

UNIVERSITY COURSE AND PROGRAMS COMMITTEE

AGENDA

March 17, 2006

2:30 PM

Upchurch Conference Room

1. Approval of minutes for February 24, 2006
2. Consent Agenda (Course change proposals can be reviewed at <https://www2.uark.edu/servlet/edu.uark.regr.ccf.Main> or by going to the website of the Registrar and clicking on "Faculty/Staff" then "Curriculum Change Form," and then "View Changes Pending Before the University Course and Programs Committee.")
3. Proposals for new courses are enclosed.
 - a. Undergraduate Courses ([Table A](#))
 - b. Graduate Courses ([Table B](#))
4. Old Business: None
5. New Business:
 - a. Proposed program changes for the College of Education and Health Professions ([Table 1](#), [Attachments 1A-1D](#))
6. Other items:
 - a. Faculty Senate response ([Attachment 2](#)).
 - b. Emergency Catalog Changes ([Attachment 3](#))

TABLE A**UCPC****Undergraduate Courses**

March 17, 2006

COLL	DEPARTMENT NAME	DEPT	CRSE ALPHA	CRSE NUM	CRSE TITLE	CREDIT LEVEL	ACTION	CREDIT HOURS	EFFECTIVE DATE
GRAD	Department of Graduate Dean	GRSD	SPAC	300V	Space & Planetary Sciences Research	U	ANC	variable	Fall 2007
GRAD	Department of Graduate Dean	GRSD	SPAC	400VH	Honors Research in Space & Planetary Sciences	U	ANC	variable	Fall 2007
GRAD	Department of Graduate Dean	GRSD	SPAC	4011H	Honors Colloquium in Space & Planetary Sciences	U	ANC	1	Fall 2007
WCOB	Information Systems	ISYS	ISYS	3333	Information Systems Management	U	ELC	3	Fall 2006
WCOB	Information Systems	ISYS	ISYS	3603	Production and Operations Management	U	ELC	3	Fall 2006

TABLE B**UCPC****Graduate Courses**

March 17, 2006

COLL	DEPARTMENT NAME	DEPT	CRSE ALPHA	CRSE NUM	CRSE TITLE	CREDIT LEVEL	ACTION	CREDIT HOURS	EFFECTIVE DATE
EDUC	Rehabilitation, Human Resources &	RHRC	ADED TO	5113 to	Adult Learner: The Later Years	G	CD, CHN,	3	Fall 2006
EDUC	Rehabilitation, Human Resources & Communication Disorders	RHRC	ADED TO WDED	5123 to 6113	Nontraditional Student	G	CD, CHN, OTH	3	Fall 2006
EDUC	Rehabilitation, Human Resources & Communication Disorders	RHRC	ADED TO WDED	5213 to 6533	Teaching Reading to Adults to Adult Literacy	G	CD, CT, CHN, OTH	3	Fall 2006
EDUC	Rehabilitation, Human Resources & Communication Disorders	RHRC	WDED	6133	Learn and Teaching Theories	G	ANC	3	Fall 2006
EDUC	Rehabilitation, Human Resources & Communication Disorders	RHRC	WDED	6223	Organization Development	G	ANC	3	Fall 2006
EDUC	Rehabilitation, Human Resources & Communication Disorders	RHRC	WDED	6233	Learning Organization	G	ANC	3	Fall 2006
EDUC	Rehabilitation, Human Resources & Communication Disorders	RHRC	WDED	6573	Education and Entrepreneurship	G	ANC	3	Fall 2006
EDUC	Rehabilitation, Human Resources & Communication Disorders	RHRC	WDED	6583	Multiple Intelligences	G	ANC	3	Fall 2006
GRAD	Department of Graduate Dean	GRSD	SPAC	5211L	SPAC Laboratory II	G	ANC	1	Fall 2007
GRAD	Department of Graduate Dean	GRSD	SPAC	5613	Astronautics	G	ANC	3	Fall 2007
WCOB	Information Systems	ISYS	ISYS	6001	Research Seminar in DSS	G	ELC	1	Fall 2006
WCOB	Information Systems	ISYS	ISYS	6011	Graduate Colloquium	G	ELC	1	Fall 2006
WCOB	Information Systems	ISYS	ISYS	6021	Research Seminar in Systems Development	G	ELC	1	Fall 2006

WCOB Information Systems

ISYS ISYS 6031 Research Seminar in Data Management

G

ELC

1

Fall 2006

KEY

ACTION

ANC=	ADD NEW COURSE
ELC=	ELIMINATE COURSE
CT=	CHANGE TITLE
CD=	CHANGE DESCRIPTION
CHN=	CHANGE COURSE NUMBER FROM ___ TO ___
CCH=	CHANGE CREDIT HOURS FROM ___ TO ___
CL=	CROSS LISTED
CEUDC=	CHANGE EXISTING UNDERGRADUATE COURSE TO DUAL CREDIT
CEUGC=	CHANGE EXISTING UNDERGRADUATE COURSE TO GRADUATE CREDIT
CEGUC=	CHANGE EXISTING DUAL/GRADUATE COURSE TO UNDERGRADUATE CREDIT
OTH=	OTHER
RA=	REACTIVATE COURSE
IN=	INACTIVATE COURSE

TABLE A**UCPC****Undergraduate Courses**

March 17, 2006

COLL	DEPARTMENT NAME	DEPT	CRSE ALPHA	CRSE NUM	CRSE TITLE	CREDIT LEVEL	ACTION	CREDIT HOURS	EFFECTIVE DATE
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GRAD	Department of Graduate Dean	GRSD	SPAC	4011H	Honors Colloquium in Space & Planetary Sciences	U	ANC	1	Fall 2007
WCOB	Information Systems	ISYS	ISYS	3333	Information Systems Management	U	ELC	3	Fall 2006
WCOB	Information Systems	ISYS	ISYS	3603	Production and Operations Management	U	ELC	3	Fall 2006

TABLE B**UCPC****Graduate Courses**

March 17, 2006

COLL	DEPARTMENT NAME	DEPT	CRSE ALPHA	CRSE NUM	CRSE TITLE	CREDIT LEVEL	ACTION	CREDIT HOURS	EFFECTIVE DATE
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EDUC	Rehabilitation, Human Resources & Communication Disorders	RHRC	ADED TO WDED	5213 to 6533	Teaching Reading to Adults to Adult Literacy	G	CD, CT, CHN, OTH	3	Fall 2006
EDUC	Rehabilitation, Human Resources & Communication Disorders	RHRC	WDED	6133	Learn and Teaching Theories	G	ANC	3	Fall 2006
EDUC	Rehabilitation, Human Resources & Communication Disorders	RHRC	WDED	6223	Organization Development	G	ANC	3	Fall 2006
EDUC	Rehabilitation, Human Resources & Communication Disorders	RHRC	WDED	6233	Learning Organization	G	ANC	3	Fall 2006
EDUC	Rehabilitation, Human Resources & Communication Disorders	RHRC	WDED	6573	Education and Entrepreneurship	G	ANC	3	Fall 2006
EDUC	Rehabilitation, Human Resources & Communication Disorders	RHRC	WDED	6583	Multiple Intelligences	G	ANC	3	Fall 2006
GRAD	Department of Graduate Dean	GRSD	SPAC	5211L	SPAC Laboratory II	G	ANC	1	Fall 2007
GRAD	Department of Graduate Dean	GRSD	SPAC	5613	Astronautics	G	ANC	3	Fall 2007
WCOB	Information Systems	ISYS	ISYS	6001	Research Seminar in DSS	G	ELC	1	Fall 2006
WCOB	Information Systems	ISYS	ISYS	6011	Graduate Colloquium	G	ELC	1	Fall 2006
WCOB	Information Systems	ISYS	ISYS	6021	Research Seminar in Systems Development	G	ELC	1	Fall 2006

WCOB Information Systems

ISYS ISYS 6031 Research Seminar in Data Management

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ELC

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Fall 2006

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CEGUC=	CHANGE EXISTING DUAL/GRADUATE COURSE TO UNDERGRADUATE CREDIT
OTH=	OTHER
RA=	REACTIVATE COURSE
IN=	INACTIVATE COURSE

University Course and Programs Committee
17-Mar-06

TABLE ONE

College of Education and Health Professions

Department of Educational Leadership, Counseling, and Foundations

PSBLGC - Graduate Certificate in Building-Level Administration - Attachments 1A and 1B

Establish a new Certificate in Building-Level Administration as specified in Sections II and VII of Attachment 1A.

PSDLGC - Graduate Certificate in District-Level Administration - Attachments 1C and 1D

Establish a new Certificate in District-Level Administration as specified in Sections II and VII of Attachment 1C.

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.)

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.

Program Name -

Graduate Certificate in Building-Level Administration

Insert in:

Graduate School Catalog 2004-2005 (online)

http://catalogofstudies.uark.edu/current/graduate/26_1132_ENG_HTML.htm

Educational Administration (EDAD)

--after Degrees Confired - insert -

Graduate Certificate Offered:

Graduate Certificate in Building-Level Administration

--after Requirements for the Educational Specialist Degree - insert -

Prerequisites for Acceptance to the Graduate Certificate Program: applicants must meet University requirements for admission to the Graduate School as a Non-Degree Seeking Student.

In addition, applicants for the graduate certificate in building-level administration are required to have a valid teaching license and a master's degree. They also must complete two prerequisite courses EDAD 5013 School Organization and Administration and EDAD 5063 School Personnel Administration and Supervision with a minimum GPA of 3.0.

Certificate Requirements: 18 semester hours from the list of courses for a certificate with a grade-point average of 3.0.

Building Level Certificate

In January of 2002, the Arkansas Department of Education changed licensure procedures for school administrators. Under the new guidelines, candidates with a master's degree and a state approved teaching license can receive licensure as a building level principal by completing an approved program of study. After completing required courses including the internship, the student must submit and successfully defend a culminating portfolio to a EDAD licensure review committee of educational administration professors with at least one member which is a practicing school administrator at the level of state licensure, have a 3.0 program of study GPA prior to submitting initial administrative licensure application to the Arkansas Department of Education.

Building Level Program of Study:

EDAD 5023 The School Principalship (3 hours)

EDAD 5053 School Law (3 hours)

EDAD 5093 Effective Leadership in School Settings (3 hours)

EDAD 599 Seminar: Analytical Decision Making (3 hours)

EDAD 599 Seminar: Building Level School Finance (3 hours)

EDAD 574 Building Level Internship (3 hours)

EDAD Building Level Program of Study = 18 Total Hours for Certificate Recognition

Note: If candidate is an experienced and practicing administrator at another administrative licensure level, the six required courses may be reduced by one course for a total of 15 hours past prerequisites. All certificate program of study courses must be completed within five years before submittal to the Arkansas Department of Education.

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 1B
LETTER OF NOTIFICATION - 10**

**GRADUATE CERTIFICATE PROGRAM
(12-18 SEMESTER CREDIT HOURS)**

1. Institution submitting request:

University of Arkansas

2. Contact persons/title:

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

3. Phone number/e-mail address:

Phone: 479-575-7725
Email: rfarley@uark.edu

Phone 479-575-5112
Email: cholt@uark.edu

4. Proposed effective date:

Fall 2006 (Following approval, we request permission to award graduate certificates retroactively to those who have completed this program of study since 2002)

5. Name of proposed Graduate Certificate Program (Program must consist of 12-18 semester credit hours from existing graduate courses):

Graduate Certificate in Building-Level Administration

6. Proposed CIP Code:

13.0401

7. Reason for proposed program implementation:

In January of 2002, the Arkansas Department of Education changed licensure procedures for school administrators. Under the new guidelines, candidates with a master's degree and a state approved teaching license can receive licensure as a building level principal by completing an approved program of study. Currently, the University of Arkansas offers the required program of study. Individuals are admitted to Graduate School as non-degree seeking students, complete the program of study, present a culminating portfolio to an educational administration committee

including a practicing school administrator, and complete a six-month internship. The proposed graduate certificate would change students' status from non-degree seeking to certificate seeking, provide recognition of the awarded graduate certificate on their university transcripts, and improve their marketability in the job market.

8. Provide documentation that proposed program has received full approval by licensure/certification entity. (i.e. A graduate certificate offered for teacher licensure must be approved by the Arkansas Department of Education prior to consideration by the Coordinating Board).

The Educational Administration Program Area is approved for Building Level Licensure by the Arkansas Department of Education. In addition, this Educational Administration Program of Study received national recognition from the Educational Leadership Constituents Council on December 14, 2003 which is the accreditation strand for NCATE.

9. Will this program be offered on-campus, off-campus, or via distance delivery?

Courses for this program of study have traditionally been offered on campus.

10. Provide the following:

- a. List of required courses

To receive the graduate certificate in public school building-level administration, students are required to have a valid teaching license and a master's degree. They also must complete two prerequisite courses, EDAD 5013 School Organization and Administration and EDAD 5063 School Personnel Administration and Supervision, with a minimum GPA of 3.0. Once this is demonstrated, a student will complete the following required courses:

EDAD 5023 The School Principalship (3 hours)
EDAD 5053 School Law (3 hours)
EDAD 5093 Effective Leadership in School Settings (3 hours)
EDAD 599 Seminar: Analytical Decision Making (3 hours)
EDAD 599 Seminar: Building Level School Finance (3 hours)
EDAD 574 Building Level Internship (3 hours)

Building Level Administration Program of Study = 18 Total Hours for Certificate Recognition

Note: If candidate is an experienced and practicing administrator at another administrative licensure level, the six required courses may be reduced by one course for a total of 15 hours past prerequisites. All certificate program of study courses must be completed within five years before submittal to the Arkansas Department of Education.

- b. New course descriptions

All of these courses have been in operation for administrative licensure since January 2002.

c. Program goals and objectives

- to develop outstanding leaders who have strong academic backgrounds and who possess a wide range of administrative skills that are essential to the improvement of educational systems
- to develop educational leaders that have the influence, obligation and responsibility to make a positive difference in society and to apply creative thought to both old and new challenges
- to develop effective educational leadership using a collaborative process that depends on establishing constructive relationships with a broad segment of society

d. Expected student learning outcomes

Graduate educational administrators will:

- reflect and respect diversity in experiences and backgrounds
- implement appropriate management techniques and group processes to define roles, assign functions, generate and assign appropriate resources, delegate effectively, plan strategically and determine accountability for the attainment of goals
- exhibit leadership practices necessary to create and foster optimum learning environments in educational organizations
- understand the importance of lifelong learning through participation in leadership development programs offered by state and national professional associations
- communicate effectively both within their educational organizations and throughout their communities
- understand organizational leadership theory applicable to all types of school districts as well as non-educational organizations
- know how to work collaboratively to develop and implement appropriate curricula that result in relevant student work projects focused on the goals of the organization
- manifest a professional code of ethics and recognize the importance of the leader in promoting high corporate ethics
- have a passion for student success and service to others
- understand the importance of leadership in fostering a corporate vision that inspires excellence and continuous improvement
- have the capability and commitment to develop a culture that fosters staff leadership within their organization
- have the capability and commitment to create a student services/counseling environment that recognizes developmental needs and fosters emotional and social leadership and academic growth of students

- be prepared to conduct research projects in their organization and manifest a commitment to utilize data as a means to define program expectations, to measure success, and to plan for positive change

11. Identify off-campus location:

This Public School Building Level Administrator Licensure Program will be operated on campus at the start of this program. If any program of study courses are offered at other approved campus or distance locations by University of Arkansas faculty, the courses would be eligible for use in this certificate program of study.

Board of Trustees Approval Date:

Chief Academic Officer:

Date:

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.)

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Educational Administration (EDAD)

--after Degrees Confired - insert -

Graduate Certificates Offered:

Graduate Certificate in District-Level Administration

--after Requirements for the Educational Specialist Degree - insert -

Prerequisites for Acceptance to the Graduate Certificate Program: applicants must meet University requirements for admission to the Graduate School as a Non-Degree Seeking Student.

In addition, to receive the graduate certificate in district level administration, applicants must also have a valid teaching license, a master's degree, and a valid building-level administration license.

Certificate Requirements: 18 semester hours from the list of courses for a certificate with a grade-point average of 3.0.

District Level Certificate

In January of 2002, the Arkansas Department of Education changed licensure procedures for school administrators. Under the new guidelines, candidates with a master's degree, a state approved teaching license, and a state approved principal's license can receive licensure as a district level administrator, assistant superintendent or superintendent, by completing an approved program of study.

District Level Program of Study:

EDAD 6023 School Facilities Planning/Management (3 hours)

EDAD 6053 School-Community Relations (3 hours)

EDAD 6093 School Governance (3 hours)

EDAD 6103 School Finance (3 hours)

EDAD 6173 School Business Management (3 hours)

EDAD 674V District Level Internship (3 hours)

District Level Administration Program of Study = 18 Total Hours for Certificate Recognition

Note: If candidate is an experienced and practicing administrator at another administrative licensure level, the six required courses may be reduced by two courses for a total of 12 hours. All certificate program of study courses must be completed within five years before submittal to the Arkansas Department of Education.

SECTION VIII: Action Recorded by Registrar's Office

PROGRAM INVENTORY/DARS

PGRM _____ SUBJ _____ CIP _____ CRTS _____

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- (7) Treasurer (8) Undergraduate Program Committee Initials _____ Date _____

**ATTACHMENT 1D
LETTER OF NOTIFICATION - 10**

**GRADUATE CERTIFICATE PROGRAM
(12-18 SEMESTER CREDIT HOURS)**

1. Institution submitting request:

University of Arkansas

2. Contact persons/title:

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

3. Phone number/e-mail address:

Phone: 479-575-7725
Email: rfarley@uark.edu

Phone 479-575-5112
Email: cholt@uark.edu

4. Proposed effective date:

Fall 2006 (Following approval, we request permission to award graduate certificates retroactively to those who have completed this program of study since 2002)

5. Name of proposed Graduate Certificate Program (Program must consist of 12-18 semester credit hours from existing graduate courses):

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study. Individuals are admitted to Graduate School as non-degree seeking students, complete the program of study, present a culminating portfolio to an educational administration committee including a practicing district administrator, and complete a six-month internship. The proposed graduate certificate would change their student status from non-degree seeking to certificate seeking, provide recognition of the awarded certificate on their university transcripts, and improve their marketability in the job market.

8. Provide documentation that proposed program has received full approval by licensure/certification entity. (i.e. A graduate certificate offered for teacher licensure must be approved by the Arkansas Department of Education prior to consideration by the Coordinating Board).

The Educational Administration Program Area is approved for District Level Licensure by the Arkansas Department of Education. In addition, this Educational Administration Program of Study received national recognition from the Educational Leadership Constituents Council on December 14, 2003 which is the accreditation strand for NCATE.

9. Will this program be offered on-campus, off-campus, or via distance delivery?

Courses for this program of study will be offered on campus and through distance education to Hope, Helena, and Pine Bluff, Arkansas.

10. Provide the following:

- a. List of required courses

To receive the graduate certificate in public school district level administration, students are required to have a valid teaching license, a master's degree, and a valid building-level administration license. Once this is demonstrated, a student will complete the following required courses:

EDAD 6023 School Facilities Planning/Management (3 hours)
EDAD 6053 School-Community Relations (3 hours)
EDAD 6093 School Governance (3 hours)
EDAD 6103 School Finance (3 hours)
EDAD 6173 School Business Management (3 hours)
EDAD 674V District Level Internship (3 hours)

District Level Administration Program of Study = 18 Total Hours for Certificate Recognition

Note: If candidate is an experienced and practicing administrator at another administrative licensure level, the six required courses may be reduced by two courses for a total of 12 hours. All certificate program of study courses must be completed within five years before submittal to the Arkansas Department of Education.

- b. New course descriptions

All of these courses have been in operation for district level administrative licensure since January 2002.

c. Program goals and objectives

- The district administrator will demonstrate leadership which provides purpose and direction for greater student understanding and problem solving.
- The district administrator will implement plans of action efficiently and effectively for greater student achievement.
- The district administrator will create a secure environment that is conducive to greater student achievement.
- The district administrator will gather information from, and communicate it effectively to, students, parents, staff, the community, and the media to facilitate greater student achievement.
- The district administrator understands the importance of a clear vision and explicitly stated philosophy in shaping a coherent curriculum and in creating an effective school.
- The district administrator will make systematic use of data to assess the needs and accomplishments of students and staff.

d. Expected student learning outcomes

District level educational administrators will:

- Have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.
- Promote a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
- Have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
- Have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
- Have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.
- Have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

11. Identify off-campus location:

Courses for this program of study will be offered through distance education to Hope, Helena, and Pine Bluff, Arkansas. If any program of study courses are offered at other approved campus or distance locations by University of Arkansas faculty, the courses would be eligible for use in this certificate program of study.

Board of Trustees Approval Date:

Chief Academic Officer:

Date:

REPORT TO THE FACULTY SENATE FROM THE UNIVERSITY COURSE AND PROGRAMS COMMITTEE – April 2006

At the February 15, 2006, Faculty Senate meeting, the University Course and Programs Committee was asked to respond in writing to this motion:

“As part of the process to add or change a program, departments or programs (hereafter units) planning to add to their requirements a course or courses offered by another unit in the university, must provide written confirmation that the affected unit has been consulted and has agreed to the inclusion of their course(s). This confirmation should be provided, by the requesting unit, to the University Course and Programs Committee as part of the initial documentation for the program change or addition. Units planning to delete from their list of requirements a course offered by another unit shall notify the affected unit of that planned action.”

As the UCPC has considered this motion and voted against it at three meetings, we appreciate the Faculty Senate’s willingness to hear our perspective. While we agree with the stated sentiment of this proposal, which is to facilitate communication between colleges about program changes, we feel that this proposal actually disguises a significant policy change as a relatively minor procedural change. After we explain our objections to the proposed policy, we offer an alternative for the consideration of the Faculty Senate.

The UCPC is a university-level committee. The only reason for such a committee, as opposed to college curriculum bodies, is to provide a cross-college perspective on program changes – to review the impact of a change proposed in one college on programs in other colleges. The major issue in the Faculty Senate proposal is a concern about resources (e.g. classroom size, ability to offer sufficient numbers of courses, concern for making the class available to majors as opposed to non-majors). Currently, since the Assistant or Associate Deans (or their functional equivalents) from every college sit on the UCPC, all proposed program changes that have a financial impact on a college must be approved by the academic dean’s office. Traditional University policy holds that the deans’ offices have the authority to commit college resources, including commitments to cross-college collaborations. Thus, the Faculty Senate proposal does not increase communication about resources, but moves it down to the department level. This effectively gives an individual department veto power over both program change proposals in other colleges and cross-college agreements made by the academic deans, and is a significant change in policy. Moreover, we suggest that if a dean’s office commits to enter into a cross-college collaboration that a department feels strains its budget, those decisions should be explicit resource issues between the department and its dean, rather than being disguised as a program approval discussion. It would appear to us that there are deeper and more serious issues embedded in this proposal than whether a program change should be approved.

In addition, there are other concerns about this policy:

- ✓ The policy does not make an exception for the courses in the University core

- ✓ The policy makes no distinction between intra-college and inter-college sharing of courses.

Because the concern raised by the Faculty Senate is the issue of resources, and because resource issues are not within the purview of the UCPC, Graduate Council or Faculty Senate, we propose the following. [Note: This policy explicitly exempts University core courses and will apply only to those proposals which involve resources from a separate academic college]:

In Section V of the Program Change form (1622.20A), two boxes will be added. One will say: "Program change proposal adds courses offered by another academic college. The signature of the dean is required here." A signature line will be added immediately following this box. The second will say "Program change proposal deletes courses offered by another academic college. That college has been notified."

If, in the first case, the contributing dean refuses to sign, the proposing dean will arrange a meeting with the contributing dean and the Provost for resolution of the issues. If an agreement can be reached, the contributing dean will sign the form and the program proposal will be forwarded to the UCPC and/or Graduate Council, as appropriate. If no agreement can be reached, the proposal would only come forward again if modified such that no external resources were involved.

ATTACHMENT 3

EMERGENCY CATALOG CHANGES

Communication Disorders:

Eliminate CHEM 1023/1021L as a choice for meeting the science core requirement. CHEM 1023/1021L has not been offered in many years.

Middle Level Education - Concentrations English/Social Studies and Social Studies/English:

Replace ENGL 1213 Intor to Literature with WLIT 1123 World Lit II because ENGL 1213 is no longer offered.

Vocational Education - Concentration Business Education:

Replace 3 hours of electives with COMM 1313 Fundamentals of Communication with a "C" or better. This is a pre-requisite to many WCOB courses that are required for the major starting with WCOB 1023 Business Foundations. Add "C" or better to the ETEC 2001/2002L Educational Technology w/Lab and ECON 2023 Microeconomics because it is a pre-requisite to earn a "C" or better in order to progress in WCOB courses.

Vocational Education - Concentration Family and Consumer Science:

Include CHEM 1103/1101L Chemistry I or CHEM 1074/1071L Fundamentals of Chemistry as a requirement for science w/lab in state minimum core because this meets the pre-requisite for HESC 2112/2111L Foods I w/Lab.