| Proposed Title: | Education Specialist in Curriculum Leadership |
| Proposed Effective Date: | Fall 2018 |

Justification

The ATU Center for Leadership and Learning (CLL) presently offers an online Education Specialist (Ed.S.) degree in Educational Leadership. This 30-credit hour degree provides K12 educational administrators a pathway to licensure at the district level (superintendency). However, there are many educational leaders in the state of Arkansas that do not aspire to become superintendents. They are instructional coaches, content department leaders, and curriculum specialists. These leaders are vital to the academic success of any school or district. They need specialized training that our current Ed.S. degree does not provide.

The purpose of this new Ed.S. track in Curriculum Leadership is to provide that specialized training that curriculum leaders need to fulfill their role at the school and district levels. This new track will also be a 30-credit hour, online program and will include 15 hours from the current Ed.S. track in Educational Leadership. The value-added for curriculum leaders will be the development of 15 hours of new courses that are centered on curriculum (The proposed titles for those courses are included in Table 3 below).

In addition to providing needed training for curriculum leaders in the state of Arkansas, this new Ed.S. track would also provide these curriculum leaders with a pathway into the ATU Ed.D. degree in School Leadership. So, while this new track would not only increase enrollment in the Ed.S. program, it would also provide a larger applicant pool for the Ed.D. program as well. The prospective feeder programs in the College of Education for this new track include Masters programs in: Library Media Specialist; Special Education; and Teaching, Learning, and Leadership.

Preliminary Needs Assessment

In order to gauge the need and interest of area educators in an Ed.S. degree in Curriculum Leadership, the CLL administered an online needs assessment survey. The survey link was emailed to 150 area principals with a request that they share the link with their faculties. To date, 74 responses have been received. The survey asked a number of opinion questions as reported in Table 1 below:

Table 1

Partial Results from the Needs Assessment Survey

Survey Question	Yes	No	Maybe
Would you be interested in pursuing the proposed online Ed.S. in Curriculum Leadership? (n = 74)	45	11	18
	(61%)	(15%)	(24%)
If the Ed.S. in Curriculum Leadership would serve as roughly half of the Ed.D. in School Leadership, would that be of interest to you? (n =73)	39	12	22
	(53%)	(17%)	(30%)

The question was then asked, if this program interests you, when would you be interested in pursuing the proposed degree (n = 67)? The responses were; 24 (36%) said immediately; 24 (36%) said in 1-2 years; 10 (15%) said 3-5 years; and 7 (10%) said 6-10 years. Two respondents (3%) indicated that they would be interested in the program in 10 years.

Based on these survey results, there appears to be an interest in this degree among local educators. Certainly, a more detailed needs assessment would be conducted prior to program approval, but these results are definitely encouraging. More than 60% of the respondents indicated that they were interested in the program, with another

24% that would consider it. This reflects the anecdotal evidence that has been accumulated by faculty members in the MTLL and NTL Masters programs who have been hearing from these prospective new teachers that being a principal or superintendent is not their career goal, but that they would like to be able to pursue the Ed.D. degree at some point in the future. This new track would provide these students with the opportunity to pursue their doctorate at ATU.

Projected Enrollment and Revenue/Cost for New Track
Table 2 illustrates the estimated enrollment for this new track in curriculum leadership. Based on the feedback from the initial needs assessment survey, a conservative estimate for enrollment would be 15 students per year. Since this is a two-year program, 2018-19 is showing 15 students, but each year after that would be 30 students including year 1 and 2 students combined. The revenue projection is based on the current cost per semester credit for graduate classes in year 1 and 2, with a potential 5% increase in tuition in year 3.

Since the new track will be using 15 credits from the present Ed.S. track in educational leadership, it is requested that a new faculty line be added to cover the new courses. The cost that is included in Table 2 consists of the salary and fringe benefits for a new tenure-track Assistant Professor at the 90% median level. Because the new track will be an online program and there will be no need for additional classroom space, furniture, nor technology, no other costs are projected to be added with the addition of this new program track.

Table 2

Enrollment and Revenue/Cost Projections 2018-2021

Program	2018-19 ($347/ch)	2019-20 ($347/ch)	2020-21 ($365/ch)
Revenue	(15) $78,075	(30) $156,150	(30) $164,250
Cost (Salary & Fringe/Asst. Prof.)	$69,321	$69,321	$69,321
Totals	$8,754	$86,829	$94,929
Three-year Revenue Total	$190,512		

Based on this revenue projection, the new Ed.S. track in Curriculum Leadership will generate a positive revenue flow, after salary costs for a new faculty member, of $190,512 over the first three years.

Curriculum Outline
The curriculum proposed for the new Ed.S. track in Curriculum Leadership is illustrated below. Six of the present Ed.S. courses (15 credit hours) would be included in this new track. Five new courses (15 credit hours) would have to be developed for the new track. The proposed titles for these courses are noted in the table. All of these new courses would be focused on theoretical and practical applications for improving curriculum and instruction in the schools.

Table 3

Courses for Ed.S. Tracks in Educational Leadership and Curriculum Leadership

Ed.S. Track in Educational Leadership	Ed.S. Track in Curriculum Leadership
EDLD 7003 Seminar in Systems' Issues	EDLD 7003 Seminar in Systems' Issues
EDLD 7022 Building a Leadership Community	EDLD 7022 Building a Leadership Community
EDLD 7112 Advanced Legal Issues	EDLD 7112 Advanced Legal Issues

EDLD 7113 Seminar in Current Issues	EDLD 7113 Seminar in Current Issues
EDLD 7143 School Accountability Systems	EDLD 7143 School Accountability Systems
EDLD 7202 Administrative Internship in School Accountability Systems	EDLD 7202 Administrative Internship in School Accountability Systems
EDLD 7033 School Personnel and Business Management	EDLD ???3 Curriculum Leadership: Theory and Practice
EDLD 7201 Administrative Internship in District Level Finance	EDLD ???3 Curriculum Building Capacity Through Supervision, Coaching, and Mentoring
EDLD 7101 Administration Internship in Educational Facilities	EDLD ???3 Curriculum Resources to Support Teaching and Learning
EDLD 7132 School Finance for District Level Administration	EDLD ???3 Curriculum Leadership for Alignment, Development, and Evaluation
EDLD 7013 Superintendent and Central Off.	EDLD ???3 Instructional Strategies and Decision Making
EDLD 7122 Educational Facilities	
EDLD 7023 School Board Relations	

Note: Proposed new courses in red.

Resources Needed

As indicated above in the revenue/cost projection, there is no need for additional resources such as classroom space, technology, nor furniture. The only new resource needed would be an additional faculty line dedicated to teaching in the Ed.S. program.

Faculty Load

At the present time, the Ed.S. in Educational Leadership has been covered by one full-time faculty member and adjuncts. It is believed that since half of the new Ed.S. track will include courses already being taught in the present Ed.S. track that the new curriculum courses can be covered by the addition of a new faculty line. This would keep all CLL faculty members at the present 3-3 teaching load.

Other Resources Needed

Since both Ed.S. programs will be completely online, there will not be a need for classroom space at the CLL or on campus. The on-campus programs have adequate classroom space at the CLL and adequate technology in the classrooms is present.

The addition of this new Ed.S. track will not impose any interference or resource drain in relation to any other program in the CLL, College of Education, or university as a whole. The advantage of increasing student enrollment with minimal expending of resources should result in positive revenue for the university.

White Paper for Proposed Doctoral Program

The Department of College Student Personnel (CSP) seeks administrative approval to develop a curriculum proposal to add a fully online Doctorate in Education (Ed.D.) program in Higher Education Administration with a concentration in Student Affairs Leadership.

Justification/Need

The demand for well qualified student affairs professionals continues to be strong. New professionals in higher education often begin their careers in student affairs positions (Reesor, n.d.). Also, student affairs is the most frequent category of positions posted on the HigherEdJobs.com website as evidence of a market for individuals seeking work in student affairs roles (Reesor, n.d.). According to the *Occupational Outlook Handbook* (U.S. Dept. of Labor Statistics, 2015), positions for postsecondary education administrators are expected to grow 15% from 2012 to 2020. This represents a growth which is faster than average for all occupations. The anticipated growth is due to an expected increase in college student enrollments. Increasingly, those who aspire for leadership positions in student affairs positions find a doctoral degree is essential to remain competitive. This program would offer a unique doctoral degree in Arkansas. As illustrated on the table below, a doctoral degree with an emphasis in student affairs does not exist in Arkansas.

UALR	UAF	UCA
Ed.D. in Higher Education	Ed.D. in Higher Education	Ph.D. in Interdisciplinary Leadership Studies

Alumni support

Recently, the CSP department sent surveys to 450 alumni to gauge interest for this potential degree offering. There were 171 completed surveys. Over 76% of the respondents showed considerable interest in a terminal degree from the CSP department. Over 81% of the respondents indicated they would prefer a practitioner-focused degree over a research-focused degree, providing rationale for an Ed.D over a Ph.D. Over two-thirds of respondents stated they would prefer an online-only format over a traditional

classroom or an executive-style format. This degree is designed to meet the needs of professionals who are currently working in higher education institutions with a theory-to-practice focus.

Curriculum Outline

We are proposing a fully online, 60-credit hour, post-master's curriculum, which will be structured so that students may complete the program in three-four years. Of the 60 required hours, 48 would be related to student affairs leadership and statistics/research methodology, and 12 hours would consist of dissertation hours. Most courses will be newly developed at the 7000-level. A sample of new courses would include higher education finance and budgeting, governance in higher education, enrollment management and retention, advanced student development theories, supervision and management in higher education, and strategic planning. Additionally, some existing CSP graduate courses being used at the master-level may be included in the doctoral curriculum such as history of higher education, ethical leadership, and diversity and inclusion in student affairs. A more detailed outlined of proposed courses can be provided should support for the program advance. Potential partners for collaboration of resources/courses may include the ATU departments of Advanced Leadership Studies, Sociology, Psychology, and Emergency Management.

Resources Needed

Faculty

With an expected enrollment of 15 students taking 18 credits of coursework each year (6 per fall, spring, and summer) for the first three years, faculty will need to be added to meet demands (15 students taking minimally 6 credits--i.e. $341/hour each term would generate approximately $92, 070/year at the current tuition rate). In Year 1, one full-time faculty member will be needed to support the teaching of doctoral classes and to assist with teaching in the master-level CSP program. In Year 2, with a potential student group of 30 students, a second faculty member will be needed, and a third faculty member will be needed for Year 3 to maintain teaching in both the master and doctoral programs and to adequately assist with dissertations. A graduate assistant will also be needed to support the doctoral program. Based upon information gathered from Academic Affairs, a CSP Assistant Professor line would cost approximately

$69,000 for salary and benefits. If an Associate Professor was hired, the cost for the line would be approximately $74,000 with salary and benefits/year. With the projected enrollment estimates, assuming that ATU will not extend the faculty/staff tuition benefit waiver to doctoral studies, there should be adequate tuition revenue to support the new faculty lines. It should be noted, this proposed new program will be in addition to maintaining the thriving CSP master's program and newly added graduate certificate in advising. The Department currently has three full-time graduate faculty teaching overloads each semester and two administrative faculty teaching one course each fall and spring. The addition of new faculty lines is needed in order to teach new doctoral classes, support the master-level courses, and meet the demands associated with supporting doctoral students (i.e. dissertation service).

Facilities

As an online degree, classroom space should not be affected. Adequate office space will be needed for additional faculty. The ATU library's book and periodical holdings are not where a doctoral-granting institution would typically be, so students will be expected to make frequent use of interlibrary loan and ArkLink.

References

Reesor, L. (n.d.) *HigherEdJobs: Beginning a career in student affairs.* Retrieved from:

https://www.higheredjobs.com/HigherEdCareers/interviews.cfm?ID=123

United States Department of Labor. (2015) Bureau of labor statistics: Occupational outlook handbook.

Retrieved from: http://www.bls.gov/ooh/management/postsecondary-education-

administrators.htm

CSP Associate Professor for Ed. D. Program Proposal

Tuition and Fees ($341/credit hour)

In-State (18 hrs./yr)	Out-of-State (18 hrs./yr)
$6,138	$11,040

		Year 1		Year 2
Revenue				
Tuition and Fees*	$	92,070	$	184,140
Total Revenues	$	92,070	$	184,140
Expenses				
Associate Professor**	$	74,000	$	148,000
9-month Graduate Assistant	$	10,372	$	10,372
Total Expenses	$	84,372	$	158,372
Revenue	$	92,070	$	184,140
Expenses	$	84,372	$	158,372
Income from Continuing Operations	$	7,698	$	25,768
Net Income	$	7,698	$	25,768

* These total are calculated at 6 hours per semester (FA, SP, & SU)

The calculations assume there are no Out-of-State students amd no tuition/fee waiver for staff being applied.

** In year one there is only one new Associate Professor and year two adds another associate professor to the faculty.

Year One will have 15 students; Year Two will have a total of 30 student enrolled.

CSP Assistant Professor for Ed.D. Program Proposal

Tuition and Fees ($341/credit hour)

In-State (18 hrs./yr.)	Out-of-State (18 hrs./yr.)
$6,138	$11,040

		Year 1		Year 2
Revenue				
Tuition and Fees*	$	92,070	$	184,140
Total Revenues	$	92,070	$	184,140
Expenses				
Assistant Professor**	$	69,000	$	138,000
9-month Graduate Assistant	$	10,372	$	10,372
Total Expenses	$	79,372	$	148,372
Revenue	$	92,070	$	184,140
Expenses	$	79,372	$	148,372
Income from Continuing Operations	$	12,698	$	35,768
Net Income	$	12,698	$	35,768

* These total are calculated at 6 hours per semester (FA, SP, & SU)

The calculations assume there are no Out-of-State students and no tuition/fee waiver for staff being applied.

**In year one there is only one new Assistant Professor, but year two adds another new Assistant professor.

Year One will have 15 students; Year Two will have a total of 30 students enrollred

White Paper for Master's in Reading

The Department of Curriculum and Instruction seeks administrative approval to develop a curriculum proposal to add a fully online Master's in Reading program with a supervised practicum completed during the final semester of the program.

Proposed Title: Master of Education in Reading

Proposed Effective Date: Fall 2018

Justification/Need

Recently, Arkansas introduced the Reading Initiative for Student Excellence (RISE). This new initiative will provide support for teachers in the field of reading. It also demonstrates the recognized need in our State for better reading programs and for a greater number of highly-trained reading teachers in K-12 settings. In addition, there is proposed legislation increase emphasis and training related to the science of reading and reading instruction. This is an indicator of the need for a program that emphasizes reading. With the new Arkansas emphasis on reading and the limited number of universities offering related programs and/or endorsements of study, a reading program should be beneficial as a graduate program offering at Arkansas Tech University.

In addition, the current Dean of the College of Education notes that our two educational cooperatives that are involved in our P-20 partnership have consistently requested that we offer a graduate degree in reading. They also cite the need for specialized reading experts in our State.

The Arkansas Government and the Arkansas Department of Education are urging a new emphasis in the area of reading instruction. With this demand for a greater number and more specifically-prepared reading teachers, the supply is currently not adequate. The proposed program will assist in meeting this demand. The program will potentially incorporate six already-existing courses from education programs within the department, which should strengthen numbers within these programs of study as well as keep the numbers viable in this program as it is initiated. It is anticipated with this need that the program will become rapidly viable as local schools seek to meet the legislative and educational directives that are currently being

established and/or considered in the area of reading instruction. The program is designed to help prepare candidates to be certified reading specialists as well as greater experts in the area of reading. The following are programs with a reading emphasis. Currently within Arkansas, there are five universities that offer some type of graduate program in reading. However, the demand for reading specialists/experts may quickly exceed the numbers prepared by these five universities.

UALR	UAF	UCA	Arkansas State University	Harding
M.Ed. in Reading	Reading Specialist Add-on Certification	M.S.E. in Reading	M.S. in Reading	M.Ed. in Reading

Based upon this communicated need from various educational and governmental offices, the Department of Curriculum and Instruction surveyed potential participants for this program. The survey was administered to program graduates for the past three years and cooperating/supervising teachers with whom we have partnerships for field experiences and student internship experiences. The survey was delivered through Google Forms to approximately 290 potential participants. Eighty-six participants responded within a 48-hour period. Of the 86 participants, 50 responded "yes" or "maybe" when asked if they would pursue a Master's of Education in Reading if offered by Arkansas Tech. The table below indicates the results for those who reported "yes" or "maybe" when asked if they would pursue this degree. The data collected indicated a need for the program for 58% of those responding.

Those Responding "Yes" (n = 22)	Those Responding "Maybe" (n = 28)
Start immediately (n = 6)	Start immediately (n = 4)
Start in 1-2 years (n = 14)	Start in 1-2 years (n = 16)
Start in 3-5 years (n = 2)	Start in 3-5 years (n = 7)
Start in 6-10 years (n = 0)	Start in 6-10 years (n = 1)
Reported that this graduate degree would be beneficial to them in their current job (yes [n = 18] maybe [n = 3])	Reported that this graduate degree would be beneficial to them in their current job (yes [n = 18] maybe [n = 8])
Reported that this degree would provide potential for career advancement in their district (yes [n = 14] maybe [n = 7])	Reported that this degree would provide potential for career advancement in their district (yes [n = 10] maybe [n = 13])

Tentative Curriculum Outline

The following set of courses (These are tentative. Further exploration of candidate needs will be pursued.) will be offered at the graduate level within the program of study. Three courses are offered in other graduate programs. Three others are cross-listed with existing program courses.

Already-existing Courses	New Courses
EDFD 6003 – Educational Research	READ 6023* – Processes and Strategies in Reading
DYS 5003 – Dyslexia and other Reading Disorders	READ 6033* – Literature, Language, and Culture
DYS 5013 – Foundation of Language and Literacy Development	READ 6043* – Literacy and Technology
SEED 5333/ELED 5333/MAMS 5333/ – Teaching Literacy in the Content Areas	READ 6053* – Diagnosis of Reading Difficulties
ELED 6343 – Literacy Assessment and Intervention	READ 6086* – Reading Practicum
LBMD 6403 Literature for Children and Young Adults	

New costs will include:

Year One	Year Two	Year Three
Expected enrollment: 20 Income: 20 x 6 hours = 120 x $347 = $41,640 x 2 semesters = *Total Income: $83,280 Year 1*	Expected enrollment: 30 Income: 30 x 6 hours = 180 x $347 = $62,460 x 2 semesters = *Total Income: $124,920 Year 2*	Expected enrollment: 30 Income: 30 x 6 hours = 180 x $347 = $62,460 x 2 semesters = *Total Income: $124,920 Year 3*
No additional costs	One New Faculty Member ~$50,000 Salary ~$15,748 Fringe Benefits *Total Cost: ~$65,748 Year 2*	~$50,000 Salary ~$15,748 Fringe Benefits *Total Cost: ~$65,748 Year 3*
Potential Profit: $83,280 Year 1	Potential Profit: $59,172 Year 2	Potential Profit: $59,172 Year 3

- No increased labs/materials needed.

- Library resources costs should be negligible since the program will be online.

- No new facility needs are anticipated solely for this program.

if there is hmlt