

**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 _____
University Course and Programs Committee _____	Date _____	Board of Trustees Approval/Notification Date _____	
Graduate Council Chair _____	Date _____	Arkansas Higher Education Coordinating Board Approval/Notification 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 2008-09

Current Name \_\_\_\_\_

College, School, Division EDUC                      Department Code EDRE

Current Code (6 digit Alpha) \_\_\_\_\_                      Proposed Code (6 digit Alpha) EDPOPH  
Prior approval from the Office of the Registrar is required.

Interdisciplinary Program                      CIP Code 13.0901  
Prior assignment from Office of Institutional Research is required.

Proposed Name Doctor of Philosophy in Education Policy  
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>>.
- Program proposal uses courses offered by another academic college. The signature of the dean of that academic college is required here: \_\_\_\_\_

**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: \_\_\_\_\_

Check if either of these boxes apply and provide the necessary signature:

- Program change proposal adds courses offered by another academic college. The signature of the dean of that academic college is required here: \_\_\_\_\_
- Program change proposal deletes courses offered by another academic college. The signature of the dean of that academic college is required here: \_\_\_\_\_

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.)*

**Detailed justification is found in the full program proposal, for which this is a cover sheet. Excerpts from that justification are reproduced here:**

**This will be a program in K-12 education policy, based on the social sciences and other academic disciplines, supported by empirical research. The creation of a Ph.D. program in education policy will be an essential step to fulfill the mission established for the Department of Education Reform when it was created, namely to "provide research that will directly inform policymakers at all levels of government, scholars, parents, teachers, administrations and the general public..."**

**The need for this program exists at both the state and national level. As the department's founding document stated, "There is no institution in Arkansas with the sole purpose of providing in-depth, dependable, comprehensive, systematic analyses of education reform ..." (There is a Public Policy program at UA, with a concentration in education policy, which fills a very different need, as discussed below.) At the national level, there are a handful of programs that have recently been formed (or revamped) to award Ph.D.'s in education policy, with a significant component of social science and empirical research, but there is ample room in this emerging market, especially for a program with EDRE's focus on systemic reform (see letters from Professor James Guthrie, Chair of Vanderbilt's Peabody College Department of Leadership, Policy and Organizations, and Professor Eric Hanushek of the Hoover Institution at Stanford, Appendices #6A and 6B, attached to the full program proposal).**

**There are multiple forms of evidence for the demand for the proposed program. This evidence includes large applicant pools for competing programs, with more high-quality students than they can admit. Vanderbilt, for example, receives approximately 150 applications to its Leadership, Policy, and Organizations Ph.D. program, spread about equally among its three specialties (Educational Leadership and Policy, Higher Education, and International Education Policy). Approximately 6-8 students per year are admitted to its Educational Leadership and Policy specialty, and dozens of highly-qualified applicants are turned away.**

**There are 10 doctoral fellowships committed to fund students in the proposed program. The plan is to fund 3 new students per year, with 1-year fellowships, anticipated for renewal up to 4 years total. With attrition, anticipated steady state would be 10, the number of fellowships available. Additional students could also be supported with research funds and grants that the department has at its disposal. Non-funded students would also be accepted to the program. In all, it is reasonable to expect 10-15 students at any given time. This would mean approximately 5-8 dissertation students at any one time, which is well within the capability of the department's graduate faculty, which numbers 5 at the present time and anticipated to reach 6 by Fall 2008.**

**The Department of Education Reform has endowments based on original gifts of \$17.5 million, valued at \$19.4 million as of September 30, 2007. These endowments generate funds for six faculty chairs to supplement the six hard faculty lines that COEHP has committed to EDRE. Also as part of the gift agreement, COEHP and the Graduate School have committed to jointly fund 10 EDRE doctoral fellowships. Specifically, COEHP has committed to 10 hard GA slots for EDRE, valued at approximately \$110,000 per year, plus the amount of the tuition waiver, and the Graduate School has committed to supplement these with 8 fellowships of \$10,000 and 2 fellowships of \$20,000, for a total of \$120,000. Also included in the \$17.5 million endowments are funds of \$4.5 million, for research, project, and dissemination, generating about \$200,000 per year,**

some of which can support graduate program activities. EDRE also has raised or been pledged almost \$7 million in external research grants, some of which can be used to support graduate program activities.

Employment opportunities will exist for graduates of the proposed program in academia, think tanks, research firms, and the public sector. (see the letters by Hanushek and Guthrie). With regard to academia, the growth in education policy programs has specifically increased the demand for young faculty with solid training in social science, as applied to education policy. (See details in the full proposal.) Think tanks continue to place high demand on education policy as well: a major think tank has in fact hired one of EDRE's doctoral fellows, who is about to complete his degree. Research firms such as Mathematica, Westat, American Institutes for Research, among many others, regularly advertise for Ph.D. education policy researchers. Finally, there is a steady demand for education policy experts at all levels of government, especially the state level where there are positions requiring high-level analytical skills at each of 50 state education agencies, and typically in each state's governor's office as well.

The program will compete with the top 10 education policy programs, as listed in the U.S. News and World Report rankings of education schools (see Appendix #2, attached to the full program proposal). EDRE is already recognized by some of these programs as a close competitor. In addition to the top 10 education policy programs, it is estimated that up to 20 other such programs exist in education schools across the country. The letters of endorsement (cited above) attest to the likelihood that the program "will be rated with the nation's top ten" (Guthrie) and "bring immediate recognition to your university" (Hanushek). These judgments are based both on "the rigor of what is proposed" (Guthrie) and the department's "startling group of researchers" (Hanushek).

The Public Policy Ph.D. program at UAF offers a concentration in Education Policy. However, as the director of the Public Policy program has explained, the proposed program has a very different focus (especially in its emphasis on econometric techniques for the research methodology), would not compete for students with Public Policy, and does not overlap. The key distinction is that the proposed Ph.D. will train specialists in education policy, as opposed to generalists in public policy with a concentration in education. The proposed program will compete with the top ten Education Policy programs, discussed above. These are programs that reside in education schools such as Vanderbilt's Peabody school. This is a separate ranking from U.S. News' rankings of Public Policy programs, such as Syracuse's Maxwell School. These separate rankings reflect the distinct missions of such programs. The proposed Education Policy program will also strengthen the Public Policy concentration in education, by offering a much broader array of education policy courses, which public policy students may choose to take. (See Appendix #7 for more detail on the differing missions of the two programs.)

## **SECTION VII: Catalog Text and Format**

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

**Include the following elements, in order, in the catalog text for proposed undergraduate program(s) or program changes:**

- State complete major/program name
- Briefly define or describe the major/program or discipline.
- Identify typical career goals or paths for graduates. (Optional)
- State admission requirements (if any) for entry or entry into upper/advanced level of major/program.
- Identify location in catalog of university, college/school, and department/program requirements which the student must meet in addition to hours in the major, but do not restate these requirements.
- State course requirements in the major and any allied areas, giving number of hours and specific courses; specify electives or elective areas and give numbers of hours and courses in elective pools or categories; identify any other course requirements.
- State any other requirements (required GPA, internship, exit exam, project, thesis, etc.).
- Identify name and requirements for each concentration (if any).
- Specify whether a minor or other program component is allowed or required and provide details.

**For minors, state requirements in terms of hours, required courses, electives, etc.**

**For graduate program/units, include elements (as needed) parallel to those listed for undergraduate programs above.**

**For Law School program/units, prepare text consistent with current catalog style.**

**For centers, prepare text consistent with current catalog style.**

### **Proposed Catalog Text**

## Ph.D. in Education Policy

The Ph.D. in Education Policy is designed to prepare policy-oriented scholars for careers in academia, think tanks, and public service in the field of K-12 education policy. The program of study is based on the social sciences and other academic disciplines, supported by empirical research. The program has five components: (i) core courses to establish the disciplinary base and intellectual framework; (ii) research methods to prepare for empirical work; (iii) field seminars in the key education reform fields, to understand and contribute to research behind key policy debates; (iv) electives to pursue further specialization; and (v) dissertation, following completion of comprehensive exams.

### Admission to the Program

In addition to meeting University requirements for admission to the Graduate School, applicants should have combined GRE scores of 1100, writing score of 5.0, and minimum GPA of 3.0 undergraduate or 3.5 in a masters' program. Admission is based on the individual's total profile, with special attention given to those with professional experience in education policy. Those students who have completed calculus and statistics courses prior to arriving on campus will more readily satisfy the prerequisites for the program's research methods sequence.

### Program of Study

#### Core courses: (15 hrs)

<u>EDFD 5353</u>	<u>Philosophy of Education</u>
<u>EDRE 6023</u>	<u>Economics of Education</u>
<u>EDRE 6033</u>	<u>Politics of Education</u>
<u>EDRE 6043</u>	<u>Finance and Education Policy</u>
<u>EDRE 6053</u>	<u>Measurement of Educational Outcomes</u>

#### Research Methods (12 hrs)

<u>ECON/AGEC 5613</u>	<u>Econometrics I</u>
<u>ECON 6623/AGEC 5623</u>	<u>Econometrics II</u>
<u>EDRE 6213/EDFD 6613</u>	<u>Program Evaluation</u>
<u>EDRE 6223</u>	<u>Research Seminar</u>

#### Education Reform Fields (15 hours)

<u>EDRE 6413/EDFD 5683</u>	<u>Issues in Education Policy</u>
<u>EDRE 6423</u>	<u>Seminar in School Choice Policy</u>
<u>EDRE 6433</u>	<u>Seminar in Education Accountability Policy</u>
<u>EDRE 6443</u>	<u>Seminar in Education Leadership Policy</u>
<u>EDRE 6453</u>	<u>Seminar in Teacher Quality and Public Policy</u>

#### Electives (12 hrs)

Students will take four electives, which will typically be a combination of relevant course offerings in other departments, and directed research projects. The specific electives will all be subject to approval of the Education Policy graduate director, and may include subjects such as education law, qualitative methods, advanced quantitative methods, organizational theory, etc. Directed research projects could be either of the student's own design, or with one of the various research projects underway in EDRE.

#### Dissertation (18 hrs)

ERE 700V

Students will take a written qualifying examination after the spring term of the first year, covering research methods, with applications to the first-year content courses. The field exam, with both written and oral components, will ordinarily be taken in the fall or spring of the third year, covering the student's choice of two fields.

## **SECTION VIII: Action Recorded by Registrar's Office**

PROGRAM INVENTORY/DARS

PGRM \_\_\_\_\_ SUBJ \_\_\_\_\_ CIP \_\_\_\_\_ CRTS \_\_\_\_\_

DGRE \_\_\_\_\_ PGCT \_\_\_\_\_ OFFC&CRTY VALID \_\_\_\_\_

1622.20A p/vcaa 10/1/00

EDPOPH 1622.20A - Attachment 4A.doc

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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 \_\_\_\_\_

(6) Graduate School  
Date \_\_\_\_\_