

**Tentative Agenda Items for
February 2, 2007 AHECB Meeting**

**Arkansas Northeastern College, East Arkansas Community College,
and Mid-South Community College**

Associate of Applied Science in Advanced Manufacturing Technology

**East Arkansas Community College, Mid-South Community College,
and Phillips Community College of the University of Arkansas**

Technical Certificate in Advanced Manufacturing Technology

Program Summary

The Associate of Applied Science (AAS) degree and Technical Certificate in Advanced Manufacturing Technology is a consortium effort among five Eastern Delta community colleges: Arkansas Northeastern College (ANC), Arkansas State University at Newport (ASUN), East Arkansas Community College (EACC), Phillips Community College of the University of Arkansas (PCCUA), and Mid-South Community College (MSCC). The ADTEC Consortium creates a joint infrastructure which will facilitate professional development for faculty, facilitate the sharing of faculty, equipment, curriculum, and other resources, utilize joint resources to develop curriculum and training needs, identify industry needs and authenticate assessment of needs.

Initially, the Associate of Applied Science degree (AAS) will be offered at ANC, EACC and MSCC while the Technical Certificate (TC) in Advanced Manufacturing Technology will be offered at EACC, MSCC and PCCUA. The program will be funded at four campuses by the United States Department of Labor. It is anticipated that both the AAS and TC programs will be offered at all five ADTEC campuses. The purpose of the Consortium is to maximize resources available to the five small, rural colleges to support education, training, and the development of an advanced manufacturing work force. The AAS Degree in Advanced Manufacturing Technology will help prepare a workforce for the existing automotive, automotive related industries, and other advanced manufacturing companies. General education and industry-specific knowledge and skills will prepare students for entry-level employment in manufacturing enterprises.

The advanced manufacturing program will primarily be delivered on-campus, and the programs will also be available to the students enrolled at each college's secondary area technical center, many of whom are enrolled in the Certificate of Proficiency in Advanced Manufacturing Technology program

The Associate of Applied Science Degree in Advanced Manufacturing Technology will consist of 66-71 credit hours and will build upon the technical courses offered in the Certificate of Proficiency in Advanced Manufacturing Technology and the Technical Certificate in Advanced Manufacturing Technology (also being submitted for approval in a separate proposal). Based upon local business and industry needs, the specialty elective hours will provide sufficient flexibility to meet local industry needs.

Arkansas State University—Beebe

Associate of Applied Science and Technical Certificate in Creative Arts Enterprise

Program Summary

Arkansas State University—Beebe requests approval to offer the Associate of Applied Science degree in Creative Arts Enterprise at ASU—Beebe, ASU—Searcy, and ASU—Heber Springs. The proposed curriculum consists of 63 total credit hours comprised of 15 hours general education core curricula, 24 hours business core curricula, 21 hours studio art/portfolio credit, and a 3 credit hour capstone project. It should be noted that this program is not primarily an art program but a business program designed to enable artists to succeed in the business side of their profession.

The Technical Certificate in Creative Arts Enterprise is designed for practicing or developing artists, artisans, and craftsmen who seek the business training to manage the marketing and sale of their wares in a creative economic environment. The AAS in Creative Arts Enterprise is a terminal degree program also designed for practicing artists, artisans, and craftsmen who seek the business training to manage the marketing and sale of their wares in a creative economic environment, but who also desire to obtain a degree.

The program will be interdisciplinary, including existing courses as well as new courses added to the program, combining general education with business and art training, and including the capability for students to train in a wide variety of potential artistic media for which courses are already offered in the ASU—Beebe system, including, but not limited to painting, drawing, ceramics, auto body repair, design, welding, upholstery. Students who are practicing artists will receive credit commensurate with the amount and quality of work in their presented portfolio, but all students will be required to produce a capstone project in their art form/craft while enrolled in the program. With a sufficient portfolio, students may be able to complete the general education and business courses and the capstone project in as little as a semester for the certificate and one year for the AAS, allowing them to acquire the business skills they need to compete in the marketplace while taking minimal time away from their practice of their craft.

Cossatot Community College of the University of Arkansas

Cosmetology Technical Certificate

Program Summary

The cosmetology course is designed to provide students with the theoretical and practical instruction required as a prerequisite to qualify for licensure examination by the Arkansas State Board of Cosmetology.

The primary purpose of the course is to train the student in basic manipulative skills, safety judgments, proper work habits desirable attitudes and appreciation necessary for positions as a Cosmetologist. Students will be trained in hygiene and sanitation, physiotherapy, cosmetricity, physiology and histology anatomy, neurology, mycology, and osteology, hairdressing, manicuring, aesthetics, salesmanship and shop management, and shop department.

All elements of the technical curriculum are dictated by and shall adhere to the standards of the Arkansas State Board of Cosmetology.

New program costs will include the completion and equipping of the facility, new faculty hires, and training supplies.

A resource library will be created for student and instructor reference. The faculty will be provided with a budget to take advantage of professional development opportunities.

East Arkansas Community College

Associate of Applied Science in Medical Assisting Technology

Program Summary

East Arkansas Community College requests approval to offer the Associate of Applied Science in Medical Assisting Technology degree. The curriculum consists of 71 total credit hours comprised of 17 credit hour prerequisites in general education and after admission to the program, 24 credit hours in medical assisting technology, 12 credit hours in business and technology, and 18 credit hours in general education. The core courses in medical assisting technology have been developed according to the Standards and Guidelines established by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). East Arkansas Community College envisions the need to hire a full time faculty member to teach all medical assisting technology core courses and will establish a budget to support the medical assisting technology program. Library holdings are adequate initially, but additional subscriptions and reference materials will be obtained as needed. The medical assisting technology program requires classroom and laboratory/clinical work. Existing classroom and laboratory space is sufficient to teach the program.

The purpose of the medical assisting technology program is to educate individuals to perform administrative and clinical tasks in a healthcare office/facility setting. Administrative tasks may include but not be limited to answering telephones, greeting patients, updating and filing patient's medical records, filling out insurance forms, handling correspondence, coding, scheduling appointments, arranging for hospital admission and laboratory services, and handling billing and bookkeeping. Clinical tasks may vary according to State law but may include but not be limited to taking medical histories, obtaining and recording vital signs, explaining treatment procedures, preparing patients for examination and assisting the physician during the examination, performing basic laboratory procedures and electrocardiograms, disposing of contaminated supplies, and sterilizing medical instruments. Graduates will receive an Associate of Applied Science and will be eligible to make application to take the American Association of Medical Assistants Examination to become a Certified Medical Assistant (CMA). The cost of the program will be based on current tuition and fees of the College, books, malpractice insurance, and certification exam fee.

Southern Arkansas University—Magnolia

Master of Science in Agriculture

Program Summary

This program is designed to further enhance the professional competencies of those individuals engaged in production agriculture, careers in agriculture and related agencies, businesses and industries, and/or agricultural education and extension.

The proposed Master of Science in Agriculture program will consist of coursework and a thesis or non/thesis track option for a total of 36 hours. The curriculum includes a course in research methodology and a course in agricultural statistics. The Southern Arkansas University Farm consisting of approximately 1200 acres will be used as a laboratory to study animals and land as it is used in agriculture today. This degree is designed to provide comprehensive knowledge and competencies in several areas within the agriculture sector. The culminating activity for those completing this program is completion of a written and oral comprehensive exam and three hours for a professional project.

Existing undergraduate programs at SAU support the proposed program are as follows: Agribusiness (B.S.), Agricultural Education (B.S.), and Agricultural Science (B.S.).

University of Central Arkansas

Doctor of Philosophy in Leadership Studies

Program Summary

The University of Central Arkansas proposes a Doctor of Philosophy (PhD) program in Leadership Studies. The proposed program—based in the Department of Leadership Studies, College of Education—is designed to promulgate the goals espoused by the Carnegie Foundation for doctoral programs and reflects the Foundation’s beliefs about such programs. The program seeks to prepare students as stewards who will be responsible both for the discipline of leadership studies and for the application of leadership theory.

Self-identifying as a steward implies adopting a sense of purpose that is larger than oneself. One is a steward of the discipline, not simply the manager of one’s own career. By adopting as a touchstone the care of the discipline and understanding that one has been entrusted with that care by those in the field, on behalf of those in and beyond the discipline, the individual steward embraces a larger sense of purpose. The scale is both temporally large (looking to the past and the future) and broad in scope (considering the entire discipline, as well as intellectual neighbors). —Golde, 2006, p. 13

Theoretical Framework

According to Richardson (2006, p. 259),

There has been a strong policy initiative in Washington to bring particular medical research design models to play in education, particularly randomized experiments. In fact, there is at present an effort to require such models within federal funding for research. There are also expressed concerns about the quality of qualitative studies, and much discussion related to criteria for their assessment. While there may have been subtle political involvement in educational research methodology in the past, it is now no longer subtle.

In the recent past, doctoral students were expected to become bi- (or tri-) methodological, with strong and deep knowledge and skills in at least one approach. The rationale for this approach is that students would leave their PhD programs equipped with a set of methodological skills and understandings that would allow them to immediately participate in quality educational research. However, because the students would also have an understanding and some skills in other approaches, they would understand in some depth research that employs these other methods and be prepared to conduct mixed-methods studies.

Faculty involved in the development of the PhD in Leadership Studies believe that the goal of developing depth in one methodological approach and breadth in several other methodological approaches is still viable and desired; however, faculty also believe that greater emphasis should be placed upon the benefits and limitations of the various methodologies being introduced to the students in terms of the nature and potential use of the knowledge being generated, ethical issues involved in a particular methodology, and the

criteria that should be used in judging the quality of the work within the particular methodology (Richardson, 2006).

Leadership studies is, in fact, a discipline, and a fundamental characteristic of leadership studies differentiates it from other disciplines: leadership studies can be viewed either as a *field of study* and, therefore, a contemplative search for theory and science, or as an *activity* in which the various systems and theories of leadership are applied. Viewed through the functions of stewardship, the study of leadership and its applications are linked (Richardson, 2006).

As a *field of study*, the discipline of leadership has as its major purpose to create stewards in leadership studies who have the background needed to understand, represent, and contribute to knowledge of the field. They have developed expertise in principles and rules to evaluate empirical data. They have depth and breadth in understanding as well as thorough involvement in the field. They not only possess substantive knowledge, they also have an increased understanding of the field in relation to other fields (Richardson, 2006).

In application, leadership is highly complex. Its immediate purposes relate to the intellectual, moral, social, and physical development of those involved, and it functions socially and civically to maintain and improve a democratic way of life (Burnes, 1978). Such complexity, with competing goals and values, requires strong analytic thinking and understanding in order that the process is conducted in a thoughtful and effective manner. Stewards have duties related to communicating and engaging in decisions concerning the practice of leadership. In particular, they communicate the research and values applied in judging that research to various audiences so that decisions about the application are made within strong analytic and morally defensible frameworks (Kwiram, 2006).

The Doctor of Philosophy (PhD) in Leadership Studies has as its goal the development of persons who are *stewards of the discipline*. As described by the Carnegie Foundation's Initiative on the Doctorate (2006), stewards are scholars in the fullest sense of the word. They understand the intellectual history of the discipline, use best practices in current work, and represent knowledge to others both within and outside the field. They are knowledgeable of the broader intellectual landscape, including paradigms and questions, and they are able to speak about how their discipline contributes important understanding to larger questions. "They can imaginatively generate new knowledge, critically conserve valuable and useful ideas, and responsibly transform understandings through writing, teaching, and application.... [Stewards are those with whom] the vigor, quality, and integrity of the field can be entrusted" (Carnegie, 2006). Stewards possess a set of roles and skills that ensure competence and a set of principles that provide the moral compass that guides the ethical dimension (Golde, 2006). The Doctor of Philosophy in Leadership Studies will foster the development of such stewards.

The concepts of knowledge and understanding together define the meaning of steward; thus, preparing stewards involves attention to both developing *understanding* and to cultivating three forms of *knowledge*--formal knowledge, practical knowledge, and beliefs and misconceptions (Richardson, 2006). Shulman (2002) provides a definition of understanding most fitting for the Leadership Studies program:

Understanding is the category we spend most of our time as educators worrying about.... It includes knowledge, and it includes the ability to restate in one's own words the ideas learned from others.... In contrast to knowledge and information, understanding connotes a form of ownership. (p. 40)

Knowledge, as defined by Plato in his *Theaetetus*, refers to justified true beliefs wherein beliefs correspond to reality and are derived from valid evidence and arguments.

Forms of Knowledge

Faculty in the Leadership Studies program embrace specific forms of knowledge, understanding, and beliefs as important elements in preparing stewards of leadership. The proposed PhD in Leadership Studies degree incorporates these forms of knowledge.

Formal Knowledge

The first form of knowledge may be referred to as *formal knowledge*; it is the type of knowledge that is most generally associated with the doctoral degree. Within the Leadership Studies program, formal knowledge will have three categories: *traditional knowledge*, *special interest knowledge*, and *scholarship*.

The first category, *traditional knowledge*, encompasses the study of the field of leadership to include acquisition of the knowledge base and the intellectual history, theories, and evolution of the discipline. In order to be stewards, PhD students must exit their program with an in-depth understanding of the discipline and its application. Possessing an extensive appreciation of the discipline of leadership studies enables students to understand the place and potential of that discipline within a broader intellectual context (Berliner, 2006).

The second category of formal knowledge is that of *special interest knowledge*. Within the PhD in Leadership Studies program, students will select a field of interest (i.e., curriculum and instruction, educational administration, higher education) upon which to concentrate for meeting their individual professional career goals. Faculty believe that stewards of leadership work to bring greater harmony among various fields. As a result of their focus on *special interest knowledge*, PhD students in the Leadership Studies program will gain the knowledge needed to reconceptualize their own emphasis-area fields within a framework of the leadership studies discipline.

The third category of formal knowledge, *scholarship*, focuses on the skills needed for empirical studies. This category includes the study of quantitative and qualitative research. Because faculty embrace the Carnegie belief that stewards have the skills necessary to contribute new knowledge to the discipline, PhD students must develop the abilities to think critically and theoretically. Furthermore students must exit the program with a strong knowledge base in the area of research and the competencies necessary to design and interpret research. In keeping with the Carnegie directive, graduates of the PhD in Leadership Studies will have the methodologies and tools necessary to contribute to and shape formal knowledge and understanding of the discipline.

There will be included in the PhD in Leadership Studies a number of courses dedicated specifically to developing the methodologies and tools important to scholarship. It is imperative, however, that the development of the scholarly skills not be seen as separate and apart from the program. The development of research competencies will be threaded throughout the entire curricula as students continually acquire knowledge and develop the skills necessary to analytically question and examine that knowledge and eventually to generate and contribute new knowledge to the field.

Practical Knowledge

The second form of knowledge, *practical knowledge*, may be thought of as “knowing how” (Ryle, 1949) and is needed for many of the activities in which a PhD student will eventually engage (e.g., teaching, certain research-related activities such as submitting a proposal for funding, or operating as an academic within a university setting). Opportunities to develop practical knowledge will be assured in the program via two mechanisms. First, consistent with Richardson’s (2006) position, the curriculum has been designed to incorporate certain learning opportunities that focus on practical knowledge acquisition. Examples are defending a policy statement proposal before an approval body, working with a legislative group to craft

a piece of legislation and build support for its passage, designing an action plan for implementing a major change in practice, and performing instructional analysis. Second, program faculty have in place a formal mentoring process for new faculty. This process reflects the belief in the importance of mentoring as a vehicle for cultivating an encouraging and supportive environment (Bendor, 2006; Richardson, 2006; Stacy, 2006). A similar process will be initiated to ensure the mentoring needed to support the development of the new PhD's practical knowledge.

Beliefs and Misconceptions

The third form of knowledge is that of *beliefs and misconceptions*. As noted by Richardson (2006, p. 258), "We have a unique situation in education." Nearly everyone has been a student and because of that experience, many claim knowledge of certain fields, perhaps even consider themselves experts; their beliefs are often strong--and often incorrect, misguided, or unworkable (Richardson, 2006).

PhD students will likely enter the program in Leadership Studies with beliefs about the nature of leading, often based upon their experiences in the educational system as students, teachers, or administrators (Richardson, 2006). Because these experiences often have been unexamined, it is important that PhD students have opportunities throughout the time they are involved in the Leadership Studies program to explore their beliefs and reflect upon possible misconceptions with regard to both leadership scholarship and leadership systems. This is best accomplished by ensuring that students are grounded in the literature of leadership. Much of the Leadership Studies program will be devoted to providing opportunities and experiences for students to become highly conversant in the research and literature of the discipline.

Another aspect of this exploration will involve the sincere examination of self that leads to insight into personal leadership strengths and limitations. Bennis and Nanus (1985) refer to this self-examination as comprising the "raw ingredients" of leadership, the ingredients needed not only for a leader's success but also for encouraging the leadership process in others. One result of self-examination should be the acting upon the self-knowledge discovered; this can lead to "deep change" (Quinn, 1996) at the personal level. What future leaders must come to understand is that in order to provide leadership for substantial and beneficial change in contemporary organizations they must possess not only the knowledge for and competencies to lead, but they must also possess within themselves a willingness to understand and to risk deep change in one's personal life and a willingness to engage in the continuous learning resulting from a process of on-going self-reflection. Senge (1990) refers to this continuous learning about oneself as "personal mastery." Leaders who practice personal mastery are involved in continuous learning; they are committed to their own growth as well as to their work. According to Senge (1990), the personal search for self-knowledge is essential to leadership for he believes that organizations learn only through individuals who learn.

Faculty in the Leadership Studies program believe their responsibilities include assisting PhD students to engage in self-reflection for professional and personal growth. They believe in the importance of students becoming more cognizant of how unwarranted beliefs and misconceptions develop and what it might take to promote recognition and a change of those beliefs in oneself and in others. They further believe that students should experience a personal transformation as a result of their participation in the doctoral program. Because of their experiences within the program, students should exit with a sense of self that reflects positive changes in not only their knowledge, skills, beliefs, attitudes, and dispositions, but especially in their overall level of professionalism.

The PhD in Leadership Studies will strive to aid students not only to examine their own beliefs, but also to understand; not only to become aware of issues of policy, policy making, and implementation (formal knowledge), but also to learn to communicate (practical

knowledge) with those who are passionate about improvement of organizations but have little understanding of the complexities of the system and the potential for reform.

Instructional Design

The leadership core instructional design will include faculty outside the field of education, and the research core will rely heavily on current doctoral faculty in the Department of Psychology and Counseling. The purpose is to enrich the curriculum by offering courses taught by faculty bringing knowledge and expertise pertinent to leadership from diverse academic disciplines and cross-curricular perspectives. Dr. Peter Mehl, PhD in Philosophy, in the College of Liberal Arts will teach Leadership and Ethics. Other faculty who may teach in the core include individuals currently teaching leadership courses in UCA’s masters programs. Examples include Dr. Amy Amy, PhD in Leadership Studies, whose faculty appointment is in the Department of Writing and Speech in the College of Fine Arts and Communication and Dr. David McCalman, PhD in International Business, who teaches courses in leadership and decision making in masters programs housed in the College of Business, the College of Health and Behavioral Sciences, and the College of Education. As noted in part 8, FACULTY, the instructional design of the proposed program also includes one new faculty hire who will be a scholar in leadership studies and another in research.

The following table illustrates the critical elements of the proposed PhD in Leadership Studies. There is an obvious emphasis on the three forms of knowledge: formal (traditional, special interest, and scholarship), practical, and beliefs and misconceptions. One also can observe in the table a strong call for dispositions to be fostered in the PhD students. These include dispositions such as humility, integrity, demonstrating a respect for others, and the willingness to grow professionally.

It is important to note that the Critical Elements table focuses on the outcomes of learning rather than on the process to achieve these outcomes. Thus, these outcomes are not meant to match with specific courses but, rather, to identify those learning outcomes and the personal/professional growth that should result from student involvement in the PhD in Leadership Studies program.

**Critical Elements of the PhD in Leadership Studies
(adopted/adapted from Ball and Cohen, 1996)**

Outcomes of learning	Knowledge and Skills	Dispositions
I. Demonstrates extensive knowledge of the field of leadership studies	<ul style="list-style-type: none"> • Summarizes historical perspectives and evolution of a field • Articulates major controversies or theoretical positions • Discusses the nature of particular claims and theories • Applies theories, analytical frameworks, empirical results, ideas of the field central to one’s work 	<ul style="list-style-type: none"> • <i>Curiosity about how others have thought about an area</i> • Reads partly to get more substance and partly to identify the growth points of a field • Stays current with developments in the field(s) in and outside one’s own area(s)
II. Demonstrates the ability to think theoretically and critically about leadership and about the student’s area of	<ul style="list-style-type: none"> • Understands various theoretical perspectives and what each illuminates and obscures • Reads broadly, in other fields, seeking connections that are not at first obvious • Distinguishes conceptual/analytical from empirical issues • Compares across traditions of research 	<ul style="list-style-type: none"> • <i>Humility with respect to prior work; courage to question accumulated wisdom</i> • Critically examines one’s own assumptions • Discriminates between knowledge and belief • Changes one’s mind based

Outcomes of learning	Knowledge and Skills	Dispositions
emphasis	and allied philosophical traditions	upon argument or evidence
<p>III. Demonstrates skills for creating meaningful research problems</p>	<ul style="list-style-type: none"> • Discusses issues in the field: Where are there gaps? Unexamined issues? Where is there controversy? Something that needs to be challenged? • Examines literature in related fields • Articulates researchable questions • Formulates hypotheses and hunches • Connects one's work to others' work • Identifies critical elements of a problem 	<ul style="list-style-type: none"> • <i>Passion for ideas</i> (i.e., genuine curiosity or desire to develop a careful analytical contribution to a problem) • Willing to take intellectual risks
<p>IV. Demonstrates understanding of research as a socially situated endeavor</p>	<ul style="list-style-type: none"> • Identifies various people or groups who have worked on related issues • Understands the history of one's research tradition / field • Connects the purpose of one's work to the work of others (e.g., challenges, adds, shifts focus, refutes) • Remains current on literature • Grounds questions in practice as well as theory 	<ul style="list-style-type: none"> • <i>Viewing criticism as contributing to the quality of one's work</i> • Understands one's work as a contribution to an ongoing conversation • Recognizes and uses local knowledge in the inquiry process • Is sensitive to various discourses in the design, conducting, and communication of research in various settings and with various audiences • Appreciates research as part of an ongoing conversation
<p>V. Demonstrates ability to design research (i.e., join researchable problems to appropriate methods of inquiry)</p>	<ul style="list-style-type: none"> • Knows and explores numerous sources of data • Describes various methodological traditions and orientations • Understands central conceptual constructs (e.g., dependent / independent variables, causal-comparative, ethnography) • Employs various methods of data collection • Matches research questions to the kinds of information needed • Conceptually maps aspects of the research, developing methods to address particular aspects of the map • Creates research study frameworks 	<ul style="list-style-type: none"> • <i>Respect for intellectual honesty and integrity</i> • Respects settings and participants in research • Seeks and uses criticism • Chooses methods without bias • Seeks methods, designs, and instruments from others' work
<p>VI. Demonstrates skills necessary to collect and analyze data</p>	<ul style="list-style-type: none"> • Uses various methods of data analysis • Applies current standards of evidence • Understands sources of ideas, uses of literature • Demonstrates writing skills: both technical and coherent 	<ul style="list-style-type: none"> • <i>Openness to surprise</i> • Looks for disconfirming evidence, considering alternative interpretations or explanations • Seeks criticism • Uses literature to help develop

Outcomes of learning	Knowledge and Skills	Dispositions
		explanations and provide balance
<p>VII. Demonstrates skills needed to communicate with various audiences about research related to the field of leadership studies and student's related field of study, to publish research and practices to inform and support other individuals in related fields of study</p>	<ul style="list-style-type: none"> • Understands needs of various audiences • Uses various forms of research designs (e.g., essay, empirical article, case study, conceptual analysis) • Explains what constitutes “findings” or “products” of particular programs of research • Discusses kinds of claims being made and what constitutes effective means of presentation and provision of evidence • Demonstrates writing skills—general and technical; precise and clear • Applies logic to persuasion and argument • Structures arguments • Participates in oral presentation and debate • Examines how the research activity is a form of dissemination 	<ul style="list-style-type: none"> • <i>Desire to present draft analyses or arguments, revising as a result of listeners' reactions</i> • Sees writing as part of interpretive and analytical work, not merely as a writing exercise • Seeks criticism • Appreciates the writing/editing/re-writing process • Respects language: uses caution in introducing new terms and care in creating needed ones • Is sensitive to various discourses in the design, conduct, and communication of research in various settings with various audiences • Sees research as contributing to an ongoing conversation
<p>VIII. Demonstrates skills to network with other individuals in related fields of study</p>	<ul style="list-style-type: none"> • Understands the importance of establishing networks • Understands the importance of roles and relationships • Develops networking relationships with peers and established members of the profession • Recognize and values mentoring relationships 	<ul style="list-style-type: none"> • <i>Respectful of the contributions of others</i> • Listens carefully to what others say • Entertains the possibility that there are varying interpretations of similar events • Accepts constructive feedback
<p>IX. Engages in a process of continual personal growth</p>	<ul style="list-style-type: none"> • Understands the importance of reflection • Uses various forums (e.g., reading, writing, discussion) to foster reflective activity • Discusses the relationship between personal growth and organizational growth and how one may affect the other • Explains the nature of beliefs and misconceptions • Demonstrates techniques for fostering change of beliefs in self and others 	<ul style="list-style-type: none"> • <i>Willingness to foster “personal mastery”</i> • Seeks ways to better understand oneself • Is open to feedback • Is sensitive to the beliefs of others • Appreciates the process of changes in thinking

A fundamental goal of the proposed PhD in Leadership Studies is to help students acquire the knowledge, skills, and dispositions necessary for conducting research in the discipline of leadership studies according to accepted standards of rigor and quality and for maintaining and improving the application of the discipline. To accomplish this goal, PhD students must acquire research competencies based upon rigorous scholarship. They must develop an

understanding of research theory and acquire the skills necessary to apply methodological techniques. They must come to value both quantitative and qualitative modes of investigation and appreciate the value of mixed-methods approaches. It is the research process itself that provides the scholars with the tools important to understanding a diverse and complex society and for providing effective leadership for the 21st century.

As such, the PhD in Leadership Studies strives to develop scholars who are competent in their abilities to conduct independent, original, and ethically sound research and to create, contribute, and apply theory with the intent of discipline expansion. It seeks the development of scholars who possess the skills and knowledge necessary to contribute new knowledge to the discipline of leadership studies that will prove important in the continued evolution of the discipline itself (Golde, 2006). The PhD in Leadership Studies will foster in students the development of knowledge, skills, and dispositions needed to provide the necessary leadership for their organizations to function as dynamic, socially-responsive institutions.

In Summary

The proposed research-based PhD in Leadership Studies focuses upon two key factors. First, a doctoral program based on a conception of leadership studies as both a discipline and an applied endeavor is an appropriate fit for the complexity of 21st century life. Second, the advancement of knowledge in research methodology coupled with the demanding issues facing education and society requires the preparation of scholars who can conceptualize, design, and conduct research that uses multiple methodologies.

The disciplinary challenges placed upon leadership as a field of study will increase exponentially as the expectations for leadership skills are expanded to include positions previously conceived as ones for followers. The possession of leadership competencies increasingly will be demanded at all professional levels within our society (e.g., the academy, corporate sector, agency, or foundation) rather than being reserved for a select few. Societal complexity, with competing goals and values, requires strong analytic thinking and understanding in order that the process of leadership is conducted in a thoughtful and effective manner.

The proposed program in Leadership Studies, with initial emphasis areas in education, represents an extension of UCA's historical mission of teacher preparation and, more recently, preparation of school principals and superintendents with the practical knowledge needed to function well in those capacities. The proposed program extends existing programs with a research model that demands the preparation of persons responsible for the discipline of leadership studies—its continuing evolution and expansion through the generation, examination, and application of research.

The Leadership Studies curriculum comprises a minimum of 60 semester hours of graduate credit beyond a master's degree. These hours are distributed into four curricular areas, each with a distinct purpose:

Leadership Core (18 hours)

Research Methodologies and Tools (15 hours)

Area of Emphasis (15 hours)

Induction into the Community of Scholars (core LEAD 8309 and 12 hours minimum of dissertation)

The degree is expected to require four years to complete (18 semester hours per calendar year, with nine hours and 12 dissertation hours during years 3 and 4). Implementing this degree will require the addition of 24 new courses for the core and specialized components and the addition of 12 hours minimum of dissertation coursework. As noted previously, two new faculty positions will be required to begin the program with a third position anticipated for the third year.

There are more than 40 masters' degrees offered on the UCA campus that will support the PhD in Leadership Studies. The initial emphases areas are specifically supported by the PhD program in School Psychology; masters' programs in Advanced Studies in Teaching and Learning, Childhood Education, Reading, College Student Personnel Services and Administration, Library Media and Information Technologies, School Leadership Management and Administration, and Special Education; and the educational specialist's program in Educational Leadership.

ADHE

Institutional Certification Advisory Committee

The Institutional Certification Advisory Committee (ICAC) will review the following applications for certification at the January 9, 2007, quarterly meeting.

Nova Southeastern University, Fort Lauderdale, Florida

Decertification – Distance Delivery

Doctor of Business Administration

St. Gregory's University, Shawnee, Oklahoma

Decertification

Undergraduate theology courses offered in Arkansas

State Minimum Core Curricula

Proposed revisions to the state minimum general education core curricula at the two-year and four-year colleges and universities will be presented for Coordinating Board approval.

Economic Feasibility of Bond Issue for Arkansas Tech University

Arkansas Tech University requests approval of the economic feasibility of plans to issue bonds totaling \$3,900,000 with a term of up to 30 years at an estimated annual interest rate of 4.5 percent. Proceeds from the bond issue will be used for auxiliary purposes. The Arkansas Tech University Board of Trustees is expected to approve this action at its meeting to be held in January 2007.

Revisions to Higher Education Bond Projects

The University of Arkansas – Fayetteville, Ozarka College, and Pulaski Technical College request changes in the projects to be funded by the Higher Education Bonds approved by Arkansans on November 7, 2006. All changes are in line with amounts and guidelines established by the Coordinating Board on November 4, 2005.

Recommendations for State Funding of Capital Projects: 2007-09 Biennium

Revised capital funding recommendations for the 2007-2009 biennium will be presented. This revision is required by the fact that several of the capital projects approved by the Coordinating Board on August 4, 2006, were included as projects for the Higher Education Bonds, which were approved by the Arkansas electorate on November 7, 2006.

Reimbursement of expenses for members of the AHECB and ICAC.

In accordance with Act 1211 of 1995 (A.C.A. §25-16-901 et seq.) it is necessary for the Coordinating Board to adopt a resolution authorizing expense reimbursement for board members and members of the ICAC.

State Board of Higher Education Foundation Election of Supervisory Committee.

The Board will elect the supervisory committee for the State Board of Higher Education Foundation.

Annual Report on First-Year Student Remediation for Fall 2006

Remediation rates for the Fall 2006 entering class will be presented to the Coordinating Board as an information item. Remediation rates by institution will be compared to the two previous years. The customary statistics of unduplicated headcount and breakouts by race/ethnicity, gender, age, attendance status, and remediation subject area will be included.

Annual Enrollment Report -- Fall 2006

The customary enrollment statistics will be presented to the Coordinating Board as an information item. This will include enrollment statistics for total, on-campus, race/ethnicity, gender, age category, attendance status, FTE, and annual unduplicated headcount. Summer II off-schedule enrollments will be mentioned.