

UNIVERSITY COURSE AND PROGRAMS COMMITTEE

AGENDA

September 22, 2006

2:30 PM

Upchurch Conference Room

1. Approval of minutes for August 25, 2006
2. Consent Agenda (Course change proposals can be reviewed at <https://www2.uark.edu/web-apps/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.")
Proposals for new courses are enclosed.
 - a. Undergraduate Courses ([Table A](#))
3. Old Business: None
4. New Business:
 - a. Elect committee vice-chair
 - b. Proposed program changes for the College of Education and Health Professions ([Table 1](#), [Attachments 1A](#) and [Attachment 1B](#))
5. Other items:

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

September 22, 2006

COLL	DEPARTMENT NAME	DEPT	CRSE ALPHA	CRSE NUM	CRSE TITLE	CREDIT LEVEL	ACTION	CREDIT HOURS	EFFECTIVE DATE
ALFS	Agricultural & Extension Education	AEED	AGED	1001	Orientation to Agricultural and Extension Education	U	CD	1	Fall 2007
AFLS	Agricultural, Food & Life Science Dean	AFLD	AFLS	3231H	Intro to Scientific Thinking & Methods - Logic, Reasoning, & Sci. Argumentation	U	ANC	1	Fall 2007
AFLS	Agricultural, Food & Life Science Dean	AFLD	AFLS	3512H	Rotation in Agricultural Laboratory Research	U	ANC	2	Fall 2007
AFLS	Human Environmental Sciences	HESC	HESC	2623 to 3623	Legal Issues in the Hospitality Industry	U	CD, CHN	3	Fall 2007

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

University Course and Programs Committee
22-Sep-06

TABLE ONE

College of Education and Health Professions

Department of Educational Leadership, Counseling, and Foundations

ACPAGC - Add Graduate Certificate Program - Attachments 1A and 1B
Add Graduate Certificate Program for Arkansas Curriculum/Program Administrators as
Specified in Attachment 1A.

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.)

The Curriculum/Program Administrator is defined by the Arkansas Department of Education (ADE) as an individual that is responsible for: (1) program development and administration, and/or; (2) employment evaluation decisions. Requirements for the Curriculum/Program Administrator license may be accomplished with a program of study in educational administration. The license is granted by the Arkansas Department of Education (ADE) to the candidate to administer only in of the following specialty areas: Special Education; Gifted and Talented Education; Vocational Education; Content Area Specialist; and Curriculum Specialist. Enrollment for this licensure requires a master's degree or current standard teaching licensure in the area of specialization. The internship must be completed in the specialty area and identified on his/her teaching license. 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.

SECTION VII: Catalog Text and Format

Insert the current catalog text, with proposed changes identified in Section V inserted and tracked in Microsoft Word. Be sure that all proposed changes are inserted and tracked. Only changes explicitly stated in Section V will be considered for approval by the University Course and Programs Committee, the Graduate Council and the Faculty Senate.

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.

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
(7) Treasurer

(2) Department
(8) Undergraduate Program Committee

(3) Admissions

(4) Institutional Research

(5) Continuing Education

Initials _____ Date _____

(6) Graduate School

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

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

1. Institution submitting request:

University of Arkansas

2. Contact person/title:

Dr. Nancy Talburt, Vice Provost for Academic Affairs

3. Phone number/e-mail address:

Phone: 479-575-2151
422 Administration Building
University of Arkansas
Fayetteville, AR 72701
Email: netal@uark.edu

4. Proposed effective date:

Spring 2007

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

Graduate Certificate for ARKANSAS CURRICULUM/PROGRAM ADMINISTRATOR

6. Proposed CIP Code:

13.0404

7. Reason for proposed program implementation:

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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 was approved for Educational Administration – Curriculum/Program Administrator by the Arkansas Department of Education on July 19, 2006. See attached letter from Frank J. Servedio of the Arkansas Department of Education.

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

Courses for this program will be offered on campus.

10. Provide the following:

- a. List of required courses

To receive the graduate certificate in Curriculum/Program Administrator, students are required to have a valid teaching license and a master's degree. The program of study includes the following 15 hours of educational administration core courses that address the standards associated with that body of knowledge and the application of appropriate skills and dispositions to be successful as a school administrator. All courses are required, but do not have to be completed in any particular order. Candidates may present acceptable coursework for transfer credit by presenting official transcripts from an NCATE accredited and approved Educational Administration program of study. Candidates will complete required course projects and activities related to the area of specialization.

Educational Administration Courses

EDAD 5013 School Organization & Administration
EDAD 5063 School Personnel Administration & Supervision
EDAD 5093 Effective Leadership in School Settings
EDAD 599V Seminar: Analytical Decision-Making
EDAD 599V Seminar: School Building Finance
CIED 674V Internship in Specialty Area

Special Education Courses (15 hours)

CIED 5733 Inclusive Practices for Diverse Populations
CIED 5783 Professional and Family Partnerships
CIED 6433 Legal Aspects of Special Education
CIED 5893 Organization/Administration of Special Education
CIED 532V Internship in Special Education

Curriculum and Instruction (15 hours)

CIED 6013 Curriculum Development
CIED 5423 Curriculum Reconstruction
CIED 5613 Contemporary Issues in Education
CIED 5453 Evaluation Techniques
CIED 674V Internship

Prerequisites at the master's level may be required according to the candidate's area of specialization. A faculty representative from the area of specialization will make this determination at the time of the student's admission to the program.

b. New course descriptions

All of the above courses have been in operation for administrative licensure since January 2002, and are part of required courses for master's degrees in EDAD, SPED, and CIED program areas.

c. Program goals, objectives, and Expected student learning outcomes

Six (6) goals and accompanying objectives form the foundation for the UA Programs in Educational Administration. These goals and objectives are found throughout the program of study and woven across the required curriculum. These goals and objectives provide the common base of knowledge as defined by the learned societies of this profession.

1. **Vision of Learning** - The EDAD candidate for Curriculum/Program Administrator licensure will be an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Upon completion of the EDAD program of study, the candidate will be able to demonstrate that

- a. the vision and mission of the school are effectively communicated to staff, parents, students, and community members;
 - b. the core beliefs of the school vision are modeled for all stakeholders;
 - c. the vision is developed with and among the stakeholders;
 - d. progress toward the vision and mission is communicated to all stakeholders;
 - e. the school community is involved in school improvement efforts;
 - f. an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated;
 - g. assessment data related to student learning are used to develop the school vision and goals;
 - h. existing resources are used in support of the school vision and goals;
 - i. needed resources are sought and obtained to support the implementation of the school mission and goals; and
 - j. the vision, mission, and implementation plans are regularly monitored, evaluated, and revised.
2. **Curriculum, Instruction and Supervision** - The EDAD candidate for Curriculum/Program Administrator licensure will be an educational leader who promotes

the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Upon completion of the EDAD program of study the candidate will be able to demonstrate that

- a. all individuals are treated with fairness, dignity, and respect;
- b. students and staff feel valued and important;
- c. professional development promotes a focus on student learning consistent with the school vision and goals;
- d. barriers to student learning are identified, clarified, and addressed;
- e. diversity is considered in developing learning experiences;
- f. technologies are used in teaching and learning;
- g. curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies;
- h. student learning is assessed using a variety of techniques;
- i. the school culture and climate are assessed on a regular basis; and
- j. pupil personnel programs are developed to meet the needs of students and their families.

3. **Professional and Reflective Administration** - The EDAD candidate for Curriculum/Program Administrator licensure will be an educational leader who promotes the success of all students by ensuring administration and management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Upon completion of the EDAD program of study the candidate will be able to demonstrate that

- a. knowledge of learning, teaching, and student development are used to inform management decisions;
- b. the school plant, equipment, and support systems operate safely, efficiently and effectively;
- c. time is managed to maximize attainment of organizational goals;
- d. problems are confronted and resolved in a timely manner;
- e. stakeholders are involved in decisions affecting schools;
- f. effective communication skills are used;
- g. fiscal resources of the school are managed responsibly, efficiently, and effectively;
- h. confidentiality and privacy of school records are maintained;
- i. responsibility is shared to maximize ownership and accountability; and
- j. financial, human, and material resources are aligned to the goals of the school.

4. **Communication** - The EDAD candidate for Curriculum/Program Administrator licensure will be an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Upon completion of the EDAD program of study the candidate will be able to demonstrate that

- a. high visibility, active involvement, and communication with the larger community is a priority;
 - b. information about family and community concerns, expectations, and needs is used regularly;
 - c. credence is given to individuals and groups whose values and opinions may conflict;
 - d. the school and community serve one another as resources;
 - e. partnerships are established with area business, institutions of higher education, and community groups to strengthen programs and support school goals;
 - f. community stakeholders are treated equitably;
 - g. diversity is recognized and valued;
 - h. effective media relations are developed and maintained;
 - i. community collaboration is modeled for staff; and
 - j. opportunities for staff to develop collaborative skills are provided.
5. **Ethical Administration** - The EDAD candidate for Curriculum/Program Administrator licensure will be an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Upon completion of the EDAD program of study the candidate will be able to

- a. demonstrate a personal and professional code of ethics;
 - b. demonstrate values, beliefs, and attitudes that inspire others to higher levels of performance;
 - c. serve as a role model;
 - d. accept responsibility for school operations;
 - e. consider the impact of one's administrative practices on others;
 - f. use the influence of the office to enhance the educational program rather than for personal gain;
 - g. treat people fairly, equitably, and with dignity and respect;
 - h. protect the rights and confidentiality of students and staff;
 - i. demonstrate appreciation for and sensitivity to the diversity in the school community; and
 - j. apply laws and procedures fairly, wisely, and considerately.
6. **Influence** - The EDAD candidate for Curriculum/Program Administrator licensure will be an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Upon completion of the EDAD program of study the candidate will be able to demonstrate that:

- a. the environment in which schools operate is influenced on behalf of students and their families;
- b. communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate;
- c. there is ongoing dialogue with representatives of diverse community groups;
- d. the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities;
- e. public policy is shaped to provide quality education for students; and

- f. lines of communication are developed with decision makers outside the school community.

11. Identify off-campus location:

This Curriculum/Program Administrator Licensure Program will be operated on campus.

Board of Trustees Approval Date:

Chief Academic Officer:

Date: