

## University Course and Programs Committee

May 27, 2005

### MEMBERS PRESENT:

**Voting:** Robert Beitle, Patricia Koski, Terry Martin, Charles Riggs

**Non-Voting:** Jean Mitchell

### MEMBERS ABSENT:

**Voting:** Chuck Adams, Rhonda Adams, Bill Curington, Judy Ganson, Ethel Goodstein, Donna Graham, Jacob Irwin, Stephen Langsner, Paul Millett, Louise Montgomery, John Norwood, Gary Ritter, Deborah Thomas, Dale Thompson, George Wardlow

**Non-Voting:** Gary McHenry

**GUESTS** Carleton Holt, Tom Jensen

The meeting was called to order at 2:30 p.m. by Patricia Koski, in the absence of John Norwood, Chair

1. The minutes for April 22, 2005, were approved.
2. 2. Old Business: A proposal for modification of the B.A. degree in Journalism, tabled at an earlier meeting, was brought back for discussion ([Attachment A](#)). However, the Committee voted to table this proposal again, until a time that representatives from Fulbright College and the Department of Journalism can be present.
3. New Business:
  - a. Professor Tom Jensen presented proposed program changes for the Walton College of Business, Department of Marketing and Logistics, to change course requirements in collateral areas for the B.A. degree in Transportation and Logistics ([Attachment B](#)). Following discussion, the proposal was approved and will go next to the Faculty Senate.
  - b. Professor Carleton Holt proposed program changes for the College of Education and Health Professions, Department of Educational Leadership, Counseling and Foundations, to offer 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 C](#), [Attachment D](#), [Attachment E](#)). The proposal was approved by a vote of 3-1. However, following the meeting, the College of Education and Health Professions asked to withdraw the proposal from consideration.

No further business being presented, the committee adjourned at 3:10 p.m.



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.)*

**Advertising/Public Relations is a high demand major nationwide. Many advertising and public relations, journalism and mass communication programs have instituted GPA requirements and limited enrollment policies to maintain the quality of education for the students. Such requirements help programs provide quality teaching, limit enrollments to available resources, and better prepare students to work in the field. Some programs enroll students only on a "seats available" basis. Thus students who meet entrance requirement are informed they are not automatically guaranteed acceptance into a program.**

**Major benchmark universities in the region and nationwide have instituted such requirements. For example, the University of Texas-Austin Advertising Department requires students to complete their introductory advertising course with a grade of B or better. Students must also meet an overall GPA of 2.25 to be considered for admission into advertising studies. The University of Georgia Advertising and Public Relations Department requires an overall GPA of 2.5 and does not guarantee acceptance. At Louisiana State University, "students with a 3.00 LSU GPA and a 3.00 cumulative GPA are given priority for admission on a space available basis." At the University of Missouri-Columbia students must maintain a 3.0 GPA "to ensure advancement to upper-class status" and "it may be necessary from time to time to limit enrollment in high-demand areas." It "does not guarantee first choice of sequence" including advertising.**

**Therefore, it is imperative to institute advertising/public relations GPA requirements to help our graduates to be competitive with those from neighboring, benchmark programs such as Texas, Louisiana State and Missouri. We propose instituting a 2.25 GPA entrance requirement in the Advertising/Public Relations Sequence only. Journalism majors must have a GPA of 2.25 or higher to qualify to enroll the Ad/PR sequence or in the introductory advertising and public relations classes (JOUR 3723-Advertising Principles and JOUR 3743-Public Relations Principles). We would retain the existing requirement whereby students must earn a grade of B or better in JOUR 3723 and JOUR 3743 to continue in the sequence.**

**Student demand for the Ad/PR Sequence has increased dramatically over the past two decades. For example, the spring 1986 departmental enrollments were 62 in the Ad/PR sequence, 67 in Broadcast, 96 in Print/News, and 28 undecided for a total of 253 majors. In fall 2004, there were 235 students in the Ad/PR sequence, 97 in the Broadcast sequence, and 68 in the Print/News sequence. (The total is 533, which includes 18 students enrolled in 2 or more sequences.)**

**Thus, over the past two decades, the Ad/PR sequence has grown from the smallest to the largest sequence comprising about half of our majors. Our Ad/PR faculty and resources are strained by this growth. Only two of the department's nine tenured faculty are in Ad/PR. One adjunct instructor also assists in teaching the Ad/PR courses. (We are in the process of trying to hire another Ad/PR tenure-track faculty member.)**

**These demands are exacerbated by our accreditation status (which again is in the best interest of the students). The advanced Ad/PR skills courses are to be taught in a lab and capped at an enrollment of 15 students. In addition, we are trying to build the academic research component of our department. To do so, we need to provide our productive Ad/PR faculty with course load reductions.**

**There are other indications that demand for this subject area will remain strong. The Marketing Department recently inquired if we could offer an Ad/PR minor to their students, estimating that approximately 300 students might be interested. While we cannot offer a minor now or in the foreseeable future, this indicates the additional potential demand for and interest in this subject area.**

**We propose adding only the new GPA requirement at this time to allow access to as many students as possible, yet limit enrollment somewhat to provide a competitive program. By instituting only one additional entrance requirement at a time, it allows us to limit enrollment gradually. That way, we allow as many students as possible to participate in the sequence. It also leaves us additional options for limiting enrollment in the future, if necessary.**

## 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 TEXT:** See the Journalism Department listing on p. 124-125 of the 2004-2005 Catalog of Studies. At the bottom of page 124 the catalog states, "The requirements for each sequence are as follows:" After the News/Editorial listing (on the top of p. 125) comes the existing Advertising/Public Relations catalog listing below:

**"Advertising/Public Relations: JOUR 3723, JOUR 3743, JOUR 4143, JOUR 4423, and JOUR 4453 are required, plus any three additional journalism courses for which the student has prerequisites. It is recommended that one course choice be an internship. Also required are ECON 2143, MKTG 3433, and MKTG 4553. Ad/PR option students are required to earn a grade of 'B' or higher in both JOUR 3723 and JOUR 3743 to qualify to take all upper level Ad/PR sequence courses."**

**PROPOSED CATALOG TEXT:** Advertising/Public Relations: JOUR 3723, JOUR 3743, JOUR 4143, JOUR 4423, and JOUR 4453 are required, plus any three additional journalism courses for which the student has prerequisites. It is recommended that one course choice be an internship. Also required are ECON 2143, MKTG 3433, and MKTG 4553. Students seeking admission to the Ad/PR Sequence must have an overall GPA of 2.25 or higher: 1) to be admitted to the Ad/PR sequence, and 2) to enroll in JOUR 3723 and JOUR 3743. Ad/PR Sequence students also are required to earn a grade of 'B' or higher in both JOUR 3723 and JOUR 3743 to qualify to take all upper level Ad/PR sequence courses. Students may retake JOUR 3723 and JOUR 3743 only once to earn a grade of 'B' or higher.

## 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 B

### 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 C

## ADD, CHANGE OR DELETE PROGRAM OR UNIT

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### SECTION I: Approvals

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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.)

- section  Change Course Requirements: (Complete all sections of the form except "Proposed Name" in II, section III, and section IV.)
- section  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**

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**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**

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- 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 D

### 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](mailto: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](mailto: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, 2<sup>nd</sup> 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 58<sup>th</sup> 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

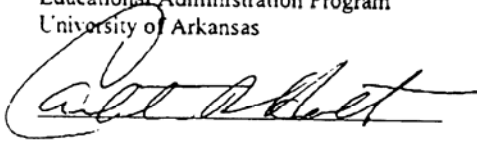
U of A will, on a student-by-student basis, secure temporary Group I graduate faculty status for UCA faculty participating in the Doctor of Education in Educational Administration program.

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.

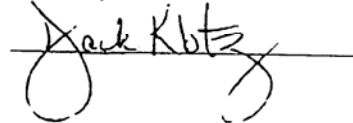
## **XII. RECOGNITION OF PARTICIPATION**

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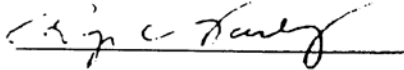
Carleton Holt  
Program Coordinator  
Educational Administration Program  
University of Arkansas



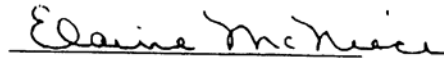
Jack Klotz  
Graduate Coordinator  
School Leadership, Management  
and Administration  
University of Central Arkansas



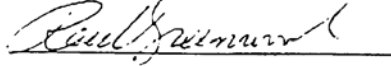
Roy C Farley  
Department Head  
Department of Educational Leadership  
Counseling, and Foundations  
University of Arkansas



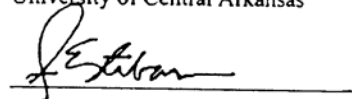
Elaine McNiece  
Associate Provost  
Dean, Graduate School  
University of Central Arkansas



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



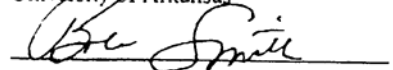
A. Gabriel Esteban  
Provost for Academic Affairs  
University of Central Arkansas



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

- 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 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.

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EDAD 6533 Educational Policy  
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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.

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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 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.”

#### **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 HSU 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 HSU Graduate Coordinator will certify that the members who serve on the committee have U of A graduate faculty I or II status.

The HSU Graduate Coordinator will provide advice to the U of A, ELCF Graduate Coordinator on matters such as identifying other HSU graduate classes that will meet the requirements of either the core or methods requirement. Decisions about which HSU 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 HSU Graduate Coordinator. Mention of this arrangement will appear in the HSU Graduate Catalog, referring interested applicants to the appropriate office at the U of A.

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

#### **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 HSU 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 HSU 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 HSU will not be included on the U of A transcript.

#### **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.

Graduate faculty at HSU who teach courses accepted to fulfill degree requirements for students in the Educational Administration Doctor of Education will be required to obtain

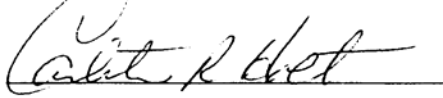
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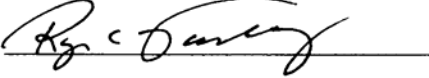
Carleton Holt  
Program Coordinator  
Educational Administration Program  
University of Arkansas



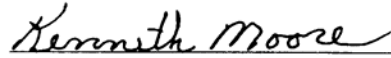
Johnnie Roebuck  
Program Coordinator  
Programs for Educational Leadership  
Henderson State University



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



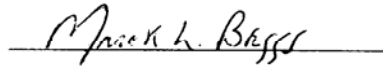
Ken Moore  
Dean, Teachers College  
Henderson State University



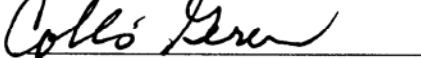
Reed Greenwood  
Dean, College of Education and  
Health Professions  
University of Arkansas



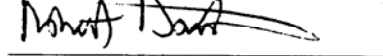
Marck Beggs  
Graduate Dean  
Henderson State University



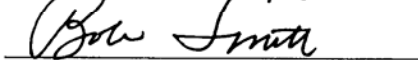
Collis Geren  
Dean, Graduate School  
University of Arkansas



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**

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**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.