



The University of Georgia

University Council
Athens, Georgia 30602

March 16, 2011

UNIVERSITY CURRICULUM COMMITTEE – 2010-2011

Mr. David E. Shipley, Chair

Agricultural and Environmental Sciences - Dr. T. Dean Pringle

Arts and Sciences - Dr. Roxanne Eberle (Arts)

Dr. Rodney Mauricio (Sciences)

Business - Dr. James S. Linck

Ecology - Dr. James W. Porter

Education - Dr. Yvette Q. Getch

Environment and Design - Mr. Scott S. Weinberg

Family and Consumer Sciences - Dr. Jan M. Hathcote

Forestry and Natural Resources - Dr. Sarah F. Covert

Journalism and Mass Communication - Dr. Alison F. Alexander

Law – No representative

Pharmacy - Dr. Keith N. Herist

Public and International Affairs - Dr. Jerome S. Legge

Public Health – Dr. Marsha C. Black

Social Work - Dr. Stacey R. Kolomer

Veterinary Medicine - Dr. K. Paige Carmichael

Graduate School - Dr. Malcolm R. Adams

Undergraduate Student Representative – Mr. Stephen Thompson

Graduate Student Representative – Ms. Lauren Moret

Dear Colleagues:

The attached proposal to offer the existing major in Workforce Education (Ed.D.) as an external degree on the Griffin Campus will be an agenda item for the March 23, 2011, Full University Curriculum Committee meeting.

Sincerely,

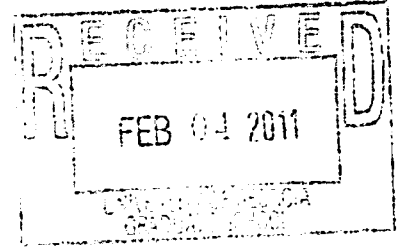
David E. Shipley, Chair
University Curriculum Committee

cc: Provost Jere W. Morehead
Dr. Laura D. Jolly



The University of Georgia

College of Education
Office of the Dean



TO: Dr. Maureen Grasso, Dean Graduate School

FROM: Dr. James Marshall, Associate Dean for Academic Programs

SUBJECT: Extended Education Proposal in Workforce Education

DATE: February 3, 2011

Enclosed please find proposal for an external degree from the Department of Workforce Education, Leadership & Social Foundations for the Workforce Education, Ed.D. degree program. The COE Curriculum Committee approved the proposal on January 26th, 2011

If you have any questions, please feel to contact me at 706-546-6446 or jdmarsh@uga.edu

xc: Libby Johnson

Proposal for an External Degree

Institution: The University of Georgia

Date: September 6, 2010

College/School/Division: College of Education (COE)

Department: Workforce Education, Leadership, and Social Foundations

Degree (please indicate whether this is a stand-alone degree): Ed.D.

Major: Workforce Education

CIP Code:

Proposed Start Date: Fall 2011

Program Description and Objectives

The Ed.D. degree in Workforce Education has long been a service to residents of the state of Georgia. The Workforce Education Program also offers the Ph.D. with the target market of individuals wishing to become members of the academy. The Ed.D. degree importantly, however, serves those individuals who may be involved in public education (K-12) or in the Technical College System of Georgia. Currently the Ed.D. degree in Workforce Education has only been offered on the UGA-Athens campus. It is proposed that this degree program be extended to the UGA-Griffin campus to provide additional access to students in various geographical locations who currently are unable to attend classes on the Athens campus. This extended Ed.D. degree program will maintain features of the current program of study with a focus on teaching trends related to diverse student populations, leadership development, international education, program evaluation, and action research. This proposal meets one of the strategic priorities in the UGA 2020 Strategic Plan by offering increased access to UGA graduate education through extended campus educational programs and online education.

Specifically, the goals of the program are to:

1. Educate career professionals for roles as mid- and top-level leaders in both K-12 schools and technical colleges.
2. Promote and provide opportunities for professional development.
3. Provide access to doctoral work in Workforce Education to a wider audience.
4. Develop individuals as experts in action research as a way of improving not only educational environments but also increasing student achievement.

The Ed.D. degree in Workforce Education will enable candidates to move into mid- and upper-level positions in various levels of education throughout the state of Georgia and the nation.

1. Assessment

From its inception, the Workforce Education Ed.D. has provided leadership for secondary and postsecondary education in Georgia and beyond. The proposed cohort program will offer the Ed.D. using a hybrid delivery format with online classes and face-to-face class meeting times on Friday evening from 4:00 to 9:00 p.m. and Saturday morning from 8:00 a.m. to 1:00 p.m. Face-to-face class meetings will take place during four weekends during the semester (a total of 20 face-to-face instructional hours for each class during the semester) and the remaining class sessions will utilize the UGA learning management system (currently eLC) as well as other available on-line resources to maintain communication between faculty and students as learning and additional instruction is accomplished.

This external Ed.D. degree would serve a large population of workforce education professionals throughout Georgia but would be targeted to those individuals throughout the state who have limited access to advanced degrees. A clear need for such an external degree exists as UGA offers the only doctoral degrees in Workforce Education in the state. This external degree program would meet the needs of workforce education personal by accommodating varied work schedules and family responsibilities. In doing so, it would extend the opportunity to receive a doctoral degree from the University of Georgia to full-time educational professionals throughout the state.

Discussions have also taken place with the Agricultural Leadership, Education and Communications (ALEC) faculty in the College of Agricultural and Environmental Sciences about how this program might meet the needs of graduates of their programs. The ALEC program does not currently have a doctoral degree but this degree could meet their needs. Agricultural Education shares a common heritage in the Career and Technical Education component of Workforce Education and is administered in the state of Georgia by the same unit at the Department of Education. With current enrollments of 65 undergraduate majors and 73 Master's students, there is significant potential for ALEC graduates to enroll in the proposed program as well. A letter of support from that unit is attached.

Offering this degree through the UGA-Griffin Campus provides a central location easily accessible to a large percentage of Georgia's residents.

In crafting this external degree program, particular attention was paid to the everyday needs of Workforce Education professionals whose roles clearly include not only understanding theory but also applying theory in action research and practice. With increasing foci on student assessment and accountability, we believe this Ed.D. will provide workforce education professionals tools needed to be successful as they move through administrative ranks.

2. Admission Requirements

All requirements for admission will be the same as the existing Ed.D. program in Workforce Education.

Entrance Requirements:

Applicants must complete the appropriate application for graduate study, submit transcripts from undergraduate and graduate degrees earned, submit GRE scores, provide three letters of recommendation, and provide a statement of purpose.

Minimum Standards:

The formula for admission includes consideration of GRE, undergraduate/graduate GPA, written statement of purpose and interpretation of professional literature, and letters of recommendation. A minimum combined GRE score of 950 (Verbal and Quantitative sections) is required for admission. The applicant's statement of purpose must reflect a clear understanding of workforce education and the role the Ed.D. will play in their professional career development. The applicant's interpretation of professional literature relevant to action research must reflect an ability to analyze and synthesize scholarly work provided. References must include at least one professor or instructor who can address the applicant's potential for academic success in the Ed.D. program.

3. Program Content

This is a cohort program requiring two courses each term, including summer. Twenty (20) students will be selected from the applications by the faculty in Workforce Education and will be admitted in the fall of every "odd" year. The program of study for the cohort group will be comparable to the current Ed.D degree program with regard to rigor and provision for doctoral level scholarship. Electives may be incorporated into the fourth year as the dissertation is completed. In addition to completing the dissertation, students will be required to develop, submit, and present a presentation at a national conference relevant to their field of study. The prescribed courses are designed for students to do action research. Some students may choose to add courses to conduct different types of research (i.e., qualitative) and, thus, extend the program length. Faculty in the Qualitative Research program offer courses that could be used in this case.

All courses except WFED 8990 and ERSB 8310 are E courses. There is sufficient time to request E classification for WFED 8990 and to work with the Research, Evaluation, Measurement and Statistics (REMS) program in the College to request E classification for ERSB 8310. If the REMS program is not inclined to offer ERSB 8310 as an E course, Workforce Education faculty members have sufficient expertise to offer a comparable course in an E format as is done in other units, i.e., Ed.D. in Adult Education at Gwinnett Campus.

Should the situation develop where a student does not maintain full enrollment each term, the student must complete the missed course/s. The missed course/s may be selected from existing course offerings in the Athens-based doctoral programs or as a regularly scheduled E course.

The following program of study reflects courses that are currently used in the graduate degree programs in Workforce Education. They and have been taught both on and off campus and as face-to-face courses or hybrid format courses.

*Year One*Term one:

WFED 8200E Contemporary Teaching Trends & Strategies in Workforce Education (3)

WFED 9020E Leadership Development in Workforce Education (3)

Term two:

WFED 9010E Workforce Issues & Policy Development (3)

ERSH 6300E Applied Statistical Methods in Education (3)

Term three:

WFED 8020E International Workforce Education (3)

WFED 9630E Critique of Educational Literature in Workforce Education (3)

*Year Two*Term one:

WFED 7560E Diversity in Workforce Education and Work (3)

WFED 8990 Action Research and Evaluation of Programs (3)

Term two:

ERSH 8310 Applied Analysis of Variance Methods in Education (3)

WFED 9100E Education Research in Workforce Education (3)

Term three:

WFED 8060E Administration and Supervision of Workforce Education Programs (3)

WFED 9200E Research Design & Methodology in Workforce Education (3)

*Year Three*Term one:

WFED 8010E Workforce Ethics for a Technological World (3)

WFED 8210E Theory & Practice of Web-Based Instruction in Workforce Education (3)

Term two:

WFED 9000 Doctoral Research Proposal (6) (Includes comprehensive examination, prospectus development, oral defense of prospectus, and admission to candidacy.) These activities begin in year three and are completed as appropriate and extend to degree completion.

Term three:

WFED 9300 Doctoral Dissertation (10)

Year Four

WFED 9300 as needed; Electives as desired

4. Student Advising

Each student will be assigned an interim advisor/major professor from the Workforce Education Program faculty. Faculty assigned as advisors/major professors to extended degree students will be available for consultation on the Griffin or Athens campuses. Additionally, online communications using eLC, Skype, ooVoo, chat, email and other such resources will be used by faculty to assist students. By the end of the first year, the student must select a permanent major professor.

The following procedures will apply:

1. Students are assigned to an interim advisor/major professor upon admission.
2. The advisor/major professor, in consultation with the student, is responsible for:
 - a. registration clearance.
 - b. monitoring course completion and program progress.
 - c. approving overloads.
 - d. guiding research and related activities (written and oral examinations, prospectus development, dissertation research—permanent advisor/major professor only).

5. Resident Requirements

Graduate students must register for a minimum of 6 hours each in fall, spring, summer terms. If a student misses more than one semester, s/he will have to reapply for admission to the Graduate School. Students must be registered for at least three semester hours during the semester in which they complete all degree requirements. Students must also take at least ten (10) credit hours after successful prospectus defense and admission to candidacy. The Graduate School policy states that a student must enroll for at least three (3) credit hours two (2) out of the three (3) semesters (fall, spring, summer) of a year. Students who are out of compliance with the policy will be dropped from graduate study. To resume graduate study, a student must reapply for admission to the Graduate School and pay the required application fee. In addition, the student must pay a re-enrollment fee for each semester since the last semester of enrollment.

6. Program Management

Inventory of Faculty Directly Involved

Name, Rank, Academic Discipline, institutions attended, degrees earned

J. Elaine Adams, Associate Professor

Ph.D., Virginia Tech

Area of expertise: Marketing Education

Research interests: Georgia systemic teacher education program for Career and Technical Education and evaluating and improving career and technical education programs.

Roger B. Hill, Professor & Department Head

Ph.D. University of Tennessee

Area of expertise: Engineering & Technology Education

Research interests: Program of research focuses on engineering and technology education and work ethic. Research related to technology education supports the technical content that is inherent in assigned instructional load. Work ethic research informs the affective instruction that is also critical to those classes. The implementation of new technologies, particularly information technologies, has produced a high-discretion workplace in which workers must make good decisions regarding use of time and resources. To be appropriately prepared for this work environment, workers must develop technical skills and knowledge, but work ethic and affective work attributes are equally important for success.

Karen H. Jones, Professor

Ed.D., University of Georgia

Area of expertise: Special Populations

Research interests: Preparation of Career and Technical Education personnel to work with students from special populations. Research and creative activities extend scholarship in the areas of professional practices and instruction and curricular development for the achievement of greater educational and vocational success for students.

John Mativo, Assistant Professor

Ed.D., University of Georgia

Area of expertise: Engineering & Technology Education

Research interests: teaching and learning issues in technological studies and engineering design issues.

Jay Rojewski, Professor

Ph.D., University of Nebraska

Area of expertise: research design, career development, international

Research interests: career aspirations, development, and behavior, particularly for adolescents at-risk of school failure including individuals with high incidence disabilities; research design, methods, and analysis, including propensity score matching; international vocational education and training

Bettye P. Smith, Professor

Ph.D., The Ohio State University

Area of expertise: Family & Consumer Sciences Education

Research interests: critical science approach to curriculum development, contextual teaching and learning pedagogical model, national content standards in family and consumer sciences (FCS), and issues of Black faculty in higher education.

Clifton L. Smith, Professor
Ed.D., Virginia Tech

Area of expertise: Work-based Learning, Policy Development and Implementation in Workforce Education; Leadership Development in Workforce Education

Research interests: Continuous improvement process needed for the advancement of career and technical education into the 21st century, as well as the practice of integrating school-based learning with work-based learning resulting in the successful transition of students from secondary education to employment and postsecondary education.

Wanda L. Stitt-Gohdes, Professor
Ed.D., University of Georgia

Area of expertise: Business Education

Research interests: Work centers on teacher preparation; developing and informing practice of qualitative research in business education

C. Kenneth Tanner, Professor
Ed.D. Florida State University

Area of expertise: Sustainability and Human Ecology; Administration and Administrative Theory; Supervision and Theory of Supervision; Organizational Climate and Culture; Program Evaluation; Basic Statistics; Problem-Based Learning

Research interests: Planning, environmental and sustainability issues regarding work, activity, and learning environments; and the influence of the physical environment on people and their behavior, attitudes, and productivity levels.

Robert C. Wicklein, Professor
Ed.D., Virginia Tech

Area of expertise: Engineering & Technology Education

Research interests: Effects and Attitudes of Design Strategies in Technology and Engineering .

Myra N. Womble; Associate Professor
Ed.D., North Carolina State University

Area of expertise: Business Education

Research interests: Instruction in select areas of Career and Technical Education (i.e., technology, employment readiness, and career interests) to enhance work readiness of diverse and disadvantaged people.

Administration:

Roger B. Hill, Professor, Department Chair, Workforce Education, Leadership, and Social Foundations

Wanda L. Stitt-Gohdes, Professor, Associate Department Chair, Workforce Education, Leadership, and Social Foundations

Clifton L. Smith, Professor, Graduate Coordinator, Workforce Education, Leadership, and Social Foundations

Melinda Pass

Graduate Coordinator's assistant; liaison with Graduate School
Graduate Student admissions
Electronic files of graduate student records
Graduate student database
Graduate School forms

Timetable for Implementation:

Recruitment will begin in Spring Semester 2011 with the first cohort admitted for Fall Semester 2011. Course revision and development will be undertaken in Spring Semester 2011.

Program Assessment

Objectively assessing program quality and student achievement is important for any academic program to maintain stability and viability. Assessment guides both the formative aspects of program implementation as well as the summative review needed to document effectiveness. All WELSF degree programs participate in assessment programs conducted by the University, the College, and the department. The proposed program will be included, with data from program participants, graduate exit surveys, and alumni questionnaires used to provide a rigorous review. Current academic trends, technology changes, and accreditation standards will all be considered as assessment is designed and conducted.

7. Library and Laboratory Resources

Two University of Georgia libraries are available for student use: the main library and the science library. Both libraries can be accessed for electronic literature searches. The Griffin Campus Research Facility Library is a branch of the University of Georgia Libraries. Researchers needing access to the Griffin Campus library after hours may obtain a key card for easy access. Additionally Workforce Education faculty will provide materials for access by students. These materials will be placed in the UGA-Griffin research facility library.

8. Budget

This degree program can be started and maintained with relatively low costs for the - College of Education, Major expenses after initial start-up costs will be travel between Athens and Griffin by teaching faculty and expenses of technology upgrades.

Expected Yearly Tuition Income (Minimum based on an estimate of \$1890 for six credits times 3 semesters times 20 students in a cohort)

\$113,000. Revenue generated would be sufficient for sustaining the continuity and growth of the program.

Start Up Costs

Two 12 month 1/3 time Graduate Assistant = \$30,708 (assist with setting up eLC courses, managing communications with class members, and collecting assessment data to demonstrate effectiveness of the program)

Upgrading of faculty computers = \$5000

Purchase of online learning technology (web cams, headsets, etc.) = \$800

Advertising = \$2500

Total = \$39,008

Expected Yearly Maintenance Costs (subject to reassessment)

Two 12 month 1/3 time Graduate Assistant = \$30,708 (assist with maintaining online resources and course materials, managing communications with class members, and collecting assessment data to demonstrate effectiveness of the program)

Upgrading of program technology = \$5000

Resources for students (books, research journals, and other materials) will be purchased and housed in the UGA-Griffin library = \$2,000

Advertising = \$2500

Travel = Four face-to-face meetings per course = 8 per semester (2 courses), mileage, 170 mi. RT @ \$.50/mi. = \$85 x 8 = \$680 x 3 = \$2040; lodging \$2,880; meals \$400

Total = \$45,528

9. Program Costs Assessed to Students

No student costs are expected beyond those normally associated with the on-campus programs.

10. Accreditation

The current Ed.D. program meets appropriate accreditation guidelines. It is anticipated that this external degree program would also meet accreditation guidelines in that it maintains the same standards of excellence implemented in the current program.



Roger B. Hill

Professor and Department Head

Workforce Education, Leadership and Social Foundations



The University of Georgia

College of Agricultural and Environmental Sciences
Agricultural Leadership, Education and Communication

January 26, 2011

Roger B. Hill, Ph.D.
Department Head
Workforce Education, Leadership, and Social Foundations
209 River's Crossing; 850 College Station Road
University of Georgia
Athens, GA 30602-4809

Dear Dr. Hill:

I am writing to support the Proposal for an External Degree being submitted by the Department of Workforce Education, Leadership and Social Foundations. This would be a degree that a number of our former students would be interested in enrolling in. I have consistently been made aware of teachers and other professionals in the field of agricultural education who would seek to obtain a doctoral degree were it available in a way that they could access it. By providing this degree program through the use of online technologies and face-to-face meetings at the Griffin Campus, greater access will be provided.

In addition, career and technical education and agricultural education share a common heritage, are administered at the state level by a common Department of Education unit, and share similar underlying theories and scholarship such that this degree would be appropriate for our students who desire to pursue doctoral studies.

With regard to potential for future participation, our program currently has an undergraduate enrollment of 65, and a Masters enrollment of 73. As these students seek to pursue higher levels of educational attainment, the proposed doctoral degree would meet those needs. In addition to these, the existing population of students who have completed our program with Master's degrees is significant.

Please contact me if there are questions or I can provide further information related to our programs. We would be pleased to see this program be available by the fall semester of 2011.

Sincerely,

Dennis W. Duncan, Ph. D.
Interim Department Head