Doctor of Philosophy.

In meeting the doctoral residence requirement, candidates who hold a master's degree from the University of Arkansas must earn a minimum of 33 semester hours on the Fayetteville campus; candidates who hold a master's degree from another institution must earn a minimum of 36 semester hours on the U of A campus. Three hours of Doctoral Dissertation may be applied toward this requirement. For residency interpretation, see "previous coursework." Doctoral students with regular outside employment

responsibilities may not enroll for more than nine semester hours in each semester. Graduate work in an off-campus location, beyond that allowed on the master's degree and the Educational Specialist degree, will not count toward the minimum of 96 graduate hours required of all Ed. D. candidates.

Plan 1 – Enrollment for at least nine (9) semester hours of degree related graduate courses each semester during two consecutive semesters (fall-spring or spring-fall).

Plan 2 – Enrollment for at least nine (9) semester hours of degree related graduate courses during a fall or spring semester and enrollment of (9) hours in the adjacent summer sessions (minimum of two five-week sessions).

Plan 3 – Continuous enrollment for a minimum of 24 semester hours of degree related graduate courses in any period of 18 consecutive months with a minimum of six (6) semester hours of enrollment in any semester or summer.

Plan 4 – A two-year residence consisting of enrollment in four (4) consecutive fall and spring semesters for a minimal total of 30 semester hours of degree related graduate courses during the residence period with a minimum enrollment of six (6) semester hours in any one semester.

For degree purposes, any graduate credit course offered by the University of Arkansas via distance education (regardless of class sites) will be counted as residence credit.

V. COMPREHENSIVE EXAMS

Upon completion of all coursework, a student will take the written and oral comprehensive exams. After successfully passing the comprehensive exams, a student will select a Dissertation Committee consisting of a minimum of four (4) members. The committee must meet the guidelines as outlined in the College of Education and Health Professions (COEHP) Graduate Handbook.

VI. DISSERTATION

Students in the Doctor of Education program in Educational Administration whose dissertation director is a UCA faculty member who holds Group I graduate faculty status on the U of A campus will enroll in allowable hours of dissertation credit offered by U of A as outlined below under "Joint Management."

VII. JOINT MANAGEMENT

Dissertation and Advisory Committees for students in the Doctor of Education degree in Educational Administration will usually include one member of the UCA graduate faculty in the concentration. The Advisory and Dissertation Committees are the decision of the student as required by the Graduate School, COEHP Graduate Handbook, and the Educational Administration program. Both committees must consist of at least four

members. The U of A ELCF Graduate Coordinator and the UCA Graduate Coordinator will certify that the members who serve on the committee have U of A graduate faculty I or II status.

The UCA Graduate Coordinator will provide advice to the U of A, ELCF Graduate Coordinator on matters such as identifying other UCA graduate classes that will meet the requirements of either the core or methods requirement. Decisions about which UCA courses can be substituted for specific U of A courses (or any Graduate School requirements) will be communicated by the U of A, ELCF Graduate Coordinator to the UCA Graduate Coordinator. Mention of this arrangement will appear in the UCA Graduate Catalog, referring interested applicants to the appropriate office at the U of A.

The U of A and UCA are jointly responsible for advertising, marketing, and promoting the Doctor of Education in Educational Administration. These announcements will describe the collaboration with UCA.

VIII. MINIMUM GRADE POINT REQUIREMENTS

A minimum grade-point average of 3.25 on all coursework presented as part of the degree program is required. No graduate credit will be granted for any course grades below "C."

IX. DEGREE COMPLETION

The Doctor of Education (Ed.D.) degree must be completed within seven (7) years from the date the Declaration of Intent is signed.

X. PREVIOUS COURSEWORK

As part of the student's Program of Study, U of A agrees to recognize all UCA Educational Administration prerequisite M.Ed. and Ed.S. hours that were taken by a student that has prior approval by the student's Advisory Committee for a minimum of 96 credit hours.

U of A agrees to recognize UCA courses that were taken prior to admission to the Doctor of Education program if recommended by the student's Advisory Committee and approved by the ELCF Graduate Coordinator. Courses completed at UCA will not be included on the U of A transcript.

XI. GRADUATE FACULTY STATUS

The Dean of the UCA Graduate School will certify to the Dean of the U of A Graduate School that UCA faculty who apply for Group II U of A graduate faculty status have full membership on the UCA graduate faculty. Where appropriate, the Graduate School at

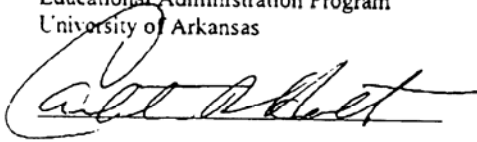
U of A will, on a student-by-student basis, secure temporary Group I graduate faculty status for UCA faculty participating in the Doctor of Education in Educational Administration program.

Graduate faculty at UCA who teach courses accepted to fulfill degree requirements for students in the Educational Administration Doctor of Education will be required to obtain Group II graduate faculty status at U of A. If UCA faculty serve on Advisory or Dissertation Committees, they will also be required to apply for Group II graduate faculty status at U of A.

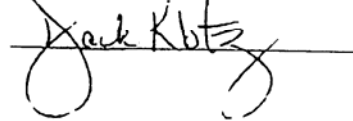
XII. RECOGNITION OF PARTICIPATION

The Educational Administration program will designate an escort for the student at the U of A commencement and the Dean of the Graduate School will hood graduates.

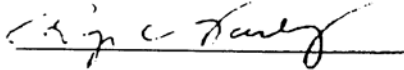
Carleton Holt
Program Coordinator
Educational Administration Program
University of Arkansas



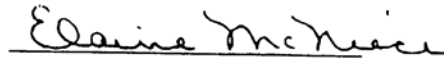
Jack Klotz
Graduate Coordinator
School Leadership, Management
and Administration
University of Central Arkansas



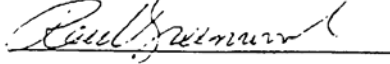
Roy C Farley
Department Head
Department of Educational Leadership
Counseling, and Foundations
University of Arkansas



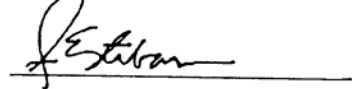
Elaine McNiece
Associate Provost
Dean, Graduate School
University of Central Arkansas



Reed Greenwood
Dean, College of Education and
Health Professions
University of Arkansas



A. Gabriel Esteban
Provost for Academic Affairs
University of Central Arkansas



Collis Geren
Dean, Graduate School
University of Arkansas



Robert Smith
Provost
University of Arkansas



MEMORANDUM OF AGREEMENT

BETWEEN HENDERSON STATE UNIVERSITY AND THE UNIVERSITY OF ARKANSAS

This memorandum of agreement pertains only to the Doctor of Education degree in Educational Administration.

I. ADMISSION

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- B. Applicants must complete an application packet and send it to the Educational Leadership, Counseling and Foundations (ELCF) Graduate Coordinator. The materials are as follows: program application, autobiographical sketch, sample of writing, three recommendation forms, proof of valid teaching certificate, and test scores (Graduate Record Examination or Miller's Analogy Test).
- C. A cumulative grade-point-average on all graduate work attempted of at least 3.5 and an acceptable score on the Graduate Records Examination or an acceptable score on the Miller's Analogy Test.
- D. Admission into the Doctor of Education program in Educational Administration will be made after the U of A and Henderson State University (HSU) faculty have reviewed all materials and conducted an interview with each applicant. The ELCF Graduate Coordinator at the University of Arkansas will make admissions material submitted by candidates available to the HSU faculty members.

II. ADVISING

Once admitted into the Doctor of Education program in Educational Administration, the sequencing of the courses that the student will take is the responsibility of the student's Advisory Committee. This committee will include at least two graduate faculty from the U of A and up to two graduate faculty members from HSU who are eligible for U of A Group I or Group II graduate faculty status (for a minimum of four committee members) and are participating in the U of A Doctor of Education in Educational Administration degree program. (The Chair of the committee must hold Group I graduate faculty status.) Graduate faculty status I is not typically given to off-campus faculty. Any exemptions for off-campus faculty (graduate faculty I status) will be considered only on a case-by-case, student specific basis. This committee will operate with policies that are consistent with the U of A Graduate School. If a faculty member at HSU wishes to chair an Advisory or Dissertation Committee, he/she may be granted temporary Group I graduate faculty status at the discretion of the U of A Graduate School Dean.

III. ACADEMIC PROGRAM

The Doctor of Education in Educational Administration curriculum is determined by the doctoral program and with the collaboration of the doctoral student.

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The decision about which courses count toward meeting the 18 hour Educational Administration requirements is a responsibility of the student's Advisory Committee.

IV. RESIDENCY

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VI. DISSERTATION

Students in the Doctor of Education program in Educational Administration whose dissertation director is a HSU faculty member who holds Group I graduate faculty status on the U of A campus will enroll in allowable hours of dissertation credit offered by U of A as outlined below under “Joint Management.”

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A minimum grade-point average of 3.25 on all coursework presented as part of the degree program is required. No graduate credit will be granted for any course grades below "C."

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XI. GRADUATE FACULTY STATUS

The Dean of the HSU Graduate School will certify to the Dean of the U of A Graduate School that HSU faculty who apply for Group II U of A graduate faculty status have full membership on the HSU graduate faculty. Where appropriate, the Graduate School at U of A will, on a student-by-student basis, secure temporary Group I graduate faculty status for HSU faculty participating in the Doctor of Education in Educational Administration program.

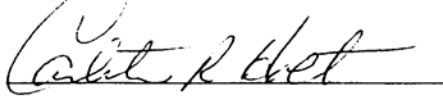
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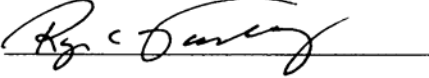
Carleton Holt
Program Coordinator
Educational Administration Program
University of Arkansas



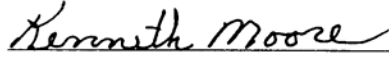
Johnnie Roebuck
Program Coordinator
Programs for Educational Leadership
Henderson State University



Roy Farley
Department Head
Department of Educational Leadership
Counseling, and Foundations
University of Arkansas



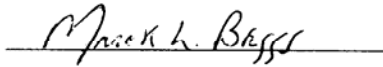
Ken Moore
Dean, Teachers College
Henderson State University



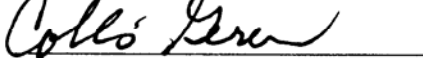
Reed Greenwood
Dean, College of Education and
Health Professions
University of Arkansas



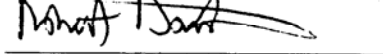
Marck Beggs
Graduate Dean
Henderson State University



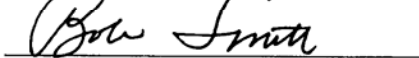
Collis Geren
Dean, Graduate School
University of Arkansas



Robert Houston
Vice President for Academic Affairs
Henderson State University



Robert Smith
Provost
University of Arkansas



Charles Dunn
President
Henderson State University



Roy C Farley

From: Donnie Dutton [ddutton@uark.edu]
Sent: Monday, April 18, 2005 9:11 AM
To: Roy Farley
Subject: Doctoral Degree Proposal in Educational Administration

I have read your doctoral degree proposal in Educational Administration, and CTED will commit its resources to making it successful. Let's get it started.