

CIM Report Feb 4, 2020 10:05am

Program Changes Pending Approval from Graduate Committee

Code	Field	Old Value	New Value
ATTRMA	Effective Catalog Year	Fall 2019	Fall 2020
	Description and justification of the request	The program description was edited. The three tiered GPA entrance requirement was removed and changed to include a minimum 3.0 GPA and GRE scores. The 50 hour observation requirement was changed to 150 hours. A background check was added to the admission requirements, and an academic retention policy was included. The program description was edited to more accurately depict the program and it's desired student outcomes. The entrance requirements were changed to improve candidate quality at admittance. The observation hours were increased from 50 to 150 hours because 50 hours does not provide ample time for prospective applicants to experience the rigor and the essence of the profession. The background check is currently a requirement listed in the policy and procedures manual but does not appear in the catalog. Background checks are required because GATP students participate in clinical rotations that include minors (student athletes). The academic retention policy was added to provide students with a consistent and fair remediation tool and is required for accreditation.	Deleted program prerequisites: EXSC 3393 and EXSC 3353\n\nAdded program prerequisites: BIOL 1543/1541L, CHEM 1103/1101L or CHEM 1203/1201L, PHYS 2013/2011L, and PSYC 2003. \n\nAdded ATTR 5253 and increased overall program hours by 3 credit hours. These additional prerequisites are mandated by the commission on accreditation for athletic training education (CAATE).\n\nAddition of ATTR 5253 is also mandated by CAATE. The course is going through the approval process. The course is intended to provide content on professionalism and transition to practice in athletic training that is required by our accrediting body CAATE.
	Reviewer Comments	agriffin - Mon, 10 Dec 2018 22:57:10 GMT - Deleted a duplicate paragraph in the pre-requisite description, spelled out Board of Certification in first use of BOC, and hyper-linked the GATP website with approval and assistance from submitter. agriffin - Fri, 11 Jan 2019 21:44:44 GMT - Edited the BOC for Athletic Training Exams section, 1.a. on behalf of the college. calison - Tue, 21 May 2019 16:00:53 GMT - Removed general description and moved to the Overview page of the program.	agriffin - Wed, 06 Nov 2019 17:02:00 GMT - Changed 'type of proposal' back to 'major field of study' with permission from submitter. agriffin - Wed, 06 Nov 2019 17:06:02 GMT - Inserted Graduate Athletic Training Program into first line of the program requirements, in order to clarify what GATP is. kmamisei - Wed, 18 Dec 2019 13:55:19 GMT - Added ATTR 5253 and increased overall number of hours required to complete the program by 3 credit hours per request from the program and as approved by the COEHP curriculum committee.
CSMGMS		Added	
HIEDPH	Select a reason for this modification	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding/ changing Focused Study or Track)	Reconfiguring an Existing Degree--(LON)
	Effective Catalog Year	Fall 2019	Fall 2021
	Degree	Doctor of Education	Doctor of Philosophy
	Program Title	Higher Education, Doctor of Education	Higher Education, Doctor of Philosophy
	List institutions in the surrounding region offering similar programs	N/A	Ph.D. in Higher Education Administration, University of Alabama; Ph.D. in Administration of Higher Education, Auburn University; Ph.D. in Higher Education Administration, University of Kansas; Ph.D. in Educational Leadership and research: Higher Education Administration, LSU; Ph.D. in Higher Education, The University of Mississippi; Ph.D. in Educational Leadership and Policy Analysis, Emphasis in Higher Education, University of Missouri; Ph.D. in Educational Administration, Emphasis in higher Education Administration, Texas AM.

	List institutions in the nation offering similar programs	N/A	Ph.D. in Higher Education, Iowa State University; Ph.D. in Educational leadership and Higher Education, University of Nebraska-Lincoln; Ph.D. in Education Administration: Higher Education Administration Concentration, University of South Carolina; Ph.D. in Higher Education, University of Georgia;
	Why is the Program needed if offered at other institutions?	Ed.D. in Higher Education has been part of the University of Arkansas campus for over 50 years. The program has a long history and great respect of faculty and higher education professionals across the country. Ed.D. program draws its students from Arkansas and neighboring states, including Oklahoma, Missouri, and Kansas. Faculty members in the program are nationally recognized for their scholarly achievements.	Higher Education doctoral program has been part of the University of Arkansas campus for over 50 years. The program has a long history and great respect of faculty and higher education professionals across the country. The program draws its students from Arkansas and neighboring states, including Oklahoma, Missouri, and Kansas. Faculty members in the program are nationally recognized for their scholarly achievements.
	Program Goals and Objectives	<p>HIED-EDD program equips its students with the skills and knowledge to be able to:</p> <ol style="list-style-type: none"> 1. Provide effective leadership to institutions of higher education. 2. Make decisions and solve problems through logical, rational, and delineated processes that recognize a wide variety of environmental factors, constituents, and influences. 3. Respect ideas, perspectives, motivations, and behaviors of fellow professionals and understand their unique roles and responsibilities within institutions of higher education. 	<p>HIED-PHD program equips its students with the skills and knowledge to be able to:</p> <ol style="list-style-type: none"> 1. Provide effective leadership to institutions of higher education. 2. Make evidence-based decisions and solve problems through processes that recognize a wide variety of environmental factors, constituents, and influences. 3. Communicate effectively through written and verbal means to a variety of audiences and stakeholders. 4. Respect ideas, perspectives, motivations, and behaviors of students, faculty, and leaders and understand their unique roles and responsibilities within institutions of higher education. 5. Create more diverse and inclusive institutions, programs, and policies. 6. Conduct original research and effectively communicate research findings to diverse audiences.
	Learning Outcomes	<p>Upon completion of HIED-EDD program, students will be able to:</p> <ol style="list-style-type: none"> a. Understand the relationship between postsecondary education institutions and social, economic, political, and religious currents. b. Utilize specific modes of thought, critical theories, professional bodies, and essential research in higher education. c. Use data to inform decision-making and problem solving. d. Assess risk and develop strategies for creating acceptable levels of legal risk. e. Demonstrate sufficient understanding of leadership, change, and culture to ensure competence and confidence in leading and managing change in a postsecondary setting. f. Conduct themselves in a professional, thoughtful, and ethical manner that represent best practices in college and university management and leadership. 	<p>Upon completion of HIED-PHD program, students will be able to:</p> <ol style="list-style-type: none"> a. Understand the relationship between postsecondary education institutions and social, economic, and political systems. b. Appreciate how historical and contemporary inequities affect access to and experiences in higher education. c. Use data to inform decision-making and problem solving. d. Assess risk and develop strategies for creating acceptable levels of legal risk. e. Demonstrate sufficient understanding of leadership, change, and culture to ensure competence and confidence in leading and managing change in a postsecondary setting. f. Conduct themselves in a professional, thoughtful, and ethical manner that represents good institutional stewardship. g. Engage in research, identify and implement appropriate research designs, and disseminate research findings through presentations and publications.

Description and justification of the request	<p>Combined 9 hours of skill-based electives and 6 hours of general higher education electives sections into one section. The section currently reads as '15 hours of approved Higher Education courses'. This change will allow more flexibility in the degree plan. Faculty also believe that the majority of higher education courses are skill-based, so the distinction between skill-based and general higher education courses was arbitrary and not easily understood by students.</p>	<p>1. Changed the name of the degree from Ed.D. to Ph.D. \n\n2. Increased research requirements from 12 to 15 credit hours\n\n3. Revised program goals and outcomes, and cleaned up catalog language 1. The program faculty conducted a thorough review of 18 peer research institutions in the region and nationally. All benchmark institutions offer a Ph.D. degree in Higher Education (or emphasis in higher education) with very similar curriculum and requirements. None of the benchmarks offer only an Ed.D. degree. Six of the 18 institutions offer both an Ed.D. and a Ph.D. degree, but their Ed.D. programs do not typically require a traditional dissertation and follow an executive education model (for example, require a Capstone or an Action Research project). Ed.D. in Higher Education is also the only Ed.D. degree on this campus that is offered on campus. The rest of the Ed.D. degrees are offered online. Additionally, the feedback from our students as well as alumni reveals strong interest in the degree name change. The program faculty believe that the degree name change will improve recruitment and also help the program better align with student and market demands as well as the degree offerings at peer research universities. \n\n2. The review of 18 benchmark institutions revealed that the research requirements for Ph.D. in Higher Education equal an average of 15 credit hours, as opposed to an average of 11 credit hours of research courses for Ed.D. programs. The proposed Ph.D. in Higher Education will also require 15 hours of research requirements. \n\n3. Minor changes in the program goals and outcomes were completed in response to the increase in research requirements and the change in the degree name.</p>
Reviewer Comments	<p>agriffin - Wed, 14 Nov 2018 16:31:10 GMT - Updated schedule program review date. agriffin - Wed, 14 Nov 2018 17:19:13 GMT - Edited program requirements as requested by college. Also inserted a revised copy of the student learning outcomes. agriffin - Wed, 14 Nov 2018 17:44:35 GMT - Rollback: Rolling back per department's request. agriffin - Thu, 15 Nov 2018 17:41:25 GMT - Added credit hours to the research methods comment field. agriffin - Thu, 15 Nov 2018 18:15:06 GMT - Added 'of dissertation' to second bullet under item 6 with permission from college. calison - Tue, 21 May 2019 22:51:55 GMT - Moved the course requirements into a single course list and tightened language.</p>	<p>agriffin - Thu, 12 Dec 2019 19:04:03 GMT - College is encouraged to review available tests through the Testing Center. The Miller's Analogy Test is no longer available here on campus. However, other institutions may utilize it. Something to consider as you revise the admissions criteria. agriffin - Thu, 12 Dec 2019 19:04:54 GMT - Changed header in program requirements from Ed.D. to Ph.D. agriffin - Thu, 12 Dec 2019 19:08:37 GMT - For program hours to calculate, I checked the sum box, inserted 15 in hours field for HIED Core, and 27 hours for Graduate Electives to total 96 hours. agriffin - Thu, 12 Dec 2019 21:45:07 GMT - Minor edits to LON, to include ADHE degree code. agriffin - Thu, 12 Dec 2019 21:47:17 GMT - Changed graduate electives from 27 to 33 in order for program to total 96 credit hours. College is encouraged to review.</p>
Program Code	HIEDED	HIEDPH
Upload attachments		<p>HIEDED-HIEDPH - Reconfig - Curriculum.docx HIEDED-HIEDPH - Reconfig - Ltr of Notification.pdf</p>

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