



The University of Georgia

Office of the President

January 9, 2009

Erroll B. Davis, Jr., Chancellor
Board of Regents of the University System of Georgia
270 Washington Street, S.W.
Atlanta, Georgia 30334

Dear Chancellor Davis:

Attached for consideration by the Board of Regents is a proposal from the College of Education to offer the approved major in Adult Education (Ed.D.) on the Gwinnett Campus. Establishing this major at the University of Georgia can be accommodated within funds presently anticipated and available.

Sincerely,

Michael F. Adams
President

MFA/mab

Enclosure

cc: Dr. Susan Herbst
Dr. Melinda Spencer
Dr. Marci Middleton
Dr. Arnett C. Mace, Jr.
Professor Jere W. Morehead
Dr. Arthur M. Horne, Jr.

Extended Education

Proposal for an Extended Degree The University of Georgia

Date: February 26, 2008

Institution: University of Georgia

College: College of Education

Department: Lifelong Education, Administration & Policy

Degree: Stand alone degree, Doctorate of Education (Ed.D.)

Major: Adult Education

CIP Code: 13120101

Proposed Start Date: Summer, 2009

1. Assessment

There are over 20 public and private higher education institutions within an hour's drive of Gwinnett. This number includes research universities, four-year universities, two-year colleges, and technical colleges. Each of these institutions has an adult and continuing education program led by staff members who are potential applicants for this program.

There are hundreds of corporations, federal and state government, and private societies (e.g., Red Cross and American Cancer Society) with established units for training and development of employees at all levels of the organization. Each of these units is staffed with individuals who are potential applicants for this program. Informal market surveys of professional associations throughout the region have provided evidence that this degree would address a critical need for high quality doctoral-level education. In addition, there is currently a thriving network of over 60 alumni of our program's Masters of Education program that have been requesting doctoral level education in an innovative format in Gwinnett for many years now.

Given the format of this program (combined face-to-face classes with distance education), we expect to have considerably more applicants than seats. We will employ a similar format as another of our program's initiatives, the Community and Technical College Leadership Initiative (CTCLI). For all four cohorts admitted to that program, we had *double* the number of applicants than available spaces. Therefore, we expect to admit an initial cohort of 20 students in Summer 2009 and in each consecutive cohort. This process will allow the department to carefully manage the number of students admitted and will allow the department to be very selective, admitting only the most exceptional students.

2. Admission Requirements

The admission requirements will comply with Graduate School requirements and will be

comparable to the on-campus Ed.D. program, while also including criteria relevant to the unique characteristics of this program. For example, because this program is designed for experienced leaders of adult education, we will require that applicants be in a leadership position in an adult education institution or organization at the time of the application. The specific criteria for admission include:

- **Leadership Experience** – The applicant must be currently in a leadership position in an adult education institution or organization; that is, in a role in which they can apply the knowledge and skills learned in the program to effect change in their organization. This is critical for the innovative design of the program.
- **Master's Degree** – The applicant must have successfully completed a Masters degree in an area relevant to this degree.
- **Academic Record** – Performance in the applicant's Bachelors and Masters degree programs (GPA's), scores from the Graduate Record Examination (GRE), and faculty references will serve as benchmarks of academic capacity for advanced graduate study.
- **Personal Statement of Goals** – An essay explaining the applicant's career goals and the relationship between the degree program and the applicant's career goals.

In addition, the applicant will be asked to identify a problem they aim to work on throughout the program and that will serve as the basis for their dissertation. While this problem may shift in the course of the program, it is important for the design of this program that students are admitted already thinking about the challenges of leading adult education organizations and, specifically, substantive problems they'll seek to address through application of knowledge/skills developed in the program.

- **Recommendations** - Three letters of reference. At least two letters should be from individuals who describe the applicant's academic abilities for completing a doctoral program. One letter should be from an individual who documents the applicant's potential for executive leadership in an adult educational institution or organization.
- **Resume** – A current resume or vita should be submitted with the application.
- **Interview** – Applicants must participate in an interview with the admissions committee.

3. Program Content

The curriculum for this program is based on the on-campus Ed.D. program of study comprised of adult education doctoral courses that offer knowledge and skill development in adult education leadership. The individuals who apply to this program need the knowledge and skills to be scholarly practitioners prepared to lead organizations that help adult individuals, groups, organizations, institutions, communities and societies change through education and learning.

The degree is designed with action research as an undergirding framework to facilitate development of scholarly practitioners. There will be key milestones for a major action

research project throughout the three years, and these are designed in such a way as to fulfill the Graduate School's specifications as well as to ensure active connection with the Major Professor and Advisory Committee beginning early in and throughout the program. The entire doctoral process will emphasize skills related to research that provides knowledge to help leaders make better decisions, solve actual problems, and contribute to the enhancement of practice.

The program consists of 49 required credits (15 courses plus 4 credits of doctoral research) in four areas:

Courses	Credits	Classes
Adult Education	18 credits	6 classes
Electives	9 credits	3 classes
Research Methods	12 credits	4 classes
Final Project (Dissertation)	10 credits	2 classes + 4 credits (9300)
Total credits	49 credits	15 classes + 4 credits (9300)

The specific courses in the curriculum are:

Adult Education Core (18 semester hours)

- EADU 9750 Reflective Practice Seminar
- EADU 9020 Adult Learning Theory and Research
- EADU 9030 Program Planning and Research in Adult Education
- EADU 8620 Adult Education Administration
- EADU 8610 Trends and Issues in Adult Education
- EADU 8140 Impact of Race & Gender on Learning in the Workplace

Electives (9 semester hours)

Research Methods (12 semester hours)

- EADU 9601 Foundations of Adult Education Research
- ERSH 6300 Applied Statistical Methods in Education
- QUAL 8410 Designing Qualitative Research
- ERSH 7250 Educational Program and Project Evaluation

Dissertation (10 semester hours)

- EADU 9602 Research Practices in Adult Education (Dissertation Workshop 1)
- EADU 9602 Research Practices in Adult Education (Dissertation Workshop 2)
- EADU 9300 Doctoral Research

Student Advising

As stated earlier, the program is designed to ensure active connection with the Major Professor and Advisory Committee beginning early in and

throughout the program. Each student will be advised by a faculty member at the beginning of the program, and a key milestone at the end of year one will require Major Professor involvement and approval.

By the end of the student's fourth semester, the student's Advisory Committee will be in place and supporting milestones related to the dissertation. Comprehensive exams will be at the end of the student's sixth semester. Support of the Major Professor and Advisory Committee will be instrumental during years two and three.

Finally, the faculty of the Adult Education program is committed to forming a committee of advisors assigned to students in this program to explore structures, systems, and tools to innovatively and effectively advise students in this program.

4. Resident Requirements

No courses may be transferred into the program. There is no requirement for full-time study as the students are employed and are pursuing the degree part-time. Students will be admitted in cohort groups and, therefore, will be expected to follow a prescribed sequence of required courses with their cohort. This structure also ensures compliance with Graduate School requirements regarding residency and continuous enrollment.

If students in a cohort must discontinue their progress toward degree due to extenuating circumstances, they will have two options. First, they would be allowed to rejoin the next cohort at the point in which they discontinued as long as they (1) completed enough courses to earn residency as per the Graduate School requirements and (2) they maintain continuous enrollment as per the Graduate School requirements. A second option would be for students to continue their degrees on the main (Athens) campus.

5. Program Management

Program Maintenance and Quality: The Adult Education Program has a cadre of qualified faculty who are committed to teaching these courses. Those in support of offering the Ed.D. program in Gwinnett are: Dr. Laura Bierema, Dr. Ronald Cervero, Dr. Khalil Dirani, Dr. Talmadge Guy, Dr. Robert Hill, Dr. Juanita Johnson-Bailey, Dr. Sharan Merriam, Dr. Wendy Ruona, Dr. Lorilee Sandmann, Dr. Janet Truluck, Dr. Thomas Valentine, and Dr. Desna Wallin. We expect to add one new faculty member for every cohort up to three cohorts in order to meet the instructional needs of this program (see #8, Budget, for more detail). The long-range plan for the program is to have three cohorts in process simultaneously.

The program will be managed by a part-time coordinator. This individual will be responsible for recruitment, coordination of the application process, actively working with faculty advisors, course scheduling, evaluation, and other

program administration.

The program will comply with all Graduate School requirements for Ed.D. degrees in regard to admissions, residency, admission to candidacy, and dissertation.

Duration of the Program: Coursework will be taken in a prescribed sequence (see Appendix 1). Two to three courses will be offered each semester. This structure also ensures compliance with Graduate School requirements regarding residency and continuous enrollment.

Because the students will identify their problems in the first year and initiate the development of the problem and purpose statement, the program will provide the structures and support necessary to foster completion of the dissertation in the third year of the program.

Timetable: The program will begin in the summer of 2009. It is anticipated that the first cohort will complete courses and defend the dissertation during spring of 2012. It is hoped that we'll have the resources to begin a second cohort in summer 2011 and then another each year after that (starting summer 2012).

Duplication: To our knowledge, no other institution in Georgia or the southeast offers a part-time doctoral program focusing exclusively on adult education leadership and offered in a hybrid format. We expect as a result that this degree will have broad, regional (perhaps even national) appeal.

Program Review: This program will be subject to the University of Georgia Program Review Process.

7. Library and Laboratory Resources

We anticipate utilizing electronic resources in instruction and will expect the students to use online programs for accessing needed resources for coursework and dissertation research. The library at UGA-Gwinnett will be utilized as well as courier and online resources from the Athens campus.

8. Budget

This degree program will be staffed entirely by full-time faculty teaching on-load in order to ensure the equivalency between the on-campus and off-campus degree programs. In order to maintain this high level of instruction at the doctoral level, the department has requested a new tenure-track faculty line in the FY09-FY11 Business Plan for Gwinnett Programs that has been submitted to the Provost. The department will offer this Ed.D. degree at the UGA-Gwinnett campus when this additional faculty line has been approved.

9. Program Costs Assessed to Students

Students will pay tuition and application fees only.

10. Accreditation

This program is not under the accreditation jurisdiction of any outside agency.

A p p e n d i x 1
Timetable for Course Offerings

Year	Summer	Fall	Spring
Year 1	EADU 9750: Reflective Practice (<i>1-week experience</i>) EADU 9020: Adult Learning Theory & Research EADU 8610: Trends and Issues in Adult Education:	EADU 9601: Foundations of Adult Education Research EADU 8620: Adult Education Administration	EADU 9030 – Program Planning and Research in Adult Education ERSH 4300/6300: Applied Statistical Methods
Year 2	EADU 8140 – Impact of Race & Gender on Learning in the Workplace QUAL 8410: Designing Qualitative Research	ELECTIVE	ELECTIVE
Year 3	ERSH 7250: Educational Program and Project Evaluation ELECTIVE	EADU 9602: Research Practices in Adult Education	EADU 9602: Research Practices in Adult Education

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